

## Umalusi

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# **Guideline for Implementation of the Policy and Criteria for the Quality Assurance, Accreditation and Monitoring of Independent Schools in the General and Further Education and Training Qualifications Sub-framework (GFETQSF)**

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## RELATED DOCUMENTS

The guideline for the accreditation and monitoring of independent schools in the General and Further Education and Training Qualifications Sub-framework should be read in conjunction with the documents listed below:

Table 1

<b>Document Name</b>
National Qualifications Framework Act, 2008 (Act No. 67 of 2008), as amended.
General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001), as amended in 2008.
Policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies; 29 October 2012 (as amended on 27 October 2017 Government Gazette No. 41206).
Regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies; 27 October 2017 Government Gazette no. 41206).
Policy documents and guidelines pertaining to the National Curriculum Statement and the National Senior Certificate (NSC).
Standard Operating Procedures: Umalusi Evaluation and Accreditation unit
Open letter to Applicants – Independent Schools

## ACRONYMS

A&C	Accreditation and Coordination
AAC	Accreditation Appeals Committee
ACC	Accreditation Committee of Council
CEO	Chief Executive Officer
E&A	Evaluation and Accreditation
E&M	Evaluation and Monitoring
E&V	Evaluation and Verification
EXCO	Executive Committee of Council (Umalusi)
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
IAC	Internal Accreditation Committee
IS	Independent School
LOI	Letter of Intent
NQF	National Qualifications Framework
QC	Quality Council
QP	Quality Promotion
PAJA	Promotion of Administrative Justice Act
PED	Provincial Education Department
POPI	Protection of Personal Information
SACE	South African Council for Educators

## DEFINITIONS

In this document, any word or expression to which a meaning has been assigned in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)* and the *General and Further Education and Training Quality Assurance Act 2001, (Act No. 58 of 2001) as amended in 2008*, has the same meaning, unless the context otherwise indicates:

**“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 this policy, the capacity to offer a qualification or programmes leading to a qualification registered on the General and Further Education and Training Qualifications Sub-framework;

**“assessment”** - means the process of identifying, gathering and interpreting information about a learner's achievement in order to-

- (a) assist the learner's development and improve the process of learning and teaching; and
- (b) evaluate and certify competence in order to ensure qualification credibility.

Assessment includes national examinations, end-of-term and/or once-off end-of-year examinations in order to ensure a national standard across providers;

**“assessment body”** - means a juristic body accredited by Umalusi Council to quality assure internal assessment and conduct external examinations, and includes a department of education;

**“certification”** - means the formal recognition by Umalusi Council of a qualification or part-qualification awarded to a successful learner;

**“Council”** – refers to Umalusi, the Quality Council for General and Further “Education and Training; as contemplated in the *National Qualifications Framework, 2008 (Act No. 67 of 2008)*, and the *General and Further Education and Training Quality Assurance Act 2001, (Act No. 58 of 2001)*;

**“curriculum”** - means a statement which encompasses three components: intended curriculum, enacted curriculum and assessed curriculum; curriculum framework and CAPS, and means the same as programme;

**“exit point”** - means a point in General and Further Education and Training at which a learner is required to demonstrate competence with a view to obtaining documentary proof of proficiency;

**“external assessment”** - means assessment conducted by a public or accredited private assessment body, the outcomes of which count towards the achievement of a qualification;

**“Further Education and Training”** - means all learning and training programmes leading to qualifications from Levels 2-4 of the National Qualifications Framework (NQF), which levels are above general education and training but below higher education;

**“General and Further Education and Training Qualifications Sub-Framework”** - means the Sub-framework of the NQF for General and Further Education and Training that is developed and managed by Umalusi;

**“General Education and Training”** - means all learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework, which level is below further education and training;

**“Head of Department”** – means the head of a department responsible for education in a province;

**“independent school”** - means a school registered or deemed registered in terms of section 46 of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

**“Minister”** means the Minister of Basic Education.

**“National Senior Certificate”** as contemplated in the policy, *National policy pertaining to*



*the programme and promotion requirements of the National Curriculum Statement, Grades R–12, published in Government Gazette No. 34600 of 12 September 2011;*

**“private education institution”** as contemplated in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*;

**“processes and procedures for the assessment of learner achievement”** as contemplated in the *National Curriculum Statement, Grades R-12, published in Government Gazette No. 34600 of 12 September 2011;*

**“programme”** means the same as curriculum;

**“public institution”** means a state or partially state funded body that offers any education or training programme that leads to a qualification or part-qualification registered on the NQF;

**“qualification”** - means qualification types and variants as defined on the General and Further Education and Training Qualifications Sub-Framework as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*;

**“quality assurance”** - means 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;

**“Quality Council (QC)”** - means a Quality Council contemplated in sections 24-27 of the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*;

**“registered qualification”** - means a qualification registered on the National Qualifications Framework by SAQA in terms of section 13(1)(h) of the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*;

**“registered independent school”** – means an independent school registered by the provincial department of education of the province in which the school is located, in terms of section 51 of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

**“registration of an independent school”** – means the process of registration that independent schools must undertake with Provincial Departments of Education in order to operate in South Africa in accordance with the requirements of the Constitution of South Africa and the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

**“Umalusi”** – means the Quality Council for General and Further Education and Training established by the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*. In terms of the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*, it is tasked to support the achievement of the objectives of the NQF and to develop and manage the General and Further Education and Training Qualifications Sub-Framework.

# CHAPTER 1

## PURPOSE AND APPLICATION OF THE GUIDELINE FOR IMPLEMENTATION

### Introduction

1. This guideline document must be read in conjunction with the following documents:
  - *Policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies* (October 2012) as amended on 27 October 2017.
  - *Regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies, 27 October 2017.*
2. In accordance with sections 17A (2) (a), 23(1), 23(2) and 24(1) (b) of the *General and Further Education and Training Quality Assurance Act, 2001* (Act No. 58 of 2001), as amended in 2008, (GENFETQA Act), Umalusi is required to develop policy and criteria for the quality assurance of private education institutions. The GENFETQA Act further states that the policy and criteria must be approved by the Minister (of Basic Education).
3. As contemplated by the GENFETQA Act, the *policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies* (published in Government Gazette No. 35830 of 29 October 2012) was developed and amended in 2017. The regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies were published in Government Gazette No. 41206 on 27 October 2017.

### Purpose of this guideline

4. This guideline is intended to outline the processes and procedure in terms of which Umalusi accredits independent schools to offer qualifications on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

5. The guideline is also intended to outline the processes and procedure in terms of which accredited independent schools will be monitored for continued compliance with the accreditation criteria.

### **Intended audience**

6. The intended audience is as follows:
  - a. for both an internal and external audience. It is meant to ensure that Umalusi's internal processes and procedures for the accreditation and monitoring of independent schools are applied fairly and consistently.
  - b. as a reference for external parties to understand the processes and procedures relating to the accreditation and monitoring of independent schools.

### **Legislative context**

7. This guideline is informed by the following key pieces of legislation:
  - a. The Constitution of the Republic of South Africa (1996). The Act provides for the registration of private education institutions<sup>1</sup>.
  - b. The policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies; approved by the Minister of Basic Education on 29 October 2012 and amended on 27 October 2017.

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<sup>1</sup> Some of the conditions for the registration contemplated by the Constitution are that such private education institutions will be established and maintained at the cost of their owners and that the provision of education of such institutions must not be inferior to that of comparable public institutions.

- c. The regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies; promulgated by the Minister of Basic Education on 27 October 2017.
- d. The South African Schools Act of 1996.
- e. The *National Qualifications Framework Act, Act No. 67 of 2008* (NQF Act). The Act provides for the establishment of three Quality Councils (QCs); namely, the Quality Council for General and Further Education and Training (Umalusi), the Council on Higher Education, and the Quality Council for Trades and Occupations (QCTO).
- f. The NQF Act further provides for the three QCs to develop sub-frameworks of qualifications. In respect of quality assurance, the QCs are further expected to:
  - i) develop and implement policy for quality assurance;
  - ii) ensure the integrity and credibility of quality assurance;
  - iii) ensure that quality assurance as is necessary for the sub-framework, is undertaken.
- g. The *General and Further Education and Training Quality Assurance (GENFETQA) Act (No 58 of 2001)*, as amended in 2008. In line with the object of the GENFETQA Act, namely, to enhance the quality of general and further education and training, Umalusi was established with the purpose of maintaining norms and standards in general and further education and training. The mandate includes:
  - i) Accreditation of private education institutions;
  - ii) Quality assurance of exit assessment of learner achievement in respect of qualifications that are registered on the sub-framework of Umalusi;
  - iii) Certification of learner achievements.
  - iv) Quality assurance of private education institutions; and
  - v) Accreditation and monitoring of private assessment bodies.

- h. Standard Setting and Quality Assurance of the General and Further Education and Training Qualifications Framework (November 2010).
- i. Council policies and directives governing the qualifications on the general and further education and training sub-framework and on the conduct, administration and management of the assessments and certification for such qualifications.

