



Registered at Universities South Africa (USAf) as a Community of Practice NPO no.: 078-484

HEDSA Guidelines on the establishment of a Disability Unit at a Post-School Education and Training Institutions.

(enabling access and support for students with disabilities at Post-School Education and Training Institutions)



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GLOSSARY

As per the Strategic Policy Framework on Disability for the PSET System (DHET,2018)

Assistive devices:

Any device, product, equipment or tool that is designed or adapted to enable persons with disabilities to participate in activities, tasks or actions including: (i) mobility aids such as wheelchairs, prostheses and crutches as well as service animals (ii) communication aids such as hearing aids, Frequency Modulation (FM) systems; (iii) sensory aids such as white canes; noise reducing headphones and coloured lenses (iv) technology aids such as computers for alternate and augmentative communication, screen readers, magnifiers, texts in audio format.

Assistive technology:

An umbrella term that includes assistive, adaptive and rehabilitative devices and services for persons with disabilities, which enable persons with disabilities and learning differences to attain independence including for example, loop systems, sub-texting, and alternative input for cognitive assistance and computer or electrical assistive devices.

Barrier-free access:

Barrier-free access in the PSET system is related to accessible buildings on campus, student housing, public transport used by students, libraries, recreational areas, sporting facilities, etc. Secondly it relates to planning for the removal of barriers to access information and services in and outside learning spaces, as well as equal treatment in services.

Basic services:

Any device, product, equipment or tool which is designed or adapted to enable persons with disabilities to participate in activities, tasks or actions.

Disability:

Disability is defined as the loss or elimination of opportunities to take part in the life of the community, equitably with others, encountered by persons 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.



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Discrimination:

Discrimination is any act or omission, including a policy, law, rule, practice, condition or situation which directly or indirectly (a) imposes burdens, obligations or disadvantages on; and/or (b) withholds benefits, opportunities or advantages from any person on one or more of the prohibited grounds which include disability and any other ground that might disadvantage a person, undermine human dignity or adversely affect an individual's rights and freedoms.

Disability discrimination

Discrimination on the basis of disability means 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, on all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It encompasses all forms of unfair discrimination, whether direct or indirect, including denial of reasonable accommodation.

Equality

Equality refers to the full and equal enjoyment of rights and freedoms as contemplated in the Constitution of the Republic of South Africa and includes equality according to the law and in terms of outcomes. It ensures that individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their requirements. It is the right of different groups of people to expect respect for their social position and receive equitable treatment in society.

Exclusion

Exclusion refers to the act of socially isolating or marginalising an individual or groups on the basis of discrimination by not allowing or enabling them to fully participate and be included in society and enjoy the same rights and privileges as others. This devaluation and exclusion of individuals or groups results in keeping 'others' outside from the prevailing social system and thus restricting their access to material, social, economic and political resources and rights. Exclusion consists of dynamic, multidimensional processes driven by unequal power relationships interacting across economic, political, social and cultural dimension and at different levels, including individual, household, group, community, country and global levels. It results in a continuum of exclusion often characterised by unequal access to resources and material inequalities, extreme loneliness, loss of self-esteem, etc. Impairment (as depicted in the medical model of disability)

Inclusion



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Inclusion is regarded as a universal human right and aims at embracing the diversity of all people irrespective of race, gender, disability or any other differences. It is about equal access and opportunities and eliminating discrimination and intolerance for all. It is about a sense of belonging: feeling respected and valued, feeling a level of supportive energy and commitment from others in order to fully participate in society with no restrictions or limitations. Inclusion implies a change from an individual change model to 'system change model' that emphasises that society has to change to accommodate diversity, i.e. to accommodate all people. This involves a paradigm shift away from the specialness of people to the nature of society and its ability to respond to a wide range of individual differences and needs.

Personal assistance services

A range of services, provided by one or more persons and/or service of animals designed to assist an individual with a disability to perform daily activities that the individual would typically perform if the individual did not have a disability. Such services must be designed to increase the individual's control of life. It removes the element of discrimination and segregation by providing for equal participation. (Personal Assistants include amongst others, personal aides, guides, note-takers, interpreters for deaf-blind persons, sexual and intimacy assistants, service dogs, guide dogs.)

Reasonable accommodation

Reasonable accommodation refers to necessary and appropriate modification and adjustments, as well as assistive devices and technology. Persons with disabilities should not be excluded from a situation, where the enjoyment or exercise on an equal basis with others is available.

Universal access

Universal access means the removal of cultural, physical and other barriers that prevent people with disabilities from entering, using or benefiting from the various systems of society that are available to other citizens. The absence of accessibility or the denial of access is the loss of opportunities to take part in the community on an equal basis with others. 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 in the PSET system.

Universal design

Universal design is the design of products, environments, programmes and services to be usable by all persons to the greatest extent possible without the need for adaptation or specialised design.



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BACKGROUND

Accommodating students with disabilities at PSET instituitons

Whilst the importance of the establishment of Education Support Services (ESS) and Education for Learners with Special Needs have already been directed by the White Paper on Education and Training (Notice 196 of 1995), the current Strategic Policy Framework on Disability for the Post-School Education and Training System (2018) envisages that services for people with disabilities are offered without any prejudice based on the White Paper on the Rights of Persons with Disabilities (2016).

Currently some institutions lack the capacity, policies and knowledge on how to cater for students and staff with disabilities or might have inappropriate and inadequate support services. The need to develop guidelines to assist institutions with the establishment of a Disability Unit (DU) or a support service for students with disabilities was identified. This is also in line with the strategic objectives of the Strategic Policy Framework, which covers three critical areas of access: the enabling environment, coordination and cooperation.

Whilst all support services offered to persons with disabilities continue to predominantly be the responsibility of a DU. Recent literature, however, suggests the probability of such an approach to foster exclusionary practices with regards to students with disabilities, instead of creating an environment where a diverse student body will be able to benefit from institutional practices and inclusion. The current model of support supposes that all persons will disclose the nature of their impairment and indicate the need for assistance. Concurring with current literature, many students with “invisible impairments” e.g. specific learning difficulties, prefer not to associate with the label of being a person with a disability. These students have been observed to be reluctant to disclose and come to DU’s as they do not wish to be labelled a “student with a disability”.

The current approach of support for students with disabilities at PSET institutions in South Africa mostly remains one-dimensional. The challenges experienced by students are accommodated through services provided by a designated separate division. The challenges that people encounter as a result of the interaction between their functional limitations and the social, attitudinal and physical environment in which they live, however, are deemed to be more disabling than the impairment itself. Promoting the human rights of persons with disabilities, the development of practices such as universal design and universal access,



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supports the social model of disability and focus on the holistic nature of challenges that students might encounter.

