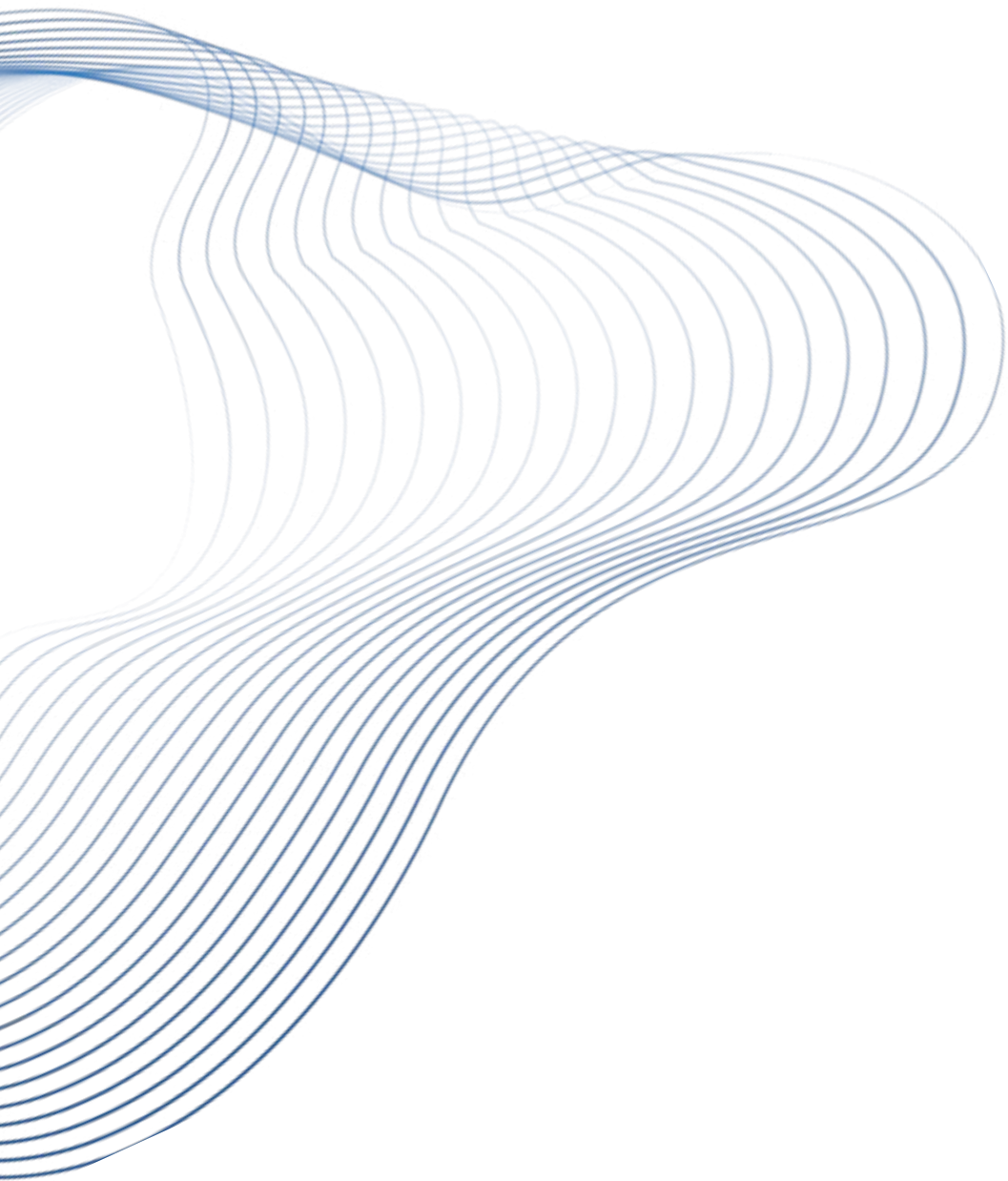


# ANNUAL PERFORMANCE PLAN 2024/25

UMALUSI



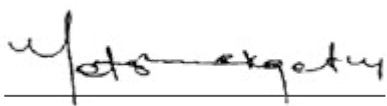
Quality Council for General and Further  
Education and Training



## EXECUTIVE AUTHORITY STATEMENT

The year 2024/25 marks the final year of implementation of Umalusi's five-year Strategic Plan. This Annual Performance Plan is guided by the National Development Plan (NDP), Priority 3 of the Medium-Term Strategic Framework (MTSF) 2019–2024, "Education, skills and health", the Department of Basic Education's Sector Plan, "Towards Schooling 2024", and other government-relevant policies. Umalusi, as a quality council in the general and further education and training sector, is mandated to maintain high-quality standards in the basic education sector.

The accounting authority, the Umalusi Council, will monitor the implementation of this plan through quarterly performance reports to identify service delivery successes and challenges, and advise management on the way forward.



Mrs Angie Motshekga: MP  
**Minister of Basic Education**

## ACCOUNTING AUTHORITY STATEMENT

The 2024/25 financial year marks the end of the current five-year term. The financial year coincides with South Africa's 2024 national elections, which is a significant moment in our country's political landscape. The work of Umalusi, as is the case with all public entities, is influenced by numerous macro-environmental factors, such as economic, socio-cultural, political, technical and environmental considerations. Umalusi is part of a broader education system, and therefore operates within the context of other societal systems that impact directly and indirectly on the work of the organisation. This presents an opportunity for Umalusi to respond to the National Development Plan (NDP) and broader societal demands by maintaining high education standards, as articulated in the organisation's vision and mission statements.

In order to fulfil its national mandate, Umalusi has the moral and legislative obligation to respond to relevant national imperatives, which the government has identified through the NDP. In response to the NDP's call for quality education, Umalusi, as a quality council in general and further education and training, is best placed to continue along a trajectory of setting and maintaining high-quality standards in general and further education and training.

In the performance of its fiduciary duties, the current Council will strengthen Umalusi's internal governance systems. This is aimed at steering the organisation to the achievement of its vision to be "a trusted authority in fostering high education standards in general and further education and training". The Umalusi Council will do that through the approval of the organisation's strategy and monitoring the implementation of the strategy so that it can identify and eliminate unnecessary gaps in Umalusi's quality assurance processes. As an organisation, we shall drive fiscal discipline and monitor risk management practices in line with good governance practices. In the context of National Treasury's proposed cost-containment measures, we commit to ensuring that management finds prudent ways to use the limited financial resources entrusted to us; and to do our work within the limitations of our baseline budget.

The Council extends its appreciation to the Chief Executive Officer and his staff for continuing to focus on the quality council's mandate. It therefore endorses this Annual Performance Plan, and commits to support its implementation through rigorous monitoring processes.



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Prof Yunus Ballim

**Chairperson: Umalusi Council**

## ACCOUNTING OFFICER STATEMENT

It is my honour to sign off on this 2024/25 Annual Performance Plan (APP), which marks the end of the current five-year term. The APP sets a performance baseline for the new planning cycle that begins in 2025. Umalusi started this five-year period on a high note due to the achievement of a first clean audit report for the 2019/20 financial year. For that reason, we set ourselves a target of clean audit reports for the 2020–2024 planning period. It is my pleasure to report that this target was attained in the first three years. During the last financial year, 2022/23, Umalusi achieved an unqualified audit opinion. We are, however, satisfied that we have built meaningful systems to manage our finances and performance information during this term. We believe that these systems will help us achieve another clean audit for the year ahead.

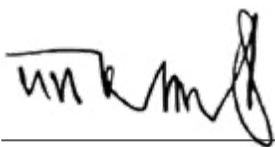
The mid-term review of our five-year commitments revealed that we are on the right track towards achieving what we set for ourselves in 2020/21. Of significance is that we did not deviate from our policy mandate. We have used the resources committed to us to deliver on our mandate and the reason for our existence, i.e. setting minimum education standards and quality assuring general and further education and training. We will, therefore, continue to focus on the five strategic priorities articulated in our strategic plan.

Even though the first two years of this term were interrupted by the COVID-19 pandemic, we can assure our stakeholders that, during these four years, we used technology to rebuild and refine our systems. That enabled us to deliver services to our clients such as the certification, verification of qualifications, quality assurance of assessment, accreditation of private education institutions, and managing the sub-framework of our qualifications.

Internally, we experienced a concerning exodus of staff from mid-2022 to mid-2023, which has a negative effect on institutional memory. On the other hand, Council approved additional positions to augment the staff establishment. The organisation is gradually filling these positions. One of our significant achievements is the approval received for Umalusi's staff members to join the Government Employees Medical Scheme (GEMS). This is a significant retention strategy for staff because of GEMS's post-retirement benefits.

As we step into a new financial year, we are cognisant of the country's economic situation and the cost-containment measures that we have to observe as we set our targets. In this regard, I can assure our stakeholders that we will leverage our information and technology innovations to continue to deliver on our mandate in our daily operations.

Together with the entire management team, I commit to leading the organisation in the implementation of this 2024/25 Annual Performance Plan.

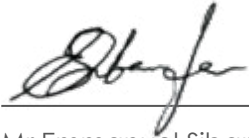


Dr Mafu S Rakometsi  
**Chief Executive Officer**

## OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- was developed by the management of Umalusi under the guidance of the Umalusi Council;
- takes into account all relevant policies, legislation and other mandates for which Umalusi is responsible; and
- accurately reflects the outcomes and outputs that Umalusi will endeavour to achieve in the period 2024/25.



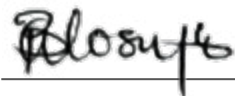
Mr Emmanuel Sibanda  
**Executive Manager: Qualifications and Research**



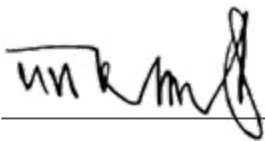
Dr E Sujee  
**Executive Manager: Quality Assurance and Monitoring**



Mr Hendrik van der Walt  
**Chief Financial Officer**



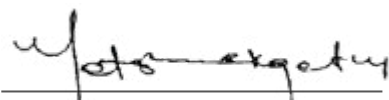
Mrs Stella B Mosimege  
**Senior Manager: Strategy and Governance**



Dr Mafu S Rakometsi  
**Chief Executive Officer**



Prof Yunus Ballim  
**Umalusi Council Chairperson**



**Approved by:**  
Mrs Angie Motshekga: MP  
**Minister of Basic Education**

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## ABBREVIATIONS AND ACRONYMS

<b>ABET</b>	Adult Basic Education and Training
<b>ACC</b>	Accreditation Committee of Council
<b>AET</b>	Adult Education and Training
<b>APP</b>	Annual Performance Plan
<b>BSC</b>	Balanced Score Card
<b>CAT</b>	Credit Accumulation and Transfer
<b>CEO</b>	Chief Executive Officer
<b>CGICT</b>	Corporate Governance of ICT
<b>DBE</b>	Department of Basic Education
<b>DHET</b>	Department of Higher Education and Training
<b>DPSA</b>	Department of Public Service and Administration
<b>ERP</b>	Enterprise Resource Planning
<b>E&amp;A</b>	Evaluation and Accreditation
<b>EWP</b>	Employee Wellness Programme
<b>FET</b>	Further Education and Training
<b>F&amp;SCM</b>	Finance and Supply Chain Management
<b>GBV</b>	Gender-Based Violence
<b>GBVF</b>	Gender-Based Violence and Femicide
<b>GCIS</b>	Government Communication and Information System
<b>GEC</b>	General Education Certificate
<b>GEMS</b>	Government Employees Medical Scheme
<b>GENFETQA</b>	General and Further Education and Training Quality Assurance
<b>GETCA</b>	General Education and Training Certificate for Adults
<b>GETC</b>	General Education and Training Certificate
<b>GFET</b>	General and Further Education and Training
<b>GFETQSF</b>	General and Further Education and Training Qualifications Sub-framework
<b>HCM</b>	Human Capital Management
<b>ICASS</b>	Internal Continuous Assessment
<b>ICT</b>	Information and Communication Technology
<b>ICTOC</b>	ICT Oversight Committee of Council
<b>IEB</b>	Independent Examinations Board
<b>IS</b>	Independent Schools
<b>ISAT</b>	Integrated Summative Assessment Task
<b>IT</b>	Information Technology
<b>LGBTQIA+</b>	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual
<b>MIS</b>	Management Information System
<b>MTEF</b>	Medium-term Expenditure Framework
<b>MTSF</b>	Medium-term Strategic Framework
<b>NASCA</b>	National Senior Certificate for Adults
<b>NATED</b>	National Education Report 190/191
<b>NC(V)</b>	National Certificate (Vocational)
<b>NCS</b>	National Curriculum Statement
<b>NDP</b>	National Development Plan
<b>NEPA</b>	National Education Policy Act
<b>NLRD</b>	National Learners' Records Database

