



NATIONAL VOCATIONAL STANDARD

**ORIENTATION AND INDEPENDENT MOVEMENT TRAINER FOR
VISUALLY IMPAIRED INDIVIDUALS**

LEVEL 5

REFERENCE CODE / 13UMS0331-5

OFFICIAL GAZETTE DATE-ISSUE / 03.1.2013 - 28784 (Repeated)

Occupation:	ORIENTATION AND INDEPENDENT MOVEMENT TRAINER FOR VISUALLY IMPAIRED INDIVIDUALS
Level:	5¹
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Prepared by:	Directorate General of Handicapped and Elderly Services Turkish White-moon Association
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¹Vocational Qualification Level is determined as Level 5 in the octal (8) level matrix.

TERMS, SYMBOLS AND ABBREVIATIONS

180 DEGREES TURN: A technique for turning towards the exact opposite direction.

90 DEGREES TURN: Turning to the right or left (to sides).

RATIONALITY: Practices implemented for making an individual to perform a skill taught during acquisition stage in a shorter period of time,

LOWER BODY PROTECTIVE TECHNIQUE: A technique for extending an arm in a diagonal direction in front of the body in order to protect the lower part of the body.

SEARCH TECHNIQUES: Techniques which enables one to figure out the location of objects and search systematically.

COGNITIVE PROCESS TEACHING: Process of teaching for perception, analysis, selection, planning and implementation stages.

INFORMATION FORM: Forms used for identifying and recording the performance of a visually impaired individual in orientation and independent movement skills.

ENVIRONMENTAL CONCEPTS: Concepts involving objects, traffic arrangements and architectural arrangements which facilitate familiarization with the environment.

EXPERIENCED GUIDE: A guide who knows how to guide/ lead a visually impaired individual.

UNEXPERIENCED GUIDE: A guide who does not know how to guide/ lead a visually impaired individual.

VERTICAL AND HORIZONTAL ORDER: Order of skills which may be taught one after another (vertical) and simultaneously.

TACTILE/ BRAILLE COMPASS: A compass with braille numbers.

SENSORY DISCERNMENT ABILITY: Discernment activities to be carried out with the purpose of making use of senses.

ACQUISITION: Teaching process where clues are revoked systematically and an individual is led to independency.

ELECTRONIC DEVICES/ EQUIPMENT: Supportive technological devices facilitating orientation and independent movement of visually impaired individuals, such as navigation, walking stick with audio alarm, step-hear, etc.

OBJECT TRACKING BY HAND: Tracking skill facilitating movement along a straight line.

ADAPTATIONS ON VARIOUS WALL STRUCTURES: Adaptations with respect to tracking with the purpose of preventing any damage to hands in case of rough surfaces etc.

DIFFERENT ENVIRONMENT AND CONDITIONS: Environments and conditions used in activities carried out with the purpose of generalizing a skill taught during acquisition to other environments (lighting fixtures in a building, wet flooring, etc.) and architectural/ environmental arrangements.

GENERALIZING: The process of generalizing skills to different environments following acquisition and rationality stages.

VISUALLY IMPAIRED INDIVIDUAL: An individual who requires special training and supportive training services due to the loss of visual efficiency partially or fully.

CONFIDENCE INSPIRING PROCESS: Process of explaining how independent moving techniques he/she learns will facilitate safe, efficient moving with the purpose of inspiring confidence.

PERCEIVABLE SURFACE: Surfaces consisting of tracking lines and domed surfaces warning against dangers and facilitating safe and straight movement up to the target which are made of contrast colours for individuals with insufficient sight.

CLUE: Any audio, tactile, visual (colour, brightness and contrast), kinaesthetic signals or signals based on the sense of smell which affects senses and give information to student on his/ her position or directive line.

SIGNAL: Any object audio, thermal or tactile information resources or information resources based on the sense of smelling which are easily identified and have a continuous, fixed and known location in the environment.

TACTILE SKETCH: Tactile sketch used for identifying the arrangements inside or outside of a building.

SHORT-TERM OBJECTIVE: Secondary objectives achieved in a shorter period of time which are between the current performance level and the long-term objective of a student.

KINESTHETIC: Muscular sense,

CHECKLIST A form containing questions which are used to identify skills, abilities and needs of a visually impaired individual about orientation and independent movement,

PROTECTIVE TECHNIQUES: Techniques used to protecting the lower or upper body of a visually impaired individual (upper body and lower body protective techniques)

NUMERATION SYSTEM: Arranging/ systematizing numbers of rooms and buildings.

TEACHING PLAN: Plans implemented for revoking clues systematically in order to teach a skill to a visually impaired individual.

