



Education Quality Through the Lens of Umalusi's Mandate

Webinar
26 March 2021

Dr Mafu Rakometsi
CEO: Umalusi

Presentation Outline

- The Role of Umalusi and its Legislative Mandate
- Defining Quality
- Determining the Quality of Qualifications
- Determining the Quality of Curricula
- Evaluation and Accreditation Mandate
- Quality Assurance of Assessment Mandate
- Standardisation as an indicator of quality
- Approval of results as an indicator of quality
- Certification as an indicator of quality

The Role of Umalusi

- Umalusi is the Quality Council for the general and further education and training sectors of the National Qualifications Framework (NQF).
- The Council ensures that the providers of education and training have the capacity to deliver and assess qualifications and learning programmes and are doing so to expected standards of quality.

Establishment of Umalusi

- Established through the promulgation of the *General and Further Education and Training Quality Assurance Act (GENFETQA Act)*, Act number 58 of 2001, as amended in 2008.
- Two predecessors, namely the Joint Matriculation Board - JMB (1918) and the South African Certification Council - SAFCERT (1986).
- Umalusi started work in 2002 having taken over from SAFCERT.

Umalusi's Legislative Mandate (1)

- Umalusi derives its mandate as a quality assurance body from the GENFETQA Act 58 of 2001.
- In 2007, the review of the *Implementation of the NQF* was completed and in 2008 the GENFETQA Act was amended.
- This created Umalusi as one of three Quality Councils with extended mandates, the other two being the Council on Higher Education (CHE) and the Quality Council for Trades and Occupations (QCTO).
- SAQA became a coordinating body – ensuring collaboration among Quality Councils.
- The aim of the amended Act is to enhance the quality of general and further education and training

Umalusi's Legislative Mandate (2)

- The NQF Act aimed to promote provision of quality in the General and Further Education and Training Qualifications Sub-framework (GFETQSF) through:
 - ✓ **The development and management** of a sub-framework of qualifications for General and Further Education and Training.
 - ✓ **Quality assuring:**
 - Qualifications and curricula;
 - Provision through the accreditation of private providers (of education and assessment) to provide and assess these qualifications;
 - Exit point assessments of the qualifications.

Umalusi's Legislative Mandate (3)

- ✓ Certifying learner attainments for these qualifications;
- ✓ Conducting research on matters pertaining to the GFET sub-framework of qualifications;
- ✓ Advising both Ministers (BE and HET) on matters related to the GFETQSF, its sub-framework of qualifications.

Umalusi's Reporting Lines

- After the 2009 elections the DoE was split into:
 - DBE and DHET
- Presidential Proclamation on reporting lines:
 - All QCs report to the Ministry of Higher Education Science and Innovation on the NQF.
 - Umalusi reports to the DBE on the Strategic Plan, Budget, Annual Report etc. – whilst the rest of the other QCs remain with DHET.
- Umalusi services the DBE on the NSC and SC(a).
- Umalusi services the DHET on the NC(V), NATED Report 190/191 Engineering Studies N2-3 and GETC.