<b>NQF</b>	National Qualifications Framework
<b>NSC</b>	National Senior Certificate
<b>OS</b>	Operating System
<b>PAF</b>	Policy Advisory Forum
<b>PAT</b>	Practical Assessment Task
<b>PED</b>	Provincial Education Department/s
<b>PESTEL</b>	Political, Economic, Social, Technological, Environmental and Legal
<b>PFMA</b>	Public Finance Management Act
<b>POPI</b>	Protection of Personal Information
<b>PR &amp; Comms</b>	Public Relations and Communications
<b>QAA: SQ</b>	Quality Assurance of Assessment: School Qualifications
<b>QAA: PSQ</b>	Quality Assurance of Assessment: Post-School Qualifications
<b>QAM</b>	Quality Assurance and Monitoring
<b>QCC</b>	Qualifications, Curriculum and Certification
<b>Q&amp;R</b>	Qualifications and Research
<b>RFQ</b>	Request for Quotation
<b>RPL</b>	Recognition of Prior Learning
<b>S&amp;G</b>	Strategy and Governance
<b>SACAI</b>	South African Comprehensive Assessment Institute
<b>SADC</b>	Southern African Development Community
<b>SAQA</b>	South African Qualifications Authority
<b>SASA</b>	South African Schools Act
<b>SBA</b>	School-based Assessment/Site-based Assessment
<b>SC(a)</b>	Senior Certificate (amended)
<b>SCM</b>	Supply Chain Management
<b>SIR</b>	Statistical Information and Research
<b>SITA</b>	State Information Technology Agency
<b>SLA</b>	Service-level Agreement
<b>SMS</b>	Senior Management Service
<b>SOP</b>	Standard Operating Procedure
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>TID</b>	Technical Indicator Descriptions
<b>ToR</b>	Terms of Reference
<b>TVET</b>	Technical and Vocational Education and Training
<b>USAf</b>	Universities South Africa
<b>URCS</b>	Umalusi Resulting and Certification System

# PART A: Our Mandate

The background features a dark blue field with abstract, flowing shapes in a lighter blue and a golden-yellow color. A prominent feature is a series of thin, parallel lines that form a grid-like pattern, curving and bending across the lower half of the page. The overall aesthetic is modern and professional.

# 1. LEGISLATIVE AND POLICY MANDATES

## 1.1 Founding legislation

### a. National Qualifications Framework (NQF) (Act No. 67 of 2008)

The NQF Act, 2008, provides for the establishment of Umalusi as a quality council that is responsible for the development and management of a sub-framework of qualifications at levels 1–4 of the NQF and related quality assurance processes. In terms of paragraph 27 of the NQF Act, Umalusi must do the following in respect of quality assurance:

- i. Develop and implement policy for quality assurance;
- ii. Ensure the integrity and credibility of quality assurance; and
- iii. Ensure that any quality assurance necessary for the sub-framework is undertaken.

### b. General and Further Education and Training Quality Assurance Act (GENFETQA) (Act No. 58 of 2001), as amended in 2008

The GENFETQA Act, as amended, assigns Umalusi the responsibility for the quality assurance of general and further education and training. Umalusi was established to maintain norms and standards in general and further education and training. Its mandate is expressed as follows:

- i. Developing and maintaining a sub-framework of qualifications for general and further education and training;
- ii. Quality assurance of all exit-point assessments of such qualifications;
- iii. Certification of learner achievements;
- iv. Quality assurance of private education institutions; and
- v. Accreditation of private assessment bodies.

Concerning the quality assurance of private provision and assessment, Umalusi is required to undertake the following accreditation responsibilities as outlined in Chapter 3, 23(2):

- i. Develop policy, which must be regulated by the Minister, for the accreditation of private assessment bodies other than departments of education, and accredit assessment bodies accordingly;

- ii. Develop policy and criteria for the quality assurance of private education institutions, including independent schools, private further education and training (FET) colleges or private adult basic education and training (ABET) colleges; and
- iii. Affirm or withdraw the accreditation status of the private education institution concerned.

## 1.2 Other legislation

- i. National Education Policy Act (NEPA) (Act No. 27 of 1996)
- ii. South African Schools Act (SASA) (Act No. 84 of 1996), as amended
- iii. Continuing Education and Training Act (Act No. 16 of 2006), as amended

# 2. INSTITUTIONAL POLICIES AND STRATEGIES OVER A FIVE-YEAR PERIOD

Umalusi's qualifications sub-framework must be read in conjunction with the following policy documents:

- i. The General and Further Education and Training Qualifications Sub-framework: 2014
- ii. Guidelines on Strategy and Priorities for the NQF 2011/2012: Minister of Higher Education and Training
- iii. National policies governing existing qualifications (including their assessment) that are currently certificated by Umalusi
- iv. Standard setting and quality assurance of the General and Further Education and Training Qualifications Sub-framework: Umalusi, 2014
- v. Policy documents and guidelines pertaining to the National Senior Certificate (NSC), Senior Certificate (amended) (SC(a)), General Education and Training Certificate (GETC), National Certificate (Vocational) (NC(V)), National Education Report 190/191 (NATED) and the National Curriculum Statement (NCS); and any other qualifications on the General and Further Education and Training Qualifications Sub-framework (GFETQSF), as applicable
- vi. Council policies and directives on the conduct, administration and management of the assessments for qualifications on the GFETQSF

- vii. The regulations pertaining to qualifications on the GFETQSF developed by the Department of Basic Education (DBE) and gazetted by the Minister on assessment and certification, including those promulgated by provincial legislatures
- viii. The policy and criteria for the development, registration and publication of qualifications on the GFETQSF
- ix. The Policy for the Re-issue of National Certificates
- x. The Recognition of Prior Learning (RPL) Policy

- xi. Treasury Regulation
- xii. Any other appropriate legislation related to the various education and training sectors in which Umalusi is mandated to work

### 3. RELEVANT COURT RULINGS

The organisation has had no court rulings that have had a significant impact on its operations.

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# PART B:

# Our Strategic Focus

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# 1. UPDATED SITUATIONAL ANALYSIS

## a. National Development Plan

The National Development Plan (NDP) remains the overarching vision guiding all planning in South Africa. Education is a key component that contributes to the building of state capacity as outlined in Chapter 9 of the NDP. The education sector plays a significant role in providing the skills that South Africa needs; therefore, Umalusi, a quality council in general and further education and training, plays a significant role in the country's development agenda. The NDP advocates for an inclusive curriculum that emphasises literacy, mathematics and science, as well as African languages. Through its sub-framework of qualifications, Umalusi therefore ensures that minimum standards are met in implementing these curricula through the appraisal of the intended curriculum for all qualifications in the General and Further Education and Training Qualifications Sub-framework (GFETQSF). This process also ensures articulation between the qualifications of schools, colleges and higher education institutions offered at National Qualifications Framework (NQF) levels 1–4.

South Africa, as a developmental state, recognises the private provision of education to afford citizens a choice on the type of institutions they wish to select for their children's education. Critical to the private provision of education is the mandatory registration of private education institutions with the relevant education departments and the accreditation of all private institutions that intend to offer qualifications on Umalusi's sub-framework. The accreditation process is a means of ascertaining the capacity of independent institutions to provide tuition and assess learners in line with the standards set for the respective qualifications. Umalusi's mandate requires the management of qualifications on the sub-framework, hence, research and innovation are central to the maintenance of standards to ensure the quality and credibility of qualifications in general and further education and training. Therefore, in the spirit of the NDP, Umalusi collaborates with like-minded organisations in the Southern African Development Community (SADC) region, in Africa and internationally to share experiences on matters related to assessment and quality assurance.

The organisation has repeatedly benchmarked South African qualifications, especially regarding the National

Senior Certificate (NSC), which is a key qualification in the country that opens career opportunities for school leavers. At this point, the NSC fairly compares with other international qualifications that are often perceived to be of a better quality.

## b. Revised Medium-Term Strategic Framework (MTSF) 2019–2024

The year 2024 marks the end of the current MTSF 2019–2024, which is a five-year plan guiding the government in the achievement of the NDP. The end of the term also marks the beginning of a new five-year term, which is aligned to the developmental aspirations of the political party that will win the upcoming 2024 democratic elections.

For the moment, the organisation's plan is still aligned to government's current seven priorities towards achieving the following NDP targets:

- i. Priority 1: Building a capable, ethical and developmental state
- ii. Priority 2: Economic transformation and job creation
- iii. Priority 3: Education, skills and health
- iv. Priority 4: Consolidating the social wage through reliable and quality basic services
- v. Priority 5: Spatial integration, human settlements and local government
- vi. Priority 6: Social cohesion and safe communities
- vii. Priority 7: A better Africa and world

Our major contribution as a schedule 3A public entity that is aligned to education in the MTSF is linked to Priority 3: Education, skills and health, where Umalusi focuses on its constitutional mandate to quality assure education. Umalusi is not directly responsible for achieving the targets of the NDP and MTSF, but works collaboratively with the relevant stakeholders towards attaining them. For Umalusi, the focus is not on the attainment of targets, but on ensuring that quality is not compromised in the pursuit of these targets. Therefore, the organisation will work with the two national departments of education to ensure the quality delivery of curricula for the qualifications in its sub-framework. Additionally, Umalusi appraises any new qualification to ensure that its intended and assessed curricula meet the intended need.

The organisation recognises alignment with respect to the following MTSF targets.

**Table 1: MTSF projects in support of NDP**

MTSF PRIORITY	TARGET	INDICATOR	UMALUSI'S CONTRIBUTION
<b>Priority 3:</b> Education, skills and health	Target 3: Improved quality of learning outcomes in the intermediate and senior phases, with inequalities reduced by 2024 (youths better prepared for further studies and the world of work beyond Grade 9)	Coding and Robotics curriculum implemented	Umalusi will appraise the revised curricula for Coding and Robotics in Grade R-3, including the remaining grades.
		The number of youths obtaining bachelor-level passes in the NSC	Umalusi will continue to ensure that the quality of bachelor-level passes is of the required standard.
		The number of youths obtaining 60% and above in Mathematics	Umalusi will continue to quality assure the assessment activities in schools and process the certification data.
		The number of youths obtaining 60% and above in Physical Science	
	Target 4: More learners obtain an NSC with excellent marks in critically important subjects by 2024 (contribute towards a prosperous and equitable South Africa)	100% of schools of skill implementing the technical-occupational curriculum	Umalusi appraises the curricula of occupationally oriented subjects.  Umalusi conducts research to investigate how learners from the schools of skill can be accommodated in the proposed General Education Certificate qualification.
		1 007 ordinary schools implementing technical-occupational curriculum	

### c. Alignment with the priorities of the Strategic Plan

For the 2024/25 Medium-Term Expenditure Framework (MTEF) period, the organisation remains aligned to the five-year Strategic Plan, and will continue to implement its priorities set for this five-year term.

To realise the desired outcomes and impact, the organisation's strategic focus remains:

- i. Reviewing the quality assurance approach;
- ii. Reviewing, evaluating and appraising qualifications submitted for registration on the GFETQSF;

- iii. Providing input to the legislative framework;
- iv. Intensifying research on educational developments linked to the sub-framework to innovate and advise the appropriate Ministers of Education; and
- v. Sharpening advocacy to communicate accurate and relevant messages to all stakeholders on issues relating to qualifications in our sub-framework.