EDUCATIONAL OBJECTIVE: Objectives set out for each skill level in accordance with educational methods in consideration of the performance level of a visually impaired individual.

MEASURING SKILLS: Skills which estimating the exact or approximate dimensions of an object or a space using a measuring unit.

PERFORMANCE ASSESSMENT: Process of determining the performance level of a visually impaired individual related with his/ her orientation and independent movement skills in accordance with the performance measuring methods.

WRONG HOLDING POSITIONS FOR GUIDES OR VISUALLY IMPAIRED INDIVIDUALS: Wrong positions such as holding a guide or visually impaired individual on the shoulders, waist or linking arms or visually impaired individual walking in front of the guide.

WALKING WITH THE GUIDE: Skill which facilitates receiving feedback from the movements and enables visually impaired individual to walk half step behind the guide by holding his arm four fingers over the elbow of the guide and visually impaired individual connecting his arm to the upper part of his body.

ROUTE: Path which shall be followed by a visually impaired individual until he /she reached to the target by using orientation and independent movement skills.

NONSTANDARDIZED MEASUREMENT: Measurement taken by using certain parts of the body (step, knee height, etc.).

STANDARDIZED MEASUREMENT: Measurement taken by using standard measurement units (meter, etc.)

SIDE CHANGING TECHNIQUE: Technique used by a visually impaired person for holding the other arm of the guide.

MASKING THE SIGNALS: Circumstances preventing perception of sounds, tactile signals.

APPROPRIATE COMMUNICATION: Use of communication skills by trainer in order to establish communication with visually impaired individual and use of communication skills by a visually impaired person for requesting or rejecting help from people in the environment who are able to see.

LONG-TERM OBJECTIVE: Making an individual perform a certain skill independently upon determining the performance level of that individual.

COMPETENCE FILE: The file containing written and visual materials compiled with the purpose of assessing the competence of an orientation and independent movement trainer.

ORIENTATION: Process of determining the position of objects and their relationships with other important objects in the environment through use of eyesight, hearing, kinaesthetic and the sense of smelling by a visually insufficient individual.

UPPER BODY PROTECTIVE TECHNIQUE: Technique which allows one to hold his/her arm in a suitable position such that upper part of the body is protected while walking through open spaces and dangerous places.

MENTAL MAP: Maps which continue to take form in mind as one learns travelling using spatial vision and tactile maps.

TABLE OF CONTENTS

TERMS, SYMBOLS AND ABBREVIATIONS	3
TABLE OF CONTENTS.....	5
1. INTRODUCTION.....	6
2. INTRODUCTION OF THE OCCUPATION	7
2.1. Definition of the Occupation.....	7
2.2. Place of the Occupation in International Classification System	7
2.3. Regulations on Health, Safety and Environment	7
2.4. Other Legislation Related to the Occupation.....	7
2.5. Working Environment and Conditions	7
2.6. Other Requirements Regarding the Occupation	7
3. OCCUPATIONAL PROFILE	8
3.1. Duties, Actions and Performance Criteria	8
3.2. Tools, Appliances and Equipment Used	18
3.3. Knowledge & Skills	18
3.4. Attitudes and Behaviors.....	19
4. TESTING, ASSESSMENT AND CERTIFICATION	20
<u>ANNEX:</u> Institutions participated in the Occupational Standard Preparation Process	21
 People, Entities, and Institutions Contributing to Preparation of Vocational Standard	21
2. Technical Work Group Members	21
3. People, Institutions, and Organizations Asked for Opinion,	21
4. Sector Committee Members and Experts.....	25
5. VQA Executive Board	25

1. INTRODUCTION

National occupational standard of Orientation and Independent Movement Trainer for Visually Impaired Individuals (Level 5) was prepared by Directorate General of Disabled and Elderly Services and Turkey White-Moon Association assigned by MYK according to provisions of Vocational Qualification Authority Law (MYK) no. 5544 and “Regulation on Preparation of National Occupational Standards” and “Regulation on Establishment, Duty, Working, Procedures and Principles of Sector Committees of Vocational Qualification Authority” issued in accordance with mentioned Law.

National occupational Standard for Movement Trainer for Visually Impaired Individuals (Level 5) was assessed upon receiving the opinions of the related institutions and organizations in the sector, and approved by VQA Board of Directors upon examination of VQA Metal Sector Committee.

2. INTRODUCTION OF THE OCCUPATION

2.1. Definition of the Occupation

Orientation and Independent Movement Trainer for Visually Impaired Individuals (Level 5) is a qualified person who carries out work organization, makes preparations for orientation and independent movement training for visually impaired individuals, teaching orientation skills, basic skills for moving without a guide/ walking stick, skills for walking with a guide, basic walking stick techniques and route related skills and carries out occupational development activities within the framework of quality systems by taking measures concerning occupational health, safety and the environment.

