

MAKOYA

March 2016

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

OFFICIAL NEWSLETTER OF UMALUSI

March 2016



*On the road to
holistic education
in an innovative
thinking vehicle*

*The
42nd IAEA
conference*

Learning
from Kenya



GETCA & NASCA
workshops
in Limpopo
created
awareness



WHAT'S INSIDE?



p.6

From the CEO's Desk	2
2015 - the year that was	3
On the road to holistic education in an innovative thinking vehicle	3
GETCA, NASCA workshops in Limpopo created awareness	5
The anguish of an AFT learner	7
Learning from Kenya: areas of good practice	8
New staff members	9
Umalusi Tip-offs Anonymous Hotline	10
The 42 nd IAEA Conference.....	11



p.8

Editor's Pen

Welcome to the first issue of Makoya in 2016. As usual, Makoya contains vital information about the work of Umalusi. Over the years, Umalusi has managed to position itself as one of the major stakeholders in education. We are constantly looking for opportunities to communicate key and strategic messages about the mandate and work of the organisation with our external stakeholders. Makoya – Umalusi's official newsletter – is one of the platforms that we use to achieve this goal.

In this issue, we reflect on the quality assurance of the 2015 examinations as administered by various assessment bodies – see Mr Tinyiko Khosa's aptly titled article, "2015 - the year that was". We also look at other aspects of Umalusi's work, such as stakeholder relations, the roll-out of Umalusi's national advocacy campaign, the plight of adult learners at some adult education and training centres, and the need for the



public to report fraud by using our free fraud and ethics hotline.

Most importantly, we share crucial information about the prestigious 42nd International Association for Educational Assessment (IAEA) Conference later this year. We are looking forward to hosting this major event in Cape Town, from 21 to 26 August 2016. The theme of the conference will be "Assessing the achievement of curriculum standards – an ongoing dialogue". The conference promises presentations and debate on important issues including "quality versus quantity" in assessment; aligning curriculum, instruction and assessment; and investigating how assessment can ensure effective teaching and learning. Other sub-themes will examine "the art of reporting on learner performance" – and that always controversial issue, standardised testing.

You don't want to miss this one! 🌟

LUCKY
Lucky Ditaunyane



From the CEO's desk

I would like, firstly, to thank Umalusi staff for a job well done in ensuring that Umalusi continues to discharge its quality assurance mandate with diligence and integrity. Much appreciation goes to the Umalusi team that worked throughout the 2015 festive season to ensure successful administration of examinations.

There is no doubt that the completion of Grade 12 is a significant milestone in the lives of young people in South Africa. The National Senior Certificate (Grade 12) is the stepping stone towards many opportunities now available to young people in the 21st century. Umalusi, as the Council for Quality Assurance in General and Further Education and Training, seeks to keep "the first thing the first thing", by focusing on the communal effort required to achieve success in Grade 12.

Umalusi continues to honour its mandate by maintaining a very tight quality assurance regime in an attempt to ensure parity of standards among all assessment bodies in South Africa. While the spotlight always falls on the Department of Basic Education (DBE), as the biggest assessment body, Umalusi uses the same standards to quality assure all exit point examinations administered by various assessment bodies that fall within its mandate.

These also include the Department of Higher Education and Training (DHET), the Independent Examinations Board (IEB), the South African Comprehensive Assessment Institute (SACAI), and the Benchmark Assessment Agency.

In 2016, Umalusi is looking to work with the DBE to investigate the reasons why there was a decline in the 2015 results compared to the results of previous years. Also, Umalusi intends to introduce new systems in the quality assurance of examinations, the accreditation of private institutions, and certification of learner attainments. Quality and credibility remain the most important aspects of the work that Umalusi does.

As we look forward to another successful academic year, we extend our warm wishes to the class of 2016.

Lastly, I am excited to announce that Umalusi will be hosting a prestigious conference later this year, under the auspices of the International Association for Educational Assessment in Cape Town, from 21 to 26 August 2016. The theme of the conference is "Assessing the achievement of curriculum standards – an ongoing dialogue". 🇿🇦

2015

the year that was!

