

**EVALUATION AND ACCREDITATION
UNIT**

**REPORT ON
ACCREDITATION AND MONITORING OF
PRIVATE ASSESSMENT BODIES**

**FOR THE
PERIOD**

01 APRIL 2019 – 31 MARCH 2020

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ABBREVIATIONS AND ACRONYMS

AAC	Accreditation Appeals Committee
AB	Assessment Body
ABET	Adult Basic Education and Training
A&C	Accreditation and Coordination
ACC	Accreditation Committee of Council
AET	Adult Education and Training
CEO	Chief Executive Officer
CET	Continuing Education and Training
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
E&A	Evaluation and Accreditation
EXCO	Executive Committee of Council
FET	Further Education and Training
F&SCM	Finance and Supply Chain Management
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Qualifications Sub-framework
ICT	Information and Communication Technology
IMC	Internal Moderation Committee
LOI	Letter of Intent
NATED	National Education Programme (Report 190/191)
NQF	National Qualifications Framework
NSC	National Senior Certificate
OCEO	Office of the Chief Executive Officer
PAT	Practical Assessment Tasks
QAA	Quality Assurance of Assessment
QAA-SQ	Quality Assurance of Assessment – School Qualifications
QAA-PSQ	Quality Assurance of Assessment – Post School Qualifications
QCC	Qualifications Curriculum and Certification
SBA	School Based Assessment
SIR	Statistical Information and Research
SOR	State of Readiness

EXECUTIVE SUMMARY

Private assessment bodies are required to obtain accreditation with Umalusi to assess a qualification that is registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF). Accreditation is granted to a private assessment body if such assessment body has the capacity to manage or coordinate national examinations and assessment of learner achievement in respect of qualifications it offers. Private assessment bodies must demonstrate the capacity to conduct, administer and manage national examinations and assessment of learner achievement in respect of qualifications they offer as stipulated by Umalusi.

In short, the accreditation of private assessment bodies is a process of evaluating a private assessment body to determine whether its capacity, systems, processes and products are of the appropriate quality to deliver valid, reliable, fair and credible assessments and examinations.

The accreditation process for private assessment bodies falls within the scope of the Evaluation and Accreditation unit of Umalusi. The coordination of the application and subsequent evaluation is overseen and co-ordinated by the manager responsible for the accreditation and monitoring of private assessment bodies.

The accreditation process comprises a number of steps which culminate in the presentation of an accreditation report for consideration by Umalusi Council. Umalusi Council makes the final decision on the accreditation of private assessment bodies.

1. BACKGROUND

1.1 Strategic Objective

The Evaluation and Accreditation unit of Umalusi falls within Programme 3: Quality Assurance and Monitoring. The strategic objective of the Evaluation and Accreditation unit is to quality assure the private provisioning and assessment of the qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

1.2 Purpose

The purpose of Programme 3 is to ensure that the providers of education and training have the capacity to deliver and assess qualifications registered on the GFETQSF at the expected standards and quality.

Umalusi has set common standards and conducts common quality assurance processes for public and private assessment bodies namely:

1. External moderation of internal assessment and examination question papers;
2. Approval of results;
3. Issuing of the same certificates to successful candidates across the entire assessment system.

In addition, private assessment bodies are required to seek accreditation with Umalusi to assess a qualification registered on the GFETQSF.

1.3 The scope of the Evaluation and Accreditation (E&A) unit

The Evaluation and Accreditation unit comprises three sub-units, each dealing with different aspects of the evaluation, accreditation and monitoring processes:

1. **The Independent Schools sub-unit** is concerned with independent schools offering the National Curriculum Statement leading to the National Senior Certificate;
2. **The Post School Qualifications sub-unit** deals with private Further Education and Training (FET) Colleges offering the NATED Report 190/191 N1 to N3 Engineering Studies and the National Certificate (Vocational), and private Adult Education and Training Centres offering the General

Education and Training Certificate: Adult Basic Education and Training (GETC: ABET). The accreditation of private assessment bodies qualifications registered on the GFETQSF that are offered by private colleges registered under the Continuing Education and Training Act is located within this sub-unit; and

3. **The Accreditation and Coordination sub-unit** serves as the secretariat of the Accreditation Committee of Council and coordinates the presentation of accreditation reports to the Accreditation Committee of Council and the CEO. This sub-unit is also responsible for the communication of the outcome of accreditation applications to private education institutions, and coordinates the issuing of accreditation certificates. The accreditation of private assessment bodies assessing the National Senior Certificate is located within this sub-unit.