2.2. Place of the Occupation in International Classification System

ISCO 08: 3412 (Assisting professionals relating with social services)

2.3. Regulations on Health, Safety and Environment

Environmental Law Nr. 2872

Labor Law No. 4857

Social Security and General Health Insurance Law No.5510

Law No. 6331 on Occupational Health and Security

By Law on the Protection of Buildings against Fire

Tactile Surface Standard

Highways Traffic Law

Furthermore, it is essential to obey laws, statutory rules and regulations on occupational health and safety and environment; and to perform risk analysis regarding this issue.

2.4. Other Legislation Related to the Occupation

Law Nr. 5378 on Disabled People

Decree Nr. 573 on Special Education (Articles 9-10-11)

Bylaw on Special Education Services (Special Education Institutes and Schools Articles: 38-39-45-46),

Directorate General of Society for Social Services and Protection of Child, Care, Rehabilitation, and Family Consultancy services.

Furthermore, it is essential to obey other legislation regarding the occupation.

2.5. Working Environment and Conditions

Working environments used for making a visually impaired individual gain orientation and independent movement skills that will be used in daily life consists of safe indoor and outdoor spaces. Noise level of the environment is high enough to prevent a visually impaired person to identify the environment and find his/ her direction. Danger risks such as open power cables, containers filled with hot water, iron, pointy and sharp objects are positioned such that they do not cause any accidents.

Risk of occupational diseases and work accidents is very low in his/ her working environment, however he/she may be subject to risks of the working environment.

2.6. Other Requirements Regarding the Occupation

There is no other requirement regarding occupation.

3. OCCUPATIONAL PROFILE

3.1. Duties, Actions and Performance Criteria

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
	Supporting quality, environment, occupational health and safety efforts (to be continued...)	A.1	Following Occupational Health and Safety Rules in the training environment	A.1.1	Checks whether the relevant warning and direction signs are present in the training environment
				A.1.2	Follows the warning and direction signs present in the training environment
				A.1.3	Takes occupational health and safety measures during activities in the training environment
				A.1.4	Ensures that warning and direction signs are followed by the visually impaired individual he/she provides training
		A.2	Taking role in implementation of emergency procedures	A.2.1	Keeps emergency exits and stairs at functional state in training environment
				A.2.2	Participates in interventions in emergency situations within the scope of his responsibilities
				A.2.3	Provides first aid when required in accordance with the training he/she received.
				A.2.4	Informs dangerous situations he/she cannot manage or prevent on his/her own immediately
		A.3	Following environmental safety rules	A.3.1	Implements procedures and standards on environmental safety specified under legislative regulations in the training environment
				A.3.2	Sends wastes to the right locations with the purpose of recycling recyclable materials in the training environment

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
A	Supporting quality, environment, occupational health and safety efforts	A.4	Using resources in training environment economically	A.4.1	Uses resources (energy, food, consumables, etc.) in training environment without wasting
				A.4.1	Makes plans for the trained visually impaired individual on efficient use of resources
		A.5	Keeping records of trainings provided	A.5.1	Prepares documents required by authorities/ institutions in connection with trainings he/ she provides
				A.5.2	Keeps the relevant records in accordance with the requirements of the trainings he/ she provides
				A.5.3	Performs the delegated tasks during inspections carried out in connection with trainings he/ she provides
		A.6	Following quality standards while providing trainings	A.6.1	Performs practices in accordance with the quality standards specified for the training environment
				A.6.2	Makes risk analysis and takes corrective/ preventive measures in connection with the training environment in accordance with the specified quality standards
		A.7	Following legislative regulations and current developments related with his/her occupation	A.7.1	Follows legislative regulations and developments related with his/ her occupation and updates accordingly.
				A.7.2	Checks the conformity of activities he/she is expected to carry out in performing his/ her occupation with the relevant legislation and quality systems

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
B	Preparations	B.1	Recording information related with the visually impaired individual	B.1.1	Established an appropriate communication with the visually impaired individual
				B.1.2	Obtains information such as communication, educational, health status, etc. from the visually impaired individual and records them on the form.
				B.1.3	Determines diseases of the visually impaired person and whether he/she has more than one disabilities by comparing with the health report and observation results
		B.2	Assessing the performance of the visually impaired individual in skills	B.2.1	Assesses the sensory perceptions (hearing, tactile, etc.) of the visually impaired individual by using check lists on his/her performance
				B.2.2	Assesses the orientation skills using check lists
				B.2.3	Assesses the independent movement skills using check lists
		B.3	Planning teaching processes	B.3.1	Plans the requirements of top priority based on the performance assessment results in accordance with the vertical and horizontal order.
				B.3.2	Determines long-term, short-term and learning objectives of the skills to be given in consideration of the teaching methods
				B.3.3	Plans teaching processes in accordance with the determined objectives
		B.4	Preparations prior to training	B.4.1	Organizes the environment by making materials to be used available in accordance with the teaching plan that shall be implemented for the visually impaired individual.
				B.4.2	Demonstrated in practice the objectives of skills to be taught to the visually impaired individual and his/ her relative