When the principles of universal design and universal access are applied within the higher education learning space, opportunities for all students to be successful in their academic endeavours are promoted. This approach to teaching and learning fosters the proactive design and use of inclusive instructional strategies that benefit a broad range of learners in a diverse learning community. The intention of a universally designed learning environment is to facilitate optimal learning experiences for all students from a very diverse student population, which includes an institutional culture change.

PURPOSE OF THE GUIDELINES

The purpose of the guidelines is to guide PSET institutions when they consider in starting a service to students with disabilities or establish a DU. It is also necessary for institutions to understand the complexity of reasonable accommodation, in order to ensure that the best service is provided to students.

Furthermore, the guidelines aim to ensure that students with disabilities receive the appropriate access to all aspects of their university or college life. In addressing access, a holistic approach is necessary taking into account the built environment as well as the use of specialized technology, assistive devices and support to contribute to the success of students with disabilities in their student life.



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CURRENT SITUATION

Amount of TVETS, Universities, and Universities of Technology with DUs in place and services available

As mentioned above, no current guidelines exist for the establishment of a Disability Unit at tertiary institutions. There is thus a growing need for assistance, guidance and advice on how to establish services to support students with disabilities. Furthermore, people with disabilities have a challenge in terms of accessing tertiary institutions due to the lack of services at some institutions.

The current services for persons with disabilities at tertiary institutions vary from minimal support to well-established Disability Units. The resources available play a very important role in the success of the service. While some universities have formalised services available to students with disabilities, there is no consistency in what is offered. Some TVET colleges provide support in their Student Support Services, also with no minimum standards to adhere to.

PROVINCE & NAME OF INSTITUTION	Disability Rights Unit or Equivalent	Accessible Parking	SASL Interpreting Services	Adapted Text Services	Accessible Library/ Accessible Library Space	Assistive Technology Centre	Web Accessibility	Accessible/ Adapted Residences	Accessibility of Campus Wide Social Events	Disability Specific Orientation & Mobility and Orientation Training	Academic Support	Concession Support	Adapted Transport	Support for Learning Disabilities
EASTERN CAPE:														
University of Fort Hare (UFH)	Y	Y	N	N	Y	N	N	Y	Y	N	N	Y	N	N
Nelson Mandela University	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y



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PROVINCE & NAME OF INSTITUTION	Disability Rights Unit or Equivalent	Accessible Parking	SASL Interpreting Services	Adapted Text Services	Accessible Library/ Accessible Library Space	Assistive Technology Centre	Web Accessibility	Accessible/ Adapted Residences	Accessibility of Campus Wide Social Events	Disability Specific Orientation & Mobility and Orientation Training	Academic Support	Concession Support	Adapted Transport	Support for Learning Disabilities
(NMU) -South campus														
Ikhala TVET College (Queenstown campus)	Y	Partial	N	N	N	N	N	N	N	N	Y	Y	N	Y
FREE STATE:														
University of the Free State (UFS)	Y	Partial	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y
Central University of Technology (CUT)	Y	Y	N	N	Y	N	N	Y	blank	N	Y	Y	N	Y
GAUTENG:														
University of Johannesburg (UJ)														
University of Pretoria (UP)	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y
University of the Witwatersrand (Wits)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	y	y	y	y
Tshwane University of Technology (TUT) -Pretoria campus	Y	Partial	N	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y
Tshwane University of Technology (TUT) -	Y	Partial	N	Y	Y	Y	Y	Y	N	N	Partial	Y	Y	N



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PROVINCE & NAME OF INSTITUTION	Disability Rights Unit or Equivalent	Accessible Parking	SASL Interpreting Services	Adapted Text Services	Accessible Library/ Accessible Library Space	Assistive Technology Centre	Web Accessibility	Accessible/ Adapted Residences	Accessibility of Campus Wide Social Events	Disability Specific Orientation & Mobility and Orientation Training	Academic Support	Concession Support	Adapted Transport	Support for Learning Disabilities
Soshanguve North campus														
Vaal University of Technology (VUT) - Vanderbijlpark (Main)	Y	Y	N	Y	N	N	Y	Y	N	N	Partial	Y		Y
SWGCTVET College	Y	Partial	N	N	N	N	N	Y	Y	Y	N	Y		N
KWAZULU-NATAL:														
University of KwaZulu-Natal (UKZN)	Y	Partial	N	Y	Y	N	N	Y	Y	Y	Y	Y		Y
University of Zululand (UniZulu)- KwaDlangezwa campus)	Y	Partial	N	N	Y	N	N	Y	blank	N	Partial	Y		N
Durban University of Technology (DUT) - Steve Biko campus	Y	Y	N	N	N	N	N	Y	blank	N	N	N		N
LIMPOPO:														
University of Limpopo (UL)	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y
University of Venda (UniVen)	Y	Partial	N	Y	Y	Y	N	Y	N	N	Y	Y		Y
MPUMULANGA:														



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PROVINCE & NAME OF INSTITUTION	Disability Rights Unit or Equivalent	Accessible Parking	SASL Interpreting Services	Adapted Text Services	Accessible Library/ Accessible Library Space	Assistive Technology Centre	Web Accessibility	Accessible/ Adapted Residences	Accessibility of Campus Wide Social Events	Disability Specific Orientation & Mobility and Orientation Training	Academic Support	Concession Support	Adapted Transport	Support for Learning Disabilities
University of Mpumalanga, Siyabuswa Campus	No accessibility information available													
NORTH WEST PROVINCE	Y	Y	N	Y	Y	N	Y	Y	Y	N	Y	Y	N	Y
NWU Vaal Disability Unit														
WESTERN CAPE:														
University of Cape Town (UCT)	Y	Partial	Y	Y	Partial	Y	Y	Y	Y	Y	Y	Y	Y	Y
University of Stellenbosch (SUN)	Y	Y	Partial	Y	Y	Y	Y	Y	Partial	Partial	Y	Y	Partial	Y
University of Western Cape (UWC)	Y	Y	N	Y	Y	Y	Y	N	blank	Y	Y	Y	N	Y
Cape Peninsula University of Technology (CPUT) - Belville campus	Y	Y	N	Y	Y	Y	Y	Y	blank	Y	Y	Y	Y	Y
Cape Peninsula University of Technology (CPUT) - Cape Town campus	Y	Y	Y	Y	Y	Y	Y	Y	blank	Y	Y	Y	Y	Y
Boland TVET College Stellenbosch Head office	Y	Y	N	N	N	N	N	N	N	N	Y	Y	N	Y



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PROVINCE & NAME OF INSTITUTION	Disability Rights Unit or Equivalent	Accessible Parking	SASL Interpreting Services	Adapted Text Services	Accessible Library/ Accessible Library Space	Assistive Technology Centre	Web Accessibility	Accessible/ Adapted Residences	Accessibility of Campus Wide Social Events	Disability Specific Orientation & Mobility and Orientation Training	Academic Support	Concession Support	Adapted Transport	Support for Learning Disabilities
False Bay TVET College	Y	Y	N	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y



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BEST PRACTICE AT DIFFERENT INSTITUTIONS - CASE STUDIES

Taking note that not all PSET institutions have the same resources or structures and do these case studies serve to assist with different options and strategies to use if an institution wishes to establish this service. Reference should also be made to the Foundation of Tertiary Institutions of the Northern Metropolis' (FOTIM) Project Report on Disability in Higher (February 2011), which outlines recommendations on the functioning of Disability Support Services at tertiary institutions.