## 2. EXTERNAL ENVIRONMENT ANALYSIS

### 2.1 Performance environment

#### 2.1.1 Review of the quality assurance approach

The design of a quality assurance model that is appropriate for all qualifications registered on the GFETQSF is at the conceptual stage. Umalusi will use a blended model during the quality assurance of the integrated summative assessment tasks (ISATs) and practical assessment tasks (PATs) by making use of videos and site visits to cover a wider scope.

#### 2.1.2 The use of Umalusi’s communication platforms by stakeholders

The advocacy of the qualifications in the sub-framework is a legislative mandate in terms of section

27 K(ii) of the NQF Act (2008), as amended. Umalusi is thus enjoined by the NQF Act to share information about its sub-framework with stakeholders. With the proliferation of digital devices such as smartphones and tablets, and increased access to the internet, increasing numbers of people are using digital platforms to interact, transact and read the news. This is the space that Umalusi is aiming to occupy as a 21st-century organisation. Thus, to effectively promote the image of the Umalusi brand to all its internal and external stakeholders, the organisation will optimise its use of digital media platforms such as Facebook, X (formerly known as Twitter), LinkedIn and YouTube in 2023/24.

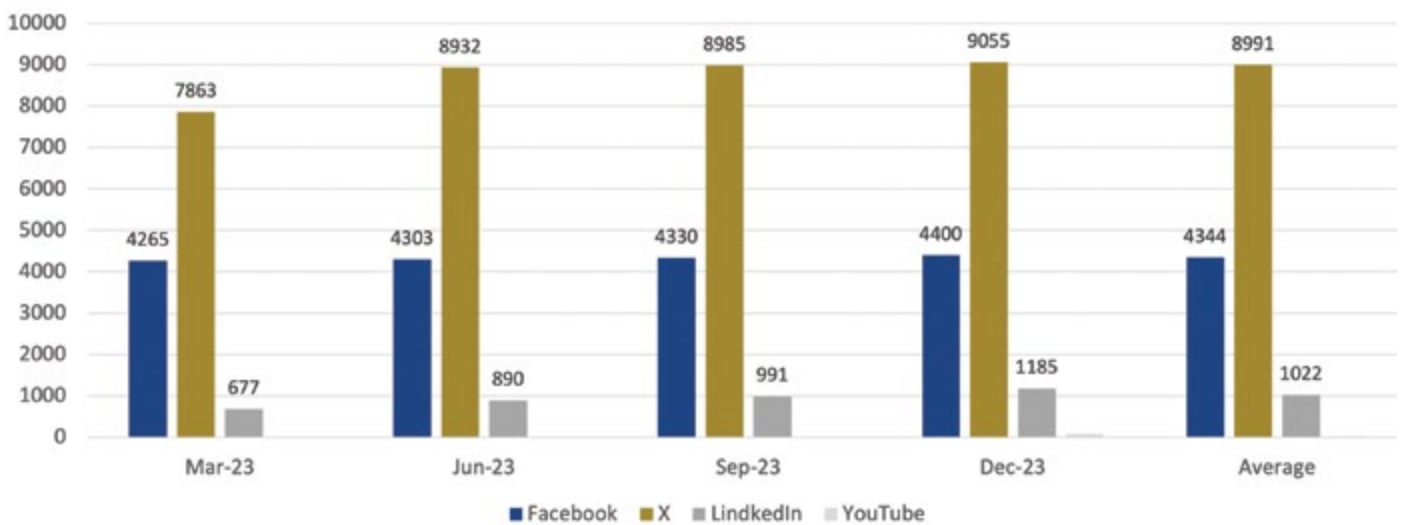
**Table 2: Digital platforms used by Umalusi**

MTSF PRIORITY	CONTENT	FORMAT
1. Online (MS Teams, Zoom, etc.) for webinars	All relevant and current information regarding the sub-framework	Live presentations to invited stakeholders
2. Social Media (Facebook, X, LinkedIn, YouTube)	Content related to the sub-framework, including events such as media briefings, webinars, etc.	Short, five-minute videos posted on YouTube Live streaming on Umalusi’s Facebook page
3. Digital banners	Updates, invitations and organisational information in bite-sized chunks	Banners uploaded to Facebook, X and LinkedIn
4. GCIS Radio facility connecting to all community radio stations in South Africa	Umalusi’s processes, e.g. standardisation of examination marks, the qualifications on the sub-framework, etc.	Live telephone and radio interviews; sound clips/recordings
5. Commercial radio / TV stations	Umalusi’s processes, e.g. standardisation of examination marks, the qualifications on the sub-framework, etc.	Live telephone and radio interviews; sound clips/recordings

The finalisation of the strategy and the repurposing of the organisation's social media communication platforms (Facebook, X and LinkedIn) to serve as vehicles to inform viewers about the activities of the organisation has resulted in the increase in the followership across the platforms. Figure 1 summarises the number of Facebook, X and LinkedIn users between March and December 2023.

The organisation will endeavour to increase its followers on these platforms and to provide high-quality content that will be useful to stakeholders and other interested parties. However, if Umalusi is to interact successfully on YouTube, more funds will be needed to produce videos. This platform is content intensive, requiring regular updates and postings. The same issue of funds holds true for the GCIS's community radio stations.

**Figure 1: Followers of Umalusi across social media platforms: March - December 2023**



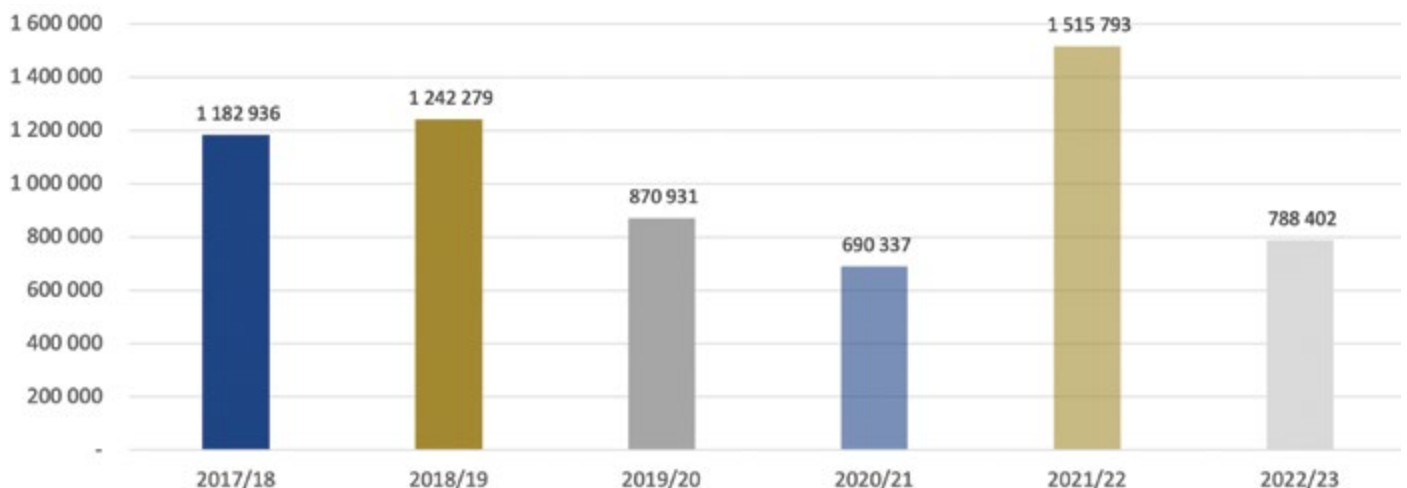
### 2.1.3 The certification and verification of qualifications

#### a. Certification

As an important service to the public, especially candidates who write the examinations of qualifications in the GFETQSF, Umalusi undertakes rigorous processes towards certification. Certification

is the formal recognition of a full or part-qualification awarded to a successful candidate. To fulfil this mandate, Umalusi issues certificates to all candidates who have successfully complied with the requirements for a qualification. The number of certificates issued from 2017/18 to 2022/23 is reflected in Figure 2.

**Figure 2: Certification statistics for 2017/18 to 2022/23**

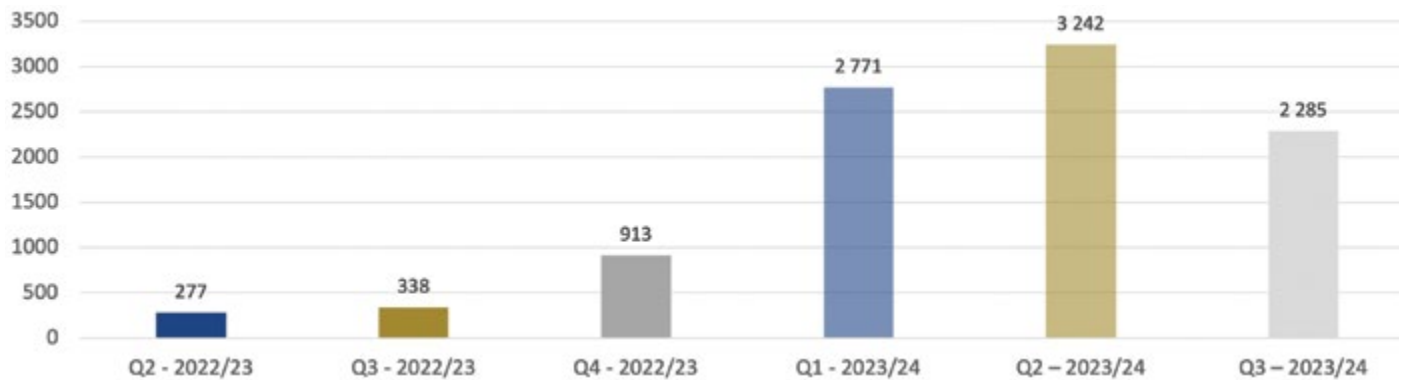


The number of certificates issued decreased from 1 515 793 in 2021/22 to 788 402 in 2022/23. This decrease was due to the certification of only three provinces for the 2022 examination in the reporting period. Six provinces were certified in the following financial year (2023/24).

Umalusi has implemented an online system for the replacement of certificates. It aims to offer this service directly to the public. This system allows holders of valid certificates to apply online to Umalusi for replacement

(duplicate) certificates. The system was implemented in the second quarter of 2022/23, when 277 applications were processed and certificates issued. By the third quarter of the 2023/24 financial year, 2 285 replacement certificates had been issued. Online certification grew from 277 in July 2022 to 9 826 in December 2023. This increase demonstrates that this is a required service for the public. Figure 3 shows the online certification trends since the commencement of the system.

**Figure 3: Online certification trends**



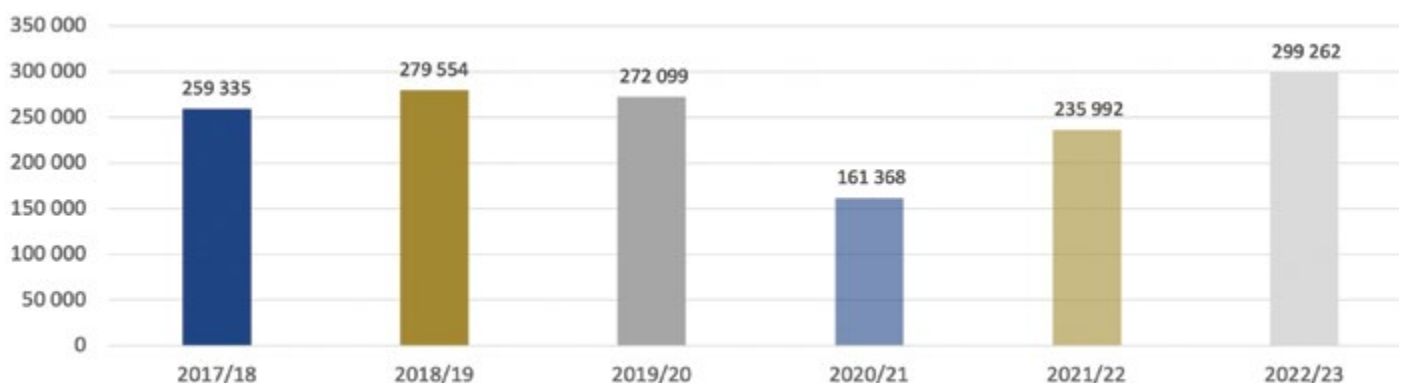
**b. Verification**

The education system is grappling with the challenges of fraudulent certificates for the different qualifications on the broader NQF. Umalusi, as the custodian of qualifications in the GFETQSF, is affected. As one of its core functions, the organisation performs a verification process, which establishes the authenticity of qualifications or certificates. Verification includes authenticating the qualification document, verifying that the qualification was awarded to the individual in question and that the content corresponds to the details on Umalusi’s certification database. The organisation conducts more e-verifications than manual and full verifications. Requests for verification from a wide range

of clients must be completed, including feedback to clients in two working days as stipulated in the agreements with verification clients. Due to the increase in the number of requests received for verification, it was a challenge to maintain the turnaround time of two days. Verification trends over the past six years are reflected in Figure 4.

