Additional Services – Compliance & Skills Development

2018

We assist organizations comply by providing assistance with the following:

Learners with Disabilities

Various legislation, codes and guidelines have been put in place to encourage employers to include people with disabilities in the workplace. One important aspect of this is your B-BEE scorecard where disability initiatives can contribute significantly to the scorecard. BIZZCO can assist with sourcing learners with disabilities.

Aligning Disability to Employment Equity

The Employment Equity Act, No.55, 199, outlines the policies that enable people with disabilities to have their rights recognised in the labour market, guarding against discrimination and ensuring equal rights for all.

Contained within the Employment Equity Act is the Code of Good Practice on the Employment of People with Disabilities.

The Code is based on the Constitutional principle that *no one may unfairly discriminate* against a person on the grounds of disability.

It is intended to create awareness of the contributions people with disabilities can make and to encourage employers to fully utilise skills. As a guide for promoting equal opportunities and the fair treatment for people with disabilities, the Code should be used in the education and training programmes of employers and employer organisations to develop and implement their own equity policies and programmes tailored to the needs of their own workplace.

The cost of these programmes can be supplemented as government provides opportunities for incentives. These incentives take the form of *tax rebates* (up to R100,000 per learner with a disability) and *SETA grants* as well as contributing towards the *company's BEE scorecard*. Other benefits to the employer include improved productivity and work quality.

See attachment: Disability Guidelines for Employers

Types of disabilities

There are different types of disability, some of which may easily be incorporated into the business or supply chain world of your organization.

Some examples of common disabilities you may find are:

- Vision Impairment
- Deaf or hard of hearing
- Mental health conditions
- Intellectual disability
- Acquired brain injury
- Autism spectrum disorder
- Physical disability

See APPENDIX 1: Types of Disability for more information regarding disability types

The supply chain and operations environment can be a challenging place for people with certain disabilities because of certain physical requirements needed to perform some job roles. However, there are roles in the supply chain environment where physical agility is not necessarily a requirement. These roles could include but are not limited to:

- Demand planning and forecasting
- Manufacturing scheduling and control
- Purchasing and procurement
- Supply chain analytics
- Transport and logistics planning
- Materials planning
- Quality management

People with physical disabilities can be desk bound and will not have a problem performing thinking roles such any planning or analytical roles or procurement. The extensive use of email makes it easier for people with hearing impediments to be effective employees in the supply chain. Even people with certain forms of autism such as Asperger's Syndrome can play a meaningful role, the same can apply for people with epilepsy.

Your organization is not limited to only sourcing disabled candidates for the supply chain environment, there are many other suitable roles which BIZZCO can help source suitable candidates.

Recruiting disabled learners

The **selection of suitable candidates** for a Learnership is a key element to the success of a project. We are able to provide a service to advertise and shortlist suitable candidates with the right entry level skills and the right attitude to commit to the programme for the duration. Candidates will be screened and shortlisted according to a set criteria.

We will advertise through appropriate channels to source suitable candidates with disabilities that will **suit your organization's supply chain environment**. The basic requirements of a Matric certificate and knowledge of mathematics and English communication will be applied. We will review all responses to identify candidates that meet the criteria. We will then screen these candidates to shortlist and measure the skills.

We have an assessment tool that we will use to **measure the skills of potential candidates**. This tool has been designed to measure the skills of the individual to perform a role. We will test all shortlisted candidates on the following skills:

- Mathematical literacy
- English communication
- Weights and measures
- Spatial reasoning
- Computer usage

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A second evaluation process will occur to **measure the attitude of the candidates** and the ability to commit for the duration of the Learnership. The candidates will be required to provide a motivation as to why they believe he/she should be selected, they will also be required to provide evidence of their own research into the industry and what they believe that can do to add value to the role that they will be required to perform.

From this process, we will select candidates that meet all the criteria and who will be assigned to the Learnership programme.

Providing personalised value

We will conduct an **on-site audit** to establish the existing processes and equipment that is used in the warehouse. During this visit, we will want to meet with decision makers in the warehouse who can guide us on the practices that you would expect the learners to be accomplished in at the end of the Learnership.

These practices will be incorporated into the learning programme to ensure that you get the maximum benefit that the investment that you make in the Learnership programme. Practical assignments will be **based on actual activities** in the workplace, but at the same time, not compromising on the Specific Outcomes and Assessment Criteria requirements from SAQA.

We would also include other elements of the **company culture** into the learning programme. Such elements would be the mission and vision of the company, the HR practices and processes and other elements of "the way YOUR BUSINESS does things". In our experience, this type of knowledge is very seldom passed onto the operational employees. By bringing this into the learning programme, we can instil best business practice into them at this very early stage of being involved with your business.

Performance Measurement

Any learning intervention that a company embarks upon must **deliver value** to the business through **improved productivity**. Productivity must therefore be measured, and setting the correct **performance measure** in place is crucial to the success. Without having measurements, the employee/learner does not know what is expected of them and the business has no way of taking action should activities not be performed in the correct way.