UNIVERSITY OF THE FREE STATE

Background

The Centre for Universal Access and Disability Support (CUADS) was established in 2001 (at the time it reported to the Head of Student Counselling and Development), which has since grown and expanded significantly, and today forms part of Student Affairs (reporting to the Dean of Student Affairs who reports to the DVC: Institutional Change, Student Affairs and Community Engagement) as an independent entity, with offices at the Bloemfontein, South and QwaQwa campuses. Supplementary to the academic support offered to students with disabilities, CUADS increasingly plays a vital role in the development of awareness and advocacy for persons with disabilities across all three campuses of the UFS firmly believing in our motto "nothing about us without us". The Centre has a dedicated operational budget (approximately R1 000 000 per annum) and a SLE budget, which includes funding for all permanent staff and ad hoc claimants.

Current situation

It is important to note that the UFS has developed its 5 year Integrated Transformation Plan (ITP) through an extensive, consultative planning process in January 2017, which was approved for implementation in September 2017. This particular opportunity provided that disability / universal access and the Disability Unit, named the Centre for Universal Access and Disability Support (CUADS), become part of the formal transformation agenda of the University. The foundation of the inclusion of and input of CUADS are based on the White Paper on the Rights of Persons with Disabilities (2016) and the Strategic Policy Framework on Disability for the Post-School Education and Training System (2018). While full-scale implementation of the ITP commenced in January 2018, we are still in the process of achieving some of its key deliverables.

Disability management policies for students and staff

- a. The UFS Policy on Universal Access and Disability Support for Students with Disabilities is currently part of the ITP process and in its draft format still in consultation with staff and students.



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- b. The UFS Policy on Staff with Disability and Reasonable Accommodation (attached) was approved by the Council in 2017, which is within the ambit of the Human Resources Department.

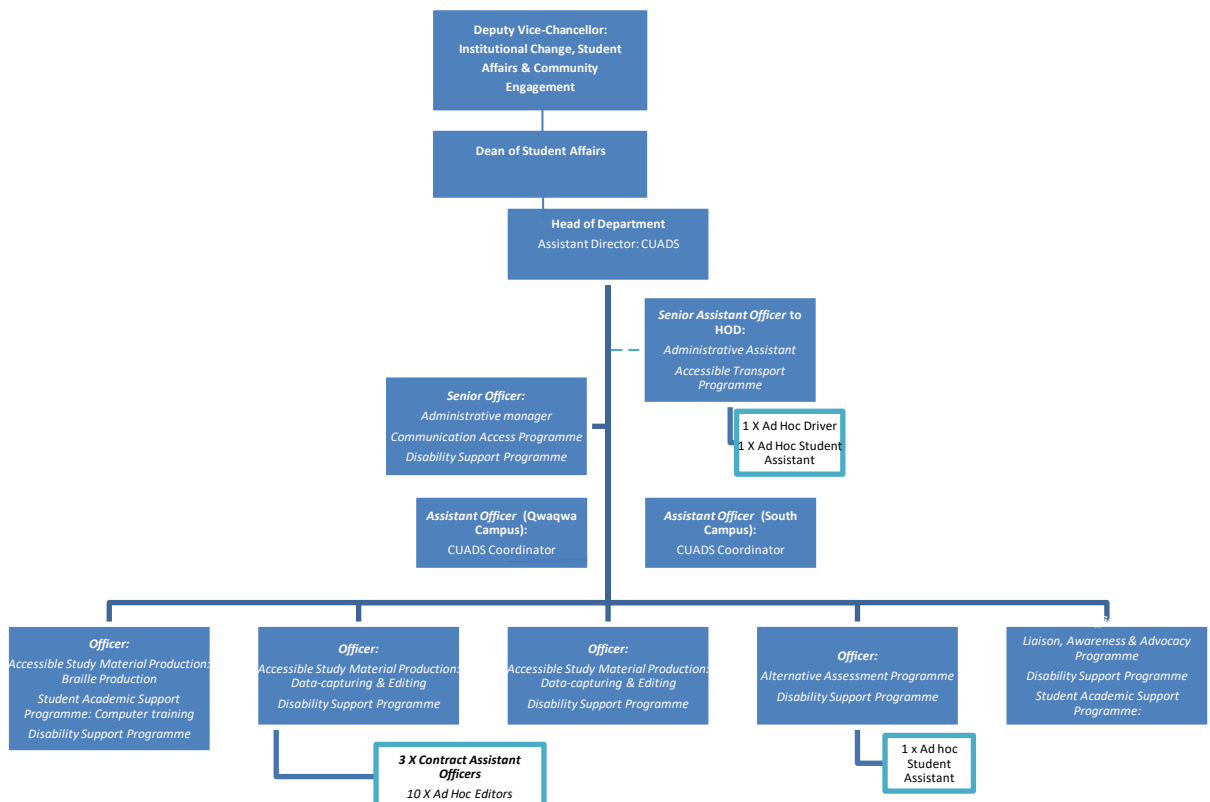
Activities of CUADS are rendered, facilitated and coordinated through the implementation of the following programmes and collaborative partnerships:

- **Disability Support Programme** (procedure in place), which entails the provision of specialist and a holistic coordinated approach in student support while also availing information for data collection and reporting purposes. The aim of the programme is to create enabling environments to empower students with disabilities to participate equally.
- **Accessible Transport Programme** (procedure in place), which includes the provision of accessible transport to students with disabilities between Bfn and South Campuses.
- **Liaison, Awareness and Advocacy Programme** (strategy in place) for the development of awareness and advocacy programmes regarding disability and universal access.
- **Staff with Disabilities Programme** to advance optimal support for staff members with disabilities together with Human Resources and providing input to the implementation of the Employment Equity Plan of the UFS.
- **Staff Development and Training Programme** in partnership with Human Resources to develop an institutional knowledge-based culture of mindfulness regarding the diverse student population of the UFS.
- **Accessibility Programme** to ensure access to all buildings and facilities for all users, according to the principles of Universal Access and Universal Design together with University Grounds & Estates.
- **Accessible Study Material Production Programme** (procedure in place) for the provision of academic support through the coordination and production of accessible learning material and lectures with Academic Departments and lecturers.
- **Communication Access Programme** (procedure in place) for the provision of academic support through the facilitation and coordination of communication access together with Interpreter Services (Sign Language interpretation, lip-speaking, real-time captioning, transcribing).
- **Alternative Assessment Programme** (procedure in place) by facilitating and coordinating alternative assessments options together with the Exam Division and Student Development and Counselling (concessions) and providing computer facilities (CUADS' computer lab houses the latest assistive technology and software; alternative furniture and adapted hardware for physically impaired and blind students) and specialised exam and test venue for alternative test and exam procedures.
- **Student Academic Support Programme** to collaborate with the Centre for Teaching and Learning in ensuring students with disabilities are supported academically, i.e. WriteSite, A_Step Tutor Programme, Unit for Language Development.