### **Umalusi's quality assurance approach**

- 8. The objective of the GENFETQA Act is to enhance the quality of general and further education and training. Further to this objective, the GENFETQA Act requires Umalusi to quality assure private education institutions and to assure the quality of assessment at exit points (of qualifications which are certified by Umalusi and offered by public and independent schools).
- 9. As part of its integrated approach to the quality assurance of private education institutions, Umalusi acknowledges through accreditation:
  - a. the capacity of an independent school to offer a qualification on the GFETQSF. In this regard, Umalusi evaluates factors that are intended to create or support a conducive environment for effective teaching and learning in line with the institution's vision and mission. Of particular interest to Umalusi is not only the suitability, appropriateness, and sufficiency of internal structures, human and financial resources but more importantly, the internal process through which the input factors are put to use in order to advance the institution's goals.
  - b. the standard of the institution's implementation of the curriculum in support of the qualification that it offers. In this regard, Umalusi evaluates the institution's process and output factors. This relates to, among other things, the extent to which the institution is effective in delivering or enacting the intended curriculum. The latter is linked to the qualification which the institution is accredited to offer. The effectiveness of the institution's curriculum delivery is

determined through its own outputs (i.e., the quality of its assessment outcomes, attainment and retention rates, and the standard of site based assessments).

10. Accreditation is therefore a status that is granted to institutions found to meet Umalusi's accreditation criteria, as approved by the Minister of Basic Education in October 2012 and regulated by the Minister of Basic Education in Government Gazette No. 41206 of 27 October 2017.
11. Compliant independent schools are accredited to offer the curriculum leading to the National Senior Certificate qualification on the GFETQSF.
12. Once accredited, independent schools are required to maintain their accreditation status. This will be ensured through their participation in Umalusi's post-accreditation monitoring.

## CHAPTER 2

### Fees Charged for Services

13. Section 29(3) of the Constitution of the Republic of South Africa, 1996, provides for the right of every citizen to establish and maintain private educational institutions (including independent schools) at their own expense.
14. Section 13(1) (c) of the General and Further Education and Training Quality Assurance Act, 2001 provides for money received by the Council in respect of fees charged for services.
15. In order to be accredited by Umalusi and to maintain their accreditation status, independent schools are required to pay the relevant fees<sup>2</sup>:
16. The amount payable is determined by the applicable fee at the time that the service is provided.

### Accreditation fees

17. These fees relate to:
  - a. Processing and evaluation of the applicant's intent to apply for accreditation;
  - b. Desktop evaluation of the applicant's self-evaluation report and portfolio of evidence;
  - c. Evaluation of outstanding evidence subsequently submitted in the desktop evaluation report;
  - d. The verification site visit;
  - e. Evaluation of evidence submitted in respect of compliance with the requirements for provisional accreditation or a window period to improve;
  - f. Biennial accreditation fee; which is levied at the beginning of every second financial year following granting of accreditation;

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<sup>2</sup> A schedule of fees is available on the Umalusi website (Open letter to applicants). The fees are revised by Council on an annual basis.



- g. Monitoring fee for accredited institutions which fail to submit the required evidence in the monitoring process;
- h. Verification of change of site;
- i. Processing and evaluation of the independent school's application for extension of scope;
- j. Consideration of an appeal;
- k. Reapplication after an outcome of no accreditation.

### **Quality promotion fees**

- 18. Private education institutions may be required to pay a quality promotion fee for their participation in Umalusi's quality promotion initiatives. These are, among others, capacity building workshops / meetings, conferences, forums, and provincial workshops.
- 19. All fees levied are revised by Council on an annual basis. Fees are indicated on the "Open letter to candidates" on the Umalusi website.

### **Determination of financial obligations in respect of quality promotion, accreditation, and post-accreditation fees**

- 20. Quality assurance, accreditation and post-accreditation fees are shared by Umalusi and independent schools as follows:
  - (1) The applying private education institution pays for the professional services rendered in respect of:
    - a. Screening of the Letter of Intent (LOI) to apply for accreditation
    - b. Desktop evaluation of the applicant's self-evaluation report and portfolio of evidence;
    - c. Verification site visits;
    - d. Evaluation of evidence following a window period to improve or provisional accreditation;
    - e. Preparation of accreditation reports;

- f. Biennial accreditation fees;
- g. Evaluation of change of site applications;
- h. Evaluation of Extension of Scope applications;
- i. Evaluation of reapplications;
- j. Consideration of an appeal.

(2) Umalusi carries the cost for:

- a. setting up and maintaining a system for the quality assurance, accreditation and monitoring of private education institutions and private assessment bodies including all administration and data management.
- b. the facilitation of processes of quality promotion, accreditation, and monitoring.

### **Factors determining fees**

21. The following are considered in determining quality assurance and accreditation fees for independent schools:
- a. The phases (i.e., Foundation Phase, Intermediate Phase, Senior Phase and FET Phase) for which the independent school is applying for accreditation.
  - b. The stage of the application process and the type of the application.

### **Payment of applicable fees**

22. Payment must be made per step of the accreditation process. This means that payment for each step must be made before the next step can take place.
23. Applicants for accreditation are required to pay the applicable fees within ninety (90 days) of the date of each invoice raised per stage in the process. Failure to do so will result in the rejection of the application irrespective of the step at which the applicant is.
24. No step will be executed before all amounts the applicant is invoiced for are settled. This includes invoices for other services provided by Umalusi, such as certification fees.
25. Applicants will not be refunded once a service has been rendered.

26. Eligible not-for-profit independent schools that are unable to afford accreditation fees may apply for a rebate on the accreditation fees in line with the Council approved fee rebates. Applications for fee rebates will be processed by the E&A unit in accordance with the relevant criteria approved by Council. The criteria include the socio-economic context of the school linked to the provincial subsidy levels as indicated in the *National Norms and Standards of School Funding (2008)*. Schools that are established as a business to make profit will not be considered for a fee rebate.
27. Rebates on accreditation fees will be based on the fees applicable to the relevant stage at the time when the process is conducted.
28. The applications of independent schools that do not pay the required accreditation fees within the specified period will not be processed, the applications will be nullified, and the independent school will not be refunded for fees already paid for services rendered within the accreditation process.
29. Should an institution wish to cancel their application, there will be no refund for steps in the accreditation process that have been executed.
30. Applicants whose invoices were not settled and their applications rejected, will be required to reapply for accreditation at full cost to the applicant. There will be no transfer of funds from previous applications that have been rejected after a service has been rendered. The applicant will not have access to documents already submitted in the case of the rejection of an application.
31. Accredited independent schools are required to pay the biennial accreditation fee.

### **Non-payment of accreditation fees**

32. An independent school's application will only move to the next step in the accreditation process once the required fees have been paid in full.

33. Invoices issued for any step of the process must be settled within 90 days. Failure to do so will result in the rejection of the application irrespective of the step at which the application is.
34. If an independent school does not pay the required fee for evaluation of evidence following a window period or provisional accreditation, no further communication and evidence will be considered. The window period or provisional accreditation will lapse at the end of the allocated period and the school will be considered as not accredited.
35. Accreditation may be withdrawn following due process if an independent school does not pay the required biennial accreditation fees.

## CHAPTER 3

### The Accreditation Process

36. An Independent School must be registered with the Provincial Education Department prior to seeking accreditation with Umalusi.
37. The application for accreditation must be in line with the grades the independent school is registered to offer.
38. The application for accreditation must be in line with the premises at which the independent school is registered to operate.
39. Accreditation is directly linked to the EMIS registration number, therefore a separate application for accreditation is required for each separate EMIS registration number.
40. Accreditation attests to the capacity of an independent school to offer a qualification or programmes leading to a qualification on the General and Further Education and Training Qualifications Sub-framework (GFETQSF), therefore an independent school must offer the National Curriculum Statement (NCS) leading to the National Senior Certificate (NSC) in order to be accredited.
41. Since accreditation attests to the **capacity** of an independent school to offer the NCS leading to the NSC (a qualification on the GFETQSF), an independent school seeking accreditation must:
  - a. offer the full NCS themselves, i.e., not make use of another provider to provide some or all subjects within the NCS.
  - b. offer and apply for accreditation for a complete phase. (Grade 7 will be considered in line with the registration of a school. That is, if a school is registered to offer Grade 1 – 7, the school may apply for accreditation as a primary school, and if a school is registered to offer Grades 7 – 12, then the school may apply for accreditation as a high school.)
  - c. enrol and offer tuition to full-time enrolled learners on the registered physical premises by teachers employed by that school to offer tuition on those

premises. Only in the case of an officially declared state of disaster or state of emergency during which schools may not function in a physical mode, may a school offer the curriculum using an online mode of delivery to learners already registered at that school, by teachers employed at that school.

