

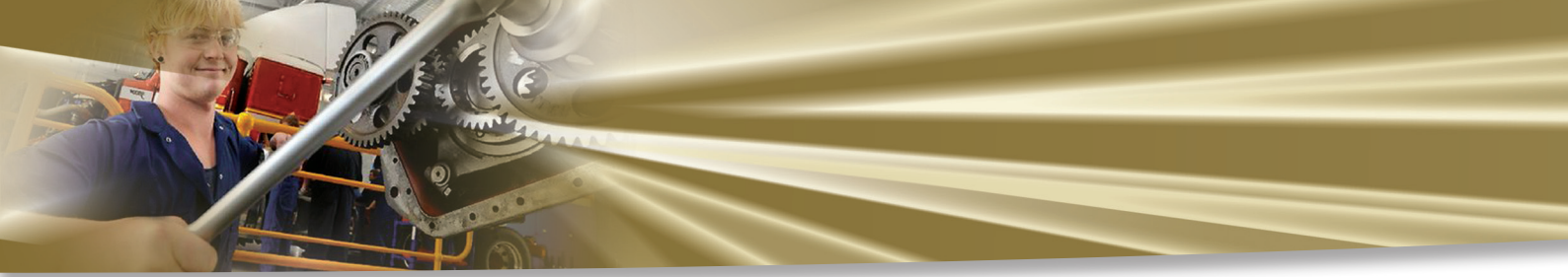


**merSETA**  
**Disability Research Project**  
**presented by Progression**  
**2011**



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# **PART 1**

## **Executive Summary**



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## Prepared and Presented by **Progression**

- This document is a summary of the findings and highlights the Best Practice Model





# Executive summary

## 1. BACKGROUND

Historically the inclusion of people with a disability in the learnership process has been managed without addressing the inherent requirements of both the learner and the learnership. It has been universally accepted that people with a disability can access the workplace and make meaningful contributions. What has been omitted is how to make this happen in a way that manifests dignity, respect and non discriminatory practices. This report highlights the barriers that exist and addresses the solution based on best practice and non discriminatory procedures.

There is often a request to provide a list of disabilities that are more suitable for particular jobs and vice versa, jobs that are more suitable for particular disabilities. The Employment Equity Act of 1998 suggests that we cannot choose or exclude a candidate based on disability and therefore provides guidelines of best practice that enables fair and non discriminatory selection. There is often a misconception that construction, manufacturing and production environments are not suitable to people with a disability.

This research project provided an opportunity to explore a number of workplace and training environments within merSETA in order to demonstrate how to effectively include people living with a disability within the learnership model without compromising safety, productivity and fair practice.

## 2. THE PROCESS

*The report addresses the following in the quest to implement an equitable learnership process;*

### 2.1 Identifying a suitable learnership

This is an imperative phase of the process. Inappropriate selection will result in a non sustainable investment. Choosing a learnerhsip should respond to scarce skills within the industry as opposed to the perceptions that surround disability.



## **2.2 Funding and financial considerations**

The successful inclusion of people living with a disability into learnerships requires that we challenge the attitudinal and physical barriers that exist. Transforming the workplace and training environments into accessible environments will require additional financial investment. These need to be considered seriously, failing to do so will perpetuate ongoing discrimination.

## **2.3 The admission process**

Fair admission processes form part of a sound preliminary selection procedure. If implemented with diligence, this will initiate a fair beginning to the process.

## **2.4 Managing physical barriers**

This is an obvious limitation that is usually the cause of much discrimination. Managing the physical environment includes a combination of making reasonable adjustments and creatively minimising barriers. Understanding the physical barriers is the first step in managing changes and identifying the physical demands that are inherent to the learnership and workplace. Understanding the physical environment provides a vehicle to implement best practice selection procedure. It is important to acknowledge that there will always be inherent physical and safety demands of an environment and job. It is fair to include these inherent physical demands within the selection procedure. Minimum requirements are a fair way of managing selection. It is recommended that functional job requirements be included and assessed during selection.

## **2.5 Managing awareness and sensitisation**

Attitudinal barriers are perhaps the most difficult to address. There are many prejudices that impact on the way we manage disability in the workplace. The physical nature of the environments challenge fair inclusion and therefore demands a shift in attitude and belief systems. It is therefore imperative that all stakeholders are exposed to an awareness process that will impact positively on the inclusion of people with a disability. An awareness proposal has been included which includes managers, human resources, training providers and general staff.





## 2.6 Training and development

Training forms a large component of the learnership process. There are a number of recommendations that would impact on the successful inclusion of people with a disability. It is important that training environments and processes are adjusted to minimise the barriers that exclude fair participation. Potential barriers exist in the form of the environment, minimum prerequisite education, training methodology, training material and assessment techniques. Guidelines have been provided to minimise the barriers and improve access to training.

Career pathing and successful integration into the labour market after a learnership intervention is critical. It has been recommended that life and computer skills be included within the learnership model.

## 2.7 Support and project management

A strong project management and mentorship program would enhance the retention of learners. Critical to the process would be to provide a vehicle for identifying red flag issues and implementing interventions that remedy. It is important that the host employer, the learner and the training provider are given the necessary support and guidance to enhance the successful training of the learners.

## 2.8 Focus group input

Two feedback presentations were conducted one for MANCO and the other for the Research and Development Committee. These presentation were designed to share the learning's of the research conducted and also provided an opportunity for interactive feedback from the two focus groups. A summary of the feedback includes;

- There are two schools of thought – disability specific project versus integrated programs. The discussion highlighted the value of both approaches.
- There was a mixed response to the idea that integration of people with a disability is possible in the merSETA production environments.
- There was valuable input provided from personal and professional experiences from both groups. These experiences supported the concept that the integration of people with a disability is possible within a cross section of environments.

- Financial considerations around the management of disability in the learnership model were discussed and it was agreed that supplementary funding would be required. For budgeting purposes there is a need to define a costing structure.

### 3. CONCLUSION

The successful and sustainable management of disability in the merSETA environment is possible without compromising safety, productivity or fair practice. This is possible only if all the elements of this report are understood and the recommendations considered. A fair selection procedure would allow for the appropriate selection of candidates without prejudice. Due to many specialist deliverables required to implement a learnership for people with a disability it is recommended that the disability specific phases of the project are supported and implemented using an outsourced consulting company. This will ensure that integrity, professionalism and fair non discriminatory practices are maintained throughout the process.

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# **PART 2**

## **Project Concept**



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## Prepared and Presented by **Progression**

- This document offers a project rollout that is in line with Best Practice and incorporates the findings of the research project





## Project Concept

This project model has been designed using information gathered from the research project and best practice methodology. The model includes the following two phases;

### 1. AWARENESS AND INFORMATION ROADSHOWS

This will involve inviting companies from across all chambers and provinces to a short session that highlights the findings of the research project and encourages participation in the learnership model.

DELIVERABLE	INCLUDES	COST IMPLICATIONS
One workshop per province	Capacity to host 100 guests	R 12,000 per session
	2 hour sessions	Excluding travel and
	Information booklet	accommodation outside
	Presentation of findings	Gauteng
	Invitation to participate	
	Professional facilitation	
Total		R108,000

Please note costs exclude VAT and are subject to change



## 2. THE IMPLEMENTATION OF A LEARNERSHIP

### Background

This project concept requires a detailed scoping session in order to develop a detailed scoping document that will provide definable structure, project objectives, risk analysis and a detailed budget. This detail would need to be explored by the selected service provider.

#### 1.1 Appropriate selection of learnership

RECOMMENDATION	ACTION	TIME ALLOCATION
<ul style="list-style-type: none"><li>Implement a road show to share the findings of the report and stimulate interest in implementing a learnership for people with a disability</li></ul>	Action a road show plan that includes sessions in all 9 provinces	Implement 2 hour road show sessions that include as many companies across all chambers
<ul style="list-style-type: none"><li>Alignment of leadership to scarce skills and company requirements. Focus on learnerships that relate to the jobs analysed during the research project. Namely, Mechanical Engineer, Diesel Motor Mechanic, Industrial Spray Painter, Metal Engineering Process Worker, Plastics Technician, Rubber Production Machine Operator or Vehicle Body Builder</li></ul>	Scoping session to strategise the details	4 hours
<ul style="list-style-type: none"><li>It is recommended that we choose 5 companies to host 10 learners within two learnership qualifications</li></ul>	Forms part of scoping session	
<ul style="list-style-type: none"><li>Pilot project should be focussed on two regions i.e. Gauteng and KZN or Eastern Cape</li></ul>	Forms part of scoping session	
<ul style="list-style-type: none"><li>Invite participation from interested companies who host the jobs that were assessed during the research project</li></ul>	Develop an invitation based of the details of the project	2 hours



## 1.2 Funding requirements

RECOMMENDATION	ACTION	TIME ALLOCATION
<ul style="list-style-type: none"> <li>Determine per learner cost and then identify how many learnerships are possible within the budget</li> </ul>	Forms part of scoping session	
<ul style="list-style-type: none"> <li>The costing Model should include Training, Admissions and selection process and Disability specific assessments, Support and project management, disability awareness and sensitisation processes, learners allowances and reasonable accommodation and where necessary bridging programs</li> </ul>	Forms part of scoping session	

Following is a costing breakdown based on predictable costs. The table identifies a recommended merSETA and employer funding split.

EXPENSE	FUNDER	EMPLOYER
Training provider costs	Dependent on the learnerhships chosen. From R10,000 to R25,000 per learner depending on the training chosen	
Learner allowance from Seta	Minimum allowance as per the specific learnership chosen	Supplement top-up to equal minimum entry level salary, relevant to the job (per month). Estimated @ 1000 per month per learner
Transport considerations	Unpredictable but unlikely to be the responsibility of the funder or employer	
Reasonable accommodation	R500 (Per learner) Unless sign language interpreters are required for training. This will require a quotation.	R500 (per learner) Unless sign language interpreters are required for training. This will require a quotation.
Ergonomic assessment and reasonable accommodation assessments considerations, Project management, Learner and employer Support	R between R8,000 and R20,000. Dependent on the complexity of the project	

Please note costs exclude VAT and are subject to change

### 1.3 Admission processes

Use the following admissions process to ensure fair and non discriminatory selection processesselection process and **admissions process**.

This checklist is to be used as a preliminary assessments and should be undertaken by an appropriate disability specialist. This checklist provides a process flow.

Has the candidate provided the following?	
• Complete application form	• EEA1 disability declaration form
• Verification of condition by relevant medical practitioner	• Confirmation that condition falls within the Department of Labour's definition of disability
• Does the learner meet all of the educational requirements of the learnership?	
• Matric • NQF level • Specific subjects requirements	

### 1.4 Bridging programs

- Based on the jobs and environments chosen it will be necessary to investigate the need for and availability of bridging programs available and within reasonable distance from the workplace or training
- To avoid additional cost for the pilot it is recommended that selected job levels and learnership programs are carefully chosen to minimise the need for bridging programs
- Should bridging be required this cost will need to be defined and added to the overall cost

### 1.5 Awareness and sensitisation training for relevant stakeholders including training providers and employers

- It is recommended that one capacity building workshops be conducted for every 20 learners
- It is recommended that the capacity building workshops be attended by relevant stakeholders such as training providers, HR, Managers, Transformation and EE forums, Health and Safety and where applicable unions. These workshops will be for a full day
- It is recommended that a half day awareness and sensitisation workshop be conducted for every 10 learners
- It is recommended that an animation product be used to increase the understanding of disability down into production lines

### 1.6 Managing access to training from a physical and attitudinal perspective

- Identify suitable training providers for the selected learnership
- Assess the environments and identify removable and non removable barriers
- Capacity build training providers to provide accessible training according to best practice

### 1.7 Project management and Learner support in the workplace training environments

- Entrench into the process a structured mentorship and support program
- Including quarterly support visits from a provider





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## **PART 3**

# **Preparing for an Equitable Learnership for a person with a Disability**



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## Prepared and Presented by **Progression**

- This document defines all the learning areas and offers recommendations according to Best Practice





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## 1. IMPLEMENTING AN EQUITABLE LEARNERSHIP

To harness a successful learnership project that includes people with a disability it is imperative that we explore the current attitudinal and physical barriers that exist. These barriers have the potential to retard the process of including people with a disability in many merSETA environments. Historically people living with a disability have been excluded from manufacturing, production and construction environments however, if implemented using best practice, the inclusion of people living with a disability is possible and sustainable. This report provides insight into how to make this possible.

Following is a matrix of the current barriers that exist in the general management of learnerships for people with a disability. The matrix highlights the barrier and provides insight into how to overcome it. Each barrier has a chapter dedicated to it and includes findings of any relevant research that took place.

	BARRIER	RECOMMENDATION
1.	<b>Appropriate selection of learnership</b>	A common mistake that is made when selecting an appropriate learnership for people with a disability is that we choose the perceived appropriateness attached to disability and not on what the industry needs. The approach to selecting a suitable learnership should be strategic and aligned to scarce skills.
2.	<b>Lack of adequate funding</b>	Ensure funding is available for learners and training institutions. It is vital to understand that sustainable inclusion of people with a disability into any workplace or training environment requires the implementation of a number of disability specific interventions. This will incur additional costs and this is a very important consideration when funding is considered.
3.	<b>Admission processes</b>	It is vital that non discriminatory admissions processes are incorporated into the learnership process. This should tackle issues around disclosure and verification of disability.
4.	<b>Poor basic education</b>	It is apparent that people living with a disability have been exposed to substandard learning environments and this perpetuates limited access to advanced learning opportunities. Bridging programs should be explored to remedy this inequality.

	BARRIER	RECOMMENDATION
5.	<b>Lack of awareness and sensitisation training for the industry at large, training providers and employers.</b>	Attitudinal barriers are often more difficult to alter than physical ones. Disability awareness and sensitisation training is important for the success of managing disability in the workplace in general and it becomes imperative for environments that have traditionally excluded people with a disability.
6.	<b>Lack of access to training from a physical and attitudinal perspective.</b>	Trainers and training environments are often ill-equipped to successfully integrate people with a disability. Training environments can make many simple adjustments that immediately improve access. Analysis of environments are necessary when designing learnerships for people living with a disability.
7.	<b>Lack of learner support on workplace site and during the learnership training.</b>	Learner support during the duration of the learnership is a key element for successful completion of training and workplace experience. It is important that sound mentorship and support strategies are incorporated into the model.

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## 2. IDENTIFYING A SUITABLE LEARNERSHIP

### 2.1 Background

There are many factors that influence the choice of an appropriate Learnership. Most crucially however would be to look at where scarce skills lie within the industry, and what particular needs are identified within the individual company.

A common mistake that is made when choosing an appropriate learnership for people with a disability is that there is much focus on the stereotypes that surround disability and little focus on the industry need. This historically resulted in choosing learnerships that respond to the word disability and not to the industry. For example, Business Administration and End User computing learnerships have been implemented in this sector and the more physical and scarce skills have been overlooked. According to the Employment Equity Act of 1998 it is not permissible to choose or exclude anyone from a job or learnership opportunity based on disability. If best practice principles of selection are used the minimum safety and learnership/job requirements will form part of an equitable selection process. This will eliminate the risk of accepting an applicant whose disability limits them from performing the inherent functions of the job. If we use this principle of best practice the inclusion of people living with a disability within merSETA is possible and sustainable.

*In order to select an appropriate and sustainable learnership program the following should be considered:*

CONSIDERATION	RELEVANCE	IMPLEMENTATION
Align project to scarce skills within the industry	It is important to respond to the real need within the South African context. This ensures sustainability and relevance	Consult with your merSETA consultant to identify a suitable solution within your company
Align the project to your current business need	The outcome of the project should respond to your current business need. Investment in training should produce skilled individuals that you could possibly retain.	The choice of learnership should be managed strategically. Key stakeholders within the business should partake in the decision, including input from senior management, line management, human resources and skills development



CONSIDERATION	RELEVANCE	IMPLEMENTATION
Location and accessibility	Disability raises access issues that are greater than access for people living without a disability. Have an awareness of the general transport accessibility issues that current employees face and combine this with input from a disability accessibility perspective.	An accessibility assessment would address transport and access issues. This should be implemented as part of the overall project.
Choice of training provider	Selection of a suitable training provider is imperative to the success of the project.	Disability consultants would be able to assist with identifying current barriers and implementation of interventions on how to minimise these.
Strategic buy-in	People living with a disability are often an overlooked resource within the merSETA environment. This is due to the historical perception that people living with a disability would not be suitable. Prior to beginning a learnership that focuses on people living with a disability it is recommended that concerns and issues are raised and managed. Resistance from any part of the business has the potential to minimise the success of the project.	It is recommended that an appropriate consultant present a model of success and facilitate the change of perceptions and beliefs around this. A half day workshop is suggested.

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## 2.2 Summary checklist tool

### 2.2.1 Preparatory phase – selection of learnership

This is to be used as an indicator of readiness to begin the process of implementing a learnership. It is recommended that readiness is achieved when all 'yes' fields are selected.

	YES	NO	COMMENTS
Does the learnership meet industry needs?			
Does the learnership meet company needs?			
Has location and transport links been assessed?			
Do you have strategic buy-in from all major stakeholders?			
Have stakeholders been exposed to awareness process?			

## 3. FUNDING AND FINANCIAL CONSIDERATIONS

### 3.1 Background

There are number of interventions that are required in order to make training and workplace environments accessible to people with a disability. Financial investment is required in order to establish the fundamental building blocks of a successful integration program. The deliverables associated with managing a disability project of this nature are difficult to prescribe. Once the model is finalised with each company a costing can be made. It is therefore recommended that a suitable qualified disability consultant be chosen to implement these interventions at a current cost of between R8,000 and R20,000 per learner. This cost is dependent on a number of variables including, the complexity of the learnership and the number of learners per site. This fee is based on Progression's experience in managing learnerships for people with a disability over the past ten years. The cost would include the following:

1. Fair and non discriminatory assessment and admissions processes including job analysis, developing candidate profile, sourcing and selection and developing a site specific walk through assessment tool
2. Analysis and recommendations for adjustments to physical aspects of the workplace and training environments
3. Assessment and recommendation of reasonable accommodation for individuals with a disability in both the workplace and training environments.
4. Implementation of a Disability Awareness and sensitisation intervention that will challenge the attitudinal barriers of the industry, individuals and training environments
5. The inclusion of a life and workplace skills program that includes basic computer skills. This will enhance the success and overall impact of the learnership experience
6. The implementation of a sound support and mentorship program throughout the process.

Each of the interventions requires financial attention. Shortcuts in this regard will perpetuate continual marginalisation of people with a disability within the industry and workplace at large.





### **3.2 Learnership training costs**

This should be negotiated directly with the training provider. The cost of training will vary from provider to provider. It is imperative that the best negotiated pricing structure is acquired.

### **3.3 Transport considerations**

An additional consideration is transport costs. It would be considered fair that in most situations transport should be the responsibility of the learner. There would be some situations that would warrant a more flexible solution. This would become appropriate when workplace and training environments are traditionally difficult to access for all employees and learners and transport is arranged for all. In this instance transport alternatives may need to be explored. There are a number of providers that could assist with transport. Specific costs are difficult to predict as they are aligned to distances, regularity and number of passengers. This cost would be an adjustable variable and not a fixed consideration.

### **3.4 Reasonable accommodations**

The implementation costs of reasonable accommodation should be the responsibility of the host employer. This should form part of policy as it reinforces the legislative guidelines that suggest that the cost of reasonable accommodation rests with the employer. However with the view of encouraging participation and stimulating buy-in from employers it is recommended that merSETA has a reasonable accommodation fund that will supplement the implementation of any modifications or changes. If the assessment and admissions process is implemented with diligence by appropriate professionals the cost of reasonable accommodation will be minimised.

### **3.5 Recommendation**

It is recommended that R1000 be allocated to each learner for reasonable accommodation. Please note that reasonable accommodation requirements are not predictable. Some learners will require no reasonable accommodation at all while others might require more expensive interventions. It is therefore recommended that the allocation be transferable within the project. That is, If 20 learners are involved in the project there will be a fund for R20,000 for reasonable accommodation adjustments for the total project. Please note



that is a supplementary fund to be used to support the employer and not to alleviate the cost altogether. There should be a maximum of a 50/50 split in cost between the employer and funder.

### **3.6 Learner allowances**

It is understood that the minimum learner allowance varies from learnership to learnership. The allowance is designed to financially empower learners to meet the requirements of a learnership. Often the prescribed minimum allowance is not adequate to mobilise learners to access learning. It should be understood that an allowance should not be used for the purpose of accumulating wealth but as a vehicle to access learning. If we take into account the current economic climate and cost of living the minimum learner allowance is not adequate to sustain un-distracted learning.

### **3.7 Recommendation**

It is recommended that funding arrangements with the host employer include a mandatory top-up contribution towards the learners' allowance that culminates into a minimum allowance equivalent to the entry level relevant to the job.

### **3.8 Overall recommendation**

It is recommended that disability management costs are shared between the employer and the funder. It is recommended that the proportion is discussed. This is recommended based on the principal that the integration of people with a disability requires a shared investment from all stakeholders

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## 3.9 Summary checklist tool

### 3.9.1 Funding breakdown

The cost of implementing an equitable learnership for people living with a disability is significantly more than for those without a disability. This is linked to the implementation of interventions that increase accessibility and minimise discrimination.

EXPENSE	FUNDER	EMPLOYER
Training provider costs	Dependent on the learnerships chosen. Estimated From R10,000 to R25,000 per learner depending on the training chosen	
Learner allowance from Seta	Minimum allowance as per the specific learnership chosen	Supplement top-up to equal minimum entry level salary. relevant to the job (per month)
Transport considerations	Unpredictable but unlikely to be the responsibility of the funder or employer	
Reasonable accommodation	R500 (per learner) Unless sign language interpreters are required for training. This will require a quotation	R500 (per learner) Unless sign language interpreters are required for training. This will require a quotation
Application and assessment processes, Ergonomic assessments and reasonable accommodation assessments, Project management, Learner and employer Support and awareness and sensitisation process	Between R8,000 and R20,000 per learner	
Predictable costs per learner including all disability specific interventions	R11,000 per learner	R500 per learner
Estimated total cost per learner excluding bridging programs, learner allowances and VAT	R21,000 – R36,000 per learner (excludes learner allowances)	R500 per learner (excludes learner allowances)

Please note that costs exclude VAT and are subject to change

## 4. THE ADMISSIONS PROCESS

During this research project the current admission process was evaluated and findings were combined with best practice methodology to create a recommended first level admission procedure. It is recommended that this phase of the process be implemented using an appropriate outsourced provider who has a deep understanding of disability and the learnership process. In order to identify the first level of suitability of an applicant the following steps should be followed. The checklist below highlights the recommendation and provides guidance on implementation.

### Important note:

*The more important consideration about this phase of the process is who is reviewing this application and on what basis it will be successful or unsuccessful. It is imperative that appropriately experienced and qualified outsourced providers are used.*

CONSIDERATION	MOTIVATION	DETAIL	SOLUTION
Dispel the fear that disability status or disability type will minimise or reduce the chance of selection	This is important because of the historical fear of discrimination.	A statement encouraging status is required on the application form. It is important that the applicant understands that disability status is required for entry into the project and that verification will be required.	<b>Sample statement:</b> The selection of candidates will be based on an individual's demonstrated ability to perform the inherent educational, work and functional requirements of the learnership. No bias based on disability status or type will be entered into. Selection will be made in line with best practice.
	The application process should include the declaration of disability.	This should be done using an EEA1 form as supplied by the Department of Labour. This form provides the applicant with the opportunity to disclose their disability status using a voluntary platform. This form should be administered by an external non-biased consultant who understands disability in the context of the workplace.	Consultation should be sought on the customisation of this document for each business.





CONSIDERATION	MOTIVATION	DETAIL	SOLUTION
	<b>Verification of the condition</b>	The EEA1 form is a self declaration process that is in line with the Department of Labour's best practice model. This form alone however does not confirm disability status. This self declaration form should accompany a verification letter provided by a relevant medical practitioner.	This requires input from a relevant medical specialist in the form of a report or letter confirming the existence of the condition. This letter must be on an official letter head.
	<b>Confirmation of disability from disability specialist</b>	Some individuals may have documentation that confirms the existence of a condition however it is necessary to determine, using the expertise of a disability consultant, if the condition falls within the definition of disability as defined by the Employment Equity Act of 1998.	This will require input from an appropriate disability specialist for example: an occupational therapist. Please note that not all occupational therapists have adequate insight into the implementation of learnerships or alignment to the legislation. Choose your consultants carefully. Speak to merSETA for guidance.
<b>Educational requirement (See below for further background)</b>	<b>It is important to identify the minimum educational requirements of the learnership. The minimum requirement should apply to applicants including those living with a disability. Due to educational barriers often experienced by learners with a disability a pass in some subjects may be scarce. For example; maths and sciences may be a limitation. Bridging in these areas should be considered</b>	At this point it is important to acknowledge the barriers and in the education system. To overcome this it is important that the applicant be asked to submit relevant details about educational history and furthermore ask the applicant if they would be prepared to engage in bridging courses that would prepared them for the demands of the learnership.	<b>Sample statement:</b> Would you be prepared to engage in a bridging program that is relevant to the entry level requirements of the learnership?



**Important consideration:**

*Does the applicant have a disability as defined by the Employment Equity Act? This is important because not everyone including people living with a disability, understands the definition that is specific to the workplace. It is appropriate to establish this during the selection process, but it must be noted that many individuals with disabilities do not feel they have a disability and may not indicate 'yes' on a form. In the experience of Progression, individuals often do not know the medical terminology for their disability and will write down their symptoms or functional problems as opposed to a diagnosis. Many individuals with disabilities that are not self evident are reluctant to indicate 'yes' on such a questionnaire, out of fear of rejection based on prejudice. They will feel that if the disability cannot be seen, then they do not need to declare it.*

*With all of this in mind the following process should be included to ascertain an accurate disability status of the applicant. If the applicant meets all of the below requirements then they are suitable to enter into the next phase of the selection process.*

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## 4.1 Summary checklist tool

### 4.1.1 Preliminary Admission process

This checklist is to be used as a preliminary selection process. The assessments should be undertaken by an appropriate disability specialist. This checklist provides a process flow.

