

Makoya

Official Newsletter of Umalusi

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UGANDA NATIONAL EXAMINATIONS BOARD VISITS UMALUSI

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

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Editor's Note

Well done to the class of 2018 and we wish the class of 2019 all the best of luck.

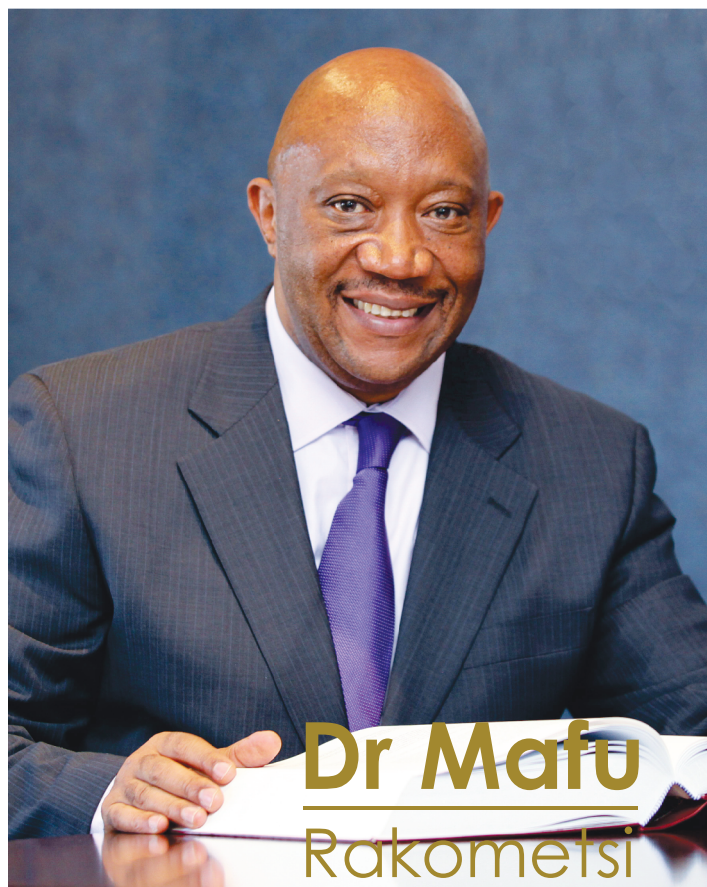
In this edition you can look forward to reading more about the quality assurance of private education institutions. All is explained about the steps involved in accreditation including the site verification visit as a key component of the accreditation process; the support given to private colleges each step of the way; the difference between accreditation and registration; and the role of the Umalusi Accreditation Committee of Council (ACC).

Wishing you all the best and beyond for the year.
Happy reading!

Welcome to the year's first edition of Makoya. We hope you had a well-deserved break after a very demanding 2018 – for last year's words belong to last year's language, cheers to a new 2019!

After a demanding process of quality assuring the readiness of assessment bodies to administer the end-of-year examinations, the system was, indeed, found to be ready for the 2018 national examinations. Umalusi, as the council for quality assurance in general and further education and training, on 28 December 2018 approved the release of the results of the examinations, after successfully conducting the quality assurance of the management and administration of exit-point examinations.

This was sealed when the Minister of Basic Education, Mrs Angie Motshekga, announced the National Senior Certificate (NSC) results on 4 January 2019.



**Dr Mafu
Rakometsi**

Welcome to the latest issue of Makoya. It gives me great pleasure to extend this correspondence to the Umalusi family and all our stakeholders.

Umalusi continues to play a vital role in elevating our society through evaluating, accrediting and quality assuring private providers of education in South Africa, and through the certification of learners once they qualify for a certificate.

Umalusi reviewed and reconceptualised its approach to quality assurance of assessment, with specific reference to the following focus areas: management, registration of candidates, school-based assessment, printing, packaging and distribution of question papers, conduct of examinations, appointment of marking personnel, systems for the capturing of marks, management of examination irregularities, accreditation of

From the CEO's Desk

examination centres and certification. This is a rigorous process of quality assuring the readiness of the system to administer the end-of-year national examinations.

Heartfelt gratitude goes to Umalusi staff, assessment bodies and all stakeholders who ensured that the 2018 examinations were a success, in spite of glitches encountered; and notwithstanding the fact that there is still much work to do as preparations for the 2019 examinations begin.

Umalusi can say without a shadow of doubt that through quality assuring all exit-point examinations, the work of the Council contributes meaningfully to the growth and elevation of our society. Wishing the class of 2019 all the best!

Which comes first, accreditation or registration? Solving the dilemma



By Vani Chatty

In terms of the General and Further Education and Training Quality Assurance (GENFETQA) Act No. 58 of 2001, as amended, Umalusi is mandated to accredit private education institutions to offer specific qualifications that are registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF).

Accreditation is a status granted to a private education institution at the end of a quality assurance process and attests to the quality of provision offered. Since accreditation attests to the quality of provision, the qualification must be offered in order to attest to the quality of that provision. A private college must therefore be operating and implementing the qualification for Umalusi to be able to pronounce on the quality of that provision. However, a private college may not operate unless it is registered with the Department of Higher Education and Training (DHET).

The DHET has required evidence of accreditation or provisional accreditation by Umalusi in order to register a private college intending to offer a qualification registered on the GFETQSF. This has caused a dilemma because Umalusi cannot attest to the quality of provision of a college that is not operating.

In order to allow a private college to be registered and thus able to operate, Umalusi would therefore grant private colleges meeting initial requirements provisional accreditation based on **an intention** to deliver the qualification.

The provisional accreditation was based on the evaluation of a self-evaluation report submitted by the private college, together with the required evidence per indicator for each accreditation criteria, and a site visit. During this site visit, teaching and learning could not be verified as the college was not yet registered and as such did not have a license to operate.

This practice of granting two years provisional accreditation without having verified the actual quality of delivery, which is at the core of Umalusi's quality assurance process, placed Umalusi in a precarious situation. Evaluation of teaching, learning, assessment and learner support are core criteria in the accreditation process. The granting of provisional accreditation allowed colleges to be registered with the DHET, and therefore start operating, but had a number of implications, including:



A reputational risk to Umalusi in granting provisional accreditation to a private college where teaching, learning, assessment and conduct of examinations had not been verified; and



A second site visit that incurred additional costs for both Umalusi and the private college was required.

In an attempt to resolve the dilemma of which comes first – registration or accreditation, Umalusi and the DHET formed a task team to find a way to overcome this challenge. The task team comprised senior officials from Umalusi Evaluation and Accreditation Unit, the DHET Private Colleges Directorate, and the DHET Examinations and Monitoring Directorate.

The task team put in place a process of joint site visits to private colleges which apply for accreditation, which would lead to “candidacy status” for colleges which met minimum requirements. The DHET would grant provisional registration as a private college and as an examination centre to colleges that met the minimum requirements for “candidacy status”. The colleges could then operate and conduct examinations, after which time Umalusi would conduct the verification site visit to determine the outcome of the college's application for accreditation. The arrangement was seen as an interim measure until legislation was amended to provide for registration prior to accreditation.

In addressing the dilemma, Umalusi, in reviewing the policy on accreditation of private colleges, considered Section 30(1) of the Continuing Education and Training (CET) Act 16 of 2006, which states: “The registrar must register an applicant as a private college **if the registrar has reason to believe that the applicant- (b)(ii) will comply with the requirements of Umalusi**”. Legal opinion was sought on the implications of this statement, and whether this could in any way allow for registration (or provisional registration) of private colleges, if the registrar was given sufficient assurance that the applicant would comply with the requirements for accreditation.

The legal opinion received indicated that if conditions were in place to assure the registrar that a private college would be able to fulfil the relevant requirements of Umalusi within a reasonable period as determined by the registrar, the registrar would then have the discretion to provisionally register a private college, with specific conditions attached to the provisional registration.