The Senior Manager, Evaluation and Accreditation, oversees the work of the unit, and reports directly to the Executive Manager, Quality Assurance and Monitoring. The accreditation of private assessment bodies falls within the Accreditation and Co-ordination sub-unit, led by a Manager who reports to the Senior Manager.

The organogram outlining the reporting structure within the Accreditation and Co-ordination (A&C) sub-unit of the Evaluation and Accreditation unit is as indicated in Figure 1 below:

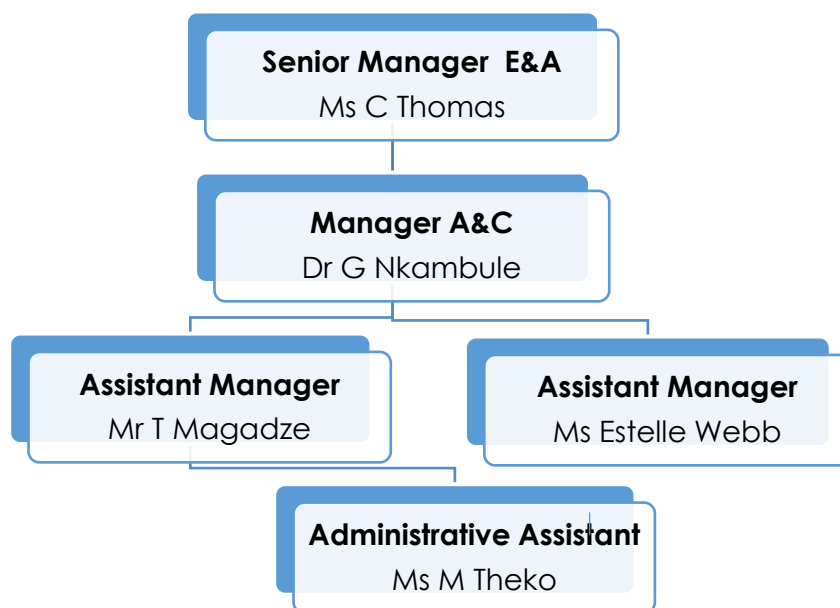


Figure 1: Reporting structure of the Accreditation and Coordination sub-unit

1.4 Legislation underpinning the work of the E&A unit.

Section 29(3) of the *Constitution of the Republic of South Africa* (Act No.108 of 1996) provides for the establishment of independent educational institutions that-

- (a) Do not discriminate on the basis of race;
- (b) Are registered with the state; and
- (c) Maintain standards that are not inferior to standards at comparable public educational institutions.

The *National Qualifications Framework Act, 2008* (Act No. 67 of 2008, as amended) provides for the establishment of Umalusi as a Quality Council that is responsible for the development and management of a Sub-framework of qualifications at Levels 1 to 4 of the National Qualifications Framework and the related quality assurance processes.

- (a) The said Act determines that the Quality Council must, in respect of quality assurance within its Sub-framework -
 - (i) develop and implement policy for quality assurance;
 - (ii) ensure the integrity and credibility of quality assurance; and
 - (iii) ensure that quality assurance as is necessary for the Sub-framework is undertaken.