HAS THE CANDIDATE PROVIDED THE FOLLOWING:	YES	NO	COMMENTS
Complete application form			
EEA1 disability declaration form			
Verification of condition by relevant medical practitioner			
Confirmation that condition falls within the Department of Labour's definition of disability			
Does the learner meet all of the educational requirements of the learnership?			
<ul style="list-style-type: none"> <li>• Matric</li> <li>• NQF level</li> <li>• Specific subject requirements</li> </ul>			

## 5. MANAGING THE PHYSICAL BARRIERS

### 5.1 Environmental considerations

- Reasonable accommodation guidelines should be utilised. These are guidelines only and Progression can assist the training centre and the employer to use these as well as to identify any other needs that may arise.
- Adherence to SABS Accessibility guidelines should be enforced as far as practical. The checklist should be utilised in both the training centre and the employer environments. This will ensure that as far as possible, the environment is accessible and presents minimised barriers. It must be noted though that the nature of factory/plant type environments is that of poor access. It is not expected that the employer or the training centre revamps according to the guidelines, but that the checklist is completed and reasonable changes recommended and undertaken.
- All items within the training centre need to be marked (for hearing and intellectually impaired learners). Hearing impaired learners require visual input to learn. Reinforcement is thus essential.
- Lighting should be available as a mechanism of getting the attention of learners (Dimmer or flick switches) for hearing impaired learners.
- In conjunction with any changes or recommended changes to the environment, awareness and sensitisation training for all those involved in the process is essential. If people have knowledge as to why they need to make changes and if the process is one of consultation and facilitated brainstorming then they are far more likely to participate willingly and make the required changes. If the principles of reasonable accommodation, disability sensitivity, etc are understood, then the process has a much greater chance of success.
- Companies, training centres and individuals need to see the benefit for them in order to fully buy in to a process.





## 5.2 Evacuation considerations

An evacuation drill should be undertaken twice annually with ALL occupants (including those with disabilities) of the training centres.

There should be an alarm that sounds and employees must then move to designated evacuation assembly points.

For ALL users, the signage of emergency exits, access and exit routes, evacuation assembly points, first aid boxes, fire extinguishers, etc must be in accordance with the established Building Regulations. Emergency exits are often obstructed with boxes, etc as they are deemed as unused. This practice must be avoided. All aspects of the Building Regulations in ALL areas, must be adhered to in order to ensure a safe environment. People with disabilities should be seated as close to emergency exits as possible and if possible, specific exits should be allocated to them based on the suitability thereof i.e. those with limited stairs, those that are better lit or have wider passages, etc.

A separate drill for persons with disabilities should be undertaken once only, purely to determine that the process is effective and any changes that need to be made should be noted.

The Emergency coordinator should be confident that the evacuation procedure is effective and that people with disabilities are able to evacuate the building safely should the need arise.

The key to the successful implementation of this hinges on each department carefully managing the process, within their specific environment. They will need to keep records of people with disabilities, which should include exactly what they do, where they are based and what their limitations are. They should be partnered with an able bodied individual for evacuation procedures. This must not be a random selection, but rather a negotiated and agreed upon by both parties. All this information should be updated as staff members change. This information must be signposted and recorded appropriately.

## 5.3 Implementation of reasonable accommodation

- Based on the reasonable accommodation measures that are agreed upon, the learner profile can be created, as there may be disability types that will need to be excluded in the interim, until additional structural or environmental changes can be made.
- It must be remembered that reasonable accommodation measures must be suitable, practical and sustainable for all parties.



- It consequently may be prudent to use more than one employer in order to create environments which are accessible to as wide a range of disability types as possible.
- Once a learner has been placed, more specific reasonable accommodation measures may need to be discussed on an ongoing basis, as part of the support provided to the Learner.

*The following process should be included in the functions of a professional consultant. If implemented with diligence, fair selection will be achieved:*

### **1. Conduct a job analysis**

Prior to assessment it is important that a thorough job analysis is conducted. This will highlight the inherent requirements of both the learnership and the job. One cannot define, based on a disability type, as to whether a person will be able to perform a particular job or not, as functional ability within a disability type varies enormously. The need for the establishment of functional requirements is thus important, but must be used in conjunction with the assessment of these functional requirements. A candidate can only be deemed to meet or not meet the functional requirements of a particular position if they have been assessed against these. For example, one person who has had a stroke may have limitations of speech, cognition and upper and lower limb function, but another may have only a slight loss of function in the right hand. Individuals also learn to compensate for their inabilities and often have made adjustments to their functional ability which allow them to work competently without any limitations.

Functional requirements also vary within different working environments, in some environments the individuals are multi-skilled in order that they can perform different jobs within a factory as well as relieve others on a different part of the assembly line. Thus, even though they may not perform all the tasks highlighted on their job descriptions at all times, they may be required to perform these at any time and thus need to be equipped accordingly. For example, in the motor manufacturing environment, the spray painters on the lines require more PPE and work in a paint tunnel. Those who work in the patching area (where they fix up paint problems) require less PPE, the work is less strenuous, etc and the functional requirements are quite different. However, they are required to relieve those in the spray paint environment and thus have to still meet the functional requirements of the job of a spray painter.

For many areas, the managers expressed that individuals must be motivated and hard working, as the environments are physically challenging and the work physically demanding. It is thus important that the





functional requirements also cover these aspects. The work can be very routine in certain environments, and this must also be considered when looking at functional requirements, and the assessment thereof. Unless the functional requirements are broken down, the overall job looks much more challenging and intense than it really is. For example, the workers spend all day on their feet alongside a large machine, in a hot environment doing very routine and repetitive work. The managers view this as challenging and demanding, whereas the functional requirements tell a slightly different story.

There are general workers in many of these manufacturing type of environments and based on the observation of their activities, they should also be considered for this project.

The fact that all employees in these environments need to wear varying forms of PPE must also be noted as part of the functional requirements, as there may be individuals who are unable to adhere to this as a result of their disability. This is mandatory and will need to be considered. For example in the car manufacturing environments, there can be no “scratch risk” and scratch protectors are required for rings, watches, etc. The individual with a prosthesis or with crutches will be considered a high scratch risk and no amount of scratch protection will be able to cover this risk.

Factory and plant environments are usually busy and noisy and there are many obstructions throughout the environment. These pose risks to all employees and these risks can potentially be increased for persons with disabilities. Evacuation and safety procedures will need to be reviewed and amended for people with disabilities. Overall, the environments are well sign posted and there is regular health and safety training, but these may need to be adjusted accordingly in order to meet the demands of the person with a disability.

In looking at Job Functions it is imperative that the functional requirements of a job are understood. This is the only way that employers can be sure that interviews will be conducted appropriately and that there is no discrimination in the interview or assessment process.

It is beneficial for Job Descriptions to be attached to Functional Descriptions. This is a process that can be facilitated by Progression. These should include the location of the employee as well as list the areas that this employee will need to access. It should also include off site areas.

#### **In summary;**

- An individual must be assessed against the Functional requirements of a job,
- The fact that individuals are multi skilled must be considered,
- All aspects of the job must be covered within the functional requirements,

- General workers should also be considered for this project,
- The use of PPE must be incorporated into the functional requirements,
- Safety and evacuation procedures must be amended,
- Reasonable accommodation measures should be put in place,
- Job descriptions should be attached to functional descriptions, and
- These are to be recorded and retained within the Learners file.

For each job, identified as a potential Learnership, a full job analysis must be undertaken and functional requirements identified.

As part of this research project, factory visits were undertaken and both detailed and synopsis job analyses are provided as addenda (A and B). This research was conducted in order to demonstrate a method of conducting a thorough job analysis. The analysis was conducted by an Occupational Therapist who has insight into the merSETA environments, learnerships, the workplace and the legislation that governs equitable access. The process of job analysis is transferable and can be undertaken in any workplace or learnership environment.

In summary, functional requirements of a job are made up of multiple components. They should be in place for all job descriptions in order that persons with disabilities can be considered for any job and assessed against these and not declined based on perceptions of their ability or inability. Reasonable accommodation measures must also be considered.

The following information was obtained with regard to each job:

- Typical demographic (incl. gender and age)
- Training requirement/qualification and experience
- Schooling and tertiary education
- Computer skills
- On site health and safety requirements (equipment , PPE and training)
- Location
- Interior and exterior environment
- Access/security





- Canteen and toilet facilities
- Setting (Office, factory, etc)
- Environment (lighting, noise, dust, smell, air conditioning, etc)
- Working relationships
- Actual tasks performed
- Cognitive Skills: judgement, decision making, literacy, numeracy, problem solving, concentration, accuracy, attention to detail
- Physical: heights, weights, range of motion, muscle strengths, endurance, posture/balance, tolerance, hand function, mobility
- Vision, hearing, communication (verbal and written)
- Emotional: confidence, assertiveness, responsibility, motivation, stress management, initiative
- Context of job i.e. work flow
- Hours/Shifts (incl. breaks and overtime)
- On Site medical service
- Evacuation procedure

In order to establish functional requirements, detailed information is required with regard to the following areas:

- **Sensory**
  - o Vision, speech, hearing
- **Perceptual**
  - o The ability to understand and rationalise by means of the senses; awareness and comprehension
- **Cognitive**
  - o “Thinking type functions”
  - o Judgement, decision making, literacy, numeracy, problem solving, concentration, accuracy, attention to detail.



- **Mobility**
  - o How an individual moves from Point A to B.
- **Upper limb dexterity**
  - o Generally refers to hand function. Is the use of both or only one hand required? Is one hand used as a stabiliser and the other more active? What are the movements/functions required with the upper limbs (Include shoulder and elbow)? E.g. typing, punching, stapling, etc.
- **Tolerance**
  - o This pertains more to the environment.
  - o Is it hot, noisy and dusty, does it smell, etc.
  - o What would the individual need to withstand all day in order to execute their job?
- **Endurance**
  - o This pertains more to the individual.
  - o How long does the person work in a day? Are they seated or standing all day, do they get to have breaks and move around?.
  - o What are the physical requirements of the job that the individual would need to endure i.e. sitting, reaching, bending, standing, walking, etc.
- **Posture and balance**
  - o This includes sitting, standing and walking posture/balance.
  - o If the job involves working at heights or sitting all day in a chair.
- **Use of tools and equipment**
  - o This will include all office type equipment, as well as any special tools required. Important to note if these are shared or used only by one individual. How heavy? Where located? etc
- **Heights**
  - o Is the individual required to reach height? How high? Is equipment used to reach? What is executed at such heights? How frequently?
- **Weights**
  - o Is the individual required to lift/carry heavy objects? How heavy? Where carried from and to? How frequently?





- **Muscle strength**
  - o This is measured from Grades 1 to 5. Grade 2 is movement with gravity (in a horizontal plane) and Grade 3, 4 and movement against gravity (vertical plane). Grade 4/5 includes lifting of weights in vertical plane.
- **Range of motion**
  - o How far a joint is able to move? This can be full or partial.
- **Communication (verbal/written)**
  - o With whom? About what? Frequency and modality i.e. telephone or face to face, etc.

*It must also be considered to what extent dysfunction can be remedied through reasonable accommodation measures i.e. adaptations, assistive devices, etc. There are many aspects to Reasonable Accommodation and in most cases the individual's ability to perform the job will be markedly improved through Reasonable Accommodation.*

Through such an analysis of the job, functional requirements are established. These are evident in the Synopsis of the Jobs. It is important to note that requirements also depend on the actual environment in which the individual will work as well as seniority of the individual. On entry level, the job will require much more technical, hands on work, but as the individual gains experience and moves into a managerial role, the requirements will change. Consequently comprehensive functional job descriptions are required within each organisation, for each job description, on each level.

## **2. Development of candidate profile in line with environmental assessment, job functions and qualification requirements**

A candidate profile is a summary of all the criteria that a learner must meet in order to be a successful candidate for any particular learnership. This should include all of the minimum learnership requirements as well as the functional requirements of the job

## **3. Sourcing and assessment of potential new learners against the profile which includes a functional assessment of learners with disabilities to short list suitable candidates.**

Assessment batteries are a vital tool accompanying an effective admission process. In order for them to be used effectively and to maximum benefit, the context in which they are used is very important.

They are used in order to ensure that the candidate can meet the functional requirements of a job. Without effective assessment batteries, there are often assumptions made with regard to functional ability. Both lay people and professionals are at fault in this regard - lay people because they are fearful and unsure, and professionals as they often lose sight of the humanness of disability and the ability of an individual to overcome adversity and make adjustments to allow them to function effectively in a variety of environments.

### **Caution**

It is recommended that all potential candidates, irrespective of disability status be exposed to the same assessment batteries. It would be deemed unfair to expose candidates with a disability to different assessment batteries compared to those without a disability. A thorough functional assessment would be suitable for all applicants.

During the process, it may be necessary to implement reasonable accommodation measures. This will ensure that the person with the disability has the same access to the assessment process as any other individual and will prevent further prejudice. The measures will be varied.

Examples of Reasonable accommodation measures that may be required ;

- **Awareness of limitations**
  - o Sensitisation and awareness training for all assessors and interviewers.
  - o This should cover all aspects regarding disability and how to deal with this in different situations.
- **Information required up front**
  - o Applicants will require details regarding the interview location, testing process, etc. This could be standardised into a format that is suitable for all users i.e. written, emailed, etc.
- **Access**
  - o Guidelines should be adhered to in order that access is suitable. If not, then temporary ramps should be in situ, assistants should be employed, etc.
- **Environment**
  - o Adherence to guidelines is essential. Use of signage, lighting, etc must all be reviewed.





- **Equipment**
  - o Clearly marked, provided for use by all applicants, assistance provided as necessary, PC and PC programmes for visually impaired users must be considered.
- **Assessors/Interviewers/trainers**
  - o Sensitisation and awareness training for all assessors and interviewers
  - o Information provided regarding each applicant
  - o Reasonable accommodation checklist per applicant
  - o Patient, motivated and empathetic
- **Formal Testing**
  - o Interviews with persons with physical (mobility related) disabilities should be in areas that are easy to access. Sign language interpreters should be used for hearing impaired individuals. The assessment batteries must not prejudice the applicant.
- **Time**
  - o Additional time should be provided and no prejudice given as a result thereof, although this must be recorded.
- **Safety/security and evacuation procedures**
  - o Adjusted for people with disabilities
- **Where should an assessment take place?**
  - o Travel considerations
    - Transport may need to be provided or assessments conducted at a central point to many applicants
- **Access Considerations**
  - o Access will need to be considered for all users. Adherence to the guidelines is essential.

These are ideas that will need to be continuously amended and added to, in order that a more comprehensive list is available and the needs of all learners can be met. As mentioned, if data is recorded and analysed after a 6 to 12 month period, this will also provide valuable information regarding types of disabilities, reasonable accommodations required, etc.

## 5.4 Sourcing and selection based on best practice

### Advertising the project

- This should state that the position is open to people with disabilities, as this will likely encourage applicants to disclose their disabilities on their CV. It may be useful to indicate that a CV must contain a telephone number and email address. The advertisement itself must be thorough in order that inappropriate applications are not received. This is essentially important for those with disabilities as if they are not shortlisted, they may deem it prejudicial, as opposed to due to the functional requirements not being met.

### Receive application forms and medical questionnaire

#### Create a shortlist

- This will be based on the applicant not meeting the criteria for the Learner profile. This will include educational requirements, etc. It may also include limitations set by the training providers and employers with regards to disability if they were unable to meet all reasonable accommodation demands.
- Candidates are shortlisted according to both the job description and the functional job description. The basis for non acceptance must be due to the nature of the work and not the prejudice of the selector.

#### Interview and assess short listed applicants

- For the purposes of merSETA, assessments should be used following a basic screening process. The assessment tests that are to be recommended for usage require input from a trained person and the assessor and the environment would need to be specifically geared towards people with disabilities as well as have the sensitivity, awareness, expertise and knowledge that are required in the disability field.

#### Conduct a walk-through of the factory

- A walk-through of the factory environment with an Occupational Therapist should be undertaken. This will ensure that despite meeting all functional requirements and being successful in the assessment process, the individual with the disability will be “assessed” within the actual work environment. This is imperative as the work environments are hazardous and may not be suitable for all individuals. Without conducting the walk-through, assumptions will be made with regard to function. This is also necessary from a health and safety perspective.







### Create a further short list

- This will eliminate applicants who are unsuccessful during the walk-through. This is likely to be if there are environmental or health and safety constraints. The applicant may also choose to be eliminated from the programme based on the walk-through experience.

### Prepare for the employer interview

- An applicant is contacted to set up an interview, as well as provided with tips to prepare for the interview. It is imperative that if the individual has disclosed a disability that this is appropriately explored at this time, primarily with regard to reasonable accommodation that may be required within the interview setting. This may include access, parking, etc. The interviewer should provide full details of the environmental setting and the interview process in order to initiate discussion and facilitate that the applicant is comfortable to request and negotiate any reasonable accommodation needs. It is important that this information is professionally and clearly communicated to those undertaking the interview. This will ensure that both they and the environment are prepared. Poor preparation increases prejudice by the interviewer and results in failure by the applicant. This will also be necessary when applicants are undergoing a psychometric test as the tester will need to be aware of the disability as well as reasonable accommodation requirements. The interview scripts should include issues related to disability if there has been disclosure and options for discussion if there is an evident disability, with no disclosure.

### Employer interviews (short listed applicants)

#### Caution

The types of assessments used for fair selection of suitable candidates should be based on the inherent requirements of the job and learnership. Some assessments are used purely based on historical precedence and do not in any way relate to the inherent requirements. Below are some of the possible assessments that could take place however, input from an appropriate disability consultant would be required to establish the suitability of the assessment in relation to the learnership at hand.

When tests are being used in connection with employment (e.g. in making selection decisions) employers have a duty to make reasonable accommodation to prevent individuals with disabilities from substantial disadvantage. People with disabilities have the right to expect the same quality of service, including accuracy of diagnostics and assessment as other users of the service.

Professional advice will be needed to ensure that adaptations are appropriate and how changes might affect

interpretation of scores and appropriateness of standard norm groups. Therefore where a modification is required, advice should be taken from a chartered psychologist with expertise in this area or from the test author, distributor or publisher. They will have knowledge of the type and degree of modification that might be needed. Only a relevant professional can determine what is appropriate.

ASSESSMENT	CONSIDERATIONS	Suitable and aligned to the inherent requirements of the job / learnership
<b>Functional ability (related to all aspects of functional requirements)</b> See the detailed job analysis done for selected jobs in the industry. This analysis forms part of the functions that need to be assessed	The GAB test was evidenced. It is a simple test that looks primarily at spatial and perceptual function, including hand eye coordination, bilateral integration, memory and depth perception. This is a standardised test and administered by trained assessors. The applicant physically performs specific tasks. This does not cover more gross motor functional ability i.e. mobility, working at heights, carrying weights, etc. there would need to be a test drawn up to specifically assess any other additional aspects.	
<b>Technical aptitude</b>	If an individual is to succeed in this industry, they do require a technical aptitude. The experience of a training centre that was visited highlighted this. It is a test that involves 50 “word sums” of a technical nature. It is administered by an individual that has been trained and is scored by this person.	
<b>Behaviour (Psychometric Testing)</b>	The Example noted was of the THOMAS INTERNATIONAL PPA Plus Behavioral Analysis. This allows the interviewer to ascertain an understanding of the applicant’s behavior and determine their suitability for a position in a technical environment. There are numerous types of behavioral and psychometric assessments and advice should be sought from a qualified psychometrist in this regard.	
<b>Capability on site</b>	A site walk-through is recommended for the short listed applicants. This is to ensure that they can meet the environmental demands of the job in terms of obstructions, distances to walk, working at heights, lighting, dust, PPE requirements, etc. Only those shortlisted at this point would do the site walk through with an occupational therapist.	





## 5.5 Summary checklist tool

### 5.5.1 Preliminary Admission process

If the candidate met all of the preliminary criteria they would be suitable for the next phase of the process. Please note that not all of the below assessments are necessarily appropriate. All assessments should be aligned to the inherent requirements of the learnership and should not be unnecessarily discriminatory.

DID THE CANDIDATE MEET THE FOLLOWING:	YES	NO	COMMENTS
Functional assessment			
Interview process			
Technical aptitude assessment			
Psychometric assessment			
Capability on site assessment			
Health and safety requirements			

## 6. DISABILITY AWARENESS AND SENSITISATION INTERVENTIONS

Awareness and sensitisation would need to be adopted in both the training and workplace environments. Both employers and trainers would need to gain practical insight into inclusion of various types of disabilities in the training and workplace environments. There should be a tapestry of awareness interventions that meet the needs of each individual company. This could include; workshops, industrial theatre, animation, posters or intranet communications.

When managing awareness and sensitisation for a project such as a learnership for people with a disability it is imperative that professional consulting services are used to ensure that people with disabilities are afforded fair opportunity to be successfully integrated into the workplace.

The process should acknowledge that the audience of a disability education, awareness and sensitisation process dictates the content, delivery style, pitch and theoretical depth of the intervention. Further, the process should be flavour enhanced by the organisational culture and show direct lineage to the overall business intent. Within the merSETA environment the awareness and sensitisation would need to focus on breaking down the perception that people with a disability do not suit the workplace environment. This would need to be approached by sharing a practical way to ensure safe, fair and non discriminatory selection.

The awareness campaign should capacity build managers, human resources consultants, skills development facilitators, line managers and training providers to manage and support a successful project.

### 6.1 Recommendation

It is recommended that the awareness and sensitisation process is implemented by a service provider who is a subject matter expert around disability and has an intimate understanding of the merSETA environment. The content of the workshops should be very contextual and integrate the many challenges and barriers both physical and attitudinal that exist within the sector.

Based on the insight gained during the research it is recommended that the following awareness and sensitisation process be implemented in preparation for the sustainable implementation of a learnership within merSETA.

**Workshops: Capacity building of training provider selected.** This would include the generic awareness modules in addition to touching on the practical guidelines of managing the training of people living with a





disability. (one included in project cost)

**Workshops: Capacity building of the relevant stakeholders** (i.e. line managers, human resources consultants, skills development facilitators). This would provide the delegates with an opportunity to explore the possibilities that surround managing a learnership for people living with a disability. (one included in project cost)

### **Workshop methodology**

Progression's methodology is informative, robust, interesting, challenging and highly interactive. The process requires active participation during which the majority of the learning takes place

In order to maximise the awareness and sensitisation experience for all delegates, Progression has included activities that provoke the internalised learning of analytical, sequential, interpersonal and imaginative thinkers. To address these styles we have included in our delivery the use of an interactive game entitled "Like Life, but not Life", formal information sharing, participation based group work, small and larger group discussions and problem solving exercises. In addition each delegate will receive a training manual that contains relevant information and can be used as a resource guide.

The facilitators role is to manage a safe and non judgmental environment where everyone's opinion and belief systems are respected but conversations and debate are encouraged.

### **Group sizes**

The size of the groups is integral in the establishment of successful group dynamics. Progression has found that individuals within groups of between 15 and 20 experience the process most optimally and therefore work within a group ceiling of 20 delegates.

**Industrial theatre: Education of general staff.** Industrial theatre is an effective method of exposing current employees to the learnership model and introducing general awareness of the issues that surround disability in the workplace. This is an important element of the process as staff have the power to sabotage a project of this nature if they are uncomfortable about the intervention. It is Progression's experience that awareness of staff will optimise the success of the project. Industrial theatre is ideal for manufacturing and industrial environments. The process uses drama and actors to impact on attitudes, perceptions and belief systems around disability. The process has a delightful capacity to raise people's awareness, and enhance the learnership process. (additional cost)

**Animation: Education of general staff.** Due to the industrial nature of the environments animation is a valuable tool for communicating disability. Animation is a visual cartoon that explains in a humorous and accessible way the many issues that surround disability in the workplace. Animation has an effective



capacity to reach many people at once.

Attached to the animation is the option of the game which allows employees to compete with one another while testing their knowledge of disability related topics. The animation touches on key issues such as the definition of disability, reasonable accommodation, disclosure and terminology in a humorous way that promotes easy understanding and quick insight into the key concepts surrounding disability in the workplace. (additional cost)

## 6.2 Summary checklist tool

### 6.2.1 Awareness and sensitisation intervention

HAVE YOU:	YES	NO	COMMENTS
Identified the key stakeholders who require capacity building			Number of workshops
Identified the trainers that require capacity building			Number of delegates
Identify number of staff required to do general awareness			Number of animation shows Number of industrial theatre workshops





## 7. TRAINING AND DEVELOPMENT

### 7.1 Choosing a training provider

When choosing an appropriate training provider you would employ the same criteria of diligence that you would for any other learnership. This would include scrutinising accreditation credentials, location and quality of training material. In order to ensure optimal accessibility for people with a disability it is recommended that the following considerations are made. These considerations will assist with establishing current barriers and provide insight into what generic accommodations could be made to minimise these. From a practical perspective it is important to realise that very few training environments will meet all of the required accessibility criteria. This should not stifle progress with regards to the inclusion of people living with a disability.

Two training environments were assessed and the findings recorded.

When assessing training environments it is important to review the following in conjunction with the SABS building standards to establish a status quo with regards to access. This should be done with the view of minimising the barriers. The total elimination of barriers will be an ongoing process. Following are some strategies to initiate this. Assessment and recommendations should be conducted by a disability specialist and would form part of the total disability project cost.

BARRIER	SOLUTION
Limited understanding of the reasonable accommodation needs of learners	<b>Awareness and sensitisation training.</b> Reasonable accommodation guidelines should be utilised. These are guidelines only and Progression can assist the training centre and the employer to use these as well as to identify any other needs that may arise.
Physical accessibility	Adherence to SABS accessibility guidelines should be enforced as far as reasonably possible. The checklist provided should be utilised in both the training centre and the employer environments. This will ensure that as far as possible, the environment is accessible and presents minimal barriers. It must be noted though that the nature of the factory/plant type environments is that of poor access. It is not expected that the employer or the training centre revamps according to the guidelines, but that the checklist is completed and reasonable changes recommended and undertaken.