42. The grades for which accreditation is sought must lead to the National Senior Certificate. For example, a school can only be considered for accreditation to offer the National Curriculum Statement in Grades 1 to 9 if it offers the National Senior Certificate in Grades 10 to 12.
43. An independent school seeking accreditation to offer up to grade 12 must enrol full-time grade 10, 11 and 12 learners. A school must demonstrate the conduct of the National Senior Certificate examinations in line with policy requirements and grade 12 results on par with or above the national average for a school to be considered for accreditation. Where a school is offering grade 12 for the first time and does not have the grade 12 results at the time of the site visit but meets all other accreditation criteria, two years provisional accreditation will be recommended.
44. An independent school that is in the process of accreditation whose learners write the grade 12 examinations at a centre established by the assessment body must provide Umalusi with official results from the assessment body.

### **Steps in the Accreditation Process**

45. The steps in the accreditation process for independent schools are outlined in Table 2.

Table 2

1.	Registration of the school by the Provincial Education Department.
2.	Online Expression of an intent to apply for accreditation (Letter of Intent –

	Lol).
3.	Upfront payment at each step of the process before access to that step is granted.
4.	Attendance by the school at a Quality Promotion meeting conducted by Umalusi. (Overview of the accreditation process and reparation for submission of the self-evaluation report.)
5.	Self-evaluation report and uploading the required evidence (online). (Umalusi considers submission of a self-evaluation report as submission of an application for accreditation.)
6.	Desktop evaluation process by evaluation teams. (Send back to the institution if it does not meet requirements. A fee will be payable on each re-submission.)
7.	Payment of the site visit fee by the applicant.
8.	Liaison with the school re payment and logistical arrangements for the site visit (email or telephonic communication).
9.	Verification site visit by the evaluation team (preceded by an online pre-site visit meeting to discuss arrangements). An Umalusi Assistant Manager, Manager, or Senior Manager may monitor the site visit.
10.	Consolidation and moderation of the desktop and site verification reports. Recommendation of accreditation decision by the evaluation team.
11.	Quality assurance of the accreditation report by Umalusi. Check for consistency in the reporting on evidence and allocated scores, comments, and the accreditation recommendation.
12.	Consideration of the report and an accreditation recommendation by the Accreditation Committee of Council (ACC).

	<b>Scenario 1</b>	<b>Scenario 2</b>	<b>Scenario 3</b>	<b>Scenario 4</b>
13.	The school does not meet the requirements for accreditation at the first presentation of the report to the ACC.	The school meets most, but not all, the minimum requirements at the presentation of the report to the ACC.	The school does not meet the minimum requirements after a window period to improve or provisional accreditation.	The school meets the minimum requirements for accreditation.
14.	<b>Window period to improve</b>	<b>Two years provisional accreditation</b>	<b>No accreditation</b>	<b>Accreditation</b>
15.	Feedback sent to the applicant.	Approval of the accreditation decision by the CEO on behalf of Umalusi Council.	Approval of the accreditation decision by the CEO on behalf of Umalusi Council.	Approval of the accreditation decision by the CEO on behalf of Umalusi Council.
16.	The school is advised of areas of non-compliance and the time period within which to meet the minimum requirements for accreditation.  The Provincial Education Department (PED) is notified of the outcome.	Feedback sent to the applicant.  The school is advised of areas of non-compliance and the time period within which to meet the minimum requirements for accreditation.  The PED is notified of the outcome.	Feedback sent to the applicant.  The PED is notified of the outcome.	Feedback sent to the applicant.  The PED is notified of the outcome.
17.	The school to: <ul style="list-style-type: none"> <li>• Work on the areas needing improvement;</li> </ul>	The school to: <ul style="list-style-type: none"> <li>• Work on the areas needing improvement;</li> </ul>	The school may reapply for accreditation.	Post-accreditation monitoring and



	Scenario 1	Scenario 2	Scenario 3	Scenario 4
	<ul style="list-style-type: none"> <li>• Maintain areas where they did meet the minimum requirements;</li> <li>• Pay the required fee for follow-up evaluation by the specified date;</li> <li>• Where necessary, undergo a site visit (announced or unannounced) to verify the implementation of the minimum requirements for accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain areas where they did meet the minimum requirements;</li> <li>• Pay the required fee for follow-up evaluation by the specified date;</li> <li>• Where necessary, undergo a site visit (announced or unannounced) to verify the implementation of the minimum requirements for accreditation.</li> </ul>	<p>(All fees are payable for the reapplication and new evidence submitted is considered).</p> <p><b>OR</b></p> <p>The school may appeal the accreditation outcome.</p> <p>(Appeal fee payable; no new evidence considered).</p>	Payment of the biennial accreditation fee.
18.	Back to step 10.	Back to step 10.		

## Roles, Responsibilities and Processes

46. The roles and responsibilities within the process are outlined as follows:

Table 3

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
1.	On-line application – Letter of intent to apply for accreditation (LOI) and LOI payment	Finance Unit	<ul style="list-style-type: none"> <li>▪ Verify payment of LOI fees</li> </ul>
E&A Assistant Manager		<ul style="list-style-type: none"> <li>▪ Screen and evaluate LOI</li> <li>▪ Accept or reject LOI or send back for further information.</li> <li>▪ Applications from providers who</li> </ul>	

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			<p>do not fall within Umalusi's quality assurance mandate will be rejected</p> <ul style="list-style-type: none"> <li>Feedback from the Assistant Manager(s) is sent to the independent school automatically by the online system, indicating acceptance of the LOI or the reason for the LOI being rejected or sent back for further information.</li> </ul>
2.	Quality Promotion Meetings	Manager Assistant Managers	<ul style="list-style-type: none"> <li>Compulsory Quality Promotion (QP) Meetings are conducted online with providers to explain the accreditation process and criteria and provide guidelines for the self-evaluation process before schools can submit their self-evaluation report and supporting evidence.</li> </ul>
3.	Submission of application form, Self-Evaluation Report supporting evidence and payment	Finance Unit	<ul style="list-style-type: none"> <li>Invoice and verify payment for the self-evaluation process.</li> </ul>
		Manager Assistant Managers Admin Assistants	<ul style="list-style-type: none"> <li>The self-evaluation instrument focuses on: <ul style="list-style-type: none"> <li>a. compliance criteria; and</li> <li>b. the quality/effectiveness of teaching and learning/ curriculum delivery);</li> </ul> </li> <li>The submitted documents are screened by Assistant Managers and/or Admin Assistants;</li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			<ul style="list-style-type: none"> <li>▪ incomplete submissions are rejected for the applicant to provide further evidence.</li> </ul>
4.	Evaluation of self-evaluation reports	Manager Assistant Managers	<ul style="list-style-type: none"> <li>▪ Train desktop evaluators and subject specialists;</li> <li>▪ Allocate Desktop Evaluators within 7 days of the school submitting;</li> <li>▪ Allocate Subject Specialists once the site visit deployments are approved (at least two subjects per phase, one for foundation phase);</li> <li>▪ Send back unsatisfactory self-evaluation submissions to schools - a maximum of two times for correction at the relevant fee for resubmission.</li> <li>▪ Should the evidence still not be satisfactory on the third submission, the application must be rejected. The school will be required to start the process from the beginning and pay all the related costs.</li> </ul>
		Evaluators Subject Specialists	<ul style="list-style-type: none"> <li>▪ Conduct desktop evaluation to determine the relevance, appropriateness, sufficiency and quality of compliance evidence provided by the applicants;</li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			<ul style="list-style-type: none"> <li>▪ Develop desktop evaluation reports guided by an evaluation guideline which provides guidelines in making professional judgements.</li> </ul>
5.	Site verification visit and payment	Finance Unit	Verify payment for site visit
		Independent School	Raise an invoice on the online system and make payment for the site visit
		E&V Assistant Managers; Admin Assistants	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ Plan and Coordinate site visits and prepare the team of site evaluators;</li> <li>▪ Send the following documents to the school before the verification site visit is conducted:               <ol style="list-style-type: none"> <li>a. Letter / email informing the school about the site visit.</li> <li>b. The draft programme for the site visit;</li> <li>c. The names and profiles of the possible team of evaluators;</li> <li>d. Site Verification Guideline documents.</li> </ol> </li> <li>▪ Take the following into account in planning the site visits:               <ol style="list-style-type: none"> <li>a. The site visits are conducted on one day.</li> <li>b. The main purpose of the site</li> </ol> </li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			<p>visit is to verify implementation of the evidence submitted during the desktop evaluation process.</p> <p>c. Site verification covers Section A and at least two subjects per phase (minimum of one for foundation phase) for Section B.</p> <p>d. The evaluation team consists of evaluators and subject specialists. Team coordinators may accompany the evaluators and subject specialists.</p>
		<p>Assistant Managers Admin Assistants Evaluators Subject Specialists</p>	<p><b>The Site Visit</b></p> <p>The activities during the site verification exercise are as follows:</p> <p>a. <b>Focus group interviews.</b> This involves interviews with the School Management Team, the staff, and learners (where applicable). The interviews are intended for the evaluation team to triangulate observations and judgements made during the desktop evaluation and site verification processes.</p> <p>b. <b>Verification of implementation</b></p>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			<p><b>of evidence.</b> This relates to verification of evidence submitted by the applicant as part of their self-evaluation submission. It includes verification of staff qualifications and SACE registration, and implementation of Site Based Assessment; as well as the effectiveness of teaching and learning;</p> <p>c. <b>Site inspection of premises and facilities.</b> This activity is intended for the evaluation team to verify the extent to which the school's premises and facilities comply with health and safety regulations and standards; and the extent to which the premises and facilities are conducive for safe, effective teaching and learning.</p> <ul style="list-style-type: none"> <li>▪ Evaluators and subject specialists develop site verification reports, guided by an evaluation guideline, in making professional judgements.</li> <li>▪</li> </ul>
		Manager	<b>Unannounced Site Visits</b>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
		Assistant Manager Admin Assistants Senior Manager	Umalusi may send Umalusi officials to conduct unannounced site visits as and when required. The officials must have letters granting them authorisation to conduct the site visits.
		E&V Manager and Assistant Managers	<p><b>Evidence submitted after a site visit</b></p> <p>a. Evidence submitted subsequent to a site visit will only be considered up to the sitting of the Accreditation Committee of Council if it does not require on-site verification;</p> <p>b. Evidence received after the start of the ACC sitting, or after the site visit and before the ACC sitting but requires on-site verification, will not be taken into account at that sitting, but may be considered at subsequent submissions should the school be granted an outcome of provisional accreditation or a window period to improve. Should a school be granted the outcome of no accreditation, they can either appeal the decision or reapply for accreditation.</p>
6.	Consolidated	Manager	<ul style="list-style-type: none"> <li>▪ Desktop and site visit reports</li> </ul>