The *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001, as amended)* stipulates in terms of sections 17A (2),

- (a) “The Council must develop policy for the accreditation of assessment bodies other than departments of education and must submit it to the Minister for approval.
- (b) The Minister must make regulations in which the policy for accreditation is set out.
- (c) The Council must accredit an assessment body in accordance with the regulations contemplated in paragraph (b) above; and 23(1),

Other legislation pertaining to the work of the Evaluation and Accreditation unit with regard to quality assurance of private assessment bodies includes:

1. *South African Schools Act, 1996 (Act No. 84 of 1996);*
2. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006, as amended),* hereafter referred to as the *CET Act*;
3. *Policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies, Government Gazette No. 35830 of 29 October 2012, as amended in 2017;*
4. *Regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies, Government Gazette No. 41206 of 27 October 2017;*
5. *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 No. 41887 of 7 September 2018);*
6. *The National Curriculum Statement Grades R – 12, which includes:*
 - (a) The Curriculum and Assessment Policy Statements Grades R-12;
 - (b) The National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and
 - (c) The National Protocol for Assessment Grades R-12.

7. *Regulations pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination* (Government Gazette No. 31337 of 29 August 2008 as amended);
8. *Regulations pertaining to the National Curriculum Statement Grades R-12* (Government Gazette No. 36041 of 28 December 2012 as amended);
9. *Standard Setting and Quality Assurance of the General and Further Education and Training Qualifications Sub-framework*, Umalusi, 2014;
10. *A Policy for the Management of Qualifications on the General and Further Education and Training Qualifications Framework, a Sub-framework of the National Qualifications Framework*;
11. *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational)*, (Government Gazette No. 30287 of 12 September 2007);
12. *Internal Continuous Assessment (ICASS) Guidelines for Report 191 Programmes in TVET Colleges implementation January 2017*;
13. *Internal Continuous Assessment (ICASS) Guidelines for the NC(V) Qualifications in TVET Colleges implementation January 2017*; and
14. *National Policy on the Examination of Formal Technical College Instructional Programmes*.

1.5 Structures involved in the accreditation of private assessment bodies

The structures that play a role in the accreditation process of assessment bodies are:

1. An Umalusi panel, the **Internal Moderation Committee (IMC)**, which evaluates the initial application, conducts the verification site visits and makes recommendations to the Accreditation Committee of Council (ACC). The IMC is chaired by the Chief Executive Officer of Umalusi and is constituted by the; the Executive Manager: Quality Assurance and Monitoring; the Executive Manager: Qualifications and Research; the Chief Financial Officer; Senior Managers of the Evaluation and Accreditation, Quality Assurance of Assessment – School Qualifications, Quality Assurance of Assessment – Post School Qualifications,

Qualifications, Curriculum and Certification, Statistical Information and Research, Finance and Supply Chain Management, and Information Communication and Technology units; the Managers of the Evaluation and Accreditation unit and the Managers of the Quality Assurance of Assessment units on request.

2. **Assessment experts** who may be contracted to work individually or in teams to evaluate the self-evaluation undertaken by the applying assessment body, conduct the site visits, moderate the standard of the examination products, monitor the examinations and report on the findings.
3. The **Secretariat** of the Accreditation Committee of Council (the Evaluation and Accreditation Unit) coordinates all the evaluation activities and makes recommendations on the application for accreditation to the ACC, based on the reports received from the assessment experts and the recommendations made by the Internal Moderation Committee (IMC).
4. The **Accreditation Committee of Council** which consists of a Chairperson (selected from the Council membership) and 12 Council appointed members. The ACC is responsible to review and moderate the recommendations submitted by the secretariat of the Accreditation Committee of Council, in respect of the outcome of an application for accreditation and, if satisfied, confirms the recommendations and refers the decision for approval by Umalusi Council.
5. **Umalusi Council** considers the recommendations of the ACC and makes a decision on the outcome of the application for accreditation by the private assessment body.
6. The **Accreditation Appeals Committee** considers appeals against an accreditation decision or outcome that a private assessment body feels to be unjust. The Accreditation Appeals Committee presents their recommendation to the Executive Committee of Council for a decision.

2. THE ACCREDITATION PROCESS

In accordance with the General and Further Education and Training Quality Assurance Act (GENFETQA), 2001, as amended, private assessment bodies are required to apply for accreditation to assess and examine qualifications that are registered on the GFETQSF.