BARRIER	SOLUTION
<b>Trainer limitations</b>	Establish training facilities for trainers in order to teach them specific skills e.g. sign language, first aid, etc as well as to equip them with skills for working effectively with people with disabilities. A post graduate qualification could be offered. This should be pursued by the SETA.
<b>Selection of trainers</b>	Trainers must be carefully selected. They must be motivated and willing to deal with the challenges regarding training of individuals with disabilities. They should ideally have experience. Aptitude and psychometric testing should be undertaken on the trainers.
<b>Attention required to optimise learning</b>	A ratio of 1:15 is recommended. Training assistants should be utilised and the ratio could then be adjusted to 1:20. A training course for assistants should also be identified by the SETA. Individuals with disabilities could be used in such positions.
<b>Inaccessible training material</b>	<ul style="list-style-type: none"> <li>• Material should be in multiple formats i.e. written in hard copy manuals, on disk, on DVD, etc.</li> <li>• PC's and TV's/DVD's should be made available on site as many individuals will not have access at home. Opportunities during the course of the day should be provided for the individuals to utilise such media. Training assistants can be available for this.</li> <li>• Headphones attached to PC's may also be required for hearing impaired, visually impaired or intellectually impaired learners.</li> <li>• Software and hardware specific to individuals must be made available and the appropriate licence arrangements managed. This will include Zoomtext, etc.</li> <li>• The font size of text in manuals must be considered. The language used in manuals must also be considered as those with hearing and intellectual impairments rely on language that is simply worded, but provides additional clarification and description. The language of training will be English and thus if this is not the learners first language, this must be taken into consideration. Additional training time will be required in order to ensure that the wording in the manual is understood.</li> </ul>





BARRIER	SOLUTION
<p><b>Examination and assessment techniques</b></p>	<ul style="list-style-type: none"> <li>• Extra time may be required in exams. This should be established using an ergonomic assessment tool that is implemented using an occupational therapist. This time however, cannot be without boundary and must always be noted on the exam paper. If an individual is struggling to meet the time constraints, they should be offered reasonable accommodation. It must be remembered that this training is for jobs within the open labour market and time constraints are inherent in such jobs. The functional requirements that have been established for each job will provide clarity on such issues.</li> <li>• Concessions with exams will include sign language interpreters that are available if an individual requires clarity on a question. If an individual cannot write, they can type or use a voice activated computer. If these are not available they can use a scribe.</li> <li>• At the Grinaker Training Centre, they are starting to use a Key Pad for exams. The question is up on a screen and the answer either A, B, C or D. The individual holds a key pad and pushes the button corresponding to the correct answer. The answers are “marked” by the computer programme and a printout received. This is an avenue that should be explored.</li> <li>• Oral exams are a useful option for those who cannot write or type, but is not a good choice for persons with speech impediments or hearing limitations.</li> <li>• For hearing impaired or intellectually impaired learners, their use of language may differ from the standard answers against which they are being marked. The markers are not themselves trained with regard to disability and this may prejudice the learner. It is recommended that they undergo training by Progression. It is also recommended that the trainers of learners with disabilities be involved in writing the model answers used for marking. It is also recommended that IT specialists be involved, as they may be able to implement a computer programme that could do the marking against set criteria.</li> </ul>

## 7.2 Negotiate reasonable accommodation measures with training providers (generic)

Based on the assessment of existing barriers and review of best practice, a discussion with key points and clear recommendations will need to take place with the training provider. The SABS guidelines in terms of environmental access, must also be considered in order to establish reasonable accommodation requirements.

The training provider should not be required to make every single adjustment, but rather if ideas and recommendations are well thought out and creative, and can be negotiated and discussed, a list of reasonable accommodation measures can be drawn up and implemented in order that the environment is made accessible to people with varying types and degrees of disability.

Based on the reasonable accommodation measures that are agreed upon, the learner profile can be created, as there maybe disability types that will need to be excluded in the interim, until additional structural or environmental changes can be made.

It must be remembered that reasonable accommodation measures must be suitable, practical and sustainable for all parties.

It consequently may be prudent to use both training centres that were assessed in order to create environments which are accessible to as wide a range of disability types as possible.

Once a learner has been placed, more specific reasonable accommodation measures may need to be discussed on an ongoing basis, as part of the support provided to the Learner.

## 7.3 Bridging programs

Bridging programmes may need to be considered for those learners who do not meet the Mathematics/ Science requirements. Historically people with disabilities did not have access to quality education and may not have obtained Mathematics/Science at Matric level as required by the SETA.

These could be provided by existing training providers. Below are two examples of bridging programmes in South Africa. merSETA has relationships with other bridging organisations. It is recommended that the providers are chosen using diligent selection criteria as recommended by merSETA.







**Important note:** *The selection of a bridging course provider should include an accessibility analysis as recommended for all training providers.*

**Sentravision Bridging School** can be proud of its achievements. The school was launched in 1993 to encourage interest in and uplift the standards of mathematics and science in underprivileged and previously disadvantaged communities.

The project, which forms part of Dow South Africa's social responsibility programme, has gone from strength-to-strength and has realised its primary aim – namely to afford pupils from these target communities the opportunity to pursue tertiary education in the field of engineering.

Several graduates of Sentravision Bridging School have already attained formal qualifications in chemical and electrical engineering, and plastic technology. Others are currently in their first, second or third year of study toward engineering qualifications at various universities and technikons around South Africa; while some are enrolled for courses in analytical chemistry and computer science.

<http://www.dow.com/facilities/africa/southafrica/contact/index.htm>

**The PROTEC Phalaborwa programme** began in 1998 and aims to provide a source of high capability students for Palabora and other local companies and industries. Learners who are talented in mathematics, english and physical science are selected for the programme in grade 10 and spend three years on the programme. Around 60 new learners are admitted onto the programme in grade 10 each year. More than 50% of these learners go on to study engineering, sciences and accountancy at tertiary institutions and some have received bursaries from Palabora. Others are employed by other companies on completing their studies.

[http://www.pafound.co.za/programmes/education\\_learners.html#protec](http://www.pafound.co.za/programmes/education_learners.html#protec)

It is recommended that such bridging programmes are implemented and remain in situ throughout the Learnership programme.

## 7.4 Life skills

The implementation of a life skills program will address the many limitations and barriers experienced by individuals from disadvantaged environments.

A thorough life skills program would assist the selected learners with integrating the formal training and

workplace experience within the tapestry of their whole lives. It is often the absence of mature life skills that limits an individual's growth within and learnerhsip process.

The following issues should be addressed during the life skills intervention

- A career path for each learner should be established and communicated to learners and employers.
- Ensure the needs of the learners are catered for in terms of student life, etc. Social events should be organised as part of the training, perhaps involving ex students, etc.
- Weekly prize giving or awards will also keep students motivated and encouraged.
- Orientation and induction must be part of the training course. Health and safety must be continuously reinforced and repeated on a monthly basis.
- PC Skills must also be taught, even if the job requires very little use of the PC. This is a skill that can be used in many environments and will make the student more marketable in the open labour environment.
- Group work should be used as this is an area where learners have the opportunity to teach their peers and perhaps reach a common understanding. This is particularly useful with regard to hearing impaired learners. Facilitators will be required in order for group work to be a success.

The formal learnership training should be integrated into the individual's total career plan. Everyone should have basic life, computer and job search skills in addition to the specific learnership training being offered. It is recommended that this should not include formal assessment but act as a tool to expose learners to the modern working environment at all levels.

## 7.5 Recommendation

It is recommended that these life and computer skills modules should include but not be limited to the following;

1. Life skills and work preparation training
  - a. Business etiquette
  - b. Personal skills
  - c. Written and verbal communication
2. Basic MS Office training
  - a. Introduction to computers





- b. Intermediate MS Word
  - c. Intermediate MS Excel
  - d. Intermediate MS Outlook
3. Job Search Workshop
- a. Job search skills
  - b. CV writing
  - c. Interview skills

## 7.6 Summary checklist tool

### 7.6.1 Training

HAVE YOU:	YES	NO	COMMENTS	SOLUTION
Identified the physical barriers			What are they in summary	
Identified the training barriers			What are they in summary	
Bridging required				
Life skills required				

NOTES:

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## **8. SUPPORT AND PROJECT MANAGEMENT**

### **8.1 Ergonomic assessment for all learners with disabilities**

Ergonomic assessments should be done in both the workplace and training environments. An ergonomic assessment is the time when an Occupational Therapist assesses the specific reasonable accommodation requirements of the each learner. This is done after selection. If the learner has successfully met all of the selection criteria the specific reasonable accommodations for each individual will be minimal and easily implemented. Reasonable accommodation is an affirmative action measure that minimises or eliminates the limiting effect of the disability. Reasonable accommodation should be identified using input from the learner and professional insight from and Occupational therapist. Reasonable Accommodation is unpredictable and un-transferable. Best practice reasonable accommodation practice requires that the each individual receives an ergonomic assessment in the actual workplace and training environment in order to establish the adjustments or accommodations necessary.

### **8.2 Ongoing employer and learner support**

It is recommended that mentors are identified within the host employers environment. The Mentor will be responsible for the support and general guidance within the workplace. The identification of the mentors should be facilitated by the consulting agency.

It is recommended that the learnership process includes a structured support and mentorship process. It is important that the learner and the employer receive ongoing support during the process. This provides an opportunity to identify red flag issued that require intervention. This should be administered by the consulting agency and should include a minimum of:

- a. Bi-monthly call to learner
- b. Bi-monthly mail to employer
- c. Quarterly support visits to learners and employers

### **8.3 Project management**

The total disability project should be jointly project managed by the host employer and the consulting agents. This process should be based on sound project management principles and should include regular status meetings. Much of the detail of the total project will be defined during a scoping session and will form part of the total project plan.





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# **PART 4**

## **Functional Job Description**



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AND RELATED SERVICES SETA





## Prepared and Presented by **Progression**

- This document, compiled by an Occupational Therapist, outlines the findings of the job analysis which the Occupational Therapist conducted across seven different job categories. It highlights the inherent requirements of the job and will assist with equitable and fair selection.



## JOB ANALYSIS DATA

JOB TITLE: Mechanical Engineer		
Skill Level / OFO Code		Level 5 / 233502
Typical Demographic	GENDER	Mostly male (some females)
	AGE	Any.
Requirements on commencement of employment	SCHOOLING	Matric.
	TERTIARY	Qualification as an engineer (Degree or Diploma).
	COMPUTER	Required. MS Office. Will be trained in Ford specific IT programmes as required.
	EXPERIENCE	Would be of benefit, as with any professional. In certain areas experience is crucial to the performance of the job.
	OTHER	Good attitude, staying power, self motivated, professional, etc. Good ability to solve problems. The intention is that Ford would like to employ more engineers in many areas of the plant.
Health and Safety	EQPT/PPE/TRAINING	Annual training. Overall, safety boots (Steel cap), hard cap, etc if working in the plant. Scratch protection if on the plant.
Standardised Testing	TOOLS	Nil. Suggested that Psychometric testing should be undertaken. It is assumed that if there is a qualification the individual can use the tools of the trade.
	INTERVIEW	Yes, with a CV. Checking of references.
	MEDICAL	Yes (Standard Employment Medical). Sight, hearing, chest x ray, ECG, lung function.
Location	GEOGRAPHICAL	Within an office environment as well as in the plant itself.
	INT/EXTERIOR	Heavy doors, narrow passages, metal grating on floors. Steps and varying heights throughout.
		Limited rails. Multiple obstructions.
	ACCESS/SECURITY	Access through the plant. Must swipe security cards. Not all employees have access to all areas.
		There is a turnstile that ALL employees access.
		Access is recorded. Television cameras at the gates.

## JOB TITLE: Mechanical Engineer

	ACCESS TO TOILETS/ CANTEEN	At specific tea times and toilet breaks. Outside of the main building. No wheelchair toilets.
EQUIPMENT	MOVABLE	PC
	OWN/SHARED	Own work area in the office. In the plant they use the work area that they are currently involved in.
	WITHIN CONTEXT OF ENVIRONMENT	Within an office environment as well as in the plant itself.
SETTING	DESK/CHAIR	Yes.
	OTHER	N/A
	OFFICE / OPEN PLAN	Factory and open plan office environment.
	FACTORY / ROOM/AREA	
	LIGHTING	Well lit in office and plant.
	NOISE	Mild to Excessive – depending on the area within the plant.
	DUST	Limited.
	SMELL	Mild to Excessive – depending on the area within the plant.
	AIRCON	All areas are cool and well ventilated.
	RELATIONSHIPS	Work within a team.
COLLEAGUES	REPORTING	Principal Engineer primarily, but depends on the job function.
	PROCEDURE	
EXPECTATIONS ITO MEETINGS, ETC		Yes.
ACTUAL TASKS	WHAT	<b>Process Engineers</b> (within Body Shop, Final and Trim and Paint Shop). Mobile. Based on the plant.
<i>There are multiple areas in which Engineers are employed and their functions in each area vary.</i>		<b>Engineering Services</b> (release of parts).
		<b>PVT</b> (Plant Product Vehicle Team). Based 80% of the time at a desk doing data analysis. They are technicians and undergo system training.
		<b>Core Engineers</b> . 80% in plant on factory floor.
		Analyse quality.
		<b>CSO</b> (Customer Services Organisation). Relationships with dealers and field agents. Collects data from them.
		Provides technical assistance from an office environment.







## JOB TITLE: Mechanical Engineer

		<b>Product Development</b> (Vehicle Engineering and System and Component Testing). Testing and evaluation.
		Driving of vehicles. Require extensive mobility.
	DEADLINES / TIME	Yes.
	FRAMES	
<b>COGNITIVE SKILLS</b>	JUDGEMENT / DECISION	Required.
	MAKING	
	LITERACY / NUMERACY	Required.
	PROBLEM SOLVING	Required.
	CONCENTRATION	Active.
	ACCURACY	Required.
	ATTENTION TO DETAIL	Required.
<b>PHYSICAL</b>	HEIGHTS (REACH)	Required.
	WEIGHTS	Required.
	ROM	Required.
	MUSCLE STRENGTH	Required.
	ENDURANCE	Required.
	POSTURE / BALANCE	Required.
	TOLERANCE	Use of PPE and intermittent noise, etc. Working in a team, deadlines, stress, etc.
	HAND FUNCTION	
	MOBILITY	Extensive.
	VISION	Good.
	HEARING	Yes
<b>COMMUNICATION</b>	VERBAL	Required.
	WRITTEN	Required.
<b>EMOTIONAL</b>	CONFIDENCE	Required.
	ASSERTIVENESS	Required.
	RESPONSIBILITY	Required.
	MOTIVATION	Required.
	STRESS MANAGEMENT	Required.
	INITIATIVE	Required.

**JOB TITLE:** Mechanical Engineer





## JOB TITLE: Diesel Motor Mechanic

SKILL LEVEL / OFO CODE		Level 3 / 321202
TYPICAL DEMOGRAPHIC	GENDER	Mostly male
	AGE	Mostly in the 30-40 age group
REQUIREMENTS ON COMMENCEMENT OF EMPLOYMENT	SCHOOLING	Matric. However it must be noted that they can go through the Apprenticeship programme once they have worked at Ford. This happens quite typically.
	TERTIARY	Qualification as a mechanic.
	COMPUTER	Limited.
	EXPERIENCE	Would be of benefit, but they are trained within the Ford environment.
	OTHER	N/A
HEALTH AND SAFETY	EQPT/PPE/TRAINING	Annual training. Daily safety talks. Overall, safety boots (Steel cap), hard cap.
STANDARDISED TESTING	TOOLS	Nil
	INTERVIEW	Yes, with a CV. Psychometric Testing (Dover Vienna) is undertaken for the Apprenticeship programme.
	MEDICAL	Yes (Standard Employment Medical)
LOCATION	GEOGRAPHICAL	Within a workshop on the plant.
	INT/EXTERIOR	Heavy doors, narrow passages, metal grating on floors. Steps and varying heights throughout. Limited rails.
	ACCESS/SECURITY	Access through the plant. Must swipe security cards. Not all employees have access to all areas. There is a turnstile that ALL employees access. Access is recorded. Television cameras at the gates.
	ACCESS TO TOILETS/ CANTEEN	At specific times. Outside of the main building (50m away). No wheelchair toilets.
EQUIPMENT	MOVABLE	Own tool box (1x1m). They move this as required and must keep locked and take responsibility for own tool box. There is a fixed break bleeding machine. There is a fixed air pipe on an overhead rail. Four post hoist at each work station.
	OWN/SHARED	Own work area and own equipment/tools.

## JOB TITLE: Diesel Motor Mechanic

	WITHIN CONTEXT OF ENVIRONMENT	They work within a large workshop area. The vehicles come off the assembly line and if there are mechanical problems they are moved through to the workshop.
	DESK/CHAIR	Nil
	OTHER	N/A
SETTING	OFFICE / OPEN PLAN	Factory.
	FACTORY / ROOM / AREA	
	LIGHTING	Well lit.
	NOISE	Some factory noise. Require ear muffs if the tools generate excessive noise.
	DUST	Limited. The area is kept clean by the mechanics.
	SMELL	None noted.
	AIRCON	Area is cool and well ventilated.
COLLEAGUES	RELATIONSHIPS	Work alone on a vehicle, but can seek assistance from other mechanics if required.
	REPORTING PROCEDURE	Team Leader.
EXPECTATIONS ITO MEETINGS, ETC		Daily meetings 30 minutes before the shift starts.
ACTUAL TASKS	WHAT	The job card will highlight defects within the engine that the mechanic is required to repair. Once repaired the mechanic stamps the job card and provides comments if required. He then logs the repair into the PC (using a mouse) at his work station. He takes the
		job card to the admin area. He then drives the car into a waiting area. If the job cannot be completed the job card is noted as such and returned to the body shop.
COGNITIVE SKILLS		
	FREQUENCY	Daily as job cards are received.
	WHERE	Within the workshop.
	HOW	Using the tool and equipment as well as their knowledge.
	DEADLINES/TIME FRAMES	Nil. They are required to work on a job until it is completed. Each repair takes a different amount of time.





## JOB TITLE: Diesel Motor Mechanic

COGNITIVE SKILLS	JUDGEMENT / DECISION MAKING	Required. Very experience based.
	LITERACY	Must understand job cards.
	NUMERACY	Limited.
	PROBLEM SOLVING	Required.
	CONCENTRATION	Active.
	ACCURACY	Required.
	ATTENTION TO DETAIL	Required. Must complete all jobs on the job card.
PHYSICAL	HEIGHTS (REACH)	Yes to reach all areas of the engine. The vehicle is hoisted by the mechanic to the required height. The controls for the hoist are at 1.3m high. The brake bleeding machine is at a height and requires dexterity to manipulate buttons. The air pipe is also at a height.
	WEIGHTS	Yes. Tools are of different weights. The tool box weighs approx. 50kg. There is a manual foot brake.
	ROM	Full in upper limbs.
	MUSCLE STRENGTH	Good (4+)
	ENDURANCE	8 hour shift. On feet standing or walking for the full shift.
	POSTURE / BALANCE	Good due to extensive reaching.
	TOLERANCE	Limited. Use of PPE and intermittent noise, etc.
	HAND FUNCTION	Bilateral. Manipulation of tools, using hoist, break bleeding and air pipe machinery. Hoist requires simultaneous use of 2 fingers.
	MOBILITY	Walk up and down a 50m stretch. The floor surface is smooth and there are safety areas demarcated.
	VISION	Good. There is other extensive signage health and safety signage.
	HEARING	Limited
COMMUNICATION	VERBAL	Within team meetings. Discussions with colleagues as required.
	WRITTEN	Signage on walls. Reading of job cards.
EMOTIONAL	CONFIDENCE	Nil.



**JOB TITLE:** Diesel Motor Mechanic

[illegible]



## JOB TITLE: Industrial Spray Painter

SKILL LEVEL / OFO CODE		Level 2 / 711201
TYPICAL DEMOGRAPHIC	GENDER	Mostly male.
	AGE	Mostly in the 30-40 age group.
REQUIREMENTS ON COMMENCEMENT OF EMPLOYMENT	SCHOOLING	Matric.
	TERTIARY	Not necessary – trained within the Ford environment.
	COMPUTER	Nil.
	EXPERIENCE	Would be of benefit, but they are trained within the Ford environment.
	OTHER	Mostly based on physical appearance. They are required to be physically strong. Spray painters are equipped with skills to work in various spray type environments. These are similar in nature. Induction is paramount and a mentor is provided for a one to two month period.
HEALTH AND SAFETY	EOPT / PPE / TRAINING	Annual training. Daily safety talks. Full PPE (Boots, overall, hair cap, gloves, ear plugs, half respirators and glasses (or full face masks with oxygen pack worn on the back). They change into this in the morning and remove it at the end of the shift.
STANDARDISED TESTING	TOOLS	Nil.
	INTERVIEW	Yes, with a CV (relies heavily on strong physical appearance).
	MEDICAL	Yes (Standard Employment Medical).
LOCATION	GEOGRAPHICAL	Within an enclosed spray booth in the plant.
	INTERIOR / EXTERIOR	Heavy doors, narrow passages, metal grating on floors. Steps and varying heights throughout. Limited rails.
	ACCESS/SECURITY	Access through the plant. Must swipe security cards.
		Not all employees have access to all areas. There is a turnstile that ALL employees access. Access is recorded. Television cameras at the gates.

## JOB TITLE: Industrial Spray Painter

	ACCESS TO TOILETS/ CANTEEN	At specific tea times and toilet breaks. Outside of the main building. No wheelchair toilets.
EQUIPMENT	MOVABLE	No fixed to the wall. There are various sprayers (some areas have three and others a variety of colours). These are hung on racks and attached to 4m hoses. The spray painter lifts the spray gun with the dominant hand and the hose with the other hand.
	OWN / SHARED	Own work area and own equipment/tools.
	WITHIN CONTEXT OF ENVIRONMENT	They work within a spray booth.
	DESK/CHAIR	Nil
	OTHER	They can press a large red button if there are any problems on the line or with the vehicle that is being sprayed.
SETTING	OFFICE / OPEN PLAN / FACTORY / ROOM / AREA	Factory
	LIGHTING	Well lit
	NOISE	Very noisy environment
	DUST	Nil. This is an area that must be dust free.
	SMELL	Heavy paint smell. They are also required to use thinners to clean the spray guns.
	AIRCON	Set at 24 degrees
COLLEAGUES	RELATIONSHIPS	Within a team of 4. They work on specific sides of the vehicle and specific areas of the vehicle. There is no room for error and they must work as a coordinated unit.
	REPORTING PROCEDURE	Team Leader
EXPECTATIONS ITO MEETINGS, ETC		Daily NWG meetings 30 minutes before the shift starts.
ACTUAL TASKS	WHAT	The spray painter is responsible for spraying the interior of the vehicle, preceding the robotic exterior spray. The Touch Up Spray painter works against a job card and logs finished jobs manually. He is required to mix up paints and use a small manual spray gun.





## JOB TITLE: Industrial Spray Painter

		Requires same PPE, but not in a booth environment.
	FREQUENCY	For full 8 hour shift.
	WHERE	Within a spray booth.
	HOW	The painter dons PPE and enters the spray booth. The paint is pre mixed and the spray guns pre filled. The spray painter uses the spray gun and if it is blocked he is required to clean it with thinners. They are required to clean the spray gun at the end of the day.
	DEADLINES/TIME FRAMES	Work according to the speed of the conveyor.
COGNITIVE SKILLS	JUDGEMENT / DECISION	Very experienced based in a routine environment. If problem occurs there are standard procedures to be followed.
	MAKING	
	LITERACY	Basic.
	NUMERACY	Nil.
	PROBLEM SOLVING	Very experience based in a routine environment. If a problem occurs there are standard procedures to be followed.
	CONCENTRATION	Passive.
	ACCURACY	Required. Routine work.
	ATTENTION TO DETAIL	Required. Routine work.
PHYSICAL	HEIGHTS (REACH)	Yes to reach all areas that are required to be sprayed.
	WEIGHTS	Yes. Spray gun and hose.
	ROM	Full in all limbs.
	MUSCLE STRENGTH	Good (4+).
	ENDURANCE	8 hour shift. On feet standing or walking for the full shift.
	POSTURE/BALANCE	Standing, sitting and walking. Sit for short period on a stool when cleaning equipment or waiting for the line.
	TOLERANCE	Noise, set temperature and smell. Routine and repetitive work.
	HAND FUNCTION	Bilateral. Spray gun is operated with the index finger and the thumb. It is held in a palmer grip, as is the hose.
	MOBILITY	Walk up and down a 5m stretch. The floor surface is metal grating that is open underneath. There are

## JOB TITLE: Industrial Spray Painter

	MOBILITY	obstructions and multiple changes in heights over floor surfaces.
	VISION	Good. Must be vigilant to any defects in the car or paintwork. There are signs indicating which paints are required for which bodies. There is other extensive signage health and safety signage.
COMMUNICATION	VERBAL	Within team meetings.
	HEARING	Limited.
	WRITTEN	Signage on walls.
EMOTIONAL	CONFIDENCE	Nil.
	ASSERTIVENESS	Nil.
	RESPONSIBILITY	For area, tools and equipment.
	MOTIVATION	To complete a full day's shift of routine and physically demanding work.
	STRESS MANAGEMENT	Nil.
	INITIATIVE	Nil.
WORK FLOW PROCESS		The work within the Ford plant is managed by a very strict process. Areas are well defined by lines and each employee fits into the process dependant on the area which they work in. The lines move at certain specific speed and work must be completed by the time the vehicle leaves that area. The lines are only to be stopped in emergencies.
HOURS / SHIFTS		Daily 8 hour shifts. Additional shifts if production demands.
	BREAKS	Morning tea, lunch and afternoon tea. These are set across the factory and an alarm sounds and the lines stop. Tea is 30 minutes and lunch 1 hour.
	OVERTIME	If required by increased production demands.
MEDICAL SERVICE		On site clinic. Eye wash solution at each door as this is a common incident.
EVACUATION PROCEDURE		An alarm sounds, there are evacuation points outside building where employees assemble. Annual drills. The plant is divided into zones for the purposes of evacuation.







## JOB TITLE: Industrial Spray Painter

	INTERIOR / EXTERIOR	there are demarcated areas (yellow). The concrete floors are interrupted throughout by metal grates. Steps are metal with limited railing. There are large metal sheets or rolls throughout the factory environment. When a machine is being repaired, the area is extremely hazardous.
	ACCESS / SECURITY	Access through the plant. They must swipe security access cards at turnstiles. There is a small parking lot at each area for use by employees.
	ACCESS TO TOILETS / CANTEEN	Outside of the main buildings.
EQUIPMENT	MOVABLE	In the garage where the mechanics work they have their own tool cupboards in their own workstations. They are required to climb in and out of work pits and the cabs of trucks. Grinders and drills are also used by the process workers. Grinders are heavy and hand held. Torches are also required in dark pits areas. Manual cutting torches are also used. Pneumatic long handled pliers are also used.
	WITHIN CONTEXT OF ENVIRONMENT	Most machines are in excess of 12 m long by 5m high. The process workers will need access all areas of the machine, which includes climbing onto them with tools (including underneath) and thus work pits are in situ. These areas are small and dark.
	DESK/CHAIR	In all areas there is a maintenance area where the process workers spend time of not on a specific job. There are tools and equipment stored in this area as well.
	OTHER	
SETTING	OFFICE / OPEN PLAN / FACTORY / ROOM / AREA	Factory.
	LIGHTING	Well lit in most areas.
	NOISE	Very noisy environment.