	<b>PROCESS</b>	<b>UMALUSI RESPONSIBILITY</b>	<b>ADMINISTRATIVE PROCESSES INVOLVED</b>
	Accreditation reports	Assistant Managers Report Writers	<p>are consolidated into one consolidated accreditation report with a recommendation on the outcome of the application for accreditation, based on the minimum indicators for accreditation decisions.</p> <ul style="list-style-type: none"> <li>▪ The designated report writer develops the consolidated accreditation report.</li> <li>▪ The sub-unit Manager / Assistant Manager moderates / quality assures the consolidated accreditation report and approves / rejects the recommendation;</li> <li>▪ Approved reports are submitted to the Accreditation and Co-ordination sub-unit for quality assurance;</li> <li>▪ Unapproved reports are returned to the designated report writer / assistant manager for reworking.</li> </ul>
7.	Submission of the consolidated report with recommendations to the Accreditation and Co-ordination Sub-unit and	Evaluation and Verification Manager Assistant Manager Accreditation and Co-ordination sub-unit staff	<ul style="list-style-type: none"> <li>▪ The sub-unit Manager / Assistant Managers ensure that the following electronic documents are available: <ul style="list-style-type: none"> <li>▪ Desktop evaluation reports</li> <li>▪ Site verification reports</li> <li>▪ Consolidated accreditation</li> </ul> </li> </ul>



	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
	Accreditation Committee of Council (ACC).		<ul style="list-style-type: none"> <li>report</li> <li>▪ Tracking forms</li> <li>▪ Latest EMIS registration document</li> <li>▪ The consolidated accreditation report and supporting documents are submitted to the Accreditation and Co-ordination sub-unit</li> </ul>
8.	<p>Accreditation recommendation by the Accreditation Committee of Council (ACC)</p> <ul style="list-style-type: none"> <li>▪ Accreditation</li> <li>▪ 2 years provisional accreditation</li> <li>▪ Window period to improve</li> <li>▪ No accreditation</li> <li>▪ Deferral (back to the Accreditation and Co-ordination sub-unit)</li> </ul> <p>▪ The ACC may use their discretion to grant a concession for provisional accreditation or a</p>	<p>Accreditation Committee of Council</p> <p>Accreditation and Co-ordination sub-unit.</p> <p>E&amp;A Senior Administrator</p>	<ul style="list-style-type: none"> <li>▪ The Accreditation Committee of Council is set up to consider the recommendations of the evaluation team and verify applications for accreditation and reports and make recommendations on the outcome of the accreditation application to the Chief Executive Officer (CEO).</li> <li>▪ In reviewing the evaluation team's recommendation, the ACC considers, among other things: <ul style="list-style-type: none"> <li>▪ Consistencies in respect of allocated scores and motivations provided on each accreditation report; and</li> <li>▪ General recommendation for accreditation and its consistency with allocated scores and motivations</li> </ul> </li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
	<p>window period to improve.</p>		<p>provided for each accreditation report.</p> <ul style="list-style-type: none"> <li>▪ In cases where the ACC is concerned about aspects of the accreditation report, the report is deferred to the Accreditation and Co-ordination sub-unit for the requisite improvement.</li> <li>▪ The secretariat records recommendations of the ACC.</li> </ul>
9.	Tracking forms	<p>Assistant Managers</p> <p>Accreditation &amp; Co-ordination Manager and Assistant Managers</p>	<ul style="list-style-type: none"> <li>▪ Tracking forms contain a record of all the accreditation processes followed for a particular application, and a summary of the extent to which the institution meets the accreditation criteria.</li> <li>▪ Tracking forms are signed by the Chair of the ACC meeting in which the recommendation on the outcome of the application was made, as well as the CEO or E&amp;A Senior Manager.</li> </ul>
10.	<p><b>Approval by the CEO on behalf of Council</b></p> <ul style="list-style-type: none"> <li>▪ Accreditation</li> <li>▪ 2 years provisional accreditation</li> </ul>	<p>Accreditation and Co-ordination sub-unit</p> <p>Senior Manager</p>	<p>In considering the ACC's accreditation recommendations, the CEO takes into consideration the following:</p>

	<b>PROCESS</b>	<b>UMALUSI RESPONSIBILITY</b>	<b>ADMINISTRATIVE PROCESSES INVOLVED</b>
	<ul style="list-style-type: none"> <li>No accreditation (post the window period to improve)</li> </ul>	CEO	<ul style="list-style-type: none"> <li>Whether the Chairperson of the ACC has signed all the tracking forms reflecting the various recommendations for accreditation; <ul style="list-style-type: none"> <li>Consistencies on the tracking forms; and</li> <li>Recommendations for accreditation and related motivations.</li> </ul> </li> <li>In cases where the CEO is concerned about the quality and substance of the tracking forms, they are referred to the Accreditation and Co-ordination sub-unit for the requisite improvement.</li> </ul>
11.	Correspondence sent to schools for which the ACC recommends a window period to improve.	Accreditation & Coordination sub-unit staff Senior Manager	<ul style="list-style-type: none"> <li>Letter and feedback form indicating the areas where the school was found not to be compliant, the date by which the minimum requirements for accreditation must be met, and the date by which payment for the evaluation must be made.</li> <li>Letters are signed by the Senior Manager.</li> <li>The A&amp;C sub-unit emails the letters to the schools and arranges for the hard copies to</li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			be sent by courier to the physical address on record.
12.	Correspondence sent to schools for an outcome of accreditation, provisional accreditation, or no accreditation.	CEO Senior Manager: E&A Accreditation and Co-ordination sub-unit	<p><b>No accreditation:</b></p> <ul style="list-style-type: none"> <li>▪ No accreditation letter with feedback report on requirements for accreditation that were not met.</li> </ul> <p><b>2 years provisional accreditation:</b></p> <ul style="list-style-type: none"> <li>▪ Provisional accreditation letter</li> <li>▪ A feedback report indicating the areas in which the institution did not meet the minimum requirements for accreditation and the timeline by which the school is required to meet all the minimum requirements for accreditation and pay the required fee for the follow-up evaluation.</li> </ul> <p><b>Accreditation:</b></p> <ul style="list-style-type: none"> <li>▪ Accreditation letter</li> <li>▪ A feedback report indicating recommendations / areas of improvement needed (where applicable):</li> <li>▪ A certificate bearing the CEO's signature is issued to the school at / following an accreditation certificate</li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			presentation ceremony.
13.	Monitoring of accredited independent schools	E&M sub-unit A&C sub-unit Senior Manager	<ul style="list-style-type: none"> <li>▪ Differentiated monitoring for accredited providers.</li> <li>▪ Monitored institutions are required to submit a completed monitoring instrument and accompanying evidence.</li> <li>▪ The report and supporting evidence are evaluated and a report completed indicating the level of compliance to the core criteria.</li> <li>▪ The E&amp;M sub-unit submits the moderated monitoring reports to the A&amp;C sub-unit.</li> <li>▪ Recommendations on notice of intent to withdraw accreditation are presented to the IAC.</li> <li>▪ Recommendations on continued accreditation and final notice of intent to withdraw accreditation are presented to the ACC.</li> <li>▪ Letters based on recommendations are generated by the A&amp;C sub-unit.</li> <li>▪ The E&amp;A Senior Manager signs the letters for continued accreditation and the first</li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			<p>notice of intent to withdraw accreditation.</p> <ul style="list-style-type: none"> <li>▪ Final notice of intent to withdraw accreditation and withdrawal of accreditation letters are for signature by the CEO.</li> </ul>
14.	Extension of Scope	Finance unit	<ul style="list-style-type: none"> <li>▪ Verification of payment for extension of scope</li> </ul>
		Evaluation and Monitoring sub-unit Assistant Managers and Manager	<ul style="list-style-type: none"> <li>▪ Lol</li> <li>▪ Attendance of a QP meeting</li> <li>▪ Submission of a desktop self-evaluation report.</li> <li>▪ Desktop evaluation of the self-evaluation report.</li> <li>▪ Verification site visit</li> <li>▪ Consolidation of the desktop and site visit reports into an extension of scope report.</li> <li>▪ Submission of the report to the ACC for a recommendation on the outcome of the application.</li> </ul>
15.	Change of name / Change of site	Evaluation and Monitoring sub-unit Assistant Managers and Manager	<ul style="list-style-type: none"> <li>▪ The E&amp;M sub-unit prepares the reports on change of site and change of name of accredited institutions and presents them to the IAC and then the ACC.</li> </ul>
		Evaluation and	<ul style="list-style-type: none"> <li>▪ Change of site and change of name applications received</li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
		Verification sub-unit Assistant Managers and Manager	prior to the school being accredited are handled by the E&V sub-unit.
16.	Internal review process	Internal Accreditation Committee (IAC)	<ul style="list-style-type: none"> <li>▪ The E&amp;V sub-unit prepares the reports on reviews, deferrals, and institutions recommended for no accreditation due to non-submission and/or non-payment and presents them to the IAC.</li> <li>▪ Reports on the appeals submitted by institutions against the no accreditation decision are prepared and presented to the IAC by the E&amp;V sub-unit.</li> <li>▪ The IAC considers the information presented in the appeal and supporting evidence and makes a recommendation to the ACC.</li> <li>▪ Recommendations of the IAC and supporting reports are presented to the ACC for consideration.</li> </ul>
17.	Appeal process (in the case where an institution requests an appeal of the "no accreditation" decision)	Manager: E&V Manager: A&C IAC ACC AAC	<ul style="list-style-type: none"> <li>▪ Institutions have fifteen (15) working days from receipt of the accreditation outcome to lodge an appeal on the requisite appeal form and to</li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			<p>pay the appeal fee<sup>3</sup>.</p> <ul style="list-style-type: none"> <li>▪ An appeal must be based on evidence that was in place at the time of the decision, not measures that were subsequently put in place or intend to be put in place.</li> <li>▪ The E&amp;V manager investigates the reasons provided by the institution for the appeal.</li> <li>▪ The findings of the investigation are presented to the IAC for a recommendation to the ACC.</li> <li>▪ The recommendation of the IAC, together with the motivation for the recommendation, is presented to the ACC for consideration.</li> <li>▪ If it is found that there are grounds for amending the decision, the ACC will rescind the original decision and make a new recommendation.</li> <li>▪ If the ACC stands by the original decision and decides that there are no grounds to rescind or amend the decision, the applicant will be informed accordingly.</li> <li>▪ The applicant is given 10</li> </ul>

