

No. 638

13 July 2001

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 05 (Education, Training and Development) invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as an SGB applicant below.

In addition, the NSB invites submissions from interested parties wishing to serve on such an SGB. Interested parties should take note of the section on SGB Information below.

All nominations/ applications should be accompanied by curricula vitae.

More information regarding this application may be obtained on the SAQA website or from the SAQA offices.

Comment should reach the NSB at the address below not later than Monday, 07 August 2001. All correspondence should be marked ***SGB in Practitioners Specialising in Barriers to Learning and Development***, NSB 05, Education, Training and Development and be addressed to:

<p>The Director: Standard Setting and Development SAQA <i>Attention: Sharon Vasuthevan</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012-482-0907</p>

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time to time be delegated by its National Standards Body.

Any bodies wishing to nominate representatives, make application to serve on, or make any other submission with regard to the above SGB should note the following information.

SGBs should be composed of organisations, which shall be key education and training stakeholder interest groups and experts in the sub-field. The NSB, when making its final decisions, will have due regard for, among other things, *'the need for representativeness and equity, redress and relevant expertise in terms of the work of the SGBs.'*

Organisations proposing to nominate persons to SGBs should be sensitive to the need for **equity** and **redress**, and shall nominate persons who:

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
- (b) enjoy credibility in the sub-field in question, who enjoy respect, have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
- (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
- (d) are able to exercise critical judgement at a high level; and
- (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.

**PUBLIC NOTICE BY NSB 05, EDUCATION, TRAINING AND DEVELOPMENT, OF
AN APPLICATION TO REGISTER AN SGB FOR PRACTITIONERS
SPECIALISING IN BARRIERS TO LEARNING AND DEVELOPMENT**

NSB 05 hereby applies to establish and register an SGB for Practitioners
Specialising in Barriers to Learning

PROPOSED BRIEF OF THE SGB

1. Analyse the concepts of 'barriers to learning and development' and investigate the sites of learning, types of educators, and types of educational practice involved in addressing the needs of learners with barriers to learning and development.
2. Based on the analysis conducted in (1), design learning pathways for barriers to learning and development practitioners within the learning pathways for the field and identify standards and qualifications necessary to meet the needs.
3. Analyse existing standards in Field 05 to identify the extent to which they assist educators in the various sub-fields to teach learners with barriers to learning and development in mainstream educational contexts.
4. Monitor the continued generation of standards for educators across the sub-fields in Field 05, and, if necessary, generate additional barriers to learning and development standards for inclusion in the educator qualifications prepared by other SGBs.
5. Generate at least the following qualifications
 - Certificate at level 5 in the education of learners with barriers to learning and development, with one of the following specialisations - deaf, visual disability, hearing and visual disability, physical disability, intellectual disability, learning difficulties, emotional difficulties.
 - Certificate at level 6 in the education of learners with barriers to learning and development, with one of the following specialisations - deaf, visual disability, hearing and visual disability, physical disability, intellectual disability, learning difficulties, emotional difficulties.
 - Certificate at level 6 in mentoring non-specialist educators so that they can assist learners with barriers to learning and development.
6. Recommend the qualifications and standards generated to the NSB.
7. Recommend criteria for the registration of assessors and moderators or moderating bodies.
8. Perform such other tasks as may from time to time be assigned by the NSB

PROPOSED COMPOSITION OF THE SGB

One representative with expertise from each of the following bodies will be considered for inclusion in the final list of Standards Generating Body members: Department of Education, Department of Labour, Department of Social Welfare and Development, South African Federal Council on Disability, Office on the Status of Disabled Persons in the President's Office.

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION/ EXPERIENCE
Beer, C	Retired	SA Federation for Mental Health	Diploma in Education, Chairperson of the Division for Mental Handicap of SAFMH
Birkett, P	Early Learning Resource Unit	ELRU	HDE, Facilitator of training of trainers
Bressan, A	Cato Manor Technical College	Cato Manor Technical College	B A, HDE- Head Business Studies Division and Coordinator of Special Needs Education
Condy, J	Cape Technikon	CTP	M Sc, Lecturer in Special Educational Needs
Pending	Dept of Labour	Dept of Labour	
Higgerty, M	The SA Guide-dogs Association for the Blind	The SA Guide-dogs Association for the Blind	B SocSc, Principal of the Orientation and Mobility School
Khumalo, M	SA Federal Council on Disability	SAFCD	B A(Hons), Coordinator of Education, Arts and Culture, Sport and Recreation in SAFCD
Koudstaal, C	Unica School for the cerebrally disabled	Autism SA	B A(Speech Therapy), Principal at Unica school for the cerebrally disabled
Kruger, D	Educational Psychologist (private practice)	Self	D Ed, Educational psychologist and Senior Lecturer in Special Needs Education at UNISA
Landsberg, E	UNISA	UNISA	M Ed, Senior Lecturer in Special Needs Education
Levin, T	Dept of Education	Dept of Education	B Ed (Hons), Project Manager of DANIDA inclusive education project
McKenzie, J	Rhodes University	Rhodes University	M A, Coordinator of DANIDA Education project for DPSA and REHAB

Moodley, S	Research and Development Consultant	Self	M Ed, Research and Development Consultant
Mudau, P	Sekhukhune College of Education	Sekhukhune College of Education	B Ed, Lecturer in Remedial Education
Muller, P	Down Syndrome SA	Down Syndrome SA	Chairperson Down Syndrome Association Western Cape
Palime, B	Office on the Status of Disabled Persons	Office on the Status of Disabled Persons	BA Hons, Deputy Director-Liaison Services
Pooe, D	Dept of Social Development	Dept of Social Development	BA Hons, Deputy Director
Saunders, P	Western Cape Dept of Education	National Council for Persons with Physical Disability in SA	M Ed, Senior Deputy Chief Education Specialist
Schoeman G.H.	SANCB	SANCB	D Ed, Education Consultant
Storbeck, C	Wits University	DEAFSA	PhD, Coordinator of Deaf Education
Twala, B	Wits University	Wits University	M Ed, Lecturer in the Division of Specialised Education