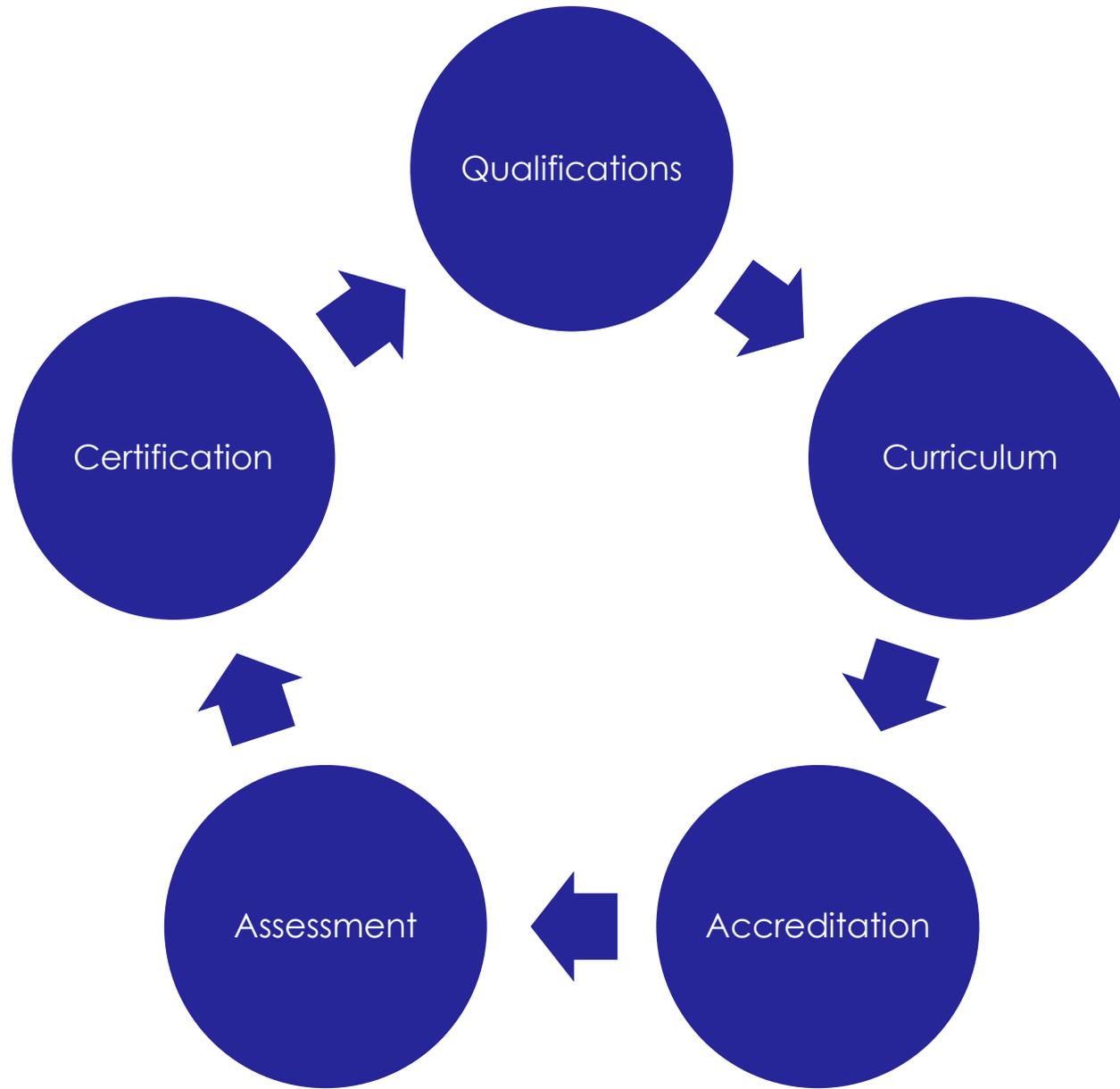
The National Qualifications Framework

National Qualifications Framework				
Quality Council	Level	Sub-Framework and Qualification Types		Quality Council
Council on Higher Education (CHE) Higher Education Qualifications Sub-Framework (HEQSF) /	10	Doctoral Degree		Occupational Qualifications Sub-Framework (OQSF) / Quality Council for Trades and Occupations (QCTO)
	9	Master's Degree		
	8	Bachelor of Honours Degree / Post Graduate Diploma / Bachelor's Degree	Specialised Occupational Diploma	
	7	Bachelor's Degree / Advanced Diploma	Advanced Occupational Diploma	
	6	Diploma / Advanced Certificate	Occupational Diploma / Advanced Occupational Certificate	
	5	Higher Certificate	Higher Occupational Certificate	
General and Further Education and Training Qualifications Sub-Framework (GFETQSF) / Umalusi	4	National Certificate	National Occupational Certificate	
	3	Intermediate Certificate	Intermediate Occupational Certificate	
	2	Elementary Certificate	Elementary Occupational Certificate	
	1	General Certificate	General Occupational Certificate	

Defining Quality

- Quality is a relative term. One can observe something that is deemed to be of high-quality or poor-quality without a formal definition for quality.
- According to the **SAQA NQF-pedia**, quality means:
 - Meeting the requirements of nationally agreed outcomes and performance/assessment criteria, thus facilitating both provision and monitoring.
- Stemming from that, **Umalusi** defines quality as:
 - Qualifications, curricula, assessments and provision that meet the standards and requirements set by Umalusi.

Umalusi Quality Assurance Cycle



UMALUSI QUALIFICATIONS



Determining the Quality of Qualifications (1)

- ❑ The entry point of Umalusi's work is the qualifications that it quality assures and certifies.

Currently, Umalusi certifies the following qualifications:

- The National Senior Certificate (NSC): (DBE, IEB, & SACAI);
- The Senior Certificate (SC(a)) as amended in 2014: (DBE);
- The National Certificate (Vocational) (NCV): (DHET);
- General Education and Training Certificate for adults: (DHET, IEB & SACAI).

Determining the Quality of Qualifications (2)

- The standard of qualifications on the GFETQSF is determined through qualification policies which provide details on the design specifications of the qualification, its supporting curriculum, the nature of the assessment (site-based assessment and examinations), and evaluating and monitoring how the curriculum is implemented in private institutions of learning.
- The value of the qualification equally depends on the foundation documents, which underpin the required learning (i.e. the curriculum). Both the qualification and the curricula underpin the necessary quality assurance processes, which ensure quality teaching and learning.