## JOB TITLE: Metal Engineering Process Worker

	DUST	Limited.
	SMELL	Burning metal and oil type smell throughout.
	AIRCON	Ventilated. Hotter in certain areas.
COLLEAGUES	RELATIONSHIPS	Most jobs require a team of workers, but in some cases there is one worker and an assistant.
	REPORTING PROCEDURE	Team Leader/Supervisor.
EXPECTATIONS ITO MEETINGS, ETC		Daily safety meetings.
ACTUAL TASKS	WHAT	Depends on their specific job function. Most are involved in repair and maintenance in the factory and workshops. Some are assistants to mechanics.
	FREQUENCY	Full day – called to specific jobs.
	WHERE	Factory.
	HOW	With tools and equipment on site as well as those brought from workshop.
	DEADLINES / TIME	Must do repairs as efficiently as possible to limit down time.
COGNITIVE SKILLS	FRAMES	
	JUDGEMENT / DECISION	All limited if in assistant position. Mostly routine work.
	MAKING	
	LITERACY	Limited.
	NUMERACY	Limited.
	PROBLEM SOLVING	Limited.
	CONCENTRATION	Limited.
	ACCURACY	Limited.
	ATTENTION TO DETAIL	Limited.
PHYSICAL	HEIGHTS (REACH)	Heights and depths. Work on ladders if required and must climb over machinery.
	WEIGHTS	Tools range in weight, but can be up to 5kg.
	ROM	Full.
	MUSCLE STRENGTH	Good 4+
	ENDURANCE	Standing all day and walking around the factory.
	POSTURE / BALANCE	Good due to climbing and reaching and standing all day.

## JOB TITLE: Industrial Spray Painter

	TOLERANCE	Hot and noisy environments. Wearing of PPE.
	HAND FUNCTION	Bilateral. The grinder weighs 5kg and requires a trigger action to activate it.
	MOBILITY	There are obstructions and multiple changes in heights over floor surfaces. Good mobility is essential.
	VISION	Good.
COMMUNICATION	VERBAL	Within team meetings.
	HEARING	Limited.
	WRITTEN	Signage on walls.
EMOTIONAL	CONFIDENCE	Limited.
	ASSERTIVENESS	Limited.
	RESPONSIBILITY	For tools and equipment.
	MOTIVATION	As required to perform routine and physically challenging tasks.
	STRESS MANAGEMENT	Limited.
	INITIATIVE	Routine work.
WORK FLOW PROCESS		Each area has its own function. There are store areas (internal and external), cutting areas, workshop, garage, etc. There are multiple areas including TSS, Plate Shop, CPD, Pressline, etc. Metal Engineering Process Workers work in all these areas.
HOURS/SHIFTS		2 per day (7-4 and 4-1). One area has a 3 shifts cycle.
	BREAKS	Lunch and tea.
	OVERTIME	If required by increased production demands.
MEDICAL SERVICE		On site clinic. The most common injury is tripping and falling on site.
EVACUATION PROCEDURE		An alarm sounds and there are evacuation points outside of the building at which the employees are to assemble. There are drills on this annually.





## JOB TITLE: Plastic Technician

SKILL LEVEL/OFO CODE		Level 4 / 314105
TYPICAL DEMOGRAPHIC	GENDER	Variable.
	AGE	Variable.
REQUIREMENTS ON COMMENCEMENT OF EMPLOYMENT	SCHOOLING	Matric (minimum).
	TERTIARY	Preferable – but will undergo specific training for plastic industry.
	COMPUTER EXPERIENCE	Yes (especially in the laboratory). Would be of benefit.
	OTHER	There is a lot of movement within the company as the industry is very specialised. Most appointments are internal. Labour brokers are utilised.
HEALTH AND SAFETY	EQPT/PPE/TRAINING	Annual training. Weekly safety talks. Full PPE (Boots, overall, hair cap, gloves, ear plugs and glasses. This is dependent on the area in which they are working.
STANDARDISED TESTING	TOOLS	Nil.
	INTERVIEW	Yes, with a CV. No psychometrics are performed.
	MEDICAL	Yes (Standard Employment Medical).
LOCATION	GEOGRAPHICAL	Industrial area of Isando. The technician must have access to the entire factory.
	INTERIOR / EXTERIOR	The paths between the factory areas are tarred, but are mostly uneven. There are obstructions, as well as forklifts carrying pallets, etc. Not excessive distances (approx 250m). Obstructions within the factory (large rolls of material, etc). Yellow, black and green demarcated areas.
	ACCESS / SECURITY	All enter the factory via a turnstile and swipe card mechanism, next to the main gate. Metal stairs from factory to admin/lab area.
	ACCESS TO TOILETS / CANTEEN	At specific tea and lunch times. Within the main building. No wheelchair toilets.



JOB TITLE: Plastic Technician		
EQUIPMENT	MOVABLE	Nil.
	OWN / SHARED	Own PC.
	WITHIN CONTEXT OF	They are based in an office, but spend a lot of time in the factory environment.
	ENVIRONMENT	
	DESK / CHAIR	Yes (in office environment).
SETTING	OTHER	
	OFFICE / OPEN PLAN /	Factory and office.
	FACTORY/ ROOM / AREA	
	LIGHTING	Well lit (not in all areas of the factory).
	NOISE	Very noisy environments.
COLLEAGUES	DUST	In certain areas.
	SMELL	Rubber smell.
	AIRCON	Hot in rubber areas, otherwise well ventilated.
	RELATIONSHIPS	Each technician has an assistant.
	REPORTING PROCEDURE	Technical Superintendent.
EXPECTATIONS ITO		Regularly.
MEETINGS, ETC		
ACTUAL TASKS	WHAT	Manages quality assurance queries and inspections on all machines, in all areas of the factory. They assess the reasons for quality failures and review the technical processes in order to rectify the problem.
	FREQUENCY	8 hour shift.
	WHERE	Office and factory.
	HOW	They will receive information from the roving inspectors that there are quality issues, or will assess them when on site visits. They do not repair machines (this is the responsibility of the engineers).
COGNITIVE SKILLS	DEADLINES / TIME	Within production environment so there are deadlines within they are required to walk
	FRAMES	
	JUDGEMENT / DECISION	Yes.
	MAKING	
	LITERACY	Yes.





## JOB TITLE: Plastic Technician

	NUMERACY	Yes.
	PROBLEM SOLVING	Yes.
	CONCENTRATION	Yes.
	ACCURACY	Yes.
	ATTENTION TO DETAIL	Yes.
PHYSICAL	HEIGHTS (REACH)	Limited – some machines only.
	WEIGHTS	Limited.
	ROM	Functional.
	MUSCLE STRENGTH	Grade 3.
	ENDURANCE	Yes.
	POSTURE/BALANCE	Yes – mobility.
	TOLERANCE	Yes.
	HAND FUNCTION	Limited.
	MOBILITY	Yes.
	VISION	Yes.
COMMUNICATION	VERBAL	Yes.
	HEARING	Yes.
	WRITTEN	Yes.
EMOTIONAL	CONFIDENCE	Yes.
	ASSERTIVENESS	Yes.
	RESPONSIBILITY	Yes.
	MOTIVATION	Yes – willingness.
	STRESS MANAGEMENT	Yes.
	INITIATIVE	Yes.
WORK FLOW PROCESS		The process in a conveyor belting factory is weaving, PVC dipping and rubber dipping. The rubber and PVC are made in the factory environment.
HOURS/SHIFTS		Day shift.
	BREAKS	Set tea and lunch breaks (do not fall specifically into these as not on the factory floor permanently)
	OVERTIME	As required
MEDICAL SERVICE		On site
EVACUATION PROCEDURE		Evacuation procedures throughout the plant. An alarm sounds and there are specific evacuation points.

## JOB TITLE: Rubber Production Machine Operator

SKILL LEVEL / OFO CODE		Level 2 / 711506
TYPICAL DEMOGRAPHIC	GENDER	Mostly male.
	AGE	Variable.
REQUIREMENTS ON COMMENCEMENT OF EMPLOYMENT	SCHOOLING	Matric (minimum).
	TERTIARY	Preferable – but will undergo specific training for plastic industry.
	COMPUTER	No.
	EXPERIENCE	Would be of benefit.
	OTHER	There is a lot of movement within the company as the industry is very specialised. Most appointments are internal. Labour brokers are utilised.
HEALTH AND SAFETY	EQPT / PPE / TRAINING	Annual training. Weekly safety talks. Full PPE (Boots, overall, hair cap, gloves, ear plugs and glasses. This is dependent on the area in which they are working.
STANDARDISED TESTING	TOOLS	Nil.
	INTERVIEW	Yes, with a CV. No psychometrics are performed.
	MEDICAL	Yes (Standard Employment Medical).
LOCATION	GEOGRAPHICAL	Industrial area of Isando. In the Press Department.
	INTERIOR / EXTERIOR	The paths between the factory areas are tarred, but are mostly uneven. There are obstructions, as well as forklifts carrying palates, etc. Not excessive distances (approx 250m). Some obstructions within the factory. Yellow, black and green demarcated areas. The Press Department has two large machines with clear pathways between them and adjacent to the machines.
	ACCESS / SECURITY	All enter the factory via a turnstile and swipe card mechanism, next to the main gate.
	ACCESS TO TOILETS /	At specific tea and lunch times. Within the main
	CANTEEN	building. No wheelchair toilets.
	MOVABLE	Yes. Stanley knife and Lacing Tool.





## JOB TITLE: Rubber Production Machine Operator

<b>EQUIPMENT</b>	OWN / SHARED	Shared.
	WITHIN CONTEXT OF ENVIRONMENT	The tools are small and lightweight, versus the large press machines at which they are operating.
	DESK / CHAIR	No.
	OTHER	
<b>SETTING</b>	OFFICE / OPEN PLAN / FACTORY / ROOM / AREA	Factory.
	LIGHTING	Well lit.
	NOISE	Relatively noisy (ear plugs required).
	DUST	Nil.
	SMELL	Rubber smell.
	AIRCON	Hot in rubber areas (at heat pads section of machine).
<b>COLLEAGUES</b>	RELATIONSHIPS	Two machine operators work in a team. One on each side of the machine.
	REPORTING PROCEDURE	Supervisor.
<b>EXPECTATIONS ITO MEETINGS, ETC</b>		Weekly Toolbox talk.
<b>ACTUAL TASKS</b>	WHAT	Operates the Press machine.
	FREQUENCY	8 hour shift (Two per day).
	WHERE	Press department.
	HOW	The operator fits the PVC roll onto the belt using a lacing tool. Walks adjacent to the press machine (approx 50-60m) and cuts off excess rubber with a Stanley knife. Cuts off section once through the press. Checks and adjusts machine and materials. The rubber comes in according to specification and is checked by QA at the end. If a problem occurs, the machine is stopped (a button is pushed) and the supervisor is called in. At the end there is a written log that is kept. The buttons are mostly 3-4cm in diameter. There are also small key pads at a height in excess of 1.2m.
	DEADLINES/TIME FRAMES	Move according to speed of machine.
<b>COGNITIVE SKILLS</b>	JUDGEMENT/DECISION MAKING	Limited – very routine.

## JOB TITLE: Rubber Production Machine Operator

	LITERACY	Limited.
	NUMERACY	Limited.
	PROBLEM SOLVING	Limited.
	CONCENTRATION	Passive.
	ACCURACY	Yes.
	ATTENTION TO DETAIL	Limited.
<b>PHYSICAL</b>	HEIGHTS (REACH)	Yes (to shoulder) - to lace roll onto belt.
	WEIGHTS	Limited (2 in a team) to lift roll to shoulder height.
	ROM	Full.
	MUSCLE STRENGTH	Grade 4+
	ENDURANCE	Yes – walking and standing for 8 hour shift.
	POSTURE/BALANCE	Yes – mobility.
	TOLERANCE	Yes – smell, heat.
	HAND FUNCTION	Bilateral dexterity.
	MOBILITY	Yes.
	VISION	Yes.
<b>COMMUNICATION</b>	VERBAL	Limited.
	HEARING	Limited.
	WRITTEN	Yes.
<b>EMOTIONAL</b>	CONFIDENCE	No.
	ASSERTIVENESS	No.
	RESPONSIBILITY	Yes.
	MOTIVATION	Yes – willingness.
	STRESS MANAGEMENT	No.
	INITIATIVE	Limited.
<b>WORK FLOW PROCESS</b>		The process in a conveyor belting factory is weaving, PVC dipping and rubber dipping. The rubber and PVC are made in the factory environment. Once dipped in PVC, the conveyor is dipped in rubber.
<b>HOURS/SHIFTS</b>		Day shift/night shift.
	BREAKS / OVERTIME	Set tea and lunch breaks / Overtime as required.
<b>MEDICAL SERVICE</b>		On site.
<b>EVACUATION PROCEDURE</b>		Evacuation procedures throughout the plant. An alarm sounds and there are specific evacuation points.







## JOB TITLE: Vehicle Body Builder

SKILL LEVEL / OFO CODE		Level / 324201
TYPICAL DEMOGRAPHIC	GENDER	Mostly male.
	AGE	40 +
REQUIREMENTS ON COMMENCEMENT OF EMPLOYMENT	SCHOOLING	No minimum.
	TERTIARY	Qualified as a Vehicle Body Builder or with sufficient experience (5 or 6 years) to undertake a trace test (Section 28). There are reportedly very few qualified Vehicle Body Builders.
	COMPUTER EXPERIENCE	Nil.
		Required. If no experience they are employed as cleaners and they are then trained in order to be employed in the factory.
	OTHER	It must be noted that Vehicle Body Builders can be employed as operators within the production line, but they are very skilled and expensive, as well as limited in overall numbers. They are most often employed as Team leaders or Supervisors in the production environment. They are mostly employed in the Workshop where they repair busses that have been involved in major accidents. Their skill in all facets of the production line, ensure that they are best suited to the repair environment.
HEALTH AND SAFETY	EOPT /PPE / TRAINING	Area dependant. Overalls, safety glasses, boots, ear plugs, etc.
STANDARDISED TESTING	TOOLS	Skills test on application. Must have experience.
	INTERVIEW	Yes.
	MEDICAL	Yes (Standard Employment Medical).
LOCATION	GEOGRAPHICAL	Within a factory.
	INTERIOR / EXTERIOR	Factory with different areas. There is the production line environment (including fabrication, spray area, finishing, etc), chassis preparation and workshop. The production area is busy, with ceiling air line hoses at

## JOB TITLE: Vehicle Body Builder

		regular intervals. There are open pits, large passages (mostly obstructed). There are teams of workers at each section of the production line.
	ACCESS / SECURITY	Access through the plant. Must swipe security cards. There is a turnstile that ALL employees access, as well as security guards who do physical searches on entering and leaving.
	ACCESS TO TOILETS / CANTEEN	At specific tea times and toilet breaks. No wheelchair toilets.
EQUIPMENT	MOVABLE	Yes. Drill, riveter, etc. These are attached to air lines that are wall based (as opposed to ceiling based).
	OWN / SHARED	Shared.
	WITHIN CONTEXT OF ENVIRONMENT	In a workshop. Up to 4 or 5 busses in this environment at one time. In the production line there is once bus at each stage at one time.
	DESK / CHAIR	Nil.
SETTING	OTHER	
	OFFICE / OPEN PLAN / FACTORY / ROOM / AREA	Factory.
	LIGHTING	Well lit.
	NOISE	Very noisy environment.
	DUST	Limited. Present in certain areas.
	SMELL	Paint, welding, oil, etc.
	AIRCON	Large overhead fans.
COLLEAGUES	RELATIONSHIPS	Team Leader/Supervisor so will need to work well with others and have leadership skills.
	REPORTING PROCEDURE	Management.
EXPECTATIONS ITO MEETINGS, ETC		Daily meetings with Supervisors regarding targets.
ACTUAL TASKS	WHAT	Workshop: Actual repairs to busses (no mechanical or electrical work).
		Production: Supervision of production teams.
	FREQUENCY	Daily.
	WHERE	In the factory either in the Production environment or





JOB TITLE: Vehicle Body Builder		
		in the workshop.
	HOW	
	DEADLINES/TIME FRAMES	Must adhere to these.
COGNITIVE SKILLS	JUDGEMENT / DECISION	Yes.
	MAKING	
	LITERACY	Yes.
	NUMERACY	Yes.
	PROBLEM SOLVING	Yes.
	CONCENTRATION	Yes.
	ACCURACY	Yes.
	ATTENTION TO DETAIL	Yes.
PHYSICAL	HEIGHTS (REACH)	Yes to reach all areas that are required to be repaired.
	WEIGHTS	Yes. Drill and riveter.
	ROM	Full in all limbs.
	MUSCLE STRENGTH	Good (4+)
	ENDURANCE	8 hour shift. On feet standing or walking for the full shift.
	POSTURE / BALANCE	Standing, walking, climbing into busses.
	TOLERANCE	Noise, smell, etc.
	HAND FUNCTION	Bilateral.
	MOBILITY	Good.
	VISION	Good.
COMMUNICATION	VERBAL	Yes.
	HEARING	Yes.
	WRITTEN	Yes.
EMOTIONAL	CONFIDENCE	Yes.
	ASSERTIVENESS	Yes.
	RESPONSIBILITY	Yes.
	MOTIVATION	Yes.
	STRESS MANAGEMENT	Yes.
	INITIATIVE	Yes.
WORK FLOW PROCESS		Chassis preparation area, production line and workshop.
		Busses are built from fabrication to finishing.
HOURS/SHIFTS		Daily 8 hour shifts. Additional shifts or overtime if

**JOB TITLE: Vehicle Body Builder**



## Job Analysis Summary

JOB TITLE: Mechanical Engineer		
SKILL LEVEL / OFO CODE		Level 5 / 233502
EQUIPMENT		Own work area in the office. In the plant they use the work area that they are currently involved in.
		General office equipment.
SETTING		Factory and open plan office environment.
	LIGHTING	Well lit in office and plant.
	NOISE / SMELL	Mild to Excessive – depending on the area within the plant.
	DUST	Limited.
	AIRCON	All areas are cool and well ventilated.
COGNITIVE SKILLS		Required.
(Judgement, Decision making, literacy, numeracy, problem solving, concentration, accuracy, attention to detail)		
PHYSICAL (Heights, weights, ROM, MS, Endurance, posture/ balance, tolerance, hand function, mobility, vision, hearing)		Yes.
COMMUNICATION		Required.
(Verbal and written)		
EMOTIONAL		Required.
(Confidence, assertiveness, responsibility, motivation, stress management, initiative)		



## JOB TITLE: Diesel Motor Mechanic

SKILL LEVEL / OFO CODE		Level 3 / 321202
EQUIPMENT		Own tool box (1x1m). They move this as required and must keep locked and take responsibility for own tool box. There is a fixed break bleeding machine. There is a fixed air pipe on an overhead rail. Four post hoist at each work station.
SETTING	LIGHTING	Factory: Well lit.
	NOISE	Some factory noise. Require ear muffs if the tools generate excessive noise.
	DUST	Limited. The area is kept clean by the mechanics.
	SMELL	None noted.
	AIRCON	Area is cool and well ventilated.
COGNITIVE SKILLS (Judgement, Decision making, accuracy, attention to detail, problem solving, literacy, concentration, numeracy)		Required. Very experience based.
PHYSICAL	HEIGHTS (REACH)	Yes to reach all areas of the engine. The vehicle is hoisted by the mechanic to the required height. The controls for the hoist are at 1.3m high. The brake bleeding machine is at a height and requires dexterity to manipulate buttons. The air pipe is also at a height.
	WEIGHTS	Yes. Tools are of different weights. The tool box weighs approx. 50kg. There is a manual foot brake.
	ROM	Full in upper limbs.
	MUSCLE STRENGTH	Good (4+)
	ENDURANCE	8 hour shift. On feet standing or walking for the full shift.
	POSTURE / BALANCE	Good due to extensive reaching.
	TOLERANCE & HEARING	Limited. Use of PPE and intermittent noise, etc.





## JOB TITLE: Industrial Spray Painter

<b>SKILL LEVEL / OFO CODE</b>		Level 2 / 711201
<b>EQUIPMENT</b>	No fixed to the wall. There are various sprayers (some areas have three and others a variety of colours). These are hung on racks and attached to 4m hoses. The spray painter lifts the spray gun with the dominant hand and the hose with the other hand. Own work area and own equipment/tools in a spray booth.	
<b>SETTING</b>	<b>LIGHTING</b>	Factory: Well lit.
	<b>NOISE</b>	Very noisy environment.
	<b>DUST</b>	Nil. This is an area that must be dust free.
	<b>SMELL</b>	Heavy paint smell. They are also required to use thinners to clean the spray guns.
	<b>AIRCON</b>	Set at 24 degrees.
<b>COGNITIVE SKILLS</b>	<b>JUDGEMENT / DECISION MAKING</b>	Very experienced based in a routine environment. If a problem occurs there are standard procedures to be followed.
	<b>LITERACY &amp; NUMERACY</b>	Basic.
	<b>PROBLEM SOLVING</b>	Very experienced based in a routine environment. If a problem occurs there are standard procedures to be followed.
	<b>CONCENTRATION</b>	Passive.
	<b>ACCURACY &amp; ATTENTION TO DETAIL</b>	Required. Routine work.
<b>PHYSICAL</b>	<b>HEIGHTS (REACH)</b>	Yes, to reach all areas that are required to be sprayed.
	<b>WEIGHTS</b>	Yes. Spray gun and hose. 4 + Muscle strength required.
	<b>ROM / HAND FUNCTION</b>	Full in all limbs. Bilateral. Spray gun is operated with the index finger and the thumb. It is held in a palmer grip, as is the hose.
	<b>ENDURANCE</b>	8 hour shift. On feet standing or walking for the full shift.
	<b>POSTURE / BALANCE</b>	Standing, sitting and walking. Sit for short period on a stool when cleaning equipment or waiting for the line.
	<b>TOLERANCE</b>	Noise, set temperature and smell. Routine and repetitive work.





## JOB TITLE: Metal Engineering Process Worker

This covers a variety of jobs including: Scrap Cutter, Grinder, Tool Assistant, Scarfer, Fitter Assistant.

SKILL LEVEL / OFO CODE		Level 1/839101
EQUIPMENT	MOVABLE	In the garage where the mechanics work they have their own tool cupboards in their own workstations. They are required to climb in and out of work pits and the cabs of trucks. Grinders and drills are also used by the process workers. Grinders are heavy and hand held. Torches are also required in dark pits areas. Manual cutting torches are also used. Pneumatic long handled pliers are also used.
	WITHIN CONTEXT OF ENVIRONMENT	Most machines are in excess of 12m long by 5m high. The process workers will need access all areas of the machine, which includes climbing onto them with tools (including underneath) and thus work pits are in situ. These areas are small and dark.
SETTING		Factory.
	LIGHTING	Well lit in most areas
	NOISE	Very noisy environment.
	DUST	Limited.
	SMELL	Burning metal and oil type smell throughout.
	AIRCON	Ventilated. Hotter in certain areas.
COGNITIVE SKILLS (judgement, decision making, literacy, numeracy, problem solving, concentration, accuracy, attention to detail)		Limited.
PHYSICAL	HEIGHTS (REACH)	Heights and depths. Work on ladders if required and must climb over machinery.
	WEIGHTS	Tools range in weight, but can be up to 5kg.
		4+ Muscle strength required.







## JOB TITLE: Plastic Technician

SKILL LEVEL / OFO CODE		Level 4 / 314105
EQUIPMENT		They are based in an office, but spend a lot of time in the factory environment. Works at a PC when in office.
		Yes (in office environment).
SETTING		Factory and office.
	LIGHTING	Well lit (not in all areas of the factory).
	NOISE	Very noisy environments.
	DUST	In certain areas.
	SMELL	Rubber smell.
	AIRCON	Hot in rubber areas, otherwise well ventilated.
COGNITIVE SKILLS (judgement, decision making, literacy, numeracy, problem solving, concentration, accuracy, attention to detail)		Required.
PHYSICAL	HEIGHTS (REACH) & WEIGHTS	Limited.
	ROM	Functional.
	MUSCLE STRENGTH	Grade 3.
	ENDURANCE / TOLERANCE	Yes.
	POSTURE / BALANCE	Yes – mobility.
	HAND FUNCTION	Limited.
	MOBILITY & VISION	Yes.
COMMUNICATION (verbal, hearing and written)		Required.
EMOTIONAL (confidence, assertiveness, responsibility, motivation, stress management, initiative)		Required.





## JOB TITLE: Rubber Production Machine Operator

SKILL LEVEL / OFO CODE		Level 2 / 711506
EQUIPMENT		Stanley knife and Lacing Tool. Tools are shared. The tools are small and lightweight, versus the large press machines at which they are operating.
SETTING		Factory.
	LIGHTING	Well lit.
	NOISE	Relatively noisy (ear plugs required).
	DUST	Nil.
	SMELL	Rubber smell.
	AIRCON	Hot in rubber areas (at heat pads section of machine).
COGNITIVE SKILLS (judgement, decision making, literacy, numeracy, problem solving, attention to detail)		Limited – very routine.
	CONCENTRATION	Passive.
	ACCURACY	Yes.
PHYSICAL	HEIGHTS (REACH)	Yes (to shoulder) - to lace roll onto belt.
	WEIGHTS	Limited (2 in a team) to lift roll to shoulder height.
	ROM/HAND FUNCTION	Full AND BILATERAL DEXTERITY (UPPER LIMB).
	MUSCLE STRENGTH	Grade 4+
	ENDURANCE	Yes – walking and standing for 8 hour shift.
	POSTURE / BALANCE	Yes – mobility.
	TOLERANCE	Yes – smell, heat.
	MOBILITY & VISION	Yes.
COMMUNICATION (verbal, hearing and written)		Limited.
EMOTIONAL (confidence, assertiveness, stress management, initiative, responsibility, motivation)		Limited.

## JOB TITLE: Vehicle Body Builder

SKILL LEVEL / OFO CODE		Level / 324201
EQUIPMENT		Drill, riveter, etc. These are attached to air lines that are wall based (as opposed to ceiling based). Tools are shared.
	WITHIN CONTEXT OF ENVIRONMENT	In a workshop. Up to 4 or 5 busses in this environment at one time. In the production line there is once bus at each stage at one time.
SETTING	OFFICE / OPEN PLAN / FACTORY / ROOM / AREA	Factory.
	LIGHTING	Well lit.
	NOISE	Very noisy environment.
	DUST	Limited. Present in certain areas.
	SMELL	Paint, welding, oil, etc.
	AIRCON	Large overhead fans.
COGNITIVE SKILLS	(judgement, decision making, literacy, numeracy, problem solving, concentration, accuracy, attention to detail)	Yes.
PHYSICAL	HEIGHTS (REACH)	Yes to reach all areas that are required to be repaired.
	WEIGHTS	Yes. Drill and riveter.
	ROM & HAND FUNCTION	Full in all limbs. Bilateral upper limb.
	MUSCLE STRENGTH	Good (4+)
	ENDURANCE	8 hour shift. On feet standing or walking for the full shift.
	POSTURE / BALANCE	Standing, walking, climbing into busses.
	TOLERANCE	Noise, smell, etc.
	MOBILITY & VISION	Good
COMMUNICATION (verbal, hearing and written)		Yes.
EMOTIONAL (confidence, assertiveness, responsibility, motivation, stress management, initiative)		Yes.