CUADS provides a support service to the following categories of students with disabilities:

- Specific learning difficulties (e.g. Dyslexia, ADD/ADHD, Hyperactivity).
- Mobility impaired (e.g. wheelchair users, amputees, Cerebral Palsy, Muscle Dystrophy, Spina Bifida, Multiple Sclerosis).
- Visually impaired – (e.g. blind, partially sighted). Students receive all their study material and textbooks according to the format of their choice, which includes Braille, Audio (material is read on a digital recorder), enlarged material and E-text.
- Hearing impaired (Deaf, hard of hearing and deafened).
- Debilitating psychological and other chronic conditions (e.g. Schizophrenia, Epilepsy, Panic Disorder).
- Temporary impairments (e.g. a broken hand).

Organogram and staff complement





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The Centre aims to ensure that the UFS increasingly becomes a universally accessible higher education institution which embraces and is welcoming to all students, including students with disabilities. The implementation of the ITP and the Universal Access and Disability Support Policy will assist in achieving an institutional universal access approach.

UNIVERSITY OF WITWATERSRAND

To expand on headings below

Background

- *Establishment*
- *Reporting structure*
- *Dedicated budget*

Current situation

- *Institutional Policy*
- *Procedures*
- *Services rendered*
- *Organogram and staff complement*

Future plans

- *Where you see the DU going within the institution*

UNIVERSITY OF JOHANNESBURG

To expand on headings below

Background

- *Establishment*
- *Reporting structure*
- *Dedicated budget*

Current situation

- *Institutional Policy*
- *Procedures*
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- *Organogram and staff complement*

Future plans

November 2019



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- *Where you see the DU going within the institution*

STELLENBOSCH UNIVERSITY

To expand on headings below

Background

- *Establishment*
- *Reporting structure*
- *Dedicated budget*

Current situation

- *Institutional Policy*
- *Procedures*
- *Services rendered*
- *Organogram and staff complement*

Future plans

- *Where you see the DU going within the institution*

NELSON MANDELA UNIVERSITY

Background

When the unit was established, it was placed under the Transformational Office, but its positioning was changed. During its establishment, only 1 staff member was responsible for the unit at a level of Manager (PL 8) Two years later, a Disability Coordinator (PL 9) was appointed.

At NMU, the Universal Accessibility and Disability Services is under Student Life & Development under the leadership of the Dean of Students who directly reports to the VC. The Head of the Unit directly reports to the Dean of Students. After it was noticed that students with disabilities are very dependent to the Unit and detach themselves from other students, an analysis of the name Disability Unit was done. After consultation and approval from the Management Committee of the university, the name was changed to be the Universal Accessibility & Disability Services (UADS).

The unit has its own budget for all operation matters and a salary budget for short term contracts.

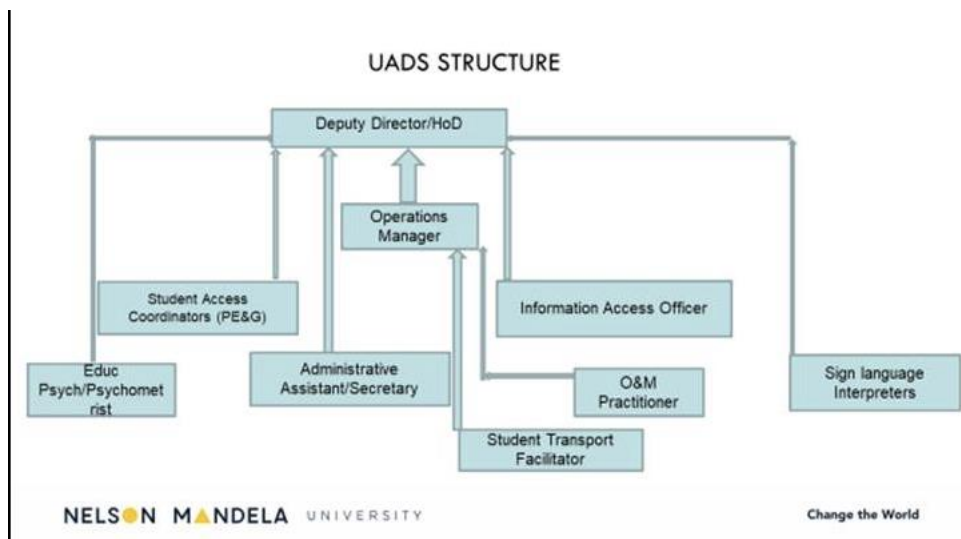
Current situation

Currently, we are in a process of developing a Disability Access Policy. Previously, there was a policy for students with disabilities.

UADS provides services that include the facilitation of access and success of SwD, advocacy and awareness on disability matters and the facilitation of infrastructure improvement, including adapting technology. The unit established an Access Route to Employment Programme (AREP) which is a programme that assists students with disabilities who are doing final year to shadow case the work that is related to the programmes they are studying.

UADS provides support to all categories of disabilities that students disclosed at the university which include Physical disabilities, Visual impairment, neurodevelopmental, psychosocial, chronic, hearing impairment and specific learning disabilities. Currently the university does not have Deaf students.

The organogram and staff complement:



University infrastructure department holds funding for infrastructure accessibility. There is an allocated budget for universal access infrastructure matters. We submit recommendations and the Infrastructure Department implements it.

Future plans

UADS wishes to be the catalyst of transformation. We plan to facilitate inclusion of programmes like Deaf Education and Augmentative and Alternative Communication (AAC) in the future. UADS aims to see NMU providing access to students who are totally Deaf.