There was an increase in the number of verifications from 235 992 in 2021/22 to 299 262 in 2022/23. The impact of COVID-19 on verification services in the previous two financial years is clearly visible in the statistics; verification numbers have returned to normal when compared to the pre-COVID-19 numbers in 2019/20.

**Figure 4: Verification statistics for 2017/18 to 2022/23**



### 2.1.4 Quality assurance of assessment

Since its inception, Umalusi has – as one of its core mandates – quality-assured assessment processes for all qualifications in its sub-framework. This function includes moderating question papers, monitoring site/school-based assessment (SBA), ISAT/PAT and internal continuous assessment (ICASS), monitoring the writing and marking of examinations at various centres, conducting the verification of marking, auditing the state of readiness of assessment bodies to conduct examinations, and engaging in other quality assurance-related activities. These processes are performed for all qualifications in the GFETQSF across all assessment bodies, i.e. the Department of Basic Education (DBE), the Department of Higher Education and Training (DHET), the Independent Examinations Board (IEB) and the South African Comprehensive Assessment Institute (SACAI). Figures 5 to 8 reflect some of the quality assurance of assessment processes conducted by Umalusi during the past four years.

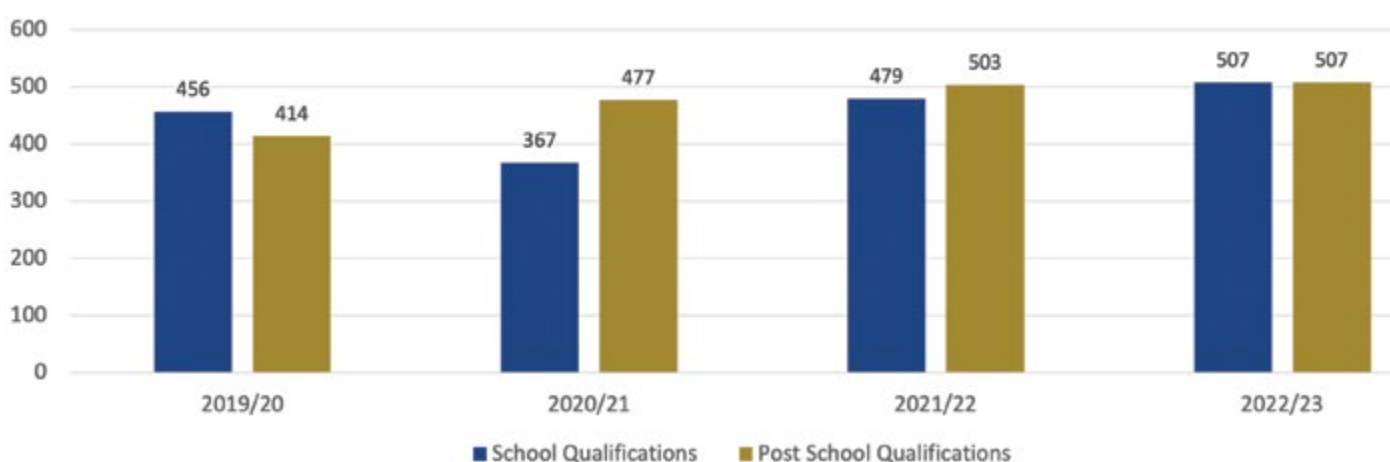
#### a. Moderation of question papers

In the interest of maintaining standards for all qualifications in the GFETQSF, the organisation moderates question papers set by various assessment bodies to ensure that they meet quality assurance requirements and are fair, reliable and representative of the appropriate levels of cognitive difficulty.

The total number of DBE, IEB and SACAI question papers moderated in 2022/23 increased due to the introduction of new subjects. Some subjects in the DBE, IEB and SACAI were moderated due to unforeseen circumstances.

The DHET's June and November 2023/24 General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) examination question papers were moderated and approved 18 months before the commencement of the examinations. There was an increase in the number of DHET 2022/23 National Education Report 190/191 (NATED) Engineering Studies N2–N3 question papers moderated; one unused set was used as backup question papers.

**Figure 5: Number of question papers moderated (2019/20 to 2022/23)**



#### b. Monitoring the writing of examinations

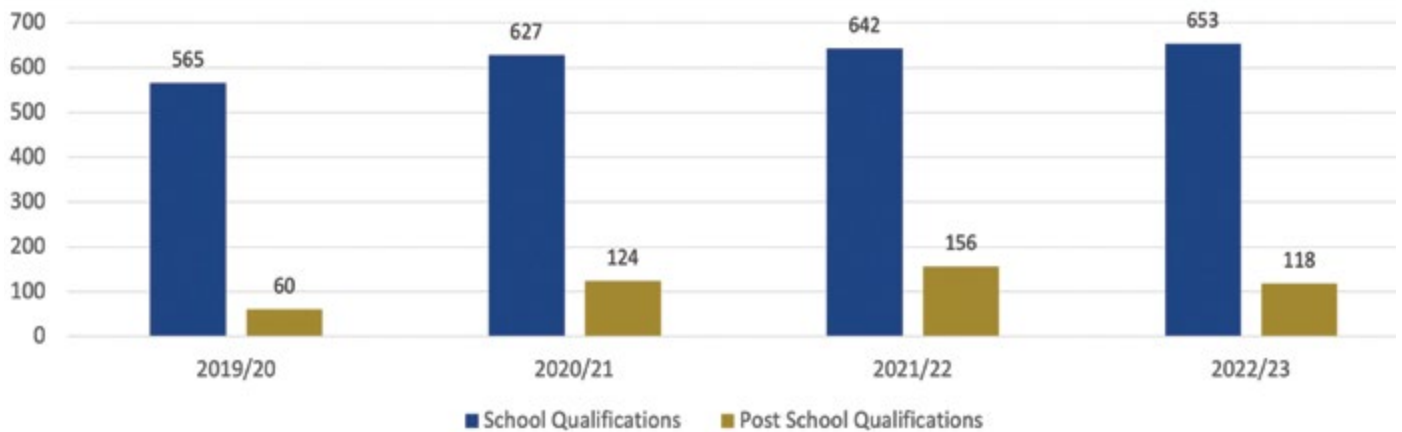
Umalusi's monitoring of the writing of examinations is a crucial quality assurance process, which determines whether assessment bodies conduct, administer and manage the examinations in accordance with approved guidelines and policies. Non-compliance can affect the credibility of qualifications in Umalusi's sub-framework; hence, this process is undertaken every year.

Umalusi intends to increase the number of examination centres monitored annually. The increment was

constant in the school sector from 2019/20 to 2021/22. In 2022/23, the centres monitored were not in line with Umalusi's plan to incrementally extend the scope of quality assurance. There was a slight increase from 642 in 2021/22 to 653 in 2022/23.

The number of centres monitored for the writing of examinations decreased sharply for the post-school sector, from 156 in 2020/21 to 118 in 2022/23. The number then decreased to 78 in 2022/23 due to the cancellation of one NATED examination in April 2022. Figure 6 summarises the number of examination centres monitored over the past four years.

**Figure 6: Number of examination centres monitored (2019/20 to 2022/23)**



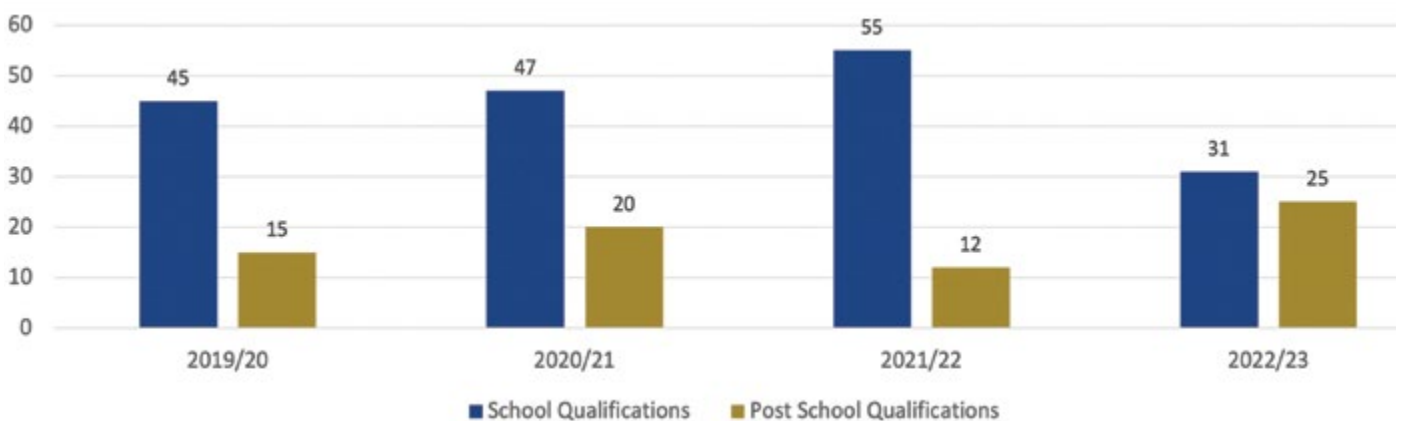
**c. Monitoring of marking centres**

To arrive at the results of an examination process, a marking process is undertaken by educators who are qualified to teach and mark a subject or learning area. In the interest of maintaining standards, and in compliance with the conduct, administration and management of the examinations regulations, Umalusi monitors the marking process to ensure the integrity and credibility of the marking process and, eventually, the results. Figure 7 shows that, in the school sector, there was a slight increase in 2021/22 compared to

2020/21. There was a decline in 2022/23 from 55 to 31 marking centres due to a budget cut, which led to the reduced sample.

The monitoring of the marking centres in the post-school sector was relatively limited because the DHET changed its marking approach from a decentralised to a centralised approach in 2021. The monitoring of the marking of NATED examinations increased from 12 in 2021/2022 to 25 in 2022/23. More National Certificate (Vocational) (NC(V)) centres were monitored due to the cancellation of the April NATED examination.