<sup>3</sup> Applicable as from 1 April 2023. Prior to that date, 10 working days to submit an appeal on the requisite form.



	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			<p>working days to indicate in writing whether they want the appeal to proceed to the Accreditation Appeals Committee or whether they accept the no accreditation decision.</p> <ul style="list-style-type: none"> <li>▪ If the applicant indicates in writing within the specified time that they wish to lodge the appeal with the Accreditation Appeals Committee, the appeal is submitted to the Accreditation Appeals Committee for consideration at the next scheduled sitting of the committee.</li> <li>▪ The appeal fee will be refunded if the finding is in favour of the applicant.</li> </ul>
18.	Improvement reports	<p>E&amp;V sub-unit</p> <p>Contracted evaluators and subject specialists</p> <p>A&amp;C sub-unit</p> <p>ACC</p>	<ul style="list-style-type: none"> <li>▪ Improvement reports are reports on the follow-up evaluation subsequent to a window period to improve or provisional accreditation.</li> <li>▪ The E&amp;V sub-unit prepares improvement reports with a recommendation on the outcome of the accreditation application based on the</li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			<p>follow-up evaluation.</p> <ul style="list-style-type: none"> <li>▪ Improvement reports are submitted to the A&amp;C sub-unit for quality assurance.</li> <li>▪ Improvement reports, together with evidence provided during the follow-up evaluation, are assigned to ACC members to report on during the ACC meetings by the A&amp;C sub-unit.</li> <li>▪ In reviewing the evaluation team's recommendation on the outcome of the application for accreditation, the ACC considers, among other things: <ul style="list-style-type: none"> <li>▪ Consistencies in respect of allocated scores and motivations provided on each improvement report; and</li> <li>▪ General recommendation for accreditation and its consistency with allocated scores and motivations provided for each improvement report.</li> </ul> </li> <li>▪ In cases where the ACC is concerned about the aspects of the improvement report, the report is deferred to the</li> </ul>

	PROCESS	UMALUSI RESPONSIBILITY	ADMINISTRATIVE PROCESSES INVOLVED
			Accreditation and Co-ordination sub-unit for the requisite improvement.

### Level Descriptors

47. The rating scale used for evaluation of evidence is based on the following level descriptors:

Table 4

SCORE	RATING	EXPLANATION
1	Weak / not relevant / not compliant	The level of implementation and the sufficiency of evidence provided are inadequate to meet the required standard. The weaknesses are more than the strengths. Considerable improvement is required.
2	Not fully compliant	The level of implementation and the supporting evidence is adequate in most instances. Some evidence requirements must be improved to meet the minimum standard.
3	Fully compliant	The level of implementation and the supporting evidence meet the minimum standard.

### Accreditation criteria

48. Accreditation decisions are based on the criteria promulgated in the Policy (29 October 2012, *Government Gazette No. 35830, as amended*) and Regulations (27 October 2017, *Government Gazette No. 41206*) regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies

Table 5: Accreditation Criteria and Core indicators

<b>INDEPENDENT SCHOOLS</b>		
<b>Criteria</b>	<b>Description in Policy<sup>4</sup> and Regulations<sup>5</sup></b>	<b>Core indicators for accreditation</b>
<b>Criterion 1 Leadership, Management and communication</b>	<p>(a) The school's leadership is instructive and provides strategic direction and governance oversight based on acceptable practices.</p> <p>(b) The school is sufficiently resourced and sustainable.</p> <p>(c) The management strategies, policies and processes are effective in facilitating the achievement of the school's stated objectives and national objectives, and in raising school performance.</p> <p>(d) The management leads, monitors and continuously improves the capacity of the school as well as the quality and standard of the implementation and delivery of the curriculum/programme.</p> <p>(e) School resource, financial and management records, as well as learner records are comprehensive, authentic and reliable.</p>	<p>(a) The school leadership and its governance structure provide strategic direction, and consult and communicate with all relevant stakeholders;</p> <p>(b) The Head of the school has a professional teaching qualification and current registration with SACE.</p> <p>(c) The offering of the school is in line with the registration of the school in terms of the name, physical address and the grades offered.</p> <p>(d) There is evidence that the school is financially sustainable and is able to meet its financial obligations as they fall due.<sup>6</sup></p> <p>(e) The management strategies, policies and processes are effective in facilitating the achievement of the school's and national objectives, and raising school performance;</p> <p>(f) The management of learner records is comprehensive, authentic and reliable;</p> <p>(g) There is a valid current Health and Safety Certificate<sup>7</sup> (not older than 2 years) for the school AND hostel.</p>

<sup>4</sup> Policy and Criteria for the Quality Assurance, Accreditation and Monitoring of Independent Schools and Private Assessment Bodies (Notice No. 1142 in Government Gazette 41206 of 27 October 2017).

<sup>5</sup> Regulations regarding the Criteria for the Quality Assurance, Accreditation and Monitoring of Independent Schools and Private Assessment Bodies (Notice No. 1143 in Government Gazette 41206 of 27 October 2017).

<sup>6</sup> Financial statements of a group of schools shall be accepted on condition that there is evidence that the school is specifically included in the group financial statements.