Consequently, the issue has been addressed through the revision of the policy underpinning the accreditation process for private colleges, which requires that a college must be registered prior to being accredited (Government Gazette No. 41887 of 7 September 2018). The policy clearly states that registration precedes accreditation: 10(2) “Private colleges obtain registration in terms of the conditions as determined by the Department of Higher Education and Training, before applying for accreditation with Umalusi”.

**Accreditation is
a status granted
to a private
education
institution at the
end of a quality
assurance
process**

Quality Assurance of private education institutions through the accreditation process



By Mary Malia

The accreditation process comprises a number of steps. These are:

- 📄 letter of intent to apply for accreditation;
- 📄 attendance at a Quality Promotion meeting;
- 📄 self-evaluation;
- 📄 desktop evaluation of the self-evaluation report by Umalusi;
- 📄 site verification visit;
- 📄 consolidation of the reports into an accreditation report;
- 📄 consideration of the application by the Accreditation Committee of Council and their recommendation of an accreditation outcome; and
- 📄 approval of the accreditation outcome by the Umalusi Chief Executive Officer on behalf of Umalusi Council.

Umalusi acknowledges receipt of an application for accreditation once the independent school has submitted a completed self-evaluation report. The accreditation process can take up to 18 months to complete from submission of an application. A fee (approved by Umalusi Council) is charged per stage of the accreditation process.

1. INTRODUCTION

Accreditation means the outcome of a quality assurance process of evaluating a private education institution to determine whether it has, in terms of the policy and criteria for quality assurance, the capacity to offer a qualification or programmes leading to a qualification registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

Policy and Criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies. Government Gazette 35830, as amended, and Policy for the Quality Assurance of Private Colleges for Continuing Education and Training, offering qualifications registered on the General and Further Education and Training Qualifications Sub-framework, and the accreditation of private assessment bodies, Government Gazette 41887.

accreditation process. A private education institution may not proceed to the next stage of the process until the payment is made and verified.

This article focuses on the Letter of intent (LOI) to apply for accreditation, the Self-evaluation by the private education institutions and the Desktop evaluation of the self-evaluation report by Umalusi.

2. LETTER OF INTENT (LOI) TO APPLY FOR ACCREDITATION

The LOI to apply for accreditation is the institution's indication of its intent to apply for accreditation. It is an online process, accessed on Umalusi's website, www.umalusi.org.za, which indicates to Umalusi whether the institution falls within Umalusi's mandate for accreditation. Since accreditation attests to the institution's capacity to offer a qualification or programmes leading to a qualification registered on the GETQSF, the application must be to offer one of the qualifications that is registered on the GFETQSF.

In terms of independent schools, the National Curriculum Statement leading to the National Senior

Certificate (NSC) is currently the only school qualification registered on the GFETQSF. Therefore, only applications from independent schools offering the NSC and the National Curriculum Statement leading to the NSC are accepted. Regarding private colleges, applications to offer the NATED Report 190/191 N1 – N3 Engineering Studies, the National Certificate (Vocational) and the General Education and Training Certificate: Adult Basic Education and Training are considered.

Institutions which do not fall within Umalusi's mandate for accreditation are not able to continue with the accreditation process beyond this step.

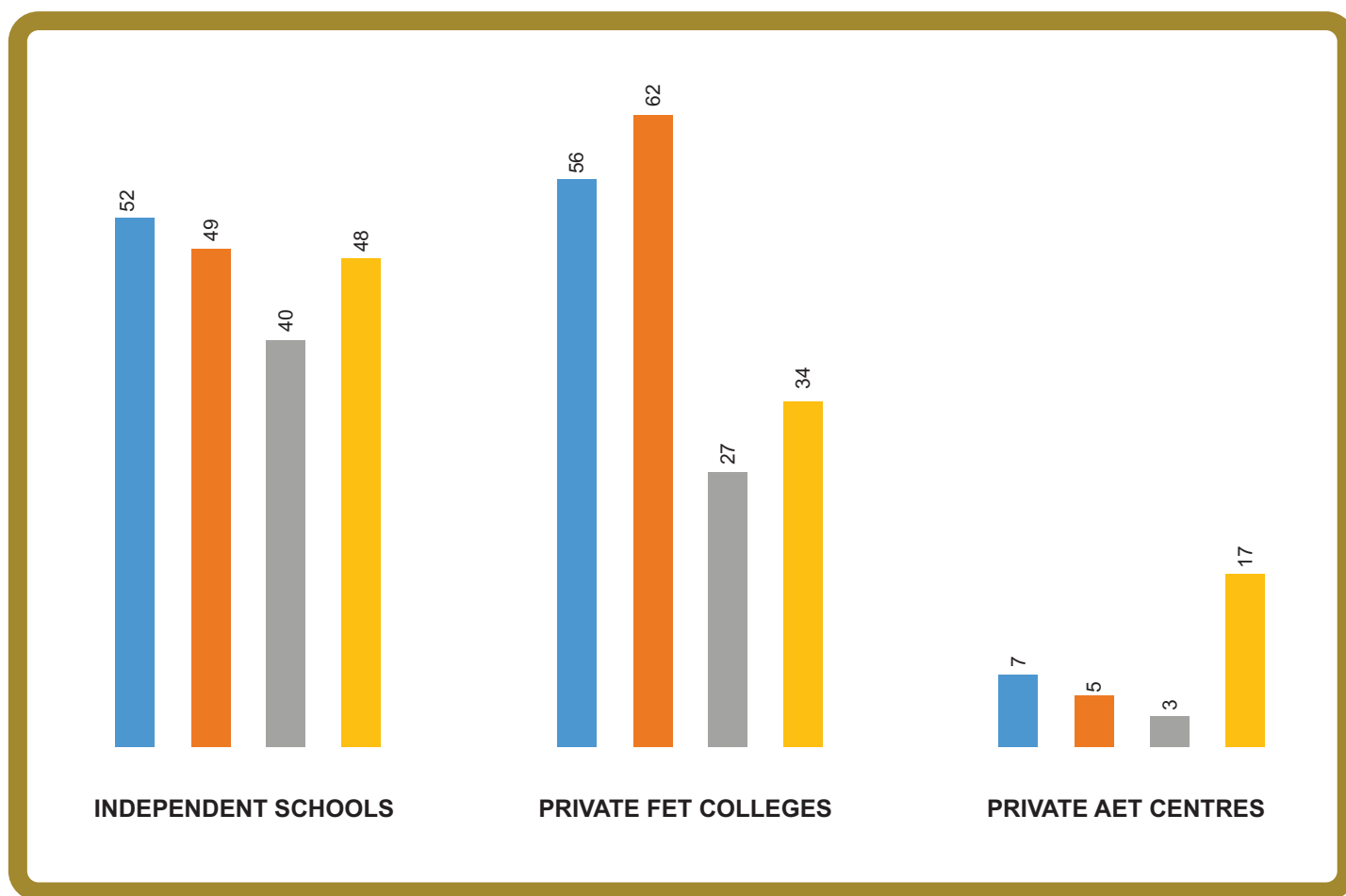
As indicated above, the LOI is a mere indication of an intention to apply for accreditation and may not in any way be viewed as an application for accreditation. In total during the period 01 April 2017 to 31 March 2018, 189 independent schools, 112 private Further Education and Training (FET) colleges and 32 private Adult Education and Training (AET) centres submitted the LOI to apply for accreditation.

No. of LOI received	Q1	Q2	Q3	Q4	Total
Independent Schools	52	49	40	48	189
Private FET Colleges	56	62	27	34	112
Private AET Centres	7	5	3	17	32
Percentage screened within 7 days of receipt of payment for LOI	100%	100%	100%	100%	100%

FIGURE 1: LETTER OF INTENT PER QUARTER IN 2017/18

LETTER OF INTENT(LOI) : 2017/2018

■ Quarter 1 ■ Quarter 2 ■ Quarter 3 ■ Quarter 4







3. SELF-EVALUATION REPORT AND DESKTOP EVALUATION

Following acceptance of the letter of intent to apply for accreditation, institutions are required to complete an online self-evaluation report and upload an accompanying portfolio of evidence to demonstrate their compliance with the minimum criteria for accreditation. The self-evaluation instrument is only available to an institution once a representative of the institution has attended a Quality Promotion (QP) meeting.