**merSETA**  
MANUFACTURING, ENGINEERING  
AND RELATED SERVICES SETA





# **PART 5**

## **Reasonable Accommodation**



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AND RELATED SERVICES SETA







## Prepared and Presented by **Progression**

- Preliminary research document that identifies the jobs that would form part of the analysis. It also includes valuable research around disability probability and Reasonable Accommodation.



## Introduction

*A 2004 United States survey found that only 35 per cent of working-age persons with disabilities are in fact working compared to 78 per cent of those without disabilities. One third of the employers surveyed said that persons with disabilities cannot effectively perform the required job tasks. The second most common reason given for not hiring persons with disabilities was the fear of costly special facilities ([www.disabled-world.com](http://www.disabled-world.com)).*

merSETA has identified the need for a renewed focus on achieving disability targets and has recognized that this requires a holistic and cross sectional approach. Historically the manufacturing and industrial environments have been perceived as inappropriate workplace environments for people living with a disability. This has often been based on health and safety concerns. In order to ensure sustainable, fair and realistic access into these environments it is recommended that research is conducted to investigate the possible limitations that exist and to establish a resource that will assist with fair and non discriminatory selection and practices that respond to identifying suitable employees and learners within the industry. It is imperative that job matching considers health and safety limitations. The Health and Safety and Employment Equity Acts should be used in conjunction with one another to ensure safe and fair selection of all employees and learners.

Integration into manufacturing and industrial environments has been overlooked for many years. This has resulted in there being limited information available with regards to the reasonable accommodation requirements in these environments. The principle of reasonable accommodation is transferable across all environments.

The information provided in this section of the report is primarily based on research using Progression's placement and reasonable accommodation history which has a strong focus on administrative environments and currently excludes input from the manufacturing environment. This report forms the template for further investigation in to the merSETA environment. Analysis of the occupations within the various chambers and the report developed by merSETA – Sector Occupations and OFO codes 2010, was conducted in order to select appropriate jobs for the research. Below are the identified occupations.

### **Job name**

- Vehicle Body builder
- Mechanical engineer
- Diesel Motor Mechanic
- Industrial spray painter
- Rubber production machine operator
- Metal engineering Process worker
- Plastic technician

A detailed job analysis of the above occupations will take place during the “Workplace Phase” of the project. This will provide the data required to complete the list of reasonable accommodation possibilities within the various jobs.

As with any employment practice, the employee must be suitably placed within an organisation both in terms of the physical environment as well as the job that they are required to do. Inappropriate placement of an individual may give rise to extensive and unreasonable reasonable accommodation requirements.

It is always important with documents of this nature that the theory does not outweigh the practical and that disability is not categorized to a point where exceptions cannot be effectively managed.

Reasonable accommodation is about empowerment and a sense of enabling others to achieve their maximum potential.

### **Methodology**

In order to create this report, the following was undertaken:

1. Analysis of merSETA document - *Sector Occupations and OFO codes 2010*.





2. Review of South African Disability Statistics.
3. Analysis of Progression's Database of People with Disabilities.
4. Determining the probability of employing specific Disability Groups.
5. Analysis of Progression's Database of Ergonomic Assessments.
6. Analysis of Progression's Database of Environmental Assessments.
7. Classification of Disabilities into Groups.
8. Determine Accommodation per Disability Group and associated costs

## 1. SOUTH AFRICAN DISABILITY STATISTICS

The only available data was Census 2001: Prevalence of Disability in South Africa (Statistics SA) provided details with regards to ages, genders, education, etc. [www.statssa.gov.za/census01](http://www.statssa.gov.za/census01)

It is estimated that on average, 5% of the total population is classified as disabled.

Prevalence of disability with relevance to the working world: between the ages of 20-29 (4%), 30-39 (5%) and 40-49 (7%).

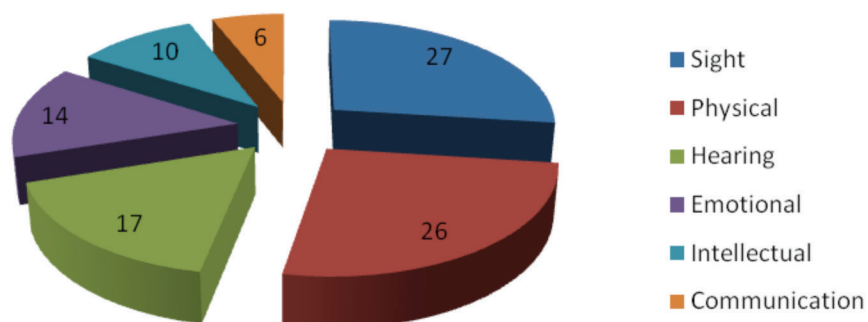
It must be noted that not all disabilities could be observed e.g. mental illness and thus the prevalence of physical and more visible disabilities may present as higher.

According to Census 2001, of the total number of people with disabilities in South Africa:

DISABILITY SA	%
Sight	27
Physical	26
Hearing	17
Emotional	14
Intellectual	10
Communication	6



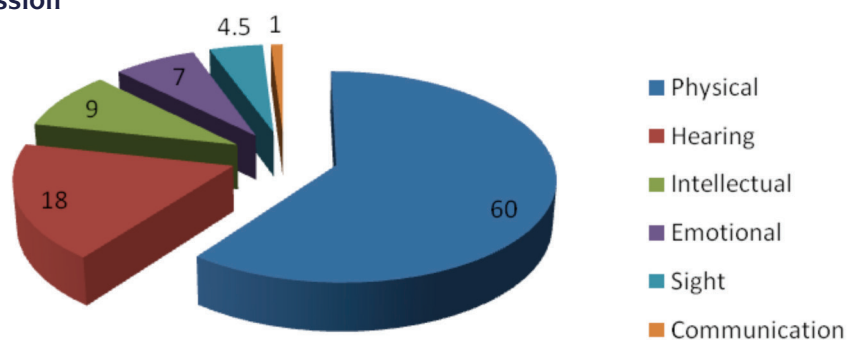
### % Disability Types SA



In the analysis of Progression's Database (1,679 individuals with disabilities), the following data was evident.

DISABILITY PROGRESSION	%
Physical	60
Hearing	18
Intellectual	9
Emotional	7
Sight	4.5
Communication	1

### % Disability Types Progression





This is interesting to note as the Progression database has a higher proportion of physically disabled individuals and much lower visually impaired than the SA Statistics. The census is much more extensive data (in excess of 2 million), but the data is older and the parameters and reliability unknown.

The Progression data will be used in this report to determine probability of employing a certain disability group. This is a guideline only.

A report from [www.disabled-world.com](http://www.disabled-world.com) states that The World Bank estimates that 20 per cent of the world's poorest people have some kind of disability. Statistics show a steady increase in these numbers, due to:

- a) Emergence of new diseases and other causes of impairment, such as HIV/AIDS, stress and alcohol and drug abuse;
- b) Increasing life span and numbers of elderly persons, many of whom have impairments;
- c) Projected increases in the number of disabled children over the next 30 years, particularly in the developing countries, due to malnutrition, diseases, child labour and other causes;
- d) Armed conflict and violence. For every child killed in warfare, three are injured and acquire a permanent form of disability. In some countries, up to a quarter of disabilities result from injuries and violence, says the World Health Organisation (WHO).

The two-way link between poverty and disability creates a vicious circle. Poor people are more at risk of acquiring a disability because of lack of access to good nutrition, health care, sanitation, as well as safe living and working conditions. Once this occurs, people face barriers to the education, employment, and public services that can help them escape poverty.

The 1991 Brazilian census reported only a 1 percent to 2 percent disability rate, but the 2001 census recorded a 14.5 percent disability rate. Similar jumps in the measured rate of disability have occurred in Turkey (12.3 percent) and Nicaragua (10.1 percent).

An estimated 386 million of the world's working-age people have some kind of disability, says the International Labour Organization (ILO). Unemployment among persons with disabilities is as high as 80 per cent in some countries. Of the some 70 million persons with disabilities in India, only about 100,000 have succeeded in obtaining employment in industry.



## 2. PROGRESSIONS DISABILITY INFORMATION

A list of 1,679 individuals with disabilities was provided from the Progression Database. These records were divided into categories and sub categories:

### Physical

- Lower Limb (Unilateral/Bilateral)
  - o Includes amputations, deformities, injuries, club feet, Leg Length Discrepancy, Hemi/paraparesis, muscular dystrophy, syndromes and conditions, polio, etc.
- Upper Limb (Unilateral/Bilateral)
  - o Includes amputations, deformities, tremors, injuries, etc
- Spinal/Stature
  - o Spinal Pathology incl. Scoliosis, Spina Bifida, etc
  - o Short in stature
- Hemiplegia
- Wheelchair user
  - o (Paraplegic and Quadraplegic)

### Sensory

- Sight (Blind/Partially sighted)
- Hearing (Deaf/Partially hearing)
- Communication

### Intellectual

- Includes Cerebral Palsy/Brain Damage

### Psychiatric/Emotional

#### *Epilepsy*

**Medical** (Although mentioned, it is not indicated as a specific Disability Group as symptoms and manifestations are variable. Based on these, individuals with medical conditions should be included in other groups e.g. a person with Cardiac problems presents with poor endurance, slow mobility and depression. Accommodations from the physical and psychiatric groups will need to be considered).





The 1,679 records can be categorised as follows:

<b>PHYSICAL</b>	
<b>LOWER LIMB</b>	
<b>BILATERAL</b>	
Amputation/Congenital loss of limbs	30
Muscular Dystrophy	17
Paraparesis/Hemiparesis	2
Osteogenesis	9
<b>TOTAL</b>	<b>58</b>
<b>UNILATERAL</b>	
Amputation/Fracture of 1 lower limb- includes club foot, post fractures and LLD	145
Polio	325
<b>TOTAL</b>	<b>470</b>
<b>LOWER LIMB TOTAL</b>	<b>528</b>
<b>PHYSICAL</b>	
<b>UPPER LIMB</b>	
<b>UNILATERAL</b>	
Amputation, deformity, congenital, etc	85
<b>BILATERAL</b>	
Amputation	22
Tremor	2
<b>TOTAL</b>	<b>24</b>
<b>UPPER LIMB TOTAL</b>	<b>109</b>
<b>SPINAL/STATURE</b>	
Scoliosis	9
Small Stature	12
Spinal fusion, Disc pathology, spinal deformity	4
Spina Bifida	13
<b>TOTAL</b>	<b>38</b>
<b>HEMIPLEGIA</b>	<b>81</b>
<b>WHEELCHAIR USER</b>	
Paraplegic	109
Quadriplegic	16
Spinal Injury	10
<b>TOTAL</b>	<b>135</b>

<b>SENSORY</b>	
<b>SPEECH</b>	
Speech	11
<b>SPEECH AND HEARING</b>	
Speech and hearing	6
<b>HEARING</b>	
Partially Deaf	24
Deaf	47
Hearing and Visual	3
<b>TOTAL</b>	<b>74</b>
<b>VISUAL</b>	
Blind	36
Partial sight incl Albinism	277
<b>TOTAL</b>	<b>313</b>
<b>SENSORY TOTAL</b>	<b>404</b>
<b>INTELLECTUAL</b>	
<b>CEREBRAL PALSY</b>	<b>82</b>
<b>LEARNING DIFFICULTY</b>	
Intellectual (Includes ADD, Autism and Dyslexia)	70
Head Injury/Brain Tumour	18
<b>TOTAL</b>	<b>88</b>
<b>INTELLECTUAL TOTAL</b>	<b>170</b>
<b>PSYCHIATRIC</b>	
Depression	15
Bipolar Mood Disorder	38
Schizophrenia	66
<b>TOTAL</b>	<b>119</b>
<b>EPILEPSY</b>	<b>66</b>
<b>MEDICAL</b>	
Cardiac/respiratory/circulatory	11
Cancers	1
Post Surgery	2
MS	1
Tuberculosis	11
Burns	2
Elephantiasis	1
<b>TOTAL</b>	<b>29</b>
<b>GRAND TOTAL</b>	<b>1 679</b>





### 3. PROGRESSION'S ERGONOMIC INFORMATION

Progression undertakes an ergonomic assessment for each learner with a disability whom they place in the workplace, either full time or on Learnerships. The main objective of this assessment is to determine any ergonomic or other changes that are required in the form of reasonable accommodation. This assessment is undertaken by an Occupational Therapist for ALL learners irrespective of their disabilities. Assumptions are not made based on the disability group; rather each case is assessed in situ.

The reality with the assessments is that there is seldom a need for drastic or extensive accommodations to be made. In many instances, the learners have adjusted well to their disabilities and tend to compensate for loss of function. In many cases they do not want a "fuss to be made" and will continue without additional intervention. In most cases the recommendations are minimal and often very easily managed and the necessary changes effected very quickly. It is crucial that there is a good working relationship between managers and employees as this creates an environment of open communication, negotiation and consequently effective intervention.

In order to ensure that even slight and subtle accommodations were included, as well as to provide examples of the type of recommendations made, 87 ergonomic assessments were analysed.

The information below indicates the Disability Group, the actual condition and the accommodation required.

Of the 87 individuals assessed, 20 required no accommodation.

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GROUP	DISABILITY	ACCOMMODATION
PHYS	Unilateral L/L Amputation	None
PHYS	Unilateral L/L Amputation	Required to wear safety shoes, needs education around this
PHYS	Unilateral L/L Amputation	Required to alter position by taking regular breaks throughout the day
PHYS	Unilateral L/L Amputation	Use a golf Cart to other buildings, ergonomic education, refer to clinic to replace ferrules
PHYS	L/L Injury post MVA	None
PHYS	L/L weakness	Tread noses on stairs, ergonomic education, footrest
PHYS	Coxa Vara (Hip Deformity)	Rail in store area, temperature control due to temperature sensitivity to cold, ergonomic education
PHYS	U/L Deformity	None
PHYS	U/L Deformity	None
PHYS	U/L Deformity	None - no heavy lifting
PHYS	U/L Deformity	None
PHYS	U/L Amputation	Headphones, position equipment on left
PHYS	U/L Deformity	Use left handed mouse
PHYS	U/L Burns	None
PHYS	Polio	Minimise walking
PHYS	Polio	Refer to Clinic for new walking aids
PHYS	Polio	Change chair, medical follow up
PHYS	Polio	Medical appointment, adjustable chair, footrest
PHYS	Polio	Unable to lift heavy objects, ergonomic education
PHYS	Polio	None
PHYS	Polio	None
PHYS	Polio	None
PHYS	Polio	None
PHYS	Polio	Adjustable height chair, backrest, footrest
PHYS	Polio	Move PC Closer, adjustable height chair, backrest, footrest
PHYS	Polio	Adjust chair, time off to see doctor, ergonomic education, back rest
PHYS	Polio	Move obstructions, clear floor under desk, perching stool in storeroom
PHYS	Polio (and short in stature)	Footrest, take longer when rains, access building via back entrance
PHYS	Polio (and short in stature)	Take breaks, provide ergonomic information
PHYS	Limp (LLD)	Take breaks, provide ergonomic information
PHYS	Club Foot	Perch stool, alter daily activities to decrease standing
PHYS	Club Foot	Ergonomic education





GROUP	DISABILITY	ACCOMMODATION
PHYS	Club Foot	None
PHYS	Club Foot	None
PHYS	Drop Foot	None
PHYS	Paraparesis	Perching stool, clinic appt for new ferrules
PHYS	Paraparesis	Perching stool, clinic appt for new ferrules
PHYS	Hemiparesis	Adjust productivity demands
PHYS	Muscular Dystrophy	None
W/C	Incomplete Quadriplegia	Splint for Left Upper limb
W/C	Quadriplegia	Space for carer, headphones, environmental facilities
W/C	Paraplegia	Environmental facilities , increase time to move around building, wheelchair height table, access doors, trunking of wires
W/C	Paraplegia	Environmental facilities, headphones
W/C	Paraplegia	Enter via rear of building from parking area
W/C	Paraplegia	Security doors, intercom at entrance, mirror in the lift and rail at interior ramp
HEMI	Hemiplegia	None
HEMI	Hemiplegia	Adjust productivity demands
HEMI	Hemiplegia	Ergonomic education, clear work outcomes
HEMI	Hemiplegia	Monitor productivity, mentor, ergonomic education
SPINAL	Scoliosis (with visual problems)	Adjustable chair and magnifier
SPINAL	Scoliosis	None
SPINAL	Scoliosis	Take breaks, ergonomic education
CP	CP	Footstool, wrist support
CP	CP	Footstool, ergonomic education, move to ground floor for better access
CP	CP	Lumbar and foot support, ergonomic education
CP	CP	Increase space under table, ergonomic education
PSYCHE	Bipolar Mood Disorder	Specific handling and refer to clinic, management workshop
PSYCHE	Bipolar Mood Disorder	Management workshop, stress management, specific handling
PSYCHE	Schizophrenia	Management workshop, stress management, specific handling
INT	Epilepsy	None
INT	Epilepsy	Workplace sensitisation and management training
MED	Elephantiasis	Adjustable height chair, foot stool, decrease moving around and alternate sitting and standing
MED	Cerebellar Ataxia (Tumour)	Fix carpet, assess vision (refer), rails, perching stool



GROUP	DISABILITY	ACCOMMODATION
SENS	Visual	Refer SANCB
SENS	Visual	Refer SANCB
SENS	Visual	Portable magnifier
SENS	Visual	Refer SANCB
SENS	Visual	Should wear glasses (refer to clinic)
SENS	Visual	Refer SANCB; requires clear instructions to ensure work is completed
SENS	Visual	Refer SANCB
SENS	Visual	Increase size of monitor and move PC closer
SENS	Visual	Document size increase, magnifier, height of monitor, light source, ergonomic education
SENS	Visual	None
SENS	Visual	SANCB/Low Vision clinic, decrease glare through filter and desk position
SENS	Visual	SANCB, ergonomics, wear glasses (refer to clinic)
SENS	Visual	Decrease glare, move desk and cupboard, footstool, chair heights, ergonomic education
SENS	Visual	Draw blinds or move desk, anti glare shield on PC, access of glass doors more visible/signage
SENS	Visual	Magnifier, increase text size on PC
SENS	Visual	Zoomtext
SENS	Visual	Decrease glare, increase font size, increase monitor size
SENS	Visual	Headset when using phone
SENS	Visual	None
SENS	Visual	New visual assessment (refer), change fonts on and file frequently used pages e.g. extension lists, adjust lighting, portable magnifier
SENS	Visual	None
SENS	Visual	Increase size of monitor and move PC closer to learner
SENS	Hearing impaired	Session with management, look at where he is seated, telephone magnifier

- Refer SANCB: The South African National Council for the Blind has a facility whereby visually impaired/blind individuals can trial and order various pieces of equipment.





It is noted from the table on the previous page that reasonable accommodation can be a specific need of an individual, but in many instances there are also general trends that can be established. These will form the basis of Section 7 and are as follows:

### **Education/Information**

- Safety and personal protection
- Ergonomics
- Sensitisation/handling
- Stress management

### **Organisational**

- Breaks within the day (adjust position)
- Clinic appointments
- Minimise walking, standing, lifting, carrying
- Accommodate when raining, allow more time within building
- Mentor/manager
- Space for carer/guide dog
- Reduce productivity demands and Monitor productivity

### **Structural/technical/equipment**

- Rails and mobility aids e.g. golf cart
- Temperature control, light sources, Remove obstructions
- Security (Physical and procedures)
- Headphones, armrests/splint, telephone amplifiers, magnifiers, glare filters
- Adjustable chair, footrest, backrest, perching stool, keyboards
- Positioning of equipment (incl. PC), adjust font, Zoom text, 20" monitors
- Wheelchair facilities incl. lifts

## 4. ACCOMMODATION PER DISABILITY GROUP

In order to provide clarity on types of reasonable accommodation, useful information was obtained from [ec.europa.eu/social/BlobServlet](http://ec.europa.eu/social/BlobServlet). This website highlighted the fact that reasonable accommodation must be based on individual assessment, although there are similarities which allow classification of the accommodation measures for practical purposes. As with the previous section which comprised actual examples from Progression, this website concluded the following:

- **Technical solutions:**

These are most often required for Physical and sensory disabilities. They are related to structural modifications, adjustments of the office equipment and provision of assistive technology.

- **Organisational arrangements:**

The needs of a person with a disability differ with regards to doctors' visits, transport or environment and consequently work arrangements (adjusting working hours, work from home arrangements, redistribution of work, etc.) can be introduced.

- **Provision of assistance:**

Some employees with disabilities need the support of another person in the form of a mentor or job coach. This is required more intensively at the commencement of employment, but may be permanent or available as required.

- **Awareness raising measures:**

These are in the form of sensitisation workshops and ongoing support from Progression. Management and colleagues are sensitised as to how they can contribute to the integration of the person with disabilities (e.g. attitude change, modification of communication channels, etc).

- **Qualification measures:**

In South Africa individuals with disabilities have often faced discrimination in both the educational system and in access to job opportunities. The utilisation of Learnerships as well as the services of a company such as Progression will facilitate trial periods, expert advice, on site Occupational Therapist assessments, etc.





There were also factors identified regarding “successful reasonable accommodation” these included:

- **Commitment of management:**

Management needs to include the integration of persons with disabilities as part of the company’s philosophy and stress the importance of these issues.

- **Involvement of the staff:**

All employees must accept and support the measures set in favour of the employees with disabilities to allow for sustainable integration. Awareness raising measures amongst staff should always accompany the implementation of reasonable accommodation measures to ensure smooth integration.

- **Clear responsibility:**

Should conflicts or problems occur, there should be a person e.g. a mentor who advocates the interests of the concerned employee and/or a unit in the company (e.g. disability manager).

- **Case assessment and consultation of experts:**

The implementation of accommodation measures should be based on the assessment of experts concerning the specific situation of the individual employee. An individually tailored solution based on an analysis of the individual needs of the person and the specific working conditions should be provided. These may be internal employees e.g. company doctors or nurses, etc. or external consultants e.g. Progression.

- **Financial support:**

The financial aspect of reasonable accommodation must be considered and budgets should be in place.

## 5. PROGRESSION'S ENVIRONMENTAL ASSESSMENT INFORMATION

Progression undertakes an environmental assessment and determines whether the environment adheres to the SABS Code of Practice. This assessment covers many areas and highlights those areas that fall short, as well as prioritizes the recommendations.

There were 9 Environmental Assessments analyzed and below is a table of findings and associated recommendations. This table will be used to ensure that all points noted on these assessments are included in:

### Section 7: Accommodation by Disability Group

These points highlight that even though guidelines have been followed in terms of installing rails, providing wheelchair accessible parking, providing wheelchair accessible toilets, etc. if these are not provided 100% according to the guidelines they are in essence ineffectual.

Simple steps such as removing obstructions, installing signage and tread noses on steps can go a long way to improving the overall accessibility of an area.

Installation of lifts and adjustments to security access points and procedures are obviously more extensive.

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POINTS TO NOTE ON ENVIRONMENTAL ASSESSMENTS	RECOMMENDATIONS
Access doors close too quickly, doors are heavy, no beeps or light signals in situ	Install audible beeps on doors, signal lights at appropriate heights and review time frames for door closing mechanisms
Obstructions in toilet, kitchen and back office area	Clear obstructions - remove items to appropriate storage area
Light switches and security swipe mechanisms too high	Lower switches and swipe mechanisms
Signage inadequate	Install additional signage in emergency exits and doorways
Frontward opening door on wheelchair accessible toilet	Alter door to create a sliding door
No hand rails in interior toilets and at stairs	Install rails
No treadnose on interior stairs	Install treadnose on steps
Wheelchair accessible parking bay too narrow	Repaint to adjust widths and demarcate with signage
No ramp and rail at front entrance (60mm step)	Install ramp and rail
Poor lighting in toilets	Install additional lighting
No hand rails at exterior ramp and stairs	Install rails
Wooden hand rail on exterior stairs is worn and dangerous	Sand and varnish rail/replace rail
Handrail too short	Extend hand rail as per specifications
Uneven brick surface of ramp	Replace brick paving
No treadnose on exterior stairs and no suitable landings	Install treadnose and provide landings
Kettle in kitchen is dangerous as mounted on a box	Provide a lower table for the kettle
Slippery wooden floors in canteen area	Provide signage indicating risks and install friction points/stickers
Wheelchair toilet on ground floor ONLY and requires modification	Provide additional toilets on other floors and modify existing toilet according to specifications
Chairs in canteen area too high	Provide a variety of chairs



POINTS TO NOTE ON ENVIRONMENTAL ASSESSMENTS	RECOMMENDATIONS
Coat rack in locker area too high	Provide a lower coat rack
Uneven flooring	Provide signage indicating risks and install a rail
Small Access cubicle (600mmx680mm) with outward/inward opening doors	Provide an alternative access
Eye level scanners	Provide adjustable height scanners
Lack of accessible disabled toilets	Provide one per floor/review specs
Toilets are up two small steps with no rail	Provide rails
Gate for wheelchair access and those with disabilities requires assistance by security	Install an intercom at correct height to call security or adjust access
Small metal lip to access outside area	Install a rail
No w/c accessible emergency exit	Provide an Evac+ chair
Metal stairs at emergency exit	Cover with non slip metal sheeting
Height and weight of filing cabinets	Provide a variety of filing cabinets
No w/c parking	Create a w/c parking
Narrow and heavy turnstiles	Provide an alternative access
Limited space to manouver within office area	Remove obstructions
Chairs not adjustable	Provide adjustable chairs
Uneven floors with no signs or rails	Install rails and signage
Multiple steps with no rails	Install rails
Kitchen equipment inaccessible/dangerous	Review all equipment in kitchen and adjust heights
Working at high tables	Provide perching stools
Poor lighting	Adjust lighting
Poor work triangles - walk into crowded passage to copy/shred and fax	Adjust work triangles/provide ergonomic education
Entrance obstructed	Clear Entrance - remove items to appropriate storage area
Lift not for visually impaired	Install alternative lift



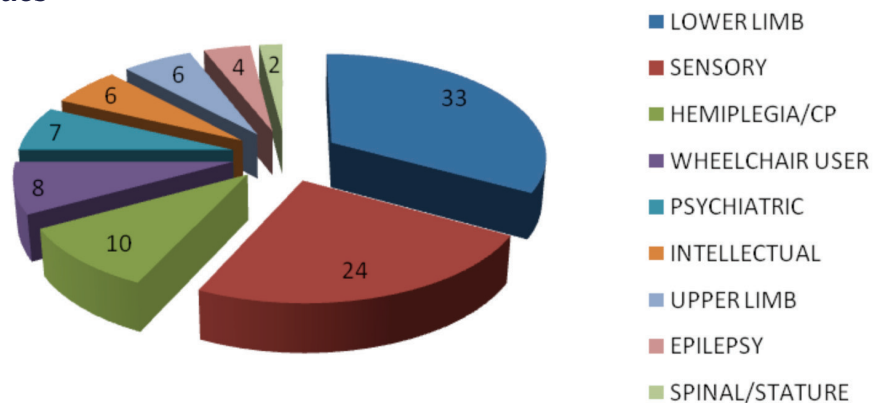


## 6. PROBABILITY OF EMPLOYING SPECIFIC DISABILITY GROUPS

Based on the analysis of Progression's Disability Data (1,679 records), the prevalence of Disability Groups is as follows:

DISABILITY PROGRESSION	%
LOWER LIMB	33
SENSORY	24
HEMIPLEGIA/CP	10
WHEELCHAIR USER	8
PSYCHIATRIC	7
INTELLECTUAL	6
UPPER LIMB	6
EPILEPSY	4
SPINAL/STATURE	2

% Probability: All disabilities

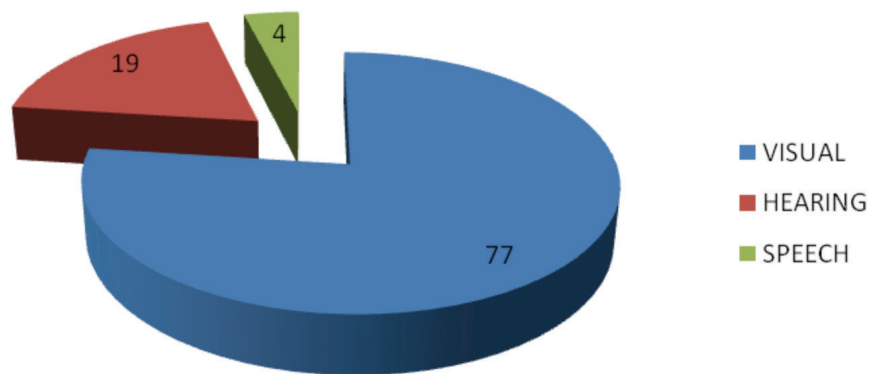


Based on the above information, the highest probability exists with regard to employing a person with lower limb dysfunction, followed by individuals with sensory disturbances.