Umalusi evaluates the performance of applying private assessment bodies against the accreditation criteria that were approved by:

- the Minister of Basic Education in Government Gazette No. 35830 of October 2012, as amended and the *Regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies*, Government Gazette No. 41206 of 27 October 2017; as well as
- the Minister of Higher Education and Training in the *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 No. 41887 of 7 September 2018).

The evaluation is conducted through various stages of the national assessment and examination processes. The rigorous evaluation process stretches over a minimum of three years for new applicants.

2.1 Accreditation Criteria

Private assessment bodies are evaluated against the following accreditation criteria indicated in figure 1 below:

Criterion	Explanation
Criterion 1: Leadership, planning and management Includes: <ul style="list-style-type: none">• the vision and mission of the assessment body;	a) The assessment body's leadership is instructive and provides strategic direction and governance oversight based on acceptable practices.

<ul style="list-style-type: none"> • strategic planning, leadership and governance; • the effectiveness with which assessment services are managed; • quality assurance systems in place; • resource allocation; • the viability of the assessment body. 	<ul style="list-style-type: none"> b) The strategic initiatives, interventions, policies and procedures of the assessment body promote fair, valid and reliable assessments. c) The assessment body is sustainable and financially viable. d) The assessment body demonstrates commitment to quality improvement in providing feedback annually to the institutions that are its examination centres. e) The assessment body is sufficiently and professionally staffed. f) The leadership and management identify and manage the organisational risks effectively.
<p>Criterion 2: Assessment standards</p> <p>This criterion speaks to the credibility of the process with regard to the design and development of the internal and external assessments as well as the moderation process. It also includes ensuring that institutions adequately cover approved curricula as reflected in the assessed curriculum.</p>	<ul style="list-style-type: none"> a) The assessment body's assessment approach and systems are credible in that assessments are administered against the policy requirements and standards of qualifications registered on the General and Further Education and Training Qualifications Framework and their intended curricula. b) The assessment body produces assessment products of an acceptable standard and oversees the quality of internal and external assessment of all its registered examination centres. c) Assessment standards and practices are benchmarked and quality assured. d) Standards of assessment are maintained and improved through appropriate and effective monitoring and moderating mechanisms.
<p>Criterion 3: Research and development</p>	<ul style="list-style-type: none"> a) The work of the assessment body is informed by appropriate research and

<p>This criterion hinges on the capacity of experts (examiners, moderators, markers) as well as the extent to which an assessment body undertakes research. The research undertaking is aimed at providing meaningful feedback and guidance to the institution so that processes within the organisation can be improved.</p>	<p>assessment approaches are innovative, benchmarked and fit for purpose.</p> <p>b) Research findings are used to improve assessment products, systems and approaches as well as to provide feedback to education institutions in order to drive the improvement of teaching, learning and internal assessment.</p> <p>c) The capacity of professional and administrative staff employed in the assessment process is developed.</p>
<p>Criterion 4: The conduct and administration of examinations</p> <p>All of the all the administrative and logistical processes associated with the conduct of examinations and/or assessments are included here. Activities such as the setting, translation, editing, printing and moderation of assessment materials; the registration of candidates and examination centres; the establishment of marking centres; data capturing of learner records and security systems are captured under this criterion.</p>	<p>a) The assessment body conducts credible external examinations in that it is effective and efficient in the management of all administrative and logistical processes associated with the conduct of examinations.</p> <p>b) Learners are registered for the examination at the commencement of the qualification (in the case of the National Senior Certificate, Grade 10) by the private assessment body.</p> <p>c) Security systems with a low tolerance for irregularities are implemented and irregularities are reported and dealt with as required in Umalusi policy.</p> <p>d) The assessment body meets all Umalusi's requirements in respect of the registration resulting and certification system and is able to submit learner datasets that meet Umalusi specifications.</p> <p>e) The assessment body has efficient and reliable systems for the capture, storage and management of learner achievement data and is ethical in reporting and safeguarding the accuracy and security of learner results.</p>

	<p>f) The assessment body ensures that it has full ownership of its data from inception.</p> <p>g) All the requirements of regulations pertaining to the conduct, administration and management of an examination in respect of a qualification apply and are met.</p> <p>h) Delivery of the examination is monitored and evaluated with the purpose of supporting continuous improvement.</p>
<p>Criterion 5: Resulting systems and processes</p> <p>This criterion comprises processing and issuing of results, as well as the extent to which the assessment body complies with policy and maintains the integrity of the system.</p>	<p>The assessment body-</p> <p>(i) encapsulates the reliable and accurate processing and issuing of results; and</p> <p>(ii) complies with policy to maintain the integrity of the system.</p>

Figure 1: Accreditation criteria.