Determining the Quality of Qualifications

(3)

- Some of the criteria for the evaluation of a qualification includes: the minimum of 120 credits, the NQF level informed by the level descriptors, Exit Level Outcomes and Associated Assessment Criteria, articulation, duration of the qualification, certification requirements, target group, etc.
- The development of the qualifications sub-framework may include strengthening existing qualifications, developing new qualifications, as well as evaluating new qualifications, which are proposed for inclusion on the sub-framework.
- A qualification is required to meet at least the generic competencies associated with the level at which the qualification has been pegged. The basic qualification types are used as points of reference for the development of specialised qualifications.

CURRICULUM MANDATE

Curricula Underpinning Qualifications

There are different curricula underpinning qualifications on the GFETQSF:

- The Curriculum Assessment Policy Statements (CAPS) for the NSC and SC(a).
- National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12.
- Report 190/191 for N3.
- Policy for the National Certificates (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF) as promulgated in Government Gazette 28677 of 29 March 2006.
- Unit Standards-Based Curriculum: GETC

Determining the Quality of Curricula

- Some of the curriculum dimensions used to appraise a curriculum include coherence, the depth and breadth of the content and skills covered, sequencing of content, pacing, guidance in assessment, expected level of achievement in assessment, envisaged teacher, etc.
- The level of qualifications is further determined through research into the critical curricula underpinning the qualifications, and through an evaluation of the quality and depth of the concomitant assessment. Understanding the curriculum and assessment is critical to understanding the qualification.
- Curriculum research is focused on understanding the standard of the qualifications in relation to one another on the sub-framework (consistency of standard; articulation).
- Curriculum research helps in benchmarking South African qualifications against international counterparts to determine international comparability.

EVALUATION AND ACCREDITATION MANDATE

Evaluation and Accreditation Mandate

- Umalusi accredits and monitors private providers of education and training to offer qualifications certified by Umalusi. These are independent schools, private FET colleges and private adult education and training providers .
- It also accredits private assessment bodies and monitors the quality of assessment administered by the private assessment bodies (Independent Examinations Board (IEB), SACAI and Benchmark).

Quality Criteria used to Evaluate and Accredite Independent Schools (1)

Criteria	Description in Policy and Regulations	Core Indicators for Accreditation
Criterion 1: Leadership, Management and Communication	The school's leadership, governance, resources, management strategies, and financial and management records etc.	Leadership and its governance structures, qualifications of school principal, evidence of financial viability, physical resources etc.
Criterion 2: School Ethos	The school gives expression to an ethos that promotes and is not in conflict with the values of the South African Constitution etc.	The Vision & Mission of the School supports the values of the Constitution, no unfair discrimination etc.

Quality Criteria used to Evaluate and Accredite Independent Schools (2)

Criteria	Description in Policy and Regulations	Core Indicators for Accreditation
Criterion 3: Teaching and Learning	Qualified staff, appropriate learner support, the school implements the curriculum and assessment at the required standard etc.	The school should demonstrate the capacity to develop and implement learning programmes, lesson plans and assessment programmes etc.
Criterion 4: School Results	The quality of school performance is evaluated and used to inform continuous improvement in the quality of provision etc.	The school's Grade 12 results should not be less than the national average etc.

Quality Assurance of Assessment Mandate: School & Post School Qualifications

- In terms of this mandate, Umalusi ensures that assessment leading to the award of certificates in schools, adult education centres and TVET colleges is of the required standard. This is to ensure that the certificates issued by Umalusi are credible.
- This is achieved through: moderation of question papers, moderation of internal assessment, monitoring examinations, moderation of marking and standardisation of exam results.

QUALITY ASSURANCE OF ASSESSMENT MANDATE

Quality Assurance of Assessment Focus Areas

- Moderation of question papers;
- Moderation of school-based assessment (SBA);
- Monitoring the state of readiness to conduct the examinations;
- Audit of appointed markers;
- Monitoring of writing;
- Marking guideline discussions;
- Monitoring of marking;
- Verification of marking;
- Standardisation and resulting.
- Approval of results

Moderation of Question Papers as an Indicator of Quality

- This is a critical quality assurance process to ensure that the examination question papers are valid and reliable. The moderation process also ensures that the question papers are of the appropriate standard and of high technical quality.
- Thus, external moderation of question papers:
 - Aims to ensure that each question paper adheres to the relevant curriculum, e.g. Curriculum Assessment Policy Statement (CAPS) and/or Subject Assessment Guidelines (SAGs), and conforms to the required standard;
 - Ensuring that question papers are presented in a professional manner