**Figure 7: Number of marking centres monitored (2019/20 to 2022/23)**



**d. Verification of marking**

Umalusi conducts the verification of marking across assessment bodies to ensure that marking is conducted in accordance with approved marking guidelines. To achieve this ideal, the schooling sector verified 79, 85 and 93 subjects in the financial years 2019/20, 2020/21 and 2021/22, respectively. Between the fiscal years 2019/2020 and 2021/22, the number of subjects

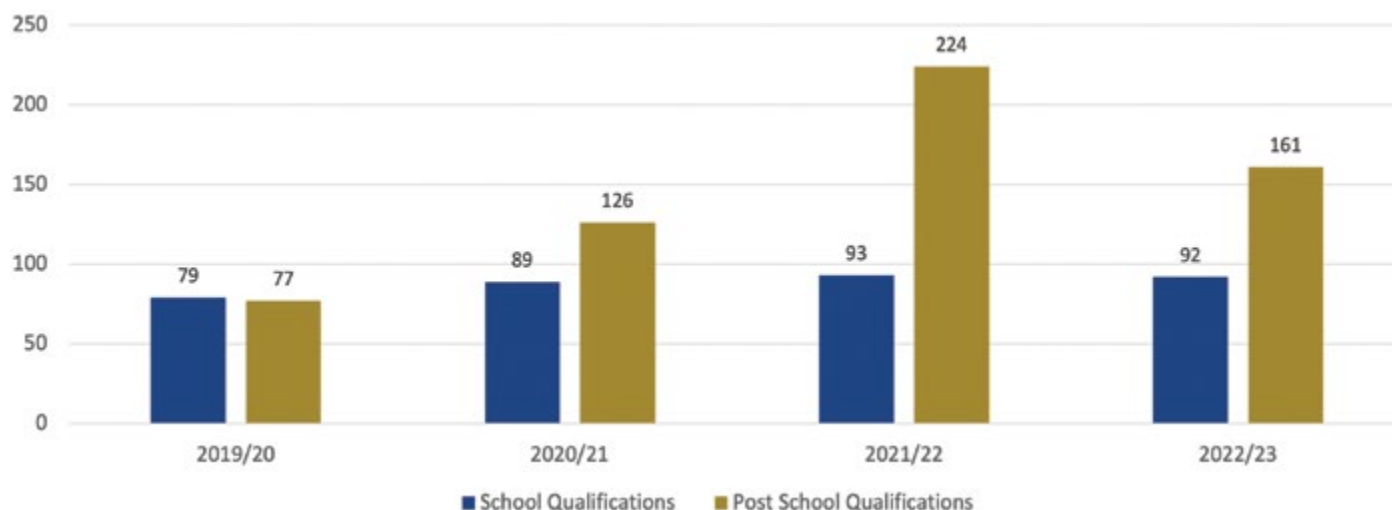
sampled for the verification of marking increased from 79 to 93. The increase in the number of subjects sampled for verification resonated with the sector's inclination to incrementally grow the sample to have a wider reach, representative of the entire population. With a decline in budget allocations yearly, the drive became almost impossible to sustain. In the fiscal year 2022/23, the sector verified the marking of 92 subjects,

which constituted a marginal decline by one subject. Even though it appeared as a decline, the sector surpassed its projection by two subjects.

The period 2020/21 also saw a decrease in the number of subjects for post-school qualifications for which

the verification of marking was conducted, from 224 in 2021/22 to 161 in 2022/23. This was the result of the reduced budget, which led to the reduction of samples. Figure 8 summarises the verification of marking conducted over the past four years.

**Figure 8: Number of subjects for which marking was verified (2019/20 to 2022/23)**



### 2.1.5 Evaluation and accreditation

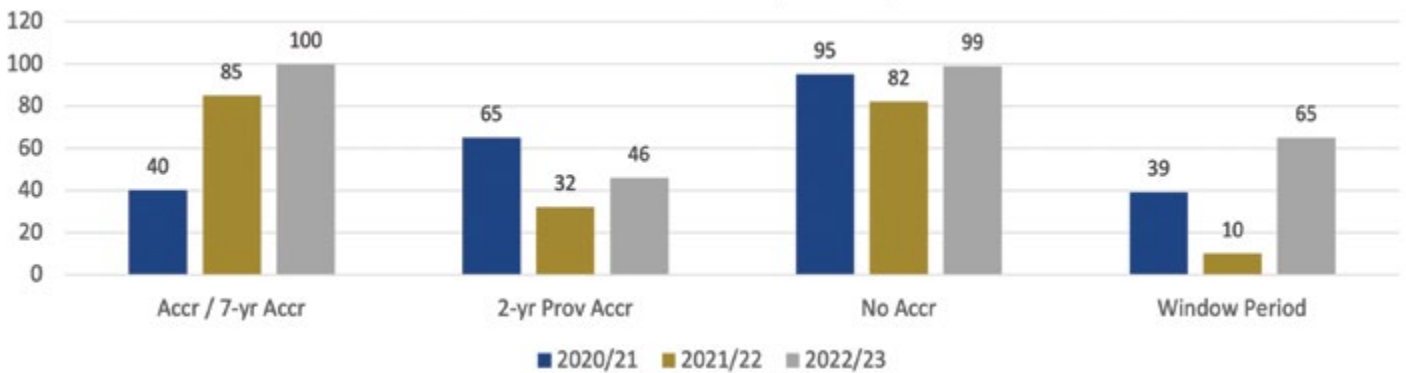
By accrediting private education institutions, Umalusi ensures that section 29(3)(c) of the South African Constitution is upheld: that independent education institutions “maintain standards that are not inferior to standards at comparable public educational institutions”. This assures the citizens of South Africa

that the provision of education at accredited private education institutions meets the required standards. Accreditation outcomes for the three types of education institutions over the past three years are reflected in Table 3 and Figure 9. The types of institutions are independent schools (ISs), private further education and training (FET) colleges and private adult education and training (AET) colleges.

**Table 3: Accreditation outcomes (2020/21 to 2022/23)**

Financial year	(Seven years') accreditation				Two years' provisional accreditation				No accreditation				Window period to improve			
	IS	FET	AET		IS	FET	AET		IS	FET	AET		IS	FET	AET	
2020/21	36	4	0	40	20	43	2	65	62	23	10	95	34	5	0	39
2021/22	83	2	0	85	29	1	2	32	76	6	0	82	4	6	0	10
2022/23	95	4	1	100	42	4	0	46	67	30	2	99	53	12	0	65
<b>TOTAL</b>	<b>214</b>	<b>10</b>	<b>1</b>		<b>91</b>	<b>48</b>	<b>4</b>		<b>205</b>	<b>59</b>	<b>12</b>		<b>91</b>	<b>23</b>	<b>0</b>	
<b>TOTAL</b>	<b>225</b>				<b>143</b>				<b>276</b>				<b>114</b>			
<b>PERCENTAGE</b>	<b>30%</b>				<b>19%</b>				<b>36%</b>				<b>15%</b>			

Figure 9: Accreditation outcomes (2020/21 to 2022/23)



In the last three financial years, accreditation has been granted to 30% of institutions that applied, and provisional accreditation has been granted to 19%. Fifty-one percent of the institutions presented to the Accreditation Committee of Council (ACC) did not meet the requirements for accreditation at the first or subsequent evaluation. Umalusi continues to provide support to institutions that apply for accreditation.

## 2.2 Demand for services

### 2.2.1 Evaluation and appraisal of new qualifications

#### a. General Education Certificate

Since the beginning of this five-year term, the country has been anticipating a new Level 1 qualification in the GFETQSF of the NQF. This qualification, the General Education Certificate (GEC), was engendered by the conception of the Three-Stream Model that would offer alternative education pathways for learners beyond Grade 9, which signals the end of the compulsory years of schooling. The focus of the GEC is on setting a standard at the end of Grade 9, and assisting a learner to select the appropriate pathway. Umalusi has evaluated the GEC qualification policy, but is still awaiting the resubmission of the revised GEC policy. This policy will be subjected to the quality assurance process for evaluating a qualification. Once it has been approved, it will be recommended to the South African Qualifications Authority (SAQA) for registration.

#### 2.2.2 Demand to offer Umalusi’s qualifications outside the borders of South Africa

Umalusi has successfully terminated intergovernmental agreements allowing the offering of the NSC outside the

borders of South Africa. Since January 2023, the NSC is a fully fledged national qualification without any links to cross-border offering. With this development, Umalusi would henceforth be able to conduct oversight of the NSC without compromising the credibility of its quality assurance systems. The process to phase out the NATED N1–3 qualification in the neighbouring countries is ongoing, and the DHET is engaged in bilateral engagements with the respective education ministries to accelerate progress in this regard. Furthermore, the DHET has gazetted the phasing out of the suite of NATED N1–3 programmes from January 2024, which is an important step towards bringing the programmes to an end in their current structure.

#### 2.2.3 Demand for credible qualifications

The process to update and align the GFETQSF qualifications to SAQA’s requirements for the registration of qualifications on the NQF has been successfully completed. This was a joint effort between Umalusi and providers of GFETQSF-registered qualifications. Umalusi has received confirmation from SAQA that the qualifications comply with its policy requirements and that they have been accordingly registered for the next five-year period, i.e. until June 2028. The re-registration included legacy (pre-2009) qualifications, some of which have been extended through a ministerial concession.

Umalusi will continue to monitor the GEC and the National Senior Certificate for Adults (NASCA) to ensure that the intended and assessed curricula are appraised before implementation, and that they are of the required standard.

## 2.3 Challenges

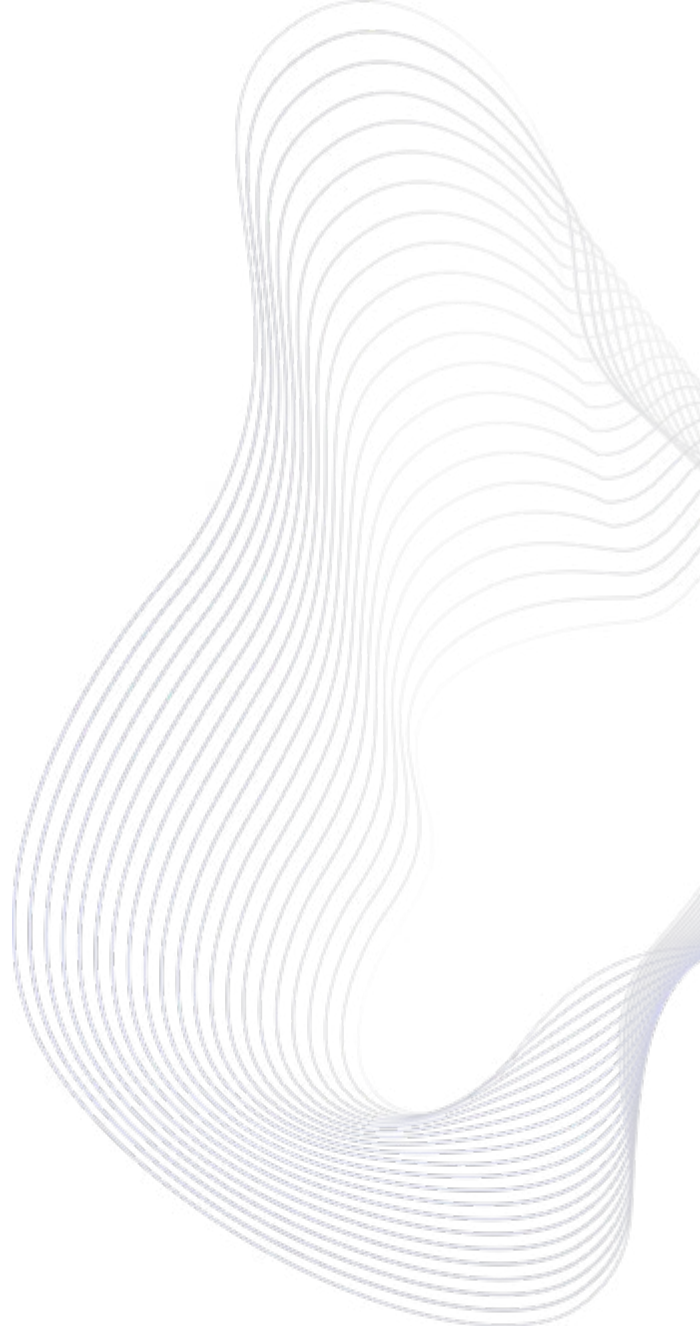
The problem-and-solution tree tool was used again to review the work done during 2023/24. Some of these challenges were analysed again based on the lessons learnt during the implementation of the 2023/24 Annual Performance Plan (APP). Analysis reviewed the identified root causes and the effects on the citizenry, and a more nuanced perspective on these matters came to the fore. As a result, there is a big difference between the previous root causes, effects, interventions, proposed actions and the newly proposed ones. The outcomes largely remained the same, indicating that the organisation is consistent on what it wants to achieve in the short and medium term, and in the change it wants to bring about in the sector and to beneficiaries of the education system at large. This information is represented in Table 4.