2.2 Requirements for accreditation of a private assessment body include:

1. Application for accreditation by a private assessment body is considered only if it intends to assess a qualification that is registered on the GFETQSF.
2. A private assessment body must develop its own subject/learning area assessment guidelines for the qualification it intends assessing to provide direction on how the assessment and examination instruments will be developed, while taking into account the common minimum standard of the registered qualification.
3. The private assessment body is required to meet Umalusi's quality assurance requirements. This means meeting the standards and time-lines that Umalusi sets for the submission of examination question papers for external moderation; the schedule for the moderation of internal assessment; the schedule for the moderation of marking; the schedule for the submission of examination marks

for standardisation, and results and submission of reports for the approval of results, as well as the specifications set for the submission of certification data and related systems.

4. An assessment body ensures the administration of internal assessment and examinations through registered examination centres. To that end, it is required to register as examination centres educational institutions that are accredited by Umalusi.

2.3 Steps in the accreditation process

The accreditation process for private assessment bodies takes place in two (2) stages as indicated in the table (figure 2) below:

STAGE 1				
No.	Accreditation Steps	Process	Responsibility	Outcome / way forward
1.	Application	1.1 Letter of intent (LOI) and sworn declaration.	AB	a. Invitation for a presentation to the IMC
		1.2 Payment is made.	AB	
2	Presentation to the IMC	2.1 Presentation before the Internal Moderation Committee (IMC) on the Justifiable Need.	AB	b. Assessment body informed the qualification is not within Umalusi's mandate OR
		2.2 Presentation of the report to the Chief Executive Officer (CEO).	Senior Manager: E&A	
				c. Deferred application – Further information required OR
				d. Re-application (second presentation to IMC) OR
				e. Recommended candidate –

STAGE 1				
No.	Accreditation Steps	Process	Responsibility	Outcome / way forward
				Proceed to step 3 OR f. No justifiable need for the assessment body – application declined
3	Self-evaluation (SE) report	3.1. Completion of SE Report and portfolio of evidence - against accreditation criteria.	AB	a. Deferred application – Further information required OR b. Recommended pilot candidate – Proceed to step 5 OR c. Limited compliance – improvement plan to be submitted OR d. Permission to conduct pilot declined – reapplication or end of application
		3.2 Payment is made.	AB	
		3.3 Desktop evaluation of SE report and portfolio of evidence.	Manager: AB / Appointed Evaluator	
4	Site verification process	4.1. Site verification visit by IMC and independent experts, invited on the basis of their expertise in assessment, quality assurance, accreditation / monitoring.	IMC and independent experts	
		4.2 Site verification and self-evaluation reports are consolidated into an accreditation report.	Manager: AB	
		4.3 Consolidated accreditation report is presented to the IMC.	Manager: AB	
		4.4 Consolidated accreditation report is presented to the OCEO.	Senior Manager: E&A	
		4.5 Consolidated accreditation report is presented to the ACC.	Manager: AB / Senior	
		4.6 Consolidated accreditation report is presented to Council.	ACC Chairperson / Senior Manager: E&A	
		4.7 Approval of the accreditation decision.	Umalusi Council	