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
C	Teaching orientation skills (To be continued)	C.1	Teaching how to use clues in different environments and conditions	C.1.1	Develops sensory distinction skills of the visually impaired individual such as hearing, tactile, kinaesthetic, visual, sense of smell in consideration of his/her performance .
				C.1.2	Teaches concepts inside and outside the buildings (environmental)
				C.1.3	Teaches cognitive processes in environments inside and outside the buildings
				C.1.4	Carries out activities in connection with situation where signals such as sounds inside and outside the buildings, etc. are masked.
		C.2	Teaching how to use signs in different environments and conditions	C.2.1	Teaches search techniques at acquisition, rationality and generalizing stages.
				C.2.2	Explains the meaning of markings, how they are used, whether they are fixed or nor and their characteristics prior to the commencement of training with the visually impaired individual
				C.2.3	Explains general layout of markings and their relationships with the environment (position in reference to other objects)
				C.2.4	Makes post-training assessment upon teaching how to use markings
		C.3	Teaching numeration systems in different environments and conditions	C.3.1	Selects a suitable building in order to teach numeration system to the visually impaired individual
				C.3.2	Prepares the tactile sketch or plan of the selected building including the numeration system
				C.3.3	Explains the numeration system to the visually impaired individual on tactile sketch or plan
				C.3.4	Makes post-training assessment upon implementing the teaching process of withdrawing clues in a building systematically.
				C.3.5	Teaches numeration systems outside the buildings

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
C	Teaching orientation skills	C.4	Teaching measuring skills in different environments and conditions	C.4.1	Teaches visually impaired individual how to make measurements (distance, speed, height, etc.) such that independent movement needs are met
				C.4.2	Carries out activities for generalizing measuring skills to various environments
		C.5	Teaching directions in different environments and conditions	C.5.1	Shows how to use tactile/ audio compass, navigation system and similar technological devices with the purpose of ensuring that visually impaired individual moves efficiently and safely
				C.5.2	Teaches visually impaired individual about the locations of the compass directions in a building
				C.5.3	Extends the teaching outcome by giving him/ her ability to use compass direction in various environments and conditions
				C.5.4	Teaches directions outside the buildings

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
D	Teaching basic skills for moving without a guide/ walking stick	D.1	Teaching how to walks safely by tracking the wall/ objects by hand	D.1.1	Explains the reasons of walking by tracking the wall/ objects by hand
				D.1.2	Teaches the visually impaired individual skill of tracking the wall/ objects by hand such that the acquisition is generalized to various environments and materials through reasoning
				D.1.3	Explains negative situations that may be encountered during tracking
				D.1.4	Teaches about the adaptations for tracking the wall by hand that shall be applied on various wall surfaces (rough surface)
		D.2	Teaching protection techniques without a guide	D.2.1	Teaches walking skills by generalizing with reasoning and to different environments using upper and lower body protective techniques
				D.2.2	Demonstrated negative situations that may be encountered should the upper body and lower body protective techniques are applied wrong.

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
E	Teaching skills for moving with a guide	E.1	Teaching appropriate methods for communication with the guides	E.1.1	Teaches how to request help from people around (inexperienced) in case he/ she requires the help of a guide by generalizing to different environments
				E.1.2	Teaches in practice how to reject help of person willing to provide aid in case he/ she does not need help of a guide
		E.2	Teaching skills for walking with the guide in order to move safely	E.2.1	Provides information to the visually impaired individual about reasons of the position for walking with the guide
				E.2.2	Demonstrates dangers that may be caused by wrong holding positions
				E.2.3	Carries out rationality related activities by teaching the position for walking with a guide at acquisition level
				E.2.4	Carries out activities on generalizing including how to correct wrong holding in different environments and with guides and provides guidance for inexperienced guides.
				E.2.5	Teaches acquisition, rationality and generalizing stages of side changing technique
		E.2.6	Demonstrates in practice skills of 90 degrees and 180 degrees turn in the position of walking with guide until they become permanent skills.		
		E.2.7	Teaches the skills of finding the place to sit with guide through rationality and generalizing practices for different materials and different environments		
		E.3	Practising how to walk with a guide in different environments and conditions	E.3.1	Teaches the visually impaired individual how to implement skills of going down, going up (stairs, etc.), going through different doors and narrow spaces while walking with a guide
E.3.2	Teaches the skills of going down, going up (stairs, etc.), going through different doors and narrow spaces such that they are generalized to different environments and conditions.				