**Table 4: Proposed solutions, interventions, action plan for 2024/25 and potential outcomes**

CHALLENGE	ROOT CAUSE	EFFECTS	SOLUTION	ACTION PLAN FOR 2024/25	OUTCOMES
Unaccredited private colleges and independent schools offering qualifications in the GFETQSF	<p>Inability to meet Umalusi's accreditation requirements (one of which is registration).</p> <p>Colleges using N4–N6 registration to offer N1–N3 without being accredited.</p> <p>Provincial education departments (PEDs) not closing down unregistered and/or unaccredited schools.</p> <p>The public lacking information on where to check for accredited colleges and schools.</p> <p>Lack of understanding of what needs to be accredited, e.g. accredited for Grades 1–7, but offering Grade 12.</p> <p>Gaps in the implementation of legislation on how to deal with unaccredited independent schools and private colleges in our country.</p>	Umalusi is unable to attest to the quality of the provision at the institutions.	Closure of unaccredited private colleges and independent schools.	<p>Advise PEDs and the DHET of institutions that did not meet the requirements for accreditation.</p> <p>Continuous advocacy to educate the public using various platforms, e.g. community radio stations.</p> <p>Enhance Umalusi's presence on social media platforms (e.g. LinkedIn, X, Facebook and other popular applications for pop-up adverts) to make the public aware of the need to check and how to check whether an institution is accredited.</p>	Only accredited private colleges and independent schools offer qualifications in the GFETQSF.

CHALLENGE	ROOT CAUSE	EFFECTS	SOLUTION	ACTION PLAN FOR 2024/25	OUTCOMES
Outstanding certification	<p>Learner data that is rejected is not resubmitted to Umalusi by the relevant assessment body.</p> <p>New users have not been adequately trained by assessment bodies.</p> <p>The automatic combination of subject statements is not in place.</p> <p>The combination of results across assessment bodies is not automatic.</p> <p>There is misalignment between systems of the public assessment bodies and Umalusi.</p> <p>There is a delay in the resolution of irregularities.</p>	<p>Disadvantaging learners who cannot access education at tertiary institutions</p> <p>Unemployment – learners not finding jobs</p> <p>Reputational harm to Umalusi – blamed for not issuing certificates</p> <p>Increase in misrepresented qualifications</p> <p>Growth in the market for the production of fraudulent certificates</p>	<p>Every learner who completes a qualification must be awarded a certificate.</p>	<p>Umalusi to enforce adherence to certification directives by assessment bodies.</p> <p>Alignment of the certification systems is required.</p> <p>Umalusi to conduct workshops on certification matters.</p> <p>Umalusi is to revise certification directives, particularly to include:</p> <ul style="list-style-type: none"> <li>Automatic/ programmatic combination of subject statements into a full certificate; and</li> <li>Combination of subject statements across assessment bodies</li> </ul>	<p>Employability of learners contributes to an increase in future income.</p> <p>Public confidence in the system</p>

CHALLENGE	ROOT CAUSE	EFFECTS	SOLUTION	ACTION PLAN FOR 2024/25	OUTCOMES
Certification of candidates at unaccredited institutions	<p>No information technology (IT) systems are in place to support the management of the registration of learners from unaccredited institutions for examinations.</p> <p>Some private colleges are not registered or accredited to offer N1–N3.</p> <p>The DHET system allows private colleges registered for N4–N6 to register candidates for the N2 and N3 examinations.</p> <p>The public lacks understanding about accredited private institutions.</p>	<p>Candidates from unaccredited institutions are registered for examinations and certified by Umalusi.</p>	<p>Zero certification of learners from unaccredited independent schools and private colleges.</p>	<p>Development of IT systems that support the management of registering learners for examinations.</p> <p>More advocacy to encourage learners to register with accredited institutions.</p> <p>Compilation of a standard operating procedure (SOP) for the implementation and monitoring of the certification process.</p> <p>Implementation of the SOP.</p>	<p>All candidates doing Umalusi qualifications in private institutions receive legitimate certificates.</p> <p>Legitimate certification</p>



CHALLENGE	ROOT CAUSE	EFFECTS	SOLUTION	ACTION PLAN FOR 2024/25	OUTCOMES
<p>The misconception of qualifications in the GFETQSF</p>	<p>Inadequate advocacy of qualifications in the GFETQSF. Admission criteria at institutions of higher learning are still based on NSC results and there is a reluctance to recognise NC(V) Level 4 as an entry requirement. Some of the GETC centres are misleading the public through their marketing strategies using GETC as if it is equivalent to the NSC in terms of its NQF level.</p>	<p>Learners obtaining two qualifications on the same NQF level, e.g. NSC followed by NC(V) Level 4. Employers are reluctant to recognise particular qualifications such as the NC(V) Level 4. Parents waste resources (money) paying for qualifications on the same NQF level. Learners' time is wasted, e.g. by doing NQF Level 4 twice. People qualified with GETC; ABET are disadvantaged for further studies by thinking that their qualification is at NQF Level 4</p>	<p>More advocacy of all the qualifications in the GFETQSF.</p>	<p>Advocacy on qualifications offered in the Umalusi sub-framework. Engage Universities South Africa (USAf) and Admissions Committee. Dissemination of the NSC benchmark report. Dissemination of the articulation policy to stakeholders. Intensify the working relationship between Umalusi, the DBE and the DHET in relation to NSC and NC(V) matters. Intensify engagements with higher education institutions to consider NC(V) Level 4 candidates in their admission criteria. The DHET is to provide adequate pre-admission assessment and counselling before the admission of learners in GETC; ABET classes. Engaging the DHET on how to improve the implementation of the NC(V).</p>	<p>Learners, students, citizens, employers, institutions of higher learning understand the NQF levels of all Umalusi qualifications for articulation and career path purposes.</p>

CHALLENGE	ROOT CAUSE	EFFECTS	SOLUTION	ACTION PLAN FOR 2024/25	OUTCOMES
The offering of qualifications not registered on the NQF	<p>There are no consequences for institutions that offer qualifications that are not registered on the NQF.</p> <p>There is a perception that foreign qualifications are better than South African qualifications.</p> <p>PEDs are registering institutions and allowing them to offer qualifications that are not registered on the NQF.</p> <p>No benchmark exists for the quality of the curriculum offered.</p>	<p>Institutions offering foreign qualifications bypass the accreditation process.</p> <p>The South African child grows up with the belief that foreign qualifications are better than South African qualifications.</p>	<p>All qualifications offered in South Africa must be registered on the NQF.</p> <p>Protection of the credibility of the qualifications on the NQF.</p>	<p>Work with SAQA to determine who is responsible for enforcing the NQF Act.</p> <p>Increase advocacy on the NQF qualifications.</p>	<p>All qualifications offered in South Africa are registered on the NQF.</p> <p>Greater respect for South African qualifications.</p>
Increase in the number of unregulated institutions offering online education	<p>Advances in technology.</p> <p>No regulatory framework for online education.</p> <p>COVID-19 prevented learners from attending physical schools for long periods.</p>	<p>Institutions offer the National Curriculum Statement (NCS)/ NSC without accreditation.</p> <p>The quality of teaching and learning may be compromised.</p> <p>Parents have no recourse if the provision of the qualification is sub-standard as there is no regulatory framework guiding the quality assurance of provision.</p>	<p>All private education institutions offering qualifications in the GFETQSF through online education must be registered and accredited.</p>	<p>Develop instruments for the accreditation of registered online education institutions.</p> <p>Provide input to discussions on the amendment of legislation to accommodate the regulation of online education.</p> <p>Sharpen advocacy on accredited institutions.</p> <p>Consider reviewing the organisation's Public Relations and Communications strategy (be specific on what can be verified where/what needs to be done).</p>	<p>Registered and accredited institutions are operating within an appropriate regulatory framework.</p>

## 2.4 PESTEL analysis

The organisation used a strategic framework called PESTEL, which evaluates the effect of external environment factors on its operations. These external environmental factors (political, economic, social, technological, environmental and legal) are reflected in Table 5.

**Table 5: PESTEL analysis**

<b>P</b>	<b>E</b>	<b>S</b>	<b>T</b>	<b>E</b>	<b>L</b>
<b>POLITICAL</b>	<b>ECONOMIC</b>	<b>SOCIAL</b>	<b>TECHNOLOGICAL</b>	<b>ENVIRONMENTAL</b>	<b>LEGAL</b>
<p>Government Policy: Political directives that have a direct impact on Umalusi's operations. National Treasury issued a circular for all state organisations to cut costs. This would have a negative impact on Umalusi's operations, which were pre-planned.</p>	<p>The economy of the country is currently under strain and government has come up with cost-containment measures that have implications for Umalusi, such as work overload if positions are not filled, and quality assurance work, which is budget-driven. It also affects the credibility of pronouncements made by the organisation on examination results. High rates of unemployment could be the reason for people selling fraudulent certificates for income, or others obtaining fraudulent certificates to get employment.</p>	<p>The South African population is growing and there is a scramble for job opportunities, which leads to high levels of corruption, such as selling fake certificates. The proliferation of unregistered and unaccredited colleges to make money affects society and the choices they make for the education of their children. People with fraudulent qualifications remain unemployed. The credibility of Umalusi's qualifications in society is affected. This adds pressure on the organisation to monitor private education institutions, including accredited ones.</p>	<p>Technological advances have led to a growth in online schools. This has an impact on Umalusi, which has to review its quality assurance approach to be inclusive of online schools. Umalusi has to be responsive to technological advancements in its processes, such as block chain, e-marking, e-certification, e-assessments, etc. Technological advancements also have an impact on resourcing, i.e. financial resources to acquire the right technologies, human resources who require training and development, reskilling and capacitation of the workforce.</p>	<p>The curricula underpinning GFETQSF qualifications have to be rationalised to address issues of climate change. Technological advancements will result in the organisation "going green". This will have a positive spin-off on the environment as less paper will be used.</p>	<p>Umalusi is being impacted by laws wherein the organisation has to create a conducive environment that accommodates all designated groups. The Protection of Personal Information (POPI) Act: Institutions are unwilling or hesitant to share information that is needed for some of Umalusi's processes, e.g. accreditation. This affects the turnaround times of these quality assurance processes.</p>

## 2.5 Contribution to the empowerment of women, youth and people with disabilities

The organisation is taking steps to develop plans to empower women, youth, people with disabilities and all other designated groups. To this end, the focus in the 2024/25 financial year will be on the following plans:

**Table 6: Plans towards the empowerment of women, youth and people with disabilities**

PILLAR	PILLAR REQUIREMENTS	PLANS FOR 2024/25
<p><b>Accountability, coordination and leadership</b></p>	<p>Bold leadership and strengthened accountability across government and society that responds strategically to gender-based violence and femicide (GBVF) with clear messaging and adequate technical and financial resources.</p>	<ul style="list-style-type: none"> <li>Sharpen the implementation of Umalusi's Employment Equity Policy.</li> <li>Establish designated parking for people with disabilities to meet the needs of persons with mobility issues who use wheelchairs, crutches and walking frames at Umalusi House.</li> </ul>
<p><b>Prevention and rebuilding social cohesion</b></p>	<p>Changed behaviour and social norms within key groups as a result of the rollout of evidence-based prevention interventions.</p> <p>Shift away from toxic masculinities towards embracing positive alternative approaches for expressing masculinities and other sexual and gender identities within specific communities/groups.</p>	<ul style="list-style-type: none"> <li>Observe relevant campaigns commemorated in the national calendar for inclusivity, such as 16 Days of Activism, Disability Week, etc. Also observe other campaigns, such as Pride Month, to promote awareness, education and equality within the workplace.</li> <li>Require accredited independent schools and private colleges to have anti-discrimination policies in place.</li> <li>Continue to ensure that the moderation criteria for assessment address any bias against gender-based violence (GBV) and social norms.</li> <li>Ensure that appraised curricula raise awareness of GBVF and lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA+) people when assessment bodies submit curricula for appraisal.</li> <li>Ensure that the moderation criteria for assessment address any bias against GBV and social norms.</li> <li>Provide trans-gender ablution facilities to respect other gender identities.</li> <li>Review the Sexual Harassment Policy to expand its scope to integrate the youth and people with disabilities, violence against women and LGBTQIA+ people.</li> </ul>