A QP meeting is compulsory for institutions applying for accreditation to offer programmes that prepare learners for the attainment of the qualifications registered on the GFETQSF.

Information shared at the QP meetings includes:

-  The legislative framework;
-  Umalusi's accreditation process;
-  Core criteria for accreditation and the indicators which are considered in evaluating whether the institution meets the minimum standards; and
-  Technical aspects of how to upload the evidence required for the self-evaluation process.

Once the self-evaluation report has been submitted to Umalusi, trained evaluators and subject specialists are allocated specific criteria to evaluate online. If the submission by the institution is found not to meet the minimum standards, the submission is returned to the institution to give them an opportunity to submit further relevant evidence, at the fee approved by

Umalusi Council. The submission may be returned to the institution a maximum of two times. If the evidence still does not meet the minimum requirements for accreditation after the two additional submissions, the application will be rejected. If the institution still seeks accreditation with Umalusi, they will be required to make a new application and pay all the relevant fees.

Regulation 26A(1-4) Chapter 5 "Requirements for the registration of independent schools as examination Centres" of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate (NSC) Examinations* (Gazette No. 31337 of 29 August 2008 as amended) state "In order for an independent school to be registered as an examination centre by either an accredited private assessment body or the state, such a school, besides being registered as a school, must also be accredited by Umalusi."

Umalusi will therefore certificate only the learners who sat and fulfilled the requirements of the NSC at accredited independent schools or independent schools that have made considerable progress in their application for accreditation with Umalusi. The same principle is being applied to private FET colleges as from 2018.

Since independent schools were required to have applied and made considerable progress in their application for accreditation by Umalusi by 31 October 2017, the number of self-evaluation reports submitted by independent schools in quarter 3 of 2017 is high. The high number of reports evaluated in quarter 2 was to complete evaluation of the reports already submitted in anticipation of the influx of applications expected in quarter 3.

Table 2 below indicates the number of self-evaluation reports received from independent schools and evaluated during the period 1 April 2017 to 31 March 2018.

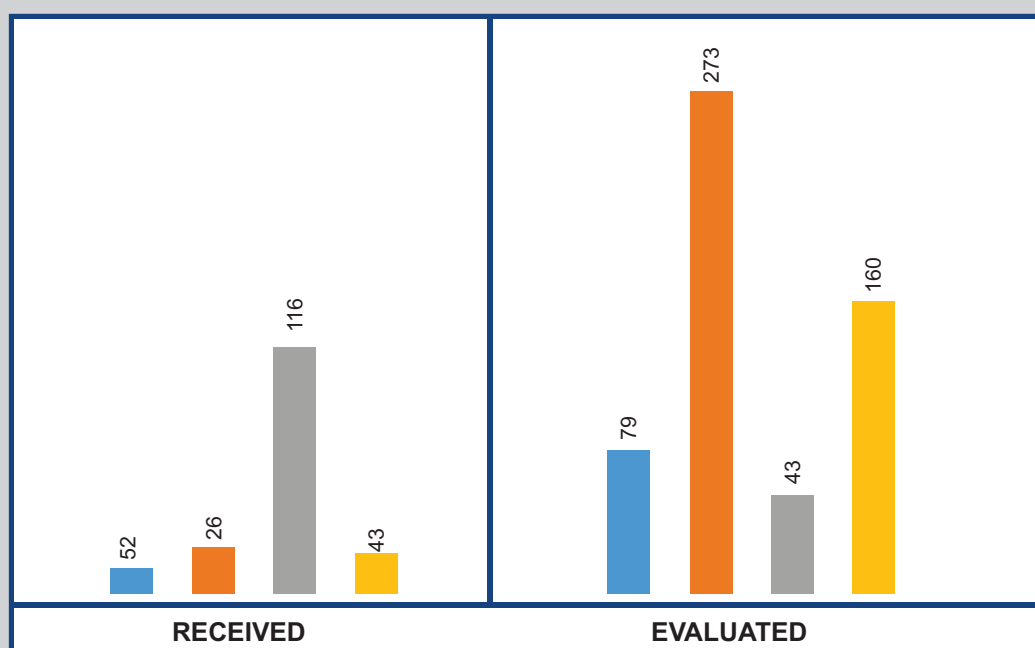
It should be noted that because the processing of applications happens over different quarters, the number of reports evaluated in a specific quarter is not directly related to the number of SE reports received in that quarter.

TABLE 2: INDEPENDENT SCHOOL SE SUBMITTED AND EVALUATED BETWEEN 1 APRIL 2017 AND 31 MARCH 2018

	Q1	Q2	Q3	Q4	Total
No. of self-evaluation reports received from independent schools	15	26	116	24	181
No. of self-evaluation reports evaluated	79	273	43	160	555

LETTER OF INTENT(LOI) : 2017/2018

■ Quarter 1 ■ Quarter 2 ■ Quarter 3 ■ Quarter 4



Whilst 503 self-evaluation reports were received from independent schools in the 2016/17 financial year, the majority of the reports were submitted towards the end of the financial year and were therefore evaluated in the 2017/18 financial year. In the 2017/18 financial year, 181 were received and in total 555 were evaluated. The next step of their application for accreditation for those schools would be the site verification visit.

4. CONCLUSION

The letter of intent and self-evaluation reports introduce the private education institutions to Umalusi. Only private education institutions that offer a qualification or programmes leading to a qualification on the GFETQSF are accepted for the accreditation process. The self-evaluation report, as the primary source of data collection for accreditation, provides a narration of who and what the institutions claim to be. This claim however still has to be put to the test and verified through the site verification visit.

Regulation 26A(1-4) Chapter 5
“Requirements for the registration of
independent schools as examination Centres”
of the Regulations pertaining to the conduct,
administration and management of the
National Senior Certificate (NSC)




UMALUSI'S CONTINUOUS SUPPORT FOR PRIVATE COLLEGES THAT APPLY FOR ACCREDITATION



By Dr Nokuphiwa Mkhabela

Umalusi accredits private colleges to offer programmes / qualifications that are registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF).

Private Further Education and Training colleges and private Adult Education and Training centres (referred to as private colleges in the Continuing Education and Training Act 16 of 2006) apply to Umalusi for accreditation to offer specific qualifications. Currently the registered qualifications for private colleges are the:

-  NATED Report 190/191 Engineering Studies N1 – N3
-  National Certificate (Vocational)
-  General Education and Training Certificate: Adult Basic Education and Training at NQF Level 1

The accreditation process is a detailed process and comprises a number of steps, which can seem quite intimidating for a provider seeking accreditation. However, Umalusi has systems in place to support providers throughout the accreditation process. Support is built in at each step of the process as can be seen as follows:

1. Letter of intent (LOI) to apply for accreditation

A detailed introductory letter available on the website explains the accreditation process.

Telephonic and email support is available to applicants to guide them through the initial stage of registering their intent to apply for accreditation, the documents and information that must be submitted.

If the applicant submits insufficient or incorrect information, the application is “rejected” with a request for further information. An email is automatically sent informing the applicant of what further information is required, and Umalusi staff are on hand to assist applicants with telephonic, email and “walk-in” enquiries.

“Umalusi has systems in place to support providers throughout the accreditation process”.

2. Quality promotion workshop

Attendance of a quality promotion workshop is a compulsory step in the accreditation process. During these workshops, the technical aspects of the application process are explained, as well as the requirements for accreditation, and all the steps in the process. The support is to the extent of explaining the policies that are required and what information should be included in the policies. The requirements for implementing the qualifications and assessment requirements are also explained in detail.