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UNIVERSITY OF KWAZULU-NATAL

To expand on headings below

Background

- *Establishment*
- *Reporting structure*
- *Dedicated budget*

Current situation

- *Institutional Policy*
- *Procedures*
- *Services rendered*
- *Organogram and staff complement*

Future plans

- *Where you see the DU going within the institution*

BOLAND TVET COLLEGE

To expand on headings below

Background

- *Establishment*
- *Reporting structure*
- *Dedicated budget*

Current situation

- *Institutional Policy*
- *Procedures*
- *Services rendered*
- *Organogram and staff complement*

Future plans

- *Where you see the DU going within the institution*



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ELANGENI TVET COLLEGE

To expand on headings below

Background

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- *Reporting structure*
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Current situation

- *Institutional Policy*
- *Procedures*
- *Services rendered*
- *Organogram and staff complement*

Future plans

- *Where you see the DU going within the institution*

ETHAKWENI COLLEGE

To expand on headings below

Background

- *Establishment*
- *Reporting structure*
- *Dedicated budget*

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GENERAL BEST PRACTICE

These guidelines will assist institutions who are just starting with the service:

a) Services rendered

Depending on the students with disabilities on your database, who require support the following activities can be rendered, facilitated or coordinated where applicable and depending on resources / structures to your availability:

- **Disability Support**, which entails the provision of a specialist and a holistic coordinated approach in student support while also availing information for data collection and reporting purposes. The aim of the programme is to create enabling environments to empower students with disabilities to participate equally.
- **Physical Accessibility** to ensure access to all buildings and facilities for all users, according to the principles of Universal Access and Universal Design together with Grounds & Estates / Facilities Management.
- **Accessible Study Material Production** for the provision of academic support through the coordination and production of accessible learning material and lectures with Academic Departments, Library Services and ICT.
- **Communication Access** for the provision of academic support through the facilitation and coordination of communication access together with Interpreter Services / real-time captioning services / ICT.
- **Alternative Assessment arrangements** by facilitating and coordinating alternative assessments options together with the Exam Division and Student Development and Counselling / Reasonable Accommodation Panel for concessions.
- **Student Academic Support** to move away from all academic support services to persons with disabilities predominantly be the responsibility of the DU in collaboration with the Centre for Teaching and Learning have universal design as an integral part of its work (tutor programme, writing support etc).
- **Accessible Transport**, which includes the provision of accessible transport to students with disabilities.
- **Liaison, Awareness and Advocacy** for the development of awareness and advocacy for persons with disabilities. Partnerships here are the Centre for Teaching and Learning, Student Life and Communities and Human Resources.
- **Staff with Disabilities** to advance optimal support for staff members with disabilities together with Human Resources.
- **Staff Development and Training** in partnership with Human Resources and Centre for Teaching and Learning to develop an institutional knowledge-based culture of mindfulness regarding the diverse student population.



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b) Differences between Universities and TVET Colleges

Unlike universities, TVET Colleges do not have autonomy. They depend upon the Department of Higher Education and Training for any operations and budget allocation. They do not have any posts for Disability Services in the new organogram.

c) Job descriptions of staff (examples only)

Head of Disability Unit

MAIN PURPOSE OF THE JOB
<p>To manage a support services department on all campuses of the university in providing communication access, accessible study material, alternative assessment opportunities, accessible transport and student academic support to students with disabilities.</p> <p>Institution-wide consultation and advising to all departments and divisions of the university regarding any disability related matters and universal access.</p> <p>Development of institutional awareness and teaching regarding disability matters in various fields.</p>
DUTIES AND RESPONSIBILITIES TO KRA
<p>Strategic and operational management of DU</p> <p>Participate in university governance systems</p> <p>Lead and guide the DU in transformation within the university</p> <p>Promote and enforce ethical and professional behaviour and good citizenship amongst DU staff</p> <p>Ensure self-development in DU leadership capability</p> <p>Ensure operational alignment of the DU in terms of university policies and procedures</p> <p>Collaborate with and provide support to strategic support and academic departments in strategic initiatives involving the DU.</p> <p>Initiate, lead and participate in strategic planning of the DU</p> <p>Participate in the strategic planning processes and events of Student Affairs / reporting Department</p> <p>Ensure alignment of DU Strategic Plan in terms of university and departmental Strategic Plans, policies and procedures.</p> <p>Monitor and coordinate assessment of the implementation of the DU strategic priorities, objectives and action plans</p> <p>Managing staff members of the DU to ensure the most effective operational functioning of the DU</p> <p>Provide guidance and advice with regard to the relevance and application of the Employment Equity Act at the university</p> <p>Support and provide guidance to staff members with disabilities</p>



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Establishing collaborations, partnerships and identifying intersectionality regarding disability matters and universal access:

Collaborate with and provide support to support and academic departments regarding disability matters.
 Determine internal expectations within the university of students, Rectorate, Faculties and academic departments, support service departments and all role players in the university community.
 Determine expectations of external role players such as prospective students, parents, national and international organisations i.e. HEDSA and the greater disability community
 Build reciprocal relationships with both internal and external groups
 Develop relationships and interaction with other HEI and Disability Units in South Africa and internationally.

Information Management

Enhance the quality and accessibility of disability information and detail with regards to the DU internally and externally
 Ensure the availability of information with regard to students with disabilities to other departments, taking into account the confidentiality of some information.
 Ensure effective and proper distribution of information to students with regard to programmes and projects.
 Enhance the quality and accessibility of disability information and detail with regards to the DU internally and externally

Advocacy and institutional awareness of disability matters and universal access:

Participation in institutional advocacy and awareness activities on disability matters and universal access
 Participation in institutional training programmes
 Ensure institutional transformation processes is implemented and reflected in the disability environment at the university, in line with policies and procedures
 Ensure successful processes of social cohesion among students and student engagement and participation of diverse students at all the campuses of the university, with a specific focus on the sense of belonging of students with disabilities
 Promote and motivate increased institutional involvement and responsibility in the management of students with disabilities
 Ensure continuous professional benchmarked development of the DU and disability environment at the university
 Ensure continuous evaluation of the quality of the support services rendered to students with disabilities and to staff with disabilities
 Ensure continuous improved interdepartmental collaboration and collegiality in program and service delivery of the DU
 Develop and formalise processes and procedural documents with regard to services offered, collaborations with other departments and operational guidelines for the DU

QUALIFICATIONS / EXPERIENCE REQUIRED FOR THE POST

• MINIMUM EDUCATIONAL QUALIFICATION

Relevant degree/diploma

 (Recommendation: Bachelor's degree with post-graduate qualification in management or disability related field)

• MINIMUM EXPERIENCE IN YEARS

Four (4) to five (5) years' relevant experience
 (Recommendation: At least 5 years' experience working with persons with disabilities; 3 years' experience in a management position)



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• **EXPERIENCE IN KNOWLEDGE**

At least 5 years experience of working with persons with disabilities

3 years experience in a management position.