STAGE 1				
No.	Accreditation Steps	Process	Responsibility	Outcome / way forward
		4.8 Feedback to AB on Council decision, and if recommended, notification of conditions surrounding conduct of pilot examination.	Manager: AB	
		4.9 Conditions of the pilot, including payment, are outlined in a letter to the applicant.	Manager: AB	
5	Conduct of pilot examination	5.1 Payment is made.	AB	a. Provisional accreditation for a period of 3 years OR
		5.2 Conduct of pilot examination according to specific conditions.	AB	
		Monitoring of the pilot exam.	E&A, QAA, QCC and SIR units	
		5.3 Consolidated report on conduct of pilot exam presented to the IMC.	Manager: AB	b. Window period to improve OR
		5.4 IMC recommendation on consolidated report on conduct of pilot exam presented to the OCEO.	Senior Manager: E&A / Manager: AB	
		5.5 Consolidated report and IMC recommendation on conduct of pilot exam presented to the ACC.	Senior Manager: E&A	c. No accreditation pilot declined - re-application.
		5.6 Consolidated report and IMC and ACC recommendations on conduct of pilot exam presented to Umalusi Council.	ACC Chairperson / Senior Manager: E&A	
		5.7 Approval of the accreditation decision on conduct of pilot examination.	Umalusi Council	
		5.8 Feedback to AB on Council decision.	Manager: AB	
6	Conduct of full scale examinations	Attend a compulsory workshop on the requirements for conducting successful assessments in the national assessment system.	AB	a. Permission to apply for full accreditation OR
		All the units that constitute national operations participate in the workshop and each unit issues its	E&A, QAA, QCC and SIR units	b. Window period to improve OR

STAGE 1				
No.	Accreditation Steps	Process	Responsibility	Outcome / way forward
		relevant policy documents that serve to provide support in the unfolding annual examination process.		c. Permission to apply for full accreditation declined – teach out period.
		6.1 Conduct of full scale examinations according to specific conditions.	AB	
		6.2 The newly provisionally accredited assessment body must join the routine annual quality assurance processes of the Council as explicated in the various directives issued by the Council.	AB	
		6.3 Monitoring of the conduct of full scale examinations.	E&A, QAA, QCC and SIR units	
		6.4 Consolidated report on the conduct of full scale examinations presented to the IMC.	Manager: AB	
		6.5 IMC recommendation on consolidated report on conduct of full scale examinations presented to the OCEO.	Senior Manager: E&A / Manager: AB	
		6.6 Consolidated report and IMC recommendation on conduct of full scale examination presented to the ACC.	Senior Manager: E&A	
		6.7 Consolidated report and IMC and ACC recommendations on conduct of full scale examinations presented to Umalusi Council.	ACC Chairperson / Senior Manager: E&A	
		6.8 Approval of the accreditation decision on conduct of full scale examinations.	Umalusi Council	
		6.9 Feedback to AB on conduct of full scale examinations.	Manager: AB	

STAGE 2				
No.	Accreditation Steps	Process	Responsibility	Outcome / way forward
7	Application for full accreditation in the 2 nd year of provisional accreditation	7.1 Letter of intent (LOI) and sworn declaration within the second year of provisional accreditation.	AB	a. Further information required OR b. Move to step 8
		7.2 Payment is made	AB	
8	Self-evaluation (SE) report	8.1 Completion of SE Report and portfolio of evidence against accreditation criteria within the second year of provisional accreditation.	AB	a. Further information required OR b. Move to step 9
		8.2 Payment is made	AB	
		8.3 Desktop evaluation of SE report and portfolio of evidence.	Manager: AB / Appointed Evaluator	
9	Site verification visit by IMC and independent experts	9.1 Site verification visit by IMC and independent experts.	IMC and independent experts	a. Full accreditation OR b. Extension of provisional accreditation OR c. No accreditation – teach out period.
		9.2 Site verification and self-evaluation reports are consolidated into an accreditation report.	Manager: AB	
10.	Monitoring the conduct of examinations	10.1 Conduct of full scale examinations according to specific conditions.	AB	
		10.2 Monitoring of the conduct of full scale examinations.	E&A, QAA, QCC and SIR units	
		10.3 Complying with the directives for compliance indicated in the Umalusi reports on quality assurance of assessment of the examinations.	AB	
11.	Consolidated accreditation report:	Preparation of a consolidated report on the self-evaluation report, QAA report on the state of readiness and the conduct of examinations.	Manager: AB	
12.	Consolidated accreditation report presented to IMC	Presentation of the consolidated report on the self-evaluation report, QAA report on the state of readiness	Manager: AB	