During these workshops, providers have an opportunity to engage with the staff of Umalusi where further clarity is required on what is expected from a provider in order to implement the qualification.

3. Submitting the self-evaluation report and required evidence

Whilst the applicant is uploading the self-evaluation report and required evidence, they may contact Umalusi staff for clarification on any of the evidence required.

Once submitted, the self-evaluation report is evaluated. If the evidence submitted does not meet the minimum requirements, the institution is given two more opportunities to improve, and is advised of what evidence is still needed.

“Accreditation is only awarded if private colleges meet the minimum requirements to offer the qualification that they applied for, at the required standard”.

4. Conducting a verification site visit

Site visits are conducted to verify the information submitted during the self-evaluation process, and to evaluate the implementation of teaching, learning, assessment and conduct of examinations.

The details of what is required at a site visit are clearly explained during the quality promotion workshop. Umalusi staff will contact the college prior to the site visit and explain the arrangements and answer any queries about the process.

5. Accreditation decision

The Accreditation Committee of Council (ACC) deliberates on all the reports on institutions which have applied for accreditation. The role of the ACC is to ensure that each institution's application is treated fairly and that the evidence supports the recommendations made. The outcome of the application process can be seven years' accreditation or two years' provisional accreditation.

In a case where the institution does not meet the minimum requirements for accreditation, a window period to improve is granted which allows the institution an opportunity to improve and meet the requirements for accreditation.

The areas of non-compliance are clearly indicated and a specific time period is given to the institution to improve. A private college will only be given an outcome of “no accreditation” if it still does not meet the requirements after being given an opportunity to improve.

6. Submission of improvement plans

Institutions that receive an outcome of two years' provisional accreditation or a window period to improve must submit an improvement plan within the specified time period. The improvement plan must be developed in line with the specific conditions the institution was advised to improve on, and must be accompanied by evidence to substantiate the improvement.

Providers may contact Umalusi staff in the accreditation unit for advice on what is expected of the college in order to fulfil the requirements that were initially not met. The staff members will clearly explain the requirements that the private college must meet for each condition.

7. Ongoing communication

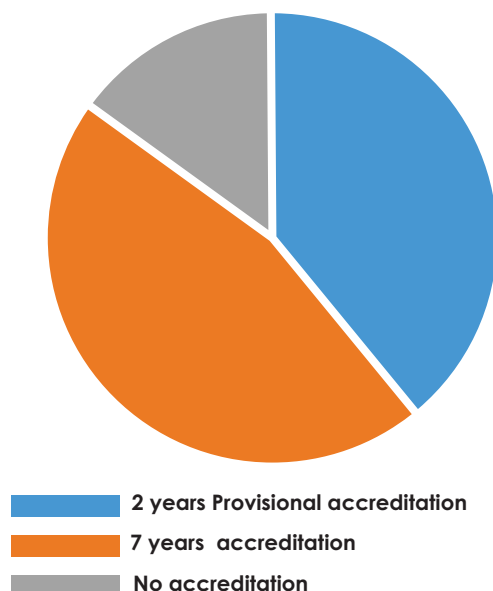
Providers may contact staff in the accreditation unit with any queries regarding their applications for accreditation.

The table below indicates the outcome of applications from private colleges that initially did not meet the requirements for accreditation and were given an opportunity to improve during the period 2016–2018.

Source: Umalusi Accreditation Database, 30 November 2018

	Number of Improvement Reports presented to the ACC 2016-2018	Moved from Window Period to improve to 2 years Provisional accreditation	Moved from 2 years provisional accreditation to 7 years accreditation	No accreditation or Non-submission of evidence for an improvement report
Private FET Colleges	106	41	51	14
Private AET Colleges	30	12	11	7
Total	136	53	62	21
Percentage	100%	39%	46%	15%
		85%		

No. of improvement reports presented to the ACC: 2016-18



This table and graph indicate that the largest proportion of institutions received a seven-year accreditation status after addressing areas of improvement flagged in the improvement reports, and is more than double the proportion of those with no accreditation.

The reason some of the colleges were granted no accreditation was because they did not make use of the opportunity to submit evidence of improvement, and the ACC confirmed their decision from the first presentation of the report that the institution did not meet the requirements for accreditation.

In conclusion, the above information as depicted in the table illustrates that the support provided enables more private colleges to receive accreditation than those that did not. The improvement process is enacted to support colleges to attain accreditation.

Accreditation is only awarded if private colleges meet the minimum requirements to offer the qualification that they applied for, at the required standard.

Site verification visit process The **HEART** of accreditation



By Mary Malia

1. INTRODUCTION

The Evaluation and Accreditation Unit quality assures provision through an accreditation process. The site verification visit is a key component of the accreditation process. Independent schools submit a self-evaluation report indicating the policies and procedures in place at the school. These are evaluated and the reports written during the desktop evaluation process are used as the basis for the site verification process.

The purpose of the site visit is to verify the implementation of the information provided by the institution during the self-evaluation process pertaining to policies and procedures, curriculum content and delivery, assessment practices, structures, facilities, resources and equipment in place at the institution.

The self-evaluation reports submitted by private education institutions are narratives of what the institutions claim they are. Often what the institutions claim they are is not necessarily the same as what they actually implement on site.

This incongruity can only be cleared by the site verification visit that verifies the actual implementation of the schools' policies and procedures.

Highly experienced and suitably qualified evaluators and subject specialists are trained and appointed by Umalusi to conduct the site verification visits. All evaluators and subject specialists are required to sign confidentiality and conflict of interest declarations to ensure that they conduct themselves ethically.






The evaluation teams are guided by the following set of criteria in evaluating an application for accreditation from an independent school:

1. School Ethos
2. Leadership, Management and Communication
3. Teaching and Learning
4. School Results

2. SITE VERIFICATION PROCESS

Schools are informed prior to the site visit about the intended date of the site visit and of the evaluators who may visit their schools. Thus schools are given the opportunity to express their unhappiness with any of the evaluation personnel that Umalusi assigns to the school. Even though evaluation teams are available to conduct the visits, the plotting of the visits is dependent on the availability of the schools. If the date of the site visit clashes with an event the school has already organised, the school may negotiate a change of date with Umalusi. However, schools are encouraged to accommodate the dates proposed by Umalusi as far as possible, to facilitate travel and accommodation arrangements.

Rigorous site verification visits are conducted in one day and commence with the Principal's presentation, which covers the following:

-  **Brief outline of the school's profile (vision and mission, school ethos, etc.)**
-  **Motivation for starting the school**
-  **Achievement of the school in general**
-  **Promotion and progression rates**
-  **Challenges facing the school and possible solutions**

Different methods of data collection are used to collect data from various sources during the site verification visit and to verify the quality of teaching and learning. These include lesson observation, interviews with the principal, management, teachers and learners, in addition to verification of learners' work and teachers' records. The verification also includes an inspection of the premises. Umalusi is cautious not to cause unnecessary disruption for the principals and teachers during the school day.

3. SITE VERIFICATION VISITS CONDUCTED IN THE 2017/18 FINANCIAL YEAR

The statistics below show the fluctuation in the number of site verification visits conducted per quarter. In quarters two (2) (July to September) and four (4) (January to March) of the financial year, more site verification visits are conducted because of more “normal” school days in the school calendar being available for site visits.

Generally, in the last month of each quarter, most of the four (4) term schools write tests / examinations and prepare marks and schedules for reporting, which makes them reluctant to agree to site visits taking place during those periods. Notwithstanding the fact that in quarter 4, schools have just reopened and are still settling in, more site verification visits are conducted. Schools are advised during the Quality Promotion meetings of the evidence that they need to retain on site in preparation for site visits which will take place in the following financial year.

In quarters one (1) and three (3) normal school days are depleted by the June examinations, end-of-year examinations and public holidays. The site verification visits continue to be conducted during the internal examinations, unlike the end-of-year examinations, since the principal, staff and learners are available for evaluation.