The 3 main Disabilities within the Sensory Disability Group would require very specific reasonable accommodation and consequently this group has been split for more appropriate reference.

SENSORY	%
VISUAL	77
HEARING	19
SPEECH	4

**% Probability: Sensory**



The highest probability within the Sensory group exists with the employment of individuals with Visual problems. These are mostly visual impairments and not total blindness.



## 7. ACCOMMODATION BY DISABILITY GROUP

Each worksheet will provide Reasonable Accommodation requirements per Disability Group. The probability for each Disability is highlighted for budgeting purposes. Immediate and Ideal accommodations are noted, although the distinction between the two is difficult as most accommodations are required in order to facilitate that an individual can perform in the workplace.

Costs are highlighted separately as there are many common accommodations across the groups. Costs are split into actual Rand values for items that would need to be purchased; and Time that would need to be dedicated to the employee with a disability by a manager/mentor as well as time off/reduced productivity time by the employee with a disability. MerSETA would in some way need to attach a cost to this.

There are costs that have not been included for example building of ramps, toilets, installation of lifts, etc. as they depend largely on building ownership and if a building is rented then negotiations with the landlords are crucial to obtain maximum compliance with the SABS Codes. They also depend entirely on the existing physical environment and costs would vary enormously.

Security doors and procedures have also not been costed, but consultations will need to take place with Security Personnel in order to determine the feasibility of accommodations in light of stringent security protocols. Issues regarding turnstiles, swipe card mechanisms, access cubicles, eye and fingerprint scanners, etc will need to be addressed.

## Guiding Principles for Reasonable Accommodation

- Not all individuals with lower limb deformities/pathology require the use of two crutches. Mainly those with bilateral lower limb problems or balance problems require such. One crutch is often used as a stabiliser.
- Gaits often appear clumsy or unstable to others, but to the person with the disability they have compensated to the point that even if the gait looks different, they are mobile.
- Individuals with Physical disabilities are at an advantage as their disabilities are seen, but can be at a disadvantage if they are obvious as assumptions are made with regard to their functional ability.
- Technical Guidelines and information in the SABS Documentation must be considered as best practice. These are mostly in line with physical mobility problems and this should form the cornerstone of best practice. However, all disabilities must be considered.
- Most office chairs are height and back rest adjustable and these are adequate. Specialised and highly costly chairs are only necessary in a minority of cases.
- It makes sense that an employee with limited mobility would sit close to the equipment and staff where he spends most of his time, as well as close to access and exit points.
- Speed of execution for a person with only one functional upper limb is often an assumed problem, in many cases the individual has compensated and has adequate speed.
- Obstructions should be removed from all work areas, especially with regard to fire and evacuation procedures.
- Job Share/Assistance is a sensitive issue and must be assessed before a decision can be made. Assumptions in this regard can be incorrect and insulting to the individual.
- Ergonomic Education is essential for all, especially those with physical disabilities.
- It is important to provide a variety of filing and storage cupboards as individuals with different types of disabilities will have varying limitations





- Many individuals with long standing disabilities do not require monthly clinic/doctor appointments. However, many of them require appointments to update or replace assistive devices and this is important as these become dangerous if no longer functioning effectively e.g. Ferrules on crutches. Those with chronic or progressive conditions may require monthly intervention. This will need to be considered when planning hours and creatively (as well as in accordance with HR policies) an agreement should be reached.
- The individual with the mobility disability must be offered alternatives to enter and exit a building, as well as be given some extension of time if it is raining and external surfaces are slippery. Rails should be provided at all steps/inclines and declines.
- Signage can sometimes be the most effective method of communicating hazards, risks, etc. It must be noted that the size, colour and position of signs must be considered for all disability types.
- Additional induction and onsite training may be required for individuals with disabilities, most especially sensory and intellectual. A walk through of the workplace will also be beneficial to those with sensory disabilities to orientate them more effectively.
- HR practices in terms of performance reviews and performance criteria may need to be adjusted for individuals with intellectual disabilities.
- The stigma around psychiatric disabilities is often greater than around other disabilities. The individual may choose to disclose very selectively and confidentiality must be upheld. Assumptions with regard to these types of diagnoses must also be avoided.
- Bone deformities and old surgery or fracture sites are often adversely affected by cold weather. Provision of a heater or controlled temperature settings in the workplace may be required.
- There are individuals with epilepsy who, through multiple prolonged seizures, have intellectual impairments and will require accommodation in this regard. Recommendations therefore from both “groups” must be considered.



## Conclusion

Reasonable Accommodation is an innovative and exciting exercise and should not create undue stress or hardship for any parties. The objectives of Reasonable Accommodation must be at the forefront of any intervention and the overall objective of enabling and empowering a person with a disability to be able to execute their day to day work must be borne in mind at all times.

Progression has the expertise and experience to guide the process and facilitate the necessary change.

Recommendations vary from individual to individual and decisions around this should be made on a case to case basis in order to assist in the exploration of possible reasonable accommodation some generalizations have been made. It is imperative that decisions made around employment and reasonable accommodation are not made based on the nature, perceived expense or hardship of the recommended accommodations. The generalizations provided should not be used for the basis of any form of discrimination.

Best practice with regards to individuals with disabilities is a new and challenging field, but with the correct partners and policies in place, any company within merSETA can comfortably achieve this for their employees.





## PHYSICAL: LOWER LIMB: 33% PROBABILITY

Accommodation Category	Accommodation Required/ Not Required	Reasonable Accommodation: Immediate	Ideal Accommodation: Long Term
<b>STRUCTURAL/TECHNICAL/ EQUIPMENT</b>			
Structural (Include access and exit)	Required	Rails, signage, non slip floors, even flooring.	Ramps may be preferable for crutch users, lifts may be preferable for those with severely limited mobility.
Structural (Internal areas - include canteen/kitchen and meeting rooms)	Required	Rails, signage.	Variable height chairs, ergonomically designed kitchen with lower table for kettle, hooks for cups, etc.
Equipment/Furniture	Required	Adjustable ergonomically designed chair, footrest, extended cabling for PC, backrest, perching stool, desk with no credenza.	
Awareness of workstation positioning	Required	Position at desk closest to equipment and areas that are to be utilised/frequented.	
Limit obstructions	Required	Remove all obstructions to create a clear path to work areas as well as under desk; trunking of cables.	
Specific Toilets	Not required		
Emergency procedures amended	Required	Ensure closest and most suitable access can be used and provide signage in this regard, avoid turnstiles, heavy doors, etc.	
Security procedures amended	Required	Ensure closest and most suitable access can be used and provide signage in this regard.	Review security and emergency practices in terms of environmental facilities and procedures.
<b>ORGANISATIONAL</b>			
Provision of specific material	Not required		
Hours/breaks in day	Required	Regular breaks to adjust position, schedule daily activities to include both sedentary and mobile components.	
Specific Mentoring	Not required		
Job Share/Assistance	Required	Heavy lifting or reaching should be avoided.	
Clinic/doctor referral	Required	Repair and replacement of assistive devices.	
Walking distances/alternate access	Required	Ensure closest and most suitable access can be used, adjust that entrance if more appropriate i.t.o. rails, signs, ramps, etc.	
Space for carer/guide dog	Not required		
<b>EDUCATION/INFORMATION</b>			
Education (Ergonomics)	Required	Provide ergonomic advice and information.	
Specific Handling	Not required		
Specific Sensitisation	Not required		

## UPPER LIMB: 6% PROBABILITY

Accommodation Category	Accommodation Required/ Not Required	Reasonable Accommodation: Immediate	Ideal Accommodation: Long Term
<b>STRUCTURAL/TECHNICAL/ EQUIPMENT</b>			
Structural (Include access & exit)	Required	Install intercom to obtain assistance (Immediate) if doors are heavy.	Door handles, heaviness of doors, swipe and enter mechanisms, time frames for door opening/closing - general review by Progression and security consultants.
Structural (Internal areas - include canteen/kitchen & meeting rooms)	Required	Suitable kitchen equipment; kettle that can be poured with one hand; hooks for cups, easy to open canisters, non slip mats, etc	Ideally a consultation with an OT would be required to ensure that the kitchen area and all tools/equipment can be used effectively.
Equipment/Furniture	Required	Door handles. Adjustable ergonomically designed chair. Arm rest. Headphones. Position equipment/mouse on left / right depending on UL dysfunction.	
Awareness of workstation positioning	Not required		
Limit obstructions	Not required		
Specific Toilets	Required		Taps and Flush mechanisms as per specifications.
Emergency procedures amended	Not required		Door handles, heaviness of doors, swipe and enter mechanisms, time frames for door opening/closing - general review by Progression and security consultants.
Security procedures amended	Required		
<b>ORGANISATIONAL</b>			
Provision of specific material	Not required		
Hours/breaks in day	Not required		
Specific Mentoring	Not required		
Job Share/Assistance	Required	Heavy lifting or reaching should be avoided.	
Clinic/doctor referral	Required	Repair and replacement of assistive devices.	
Walking distances/alternate access	Not required		
Space for carer/guide dog	Not required		
<b>EDUCATION/INFORMATION</b>			
Education (Ergonomics)	Required	Provide ergonomic advice and information.	
Specific Handling	Not required		
Specific Sensitisation	Not required		





## SPINAL/SHORT STATURE: 2% PROBABILITY

Accommodation Category	Accommodation Required/ Not Required	Reasonable Accommodation: Immediate	Ideal Accommodation: Long Term
<b>STRUCTURAL/TECHNICAL/ EQUIPMENT</b>			Door handles, heaviness of doors, swipe and enter mechanisms, time frames for door opening/closing - general review by Progression and security consultants.
Structural (Include access & exit)	Required	Install intercom to obtain assistance if doors are heavy, heights of all switches, fingerprint scanners, etc need to be adjusted or provide a small plastic footstool and rail at each one.	
Structural (Internal areas - include canteen/kitchen & meeting rooms)	Required	Lower tables in kitchen and ensure adjustable chairs in all areas; rails in toilet, signage.	
Equipment/Furniture	Required	Adjustable ergonomically designed chair, footrest, extended cabling for PC, alternative filing cabinets (lower).	Ideally a consultation with an OT would be required to ensure that the kitchen area and all tools/equipment can be used effectively.
Awareness of workstation positioning	Not required		
Limit obstructions	Not required		
Specific Toilets	Required	Provide a plastic footstool in frequently used toilet.	
Emergency procedures amended	Not required		
Security procedures amended	Required		Door handles, heaviness of doors, swipe and enter mechanisms, time frames for door opening/closing - general review by Progression and security consultants.
<b>ORGANISATIONAL</b>			
Provision of specific material	Required	Signage at lower heights.	
Hours/breaks in day	Not required		
Specific Mentoring	Not required		
Job Share/Assistance	Required	May require assistance with reaching and heavy lifting.	
Clinic/doctor referral	Required	Repair and replacement of assistive devices.	
Walking distances/alternate access	Required	Ensure closest and most suitable access can be used, adjust that entrance if more appropriate i.t.o. rails, signs, ramps, etc.	
Space for carer/guide dog	Not required		
<b>EDUCATION/INFORMATION</b>			
Education (Ergonomics)	Required	Provide ergonomic advice and information.	
Specific Handling	Not required		
Specific Sensitisation	Not required		

## WHEELCHAIR: 8% PROBABILITY

Accommodation Category	Accommodation Required/ Not Required	Reasonable Accommodation: Immediate	Ideal Accommodation: Long Term
<b>STRUCTURAL/TECHNICAL/ EQUIPMENT</b>			
Structural (Include access & exit)	Required	Install intercom to obtain assistance. WC parking required.	Door handles, heaviness of doors, swipe and enter mechanisms, time frames for door opening/closing -
		Non slip flooring. Eye level scanners adjustable in height. Lifts and ramps, wider doors, etc.	general review by Progression and security consultants.
Structural (Internal areas - include canteen/kitchen & meeting rooms)	Required	One meeting room should be allocated for a person in a wheelchair and a kitchen helper/tea lady provided if kitchen not accessible	All meeting rooms should be wheelchair accessible as should the kitchen/canteen.
		Lifts designed for a wheelchair, wider doors and passages, etc	An ergonomic assessment should be done to determine changes required.
Equipment/Furniture	Required	Some wheelchair users may transfer into a chair at times, this will need to be height adjustable and have removable armrests.	
Awareness of workstation positioning	Required	Position at desk closest to equipment & areas that are utilised/frequented as well as wheelchair accessible toilet, wider passages & remove obstructions.	
Limit obstructions	Required	Wheelchairs require a defined width & turning circle which cannot be obstructed.	
Specific Toilets	Required	Toilets for non disabled cannot be used by a wheelchair user (toilet as per specifications).	
Emergency procedures amended	Required	Provide an Evac+Chair (Ensure the location of this is known and provide signage in this regard).	
Security procedures amended	Required	Turnstiles, heavy door, swipe mechanisms may need to be adjusted.	Door handles, heaviness of doors, swipe and enter mechanisms, time frames for door opening/closing -
			general review by Progression and security consultants.
<b>ORGANISATIONAL</b>			
Provision of specific material	Not Required	May be required if an area is inaccessible e.g. storeroom, etc.	
Hours/breaks in day	Not Required	Repair and replacement of assistive devices, follow up on pressure care, bladder and bowel care, etc.	
Specific Mentoring	Not Required	The most suitable access/exit must be used and a w/c parking in situ.	
Job Share/Assistance	Required	Quadrilegics' may require a carer to be present on site all day*	
Clinic/doctor referral	Required	Provide ergonomic advice and information.	
Walking distances/alternate access	Required		
Space for carer/guide dog	Required		
<b>EDUCATION/INFORMATION</b>			
Education (Ergonomics)	Required		
Specific Handling	Not required		
Specific Sensitisation	Not required		

\* Overall Quadrilegics' will need more accommodation in terms of access, security, canteen assistance, technical equipment, etc and this would need to be looked at individually.





## HEMIPLEGIA/CP AND INTELLECTUAL: 16% PROBABILITY

Accommodation Category	Accommodation Required/ Not Required	Reasonable Accommodation: Immediate	Ideal Accommodation: Long Term
<b>STRUCTURAL/TECHNICAL/ EQUIPMENT</b>			
Structural (Include access & exit)	Required	Install intercom to obtain assistance (Immediate) non slip floors rails and signage.	Door handles, heaviness of doors, swipe and enter mechanisms, time frames for door opening/closing.
Structural (Internal areas - include canteen/kitchen & meeting rooms)	Required	Lower tables in kitchen and ensure adjustable chairs in all areas; rails in toilet.	
Equipment/Furniture	Required	Adjustable ergonomically designed chair, footrest, extended cabling for PC.	
Awareness of workstation positioning	Required	Position at desk closest to equipment and areas that are to be utilised/frequented.	
Limit obstructions	Required	Remove all obstructions to create a clear path to work areas as well as under desk ; trunking of cables.	
Specific Toilets	Not Required		
Emergency procedures amended	Required		
Security procedures amended	Required	Ensure closest and most suitable access can be used and provide signage in this regard.	
<b>ORGANISATIONAL</b>			
Provision of specific material	Required	May require more written instruction.	
Hours/breaks in day	Not Required		
Specific Mentoring	Required	Understanding, adjust performance criteria if speed dependant, repetition, clear guidelines, provide support and assistance more frequently.	
Job Share/Assistance	Required	Heavy lifting or reaching should be avoided.	
Clinic/doctor referral	Required	Repair and replacement of assistive devices.	
Walking distances/alternate access	Required	Ensure closest and most suitable access can be used, adjust that entrance if more appropriate i.t.o. rails, signs, ramps, etc.	
Space for carer/guide dog	Not required		
<b>EDUCATION/INFORMATION</b>			
Education (Ergonomics)	Required	Provide ergonomic advice and information.	
Specific Handling	Required	Productivity and speed demands may need to be adjusted.	
Specific Sensitisation	Required	Stigma exists largely in this area and there are often disfigurements and speech impediments which create assumptions regarding physical and intellectual dysfunction	

\* Hemiplegia does not necessarily result in intellectual dysfunction, but it has been included in this group due to the physical requirements that are often similar to the requirements of an individual with CP.



## SENSORY IMPAIRED: 24 % PROBABILITY (of that 77% Visual, 19% Hearing, 4%Speech)

Accommodation Category	Accommodation Required/ Not Required	Reasonable Accommodation: Immediate	Ideal Accommodation: Long Term
<b>STRUCTURAL/TECHNICAL/ EQUIPMENT</b>			
Structural (Include access & exit)	Required	Stickers/signage on glass doors, buzzers and lights on access/exit doors signage and voice over information.	Ramps are often preferred by visually impaired users.
Structural (Internal areas - include canteen/kitchen & meeting rooms)	Required	Assistant to make tea, etc.	Lifts for visual and hearing impaired, kitchen/canteen adjusted to meet the needs of the sensory impaired - will need specialist consultation on this.
<b>Equipment/Furniture</b>	Required	Visual: Magnifier, Zoom text, increased monitor size, glare reducing filter, headset, telephone magnifier, keyboard for visually impaired.	
Awareness of workstation positioning	Required	Position to minimise glare, individual may choose to sit further away from others to minimise audible/visual stimulation as can be highly sensitive to this.	
Limit obstructions	Not Required		
Specific Toilets	Not Required		
Emergency procedures amended	Required	These will need to be reinforced verbally for visually impaired and visually for hearing impaired, audible beeps and flashing lights will accommodate both impairments, an Evac Buddy is necessary to ensure that the individual has assistance during emergency procedures.	
Security procedures amended	Required	Red/green lights on doors, beeps on opening/closing doors, voice indicators to open/close and push/pull, etc.	
<b>ORGANISATIONAL</b>			
Provision of specific material	Required	For visually impaired a file with frequently used documents that have been increased in font size e.g. extension lists, etc can be provided for ease of use or these can be available electronically.	
Hours/breaks in day	Not Required		
Specific Mentoring	Required	Session with management especially for hearing impaired as they will need to ascertain where the individual should sit in meetings, may also need one on one sessions which need to be accommodated.	
Job Share/Assistance	Required	May be required at times.	
Clinic/doctor referral	Not Required	May need to be reassessed and adjust glasses, hearing aids, etc	
Walking distances/alternate access	Not Required		
Space for carer/guide dog	Required	As per specifications *	
<b>EDUCATION/INFORMATION</b>			
Education (Ergonomics)	Not required		
Specific Handling	Required	With regard to all sensory disabilities, there are ways of handling and dealing more effectively and appropriately with such individuals	
Specific Sensitisation	Not required		

\* Totally blind employees will require extensive equipment, Braille and otherwise. This will require input from SANCB.





## PSYCHIATRIC: 7% PROBABILITY

Accommodation Category	Accommodation Required /Not Required	Reasonable Accommodation: Immediate
<b>STRUCTURAL/TECHNICAL/EQUIPMENT</b>		
Structural (Include access & exit)	Not required	
Structural (Internal areas - include canteen/kitchen & meeting rooms)	Not required	
Equipment/Furniture	Not required	
Awareness of workstation positioning	Required	May be sensitive to noise, crowds, etc - will need to be discussed with individual and adjusted accordingly.
Limit obstructions	Not required	
Specific Toilets	Not required	
Emergency procedures amended	Required	
Security procedures amended	Required	Individuals with psychiatric pathology often experience undue anxiety and should thus receive clear instructions regarding emergency and security procedures.
<b>ORGANISATIONAL</b>		
Provision of specific material	Not required	
Hours/breaks in day	Not required	
Specific Mentoring	Required	Due to the specific handling, a good mentor is essential.
Job Share/Assistance	Not required	
Clinic/doctor referral	Required	It is important that the individual is compliant on medication and must attend clinic appointments.
Walking distances/alternate access	Not required	
Space for carer/guide dog	Not required	
<b>EDUCATION/INFORMATION</b>		
Education (Ergonomics)	Not Required	
Specific Handling	Required	Principles should be provided by an OT.
Specific Sensitisation	Required	Sensitisation training for management and stress and anxiety management for individual with psychiatric pathology by OT or EAP.

## EPILEPSY: 4 % PROBABILITY

Accommodation Category	Accommodation Required /Not Required	Reasonable Accommodation: Immediate
<b>STRUCTURAL/TECHNICAL/EQUIPMENT</b>		
Structural (Include access & exit)	Not Required	
Structural (Internal areas - include canteen/kitchen & meeting rooms)	Not Required	
Equipment/Furniture	Not Required	
Awareness of workstation positioning	Required	May be sensitive to noise, crowds, lights, etc - will need to be discussed with individual and adjusted accordingly.
Limit obstructions	Not Required	
Specific Toilets	Not Required	
Emergency procedures amended	Not Required	
Security procedures amended	Not Required	
<b>ORGANISATIONAL</b>		
Provision of specific material	Not Required	
Hours/breaks in day	Required	Intensive focus with minimal external stimulation can have an effect thus breaks are required.
Specific Mentoring	Required	If the individual shows any signs of related intellectual impairment then accommodations as per that grouping are required.
Job Share/Assistance	Not Required	
Clinic/doctor referral	Required	It is important that the individual is compliant on medication and must attend clinic appointments.
Walking distances/alternate access	Not Required	
Space for carer/guide dog	Not required	
<b>EDUCATION/INFORMATION</b>		
Education (Ergonomics)	Not Required	
Specific Handling	Required	If seizures occur colleagues should know how to handle the individual.
Specific Sensitisation	Required	Epilepsy has an associated stigma and this should be managed Stress management is useful as undue stress can trigger seizures.





## PER ITEM COSTS

ACCOMMODATION	COSTS	RESOURCE
<b>TECHNICAL/EQUIPMENT</b>		
RAILS	R350 per 300 mm	Builders Warehouse
CABLE TRUNKING	R20 per metre	Builders Warehouse
DOOR INTERCOM (& INSTALLATION)	R500	Builders Warehouse
SIGNAGE	R50 - R150	Builders Warehouse
DESK LAMPS	R100	Builders Warehouse
EXTENSION CORDS	R500	Builders Warehouse
GECKO NON SLIP MATS	R60 per metre	Builders Warehouse
DOOR HANDLES	R150 to R300	Builders Warehouse
TAPS AND FLUSH MECHANISMS	R400 to R1,500	Builders Warehouse
PLASTIC FOOTSTOOL	R150	Builders Warehouse
NON SLIP TAPE	R50 per 300 mm	Builders Warehouse
PERCHING STOOL	R200	Game/Makro
HEATER	R1,500	Game/Makro
LOW TABLE	R500	Game/Makro
KITCHEN EQPT (KETTLE AND HOOKS, LOW FRIDGE)	R3,000	Game/Makro
EVAC+CHAIR	R10,000	Limar International (sales@evac-chair.co.za)
20" MONITOR	R2,000	Incredible Connection
FILING CABINETS (VARIETY)	R1,000 to R 6,000	www.homeofficefurniture.co.za/www.trendyoffices.co.za
DESK/TABLE WITH NO CREDENZA	R1,500	www.homeofficefurniture.co.za/www.trendyoffices.co.za
ADJUSTABLE CHAIR	R1,500 to R 2,500	www.backshop.co.za/www.homeofficefurniture.co.za
BACKREST	R600	www.backshop.co.za
GLARE FILTER	R500	www.backshop.co.za
FOOTREST	R300	www.backshop.co.za
ARMRESTS	R1,000	www.backshop.co.za
TELEPHONE VOICE MAGNIFIER	R200	www.backshop.co.za
HEADSETS	R2,000	www.backshop.co.za
ZOOMTEXT	USD 700	info@nctec.co.za
KEYBOARD (VISUALLY IMPAIRED)	USD 100	info@nctec.co.za
PORTABLE MAGNIFIERS	Range from R100 to R1000	www.sanct.co.za

Please note that costs are research estimates and are to be interpreted as a guide and are subject to change

## PER ITEM COSTS

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Please note that costs are research estimates and are to be interpreted as a guide and are subject to change







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# **PART 6**

## **SABS Guidelines**



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## Prepared and Presented by **Progression**

- This document serves as an environmental assessment guide. It highlights important environmental access issues that can be used in the analysis of all training and workplace environments.