By Tinyiko Khosa

QAA Schools Sub-unit

Quality assurance of assessment in the further education and training band in the schooling sector is a critical exercise that leads to resulting of candidates writing the National Senior Certificate (NSC). The QAA: Schools Sub-unit at Umalusi engages in many quality assurance processes throughout the year to ensure that the results obtained by candidates in the NSC are fair, valid and reliable. These activities include moderating question papers, moderating and verifying school-based assessments (SBAs), overseeing the selection, appointment and training of markers, participation in marking guideline discussions and verification of marking.

2015 was an exceptional year in many ways. The number of 'progressed learners' entering Grade 12 had doubled to more than 66 000 compared to the previous year. These were learners who were not fully prepared to deal with the academic challenges that learning at matric level poses. This is one of the reasons why the national results dropped by more than 5%, from 75.8% in 2014 to 70.7% in 2015.

While Umalusi had hoped that the drastic steps taken in 2014 against centres and individual candidates implicated in group copying – mainly in KwaZulu-Natal and the Eastern Cape – it was disturbing that this dishonest conduct continued in some regions.

The State of Readiness project, managed by the Monitoring and Evaluation Sub-unit within QAA, revealed (among others) that the security measures put in place to safeguard examination materials in Limpopo was not adequate. Further, it was not pleasing for Umalusi to realise that Limpopo examination officials had decided to take a defensive stance on the matter. Because of its seriousness, the matter was escalated to Umalusi senior management. Consequently, Umalusi Chief Executive Officer Dr Mafu Rakometsi led a delegation to meet senior officials of the Limpopo Department of Education, to ask education officials to act immediately on both this matter and that of marker shortages. While most of the areas of concern were resolved, the security measures were not fully strengthened, which led to Life Sciences question papers in the Vhembe District being 'leaked'. As a result, some 15 000 learners in the Vhembe District had to rewrite Life Sciences.



Tinyiko Khosa

Suspicious also emerged that Life Sciences papers were not the only papers leaked, with suspicions that both Physical Sciences and Mathematics were among other subjects suspected of having been leaked. Umalusi acted quickly to form a team of external moderators – all experts in the subjects implicated – to investigate and ascertain the extent, if any, of exposure of these

examination materials. While evidence did reveal isolated pockets of irregular acts including group copying in some subjects, the allegations that these question papers were leaked was discarded due to lack of evidence.

Although in 2015 there were many obstacles in the way of Umalusi's work in quality assuring assessment, it was pleasing to observe that the visionary leadership of senior management, the commitment of Umalusi staff and the unfailing support and guidance of the Umalusi Council, dealt with all the challenges in a manner that ensured the integrity of the examinations was not compromised. The war waged by Umalusi against acts of dishonesty such as group copying in examinations has, however, yielded results, with a decrease in the number of examination centres and individual candidates engaging in this act of dishonesty.

In spite of the challenges, Umalusi triumphed in 2015, the year that was! 🌟

On the road to holistic education in an innovative thinking vehicle

By Dr Celia Booysse

Following a first seminar on developing standards across sectors in June 2015, a collaborative event on 19 October was a true example of stakeholder collaboration as a systemic initiative. Ms Maria Thiel, in collaboration with the College of Design (Greenside Design Center), coordinated the logistics and sponsorships for the evening, at the University of Johannesburg's Faculty of Art, Design and Architecture. Umalusi collaborated with the International Association for Cognitive Education in Southern Africa (IACESA), North West University (NWU – Vaal Triangle Campus), Rock City Foundation, the Design Center and design studio Terrestrial, to find paths to holistic development through innovative design thinking.

The welcome for the evening came from the renowned Dean of the Faculty of Art, Design and Architecture, Professor Federico Freschi, who is appreciated as an



Umalusi officials with some participants.

art historian and as an opera singer. He encouraged the gathering, reminding that "the most you can ask of art is for it to alter your perceptions, even if for a nanosecond".

Qualifications, Curriculum and Qualifications (QCC) Senior Manager Liz Burroughs responded to the welcome on behalf of Umalusi. She referred to the need for systemic change in thinking practices, as well as to some of Umalusi's research that has initiated a new kind of stakeholder involvement and response. She also emphasised that the intention of the evening was to initiate "a new drive towards developing holistic education strategies".