Working with the team of learners for the duration of the project using coaching and mentoring techniques will provide the best platform for productivity. We take into account the existing **Operating Procedures, existing KPI's and Performance Measurements** and ensure that these are integrated into all interactions with the team members. We will take whatever measurements are in place and use these to build into the training material and teach this as part of the curriculum. We can also assist with designing these measurements on your behalf if they are not in place as yet.

SETA Grants and BBBEE Scorecard

The employer is able to claim a range of grants for each time a Learnership agreement is entered into:

- Employer may receive a Learnership grant to help cover costs for education, training and certification
- The employer is entitled to receive an additional grant to supplement the learner allowances in the case of unemployed learners
- Primary Employer Grant - only for member companies of that specific SETA
- Disability Grant
- Gainful employment
- Grant Tax rebates from the Receiver of Revenue
- B-BBEE scorecard points

One of the easiest ways to boost your B-BBEE rating is through skills development. In essence the new codes demand a far greater investment in skills development with a particular emphasis on accredited training and Learnerships.

Companies are acknowledging that Skills Development is Must-Have in South Africa, a country that empowers its people and empowers its economy through skills. As this is legislated, it is a fact for every South African business.

There are certain requirements which need to be in place before a company can be awarded points for training expenses. These include:

- Compliance with the Skills Development & Skills Development Levies Act
- Registration with the applicable SETA
- Development & submission of a Workplace Skills Plan
- Implementation of Priority Skills programmes

It is crucial for an enterprise to develop AND submit a Workplace Skills Plan to its applicable SETA in order to qualify to be awarded points on the B-BBEE scorecard for skills training expenditure.

This plan must be submitted before the SETA's submission due date. If this is not submitted by the due date – then the measured entity will not be awarded any points on the B-BBEE Scorecard for the Skills Development element, and will be discounted with a compliancy level.

Bizzco ensures that all training programmes and unit standards offered are individually accredited by the SETA, and therefore carry credits. Our programmes ranges from Warehouse & Stock, Operational Planning, Inventory and Replenishment, JIT/Lean Manufacturing, Production Technology, Purchasing and Procurement on NQF 2-5.

The Skills Development element is crucial to maintaining or increasing an organisation's B-BBEE Level. This is how the scorecard of a company is measured.

Description	Weighing Points	Compliance Target
Skills Development Expenditure on any programme specified in the Learning Programme Matrix for black people as a percentage of the leviable amount	9	6%
Skills Development expenditure on learning programmes specified in the learning programme matrix from black employees with disabilities as a percentage of the leviable amount	4	0.30%
Learnerships, Apprenticeships, and Internships		
Number of black people participating in Learnerships, apprenticeships and internships as a percentage of total employees	6	2.5%
Number of black unemployed people participating in training specified in the learning programmes matrix as a percentage of number of employees	6	2.5%
BONUS POINTS		
Number of black people absorbed by the Measured Entity and industry at the end of the Learnership/apprenticeship or internship programmes	5	100%

Optional extra's

There are other services that we can provide to assist with streamlining the operations in the supply chain. If any of these services are of interest to you, we will provide a separate proposal and quotation for this. These services include:

- Business Process Audit and design of Standard Operating Procedures – this consists of reviewing all the steps that happen in the warehouse and documenting each activity. The result of this audit will provide us with the information needed to build effective SOP's.

- Creating clear job profiles for the roles in the warehouse with details tasks and activities. The information provided through the process audit will give us sufficient information to design meaningful job profiles which are linked to performance measurements

APPENDIX 1: 14 Disability Categories

The definitions of the specific disability categories are below. These are federal terms and definitions.

1. **Autism**

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in #5 below. A child who shows the characteristics of autism after age 3 could be diagnosed as having autism if the criteria above are satisfied.

2. **Deaf-Blindness**

Concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

3. **Deafness**

A hearing impairment so severe that a person is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a person's educational performance.

4. **Developmental Delay**

Children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioural] development.

5. **Emotional Disturbance**

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(c) Inappropriate types of behaviour or feelings under normal circumstances.

(d) A general pervasive mood of unhappiness or depression.

(e) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

6. Hearing Impairment

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."

7. Intellectual Disability (formerly known as Mental Retardation)

Significantly sub-average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behaviour and manifested during the developmental period, that adversely affects a child's educational performance.

8. Multiple Disabilities

Concomitant [simultaneous] impairments (such as mental retardation-blindness, mental retardation orthopaedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

9. Orthopaedic Impairment

A severe orthopaedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).

10. Other Health Impairment

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

(a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, haemophilia, lead poisoning, leukaemia, nephritis, rheumatic fever, sickle cell anaemia, and Tourette syndrome; and

(b) adversely affects a child's educational performance.

11. Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

12. Speech or Language Impairment

A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

13. Traumatic Brain Injury

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behaviour; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

14. Visual Impairment Including Blindness

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

APPENDIX 2: Guidelines for employers on accessibility for disabled people

Accessibility in the Workplace

REMEMBER to listen to employees with disabilities — they're the experts in what they need. You should:
- Listen to what employees tell you about their disabilities and what they need.
- Ask questions when you don't understand.
- Get information to help you understand specific disability issues.
- Be creative, flexible and look for new ways of doing things.
- Get your employees to test any special equipment or device before you purchase.
- The work environment affects the level of independence and equality for people with disabilities.