STAGE 2				
No.	Accreditation Steps	Process	Responsibility	Outcome / way forward
		and the conduct of full scale examinations before the IMC.		
13.	Consolidated accreditation report presented to OCEO and ACC with recommendations	Presentation of the consolidated report on the self-evaluation report, QAA report on the state of readiness and the conduct of full scale examinations to OCEO and ACC.	Senior Manager: E&A / Manager: AB	
14.	Consolidated accreditation report presented to Council with recommendations.	14.1 Presentation of the consolidated report on the self-evaluation report, QAA report on the state of readiness and the conduct of full scale examinations to Umalusi Council.	ACC Chairperson / Senior Manager: E&A	
		14.2 Approval of application of an assessment body for on the conduct of full scale examinations.	Umalusi Council	
15.	Feedback to the assessment body	Feedback to assessment body on the application for full accreditation on the conduct of full scale examinations.	Manager: AB	
16.	Post accreditation monitoring	Payment of annual post accreditation fees.	AB	a. Continued accreditation OR b. Withdrawal of accreditation if a private assessment body does not continue to meet the accreditation criteria or does not pay the required quality assurance fees – teach out period.
		Accredited assessment body subjected to annual post accreditation monitoring.	E&A, QAA and QCC	
		Submission of improvement plan in line with directives of Umalusi.	AB	
		Submission of monitoring report in line with accreditation criteria.	AB	
		Accredited assessment body is required to continually satisfy all the post-accreditation monitoring requirements and comply with the directives issued by Umalusi.	AB	

Figure 2: Steps in the accreditation process of private assessment bodies.

2.4 Review and appeal of accreditation decisions

The review and appeal processes are internal processes of validating an accreditation decision, which are addressed as follows:

1. A query or appeal is received from the assessment body.
2. The query or appeal is recorded in the appeals register.
3. The letter containing the query or appeal is brought to the attention of the manager dealing with accreditation of assessment bodies to investigate the matter.
4. The query or appeal and findings are presented to the Internal Moderation Committee (IMC).
5. The query or appeal and findings together with the recommendation of the IMC are presented to the Office of the Chief Executive Officer (OCEO).
6. The query or appeal and findings together with the recommendation of the IMC are presented to the Accreditation Committee of Council (ACC).
7. The ACC considers the findings and the recommendations of the IMC and OCEO, and then either:
 - i. reviews their original recommendation, or
 - ii. stands by their original decision, and advises that the matter be referred to the Accreditation Appeals Committee (AAC).
8. The assessment body is advised to lodge a formal appeal to be handled by the AAC. An invoice is raised for an assessment body to pay an appeal fee, which is determined on an annual basis by Umalusi Council.
9. The appeal is presented to the Accreditation Appeals Committee.
10. Recommendations of the Accreditation Appeals Committee are presented for a decision by EXCO through the AAC Chair.
11. The outcome is communicated to the assessment body.

2.5 Private Assessment Body applications considered in the 2019/20 financial year

- 2.5.1 During the 2019/20 financial year, Umalusi Council processed the applications for two (2) private assessment bodies.

2.5.2 The QAA Schools and QAA Post Schools units monitored the writing of the November 2019 examinations.

2.5.3 The QAA Schools and QAA Post Schools units monitored the state of readiness to conduct examinations of the two (2) private assessment bodies which were in the accreditation process in 2019. The focus areas of the state of readiness monitoring were: management; registration; school-based assessment; printing, package and distribution; conduct of examinations; marker selection; system for capturing marks; management of irregularities; certification and resulting; accreditation and evaluation.

3. PRIVATE ASSESSMENT BODIES ACCREDITED BY UMALUSI

Figure 3 indicates the current status of private assessment bodies accredited to assess qualifications registered on the GFETQSF.

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

Figure 3: Current status of private assessment bodies accredited to assess qualifications registered on the GFETQSF.