Dr Celia Booyse, Manager: Curriculum at Umalusi, set the scene by drawing on Umalusi's research since 2009/10. She remarked that the research findings from the intended and assessed curriculum investigations had pointed to the need to develop analytic, systemic and innovative thinking, and to foster abilities for the conceptual age. She referred to the 2010 self-referential research on the National Senior Certificate (NSC) at qualification level; the 2009–2011 exam paper analysis; the gateway and services subject comparative research and the related international benchmarking; the PAT and ISAT analysis, and the results from the Senior Phase Technology and EMS research. All had pointed to the need for pro-active fostering of productive thinking in the cognitive, affective, psychomotor, reactive and interactive categories, and the development of high levels of emotional intelligence. Intensive research undertaken in the past six years had made clear that the International Baccalaureate educational model, with its extended writing component and deliberate fostering of awareness of the community and environment at its core, was an example to consider for the South African educational sector. Another was Singapore's value-driven, learner-centred model, based on the value of developing emotional intelligence.

Ms Suné Stassen unpacked the use of an ecosystemic approach as an agent of change and transformation in developing people. This focuses on building human potential and results in a culture that embraces innovation and entrepreneurship. An ecosystemic approach to education requires a nuanced understanding of how design thinking in education can help to capacitate every citizen in the country, build social cohesion and equip

people to function more effectively in the world of work. Ms Stassen asked the question: "What qualities and life skills does a successful candidate need to have the confidence to deal with future challenges and to add value to our socio-economic landscape in a holistic, competent and efficient manner?" Her answer argued the need to create a toolkit that includes: problem-solving, holistic and design thinking, strategic and analytical thinking, empathy, people- and communication skills, self-motivation and optimism, risk-taking, strong work ethics, innovation, and the ability to play in a team and to collaborate. She referred to the growing realisation that it is no longer sufficient to rely solely on left-brain thinking, but rather to strive for a more collaborative balance between the left and the right brain. This thinking is in line with research by Eric Jensen on whole-brain development, and the work of Daniel Pink, author of "A Whole New Mind – Why right-brainers will rule the future".

Her presentation brought to mind the intensive work by Nobel prize winner, Professor James Heckman, on the importance of building human capital and the high return on investment that comes from the introduction of quality early childhood development (ECD). The true benefit lies in investing in whole community development (that is, an ecosystemic approach), which will, in turn, impact positively on whole-school development. In other words, it is necessary to have a holistic view on building human capital. This starts with the development and integration of innovative design thinking across all levels of education to optimise the learning experience, and the personal and academic development, of all children.

Professor Mary Grosser, Associate Professor: Cognitive Development and Critical Thinking Development, Optentia Research Focus Area at NWU Vaal Triangle Campus, is also the president of IACESA and vice president of the International Association for Cognitive Education and Psychology (IACEP) Africa. Her presentation focused on developing "thought-full" students who can build a "thought-full" community, and world, using the Schools as Thinking Communities Project as an example. She answered questions about the need to think differently about how teaching should happen in South Africa, and how far our teaching and learning was from holistic thought and the requirements of the conceptual age. Professor Grosser made it clear that critical, creative thinking was already the competitive difference in effective communication, behaviour management and problem solving. These capacities call for intentionally developing the integration of left and right brain competencies. Much has already been done in this regard through the initiatives of the Cognitive Education Research Group (in association with IACESA), Optentia and the NWU Vaal Triangle Campus, and the empirical research done during in-service teacher training in three schools in districts 7 and 8 of the Gauteng Department of Education, and a school in the Free State. The initiative is to be extended to the Montsosi, Kitso and

... continue on page 5

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Rust-Ter-Vaal primary schools. It was heart-warming to hear about the impact this whole school approach has had, and how training for teaching and assessment of thinking has affected the attitude, aptitude and the performance of learners in the project schools. It was clear that the project enables enquiry-based, cooperative teaching and learning, and the development of thinking competencies.

The evening came to a close with practical examples of how innovative design thinking skills are used in higher education, business and industry, to the benefit of the whole community – and in adhering to the outcomes of the National Development Plan. Mr Jason Wiggin, Head of Department for Interior Design (Greenside Design Center) provided feedback on successful community projects the Center has initiated by investing 10% of their teaching

and learning time and using project work to capacitate communities in the Johannesburg area. He also referred to successfully developing entrepreneurs through developing thinking skills.