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
F	Teaching basic walking stick techniques	F.1	Giving basic walking stick techniques	F.1.1	Determines the characteristics of the walking stick suitable for the physical structure of the visually impaired individual
				F.1.2	Teaches for acquisition, rationality and generalization using cross and pendulum walking stick techniques.
				F.1.3	Teaches the skill of checking objects with walking stick by leading to acquisition, rationality and generalization
				F.1.4	Demonstrates the visually impaired individual which walking stick techniques should be used in different environments and conditions
				F.1.5	Demonstrates how to adapt the skill of using walking stick while moving with experienced and inexperienced guides
		F.2	Practicing how to use walking stick in different environments and conditions	F.2.1	Explains the visually impaired individual skills in connection with the architectural arrangements such as going down, going up (stairs, etc.) ad going through different doors that may be encountered while walking
				F.2.2	Teaches the visually impaired individual skills in connection with the architectural structures such as going down, going up (i.e. stairs) and going through different doors (rotating door, etc.) by leading to acquisition, rationality and generalizing.
				F.2.3	Teaches how to use tactile surfaces

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
G	Teaching routes to individual in order to ensure that they create a mental map	G.1	Teaching routes in different environments	G.1.1	Determined targets that shall be followed in accordance with the needs of the visually impaired individual in his/ her environment by making planned observations
				G.1.2	Carries out route analysis for the route to be followed by the visually impaired individual in order to reach the predetermined target
				G.1.3	Teaches acquisition, rationality and generalizing steps using route analysis such that the target is reached by ensuring personal safety
				G.1.4	Teaches the visually impaired individual how to ensure addresses and directions given are in accordance with his/ her directional position.
				G.1.5	Demonstrates on a tactile map or plan so that the visually impaired individual has information in connection with different environments.
		G.2	Ensuring safe movement in accordance with different weather conditions	G.2.1	Teaches the visually impaired individual how to get dressed in accordance with the weather conditions so that he/ she moves independently
				G.2.2	Teaches how to select techniques of using walking stick based on weather conditions
				G.2.3	Teaches how to use safe walking techniques in accordance with the weather conditions.
		G.3	Training for independent movement in traffic	G.3.1	Teaches concepts concerning traffic arrangements such as vehicles, overpass, pedestrian crossing, traffic sign devices and how to use them safely
				G.3.2	Carries out activities for hearing training (tracking, distinguishing vehicles, types of streets, etc.)
				G.3.3	Teaches the skill of using vehicles in accordance with acquisition, rationality and generalizing stages.
				G.3.4	Teaches how to cross the streets, crossings in different structures and streets with no traffic lights safely.
				G.3.5	While teaching particularities in G.3.1., G.3.2., G3.3., G3.4., teaches the ability to safeguard against potential traffic accidents that may be encountered.

Tasks		Actions		Performance Criteria	
Code	Name	Code	Name	Code	Description
H	Conducting professional development activities	H.1	Carrying out activities on occupational and personal development	H.1.1	Determines competences requiring improvement and occupational and personal development needs
				H.1.2	Follows events (meeting, workshop, conference, congress, training, etc.) in connection with his/ her occupation on continuous basis.
				H.1.3	Attends occupational/ personal development events actively.
				H.1.4	Follows periodical- current publications and developments about his/ her occupation.
		H.2	Relaying information to other employees in connection with his/ her proficiency	H.2.1	Relays his/ her knowledge and experiences to his/ her colleagues within the scope of his/ her powers and responsibilities.
				H.2.2	Provides briefing and training at the level of his / her proficiency

3.2. Tools, Appliances and Equipment Used

1. Walking stick (with different features)
2. Computer and peripheral accessories
3. Tactile/ braille compass
4. Electronic equipment
5. Tactile surface
6. Warning and direction plates
7. Communication devices (radio, phone, etc.)
8. First aid materials
9. Tactile sketch
10. Camera
11. Stationery Materials
12. Furniture (table, chair, sofa, etc.)
13. Plan
14. Transportation vehicles

3.3. Knowledge & Skills

1. Analysis skill
2. Basic first aid knowledge and skill
3. Basic knowledge and skill in using information technologies equipment
4. Right guidance skill
5. Knowledge and skill for assessing the performance of a visually impaired individual
6. Knowledge in social attitudes towards a visually impaired individual
7. Knowledge in getting to know a visually impaired individual
8. Skill for carrying out analysis on needs
9. Knowledge on Occupational Health and Safety Precautions
10. Knowledge and skill for using resources
11. Ability of learning and sharing what s/he learnt
12. Knowledge and skill for using teaching tools
13. Knowledge and skill for preparing a teaching plan
14. Planning knowledge and skills
15. Problem solving skills
16. Knowledge and skill for carrying out a risk analysis
17. Verbal and writing communication skills
18. Stress management skills