<sup>7</sup> Health and Safety certificates issued by a private company must be accompanied by a report, and there must be evidence that

<b>INDEPENDENT SCHOOLS</b>		
<b>Criteria</b>	<b>Description in Policy<sup>4</sup> and Regulations<sup>5</sup></b>	<b>Core indicators for accreditation</b>
	(f) The school leadership and management consult and communicate effectively with all stakeholders in respect of strategic and management related matters.	(h) There is adequate serviced fire equipment (serviced within 12 months). (i) The Health and Safety Committee is active and ensures the implementation of policy. (j) There are suitable, safe and sufficient facilities (school and hostel where applicable) to discharge education as envisaged in the school's vision and mission statement.
<b>Criterion 2 School ethos</b>	The school gives expression to an ethos that promotes and is not in conflict with the values of the South African Constitution and displays values that reflect the specific character of the school, as articulated in the school's vision and mission statement, with specific attention to safety and discipline as required in the <i>South African Schools Act, 1996 (Act No. 84 of 1996)</i> .	(a) The vision and mission of the school promote an ethos that is not in conflict with the South African constitution; (b) In the application / execution of its ethos, the school gives expression to an ethos that promotes and is not in conflict with the values of the South African Constitution, applicable legislation and the principles of the NQF. (c) There is no form of unfair discrimination evident in the school.
<b>Criterion 3 Teaching and learning</b>	(a) The school is professionally staffed to support the qualifications it offers. (b) The school implements the curriculum/programme and assessment requirements at the required standard and in	(a) At least 80% of the teachers hold a professional teaching qualification and current registration with SACE. (b) The school demonstrates the capacity to develop and implement learning programmes, lesson plans and

the person who conducted the audit is accredited to do so (by SAIOSH or another accrediting company).

<b>INDEPENDENT SCHOOLS</b>		
<b>Criteria</b>	<b>Description in Policy<sup>4</sup> and Regulations<sup>5</sup></b>	<b>Core indicators for accreditation</b>
	<p>accordance with the policy requirements of the qualifications registered on the General and Further Education and Training Qualifications Sub-framework.</p> <p>(c) The school provides appropriate learner support.</p> <p>(d) The school manages and conducts internal continuous assessment of an acceptable standard and provides developmental feedback to learners.</p> <p>(e) Where appropriate, the school is registered as an examination centre that undertakes external assessment in compliance with the directives of the national policy that governs the qualification, policies and directives of Umalusi Council and the relevant assessment body.</p> <p>(f) An appropriate and developmental extra-curricular programme is implemented.</p>	<p>assessment programmes in line with the minimum outcomes of the CAPS</p> <p>(c) The school is sufficiently resourced and sustainable, has adequate teaching and learning resources, suitable facilities, premises and financial resources to manage the programmes offered and enhance the quality of teaching and learning;</p> <p>(d) The school demonstrates the capacity to administer quality assessment at the required standard and in line with the minimum requirements of the CAPS and the regulations pertaining to the NSC examination, and provides developmental feedback to learners;</p> <p>(e) The teachers demonstrate capacity in the conduct of internal assessment and development of School Based Assessment tasks that are of acceptable standards.</p> <p>(f) The school demonstrates alignment of the outcomes of the curriculum with the learning outcomes of the National Curriculum Statement at the exit grades of grades 3, 6, 9 and 12.</p> <p>(g) The school demonstrates alignment of records of learner achievement at grades 3, 6, 9 and 12.</p> <p>(h) The school provides appropriate learner support</p> <p>(i) The school provides adequate opportunities to learners for co- and /</p>

<b>INDEPENDENT SCHOOLS</b>		
<b>Criteria</b>	<b>Description in Policy<sup>4</sup> and Regulations<sup>5</sup></b>	<b>Core indicators for accreditation</b>
		or extra-curricular participation in line with their vision and mission.
<b>Criterion 4 School Results</b>	The quality of school performance is evaluated and used to inform continuous improvement in the quality of provision with specific reference to the quality of learner achievements and assessment outcomes, and stakeholder satisfaction levels.	<p>(a) The school's Grade 12 results are not inferior to the national average.</p> <p>(b) Learner results are analysed and used to inform improvement in provision and learner support.</p>

## Accreditation decisions

### Accreditation

49. An independent school will be granted accreditation if it meets all the minimum standards for accreditation (achieves level 3 in all the criteria). The school should demonstrate that It has the capacity to offer a qualification on the GFETQSF. This is demonstrated by meeting the minimum requirements as indicated in *Table 5* above.
50. Eligible schools will be granted accreditation subject to the following conditions:
- a. For the duration of its accreditation, the independent school must offer the National Curriculum Statement leading to the National Senior Certificate (NSC) in the grades it is accredited to offer;
  - b. Accreditation of an independent school is aligned to its registered physical address;
  - c. The accreditation number or status is not transferrable to other sites, campuses or sister schools;
  - d. The independent school must participate in and meet the requirements of Umalusi's post-accreditation monitoring;
  - e. The independent school must pay the biennial accreditation fee on receipt of the invoice;
  - f. The independent school must continue to meet the accreditation criteria.
  - g. The independent school must continuously improve and maintain its capacity to offer the NCS and its standard of teaching and learning.
  - h. The school must participate in compulsory Umalusi information sessions, the details of which the school will be timeously advised.
  - i. The accreditation may be withdrawn with immediate effect if the independent school:



- i. is implicated in serious assessment and/or examination irregularities / malpractices.
- ii. registers learners receiving tuition at another school for examinations conducted at the accredited school.

## **Two years provisional accreditation**

51. An independent school will be granted provisional accreditation for two (2) years if it achieves at least a rating of level 2 for each of the accreditation criteria as indicated in Table 4 above.
52. With regard to Criterion 3(a), a rating of 2 may be allocated if:
  - a. at least 70% of the teachers hold a professional teaching qualification or a three-year academic degree in the field in which they are teaching **and** are studying towards a professional teaching qualification **and** have current registration with SACE, **and**
  - b. for schools which offer grade 12, the grade 12 National Senior Certificate pass rate must be at least 80% for this rating to be applied.
53. Independent schools are required to pay the follow-up evaluation fee by the end of the first year of the two years provisional accreditation and submit the required evidence upon request by Umalusi to enable Umalusi to finalise the outcome in the second year of the provisional accreditation.
54. The provisional accreditation will lapse at the end of the two-year provisional accreditation, or with the outcome of the follow-up evaluation if sooner.
55. If at least 70% of teachers hold professional qualifications and have current registration with SACE and a school can show at the end of the provisional accreditation period that the academically qualified teachers are making considerable progress towards becoming professionally qualified, are enrolled in studies towards a professional qualification, and hold current registration with

SACE, and that is the only indicator the school still has to meet, the provisional accreditation period may be extended.

56. An independent school is granted two years provisional accreditation subject to the following conditions
  - a. For the duration of its provisional accreditation period the institution must offer the qualification / programme.
  - b. The provisional accreditation of the institution pertains to the physical address as indicated in the provisional accreditation letter
  - c. The provisional accreditation may be withdrawn if the independent school:
    - i. is implicated in serious assessment and/or examination irregularities / malpractices.
    - ii. registers learners receiving tuition at another school for examinations conducted at the school.

### **No Accreditation**

57. The independent school will be granted no accreditation if it fails to meet the minimum accreditation standards as outlined above, i.e.,
  - a. achieves level 1 in any of the criteria after being granted a “window period” to improve or
  - b. achieves level 1 or 2 in any of the criteria after provisional accreditation.
58. The independent school may then reapply for accreditation, in which case all the relevant fees will apply.

### **Window Period**

59. In accordance with the provisions of the Promotion of Administrative Justice Act, 2000, there must be due process in respect of all administrative decisions which

may adversely or materially affect independent schools. In this regard, independent schools which fail to meet the requirements for accreditation will be granted a reasonable period ("window period") within which to comply with the requirements for accreditation. At the expiry of this period, the ACC may affirm the accreditation of the independent school or withdraw the accreditation as from the date specified by Council.

### **Deferral**

60. Deferral will be granted if the report on the independent school report and/or the supporting documents do not provide sufficient information to inform the decision-making process. The report will be deferred to the Accreditation and Co-ordination sub-unit to ensure that adequate data is provided for the ACC to make an informed accreditation recommendation.

### **Review**

61. A review refers to a report that was presented to the Accreditation Committee of Council and a recommendation was made by the ACC, but, during the ensuing quality assurance process, issues are noted which may lead to a different recommendation by the ACC. The report is then returned to the ACC with details of the findings. The ACC then considers the matters brought to their attention, and then either rescinds, amends, or upholds their original recommendation.

### **Concessions**

62. The ACC may use its discretion to grant a concession for a window period to improve or two years provisional accreditation.
63. The ACC may extend the provisional accreditation outcome for an independent school where circumstances justify the need.
64. In the case where the grade 12 results of a school are on par with or above the national average at first presentation of the report to the ACC, and then fall

below the national average during a window period or provisional accreditation, the rating for criterion 4 – School Results, shall be considered taking into account the grade 12 results for the past three years. If the grade 12 results of the school have been on par with or above the national average for two of the three immediately preceding years, then the rating for criterion 4 will be “2”.

65. Schools with an enrolment of five or fewer grade 12 learners, whose grade 12 results fall below the national average because of one learner, can be granted a rating of 2 for criterion 4 because of the effect that one learner has on the percentage.