True to their company name, Terrestrial provided astonishing detail as to why this company was successful as a business built on design thinking: the whole environment – community, economy and industry – benefited from the practical application of a design process underpinned by design thinking. Terrestrial illustrated how insights from design can be applied to practical business situations that create or positively influence the revenue stream.

Though this event was another first, the strong collaborative relationship between the stakeholders holds promise for intense systemic development, in-service teacher support and enhanced teaching and learning practices. 🌟

GETCA & NASCA workshops in Limpopo created awareness

By Helen Matshoba and Tebogo Mmako



Umalusi officials with AET officials in Limpopo.

In fulfilling its legislative mandate, Umalusi has developed the policy for the General and Further Education and Training Qualifications Sub-framework (GFETQSF), which was regulated by the Minister of Higher Education and Training in 2014. The sub-framework was developed alongside the Higher Education and Training Qualifications Sub-framework (HEQSF) and the Occupational Qualifications Sub-framework; the three together comprising the National Qualifications Framework (NQF).

Umalusi developed a specific stream for qualifications on the GENFETQ Sub-framework to cater for the needs of adult learners. For too long the adult learning sector had felt neglected. Through formulating the adult stream, Umalusi aimed to change the image of the sector.

Consequently two new qualifications have been developed for adult education and training: the General Education and Training Certificate for Adults (GETCA) and the National Senior Certificate for Adults (NASCA). The NASCA qualification policy was published in a Government Gazette in September 2014 and registered by the South African Qualifications Authority (SAQA) in December 2014; the GETCA, published in a Government Gazette in September 2015, was registered by SAQA in November 2015. The two qualifications, which are intended to transform the Adult Education and Training sector, are curriculum rather than unit standards-based. Both are with the Department of Higher Education and Training for the development of the subject curricula.

Overview of the GETCA

The GETCA is a qualification at NQF Level 1 on the GFETQSF of the NQF. It replaces the GETC: ABET Level 4. It is registered as a full qualification with a minimum of 120 credits, and consists of a minimum of four subjects with equal weightings of 30 credits each.

The GETCA has three preparatory steps to enable learners to gain entry into the qualification viz. AET 1, AET 2 and AET 3. These steps are, however, not the sole route for gaining access into the GETCA.

The national assessment is externally moderated and quality assured according to Umalusi's quality assurance policies. It is certified according to Umalusi's directives for the certification of GETCA.



Mr Tebogo Mmako addresses delegates during a GETCA & NASCA workshop in Limpopo



Ms Helen Matshoba takes questions on the two new qualifications developed for the adult education and training sector.

Overview of the NASCA

The NASCA is a new qualification at NQF Level 4 on the GFETQSF of the NQF. It is registered as a full qualification with a minimum of 120 credits. It consists of a minimum of four subjects with equal weightings of 30 credits each.

There are no minimum entrance requirements, but a set of diagnostic tests is required. These indicate readiness to take examinations; or identify areas where additional learning is required.

The national assessment will be externally moderated and quality assured, according to Umalusi's quality assurance policies. It will be certified according to Umalusi's directives for the certification of the NASCA.

Five-day workshops were conducted in Limpopo's five districts. These were attended by the provincial coordinator for Adult Education and Training in Limpopo, the district coordinators from all five districts, and the centre managers of the various adult education and training centres in the province.

The objectives of the workshops were to:

- share the GFETQSF with the AET sector in the province
- provide clarity on the GETC: ABET qualification and clear general public misunderstanding of the level of the qualifications on the NQF
- conduct advocacy for the new qualifications developed for the AET sector and registered on the sub-framework

- develop the possible articulation opportunities that adult learners would have in these qualifications
- raise awareness of the increased access to learning opportunities for adult learners, and promote participation in adult learning
- clarify the quality assurance processes relating to adult education and training
- identify challenges encountered by the AET sector and devise mitigation strategies
- offer support to the provincial AET sector.