19. Knowledge and skill for carrying out basic research
20. Knowledge on basic documentation
21. Basic quality knowledge
22. Knowledge on basic reporting
23. Knowledge on traffic rules
24. Knowledge and skill for implementing methods and techniques of orientation and independent movement
25. Time management skills

3.4. Attitudes and Behaviors

1. Being cold blooded and calm under emergency and stressful situations
2. Not judging the individual he/ she trains
3. Showing respect to personal rights of the individual he/ she trains
4. Attaching important to the security of information pertaining to individuals he/ she trains
5. Displaying a respectful and transparent attitude towards individuals he/she trains
6. Ability to establish empathy and appropriate communication
7. Quick decision making
8. Acting in accordance with occupational health and safety and environmental protection rules.
9. Providing services in accordance with the quality procedures
10. Following innovations related with his/ her occupation
11. Acting in accordance with occupational ethics and principles
12. Acting in a planned and systematic manner
13. Being patient
14. Adapting to innovations and changing conditions
15. Using time efficiently

4. TESTING, ASSESSMENT AND CERTIFICATION

Testing and assessment for certification with respect to national qualifications based on Orientation and Independent Movement Trainer for Visually Impaired Individuals (Level 5) Occupational Standard shall be held in written and/or oral forms, theoretically and practically, in testing and assessment centers where required conditions are met.

Testing and assessment method and practice principles shall be detailed with national qualifications to be drawn up pursuant to this occupational standard. Activities regarding testing, assessment and certification shall be conducted within the framework of Vocational Qualification Authority, Testing and Certification Regulation.

Note: This part shall not be published in the Official Gazette. It will be published in VQA website only.

ANNEX: Institutions participated in the Occupational Standard Preparation Process

1. Professional Standards Team of Institution Preparing Professional Standard

Aylin ÇİFTÇİ, General Director of Disabled and Elderly Services

Lokman AYVA, Turkey White-Moon Association, President

Halis KURALAY, Ministry of Family and Social Policies, Istanbul Provincial Directorate, Deputy Manager

Ahmet ÜNÜVAR, Ministry of Family and Social Policies, Emirgan Visually Impaired Rehabilitation Manager/Independent Movement Trainer

Gülşen YAVUZ, İSEM- İBB Directorate of Disabled People/Whitemoon / Independent Movement Trainer

Mehmet ÇELENK, Turkey Whitemoon Association

Eylem Özen, Whitemoon Corporate Communication Specialist

Yusuf Çağrı Ceylan, Psychologist and Family Consultant

People, Entities, and Institutions Contributing to Preparation of Vocational Standard

Selcen AVCI - DACUM Moderator

Fatma GÖKMEN, ASPB- GD of Disabled and Elderly Services – Dep. Of Disabled Services

Sultan KARAKUŞ, ASPB- GD of Disabled and Elderly Services – Dep. Of Nursery Services

H. Reyhan ÖZGÖBEK, ASPB- GD of Disabled and Elderly Services – Dep. Of Elderly Services

Serkan KOLAT, ASPB- GD of Disabled and Elderly Services – R&D and Project Department

2. Technical Work Group Members

Assc. Dr. Banu ALTUNAY ARSLANTEKİN -Gazi University School of Education Special Education Department, Academician

Gülşen YAVUZ, İSEM- İBB Directorate of Disabled People/Whitemoon / Independent Movement Trainer

Asuman SARAÇOĞLU- Whitemoon Association

Erhan KOCAK- Whitemoon Association

3. People, Institutions, and Organizations Asked for Opinion,

1. Abant İzzet Baysal University (School of Teaching)
2. Adıyaman University (School of Teaching)
3. Adnan Menderes University (School of Teaching)
4. Afyon Kocatepe University (School of Teaching)
5. Ağrı İbrahim Çeçen University (School of Teaching)