4. OTHER ACTIVITIES

4.1 Policy and Regulations

- 4.1.1 The reviewed policy and criteria 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 was published in Government Gazette No. 41887 of 7 September 2018.
- 4.1.2 The draft regulations regarding the guidelines 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 were approved by Umalusi Council and submitted to the Minister of Higher Education and Training. The office of the Minister provided guidelines as to changes that must be effected with regard to the process of developing Regulations. These are being taken into account and the amended documents will be resubmitted to Council for approval, prior to resubmission to the Minister.

4.2 Bilateral Meetings

Bilateral meetings between Umalusi and each of the private assessment bodies were held during the financial year. Matters of discussion included:

- the tracking of directives for compliance in terms of
 - moderation of question papers,
 - moderation of SBA/PATs,
 - Monitoring and SOR, and
 - quality assurance of marking
- a reflection on the 2019 processes and plans for 2020
- standardisation and resulting,
- post exam analysis,
- resulting and certification matters,
- policies and
- Accreditation matters

4.3 Monitoring of the conduct, administration and management of examinations

Monitoring of the conduct, administration and management of examinations is coordinated by Umalusi's QAA units. The following quality assurance of assessment processes are evaluated and reported on by the QAA, SIR and QCC units:

- Moderation of question papers
- Moderation of school-based assessment portfolios
- Monitoring the state of readiness to conduct the examinations
- Monitoring of writing
- Standardisation of the marking guidelines
- Monitoring of marking
- Verification of marking
- Standardisation and resulting
- Certification
- Management of irregularities

4.4 Approval of results by the Executive Committee of Council (EXCO)

Presentations on the conduct, administration and management of the examinations as well as the management of irregularities are made by to EXCO by each assessment body and the Quality Assurance of Assessment units of Umalusi. EXCO considers the submissions and makes a decision on the approval of results. The chairperson of Council makes a pronouncement on the approval of results.

4.5 “Green lists” for private assessment bodies assessing the National Senior Certificate

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) states: “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.”

In light of the above-mentioned regulation, Umalusi will only issue certificates to 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 in terms of “green” “amber” and “red” colour coding.

As part of the monitoring of private assessment bodies, Umalusi checks that only schools which are indicated as having a “green” or “amber” colour coding register candidates for the National Senior Certificate examination. Private assessment bodies are required to account for registering learners at any examination centre other than those indicated as having a “green” or “amber” colour coding for a particular examination cycle.

5. AREAS OF STRENGTH

- 5.1 The bilateral meetings between Umalusi and assessment bodies help to keep Umalusi abreast with the state of readiness of the assessment bodies to conduct credible examinations in this country, and provide a platform for assessment bodies to discuss matters relating to the examination process with Umalusi.
- 5.2 The different units of Umalusi are involved in the accreditation process, through the IMC, namely E&A, QAA-SQ, QAA-PSQ, SIR, QCC, ICT, F&SCM). All aspects of the operations of a private assessment body are therefore covered through the work of the different units during the accreditation process.
- 5.3 The various structures involved in the accreditation of assessment bodies, namely, the E&A unit, IMC, ACC and Council ensure that credible assessment bodies are accredited.
- 5.4 The directives for compliance from Umalusi reports on Quality Assurance of Assessment of the NSC/GETC: ABET examinations ensure that assessment bodies improve their practice.

6. GENERAL CHALLENGES

- 6.1 Accrediting assessment bodies that assess the unregulated sector, i.e. home education, distance education, tutor centres, etc. poses a challenge. A task team is in place exploring the issues related to these unregulated sectors.
- 6.2 Some unregistered independent schools, posing as “support centres” register their learners as “home schoolers” with private assessment bodies in order to bypass requirements for registration and accreditation of independent schools. Assessment bodies must put processes in place to ensure that this does not take place.

CONCLUSION

The purpose of accreditation is to ensure quality provision and assessment of a qualification registered on the GFETQSF. Umalusi executes its mandate to quality assure private assessment bodies through the rigorous processes of accreditation and monitoring.

The E&A unit is continuously reviewing and updating its procedures to ensure more efficient quality assurance processes. Great effort is made to ensure that the quality assurance of private assessment bodies is fair, efficient and reliable so that quality education and assessment is provided to learners.