The Umalusi team, composed of staff from the Qualifications Curriculum and Certification (QCC) Unit, the Quality Assurance of Assessment (QAA) Unit and the Public Relations and Communications Unit, were able to reach some 687 officials in the adult education and training sector through the workshops. Challenges that were identified included articulation opportunities for those who completed the qualification; combining results from different examination sittings; combining learning areas for credits from the old GETC: ABET with credits from the new qualification; and the institutional location of the Senior Certificate (amended).

The provincial coordinator, who accompanied the Umalusi team to all the districts, was grateful for the opportunity to attend the workshops, particularly in terms of sharing the policies that underpin the GETC: ABET. The information not only benefited centre managers and district officials, but also provincial officials. Participants requested similar workshops in future. They noted that they had not previously interacted with Umalusi in such a manner and the information shared was valuable. 🙏



Mr Frank Chinyamakobvu explains some of the processes involved in the new qualifications.



Mr Zolile Hlabeni addresses some of the 687 officials that attended the workshops, held in Limpopo's five districts.

The anguish of an AET learner

by Bhavna Mehta

Maria (not her real name) is a domestic worker residing in the west of Johannesburg. Like so many girls in this country, she dropped out of school when she was in Standard 8 (Grade 10), when she fell pregnant at the age of 16. When she tried to return to school two years later, she was told she was too old. She took her first job as a nanny shortly thereafter, leaving her toddler with her mother. When her employer relocated to Cape Town two years later, Maria returned to her hometown in Limpopo. A few months later, she moved to Johannesburg to take up a position as a domestic helper to a family of five. She has remained with this family for nine years. In this interview, she talks about her AET journey, which began with a dream and a hope for a better future, but ended in despair and disillusion.

1. What made you enrol for AET studies? What did you enrol for?

I want to have my Grade 12. I want to say I have a matric. I enrolled for Grade 12. I studied for my GET and passed in 2013.

2. How did you find out about the service provider?

I find out from my friend. She is a domestic worker like me and works in the same area. She attended the school.

3. What was the cost of the studies and how did you finance it?

The registration cost is R200.00 and R100.00 per subject. I did six subjects. In total, it was R800.00. My employer pay all the cost. I am so lucky to have them.

4.1. What were some of the challenges you experienced?

The experience I have is that to study and work is very hard and we didn't have teachers. The school did not have a teacher for Afrikaans, Life Sciences and Economics. I wanted to do Tshivenda but there was no teacher so I took Afrikaans. They took the fees but did not give even one lesson. The school did not offer any other language that I could take.

I had to take three subjects which I had not studied before – Afrikaans, Accounting and Geography.

Some teachers gave very few lessons, for e.g. English. The teacher did not even teach all the short stories we had to study for Literature and the ones we did not do came out in the exams.

The teacher who took us for Geography and Maths was the same so the two hour lesson was divided for the two subjects.

We had no text books and very few notes. They told us to go to Orlando for extra lessons but we were attending school at [a] satellite station, which is 15km away from the main school. How must I go to Orlando when I am working as a domestic [a long distance away]?



Bhavna Mehta

4.2. How did you overcome/deal with these challenges?

I try to study by myself and I have lots of support from my employers and their children. They were helping me lots by teaching me at home.

4.3. What kind of support would you have liked to have received from:

4.3.1 Your teachers?

They just say study hard but it was not helping. The Geography and Maths teacher did not teach and explain properly. The teachers must teach properly. They must be qualified.

4.3.2 Your Service Provider?

Provide teachers for subjects they say they offer. If they don't have teachers, they must deregister students – not take the money and provide nothing.

5. What are your future study plans?

I would like to study something – but not Matric. Maybe ECD (Early Childhood Development) or Home-based Care. I am not sure where to study. I think I can study this as I have passed my Level 4 – GET Certificate.

6. What advice would you give to students wishing to get their Senior Certificate through an AET provider?

Make sure they have teachers for the subjects you register for.