### **Appeal Process**

66. An accreditation decision may be appealed through the formal appeals process established by Umalusi Council.
67. The basis for an appeal must be that the institution believes, and has evidence to support the claim, that an incorrect decision was made taking into account evidence that was presented at the time of the decision. Measures put in place after the evaluation do not constitute grounds for an appeal.
68. The procedure for consideration of an appeal is as follows from 1 April 2023:
  - a. An intent to appeal the no accreditation outcome is received from the institution within fifteen (15) working days of notification of the outcome.
  - b. The intent to appeal is recorded in the appeals register.
  - c. The requisite form for submission of an appeal and an invoice for the appeal fee is emailed to the institution within 2 working days of receiving the request.
  - d. The institution must return the completed appeal form and proof of payment of the appeal fee within fifteen (15) working days of the date of notification of the outcome.

- e. The completed appeal form containing the reason for the appeal and supporting evidence submitted is brought to the attention of the relevant manager to investigate the matter.
- f. The relevant manager presents the appeal and findings to the Internal Accreditation Committee (IAC).
- g. The appeal and findings together with the recommendation of the IAC are presented to the Accreditation Committee of Council (ACC).
- h. The ACC considers the findings and the recommendations of the IAC, and either:
  - o reviews their original decision, or
  - o Stands by their original decision.
- i. The institution is advised of the decision of the ACC and must advise the A&C manager in writing within ten (10) working days if they intend to proceed with the appeal to the Accreditation Appeals Committee.
- j. If the institution wishes to proceed with the appeal, the appeal will be presented to the next scheduled sitting of the Accreditation Appeals Committee.
- k. The Accreditation Appeals Committee considers the evidence submitted by the appellant in support of their appeal and makes a recommendation to the Umalusi Executive Committee of Council (EXCO).
- l. The EXCO considers the appeal from the institution and the recommendation of the Accreditation Appeals Committee and makes a decision on the outcome of the appeal.
- m. The appellant is informed of the EXCO decision on the outcome of the appeal.
- n. If the finding is in favour of the appellant, the appeal fee is refunded to the appellant.

## **Notification to the Head of Department**

69. The Head of Department and the Director responsible for registration of independent schools in each province will be advised of the outcome of the accreditation applications of independent schools in that province.

## CHAPTER 4

### Extension of scope

70. An independent school granted accreditation may apply for an extension of scope to offer the curriculum leading to the National Senior Certificate in a phase directly linked to the phase that the school is accredited to offer during the period of accreditation.
71. The extension of scope must fall within the grades the school is registered to offer.
72. The following process will apply
  - a. A letter of intent (LoI) to apply for extension of scope must be submitted.
  - b. The LoI process must determine whether the application for extension of scope falls within the parameters for extension of scope, and whether the institution continues to meet the minimum requirements in the grades it is accredited to offer (a desktop evaluation process).
  - c. If an institution no longer meets the minimum requirements for accreditation, a notice of intent to withdraw accreditation must be issued. The extension of scope application may only proceed once the institution meets the minimum requirements for accreditation in the grades it is already accredited to offer.
  - d. A portfolio of evidence must be submitted in line with the requirements of the self-evaluation report pertaining to the extension of scope applied for.
  - e. The school will be required to pay the fee pertaining to the desktop evaluation, site verification visit, and reporting on the evidence submitted in support of the application for extension of scope before the evaluation process commences.
  - f. The evaluation, site verification and consolidated reporting process will be followed.

- g. An institution must meet the accreditation criteria in all the grades for which accreditation is sought (including those already accredited to offer) for a school to be granted extension of scope.
- h. The consolidated report will be submitted to the ACC for a decision on the accreditation status of the school.
- i. The extension of scope will be linked to the school's existing accreditation status. The extension of scope becomes effective once recommended by the ACC and approved by the CEO on behalf of Council and will be included in the subsequent monitoring processes.
- j. Schools that are offering grade 12 for the first time will be granted 2 years provisional accreditation until they provide evidence of grade 12 results being on par with or above the national average if they meet all the other requirements to be granted extension of scope.
- k. An independent school that is not yet offering all the grades for which it is registered, but is adding another grade each year, may apply for accreditation for the phases which are complete. Once accredited for those phases, the school can then apply for extension of scope to offer the additional phases. For example, a primary school that is registered to offer grades 1-7 but does not yet offer grades 4-7, can apply for accreditation for the foundation phase (grades 1-3). Once accredited for the foundation phase, they can then apply for extension of scope to offer grades 4 to 7 when they are offering those grades.
- l. An application for extension of scope is not necessary to add Grade 7 to a school accredited for Grades 1 to 6, or Grades 8 to 12, The only requirement is that the offering of Grade 7 is linked to the registration of the school.

### **Change of ownership and change of name**

- 73. Accreditation is not automatically transferred on change of ownership. A school must notify Umalusi within 30 days of the change. A change of ownership may necessitate a new application for accreditation at the applicable cost.



74. A school must notify Umalusi within 30 days of the change of name and submit official documentation from the provincial education department in support of the name change. An accredited school may not operate under a name that is different to the registered name.
75. If the EMIS registration number remains the same, monitoring may be conducted to ensure that minimum requirements for accreditation are still met.
76. A change of EMIS number requires the school to submit a new application.

### **Change of site/premises**

77. Should an accredited independent school move premises during the period of accreditation, the school must notify Umalusi within 14 days of the change. Since accreditation is linked to a specific physical address, the accreditation will automatically lapse. The independent school must apply for the accreditation to be reinstated by submitting an application for consideration of a change of premises, which must be accompanied by the relevant fee. The application must be supported by official documentation from the provincial education department approving the change of premises.

### **Changes to a school's application:**

78. A school may submit a formal request to change the grades for which it has applied for accreditation prior to receiving an outcome of accreditation. After accreditation, the extension of scope or withdrawal of accreditation processes will come into effect for any changes made to the application.
79. Any changes to the grades for which accreditation is being sought will be subject to the relevant fees at the time of the request. No refund will be made for services already rendered.
80. The following process will apply to schools which apply for accreditation as a combined school and are subsequently found to have two EMIS numbers during the accreditation process:

- a. The phase/s of the school which fall under the EMIS number under which the school applied for accreditation will be maintained on the Umalusi MIS.
  - b. The school must submit a new application for the phase/s with the new/other EMIS number and relevant official documentation.
  - c. The school's billing as a combined school will be reversed, and the school will be billed for each of the separate applications according to the phases in each of the applications. The fees already paid by the school will be allocated to the outstanding amounts, and the school will be required to pay any additional amounts prior to the evaluation being finalised.
  - d. The evidence submitted and evaluated, including the site verification process, will be used to develop separate accreditation reports for each institution for presentation to the ACC. This will result in separate outcomes for each of the EMIS numbers for which accreditation is sought.
81. The following process will apply to schools which are accredited as a combined school and whose registration with the provincial education department changes such that they have two EMIS numbers; one for the high school and one for the primary school:
- a. The phase/s of the school which fall under the EMIS number under which the school applied for accreditation will be maintained on the Umalusi MIS.
  - b. The school must submit a new application for the phase/s with the new EMIS number and official registration documents. The application will be treated as a reapplication process.
  - c. The school must submit all the evidence required for the reapplication process and pay all the required fees.
  - d. There will be no refund of fees from the original application as the services have been rendered.

### **Deferral of site visit by a school**

82. Umalusi will contact a school to arrange a date for the site visit. Should a school request a deferral of the site visit, the following conditions will apply:
- a. A school that requests a delay of the site visit will retain the status of "unaccredited" until such time as they are found compliant with the accreditation criteria.
  - b. A delay in the site visit (caused by the school<sup>8</sup>) of more than six (6) months will lead to the lapse of the application, with no refund of costs for services rendered, and no access to the documents previously submitted. Should the school thereafter wish to be accredited, it will then have to reapply for accreditation and pay all applicable costs.
  - c. The school must submit the request for the deferral of the site visit in writing not less than four (4) calendar weeks **before** the date of the proposed site visit.
  - d. Should a school have confirmed the date of a site visit, and cancel, amend or request a deferral within four (4) calendar weeks of the date of the proposed site visit, the school will be liable for all costs incurred by Umalusi with regard to that proposed site visit (including travel and accommodation costs incurred).
  - e. The school may only submit ONE request for a deferral of a site-visit
  - f. The deferral may not be for a period longer than 3 months from the original date that Umalusi proposed.

### **Reapplication for accreditation**

83. A school that has received an outcome of no accreditation may reapply for accreditation on receipt of the outcome of no accreditation.

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<sup>8</sup> For example, delays caused by not paying the required site visit fees, not responding to requests to confirm a site visit date, not accepting the dates of site visits as suggested by Umalusi officials, etc.

84. A school may not commence with a reapplication for accreditation prior to the finalisation of the previous application for accreditation.
85. The Assistant Manager, Evaluation and Monitoring, will advise a school on how to submit a reapplication for accreditation.
86. All the relevant accreditation fees are payable in respect of a reapplication.
87. A school must submit new evidence in the reapplication process. Evidence submitted in previous applications will not be available for evaluation.
88. Schools that are reapplying for accreditation will be indicated as unaccredited (a red colour coding) until they receive an outcome of accreditation or provisional accreditation.