Outside and around buildings:
- Are pedestrian routes kept free from obstruction?
- Are pathways wide enough for wheelchair access?
- Are pathway surfaces slip resistant?
- Are shallow ramps provided at change of levels?
- Are steps and stairways provided with handrails?

Parking and moving to buildings:
- Are clearly marked parking spaces available for disabled drivers/ passengers as near as possible to entrances?
- Are parking spaces wide enough to allow wheelchair access?
- Is there a level route, or accessible ramps from parking areas to building entrances?

Entrance to buildings:
- Is the entrance easily identified?
- Is the access to buildings free from obstruction?
- Are doors easy to open and wide enough for wheelchair access?

Inside buildings:
- Are floor surfaces slip resistant?
- Are ramps provided at change of levels?
- Are lift control buttons, light switches, sockets, heating controls etc., at an accessible height for wheelchair users?
- Does the lift serve all main areas?
- Are amenities such as toilets and telephones clearly signposted accessible?

Safety Procedures
- In the event of emergencies or evacuation drills, are specific members of staff designated to assist employees with visual impairments or others who cannot use the stairs?
- Are disabled employees familiar with escape routes and trained in all safety procedures?
- Are visual alarms for hearing impaired workers installed in all areas of the premises, including toilet blocks?
- Are exit routes and procedures designed to cater for the slower movement of people with disabilities

- Are exit routes clearly signposted?
- Is the employer aware that a building which is adapted to meet the needs of workers with disabilities also becomes a building which is safer for all workers and customers?

Workplace Facilities
- Are toilets, restrooms and canteen areas accessible to workers with disabilities?
- Is provision made for special dietary needs?
- Are there no-smoking areas for workers with coronary or chest conditions?
- Are floors non-slip and corridors / restrooms wide enough to facilitate people with mobility disabilities or people using wheelchairs?

Visual, Audio and Tactile Aid
- Are signposts legible and well lit?
- Are names and numerals on doors at a level to facilitate people using wheelchairs?
- Are audible signs (e.g. alarms) linked to visual signals (e.g. flashing lights)?
- Are colour contrasts used to distinguish routes or areas of buildings?
- Are changes in floor texture used to warn a person with a visual impairment of hazardous areas such as stairwells?
- Does the employer know that financial grants and expert advice are available to make physical adaptations to buildings for workers with disabilities?

Making workplace accommodations, examples of accommodation include:
- Voice input or speech recognition aids
- Voice synthesizer
- TTY telephone service
- Computer screen magnifiers
- Flexible scheduling and reduced or part-time hours
- A quiet workspace
- Written instructions
- Self-paced workload
- Frequent breaks
- Alternate methods of communication (telephone, tape recorder, verbal instructions), and
- Larger tasks divided into smaller ones

Assistive devices The World Health Organisation (WHO) defines assistive devices as: "any piece of equipment, or product that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities." These include mobility devices that are designed to assist or improve a user's personal mobility – to change and maintain body position and walk or move from one place to another.

According to the Department of Health's website (www.doh.gov.za), the most common assistive devices are wheelchairs, walking aids and hearing aids.

Examples of assistive devices:

Home/Workplace Modifications

- Structural adaptations that remove or reduce physical barriers: ramps, lifts, bathroom changes, automatic door openers, expanded doorways. Aids for Daily Living
- Devices that assist in daily living and independence. Examples include modified eating utensils, adapted books, pencil holders, page turners, dressing aids, adapted personal hygiene aids. Augmentative Communication
- Devices that assist people with speech and/or hearing disabilities communicate: communication boards, speech synthesisers, and modified typewriters, head pointers, text to voice software. Computer Access Aids
- Headsticks, light pointers, modified or alternate keyboards, switches activated by pressure, sound or voice, touch screens, special software, and voice to text software.

Environmental Controls

- Electronic systems that assist people control various appliances, switches for telephone, TV, or other appliances that are activated by pressure, eyebrows or breath.

Prosthetics and Orthotics

- Replacement or augmentation of body parts with artificial limbs or other orthotic aids such as splits or braces. Mobility Aids
- Devices that assist people move within their environments: electric or manual wheelchairs, modifications of vehicles for travel, scooters, crutches, canes and walkers.
- Recreation devices to enable participation in sports, social, cultural events. Examples include audio description for movies, adaptive controls for video games, adaptive fishing rods, cuffs for grasping paddles or racquets, seating systems for boats.

Seating and Positioning

- Adapted seating, cushions, standing tables, positioning belts, braces, cushions and wedges that provide body support to assist people perform a range of daily tasks.

Sensory Aids for Vision/Hearing Impaired Aids

- Such as magnifiers, Braille and speech output devices, large print screens, hearing aids, visual alerting systems, telecommunication devices. Assistive devices are a necessity, not a luxury for people living with a disability. It is essential to select a device based on an in-depth understanding of the individual's needs, the work environment and the tasks that need to be performed.