PILLAR	PILLAR REQUIREMENTS	PLANS FOR 2024/25
<p><b>Economic empowerment</b></p>	<p>Accelerated initiatives that address women's unequal economic and social position through access to government and private sector procurement, employment, housing, access to land, financial resources and other income-generating initiatives.</p> <p>Safe workplaces that are free of violence against women and LGBTQIA+ persons, including, but not limited to sexual harassment.</p>	<ul style="list-style-type: none"> <li>• Specific goals aimed at empowering women, youth and people living with disabilities will form part of the scoring sheet for the evaluation of requests for quotations (RFQs) and tenders.</li> <li>• Target people with disabilities in recruitment processes.</li> <li>• Implement an internship programme for qualified unemployed youth with no experience.</li> <li>• Create online anonymous reporting for GBV and LGBTQIA+ issues in the organisation.</li> <li>• Develop and implement a digital suggestion box that can help assist in dealing with discrimination within the organisation.</li> </ul>
<p><b>Research and information management</b></p>	<p>Improved understanding of the extent and nature of GBVF, broadly and in relation to specific groups and forms in South Africa.</p>	<ul style="list-style-type: none"> <li>• Create space for units to contribute articles to the December issue of Makoya.</li> <li>• Organise a talk on GBVF through one of the Employee Wellness Programmes (EWP) offered by ICAS.</li> <li>• Sensitise external moderators to the use of sensitive material that could be biased.</li> </ul>

### 3. INTERNAL ENVIRONMENT ANALYSIS

#### 3.1 Organisational structure

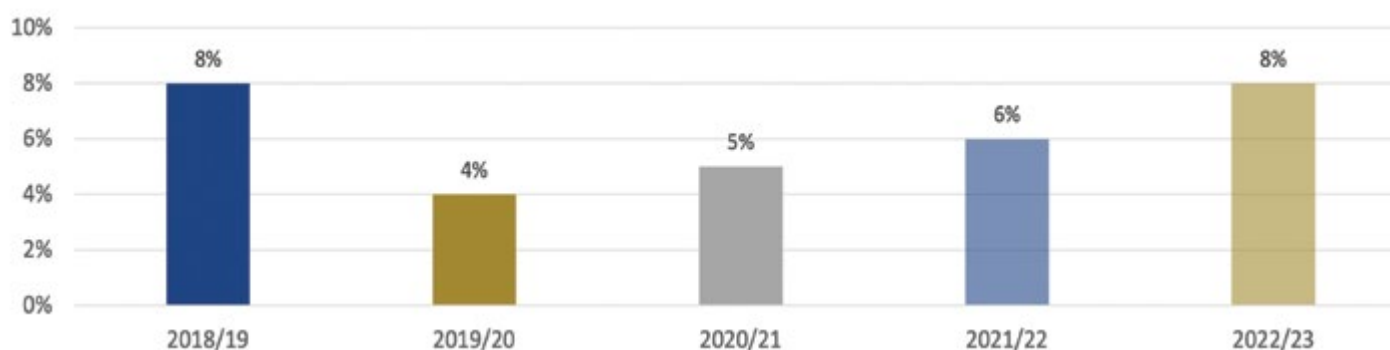
Umalusi’s organisational structure is lean and flat. It consists of 151 funded positions, which are spread across three programmes: Administration, Qualifications and Research, and Quality Assurance and Monitoring. The design of the management structure consists of the Chief Executive Officer (CEO), three executive managers and ten senior managers, who make up the senior management service (SMS) personnel. This lean organisational structure has career growth limitations as there are fewer promotional positions. The bulk of Umalusi’s quality assurance work is undertaken by independent contractors because of its seasonal nature, which is mainly during the preparations for the

national examinations, and standardisation and issuing of results.

#### 3.2 Capacity of the organisation’s human resources to achieve its mandate

Human resources are crucial in the execution of the mandate of any organisation. Therefore, the organisation tracks the human capital dynamics throughout the year, and prioritises the filling of vacant positions, the attraction of suitably qualified employees and ensuring the retention of all its employees. Figure 10 depicts the vacancy rate over the past five years (2018/19 to 2022/23) and shows a gradual increase in the vacancy rate since the 2020/21 financial year. Management ensures that vacancies are filled speedily to keep the vacancy rate below 10% and to reduce employees’ high workloads and workforce burnout.

Figure 10: Organisational vacancy rate over the past five years



Although the vacancy rate remained below 10% as planned up to the end of December 2023, there were 18 resignations from the organisation between 1 April and 31 December 2023. This is cause for concern as employee turnover contributes to the loss of institutional memory.

It has been a challenge for management to increase the number of positions required in the organisation because of an inadequate budget. The additional funding from the DBE in the 2022/23 financial year enabled management to upgrade one position and create 12 new positions, which were approved by Council in November 2022. These positions were incrementally filled from the first quarter of the 2023/24 financial year. Management remains committed to promoting a culture of learning by providing bursaries and other capacity-building training programmes to

ensure that employees are equipped with the latest and most innovative skills and competencies to successfully execute the mandate of the organisation.

#### 3.3 Facilities

A few years ago, Umalusi House was assessed for occupational health and safety compliance by the Department of Labour. Several findings and recommendations were made for management to implement. Umalusi House must, therefore, be redesigned to address the current occupational health and safety shortcomings and waterproofing reported in the previous financial years. The building plans for the renovation of Umalusi House have been partially approved by the City of Tshwane. The priority is to make the building accessible to people living with disabilities and to repair the leaking roof.

### 3.4 Financial resources

Effective and efficient financial administration is the cornerstone of good governance and clean administration. The organisation obtained an unqualified audit opinion in the 2022/23 financial year. The budget is expected to increase by 6% from R197 million in the 2023/24 financial year to R208 million in the 2024/25 financial year. The proportion of the government grant to own revenue remains 80:20. A significant portion of own-generated revenue comes from the verification of qualifications and accreditation.

A substantial portion of the budget has been allocated to Programme 3 at 43%, amounting to R90.6 million, followed by Programme 1 at 40%, amounting to R82.7 million, and Programme 2 at 17%, amounting to R34.8 million.

### 3.5 Information and Communications Technology (ICT)

Umalusi's ICT network health score is maintained at 97% or above to ensure smooth operation and secure organisational information. This is possible because of the entity's implementation of Microsoft Azure cloud. This implementation addresses the risk of ageing ICT infrastructure and ensures ICT service continuity. Umalusi has embraced the use of advanced technology in its business. The organisation is making strides towards ensuring that ICT is used to support business processes and service delivery.

Umalusi has developed an online accreditation system. This system enables independent education providers to apply for accreditation online to address the Management Information System (MIS) data reliability challenges and increase the efficiency of the accreditation process.

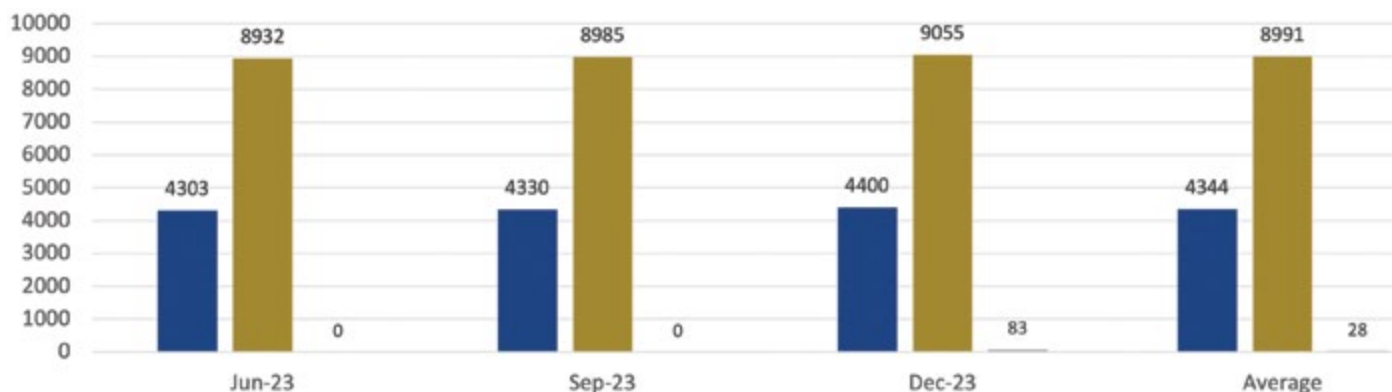
To strengthen ICT governance, the entity developed an ICT Service Continuity Plan and reviewed the ICT Oversight Committee of Council (ICTOC)'s Terms of Reference (ToR). The ICT Service Continuity Plan aims to mitigate ICT system disruptions in the event of a disaster. It establishes procedures and capabilities to recover the major ICT applications within Umalusi, and/or the general ICT support system. ICT service continuity focuses on a set of actions that Umalusi must take to restore service to normal (or as near to normal as practical operations) if a significant loss occurred for critical functions.

The ICTOC ToR were reviewed to align them to the Umalusi Corporate Governance of ICT (CGICT) Policy that was approved by Council in 2023. This is to ensure that Umalusi complies with the Department of Public Service and Administration (DPSA)'s Corporate Governance of ICT Policy Framework 2022. The policy framework mandates that Umalusi should develop its own Corporate Governance of ICT Policy to adopt the principles and practices of the policy framework. The review of the ICTOC ToR will ensure business value from ICT investment, improving ICT monitoring, evaluation, auditing and reporting.

### 3.6 Communication management

Besides the use of digital platforms highlighted in section 2.1.1 of this APP, advocacy work continued through other means. For instance, exhibitions were resumed after the lifting of the COVID-19 restrictions. Webinars and in-person visits to various stakeholder institutions, such as universities, conferences and provincial education departments were conducted. Additionally, several media statements, media briefings, and media interviews were used to state the position of Umalusi on some of the aspects reported by the mainstream media. The organisation's media coverage in the first three quarters of the 2023/2024 financial year is reflected in Figure 11.

Figure 11: Media coverage for the first three quarters of 2023/2024



The graph above shows that the online platform accounts for the largest media mentions of Umalusi. The nature of Umalusi's work is such that it attracts the attention of the media during the first three months of the calendar year. This is the period of the release of the end of year national examinations and commentators discuss them. From there onwards the number of media mentions decreases gradually until it is reversed in October after the media briefing on the state of readiness of the system to conduct the end of year examinations. Based on experience, the general trend is that the dearth of (negative) stories, irrespective of whether they are accurate or not, to sensationalise is one of the main contributory factors for the tapering.

Notwithstanding the notable achievements, the PR & Comms sub-programme experienced challenges during the financial year. The main one is the programme's small staff complement, which was exacerbated by the absence of the Stakeholder Relations Officer who had been requested to perform some duties in the CEO's office for seven months. The other challenge relates to the extended sick leave of the Assistant Manager. The pressures have been relieved by the Council's approval of the position of Manager which was filled in November 2023.

### 3.7 Achievement of outcomes in the last two and half years

#### a. Progress made on the outcome: *Efficient and effective administrative systems*

Umalusi continues to prioritise ensuring adherence and alignment to policies and relevant guidelines and legislation. This includes compliance with the Corporate Governance of ICT Framework and occupational health and safety standards.

The Policy Advisory Forum (PAF) continuously monitors the development, review and implementation of internal policies to ensure that Umalusi operates on relevant and up-to-date policies.

The organisation is currently verifying evidence for annual reported indicators on a quarterly basis to reduce the risk of inaccurate reporting. In addition, a phased-in approach of verifying evidence on a monthly basis is in place. This has contributed to the improved management of performance information.

Umalusi conducts a self-audit of personnel files. This is a process of auditing all the personnel files and digitalising them to prevent the loss of documents by

limiting access to file storage. The digitalised files are accessed through bio and password access, therefore, the process protects employees' personal files.

#### b. Progress made on the outcome: *Enhanced educational standards*

Communication of Umalusi's mandate and services to stakeholders has been sharpened through the use of other platforms such as newspapers and magazines that have national and international reach on online platforms. Media queries on the work of Umalusi have been responded to adequately and in a timely manner.

