

No. 1054

10 September 2004

**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 SGB applicants below.*

**In addition, the NSB invite 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 by not later than **10 October 2004**. All correspondence should be marked **SGB for Practitioners Specialising in Inclusive Education** and be addressed to:

The Director: Standards Setting and  
Development  
SAQA  
*Attention: Mr. D Mphuthing*  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012 – 431-5144  
e-mail: [dmphuthing@saga.co.za](mailto:dmphuthing@saga.co.za)

**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 their 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.
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**PUBLIC NOTICE BY NSB 05, EDUCATION, TRAINING AND DEVELOPMENT, TO REGISTER THE SGB FOR PRACTITIONERS SPECIALISING IN INCLUSIVE EDUCATION**

NSB 05 hereby registers the SGB for Practitioners Specialising in Inclusive Education, formally known as the SGB for Practitioners Specialising in Barriers-to-Learning, from 6 November 2004 to 6 November 2007.

**BRIEF OF THE SGB**

1. Analyse the concepts of Inclusive Education and investigate the sites of learning, types of practitioners, and types of educational practice involved in providing support to all learners.
2. Based on the analysis conducted in (1), design learning pathways and identify standards and qualifications for Inclusive Education for all practitioners in the field 05. *[Regulation 24 (1) (e)]*
3. Analyse existing standards in Field 05 to identify the extent to which they assist practitioners in the various sub-fields to teach learners within an Inclusive Education context.
4. Monitor the continued generation of standards for practitioners and, if necessary, generate additional standards to be included in the practitioner qualifications across the sub-fields in field 05.
5. Generate at least the following qualifications:
  - Certificate at Level 4 in Inclusive Education;
  - Diploma at Level 5 in the Inclusive Education, with one or more specialisations;
  - Degree at Level 6 in Inclusive Education, with one or more specialisations;
  - Certificate at Level 6 in mentoring non-specialist educators so that they can assist all learners;
  - Certificates and Diploma in specialist areas of Inclusive Education practice as required.*[Regulation 24 (1) (a)]*
6. Recommend the qualifications and standards generated under 5 above to the NSB. *[Regulation 24 (1) (c)]*
7. Recommend criteria for the registration of assessors and moderators or moderating bodies. *[Regulation 24 (1) (d)]*
8. Review these qualifications and standards and effect the necessary changes. *[Regulation 24 (1) (b)]*
9. Perform such other tasks as may from time to time be assigned by the NSB. *[Regulation 24 (1) (e)]*

**COMPOSITION OF THE SGB**

<b>NOMINEE</b>	<b>WORKPLACE</b>	<b>NOMINATING BODY</b>	<b>QUALIFICATION/ EXPERIENCE</b>
Beer, C	Retired	SA Federation for Mental Health	Diploma in Education, Chairperson of the Division for Mental Handicap of SAFMH
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	Committee of Technikon Principals	M Sc, Lecturer in Special Educational Needs
Diack, P (Ms)	Centre for Education and Policy Development (CEPD)	Department of Education	B Sc, Intensive Care Course, PG Course in Paediatric Neuro-developmental Therapy, Senior Physiotherapist
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	South African Federal Council on Disability	South African Federal Council on Disability	B Paed, BA Hons, Senior Secondary Diploma, Divisional Coordinator, Coordinator, Teacher
Koudstaal, C	Unica School for Learners with Autism	Autism South Africa	BA (Speech Therapy), Principal of Unica School for Learners with Autism
Kruger, D	Educational Psychologist (private practice)	University of South Africa (UNISA)	D Ed, Educational psychologist and Senior Lecturer in Special Needs Education at UNISA
Laauwen, H (Ms)	University of the Witwatersrand (Wits)	University of the Witwatersrand (Wits)	BA, B Ed, M Ed, PhD (in progress), THED, FDE, Psychometrist, Educational Psychologist

Levin	Dept of Education	Dept of Education	B Ed (Hons), Project Manager of DANIDA Inclusive education project
Maguvhe, M O	South African National Council for the Blind	South African National Council for the Blind	BA (Education), B Ed, Dip in Special Education, , M Ed, PhD candidate, Educator in school for learners with special needs, Coordinator Education Services
Mahlangu, E	Dept of Education	Dept of Education	B Admin. UED, Deputy Chief Education Specialist in the ELSEN Directorate
Moodley, S	Research and Development Consultant	Disabled People of South Africa	M Ed, Research and Development Consultant
Mudau, P	Sekhukhune College of Education	Sekhukhune College of Education	B Ed, Lecturer in Remedial Education
Nxumalo, Edmund (Mr)	Health and Welfare Sector Education and Training Authority (HWSETA)	WHSETA	BPaed, Senior Secondary Teachers' Diploma, Cert in Conflict Management, Sports Leadership Certificate, Tutor, Teacher, Head of Department, SETA Manager
Okeke, K (Ms)	National Department of Education	National Department of Education	BA, UED, BA Hons, MSc, Chief Education Specialist, Senior Subject Advisor, High School Principal, Lecturer, Teacher
Reddy, M	New Beginnings Early Childhood Development Project	SA Congress of Early Childhood Development	Diploma Pre- School Teaching, Curriculum Developer
Saunders, P	Western Cape Dept of Education	National Council for Persons with Physical Disability in SA	M Ed, Senior Deputy Chief Education Specialist

Stofile, S (Ms)	Inclusive Education Project	Inclusive Education Project	BA, B Ed, Diploma in Applied Linguistics, M Ed, Teacher, HoD, Coordinator
Storbeck, C	Wits University	Deaf Federation of South Africa (DEAFSA)	PhD, Coordinator of Deaf Education