Knowledge of the United Nations Convention on the Rights of Persons with Disabilities and national legislation applicable

Senior Officer: Communication Access / Second layer management position

MAIN PURPOSE OF THE JOB

Support the Head of the DU in the administrative and operational management of the DU to ensure that the support service to students with disabilities is rendered efficiently and effectively, as second level management.

Render a Sign Language interpreter service / Communication Access service and manage and coordinate the provision of interpreter services / communication access to Deaf /deaf / hard of hearing students towards their academic support needs.

DUTIES AND RESPONSIBILITIES TO KRA

General Administration (60%)

Provide office management support, including overseeing systems and implementation of policies and procedures in the DU.

Provide general office administrative support.

Handle the administration of all academic and student life support needs of students.

Handle queries regarding financial aid for students with disabilities.

Adhere to the university and DU Codes of Conduct.

Implement the Disability Support Procedure.

Implement the Performance Management Procedure.

Project Management (40%)

Provide sign language interpreting services, including interpreting for and coordinating interpreters for the academic support needs of deaf students according to the Communication Access Procedure.

Mentor sign language interpreters.

Oversee the disability support team within the DU.

Supervise the DU's alternative assessment office.

QUALIFICATIONS / EXPERIENCE REQUIRED FOR THE POST

• **MINIMUM EDUCATIONAL QUALIFICATION**

Relevant degree/diploma

(Recommendation: Bachelor's degree or postgraduate diploma in South African sign language interpreting; Level 2 (advanced) South African sign language certificate or registered for a Level 2 course (NQF Level 7))

• **MINIMUM EXPERIENCE IN YEARS**

Two (2) to three (3) years' relevant experience.



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(Recommendation: Five (5) years' experience of South African sign language interpreting in an education setting.)
THIS SECTION APPLIES TO THE COMPETENCY PROFILE
<ul style="list-style-type: none"> EXPERIENCE IN KNOWLEDGE Knowledge of office administration Management, administrative and coordination skills Knowledge of the Code of Ethics of SA Sign Language Interpreters Knowledge of SA Sign Language linguistics Knowledge of educational interpreting

Officer: Accessible Study Material Production

MAIN PURPOSE OF THE JOB
<p>To plan, prepare and organise study material according to work programme of each student who makes use of accessible study material.</p> <p>To coordinate and administer the production of accessible learning material in braille, audio or e-text formats for students with visual impairment and learning disabilities including data-capturing and editing of the learning material to be produced.</p> <p>Administering of and support to students with disabilities</p>
DUTIES AND RESPONSIBILITIES TO KRA
<p>General Administration (40%) General office administration and record-keeping of statistics, data of students making use of the accessible study material Implement Disability Support Procedure including administration of all students' academic and student life support needs Adhere to university and DU's Codes of Conduct Implement Performance Management Procedure</p>
<p>Project Management (60%) Coordinate and administer the production of accessible learning material Supervise and coordinate ad hoc editors and readers Data-capturing, which includes converting of print material to electronic material Edit electronic documents in preparation for Braille production Produce Braille material according to the Production of Accessible Study Material Procedure. Produce E-text and audio material according to the Production of Accessible Study Material Procedure</p>
QUALIFICATIONS / EXPERIENCE REQUIRED FOR THE POST
<ul style="list-style-type: none"> MINIMUM EDUCATIONAL QUALIFICATION Relevant degree/diploma Degree in Administration / Post School qualification in Computer Literacy
<ul style="list-style-type: none"> MINIMUM EXPERIENCE IN YEARS Two (2) to three (3) years' relevant experience.



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<p>Recommendation: Minimum of 3-5 years' experience in editing / word processing Minimum of 2 years' experience in Braille production</p>
THIS SECTION APPLIES TO THE COMPETENCY PROFILE
<ul style="list-style-type: none"> EXPERIENCE IN KNOWLEDGE <p>Knowledge of the Production of Accessible Study Material Procedure Knowledge of accountability, accuracy, administration, decision-making, planning and organisation, prioritising, building partnerships, customer relationships and teamwork</p>

Assistant Officer: Editor

MAIN PURPOSE OF THE JOB
<p>To render administrative support in the DU through the production of accessible learning material for students with visual impairment and learning disabilities including data-capturing and editing of learning material to produce in braille, audio or e-text formats.</p>
DUTIES AND RESPONSIBILITIES TO KRA
<p>General Administration (100%) Administrative support in the production of accessible learning material in:</p> <ul style="list-style-type: none"> Implementation of the Accessible Study Material Production Procedure Data-capturing and editing of study material (including study guides, textbooks, PowerPoint slides, lecture notes) and other University related material in a coordinated manner within the Data-capturing, Editing and Braille Production team of the DU. Data-capturing - Copying and scanning of original printed text Editing - Prepare material electronically for production in Braille or E-text by correcting or modifying it according to Braille standards and readable in JAWS. Produce audio material by reading study material Amanuensis during tests and examinations Adherence to the university and DU Codes of Conduct. Implementation of the Performance Management Procedure.
QUALIFICATIONS / EXPERIENCE REQUIRED FOR THE POST
<ul style="list-style-type: none"> MINIMUM EDUCATIONAL QUALIFICATION Grade 12 and computer literate
<ul style="list-style-type: none"> MINIMUM EXPERIENCE IN YEARS One year experience within the field of disabilities One year working experience in a Higher Education institution
THIS SECTION APPLIES TO THE COMPETENCY PROFILE



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• EXPERIENCE IN KNOWLEDGE

- Knowledge in editing / word processing
- Knowledge in production of accessible material for visually impaired students
- Knowledge of MS Office (Word, Excel, PowerPoint, and Outlook)
- Ability to manage data and records with precision.
- Ability to work under pressure.

Officer: Alternative Assessment Office

MAIN PURPOSE OF THE JOB

- To coordinate and administer the tests and exams of students with disabilities, including invigilators in co-operation with the Exam Division and according to the Exam Regulations and the Test & Exam Procedures of the DU.
- To maintain, plan, prepare and organize tests and semester exams according to each student's specific need (i.e. accessible formats, amanuensis)
- Administering of and support to students with disabilities

DUTIES AND RESPONSIBILITIES TO KRA

General Administration (40%)

- General office administration and record-keeping of statistics, data of students making use of the accessible venue
- Implement Disability Support Procedure including administration of all students' academic and student life support needs
- Adhere to the university and DU Codes of Conduct
- Implement Performance Management Procedure

Project Management (60%)

- Coordination and administration of test and exams:
- Communicate with academic staff for papers
- Communicate with Exam Division for invigilators and papers
- Communicate with tutors for amanuensis
- Communicate with Student Counselling and Development regarding extra-time applications and serve as DU representative on the Extra-time Panel.
- Maintain and administer record-keeping of papers
- Schedule exam and amanuensis timetable
- Maintain registers within Test & Exam Office
- Communicate with Editing and Braille production office for the production of accessible papers
- Administer equipment for use during tests and exams