Since the principal and teachers need to be available at all times for the smooth running of the NSC exams, and the grade 12 learners are not available then, quarter 3 is the most affected and very few site visits can be conducted.

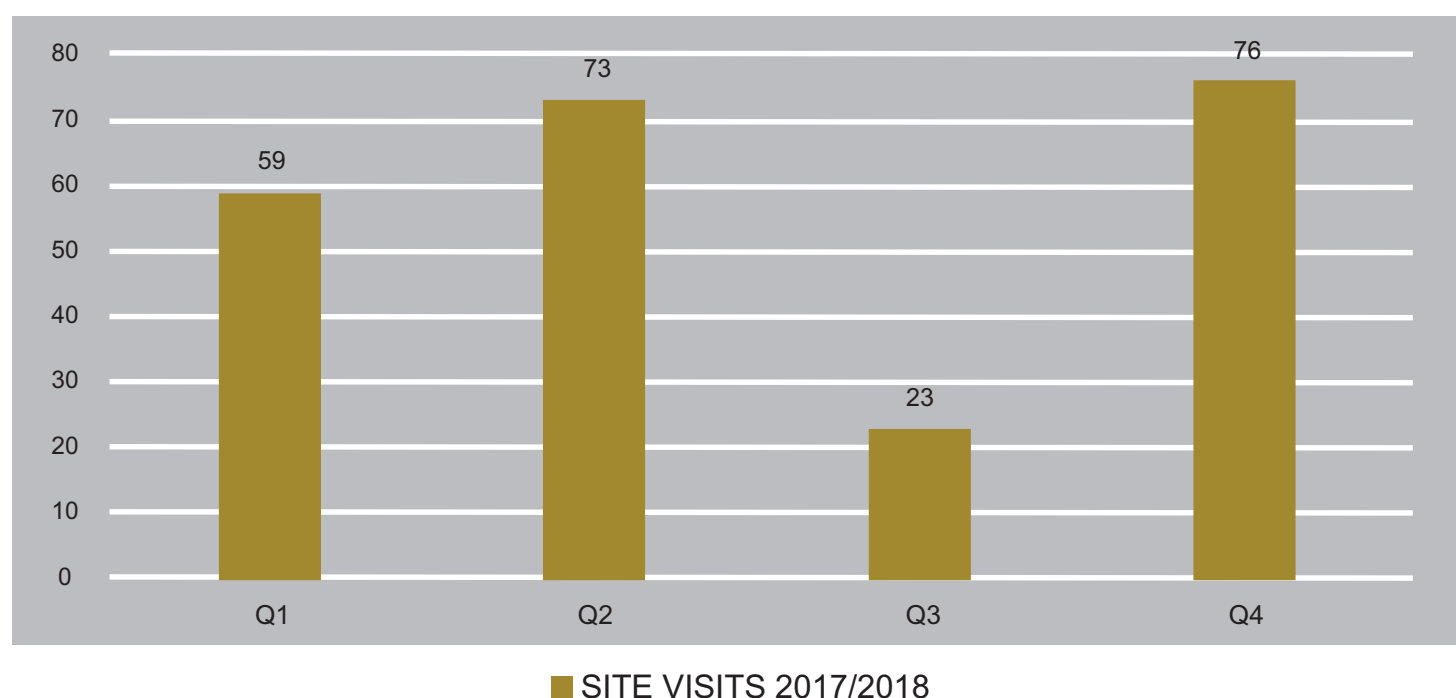
Overall, 231 site verification visits were conducted at independent schools in the 2017/18 financial year compared to 180 that were conducted at the beginning of the school year.

TABLE 1: SITE VISITS TO INDEPENDENT SCHOOLS CONDUCTED PER QUARTER IN 2017/18

2017/18	Q1	Q2	Q3	Q4	Total
No. of verification site visits conducted	59	73	23	76	231

Number of independent school site verification visits conducted in 2017/2018

TABLE 2: SITE VISITS TO INDEPENDENT SCHOOLS CONDUCTED PER QUARTER IN 2017/18



3. CONCLUSION

Triangulation of various data collected during the site verification visits validates the data collected at desktop level. Site verification visits are 'up close and personal'. Interaction with stakeholders of the school paints a clearer and more accurate picture of the schools' offering and actual implementation.

Both the desktop evaluation and site verification reports are consolidated into an accreditation report with a recommendation to the Accreditation Committee of Council of either accreditation, two years' provisional accreditation or a window period to improve if the school does not meet the minimum standards. The recommendation is based on the extent to which the school satisfies the indicators for each of the accreditation criteria.

Post-accreditation monitoring of independent schools



By Klaus Lettau

1. INTRODUCTION

In accordance with the provisions of the General and Further Education and Training Quality Assurance Act, 2001 as amended in 2008, Umalusi is required to, among other things:

- 23 (1) Develop policy and criteria for quality assurance of private education institutions;
- 25 (1) Monitor private education institutions to ensure compliance with the policy contemplated in section 23(1).

The Policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies (Government Gazette No. 35830 as amended) and the Regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies, (Government Gazette 41206 of 27 October 2017) define “quality assurance” as the process of measuring, evaluating and reporting on quality against standards, and monitoring for ongoing

improvement in the qualification, the curriculum/programme, the assessment, the implementation and delivery of the curriculum/programme and the capacity of the institution or assessment body to offer and/or assess the qualification.

Umalusi's approach to quality assurance is to accredit independent schools meeting the minimum requirements. “Accreditation” means the outcome of a quality assurance process of evaluating an independent school to determine whether it has, in accordance with the policy and criteria for quality assurance as set out in the policy and regulations, the capacity to offer a qualification or programmes leading to a qualification on the General and Further Education and Training Qualifications Sub-framework.






Once accredited, an independent school is monitored to ensure continued adherence to the minimum standards and for ongoing improvement. Chapter 4 paragraph 9 subsection 4 of the policy and regulations makes provision for compliant independent schools to be accredited to offer the National Curriculum Statement, Grades R-12 leading to a qualification on the General and Further Education and Training Sub-framework of qualifications and the related curriculum/programme and being subject to monitoring to ensure improvement and maintenance of standards.

To that end, as part of its quality assurance programme, Umalusi requires accredited independent schools to participate in the monitoring activities as prescribed by Umalusi.

2. DIFFERENTIATED MONITORING

The reference in the policy and regulations to accredited independent schools being “subject to monitoring to ensure improvement and maintenance of standards” Chapter 4(9)(4) is not specific in how often or in what manner independent schools must be monitored. As a minimum, Umalusi monitors each accredited independent school every two years by requiring the accredited school to submit a monitoring report. However, monitoring of an accredited institution may take place more frequently, and institutions will not necessarily be monitored in the same way.

Factors that may cause Umalusi to monitor an accredited school more frequently include the following:

-  A drop in the standard of results of a school (Umalusi can draw the National Senior Certificate results of a school from the National results system);
-  Grade 12 results are below the national average;
-  Complaints from learners, parents, assessment bodies, provincial education departments or the public that require investigation;
-  Indicators that were flagged as needing closer monitoring during the initial accreditation process; or
-  The school is implicated in assessment irregularities.

Monitoring may take place in the form of submission of a report on a specified template (which may not be the same as the template another school may be required to complete), or there may be a monitoring site visit. The monitoring visit may be announced or unannounced. In the case of an unannounced visit, the Umalusi official will always carry a letter from Umalusi authorising him/her to visit the school. Schools are welcome to ask the Umalusi official for identification, and to contact Umalusi to verify that Umalusi has indeed deployed the official to the

Underperforming accredited schools are required to submit an additional monitoring instrument, which requires the school to analyse its poor performance and develop an improvement plan leading to the end of year examinations. Accreditation may be withdrawn if the results of the school continue to be below the national

Change of ownership, principal, location or grades offered at an accredited school must be communicated to Umalusi within 14 days of the change. The school will be required to submit additional evidence to support the change, including proof of registration by the provincial education department and current health and safety certificates for new premises. Evaluation of the evidence will determine the way forward with regard to the school's accreditation status. The adequacy and safety of the new premises will be considered during the evaluation process.