6. Ahi Evran University (School of Teaching)
7. Mediterranean University(School of Teaching)
8. Aksaray University (School of Teaching)
9. Alternative Life Association - AYDER
10. Six-point Blind Foundation
11. Amasya University (School of Teaching)
12. Six-point Blind Federation, Ankara
13. Anadolu University (School of Teaching)
14. Anadolu University (Institute for Research of Disabled)
15. Ankara Chamber of Industry
16. Ankara Chamber of Commerce
17. Ankara University (School of Education Sciences)
18. Ankara University (Unimpeded Ankara University Unit)
19. Artvin Çoruh University (School of Teaching/school of Economics and Business Adm.)
20. Atatürk University (Kazım Karabekir School of Teaching)
21. Balıkesir University (Necatibey School of Teaching)
22. Bartın University (School of Teaching)
23. Başkent University (School of Teaching)
24. Batman University (School of Technical Education)
25. Bayburt University (School of Teaching)
26. Ministry of Science Industry and Technology
27. Bilkent University (School of Teaching)
28. Bogaziçi University (School of Teaching)
29. Celal Bayar University (Demirci School of Teaching)
30. Cumhuriyet University (School of Teaching)
31. Ministry of Labor & Social Security, General Directorate of Occupational Health and Safety
32. Çanakkale Onsekiz Mart University (School of Teaching)
33. Çukurova University (School of Teaching)
34. State Personnel Administration
35. Democratic Blind Association, Ankara
36. Turkish Confederation of Revolutionary Trade Unions
37. Dicle University (Ziya Gökalp School of Teaching)
38. Dokuz Eylül University (Buca School of Teaching)
39. Dokuz Eylül University (Eğitim Bilimler Enstitüsü)
40. Dumlupınar University (School of Teaching)
41. Düzce University (School of Technical Education)
42. Aegean Region Chamber of Industry (EBSO)
43. Ege University (School of Teaching)
44. Education 2023 – Education World R&D Association
45. Association for Employing Disabled Individuals
46. Federation of Disabled Associations
47. Association of Disabled Women
48. Disabled People Platform
49. Association of Disabled People
50. Presidency of Disabled People Confederation
51. Association of Disabled Solidarity
52. Association of Unimpeded Life
53. Erciyes University (School of Teaching)
54. Erzincan University (School of Teaching)
55. Eskisehir Osmangazi University (School of Teaching)

56. Fatih University (School of Teaching)
57. Firat University (School of Teaching)
58. Physically Handicapped Children Healthcare and Education Foundation (ENSEV)
59. Foundation of Physically Handicapped People
60. Gazi University(School of Teaching)
61. Gazi University(Gaziantep School of Teaching)
62. Gaziantep Hasan Kalyoncu University (Gaziantep School of Teaching)
63. Gaziosmanpasa University (School of Teaching)
64. Giresun University (School of Teaching)
65. Federation of Visually Handicapped
66. Association of Visually Handicapped
67. Smiling Eyes Association of Handicapped and Orphanage
68. Hacettepe University (School of Teaching)
69. Hakkari University (School of Teaching)
70. Harran University (School of Teaching)
71. ICEV Education Foundation for Deaf Children
72. İnönü University(School of Teaching)
73. İstanbul Aydın University (School of Teaching)
74. İstanbul Sabahattin Zaim University (School of Teaching)
75. İstanbul Sabahattin Zaim University (School of Human and Social Sciences)
76. İstanbul Chamber of Industry
77. İstanbul Chamber of Commerce
78. İstanbul University (Hasan Ali Yücel Education Faculty)
79. Federation of Deaf
80. İZEV İstanbul Education and Solidarity Foundation for Mentally Handicapped
81. Kafkas University (School of Education)
82. Kahramanmaraş Sütçü imam University (School of Teaching)
83. Ministry of Development
84. Karabük University (School of Technical Education)
85. Karadeniz Teknik University (Fatih School of Teaching)
86. Karşıyaka Academy Association of Mentally Handicapped
87. Kastamonu University (School of Teaching)
88. Cyprus Turkish Association of Ortopedically Handicapped
89. Kırıkkale University (Muallim Rıfat School of Teaching)
90. Kırklareli University (School of Technical Education)
91. Kilis 7 Aralık University (Muallim Rıfat School of Teaching)
92. Kocaeli University (School of Teaching)
93. Federation of Speech Handicapped
94. Small and Medium Industry Development and Supporting Administration (KOSGEB)
95. Maltepe University (School of Teaching)
96. Marmara University (Atatürk School of Teaching)
97. MoE Life-Time Learning Directorate General
98. MoE Occupational and Technical Education Directorate General
99. MoE Special Education and Guidance Services Directorate General
100. Innovation and Education Technologies Directorate General
101. Mehmet Akif Ersoy University (School of Teaching)
102. Mersin University (School of Teaching)
103. Mevlana University (School of Teaching)
104. Muğla University (School of Teaching)
105. Mustafa Kemal University (School of Teaching)
106. Muş Alparslan University (School of Teaching)