ADHERENCE	YES	NO	N/A	ACTUAL	COMMENTS
<b>RAMPS</b>					
Gradient 1:12					
Have a trafficable surface not less than 1,2m wide.					
Have a surface constructed of a slip resistant material.					
Have a landing provided every 1,5m. the landing shall be not less than 1,2m long and be as wide as the ramp.					
Level surface provided at the end or adjacent to any entrance door to any building.					
Door or window leaf that opens onto the ramp should not obstruct movement of person.					
Change of direction in ramp 1.2m length landing.					
<b>HANDRAILS</b>					
Where the change in level between the ends of the ramp is more than 600mm, such handrails should be:					
• 850 - 1000mm above the surface of the ramp.					
• finished off to present no hazard.					
• follow the entire gradient of the ramp for the full length of the ramp.					
• where the level of the ground and the ramp is not the same - balustrade should be provided if more than 600mm.					
• firm grip					
• securely fixed and rigid					

ADHERENCE	YES	NO	N/A	ACTUAL	COMMENTS
• clear width between handrail and wall at least 60mm					
• should extend 300mm beyond the top and bottom of ramp.					
• handrail should be colour that contrast to surrounds.					
• ramps and stairs should have handrails on both sides.					
• 40 - 50mm max diameter of grip.					
<b>LIFTS</b>					
Have a minimum internal dimension of 1.1m in width and 1.4m in depth.					
Have a doorway that is non obstructive 800mm wide.					
In front of lift 1.5mx1.5m or 900mm if straight on access.					
Hand rails on two sides (850 -1000mm high).					
Timing of door opening/closing.					
Audible and visual warnings at the landings to indicate opening and closing of doors and arrival at each floor.					
Any control should not be higher than 1,2 m above the floor level of the lift (pref 900mm).					
Opposing doors/mirror if no turning circle.					
The light level shall not be less than 50 lux (no glare, shadows).					
<b>DOORS AND WINDOWS</b>					
Single door 800 - 1000mm wide.					





ADHERENCE	YES	NO	N/A	ACTUAL	COMMENTS
Any handle fitted to a door in emergency route should be level style not higher than 1,2m.					
Used door of 2 leafed door should be at least 750mm wide.					
Sliding doors to be opened with finger tip pressure.					
Handles should project clear of surface 100mm.					
Height of a step at threshold > 15mm should have a ramp gradient no steeper than 1:10.					
Glass doors should be adequately marked between 150mm, 800mm and 1000mm high (of 55mm in height).					
Round door knobs should be avoided.					
All doors should be opened with one hand.					
Handle should be horizontally aligned.					
Sharp hazardous handles should be avoided.					
Frequently used door - vertical pull handle.					
Frequently used door such a main entrances should be automatic.					
<b>FLOORS</b>					
Any difference in level of surface of a floor should not be greater than 5mm.					
Level mat wells.					
Non slip surfaces.					
Comfortable surfaces.					
Contrasting textures/colours in floor.					



ADHERENCE	YES	NO	N/A	ACTUAL	COMMENTS
Surface could assist someone with a sight impairment to recognise danger.					
<b>TOILET FACILITIES</b>					
Separate unisex toilet.					
Facility within single sex toilet.					
Two toilets per 20 urinals.					
Person should not have to travel more than 100m to get to an accessible toilet.					
Male and female toilets - should be one in each toilet.					
Door should be sliding or hinged.					
Lock requiring limited strength/dexterity- pref horizontal bar on inside.					
Should open outwards.					
Where a lock is provided the locking devise should be operable from the outside.					
Should be clearly marked if occupied.					
2.9m <sup>2</sup> minimum area.					
1.6m <sup>2</sup> plan dimension.					
450mm- 500mm distance from centre of toilet pan to each wall.					
Approved grab bars (contrasted to walls) should be fitted to rear and closest side wall .					
Distance from front of pan to rear wall not less than 660mm.					
Top of pan should be between 460 & 480mm from floor.					
Unless the toilet is provided with a special back rest lid and seat should remain in upright position.					





ADHERENCE	YES	NO	N/A	ACTUAL	COMMENTS
Flushing devise should be accessible to someone who uses a wheelchair - mounted on side of cistern.					
Hand basin should be mounted without a pedestal or legs ( no hot pipes exposed).					
Not higher that 830mm.					
Wash basin should have clearance of at least 650mm from basin to floor measured from 160mm into the basin.					
Vanity in slab - distance from facia to bowl not more than 80mm.					
Water taps to be operated by lever handles or be automatic.					
Cold water tap shall be accessible to someone sitting on the pan.					
Light switches - pads.					
Flush handle 75mm long.					
Emergency alarm / fire alarm.					
<b>BATH AND SHOWER FACILITIES</b>					
Designed in a way to allow a person transfer into a seat in bath or shower.					
<b>AUDITORIA, MEETING AREAS</b>					
Floor space in halls or auditoriums shall be provided and safe passages to all areas.					
Note eqpt in the room as well as lighting and sound.					
Situated close to or adjacent to exit.					
Removable seating plus extra legroom.					
Wheelchair must not obstruct any aisle or exit door.					

ADHERENCE	YES	NO	N/A	ACTUAL	COMMENTS
Heights of 750mm.					
Auditorium size 600 = 1% disabled friendly.					
<b>OBSTRUCTION TO PATHWAYS</b>					
and step or change in surface that is 15mm or greater a ramp should be provided.					
Obstructions that protrudes more than 100mm into the pathway should have a barrier not higher than 300mm above the surface.					
Any overhanging obstruction that protrudes more than 100mm into the pathways should be no less than 2000mm high.					
<b>PARKING</b>					
1 parking bay per 200 spaces or part thereof.					
Approved length 3.5 meters wide.					
Level surface.					
As near as possible to main entrance.					
Clearly marked for use by person with a disability.					
<b>SIGNAGE OF FACILITIES</b>					
Internal and external symbols indicating facilities for people living with a disability (ramps, steps, toilets, parking).					
Signage size - 100mm x 100mm.					
Use of the international sign for access for people with a disability.					





ADHERENCE	YES	NO	N/A	ACTUAL	COMMENTS
Height of lettering - see appendix 1.					
Yellow on black					
<b>CONTROLS</b>					
Window locks should be lever type.					
Window locks should be < 1200mm from ground.					
Light switches in line with door handles 900mm & 1000mm.					
Rocker action switches or touch pads should be used > 10mm wide.					
Socket outlets > 500mm from ground level.					
Socket outlets = 150mm from worktop level.					
Socket outlets > 450mm from corner.					
Taps lever type/automatic.					
Tap lever 150mm long.					
<b>SIGNALS</b>					
Emergency warning signals should be audible and visible.					
Dangerous exits that should not be used in an emergency should be clearly marked.					
Where international loops or other electronic aids are installed use the international induction loop sign.					
Door entry systems.					
Flasher lamps for when phone is ringing.					
General alarm flasher that is activated in emergency.					

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## **PART 7**

# **Training Centres**



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## Prepared and Presented by **Progression**

- This document summarises the findings of the two training centres that were assessed in terms of their access and training methodology.



## GRINAKE/LTA

There is a Grinaker/LTA accredited Training Centre that conducts training and trade tests for artisans, millwrights, etc. This is a well organised and well established training centre.

This centre is not accessible to wheelchairs. There is a ramp at the entrance, but the outward opening door is an obstruction, as well as the height and location of the intercom. There are internal stairs.

It is a supportive environment and the training and the relationships are personal. The standards are maintained, as it is accredited and Department of Labour assessors are in place.

Each trainee is individually moderated and builds up a Portfolio of evidence throughout their training. They keep a workplace log of all hours, work done, etc.

Learners are referred by the Department of Labour to conduct trade tests, as well as all apprentices in the Aveng group are trained and assessed at this centre.

Learners undergo a full medical once they have been accepted as an apprentice. This includes lung function, cardiac function and physical defects.

Training is over 4 years in the workplace and the training centre. Modules are specific and clearly coordinated. There is a theoretical test after each module.

The training centre has both classrooms (ratio of 1:8-12) as well as Training areas (Earthmoving, mechanical and electrical) Welding is performed at a local boiler shop.

Learners are trained by facilitators, but also have access to manuals, workbooks, DVD's (with sound) and presentations.

There is a facilitator who has limited right hand function, but is a qualified Earthmoving mechanic. They have a learner with dyslexia and one with epilepsy.

They are also moving toward a Key Pad system, whereby the learner pushes a button to answer questions in a test. This allows more time with the facilitators, consistency of marking and guaranteed maintenance of standards.

There is an 80% requirement for a pass.

In order for Learners to be accepted into the Apprenticeship Programme, they undergo the following tests:

- GAB Test
  - o Hand/Eye Coordination
  - o Perception
  - o Depth
  - o Memory

The results are scored and according to the mark, there is a recommendation made as to what type of work would best be suited to the individual.

- Thomas International PPA Plus
  - o Behavioural analysis
- Basic Technical Test
- This comprises 50 with multiple choice answers. This is to ensure that the Learner has a technical aptitude.

This is a well established test battery (required by the Department of Labour).

If there is an evident disability, the learner will be given extra time during the assessments. This is not standardised, but is recorded on the application. This could be a point of prejudice.

NOTES:

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## MC KHARBHAI SCHOOL

This is a school facility which trains students which are deaf and intellectually impaired. They are trained from Grade R to Grade 8 in school subjects and technical skills.

They have recently commenced the technical training and their Basic Metal Workshop is being upgraded by SHETEQ in order that it meets the demands of the technical training (NQF Level 2) that is to be undertaken. The theoretical training has already commenced.

There are 20 learners per class (ideally 10 would be more suitable), but they struggle to recruit trainers equipped to deal with learner with disabilities, especially those that are proficient in sign language. It is a challenging environment and trainers must be motivated and ready to meet those challenges.

Unit Standards are required to be completed within certain times and they are experiencing problems in this regard as the learners are taking much longer with the theory. This includes languages, life orientation, maths and numeracy as well as metal work theory.

The difficulty comes in with the technical jargon, as the deaf learners need to develop signs for this terminology. They need to reach a common understanding in the classroom and this can be time consuming. If learners are not taught in their first language, this also takes time, especially if they are lip reading.

Language in exam papers needs to be more simplistic, with expanded detail and yet not compromise on quality. It must be noted that external moderation is by non deaf trainers and those not experienced with hearing impaired speech and language. Ideally the language in exam papers would also need to be altered for deaf learners. Concessions are given within exams in terms of a scribe being available, sign language interpretation of questions, etc. Extra time is also given. More effective use could be made of technology, but this is expensive.

There is a trainer, visual aids are used and extensive written material is provided.

SHETEQ provide manuals which include formative and cumulative assessments.

It is envisaged that once the training has taken place, the learners will undertake apprenticeships in various companies. Thereafter they could do additional training at the school on the next NQF Level.

Learners of between 16-17 are then selected for the SHETEQ programme. The teachers and school staff



In an environment for deaf learners, it is imperative that everything in the workshop is labelled including tool, furniture, etc. This is because these learners need to learn visually and convert words to signs.

All material is in English and over time this could be adapted, but it would also depend on the availability of trainers whose first language is not English.

NOTES:

[illegible]



Training	What is Undertaken	Fenner Conveyors
	ONSITE	Technical and processes, as well as Induction.
	WHERE	On site at the machine to be worked on.
	OFFSITE	Polymer Training Centre (Krugersdorp). This is specialised training related to standardised processes.
		A Rubber and Plastics Diploma (6 months followed by 18 months).
	DISABILITY CONSIDERATIONS	Nil (no employees with disabilities).
	HOW TRAINED	On site (practical).
	BY WHOM	Production Superintendent and supervisors.
	RECOMMENDATIONS	1. Sensitisation training
		2. Sign language interpreters
		3. Review Polymer Training Centre (in light of training people with disabilities)

Training	What is Undertaken	Ford Training
	ONSITE	Training needs are determined by management and planned by the training department. Apprenticeships' and Learnerships' are undertaken, as well as experiential training. Product training is undertaken by external providers and product suppliers. Practical training is undertaken on machines set up in the training centre. Facilitators/trainers sit in an office above the machine training area. There is a PC training room. Safety training is also conducted.
	WHERE	There is a training facility on site. This comprises training rooms with desks, chairs and projectors. The training is facilitated by a trainer as well as videos, etc used. The practical training section comprises all the machines, tools and equipment used in this industry.

Training	What is Undertaken	Ford Training
		The practical training area is very similar to the factor itself in that PPE is required and there are hazards and obstructions in the area as well as in gaining access to the area. There are long distances to walk, obstructions and changes in temperature, smell, etc.
	<b>DISABILITY CONSIDERATIONS</b>	Nothing at this stage.
	<b>HOW TRAINED</b>	Classroom and practical training.
	<b>BY WHOM</b>	There are 7 designated trainers, but team leaders and foreman are also used. Training is intensive as there is little room for error.

Training	What is Undertaken	Marco Polo Training
	<b>ONSITE</b>	Training needs are determined by Performance Appraisals. Health and Product training is undertaken by external providers and more technical skills trained by product suppliers. Practical training is undertaken on machines set up in the training centre.
	<b>WHERE</b>	There is a training facility on site. This comprises a training room with desks and chairs. The practical training section comprises all the machines, tools and equipment used in this industry. The training is staged and one aspect trained at a time.
	<b>DISABILITY CONSIDERATIONS</b>	Nothing at this stage.
	<b>HOW TRAINED</b>	Theory is taught and practicals are undertaken in the training centre. The learner then assists the skilled employee on site, until they are deemed proficient. The training is facilitated by the supervisors/team leaders.
	<b>BY WHOM</b>	





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# **PART 8**

## **Best Practice**



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## Prepared and Presented by **Progression**

- This document provides insight into a number of Best Practice methodology with reference to awareness and sensitisation as well as the evacuation process.



## 1. AWARENESS AND SENSITISATION

Awareness and sensitisation training refers to training that is facilitated by Progression in order to ensure that working with a client, learner or a fellow employee with a disability is a positive experience for all parties, as well as that the needs of the person with the disability are met and understood. It facilitates a shift in the mindsets of those in training and refutes long held beliefs and resultant prejudices. In dealing with people with disabilities as clients or customers, it is often that one makes assumptions about their functional capabilities and in doing so, deals inappropriately with such individuals.

Sensitisation and awareness must create an environment that facilitates change and creative thinking to enable solutions. It will also open up the working environment to manage disclosure and start thinking and talking about disability.

## 2. DISABILITY AWARENESS TRAINING

This should be an interactive and open forum for examining the stereotypes and misconceptions about people with disabilities. Often we are so anxious not to offend people with disabilities that we become embarrassed or clumsy in our approach and as a result avoid disability issues altogether.

Legislation goes a long way to encourage and provide for positive action - it bolsters the modern case that 'disability' is now about rights and not about charity or an 'optional nice thing to do'.

The reality is that a lot more needs to be done as many barriers still exist for people with disabilities.

These include:

- Lack of knowledge and confidence about disability.
- An over-concern for being politically correct.
- Lack of awareness of disability.
- Negative attitudes.
- Absence of opportunity.
- A failure to appreciate how to make offices, shops and services into 'disability friendly' places.

Disability Awareness Training should be open to everyone and offer an opportunity to explore disability related issues, share experiences and ask questions, for example “why am I no longer allowed to use the word ‘handicapped’?”, “how do I give directions to a blind person?”, “how can I run a group meeting and fully include a hearing impaired person?”.

Training should focus on the individual, not the disability. Following a training session, participants should have increased their confidence to work with colleagues, clients or customers with disabilities and should understand how they can remove barriers through their own practices and attitudes. By learning the appropriate and effective methods of communication, participants should develop the skills necessary to understand how the needs of people with disabilities can be met.

Training gives people the knowledge required to carry out a job or task, separating good practice from poor. It is no longer enough for staff to know that discrimination is unlawful or where the accessible toilet is located. You and your staff must be aware of the broader needs of a range of people with different disabilities, and the appropriate language and etiquette to communicate with them.

Do you:

- Challenge others who tell derogatory jokes about people with disabilities?
- Accept and reinforce the fact that not everyone has to act or look a certain way to be successful or valuable?
- Take responsibility for helping new people feel welcome and accepted?
- Empower people with disabilities, assigning responsibility to them as often as to others?
- Disregard physical characteristics when making decisions about competence or ability?
- Get to know people with disabilities?





### 3. SECURITY / ACCESS

In order to ensure that all employees have access to the areas in which they are expected to work, the SABS Building Regulations must be adhered to. This will ensure that access doors, stairs, ramps, lifts, passages, etc can be used by all employees. This also factors in heights of key pads, weights of doors, closing mechanisms, nature of door handles, etc.

### 4. EVACUATION

An evacuation drill should be undertaken twice annually with ALL occupants (including those with disabilities) of the training centres. There should be an alarm that sounds and employees move to designated evacuation assembly points.

For ALL users, the signage of emergency exits, access and exit routes, evacuation assembly points, first aid boxes, fire extinguishers, etc must be in accordance with the established Building Regulations. Emergency exits are often obstructed with boxes, etc as they are deemed as unused. This practice must be avoided. All aspects of the Building regulations in ALL areas, must be adhered to in order to ensure a safe environment. People with disabilities should be seated as close to emergency exits as possible and if possible specific exits allocated to them based on the suitability thereof i.e. those with limited stairs, those that are better lit or have wider passages, etc.

The Emergency coordinator should be confident that the evacuation procedure is effective and that people with disabilities are able to evacuate the building safely should the need arise. The key component remains for each department to carefully manage the process, within their specific environment. They will need to keep records of people with disabilities, which should include exactly what they do, where they are based and what their limitations are. They should be partnered with an able bodied individual for evacuation procedures. This must not be a random selection, but rather a negotiated and agreed upon by both parties. All this information should be updated as staff members change. This information must be signposted and recorded appropriately. Monthly audits will ensure that information remains relevant.

As per any theoretical or written process, it must be adhered to stringently and in its entirety. If any areas

are omitted, the entire procedure could be deemed ineffective. It must also be regularly reviewed and amended. The process must also be made available in order that all employees are made aware and that they know how to deal with the person with the disability in the event of an emergency. In many cases, employees are so willing to assist the individual with the disability, that they potentially endanger the process e.g. all employees in a department rush to the assistance of a hearing impaired individual when an alarm sounds. Procedures must be communicated and awareness created with regard to dealing with employees with disabilities in an emergency.

Evacuation procedures must include plans for when the person with the disability is not in their immediate office environment i.e. they are in the canteen or in a meeting room. The canteen should have specifically allocated evacuation buddies who work in close proximity to the canteen and would be able to identify people with disabilities and offer the required assistance. It is also recommended that before each meeting commences, as part of the reasonable accommodation discussion, a buddy is allocated to each person with a disability.

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## **THE FOLLOWINGS SPECIFIC ARRANGEMENTS ARE REQUIRED:**

### **4.1 Visually impaired employees:**

This includes those walking with canes, using guide dogs, etc. It also includes those with generally poor vision. They are each allocated an individual “able bodied supporter”. This supporter will from the moment the alarm sounds until the entire evacuation procedure is complete, remains with the visually impaired person.

### **4.2 Hearing Impaired employees:**

These employees are each allocated an individual “able bodied supporter”. This supporter will notify the hearing impaired employee when an alarm sounds. This supporter will, from the moment the alarm sounds until the entire evacuation procedure is complete, remain with the visually impaired person. This will ensure that in the event of any additional information being supplied over the PA system, the hearing impaired individual will be assisted by their allocated supporter. It would seem that the current practice is that once the supporter has informed the hearing impaired individual of the alarm, this employee is left to evacuate without assistance.

### **4.3 Mobility Impaired employees:**

There should be evacuation chairs on each floor and specific individuals must be trained to utilise these. These must be regularly serviced and clear instructions provided on their location and their use. The location of the chairs must be appropriate to quick mobilisation in an emergency. Signage remains key in this regard. Ideally a second buddy should be allocated to a mobility impaired individual. These buddy/buddies will bring the assistive devices with them in order that when the employee is out of the building they are able to mobilise. If for example the evac chair is used and the building exited, the person with the disability cannot go anywhere as they do not have their wheelchair, crutches, etc. It is also recommended that the areas at the exit points i.e. on the pavement or side road are not hazardous or present with obstructions e.g. paving uneven, no kerbstones, etc.



## 5. HEARING LOOPS

Whereas standard behind- and in-the-ear hearing aids work well in relatively quiet, more intimate settings, these devices often lose their effectiveness in larger, public spaces where background noise puts the hard of hearing at a disadvantage. Although the technology to solve this problem—induction-loop systems that broadcast sound directly to hearing aids and cochlear implants—has been available for years, implementation has lagged, advocates say, because not enough is being done to promote their use.

An induction-loop system, also called a “hearing loop,” captures electromagnetic waves produced by a microphone, public address system or telephone receiver and broadcasts these signals directly to the hearing aid in a person’s ear, provided that it is equipped with a tiny copper telecoil wire that can pick up the signal. (Hearing loops can also broadcast signals to cochlear implants, which are surgically implanted electronic devices that bypass damaged or nonworking parts of the inner ear and directly stimulate the auditory nerve.) A hearing loop could be as small as a piece of wire worn around the neck (called a neck loop) or as large as a ring of cable placed around the perimeter of a room or space.

[www.scientificamerican.com](http://www.scientificamerican.com)

### RESOURCES

[www.deafshop.co.za](http://www.deafshop.co.za)

**Deaf Shop** is a web based company that offers a wide range of hearing assistive devices to benefit anyone with a hearing loss. They carry a comprehensive selection of popular, well- designed items to assist users in conversation, on the telephone, watching television, and other daily activities.

**Tel: 031 2086828 (interpreter)**

**Cell: 082 636 9979 (interpreter)**

**Cell (only SMS) : 083 786 2886 (deaf : director)**

**Skype: babyboss786 (South Africa)**

### SHAA CONTACT DETAILS

**Society Of Hearing Acousticians (SA)**

**PO Box 17534**

**Randhart, 1457**





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# **PART 9**

## **Learnership Agreement**



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## Prepared and Presented by **Progression**

- This document is a copy of the merSETA learnership agreement.



# Content Overview

## A. LEARNERSHIP AGREEMENT

Introduction

Instructions

**Section 1** Learnership Details

**Section 2** Learner and Parent/Guardian Details

**Section 3** Employer Details

**Section 4** Training Provider Details

## B. TERMS AND CONDITIONS OF AGREEMENT

**Section 5** Accepting Terms and Conditions of Agreement



# A. LEARNERSHIP AGREEMENT

## INTRODUCTION

Welcome and congratulations on starting a new learnership. Please follow the instructions on this page, complete and sign the attached forms.

## INSTRUCTIONS

Please take note of the following:

- If the learner is not already in the employ of the employer, the learner and the employer must conclude a contract of employment.
- If the learner is a minor then the learner's parent or guardian must be a party to this agreement and must complete Section 2. The parent or guardian ceases to be a party to this agreement once the learner turns 18.
- If a group of employers are party to this agreement, one of the employers must perform the function of the lead employer.
- The lead employer must complete Section 3 and details of the other employers must be attached on a separate sheet.
- If the employer and the accredited training provider are the same entity, the employer must complete Section 3 and 4.
- If a group of accredited training providers are parties to this agreement one of the providers must perform the function of lead training provider. The lead training provider must complete Section 4 and details of the other accredited training providers must be attached on a separate sheet.

## 1. LEARNERSHIP DETAILS

1.1 Name of learnership:

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1.2 Department of Labour registration number of learnership:

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1.3 Commencement date of learnership agreement:

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1.4 Termination date of learnership agreement:

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1.5 Learner number: (to be supplied by the SETA)

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## 2. LEARNER AND PARENT/GUARDIAN DETAILS

### LEARNER DETAILS (To be completed by learner)

2.1 Full names: \_\_\_\_\_

2.2 Identity Number: \_\_\_\_\_

2.3 Gender: Male ☐ Female ☐

2.4 Home Language: \_\_\_\_\_

2.5 Race: African ☐ Coloured ☐ Indian ☐ White ☐ Other ☐

2.6 Do you have a disability, as contemplated by the Employment Equity Act (No. 55 of 1998)?  
(The Employment Equity Act defines a disability as long-term or recurring physical or mental impairment that substantially limits prospects of entry into, or advancement in, employment.)

Yes ☐ No ☐ If yes, specify: \_\_\_\_\_

2.7 Home address: \_\_\_\_\_

Code: \_\_\_\_\_

2.8 Postal address (if different from 2.7): \_\_\_\_\_

Code: \_\_\_\_\_

2.9 E-mail address: \_\_\_\_\_

2.10 Tel No's & codes: Home: \_\_\_\_\_

Work: \_\_\_\_\_

Cell: \_\_\_\_\_

2.11 Are you a South African citizen? Yes ☐ No ☐ If no, specify: \_\_\_\_\_

If no, attach documents such as residency or study permit indicating your status in South Africa.

2.12 What is your highest qualification e.g. Standard 7, Grade10, 'O' levels or ABET level 3: \_\_\_\_\_

2.13 What is the title of your highest qualification? \_\_\_\_\_

2.14 Have you previously undertaken a learnership? Yes ☐ No ☐

2.14.1 If yes, specify title: \_\_\_\_\_

2.14.2 If yes, specify registration number: \_\_\_\_\_

2.15 Were you employed by your employer before concluding this agreement? Yes ☐ No ☐

2.16 If you were unemployed before concluding this agreement, state for how long: \_\_\_\_\_

2.17 If you are employed, when did you start work with your employer? \_\_\_\_\_

2.18 Are you a union member? Yes ☐ No ☐

2.19 If Yes, Please indicate name of union: \_\_\_\_\_

## PARENT OR GUARDIAN DETAILS

(To be completed by parent/guardian if learner is a legal minor i.e. unmarried and under 18 years of age)

2.20 Full names:			
2.21 Identity Number:			
2.22 Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>	
2.23 Home address:			
		Code:	
2.24 Postal address (if different from 2.23):			
		Code:	
2.25 E-mail address:			
2.26 Tel No's & codes: Home:		Work:	
		Cell:	

## 3. EMPLOYER DETAILS (To be completed by lead employer)

3.1 Registered name of employer:			
3.2 Trading name (if different from 3.1):			
3.3 Are you the lead employer?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3.4 Physical address:			
		Code:	
3.5 Postal address:			
		Code:	
3.6 Full names of contact person:			
3.7.1 Tel No. & code:			
3.7.2 Fax No. & code:			
3.7.3 E-mail:			
3.8 Registration numbers and codes:			
SIC:			
SARS:			
SETA:			





#### 4. TRAINING PROVIDER DETAILS

(To be completed by lead provider but the employer might also be a registered and/or lead provider)

4.1 Registered name of training provider: \_\_\_\_\_

4.2 Trading name (if different from 4.1): \_\_\_\_\_

4.3 Are you the lead training provider? Yes ☐ No ☐

4.4 Physical business address: \_\_\_\_\_

Code: \_\_\_\_\_

4.5 Postal address: \_\_\_\_\_

Code: \_\_\_\_\_

4.6 Full names of contact person: \_\_\_\_\_

4.7.1 Tel No. & code: \_\_\_\_\_

4.7.2 Fax No. & code: \_\_\_\_\_

4.7.3 E-mail: \_\_\_\_\_

4.8 Registration numbers and codes: \_\_\_\_\_

SIC: \_\_\_\_\_

SARS: \_\_\_\_\_

SETA: \_\_\_\_\_

SAQA: \_\_\_\_\_

## B. TERMS AND CONDITIONS OF AGREEMENT

By signing this Merseta learnership agreement it is accepted that you agree to the following terms and conditions.