3. CRITERIA FOR MONITORING INDEPENDENT SCHOOLS

The monitoring process focuses on the same core criteria as evaluated during the accreditation process, including:



School Ethos

Is the school's offering still in line with its original accreditation, and is the offering of the school in line with the values and principles of the South African Constitution?



Leadership, Management and Communication

Have there been any changes to the school's governance structure, management, or type of enterprise?

Is the school still operating in line with the registration conditions of the provincial education department?

Does the school still meet the minimum requirements for health and safety, and have the necessary resources and facilities for quality provision of the qualification?

Are policies and procedures in place, implemented and reviewed?



Teaching and Learning

Does the school continue to offer the National Curriculum Statement leading to the National Senior Certificate in line with its original accreditation?

Do teachers at the school hold professional teaching qualifications and current registration with the South African Council for Educators?

Is appropriate learner support offered?



Results

Does the school continue to improve its end of year results?

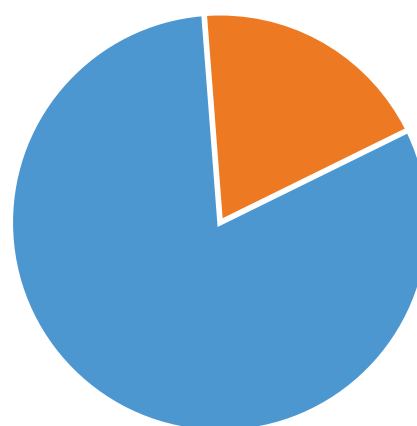
Are the school's results on par with or above the national average?

SUMMARY OF SCHOOLS MONITORED IN THE PERIOD 2017/2018

A total of 134 accredited schools were monitored in the period January 2017 to December 2018. Of the 134 schools monitored 109 (81.35%) were found to still meet the accreditation criteria, and 25 (18.65%) no longer met the requirements for accreditation. Schools that no longer meet the requirements for accreditation are served with a notice of intent to withdraw their accreditation. The notice clearly states the conditions that they must meet to retain their accreditation status, and the time period within which the conditions must be met.

No. Schools Accredited January 2015 - December 2016	No. Schools Monitored January 2017 - December 2018	No. Schools Compliant	No. Schools Non-Compliant
144	134	109	25
		81.35%	18.65%

Monitoring of Accredited Schools



■ Compliant ■ Non-compliant

The following were reasons for the schools' non-compliance.

Reason for non-compliance	Number of schools
<ul style="list-style-type: none"> Less than 80% of the teachers hold professional teaching qualifications and current registration with SACE. 	9
<ul style="list-style-type: none"> The principal of the school does not hold a professional teaching qualification and current registration with SACE. 	1
<ul style="list-style-type: none"> Health and safety certificates expired. 	11
<ul style="list-style-type: none"> Annual certificate of service of fire extinguishers not provided. 	1
<ul style="list-style-type: none"> Financial statements not submitted. 	2
<ul style="list-style-type: none"> Grade 12 results below the national average 	1

CONCLUSION






Umalusi will review the accreditation status of independent schools that fail to submit the required post-accreditation monitoring report. The review process may include withdrawal of accreditation. In instances where accreditation is withdrawn, Umalusi is required to advise the registrar of the withdrawal of accreditation within three months of the decision. This is likely to have an implication on the registration status of the school. In reviewing the accreditation status of a school, Umalusi will comply with the Promotion of Administrative Justice Act, 2000.

Notwithstanding the 18.65% of monitored independent schools that failed to continue to meet the accreditation requirements, the 81.35% that continue to meet the accreditation requirements is evidence that accredited independent schools endeavour to maintain the standards and offer quality education in South Africa.



UMALUSI LEAVES BRAND FOOTPRINT

The Sekhukhune TVET College and CEIA in partnership with the Limpopo Department of Education hosted the 2019 Sekhukhune District Career Exhibition from 11-15 February 2019. The PR and Communications Unit represented Umalusi at the exhibition in Limpopo. Information on the mandate of Umalusi was shared at the exhibition with various stakeholders during the course of the week:

-  Sekhukhune TVET College: CN Phatudi Campus, Burgersfort,
-  Sekhukhune TVET College: Apel Campus, Ga Nchabeleng,
-  Matshumane High School, Glen Cowie,
-  Jane Furse Comprehensive Secondary School;
-  Sekhukhune TVET College: CS Barlow Campus, Motetema.

By Lydia Den Heyer



Ms Lydia Den Heyer sharing information with learners during one of the sessions at Sekhukhune TVET college in Limpopo

The role of the Umalusi Accreditation Committee of Council (ACC)



By Dr Gugulethu Nkambule

Legislative framework and accreditation background

The National Qualifications Framework Act, 2008 (Act No. 67 of 2008, as amended) provides for Umalusi as a Quality Council responsible for standard setting in respect of the General and Further Education and Training Qualifications Sub-framework (GFETQSF). The object of Umalusi's founding Act, the General and Further Education and Training Quality Assurance Act, 2001 (as amended in 2008), is to enhance the quality of general and further education and training.

To that end, Umalusi's Evaluation and Accreditation Unit (E&A) is responsible for accreditation of private education institutions (Independent schools, private Adult centres and private Further Education and Training colleges) and private assessment bodies.

The General and Further Education and Training Quality Assurance Act (GENFETQA), 2001 (Act No. 58 of 2001, as amended) gives Umalusi Council a mandate to establish committees to perform some of the functions as determined by Council.

The Accreditation Committee of Council (ACC) is one of the committees established by Council to support the work of the E&A Unit's evaluation teams, and to give institutions the assurance that accreditation decisions have been interrogated and are credible and valid. Accreditation decisions are made on the basis of private education institutions and assessment bodies meeting minimum standards in terms of the accreditation criteria. Umalusi accredits private education institutions and assessment bodies against the criteria developed for this purpose. Accreditation against these criteria is about judging institutions and, if successful, affirmation of an institution or assessment body's quality of delivery. To that end, accreditation becomes a 'high stakes' status.

The ACC comprises independent experts with a wealth of experience in teaching, institutional management, and governance, drawn from diverse education sectors, including the schooling, Adult Education and Training, and the Technical and Vocational Education and Training sectors. The ACC consists of thirteen (13) council appointed members made up of one (1) member selected from the Council membership to act as Chairperson and a team of twelve (12) appointed members from the private and public provider sectors that Umalusi serves. A deputy chairperson is selected from the twelve (12) nominated members. Umalusi full time staff members act as *ex-officio members*.

ACC Term of Office

The term of membership of ACC members is four (4) years running concurrently with the term of Umalusi Council. Re-appointment to the Committee may be considered for one additional term of office. The current ACC is appointed to serve from August 2018 to June 2022.