The satellite school Maria attended offered classes from 17h00 to 19h00 from Monday to Friday. This gives a total of 10 hours per week. A full-time learner at a public school receives about 25 hours of teaching in a week. Maria registered for her Senior Certificate in September 2014. Classes began in the middle of September and she sat for all six subjects in June 2015. Effectively, she received tuition for just over six months. Is it even possible to pass under such conditions? Are AET providers selling an impossible dream? Are these students being set up for failure? What should our government be doing to help school drop-outs get back on the road to education? These are some of the questions we need to tackle now if we wish to offer a brighter future to thousands in this country; otherwise, they face a bleak future.

NB. Maria initially refused to give the interview for fear of reprisals. When she received her results and saw that she had failed all her subjects dismally, she agreed to give the interview in the hope of helping other learners like herself, by alerting someone in authority, to the plight of the AET learner in South Africa. 🙏

Learning from Kenya:

areas of good practice

By Biki Lepota & Zodwa Modimakwane



Umalusi delegates and those from sister organisations in Africa attended the Kenya conference. (From left) Comfort Agwu (WAEC, Nigeria); Charles Nyandoro (ZIMSEC); Rosemond Wilson (WAEC, Ghana); Mayamiko Chiwaya (MANEB); James Turyatamba (UNEB); Zodwa Modimakwane (Umalusi); Chrissie Jere (MANEB); Dudu Shongwe (ECOS) and Biki Lepota (Umalusi)

Ms Zodwa Modimakwane, Executive Manager: Monitoring and Assessment, and Mr Biki Lepota, Researcher, took part in the 2015 Kenya Certificate of Secondary Education (KCSE) examinations standard-setting and award meetings and a benchmarking exercise, held from 15 to 19 February 2016 in Nairobi, Kenya.

The meetings had as their objective the opportunity for delegates to share experiences and expertise in awards, standard-setting procedures (better known as standardisation) and other core activities undertaken by their respective examination bodies.

This article presents a short report on areas of good practice observed during the various activities. While seeking conformity to standards of good practice, respecting and understanding differences were key aspects of the conversation.

The week-long sessions brought to the fore several common threads that run through the different examinations boards. Generally speaking, the methodological approach of Kenya National Examination Council (KNEC) in determining critical grade boundaries does not deviate from international practice. The discourse made it clear that, with the exception of Umalusi, all the councils/boards represented take full responsibility for the entire examinations process, from the setting of question papers to the awarding of grades. The printing and dispatching of question papers is, in its entirety, centrally managed. For the printing of papers, the boards use a combination of in-house and out-sourced printers, given the high volumes and time pressures involved. However, Uganda appears to be an exception, as all its question papers are printed in-house.

Key observations made included several pluses on the part of KNEC. Firstly, KNEC organises plenary meetings during which feedback on key aspects of the whole examination process is cascaded to setters and examiners. This ensures continuous improvement on areas agreed upon by all parties concerned. Secondly, interactions between chief

examiners, subject officers, curriculum developers and Ministry of Education officials enrich the quality-related debates in general. Thirdly, dividing officials present into different panels and conducting parallel sessions during the awards was most helpful in fast-tracking the process. Fourthly, standardisation – or grading, as it is called – was criterion-referenced and conducted per paper and not by subject, as it was believed that the latter had the potential to conceal information. Among others, grading was informed by the chief markers' reports, statistics on learner performance and professional judgement. In the fifth instance, Biology question papers were adapted to suit differently abled learners. And, in the sixth instance, KNEC provides regular training to existing and potential setters and examiners as part of social responsibility, thereby increasing the pool of examiners. In terms of opportunities, the current design and layout of the question papers makes the papers ready for transition to the electronic marking system. Finally, for verification purposes upwards of 72 000 scripts (10%) are sampled across all subjects and papers. The process includes, among others, painstakingly scrutinising each script to validate final scores and to detect any possible malpractice incidents.

In terms of areas of challenge, there appear to be commonalities among the systems. For example, during the interactions with examiners, moderators and subject officers, it became clear that there exists differing views with regard to (i) what makes a question difficult, (ii) what makes a question ambiguous, and (iii) what makes a question open-ended. All of these are among issues with which the South African assessment system is also grappling. Other challenges in common include inaccurate transfer of marks from the answer sheets to the computer system; inconsistencies in the marking of scripts by different markers, which result in deviations from the tolerance range; and a lack of adequate funding from government.