### 1. RIGHTS OF LEARNERS, EMPLOYERS AND REGISTERED TRAINING PROVIDERS

#### 1.1 Learner

The learner has the right to :

- 1.1.1 be educated and trained in terms of this agreement;
- 1.1.2 have access to the required resources and to receive training in terms of the learnership ;
- 1.1.3 have his /her performance in training assessed and have access to the assessment results;
- 1.1.4 receive a certificate upon the successful completion of the learning;
- 1.1.5 raise grievances in writing with the SETA concerning any short comings in the training.

#### 1.2 Employer

The Employer has the right to require the learner to:

- 1.2.1 perform duties in terms of this agreement;
- 1.2.2 comply with the rules and regulations concerning the employer's business concern.

#### 1.3 Training Provider

The registered training provider has the right of access to the learner's books, learning material and workplace.

### 2. DUTIES OF LEARNERS, EMPLOYERS AND REGISTERED TRAINING PROVIDERS

#### 2.1 Learner

The learner must:

- 2.1.1 work for the employer as part of the learning process;
- 2.1.2 be available for and to participate in all learning and work experience required by the learnership;
- 2.1.3 comply with workplace policies and procedures;
- 2.1.4 complete any timesheets or any written assessment tools supplied by the employer to record relevant workplace experience;
- 2.1.5 attend all study periods and theoretical learning sessions with the training provider and undertake all learning conscientiously.





## 2. DUTIES OF LEARNERS, EMPLOYERS AND REGISTERED TRAINING PROVIDERS (continued)

### 2.2 Employer

The Employer must:

2.2.1 comply with the Act in terms of required duties and all applicable legislation including:

- Basic Conditions of Employment Act (No. 75 of 1997)
- Any applicable determination made in terms of Section 18(3) of the Act
- Labour Relations Act (No. 66 of 1995)
- Employment Equity Act (No. 55 of 1998)
- Occupational Health and Safety Act (No. 85 of 1993) or Mine Health and Safety Act (No. 27 Of 1996)
- Compensation for Occupational Injuries and Diseases Act (No. 130 of 1993)

2.2.2 provide the learner with appropriate training in the work environment to achieve the relevant outcome required by the learnership;

2.2.3 provide appropriate facilities to train the learner in accordance with the workplace component of learning;

2.2.4 provide the learner with adequate supervision at work;

2.2.5 release the learner during normal working hours to attend off-the-job education and training required by the learnership;

2.2.6 pay the learner the agreed learning allowance, both while the learner is working for the employer and while the learner is attending approved off-the-job training;

2.2.7 conduct on-the-job assessment, or cause it to be conducted;

2.2.8 keep up to date records of learning and periodically discuss progress with the learner;

2.2.9 if the learner was not in the employment of the employer at the time of concluding this agreement, advise the learner of:

- (a) the terms and conditions of his /her employment, including the learning allowance;
- (b) workplace policies and procedures.

2.2.10 apply the same disciplinary, grievance and dispute resolution procedures to the learner as to other employees.

### 2.3 Training Provider

The training provider must:

2.3.1 provide education and training in terms of the learnership;

2.3.2 provide the learner support as required by the learnership;

2.3.3 record, monitor and retain details of training provided to the learner in terms of the learnership;

2.3.4 conduct assessment in terms of the learnership, or cause it to be conducted;

2.3.5 provide reports to the employer on the learner's performance.



### 3. TERMINATION OF AGREEMENT

This learnership agreement terminates:

**3.1 on the termination date stipulated in Part 1 of this agreement, or**

**3.2 on an earlier date if:**

- 3.2.1 the learner successfully completes the learnership;
- 3.2.2 the learner is fairly dismissed by the employer for a reason related to the learner's conduct or capacity as an employee;
- 3.2.3 the employer and learner agree to terminate the agreement;
- 3.2.4 the SETA approves a written application to terminate the agreement by the learner, or if good cause is shown by the employer.

#### **3.3 Terminating learnership agreement**

3.3.1 A SETA may approve the termination of a learnership agreement in terms of Section 17 (4) (b) of the Act if :

- (a) the employer and the learner have agreed in writing to terminate the agreement;
- (b) the employer or employee has requested, for good cause, to terminate the agreement and the other parties to the learnership agreement have had the opportunity to make representations as to why the agreement should or should not be terminated;
- (c) the employee has terminated the contract of employment with the employer;
- (d) The training provider has requested for good cause to terminate the agreement and
  - (i) the other parties to the agreement have had the opportunity to make representations;
  - (ii) the SETA and the employer have been unable to arrange for a new training provider to be substituted for the previous training provider in accordance with regulation 5 (1).

3.3.2 An application to terminate a learnership agreement in terms of sub-regulation (1) must be submitted to the SETA in writing together with :

- (a) a copy of the relevant learnership agreement;
- (b) in the case of sub-paragraph (a), a written agreement signed by the employer and the learner setting out the reasons for the termination.





## 4. DISPUTES

If there is a dispute concerning any of the following matters:

- 4.1 the interpretation or application of any provision of this agreement, the learner's contract of employment or a sectoral determination made in terms of section 18(3) of the Act;**
- 4.2 Chapter 4 of the Act ;**
- 4.3 the termination of this agreement or the learner's contract of employment.**

Disputes may be referred to the Commission for Conciliation, Mediation and Arbitration (CCMA).

## 5. OTHER

### 5.1 Altering terms of learnership agreement:

- 5.1.1 The parties to a learnership agreement registered with the relevant SETA may, subject to the SETA's approval, alter the terms of the said agreement.
- 5.1.2 A SETA may only register an alteration, referred in Sub-regulation (5.1.1.), if a copy of the learnership agreement, together with the alterations the said agreement, signed by all the parties thereto, is submitted to the SETA.

### 5.2 Substituting a party to a learnership agreement

- 5.2.1 A SETA may approve the substitution of the employer party of the training provider party to a learnership agreement in terms of Section 17(5) of the Act if a written application, accompanied by an agreement setting out the terms of the substitution is submitted to the SETA.
- 5.2.2 The parties to a learnership agreement may, with the approval of the SETA, substitute a new learnership agreement for a learnership agreement that the SETA has already registered.

### 5.3 SETA decisions

A SETA must make any decision required in terms of these regulations within 30 working days of receiving the relevant documents.

### 5.4 Keeping records

- 5.4.1 Every SETA must keep an updated record of:
  - (a) all learnership agreements registered by the SETA, including the title ,learner number and code of the learnership;
  - (b) all grants paid by the SETA in respect of learnerships;
  - (c) all alterations to the terms of learnership agreements referred to in Paragraph 4(a) ;

## 5. OTHER (continued)

(d) all learnership agreements successfully concluded including the title , learner number and code of the learnership.;

(e) all learnership agreements that the SETA did not register and the reasons for not registering the agreements;

(f) all learnership agreements terminated in terms of regulation 6, including the reasons for termination.

5.4.2 Records referred to in sub-regulation (1) may be kept in any form provided that at least one set of records is kept on hard copy.

### 5.5 Referring of dispute

5.5.1 A party referring a dispute in terms of section 19(2) of the Act must submit a completed Form 7.11 published in terms of the Labour Relations Act (No. 66 Of 1995) to the Commission for Conciliation, Mediation and Arbitration.

5.5.2 The relevant provisions of parts C and D of Chapter VII of the Labour Relations Act (No. 66 Of 1995), read with the changes required by the context, apply in respect of a dispute in terms of Section 19 of the Act.

### 5.6 Short Title

These regulations are to be known as: *Learnership Regulations, 2001*





### 5.1 DECLARATION OF PARTIES (Read terms and conditions on the previous page)

- We understand that this agreement is legally binding
- We understand that it is an offence in terms of the Skills Development Act (No. 97 of 1998) referred to as 'the Act' throughout this document, to provide false or misleading information in this agreement
- We agree to rights and duties as stipulated in this document/agreement

### 5.2 CONDITIONS OF EMPLOYMENT

5.2.1 Are the learner's terms of employment determined by a document of general application such as section 18(3) determination, sectoral determination, bargaining council or collective agreement?

Yes ☐

No ☐

If yes, specify:

5.2.2 Attach a copy of a document such as contract of employment or written particulars of employment to reflect the learner's conditions of employment as contemplated by section 18(2) of the Act.

### 5.3 SIGNATORIES

\_\_\_\_\_  
**Learner's Signature**

Date: \_\_\_\_\_

\_\_\_\_\_  
**Parent or Guardian's Signature**  
(Where the learner is a legal minor)

Date: \_\_\_\_\_

\_\_\_\_\_  
**Witness Signature**

Date: \_\_\_\_\_

\_\_\_\_\_  
**Witness Signature**

Date: \_\_\_\_\_

\_\_\_\_\_  
**Lead/Employer's Signature**  
(Delete the word 'Lead' if not applicable)

Date: \_\_\_\_\_

\_\_\_\_\_  
**Lead/Training Provider's Signature**

Date: \_\_\_\_\_

\_\_\_\_\_  
**Witness Signature**

Date: \_\_\_\_\_

\_\_\_\_\_  
**Witness Signature**

Date: \_\_\_\_\_

## LEARNERSHIP AGREEMENT SELF EVALUATION CHECKLIST

Name of applicant:		ID Number:
1.	Two Original agreements correctly completed	
1.1	Name of Learnership Clearly Specified	
1.2	Contract initialled on all pages by all contracting parties	
1.3	Agreement signed by both employer, training provider, learner, witnesses and guardian (If applicable)	
1.4	Department of Labour registration number of Learnership on agreement	
2.	Applicant is SA citizen	
3.	Correct ID number and name and original certified copy attached	
4.	Commencement date and termination date reflected on agreement	
5.	Physical address for both employer, training provider and learner completed	
6.	Highest qualification indicated and original certified copy attached or has learner completed previous level(See Datanet)	
7.	No Tippex used	
8.	Corrections initialled by all contracting parties	
9.	Employment agreement attached for unemployed learner (18.2)	

**All of the above criteria must be met before any agreement is accepted by any merSETA official.**

I hereby confirm that all the details required for registration as stipulated above are attached and complied with and the information required is correctly captured on Datanet and correspond with details as reflected on the application form.

Name of Employer: \_\_\_\_\_

Name of Employer Representative: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





## FOR OFFICE USE ONLY

### REGISTRATION

Registered at the office of the MERSETA on the

\_\_\_\_\_ day of \_\_\_\_\_

(month)

20

(year)

NAME OF ADMINISTRATION MANAGER

SIGNATURE OF ADMINISTRATION MANAGER

### COMPLETION

This is to certify that the Learner

Has completed all prescribed training and assessments in the Learnership of:

COMPLETION DATE

\_\_\_\_\_ day of \_\_\_\_\_

(month)

20

(year)

NAME OF ADMINISTRATION MANAGER

SIGNATURE OF ADMINISTRATION MANAGER



CONTRACT NUMBER / KONTRAKNOMMER \_\_\_\_\_

**MANUFACTURING, ENGINEERING AND RELATED SERVICES  
EDUCATION AND TRAINING AUTHORITY**

REPUBLIC OF SOUTH AFRICA / REPUBLIEK VAN SUID-AFRIKA

**CONTRACT OF APPRENTICESHIP IN TERMS OF THE MANPOWER TRAINING ACT, 1981**

**KONTRAK VAN VAKLEERLINGSKAP INGEVOLGE DIE WET OP MANNEKRAGOPLEIDING, 1981**

THIS CONTRACT OF APPRENTICESHIP IS ENTERED INTO BETWEEN THE UNDERMENTIONED EMPLOYER AND APPRENTICE: / HIERDIE KONTRAK VAN VAKLEERLINGSKAP WORD AANGEGAAN DEUR DIE ONDERGENOEMDE WERKGEWER EN VAKLEERLING:

**DETAILS OF EMPLOYER / BESONDERHEDE VAN WERKGEWER:**

NAME OF EMPLOYER / NAAM VAN WERKGEWER: \_\_\_\_\_

ADDRESS / ADRES: \_\_\_\_\_  
\_\_\_\_\_

**DETAILS OF GUARDIAN / BESONDERHEDE VAN VOOG:**

NAME OF GUARDIAN (IF APPLICABLE) / NAAM VAN VOOG (INDIEN VAN TOEPASSING): \_\_\_\_\_

ADDRESS OF GUARDIAN / ADRES VAN VOOG: \_\_\_\_\_  
\_\_\_\_\_

**DETAILS OF APPRENTICE / BESONDERHEDE VAN VAKLEERLING:**

FULL NAMES OF APPRENTICE / VOLLE NAME VAN VAKLEERLING: \_\_\_\_\_

ADDRESS / ADRES: \_\_\_\_\_  
\_\_\_\_\_

DATE OF BIRTH / GEBOORTEDATUM: \_\_\_\_\_

IDENTITY NUMBER / IDENTITEITSNOMMER: \_\_\_\_\_

HIGHEST EDUCATIONAL QUALIFICATION / HOOGSTE OPVOEDKUNDIGE KWALIFIKASIE: \_\_\_\_\_  
\_\_\_\_\_

COMMENCEMENT DATE OF CONTRACT / BEGIN DATUM VAN KONTRAK: \_\_\_\_\_

AND HAVING BEEN GRANTED REMISSION OF / EN WAT KORTING VAN: \_\_\_\_\_





BY THE MERSETA IN RESPECT OF PREVIOUS SERVICE AND EXPERIENCE /  
DEUR DIE MERSETA TEN OPSIGTE VAN VORIGE DIENS EN ONDERVINDING TOEGESTAAN IS.

**1) THE APPRENTICE, HAVING BEEN FOUND PHYSICALLY FIT, AGREES TO BIND HIM /  
HERSELF: / DIE VAKLEERLING, WAT LIGGAAMLIK GESKIK BEVIND IS VERBIND HOM /  
HAARSELF:**

- (a) AS AN APPRENTICE TO THE EMPLOYER IN THE TRADE OF:  
(b) AAN DIE WERKGEWER AS VAKLEERLING IN DIE AMBAG VAN:

For a minimum period of 80 weeks of practical training and a maximum of 4 years or as determined in the conditions of apprenticeship for the metal industry, with the provision that:

Vir 'n minimum tydperk van 80 weke praktiese opleiding en 'n maksimum tydperk van 4 jaar of soos deur die leervooraardes voorgeskryf, met dien verstande dat:

- |   |   |
|---|---|
| <p>(a) (i) any absence due to extended sick leave (exceeding 30 days) will lead to extension of both the minimum and maximum periods of apprenticeship; and</p> <p>(a) (ii) any absence without permission or due to a suspension will extend both the minimum and maximum periods of apprenticeship.</p> <p>(b) to serve the employer diligently and to adhere to the rules and regulations for apprentices prescribed in the Manpower Training Act and relevant Regulations;</p> <p>(c) not to disclose information concerning the employer's business other than in the ordinary course of his / her employment;</p> <p>(d) to work only for the employer to whom indentured except with the employer's written consent;</p> <p>(e) to attend courses / classes or undertake correspondence study in accordance with the requirements of the relevant training schedule and to take the prescribed examinations;</p> <p>(f) to record and retain details of training received including successful completion of modules in a training record.</p> | <p>(a) (i) enige afwesigheid weens verlengde siekteverlof (meer as 30 dae) sal lei tot die verlenging van beide die minimum en die maksimum tydperke van die vakleerlingskap; en</p> <p>(a) (ii) enige afwesigheid sonder verlof of weens 'n skorsing sal beide die minimum en maksimum tydperk van vakleerlingskap verleng.</p> <p>(b) om die werkgewer ywerig te dien en hom by die reëls en regulasies vir vakleerlinge te hou soos voorgeskryf deur die Wet op Mannekragopleiding en verwante Regulasies;</p> <p>(c) om nie inligting oor die werkgewer se sake openbaar te maak nie behalwe in die gewone verloop van sy / haar werk;</p> <p>(d) om slegs te werk vir die werkgewer by wie hy / sy geregistreer is, tensy die werkgewer hom / haar andersins skriftelik toestemming verleen;</p> <p>(e) om kursusse / klasse by te woon of om 'n korrespondensiekursus te volg in ooreenstemming met die vereistes van die toepaslike opleidingskedule en om die voorgeskrewe eksamens af te lê;</p> <p>(f) om besonderhede van die opleiding wat ontvang is, met inbegrip van modules wat met welslae voltooi is, in 'n opleidingsrekord aan te teken en te bewaar.</p> |
|---|---|

## II THE EMPLOYER AGREES:

- (a) to train the apprentice according to the training schedule for the relevant trade;
- (b) to reimburse the apprentice for fees paid for theoretical instruction when the apprentice passes the prescribed subjects required in terms of the training schedule and conditions of apprenticeship;
- (c) to endorse and sign this contract on successful completion of the prescribed training schedule and trade test, and submit it to the MERSETA;
- (d) to apply to the MERSETA for permission to employ the apprentice on short time if short time is to be worked by apprentice;
- (e) on successful completion of all modules within each of the four phases, the training record is signed by both the Supervisor and Apprentice. The Employer must submit the signed training record to the relevant regional office on completion of each phase.

## BREACH OF CONTRACT

If the apprentice is guilty of any of the following acts, the employer may cancel his contract with the approval of the MERSETA or suspend the apprentice in accordance with the procedures laid down by the MERSETA from time to time and shall report the matter to the relevant regional office of the MERSETA within three days of the date of suspension:

- serious misbehaviour (both during and out of working hours)
- neglect of training responsibilities
- neglect of theoretical study obligations

## II DIE WERKGEWER STEM HIERBY TOE:

- (a) om die vakleerling volgens die opleidingskedule van die betrokke ambag op te lei;
- (b) om die vakleerling te vergoed vir gelde wat vir teoretiese opleiding betaal is wanneer die vakleerling die eksamens van die voorgeskrewe vakke slaag wat ingevolge die opleidingskedule en leervoordes vereis word;
- (c) om hierdie kontrak te endosseer en te onderteken wanneer die voorgeskrewe opleidingskedule en ambagstoets met welslae afgehandel is, en om die kontrak aan die MERSETA voor te lê;
- (d) om by die MERSETA aansoek te doen vir toestemming om 'n vakleerling op kort tyd in diens te neem as kort tyd deur die vakleerling gewerk moet word;
- (e) na suksesvolle voltooiing van alle modules soos voorgeskryf in die vier fases, word die opleidingsrekord deur die Toesighouer en die Vakleerling geteken.

Die Werkgewer moet die getekende opleidingsrekord na die betrokke streekskantoor stuur na voltooiing van elke fase.

## KONTRAKBREUK

Indien die vakleerling skuldig bevind word aan enige van die volgende handeling, kan die werkgewer hierdie kontrak met die goedkeuring van die MERSETA kanselleer of die vakleerling skors ooreenkomstig die prosedures wat van tyd tot tyd deur die MERSETA voorgeskryf word. Die werkgewer moet die saak binne drie dae na die datum waarop die vakleerling geskors is by die betrokke streekskantoor van die MERSETA aanmeld:

- ernstige wangedrag (beide gedurende en buite werksure)
- verwaarlosing van opleidingsverantwoordelikheid
- verwaarlosing van teoretiese studie verpligtinge.





## AGREEMENT

The employer and apprentice undertake to adhere to the conditions stipulated in this contract and any additional rules and regulations especially to the employer which do not conflict with the conditions of his contract.

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**EMPLOYER / WERKGEWER**

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**APPRENTICE / VAKLEERLING**

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**GUARDIAN / VOOG**

(if apprentice is a minor)

(indien die vakleerling 'n minderjarige is)

## OOREENKOMS

Die werkgewer en die vakleerling verbind hulle daartoe om hulle by die voorwaardes te hou wat in hierdie kontrak bepaal word asook enige bykomende reëls en regulasies wat spesifiek met die werkgewer verband hou wat nie in stryd is met die voorwaardes van hierdie kontrak nie.

1. 

---

**AS WITNESSES / AS GETUIES**

2. 

---

1. 

---

**AS WITNESSES / AS GETUIES**

2. 

---

1. 

---

**AS WITNESSES / AS GETUIES**

2. 

---

---

**REGISTERED** at the office of MERSETA on this

**GEREGISTREER** in die kantoor van die MERSETA op hierdie

day of / dag van

20

**ADMINISTRATION MANAGER**

**QUALIFICATIONS / KWALIFIKASIES**

(to be signed on successful completion)

(moet onderteken word wanneer die opleiding met welslae voltooi is)

This certifies that the apprentice

Hiermee word gesertifiseer dat die vakleerling

completed the prescribed training and successfully completed all prescribed modules and tests in the trade:

die voorgeskrewe opleiding deurloop het en alle voorgeskrewe modules en toetse suksesvol voltooi het vir die ambag:





on this / op hierdie

day of / dag van

20

---

**EMPLOYER / WERKGEWER**

**FOR OFFICE USE ONLY**

**VIR KANTOORGEBRUIK ALLEENLIK**

QUALIFICATION NOTED / KWALIFIKASIE AANGETEKEN

day of / dag van

20

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**ADMINISTRATION MANAGER**



## RESCISSION OF CONTRACT

No contract of apprenticeship shall be rescinded except -

- (a) with the consent of the MERSETA, by agreement of the parties thereto; or
- (b) by the MERSETA, after consultation with the regional office in question, on its own initiative or at the instance of any party thereto, if it is satisfied that it is expedient to do so.

## ONTBINDING VAN KONTRAK

'n Kontrak van vakleerlingskap word nie ontbind nie behalwe -

- (a) met die toestemming van die MERSETA by ooreenkoms deur die betrokke partye; of
- (b) deur die MERSETA, na oorleg met die betrokke Streekskantoor, uit eie beweging of op versoek van enige party daarby, indien hy oortuig is dat dit raadsaam is om dit te doen.





## ADDITIONAL INFORMATION FORM

### DETAILS OF EMPLOYER

Name of Registered Company:	
Postal Address:	
	Postal Code:
Name of Contact Person:	Designation:
E-Mail Address:	Cell. No:
Telephone No.:	Fax No.:
SETA Number to Which Affiliated / Sic Code:	
SETA No:	/ Sic Code:
Sars Levy Registration Number: L	
SDF's Name:	Telephone No.:

### DETAILS OF PROSPECTIVE APPRENTICE

Surname:		
First Names:		
Home Address:		
	Postal Code:	
Postal Address:		
	Postal Code:	
Contact Number: (h)	(w)	Cell:
Gender:	Race:	Age:
Marital Status:		
Was the apprentice previously employed by the said company:	Yes:	No:

### DETAILS OF PARENT/LEGAL GUARDIAN

Surname of Parent/Guardian:		
First Names:		
Identity Number:	Relationship:	
Address Parent/Guardian:		
	Postal Code:	
Telephone No.:	Cell:	E-Mail:

### WORKPLACE APPROVAL DETAILS

Has the company been workplace approved by MERSETA?	Yes:	No:
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## MEDICAL CERTIFICATE

### SECTION A

SURNAME (in block letters):

FIRST NAMES:

IDENTITY NUMBER:

AGE: yrs

HEIGHT: cm

BODY MASS: kg

### SECTION B (Section B & C to be completed by the Medical Practitioner)

	Mark with a cross in the appropriate column		Give details of the nature, severity, date and duration of the illness
Are the lungs sound?	Yes	No	
Are the sounds, impulse and rhythm of the heart normal?	Yes	No	
Is there any hernia?	Yes	No	
Is there any defect in: Figure?	Yes	No	
Is there any defect in : Sight (including colour blindness)?	Yes	No	
Is the patient physically disability and/or does he/she use artificial limbs, which is likely to handicap him/her in the course of training?	Yes	No	

Give details of the nature and severity of the disability.





## MEDICAL CERTIFICATE

### SECTION C

I declare that the above information is true and correct. I am satisfied/not satisfied that he/she is in good health and suitable for training in the trade of \_\_\_\_\_

\_\_\_\_\_ without danger to himself/herself or others.

\_\_\_\_\_  
Medical Practitioner Signature -  
STAMP

Medical Practitioner

\_\_\_\_\_  
Date

### FOR OFFICE USE ONLY

Accepted / Not Accepted: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Name (in block letters): \_\_\_\_\_

## APPRENTICESHIP CONTRACTS SELF EVALUATION CHECKLIST

Name of applicant:		ID Number:
1.	Two Original contracts correctly completed	
1.1	Trade Name Clearly Specified	
1.2	Contract initialled on all pages by all contracting parties	
1.3	Contract signed by both employer, apprentice/trainee/witness and guardian (If applicable)	
1.4	Employer details form, indicating the organization's levy number attached	
2.	Applicant is SA citizen	
3.	Correct ID number and name and original certified copy attached	
4.	Commencement date reflected on contract	
5.	Physical address for both employer and apprentice completed	
6.	Highest qualification indicated and original certified copy attached	
7.	No Tippex used	
8.	Corrections initialled by all contracting parties	
9.	Medical certificate completed (only applicable to apprentices Commencing their apprenticeship on or after 1 April 2007)	

**All of the above criteria must be met before any contract is accepted by any merSETA official.**

I hereby confirm that all the details required for registration as stipulated above are attached and complied with and the information required is correctly captured on Datanet and correspond with details as reflected on the application form.

Name of Employer: \_\_\_\_\_

Name of Employer Representative: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_







[illegible]



**merSETA**  
MANUFACTURING, ENGINEERING  
AND RELATED SERVICES SETA