Functions of the ACC

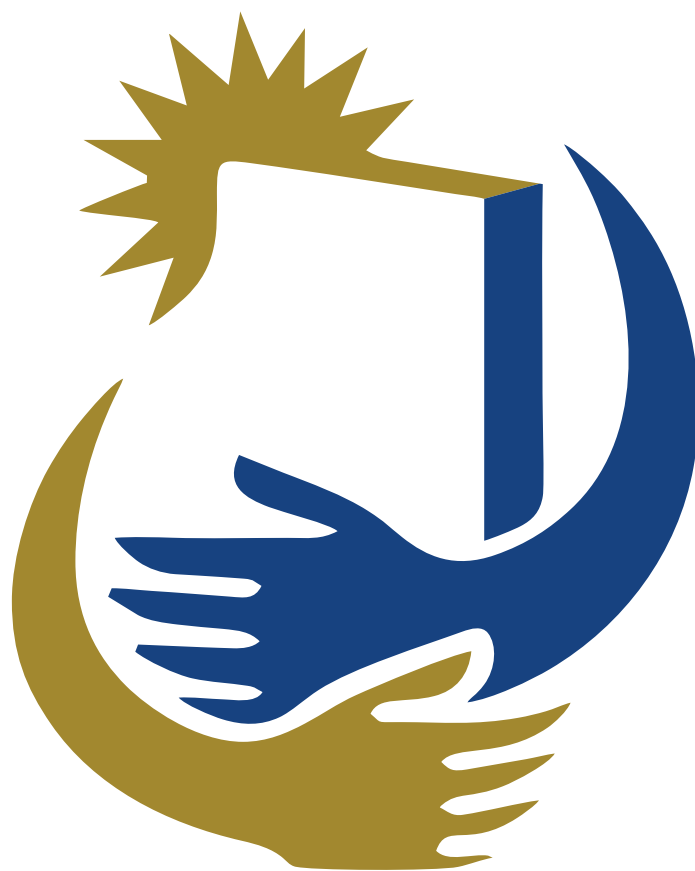
The main functions of the ACC are to:

- (1) contribute to the quality assurance of provision in the private education sector for all qualifications registered on the GFETQSF;
- (2) support the work of the Evaluation and Accreditation (E&A) Unit;
- (3) consider the recommendations of the E&A secretariat in respect of the accreditation of an institution;
- (4) work on reports on the accreditation applications of private education institutions and present findings at the ACC meeting;
- (5) recommend the accreditation status of a private education institution / private assessment body;
- (6) recommend the withdrawal of the accreditation status of a private education institution / private assessment body; and
- (7) provide input to the development of policies on the accreditation and monitoring of private education institutions and private assessment bodies.

ACC members may be required to participate in the verification of site evaluations, and also may be required to participate in seminars or forums with

regard to evaluation and accreditation of private education institutions and private assessment bodies.

The Committee meets a minimum of four (4) times annually. The Committee reports to Council through representation by the ACC chairperson and the Council report. Any advice or recommendation or action of the Committee is reported to the Council for consideration and the Council may ratify, set aside, or vary the advice or recommendation. The Council has specifically delegated its powers or functions to the Committee.



Number of accredited private institutions

The applications for accreditation considered by the ACC during the period from 2013 to September 2018 are as follows:

Accreditation period	Independent schools	FET Colleges	AET Centres	Total
2013	38	16	82	62
1 April 2014 - 31 March 2015	64	11	2	77
1 April 2015 - 31 March 2016	144	38	24	206
1 April 2016 - 31 March 2017	271	79	28	378
1 April 2017 - 31 March 2018	297	104	25	426
1 April 2018 - 30 September 2018	205	66	14	285
TOTAL	1 019	314	101	1434

The following table indicates the actual number of private education institutions that have been granted accreditation as at 30 September 2018.

Institution	Accreditation outcome		
	Accreditation	Provisional accreditation	Total
Independent Schools	435	128	563
Private FET Colleges	65	89	154
Private AET Centres	19	17	36
TOTAL	519	234	753

A total of 753 institutions (563 independent schools, 154 FET private colleges and 36 AET centres) were accredited or provisionally accredited by the end of September 2018.

Number of accredited assessment bodies

To date, the number of assessment bodies accredited by Umalusi is as follows:

Assessment Body	Qualification	Accreditation Status
Independent Examinations Board (IEB)	National Senior Certificate (NSC)	Accredited
	General Education and Training Certificate: Adult Basic Education and Training (GETC:ABET) at NQF Level 1	Accredited
South African Comprehensive Assessment Institute (SACAI)	NSC	Provisionally accredited
Benchmark Assessment Agency (BAA)	(GETC: ABET) at NQF Level 1	Provisionally accredited

Conclusion

The ACC's role of maintaining high standards of quality assurance in the accreditation of private education institutions and assessment bodies applying to offer and assess qualifications registered in the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) is commendable.

Picture Power

The 2019 Accreditation Certificates handover ceremonies in Cape Town; Pretoria and Pietermaritzburg







By Kgaugelo Sekokotla

UGANDA NATIONAL EXAMINATIONS BOARD'S BENCHMARK VISIT TO UMALUSI

The Uganda National Examinations Board paid Umalusi a benchmark visit from 18 – 22 February 2019.

The purpose of the benchmark visit was:

- To learn about Umalusi's quality assurance processes;
- To share experiences on success stories and challenges in the process of executing the function of quality assurance.

This benchmark visit certainly attests to our vision as a 'trusted authority in quality assurance of education provision, recognised locally and internationally.'

The programme for the week started with a welcome and introduction session by the Acting Chief Executive Officer, Mr Emmanuel Sibanda, followed by presentations from the national operations units (QCC, QAA [Schools & Post-School], E&A and SIR). After two days of intensive information sharing, the UNEB delegates were taken around our beautiful city – Tshwane. The session concluded with a visit to the South African Qualifications Authority (SAQA). We can proudly and humbly say that Umalusi is setting high standards in quality assurance in Africa.



Front row left to right:

*Ms Mary Akello, Dr Saverio Pido;
Ms Mary-Louise Madalane*

Back row left to right:

*Ms Zodwa Modimakwane; Mr Lucky Ditaunyane;
Dr Celia Booyse and Dr Eva Sujee*

MATRIX OF UMALUSI QUALITY ASSUR

	On which NQF level is the qualification?	What kind of qualification is this?	What is the equivalent Grade?	Who can study for the qualification?
National Senior Certificate (NSC)	NQF Level 4	Academic qualification	Grade 12	School learners between the ages of 16 and 19 who have passed Grade 9
Amended Senior Certificate (ASC)	NQF Level 4	Academic qualification	Grade 12	Adult learners over the age of 21 who have: <ul style="list-style-type: none"> a GECT: ABET or passed Grade 9 or an equivalent NQF Level 1 qualification including two official languages an incomplete Senior Certificate post-2014 an incomplete NSC and expired School-Based Assessment component Out of school youth: 18-21 years old who could not complete their school education and, due special circumstances, could not be accommodated longer in the school system, as verified by the Head of Department
National Certificate Vocational (NCV) Level 4	NQF Level 4	Vocational qualification	Grade 12	School learners between the ages of 16 and 19 who have passed Grade 9 or an equivalent NQF level 1 qualification
General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET)	NQF Level 1	General qualification with academic and vocational subjects	Grade 9	Learners 16 years or older who have not passed Grade 9 or an equivalent NQF level 1 qualification

ED AND CERTIFIED QUALIFICATIONS

How long does it take to complete the qualification?	How many subjects are required to successfully complete the qualification?	What are the pass requirements for the qualification?	Where can one study for this qualification?
Minimum three years, from Grade 10 to Grade 12	Register for 7 subjects: <ul style="list-style-type: none"> 1 Official language at Home Language (HL) Level 1 Official language at First Additional Language (FAL) Level Maths/Maths Literacy Life Orientation 3 Subjects from list of approved NSC subjects 	<ul style="list-style-type: none"> Minimum 40% in 3 subjects, including one official language at HL level Minimum 30% in 3 subjects Submit the SBA component in the failed subject 	Public schools or independent schools accredited by Umalusi
Minimum one year	Register for 6 subject: New SC applicants: <ul style="list-style-type: none"> 2 Official Languages Maths/Maths Literacy 3 Subjects selected from newly approved SC subjects Learners with SC credits obtained before July 2014: <ul style="list-style-type: none"> Select remaining subject from list of approved SC subjects NSC part-time repeaters: <ul style="list-style-type: none"> 3 Subjects selected from list of approved SC subjects Mathematics required for certification 	<ul style="list-style-type: none"> Minimum 40% in a minimum of 5 subjects, including two languages, one at HL and one at FAL Level Sub-minimum 20% in the failed subject 	Public Adult Education Centres or private Adult Education Centres accredited by Umalusi
Minimum three years NC(V) Level 2 and NC(V) Level 3 must be completed before entry into NC(V) Level 4. Each NC(V) qualification takes minimum 1 year	Register for 7 subjects: <ul style="list-style-type: none"> 1 Official language at HL or FAL level Life Orientation Maths/Maths Literacy 4 Subjects chosen from vocational programmes 	<ul style="list-style-type: none"> Minimum 40% in required official language Minimum 40% in Life Orientation Minimum 30% in Maths/ Maths Literacy Minimum 50% in each of 4 vocational subjects 	Public Technical and Vocational Education and Training (TVET) colleges or Umalusi-accredited private TVET colleges
Minimum one year for AET level 4 (point of certification), not including AET Levels 1-3	Register for minimum 5 subjects (120 credits): <ul style="list-style-type: none"> Language, Literacy and Communication Maths Literacy/ Maths and Maths Sciences Life Orientation Minimum two electives from Academic or Vocational specialisations (51 credits) 	Minimum 50% in minimum of 5 subjects (120 credits)	Public Adult Education Centres or private Adult Education Centres accredited by Umalusi