The big questions to which all bodies have been challenged to seek answers are:

- How can assessment standards be improved from one year to another within a highly charged socio-economic environment?
- How can ICT be used in the management and security of papers?
- How can standards be safeguarded and fluctuations between easy and difficult papers avoided?
- How can results from summative assessments be used to improve the education system?
- How should one deal with results when there are issues of leakages of examination papers?

These reflections are in no way exhaustive. In conclusion, we are grateful to Umalusi for the opportunity to share experiences and expertise with other examinations boards in Africa. This visit was, indeed, beneficial to us. We strongly believe that there are elements that can be used to strengthen Umalusi's areas of quality assurance work. 

NEW STAFF MEMBERS



Ms Stephina Munyai,
Assistant Manager, Finance



Ms Lerato Molai,
Senior Verification Officer



Ms Ansophie Enslin,
Assistant Manager: HRM Payroll Specialist



Ms Moombe Rabelani,
Supply Chain Practitioner



Mr Klaus Lettau,
*Assistant Manager, E&A
(Independent Schools)*

Out and about ...



Anonymity Guaranteed

A key obstacle in the fight against corruption is that individuals are often too intimidated to speak out when they see corrupt and unlawful activities occurring in the workplace. Those who do stick their necks out may be victimised and intimidated. The fear of being labelled a “troublemaker” or appearing disloyal to colleagues are powerful deterrents to speaking up. However, Umalusi subscribes to a service called Tip-offs Anonymous.

Reporting Anonymously

Tip-offs Anonymous provides you with an opportunity to report any unethical activity and dishonest behaviour anonymously. What is the purpose of anonymity? It affords you protection against victimisation, intimidation and being oppressed. Anonymity is essential for highly sensitive matters and confidentiality is imperative for a service like Tip-offs Anonymous to be successful.

Important tips to remember when using Tip-offs Anonymous Hotline

- √ Avoid calling Tip-offs Anonymous from your telephone extension at work as itemised billing can identify you as a whistle-blower.
- √ We do not recommend using your office e-mail if you send Tip-offs Anonymous an e-mail. Rather use your personal e-mail address.
- √ Do not tell anyone in your organisation about any communication you have had with Tip-offs Anonymous.



Under no circumstance will the Tip-offs Anonymous report reveal the identity of the person who provided the information.

Report it anonymously to your independent fraud and ethics hotline:

Tip-offs Anonymous

FreeCall: 0800 000 889

FreeFax: 0800 00 77 88

FreePost: KZN 138 Umhlanga Rocks, 4320

Email: umalusi@tip-offs.com

Website: www.tip-offs.com

The 42nd IAEA Conference

Cape Town, South Africa

21 – 26 August 2016

The 42nd International Association for Educational Assessment (IAEA) Conference will be hosted in Cape Town, Western Cape Province, South Africa.

CALL FOR PAPERS AND REGISTRATION

13 November 2015	First call for abstracts
13 November 2015	Opening of Early Bird registration
31 March 2016	Last day for abstracts
31 March 2016	Last day for Early Bird registration
1 April 2016 – 22 August 2016	Standard registration
3 June 2016	Submission of full papers

CONFERENCE THEME

The theme for the 42nd International Association for Educational Assessment (IAEA) Conference is:

Assessing the Achievement of Curriculum Standards – An Ongoing Dialogue

Sub-themes:

- Quality vs Quantity: the assessment debate
- Alignment between curriculum, instruction and assessment
- How can assessment ensure effective teaching and learning?
- The art of reporting on learner performance
- Standardised testing: the controversy

CONFERENCE FEES

	Early Bird	Standard	South African Delegates
IAEA member	\$650	\$750	R6 000
Non-IAEA member	\$700	\$800	n/a
Accompanying member	\$180	\$180	R2 000

KEYNOTE SPEAKERS

- o Prof Norman Webb: Senior Research Scientist Emeritus at the Wisconsin Center for Education Research at the University of Wisconsin-Madison.
- o Prof Sarah Howie: Director of the Centre for Evaluation and Assessment (CEA), University of Pretoria.
- o Dr Joseph Kivilu: Chief Executive Officer, Kenya National Examination Council.
- o Dr Brian Stecher: Associate Director, RAND Education, Santa Monica, California.