Moderation of School Based Assessment (SBA) as an Indicator of Quality

Teacher's File	Learner's File
<ol style="list-style-type: none">1. Technical aspects2. Content coverage3. Quality of tasks4. Cognitive demand5. Quality of marking tools6. Adherence to policy7. Internal moderation	<ol style="list-style-type: none">1. Learner performance2. Quality of marking3. Internal moderation

Monitoring of Exam State of Readiness as an Indicator of Quality

- The purpose of verifying the state of readiness to conduct the examinations is to gauge the level of preparedness of the assessment bodies to conduct national examinations; and track the progress made in addressing the directives for compliance and improvement issued after the previous examinations.
- Focus areas of SoR monitoring:
 - (1) Management: Capacity to carry out the quality assurance of examination and assessment process by assessment body, (2) Registration, (3) Printing, Packaging and Distribution, (4) Management of Internal Assessment/SBA/PAT/ICASS, (5) Monitoring of examinations, (6) Management of Examination Irregularities, (7) Marker audit and appointments, (8) Systems for capturing of examination and assessment marks, (9) Accreditation of examination centres.

The Conduct of Exams as an Indicator of Quality

A. General Administration

1. Management of examination question papers
2. Appointment records of invigilator
3. Management of invigilators attendance
4. Examination document management

B. Credibility of the writing of examinations

1. Security and supply of question papers
2. Admission of candidates in the examination venue
3. Conduciveness of the examination venue
4. Administration of the writing session
5. Compliance to examination procedures
6. Handling of answer scripts
7. Incidents/occurrence with possible impact on credibility of the examination session

Verification of Marker Appointments as an Indicator of Quality

- The purpose of this process is to verify compliance with the appointment criteria set by the assessment bodies for the marking and moderation of the national examinations.
- Criteria considered for appointment of markers:
 - a) Language competence of the appointed markers;
 - b) Qualifications (Academic transcript of qualifications);
 - c) Currency in teaching Grade 12;
 - d) Experience in teaching Grade 12;
 - e) NSC examinations marking experience; and
 - f) SACE registration.

Monitoring the Writing and Marking of Exams as an Indicator of Quality

- Umalusi deploys monitors while the examinations are written to check that the examination centres comply with the policy applicable to the conduct of examinations.
- The organisation participates in the process of the standardisation of the marking guidelines of the question papers to ensure that justice is done to the process and that the finalised marking guidelines ensure fair, accurate and consistent marking.
- Umalusi monitors and moderators are deployed to verify the marking of examinations.

STANDARDISATION OF RESULTS AS AN INDICATOR OF QUALITY



What is Standardisation?

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



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.



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

APPROVAL OF RESULTS MANDATE

Approval of results as an indicator of quality

Section 17A of the GENFETQA Act:

- (5) The Council must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of learners if the Council is satisfied that the assessment body or education institution has—
- (i) conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
 - (ii) complied with the requirements prescribed by the Council for conducting assessments;
 - (iii) applied the standards prescribed by the Council which a learner is required to comply with in order to obtain a certificate; and
 - (iv) complied with every other condition determined by the Council.

CERTIFICATION MANDATE



Certification Mandate

Section 21 of the GENFETQA Act

- (1) The Council may refuse to issue a certificate if a substantial irregularity has occurred in relation to an external assessment.
- (2) The Council may cancel a certificate that has been issued to a learner if on investigation the Council found that the learner has not met the requirements for the qualification.
- (3) The Council may by notice in writing direct a learner whose certificate has been cancelled to return the certificate to the Council within three weeks after such notice.
- (4) Any person who fails to comply with such notice is guilty of an offence and liable on conviction to a fine or to imprisonment for a period not exceeding six months.

Certification as an Indicator of Quality

- According to section 17A(6) of the GENFETQA Act (2001), Umalusi is responsible for the issuing of certificates to learners who have achieved qualifications or part-qualifications registered on the GFETQSF.
- Umalusi is mandated to issue such certificates at exit points in General and Further Education and Training.
- All the quality assurance activities are directed towards ensuring a quality assurance standard that can rightfully underpin the certification of the qualification. Certification is regarded as closing the quality assurance cycle that begins with the qualification and is considered as Umalusi's public commitment to the value of the qualification. It is a function that is not delegated.
- In its role as a Quality Council, Umalusi is committed to issuing candidates with valid and credible certificates that are both nationally and internationally comparable.

Conclusion

- The scope of Umalusi's quality assurance is limited by its legislative mandate. For example, Umalusi does not accredit public schools, however, the public education system is subjected to the QAA processes.
- The quality of education in South Africa is determined by numerous factors which go beyond the scope of Umalusi's quality assurance mandate.
- Therefore, Umalusi can only account for the aspects of education quality that fall within its mandate.

Thank You!!

-  012 349 1510
-  Mafu.Rakometsi@umalusi.org.za
Nomveliso.Mzingeli@umalusi.org.za
info@umalusi.org.za