NATIONAL SENIOR CERTIFICATE

NQF
LEVEL
4

NATIONAL CERTIFICATE (VOCATIONAL)

The National Senior Certificate and the National Certificate (Vocational) are registered on the same NQF Level (NQF L4), but serve different purposes

PURPOSE OF QUALIFICATION

- Equip learners with skills, knowledge and values for self-fulfillment and meaningful participation in society
- Facilitate transition to the workplace
- Provide access to further education



- Equip learners with practical skills, applied competence and knowledge required for employment in a particular occupation or trade
- Facilitate transition to the workplace
- Provide access to further education

YEARS TO COMPLETE

- Grade 10
- Grade 11
- Grade 12

Each grade takes minimum one year



- NC(V) Level 2
- NC(V) Level 3
- NC(V) Level 4

Each level takes minimum one year

TO OBTAIN THE QUALIFICATION

Register for 7 subjects:

- Home Language
- First Additional Language
- Maths/Maths Literacy
- Life Orientation
- 3 subjects chosen from 1 of the 12 organising fields of learning including Agriculture, Services and Human and Social Studies



Register for 7 subjects:

- 1 Official language
- Life Orientation
- Maths/Maths Literacy
- 4 subjects chosen from 1 of the 19 learning programmes including Engineering, Finance, IT, Tourism, etc

PASS REQUIREMENTS

- To obtain the qualification one must pass at least 6 subjects

40%
minimum in 3 subjects including Home Language

30%
minimum in 3 subjects



- To obtain the qualification one must pass 7 subjects

40%
in required official language

30%
minimum in Maths/ Maths Literacy

40%
in Life Orientation

50%
minimum in each of 4 vocational subjects

WHERE IT IS OFFERED

Public Schools or Independent Schools accredited by Umalusi



Public or Private Technical and Vocational Education and Training (TVET) colleges accredited by Umalusi

Issued: Advocacy & Communication CEO Sub-Committee

Date: September 2017



SECURITY FEATURES: UMALUSI CERTIFICATES




 REPUBLIC OF SOUTH AFRICA
National Senior Certificate
 Awarded to
JOE SOAP

Identify number 3219876543210 Exam number 1234567890123

Subject	Achievement level
Xitsonga Home Language	58 4
English First Additional Language	68 5
Life Orientation	60 5
Agricultural Science	43 3
Geography	46 3
Life Sciences	41 3
*****	*** *

This candidate is awarded the National Senior Certificate and has met the minimum requirements for admission to diploma or higher certificate study as gazetted for admission to higher education, subject to the admission requirements of the higher education institution concerned.

With effect from April 2017


 Chief Executive Officer

123 7894 5621 A




 Council for Quality Assurance in
General and Further Education and Training
South Africa

0003478

(See reverse for more information)

The National Coat of Arms appears on the top part of the document.

When held to the light, the paper contains a specific watermark with the Umalusi arms.



White micro text in the blue frame:
"COUNCIL FOR QUALITY ASSURANCE IN
GENERAL AND FURTHER EDUCATION
AND TRAINING SOUTH AFRICA"

Blue micro text frame:
"COUNCIL FOR QUALITY ASSURANCE IN
GENERAL AND FURTHER EDUCATION
AND TRAINING SOUTH AFRICA"

It contains a barcode that matches a certificate number. The specific certificate number is allocated to a candidate

Umalusi name and logo at the bottom of the document.

Each certificate has a unique serial number at the bottom right corner.

STANDARDISATION OF NATIONAL EXAMINATIONS RESULTS



What is standardisation?

A process used to eliminate the effect of factors other than the learners' knowledge, abilities and aptitude on their performance.



Which assessment bodies' qualification results are standardised?

Department of Higher Education and Training

- National Certificate (Vocational)
- General Education and Training Certificate
- N1-N3

Department of Basic Education

- National Senior Certificate
- Senior Certificate (amended)

Independent Examinations Board

- National Senior Certificate
- General Education and Training Certificate

South African Comprehensive Assessment Institute

- National Senior Certificate

Benchmark Assessment Agency

- General Education and Training Certificate

Why standardise results?



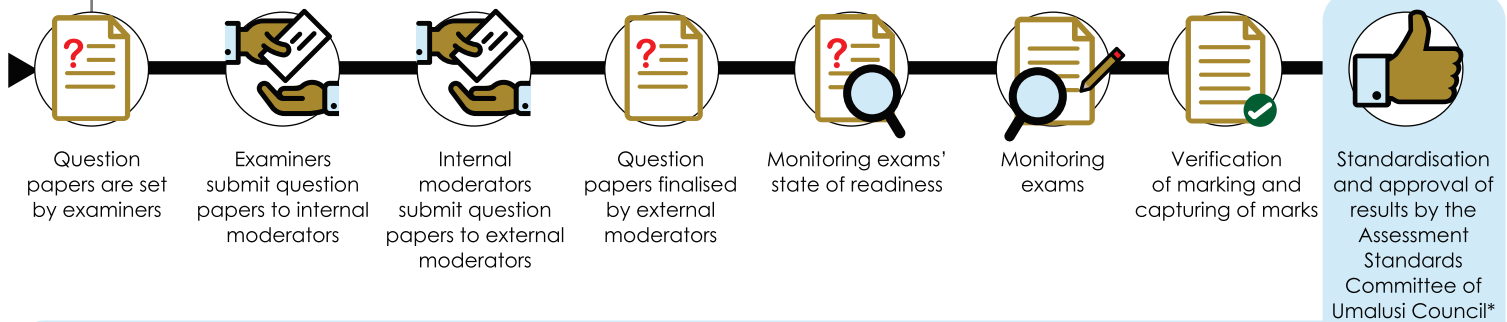
- To ensure that learners are not advantaged or disadvantaged by factors other than their knowledge of the subject, abilities and aptitude.
- To achieve comparability and consistency of the results from one year to the next.

Raw marks are ideal

STANDARDISATION IS A PROCESS

18

MONTHS
PROCESS



1

Review of learner performance against historical performance of candidates in each subject

2

Historical average constructed using past 5 years' data

3

Pairs analysis provides further comparisons of raw marks

4

Standardisation of exam results and site-based assessment

*The Assessment Standards Committee of Umalusi Council consists of independent academics with diverse expertise in assessment, statistics, mathematics and education

STANDARDISATION PRINCIPLES



No adjustment should exceed 10% of the historical average in either direction (upward or downward)

If the distribution of the raw marks is below or above the historical average, the marks may be adjusted either way subject to limitations

In the case of an individual candidate, the adjustment effected should not exceed half of the raw mark obtained by the candidate

After considering qualitative and quantitative reports, Umalusi formulates positions on each subject: 'accept raw marks', 'upward adjustment' or 'downward adjustment'