QUALIFICATIONS / EXPERIENCE REQUIRED FOR THE POST

• MINIMUM EDUCATIONAL QUALIFICATION

- Grade 12
- Recommendation: Degree in Administration / Communication

• MINIMUM EXPERIENCE IN YEARS

One (1) to two (2) years' relevant experience
 Recommendation: Minimum of 3-5 years experience in administrative support and office administration

THIS SECTION APPLIES TO THE COMPETENCY PROFILE

- **EXPERIENCE IN KNOWLEDGE**
 Knowledge of accountability, accuracy, administration, managing resources, planning and organizing, prioritizing, building partnerships, coordination skills and customer relationships

d) Accessibility Infrastructure

SNE allocations are determined from the TVET college respective budget and funding is not coming as additional to the college. This means that a college is allocated a budget for all students and SNE budget will then be calculated from that budget. DHET is in the process of revising TVET Colleges funding norms.

The allocation to SNE students is currently calculated in the following manner:

- The disabilities have been classified into three categories with different weights
- An Average programme cost for NC(V) programme for SNE students pursuing NC(V) programmes which is R51,268 in this case is then used to calculate additional funding to cater for a particular category of disability.

e) HEDSA Disability Coding Framework

Washington Group	Category of Disability	Description of Disability
Sensory Disability	Blind	No functional vision
	Partially-sighted	Functional vision with limitations that may be reduced through the use of electronic or manual low-vision devices. (Vision cannot be fully corrected through the use of prescriptive lenses)
	Deaf (capital D)	Little or no hearing: generally, makes use of South African Sign Languages (SASL) and typically subscribes to Deaf Culture
	deaf (lower case d)	Little or no hearing, do 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 or a combination of these. Aligns with impairment/disability and the hearing world.
	Hearing Impaired	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. Align themselves with impairment and the hearing world.

	Hard of Hearing	Persons with different degrees of hearing loss, who do not align with impairment and disability.
	Deaf-Blind	No functional vision and no hearing
Specific Learning / Developmental Disability	Neurodevelopmental Disabilities	Specific Learning Disabilities Communication Disabilities, Language and Speech Disability (e.g. stuttering), Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder (ADHD), Intellectual Disabilities
Psychosocial / Psychiatric Disabilities	Psychosocial Disability	Such as Depression, Schizophrenia
Physical Disability	Physical Disability	Loss of limb or makes use of crutches, wheelchair user, person with Cerebral Palsy
	Chronic Illness	A long-standing medical condition / illness that affects daily functioning. Such as chronic heart condition, chronic diabetes, cancer
Any disability not mentioned above	Give details	Any disability not mentioned above

For ease of reference, these HEDSA codes are as below, given alongside their HEMIS/TVETMIS codes and descriptions. It will be helpful for HEMIS/TVETMIS administrators to assist with this as to streamline reporting and for database management:

- Blind (HEMIS/TVETMIS code 01 = Sight)
- Partially-sighted (HEMIS/TVETMIS code 01 = Sight)
- Deaf (HEMIS/TVETMIS code 03 = Communication – talking, listening)
- deaf (HEMIS/TVETMIS code 03 = Communication – talking, listening)
- Hearing impaired (HEMIS/TVETMIS code 02 = Hearing even with a hearing aid)
- Hard of hearing (HEMIS/TVETMIS code 02 = Hearing even with a hearing aid)
- Deaf-Blind (HEMIS/TVETMIS code 07 = multiple)
- Neurodevelopmental disabilities (HEMIS/TVETMIS code 04 = Physical)
- Psychosocial disabilities (HEMIS/TVETMIS code 06 = Emotional – behavioural or psychological)
- Physical disability (HEMIS/TVETMIS code 04 = Physical)
- Chronic illness (HEMIS/TVETMIS code 09 = disabled but unspecified)

f) Disability Unit requirements list

Item	Remarks
Administration	

Item	Remarks
<p>Offices</p> <ul style="list-style-type: none"> • Furniture • Computers and Monitors • Multifunction Printers • Counselling rooms • Recover room • Mobile & land-line phones • Student Computer Lab subject to the model followed 	<p>These are basics resources for running a Unit</p>
<p>Staff</p> <ul style="list-style-type: none"> • Manager/Head • Disability Support Coordinator • Administrator • Readers / Scribes(amanuensis) • Interns • Driver • ICT technician support • Braille/Information Officer • Sign Language Interpreter/Practitioner • Student Assistants • Tutors • Invigilators • Counsellors/Psychologists 	<p>Depending on the size of your institution and how many campuses you have some of these specialists can be from other departments or ad hoc claimants</p> <p>Social work / psychology/ occupational therapy</p>
<p>Compliance documents</p> <ul style="list-style-type: none"> • Institutional Policy • HEDSA Guidelines • NSFAS Policy and Guidelines • National Legislation, i.e. Bill of Rights • Department of Labour documents • White Paper on the Rights of Persons with Disabilities (2016) • Strategic Policy Framework on Disability in Post-Education and Training (2018) • Education White Paper 3: A Programme for the Transformation of Higher Education (July 1997) • Policy on the minimum norms and standards for student housing at public universities (Government Gazette - 29 September 2015) • FOTIM Project Report on Disability in Higher (February 2011) • Protection of Personal Information Act (2013) 	<p>Put on file for guidance</p>



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Item	Remarks
<p>Assignment Specialised</p> <p>Grad Placement Programme (GPP) or Career Services</p> <p>SRC Rep on DU committee PwD on the SRC / portfolio including disability Societies Advocacy Finances</p> <p>HEDSA DU membership Information & Support Funding</p> <p>HR</p> <p>Maintenance and Facilities services/Estates services/Technical Services/Infrastructure Planning</p> <p>IT/ICT</p> <p>Transformation</p> <p>Other tertiary institutions NGOs Provincial Government Collaboration</p> <p>Procurement/Purchasing</p>	<p>TLC have a range of specialised skills to assist student with academic matters, they could also assist with special needs cases.</p> <p>Job opportunities for PwDs and skills development</p> <p>The SRC can give student support to PwDs, it would be ideal to have PwDs on the SRC</p> <p>HEDSA acts as the national voice for all disability units at tertiary and HEIs, provides best practice , research support, able to visit institutions and provide support.</p> <p>Relationship with HR is advisory towards support for staff with disabilities</p> <p>Maintenance and Facilities services/Estates services/Technical Services provides important service in deferred maintenance, erecting new building and structures</p> <p>IT/ICT plays important role in installing and planning of all technologies, training, medium between DU and Suppliers as well as expertise. Transformation Managers Forum (TMF)</p> <p>List of contacts for other tertiary institutions who have DU's Assists with student job preparedness and free drivers licence training</p> <p>Procurement and Purchasing plays important role in acquiring all purchased items. Adherence to their procedures and policies is vital</p>
<p>Awareness</p>	
<p>Advertise services Emotional support Group support Assistive devices Exam and Test concessions/extensions Exam reader and scribe Dedicated exam venue</p>	<p>Inform students and staff member of the services the DU offers, include the information in all institutional correspondence through the marketing and other administration departments</p> <p>Seminars / DU week / DU days</p>



