

No. 1159

8 October 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 **7 November 2004**. All correspondence should be marked **SGB for Development Practitioners** 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

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- 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 (ETD) TO REGISTER THE STANDARDS GENERATING BODY (SGB) FOR DEVELOPMENT PRACTITIONERS**

NSB 05 hereby re-registers the SGB for Development Practice for a second cycle of three years from 1 September 2004 to 31 August 2007.

**BRIEF OF THE SGB**

1. Analyse the registered Qualifications in Development Practice at Level 1, Level 4 and Level 5, as well as the Level 4 National Certificate in Community Development: HIV/AIDS Support to determine which elective areas need to be covered.
2. Based on the analysis conducted in [1] generate Unit Standards in the field of Development Practice that can enhance learning pathways and specialisation. *[Regulation 24 (1) (e)]*
3. Analyse the extent to which the Level 1 and Level 4 National Certificates in Development Practice ensure articulation.
4. Monitor the continued generation of Unit Standards for Development Practice in other fields, especially fields 07 and field 09 and, if necessary, generate additional unit Standards for Development Practitioners.
5. Generate at least the following Unit Standards and Qualifications:
  - Certificate in Development Practice at NQF Level 2;
  - Certificate in Development Practice at NQF Level 3;
  - Diploma in Development Practice at NQF Level 5.*[Regulation 24 (1) (a)]*
6. Recommend the Qualification and Unit 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 Unit Standards and effect the necessary changes. *[Regulation 24 (1) (c)]*
9. Perform such other tasks as may from time to time be assigned by the NSB. *[Regulation 24 (1) (d)]*

**PROPOSED MEMBERSHIP**

<b>NAME</b>	<b>WORKPLACE</b>	<b>NOMINATING BODY</b>	<b>QUALIFICATIONS/ EXPERIENCE</b>
Hendricks, Natheem	University of the Western Cape (UWC)	University of the Western Cape	BSc Education; Public Admin; RPL Facilitation
Hlahane, Jeffrey	Flavius Mareka, Sasolburg	Flavius Mareka	Secondary Teachers Diploma, BA, BEd (Management), Teacher, Supervisor
Hlela, Zamo	University of KwaZulu-Natal (UKZN)	University of KwaZulu-Natal	BA; BA Honours; Lecturer
Isaacs, Ismaiylili	National Centre for Education, Training and Development (NCETD)	National Centre for Education, Training and Development	Advanced Diploma for Adult Educators; Education Activist
Isaacs, Nadia	Partners with After-School Care Projects (PASCAP)	Partners with After-School Care Projects	Master of Public Administration; MSc; Quality Assurance Development Practitioner
Kumeke, Mpontseng	National Department of Social Development (DSD)	National Department of Social Development	B Soc Science; Capacity building of Community Development Workers (DSD)
Mabaso, NtombiZodwa	Department of Labour	Department of Labour	MBA (Social Development); Manager: Service delivery
Makhalima, Nondumiso	Community-Based Development Programme (CBDP)	Community-Based Development Trust Programme	BA Sociology; Trainer; Developer
Mathawula, Phillip	Diketso Eseng Dipuo Community Development Trust (DEDI)	Diketso Eseng Dipuo Community Development Trust	BTech; BA Public Management; Managing, training and development
Msumza, Hope	Development and Leadership Teams in Action (DELTA)	Development and Leadership Teams in Action	Diploma in Marketing, Advanced Diploma in Marketing; Training and Development

Mswell, Khanyi	Mangosuthu Technikon	Mangosuthu Technikon	BA Honours Social Work; Community Development
Ngwenya, Ricky	Local Government and Water Sector Education and Training Authority (LGW SETA)	Local Government and Water Sector Education and Training Authority	BEd; Teacher; Developer
Njongwe, Nomaxaba Thami	Community Development Unit (CDU): Nelson Mandela Metropolitan University (NMMU)	Community Development Unit: Nelson Mandela Metropolitan University	BA; Higher Diploma in Education; Trainer in Community Development
Nkayi, Daki	Centre for Social Development (CSD): Rhodes University (RU)	Centre for Social Development: Rhodes University	BA Education; Facilitator of Community Development
Ntshikila, Loyiso	Joint Enrichment Project (JEP)	Joint Enrichment Project	Diploma in Project Management; Manager: Community Development
Oppelt, Evelyn	E & E Resource Centre	E & E Resource Centre	BA (Human Ecology); Diploma in Human Resource Development; Social Development Consultant
Perumal, Bernadette	South African Development Education Practitioners Association (SADEPA)	South African Development and Education Practitioners Association	Secondary Teachers' Diploma; Facilitator; Learning Programme Designer; Assessor
Smith, Crystal	Association for the Blind	Association for the Blind	Diploma in Human Resource; National Certificate in ABET; Training Coordinator