### **Multiple sites**

89. An application for accreditation pertains to the site/s linked to one EMIS registration number. Should it be discovered at any point in the application that the independent school occupies sites other than those the school is registered to operate from, only the site/s registered as the physical address/es on the registration document and the corresponding grades offered at the relevant site/s will be considered for accreditation.
90. An independent school may not advertise that it is accredited to operate at any other site and for any other grades than those indicated on the accreditation letter / certificate.
91. A separate application must be made for each site that has a separate EMIS number.
92. An additional site added to an EMIS number after a school is accredited requires an application for extension of scope to add the additional site for accreditation purposes.

### **Continued offering of the qualification**

93. An independent school must offer the curriculum leading to the qualification and the grades it is accredited to offer throughout the period of accreditation.

Should an independent school discontinue offering the qualification, the accreditation may be withdrawn after following due process.

### **Withdrawal from the accreditation process**

94. Independent schools that wish to withdraw or cancel their accreditation application or relinquish their accreditation status due to a change in the qualification offering, must inform the Evaluation and Accreditation unit in writing on a school letterhead. The letter must be signed by the principal of the school. Such institutions will be indicated as not accredited.
  
95. Independent schools that do not pay the required fees within the specified period will be considered as having terminated their application for accreditation.

## Withdrawal of accreditation

96. Chapter 9 of the *Regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies* (27 October 2017, Gazette No. 41206) provides for Umalusi to withdraw accreditation.
97. In withdrawing accreditation, Umalusi must follow due process as guided by the PAJA Act, 2000, and paragraphs 25(1), (2), (3) and (4) of the GENFETQA Act.
98. As per the *Policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies*, Umalusi's withdrawal of accreditation has implications on the registration status of the school. This is because legitimate independent schools offering the National Curriculum Statement are required to be registered by the Provincial Education Department (PED) **and** accredited by Umalusi
99. Umalusi may withdraw the accreditation if:
- The accredited school fails to comply with accreditation / monitoring requirements; or
  - There are serious legitimate complaints from learners, parents, PEDs, assessment bodies, etc., that require investigation, or
  - The school is implicated in examination and/or assessment irregularities, or
  - The school is de-registered by the relevant PED, or
  - The school fails to pay the required accreditation fee.

## Procedure for withdrawal of accreditation

100. The processes and procedures for the withdrawal of accreditation are outlined in *Table 6* below.

Table 6

	<b>Step in process</b>	<b>Structures involved</b>	<b>Recommended Output</b>	<b>Authority / Signatory</b>
1	Notice of intent to withdraw	Assistant Manager	Report highlighting areas of non-compliance	Assistant Manager &

	Step in process	Structures involved	Recommended Output	Authority / Signatory
	accreditation	responsible for Monitoring		Manager responsible for monitoring
		IAC	Confirmation of the non-compliance; Recommendation of the stipulated period to comply Guideline: <ul style="list-style-type: none"> <li>▪ No current Health and Safety certificate: 3 months</li> <li>▪ Other requirements not met: 6 months</li> <li>▪ Urgent matters: dependent on the risk – can be less than 3 months.</li> </ul>	Minutes of IAC meeting
		A&C	Letter to the institution outlining: <ul style="list-style-type: none"> <li>▪ Notice of intent to withdraw accreditation</li> <li>▪ Nature and extent of the non-compliance</li> <li>▪ The period within which the private education institution must comply.</li> </ul>	Senior Manager
2	Evaluation of the steps taken by the institution to remedy the non-compliance	Assistant Manager responsible for Monitoring	Report indicating how the institution has complied / not complied with the areas needing remediation within the specified time.	Assistant Manager & Manager responsible for monitoring

	<b>Step in process</b>	<b>Structures involved</b>	<b>Recommended Output</b>	<b>Authority / Signatory</b>
	2.1 Institution has remedied the areas of non-compliance	IAC	Confirmation of the level of compliance.	Minutes of IAC meeting
		A&C	Letter to the institution affirming the accreditation.	Senior Manager
	2.2. Areas of non-compliance have not been remedied	IAC	Confirmation of the continued non-compliance; Recommendation to the ACC to proceed with the withdrawal of accreditation.	Minutes of IAC meeting
		ACC	Recommendation to withdraw accreditation as at a specified date. <ul style="list-style-type: none"> <li>▪ Serve final notice to the institution of administrative action to withdraw the accreditation of the institution at a specific date (end of academic year).</li> <li>▪ Give the institution an opportunity to provide reasons in writing as to why the Council should not withdraw accreditation (30 days from date of notice).</li> </ul>	Minutes of ACC  Chair of ACC (Tracking Form)
		A&C	Prepare a letter communicating the ACC recommendation to the private education institution.	Umalusi CEO



	<b>Step in process</b>	<b>Structures involved</b>	<b>Recommended Output</b>	<b>Authority / Signatory</b>
3	Evaluation of the reasons provided by the private education institution why accreditation should not be withdrawn	IAC	Recommendation on the evidence provided.	Minutes of IAC meeting
		ACC At the meeting after the expiry of the date to provide reasons and prior to the intended date of withdrawal	Consideration of the representation provided. Determine whether to confirm the withdrawal of the accreditation, or confirm continued accreditation, or to give the institution an extended period to address the areas of non-compliance.	ACC Minutes Chair of ACC (Tracking Form)
		A&C	If the accreditation is to be withdrawn: Notification to the Head of Department of the intent to withdraw accreditation and the date of the intended withdrawal (include a copy of the letter to the institution).	Umalusi CEO
		A&C	Letter to the private education institution confirming the approval by the CEO of the recommendation of the ACC.	Umalusi CEO

101. The processes and procedures for the withdrawal of accreditation of a school that has closed down or is no longer offering the qualification are outlined in *Table 7* below.

Table 7

	<b>Step in process</b>	<b>Structures involved</b>	<b>Recommended Output</b>	<b>Authority / Signatory</b>
1	Receipt of communication indicating that the institution has closed down or is no longer offering the qualification.	IAC	Recommendation to withdraw accreditation based on the evidence provided.	Minutes of IAC meeting
		ACC	Consideration of the representation provided. Confirm the withdrawal of the accreditation.	ACC Minutes Chair of ACC (Tracking Form)
		A&C	Notification to the Head of Department of the date of withdrawal (include a copy of the letter to the institution).	Umalusi CEO
		A&C	Letter to the private education institution confirming the approval by the CEO of the recommendation of the ACC.	Umalusi CEO
2	Withdrawal of accreditation	A&C	Update the MIS to reflect the accreditation status.	A&C Manager
			Follow processes to retrieve the accreditation certificate from the institution, including liaising with QCC to cancel the certificate.	A&C Manager

## CHAPTER 5

### Quality Promotion Sessions and Pre-Site Visit Meetings

102. Umalusi will conduct compulsory quality promotion meetings for unaccredited schools to provide support in the implementation and understanding of manuals and guidelines to meet the minimum accreditation criteria, and how evidence should be organised to facilitate the submission of the self-evaluation report.
103. Umalusi will conduct online pre-site visit meetings to discuss the requirements for successful site verification visits and how evidence should be organised to facilitate the smooth running of the site visit.

### School enquiries and support

104. Schools may be supported telephonically or through an online platform by sub-unit staff members.
105. One-to-one support of the independent schools by Umalusi staff should take place only at Umalusi premises or online through scheduled meetings.
106. Communication regarding the accreditation process of an independent school will be between Umalusi and the school, not through a third party.
107. The Umalusi "acceptance of gifts" policy will apply to the acceptance of gifts or any sort of benefit from a school by any Umalusi staff/contract staff.

### Record keeping

108. Secure, accurate records must be kept to ensure compliance with the Promotion of Administrative Justice Act, 2000, the Protection of Personal Information (POP) Act, the Umalusi file plan, and to ensure an effective accreditation and monitoring system for Independent Schools.
109. As part of the accreditation and monitoring processes, the following documents are produced by the Evaluation and Accreditation unit.
  - a. Desktop evaluation reports

- b. Site verification reports
- c. Consolidated accreditation reports
- d. Improvement reports
- e. Extension of Scope reports
- f. Monitoring reports
- g. Tracking Forms
- h. Accreditation letters to Independent Schools

### **Stakeholder Relations**

110. The following activities may be undertaken for the E&A unit to establish and maintain stakeholder relations:

- a. Meetings with officials from the Provincial Education Departments and private assessment bodies to discuss matters of common interest relating to the registration of independent schools as institutions of teaching and learning, registration of independent schools as examination centres, and accreditation of independent schools.
- b. Meetings with organised independent school associations to discuss issues pertaining to the quality assurance/evaluation and accreditation of such schools.
- c. A conference, seminar or forum may be hosted when the need arises.
- d. Any other meeting that may be initiated by the sub-unit and approved by the Senior Manager and/or Executive Manager.

### **Review of this Guideline document**

111. This guideline shall be reviewed every two years and as and when the need arises.

### **APPROVAL**

Approved by Dr MS Rakometsi: Umalusi Chief Executive Officer on 30 November 2022.