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Item	Remarks
<p>Calendar of events Monthly bulletin Information Packs</p> <p>Institutional Marketing Assistance with awareness Web page All relevant documentation Pamphlets / posters / banners / student support contact booklet Information Packs</p> <p>Electronic (social media) SMS bundle WhatsApp Facebook Twitter</p>	<p>The Marketing department can assist with academic, student and community awareness around issues of disability</p> <p>Distribute packs of: DU policy / lecture guides / and other DU information These packs have all the relevant information on your DU and they are distributed to all departments both support and academic. Students seem to be keen on these forms of communication. The Registration and IT departments can assist with the setting up</p>
Finance	
<p>NSFAS</p> <p>Assistive devices Process of application NSFAS authorisation</p> <p>Suppliers list</p> <p>Post grad funding</p> <p>Bridging finance Institutional financial assistance</p>	<p>Work with your finance department who deal with student with disabilities.</p> <p>Use the form mentioned above for PwDs to apply for devices NSFAS has to give authorisation for the purchases which may cause delays, therefore acquiring bridging finance and sponsorship for devices can assist Subject to the category of disability (NSFAS Appendix A)</p> <p>www.assistive-technology.org www.editmicro.co.za Tshwane Computer Solutions www.sensorysolutions.co.za www.retina-ec.org.za www.retinasa.org.za</p>
Assistive device library	
<p>Devices to accumulate in your DU</p>	<p>Wheel chairs / Mobility scooters, Braille printer and scanner/ braille keyboards/ FM systems/magnifiers/ electronic software for hearing, sight and learning difficulties</p>

Item	Remarks
PwDs care	
Student identification card	This initiative maybe somewhat controversial but it has the potential of saving the PwDs the discomforts of having ask for assistance all the time. Each PwD is issued an annual card that does not have their name on it but a corresponding number. Staff are made aware of the existence of the card so that they can offer the necessary assistance that the student may need. Such as standing in ques.
PwDS support groups	Support groups can help with PwDs emotional and other needs. The groups can be facilitated by a DU staff member or post grad student form the humanities faculty.
Mid-year follow –up interviews	Bi-annual interviews with all student with disabilities can help towards detecting any problems.
Monthly bulletins	A regular information tool that can assist with both keeping PwDs and the general institution body updated with DU matters.
GPP / Career services events	Organising some event around being prepared for the work places and getting companies to campus and talk to PwDs about the working world
Student Support Services such Health Services, Student Counselling	Use a referral form when sending students on to other support services if it will assist with clarity and confidentiality
DU training	
Faculty Training (Seminars)	Addressing the various faculties and department on the matter of disability
Student awareness (surveys)	Ongoing communication with PwDs and the student body may assist with normalising the situation with disability.
Support departments training	You TLC or HR or academic departments can assist
Road shows workshops	Sensitizing all support departments to disability rights, advocacy, etiquette, minimum standards and compliance, risks
Procedures and Processes & Policies	



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Item	Remarks
NSFAS funding application Assistive devices application Grievance Institutional financing Assessment and Admissions Reasonable accommodations required Health Infrastructural and corporate implementation Disability Policy Admissions Policy Return to Work Policy Residence Placement Policy	

g) Reasonable accommodations

CATEGORY	TYPE OF SUPPORT
Visual impairments	<ul style="list-style-type: none"> • Accessible study material transcription support (Braille & E-text formats) • Audible alarms • Voice announcements in lifts • Audio recording services of study material / Tape-Aid / Dragon Software / Digital recording • Audio to text conversion software • Curriculum adaptation • Dedicated work stations / computer laboratory for tests with laptop / desktop PC with large screen monitor • Enlarged copies • Extra-time concessions • Human support such as dedicated mentors, note-takers, readers, scribes, tutors • Infrastructural adaptations such as adequate signage according to specifications, marked doors, marked steps and doors • Specialized magnification software and hardware
Mobility impairments	<ul style="list-style-type: none"> • Curriculum adaption / flexibility • Dedicated workstations / computer lab • Extra-time concessions • Head pointer / mouth piece / joystick • Human support such as dedicated mentors, note-takers, readers, scribes, tutors • Infrastructural adaptations: ramps, accessible ablutions, automated doors, accessible door-handles, light switches, desks, tables etc. • Resting areas • Signage according to specifications • Referral or access to support services • ACC Technology (Dragon / Smartnave / Grid2) • Walking aids (crutches), mobility aids (scooters, wheelchairs) • Audio to text conversion software to accommodate limited hand-functioning • Accessible transportation
Learning difficulties	<ul style="list-style-type: none"> • Curriculum adaptation or flexibility • Test and Exam concessions • Human support such as dedicated mentors, note-takers, readers, scribes, tutors • Recording services / Digital recorders • Literacy software such as Texthelp Read and Write Gold / WYNN / Learning Access Suite (LAS)
Hearing impairments	<ul style="list-style-type: none"> • Induction loops – a microphone is connected to a cable loop fitted around the perimeter of a room, student makes use of hearing aid



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	<ul style="list-style-type: none"> • Digital recorders for substantial amount of residual hearing for later use • Human support such as dedicated tutors, mentors, scribes, readers, note-takers • Arranged written materials / handouts • Access to telecommunication services • Access to real-time captioning services • Access to writing centre • Portable hearing loops / radio / digital microphone systems (FM systems) • Integrating technology into the classroom to include student with hearing loss • Provide stimulating visual experience • Signage according to specifications • Curriculum adaptation • Extra-time concessions
Medical / Chronic conditions	<ul style="list-style-type: none"> • Resting areas • Flexibility in curriculum adaptation • Counseling / Psychotherapy • Recording devices • Extra time concessions • Psychological assessment • Online learning
Mental Health conditions	<ul style="list-style-type: none"> • Referral or access to Support Services • Curriculum adaptation and flexibility • Human support such as dedicated mentors, note-takers, tutors • Recording devices • Online learning

WHO TO CONTACT FOR GUIDANCE

Should your institution require any assistance or additional information regarding the setting up of SASLi services, feel free to contact the following institutions:

University of the Free State

Martie Miranda
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University of Witwatersrand

Dr Anlia Pretorius

November 2019



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