- 107.Niğde University (School of Teaching)
- 108.Ondokuz Mayıs University (School of Teaching)
- 109.Orta Doğu Teknik University (School of Teaching)
- 110.Federation of Ortopedically Handicapped
- 111.Autism Platform
- 112.Special Education Institutes Associations
- 113.Foundation of Handicapped
- 114.Pamukkale University (School of Teaching)
- 115.Rize Recep Tayip Erdoğan University (School of Teaching)
- 116.Ministry of Health
- 117.Sakarya University (School of Teaching)
- 118.Sakarya University (School of Technical Education)
- 119.Selçuk University (Ahmet Keleşoğlu School of Teaching)
- 120.Şengel Association of handicapped
- 121.SERCEV (Association of Children with Brain Stroke)
- 122.Siirt University (School of Teaching)
- 123.Sinop University (School of Teaching)
- 124.“Cerebral Palsy” Federation of Spastic Children and Adults
- 125.Süleyman Demirel University (School of Teaching)
- 126.TED University (School of Teaching)
- 127.TEDAY Association of Solidarity with Handicapped and Families
- 128.Trakya University
- 129.Turkey Hearing and Speaking Rehabilitation Foundation (TIV)
- 130.Association of Turkish Nurses
- 131.Association of Turkish Psychologists
- 132.Turkish Healthcare Trade Union
- 133.Foundation of Spastic Children
- 134.Union of Turkish Physicists
- 135.Turkey Blinds Federation, Ankara
- 136.Turkey Sport Federation of Physically Handicapped
- 137.Turkey Sport, Solidarity and Training Foundation for Handicapped
- 138.Turkey Foundation of Handicapped (TÜREV)
- 139.Confederation of Turkish Tradesmen and Craftsmen - TESK
- 140.Turkey Association of Physiotherapists
- 141.Turkish Exporters Assembly
- 142.Turkish Statistics Institution
- 143.Turkish Labor Institution
- 144.Turkish labor Authority (Department of Work and Profession Consultancy)
- 145.Turkish Confederation of Trade Unions
- 146.Turkish Trade Unions Federation (Sağlık-İs Trade Union)
- 147.Turkey Hearing and Speech Rehabilitation Foundation
- 148.Turkish Confederation of Employer Associations
- 149.Turkey Association of Muscle Diseases
- 150.Turkish Federation of Blinds
- 151.Turkish Union of Chambers and Exchange Commodities -TOBB
- 152.Turkish Federation of Ortopedically Handicapped
- 153.Turkish Association of Handicapped
- 154.Turkish Confederation of Handicapped
- 155.Tohum Foundation of Autism
- 156.Ufuk University (School of Teaching)
- 157.Ministry of Transportation maritime and Communication
- 158.Uludağ University (School of Teaching)

- 159.Uşak University (School of Teaching)
- 160.Civilized Association of Visually Handicapped
- 161.Yeditepe University (School of Teaching)
- 162.Yıldız Teknik University (School of Teaching)
- 163.Board of Higher Education (YOK)
- 164.Yüzüncü Yıl University (School of Teaching)
- 165.Federation of Mentally Handicapped
- 166.Federation of Mentally Handicapped
- 167.Foundation of Nurturing and Protecting Mentally Handicapped Children
- 168.Zirve University (School of Teaching)
- 169.Zonguldak Bülent Ecevit University (Ereğli School of Teaching)

4. Sector Committee Members and Experts

Prof. Dr. Hasan ÖZKAN,	President (Board of Higher Education)
Hami TÜRKELİ,	Vice President, Turkish Confederation of Employers' Unions
Merve HELVACIOĞLU,	Member, Ministry of Labor and Social Security
Murat GÜLŞEN,	Member, Ministry of National Education
Fikriye ADSIZ,	Member, Ministry of Health
Samiye BULUN,	Member, Ministry of Family and Social Policies
Bektaş YILDIRIM,	Member (Confederation of Turkish Tradesmen and Craftsmen -
TESK)	
Dr. Ali Engin GÜRKAN,	Turkish Union of Chambers and Exchange Commodities -TOBB
Halit KAYALI,	Member, Turkish Confederation of Trade Unions
Melike ÖZMEN,	Hak-İş Trade Union Confederation
Aylin RAMANLI,	Member, Vocational Qualification Authority
Firuzan SİLAHŞÖR,	Acting Vice President, Vocational Qualifications Authority
Fatma GÖKMEN,	Representative of Sector Committee (General Directorate of the
Services for Disabled and Elderly)	

5. VQA Executive Board

Bayram AKBAŞ,	President (Repr.of Ministry of Labor and social Security)
Doç. Dr. Vice President,	Ministry of Education
Prof. Dr. Mahmut ÖZER,	Member (Board of Higher Education)
Bendevi PALANDÖKEN,	Member (Professional Associations)
Dr. Osman YILDIZ,	Member, Trade Unions Confederations
Mustafa DEMİR,	Member (Employer Unions Confederations)