The organisation provides directives and specifications for submitting candidate registration data. In addition, Umalusi processes data and sends error reports to assessment bodies, highlighting errors on registration data and requesting rectification.

The monitoring of accredited private assessment bodies is conducted once in four years to determine continued compliance with the five accreditation criteria, in addition to the annual monitoring of the examination processes.

Umalusi closely monitors how assessment bodies implement the issued directives when the examination results are approved. The assessment bodies are responding positively by implementing improvement plans. This monitoring will continue in 2024/25.

In addition, the organisation conducts audit and verification visits to the different assessment bodies to be certain that they are complying with the quality assurance of assessment policies and regulations. This is done prior to the pronouncement on the state of readiness of the assessment bodies to conduct, administer and manage the end-of-year examinations. The quality assurance of question papers is also monitored to ensure that the quality and standard of question papers is not compromised.

Umalusi provides the requirements and specifications for standardisation, statistical moderation and resulting. It thus ensures minimum capture rates before standardisation, and minimum capture rates before the statistical moderation and resulting processes.

The organisation has introduced a new validation system for mop-up requests to reject previously approved mop-up requests. This new validation system acts as a barrier for the duplication of records on the mainframe submitted by the assessment bodies, which will save costs for the organisation.

### 3.8 Mid-term challenges and how they will be addressed in the remaining years

Umalusi conducted a mid-term evaluation and a summary of the findings of the mid-term report. This is presented in Table 7. Based on the organisation’s risk profile, the following improvement measures are suggested to achieve the organisation’s two outcomes in the remaining years of the five-year term.

**Table 7: Corrective measures to improve performance in the second half of the five-year term**

AREA OF OPERATION	CHALLENGES	CORRECTIVE MEASURES
Financial management	<ul style="list-style-type: none"> <li>Non-compliance with applicable financial and supply chain management (SCM) legislation and prescripts. Non-compliance may lead to irregular, fruitless and wasteful expenditure being incurred and lead to adverse audit findings.</li> </ul>	<ul style="list-style-type: none"> <li>Training of the SCM team and staff to effectively implement the SCM policies.</li> </ul>
ICT infrastructure and systems	<ul style="list-style-type: none"> <li>Ageing ICT infrastructure or server failure causing network connectivity and extended downtime.</li> <li>Access to MIS impacts all business units.</li> <li>Vulnerability to cyber threats may lead to information loss.</li> </ul>	<ul style="list-style-type: none"> <li>The organisation is implementing a cloud solution. Regular backups will continue to be done.</li> <li>The organisation is replacing the MIS with enterprise resource planning (ERP).</li> <li>Continuous ICT security awareness is provided to staff. Weekly scans are conducted to mitigate vulnerabilities.</li> </ul>
Loss of human capital	<ul style="list-style-type: none"> <li>High staff turnover may lead to the non-achievement of deliverables, and failure to fulfil Umalusi’s mandate.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of the retention strategy and succession plan are important. The organisation is considering an alternative funding model to augment the personnel budget, which might enable a work study process to grade posts accordingly, and perhaps relieve the current high workload.</li> </ul>
Certification	<ul style="list-style-type: none"> <li>Misrepresented certificates compromise the credibility of Umalusi’s qualifications. Also, learners are not protected from fraudsters.</li> <li>Issuing certificates wrongly or withholding certificates from learners. This affects the credibility of Umalusi’s certificates, and delays the issuing of certificates. This compromises the standards and affects Umalusi’s reputation.</li> <li>Certification of learners at unaccredited institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Continue providing lists of accredited private institutions.</li> <li>Conduct research on unaccredited private providers and certification of candidates from these providers.</li> <li>Establish a centralised system to manage Umalusi’s resulting and certification system.</li> <li>Compare certification data with resulting data.</li> <li>Continue to educate parents/communities on the implications of sending learners to unaccredited institutions.</li> </ul>

AREA OF OPERATION	CHALLENGES	CORRECTIVE MEASURES
<b>Learner data for standardisation</b>	<ul style="list-style-type: none"> <li>Assessment bodies do not adhere to timeframes for the submission of datasets for quality assurance processes, e.g. testing the data for accuracy. This affects the standardisation and resulting process and the integrity thereof. The integrity of the assessment process and the testing of results may be compromised, affecting educational standards.</li> </ul>	<ul style="list-style-type: none"> <li>Continued consultations with assessment bodies.</li> <li>Release of results dates to take the administrative processes into consideration.</li> <li>Timeframes for end-of-year processes need to be reviewed.</li> </ul>
<b>Quality assurance of assessment</b>	<ul style="list-style-type: none"> <li>Umalusi is not able to quality assure all subjects of qualifications registered on the sub-framework. This is mainly due to budget constraints, limited expertise in the country in some subjects, and assessment bodies introducing new subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Umalusi will continue to rotate the sample of subjects to be quality assured.</li> <li>Recruitment of moderators through the headhunting of suitably qualified personnel.</li> <li>There is a need to plan for the quality assurance of newly introduced subjects.</li> </ul>
<b>Unaccredited institutions</b>	<ul style="list-style-type: none"> <li>Unaccredited private institutions continuing to offer Umalusi qualifications. Not knowing how tuition is done at these institutions brings uncertainty on adherence to the set standards for Umalusi's qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>The continued use of different advocacy strategies to educate and influence communities against using these institutions might lead to a reduction in the number of unaccredited private education institutions.</li> </ul>
<b>Advocacy</b>	<ul style="list-style-type: none"> <li>Advocacy exhibitions as a mechanism to educate the public about qualifications in the GFETQSF were stopped in 2020 due to COVID-19. This slowed down the rate of advocacy in the first half of this term.</li> </ul>	<ul style="list-style-type: none"> <li>Resuscitate advocacy exhibitions during the final year of the term.</li> <li>Continue doing advocacy through webinars and other platforms</li> </ul>

### 3.9 Internal analysis

The organisation used a combination of strengths, weaknesses, opportunities and threats (SWOT), and a balanced score card (BSC) tool to analyse the internal environment. Table 8 details the findings of the analysis.

**Table 8: SWOT analysis using the balanced score card**

FINANCIAL PERSPECTIVE	CUSTOMER PERSPECTIVE
<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>Regular grant from the DBE and own revenue from verification, accreditation and certification services.</li> <li>Sound financial position. Total assets three times more than total liabilities as at 31 March 2023.</li> <li>Good management of the budget over the years.</li> <li>Sound financial control environment.</li> </ul> <p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>Dependency on the DBE grant.</li> <li>Provision of resources is not linked to the functions that need to be performed – this affects implementation.</li> <li>Poor alignment of plans with the budget</li> </ul>	<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>Good customer service (online certification system).</li> <li>The public has confidence in the execution of Umalusi's mandate.</li> <li>Timely response to the public's queries.</li> <li>Communication and sharing of information with the public.</li> </ul> <p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>Dependency on assessment bodies.</li> <li>Challenges with the current switchboard system – customers are unable to get through to the switchboard.</li> </ul>
INTERNAL PROCESS PERSPECTIVE	LEARNING/GROWTH PERSPECTIVE
<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>The organisation has moved to a cloud environment.</li> <li>The network health score is maintained at 97%.</li> <li>A disaster recovery plan is in place.</li> <li>Automated processes (ESS, online certificate replacement system, e-submission, signing hub, claims submission, SharePoint) have increased the efficiency of operations.</li> </ul> <p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>The financial system (Pastel) is not responding to the needs of the organisation and is not linked to other systems.</li> <li>Systems development for some business processes has been affected by the high staff turnover of ICT staff.</li> <li>MIS leads to extra manual work.</li> <li>The recruitment process has too many submissions.</li> <li>There is a need to automate all manual processes.</li> <li>There are inconsistencies in the implementation of policies – guidelines. SOPs are necessary.</li> </ul>	<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>Funded structure.</li> <li>Completion of the Thuto-Mfundo Building provided more work space.</li> <li>Umalusi buildings have back-up power, which allows business continuity during load shedding.</li> <li>Wellness programmes are organised for staff.</li> <li>Performance rewards and broad banding.</li> <li>Sufficient human capital management (HCM) policies guiding the operations of the organisation.</li> <li>Career development is supported through bursaries.</li> </ul> <p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>High staff turnover (institutional memory loss).</li> <li>Umalusi's salaries are not competitive (one reason for the high staff turnover).</li> <li>Understaffing (high workload and burnout).</li> <li>The flat organisational structure does not promote career growth.</li> <li>Ageing workforce – succession plan is urgently needed.</li> <li>Capacity gaps in Programme 1's business units.</li> <li>Issues of occupational health and safety in Umalusi House are still not being addressed.</li> <li>Inadequate ablution facilities at Umalusi House – There is a need to upgrade.</li> </ul>

## 4. THEORY OF CHANGE

Table 9: Theory of Change depicting the impact of Umalusi's work

PROBLEM STATEMENT	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
The need to set standards and manage qualifications in the GFETQSF	New qualifications and curricula submitted to Umalusi	Evaluation of qualifications and curricula	Approved and registered qualifications	Enhanced educational standards	Relevant and credible qualifications
	Certification datasets submitted to Umalusi	Cleaning of learner records data	Printed certificates		
	Verification requests submitted by different clients	Verification of learner records on the database	Verified qualifications		
The need to ensure authentic certificates and qualifications in the GFETQSF	School/site-based and external assessment raw marks from assessment bodies	<ul style="list-style-type: none"> <li>• Pairs analysis</li> <li>• Adjustment of raw marks</li> <li>• Analysing qualitative reports</li> </ul>	Standardised results		
	Standardised results for all subjects in all qualifications	Approval and non-approval of results per qualification per assessment body	Letters of approval for all assessment bodies		
	Assessment bodies submit question papers	External moderation of question papers	External moderation of question papers		
Advocacy	Writing and marking of examinations	<ul style="list-style-type: none"> <li>• Writing and marking of examinations</li> <li>• Quality assurance of marking</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with the regulations</li> <li>• Approved marking guidelines</li> <li>• Marking verified</li> </ul>		
	Assessment bodies' state of readiness reports	Audit the state of readiness to conduct examinations	Audited assessment bodies		
	Private assessment bodies and institutions apply for accreditation	<ul style="list-style-type: none"> <li>• Self-evaluation</li> <li>• Site visits</li> </ul>	Accreditation outcome letters and certificates		
The need to quality-assure the private provision of education					

**ASSUMPTION:**  
Assessment bodies will submit the required information on time.

**ASSUMPTION:**  
Enough resources (budget, personnel, etc.) to do the work.

**ASSUMPTION:**  
All assessment bodies adhere to the standards set by Umalusi.

**ASSUMPTION:**  
Umalusi maintains and benchmarks the standards of qualifications on the sub-framework.

# PART C:

## Measuring our Performance

The background features a dark blue gradient with abstract, flowing shapes in a lighter blue and a golden-yellow color. A prominent feature is a series of thin, parallel lines that form a grid-like pattern, curving and flowing across the page. The overall aesthetic is modern and dynamic.

# 1. INSTITUTIONAL PERFORMANCE INFORMATION

Table 10 lists Umalusi's core programmes and sub programmes.

**Table 10: Core programmes and sub-programmes**

PROGRAMME	SUB-PROGRAMMES
1. Administration	1.1 Strategy and Governance (S&G) 1.2 Public Relations and Communications (PR & Comms) 1.3 Information and Communication Technology (ICT) 1.4 Human Capital Management (HCM) 1.5 Finance and Supply Chain Management (F&SCM)
2. Qualifications and Research	2.1 Qualifications, Curriculum and Certification (QCC) 2.2 Statistical Information and Research (SIR)
3. Quality Assurance and Monitoring	3.1 Quality Assurance of Assessment: School Qualifications (QAA: SQ) 3.2 Quality Assurance of Assessment: Post-School Qualifications (QAA: PSQ) 3.3 Evaluation and Accreditation (E&A)

## 1.1 Programme 1: Administration

### 1.1.1 Programme purpose

The purpose of the Administration programme is to provide strategic leadership, management and administrative support services to the organisation.

### 1.1.2 Sub-programmes and purpose

The Administration programme comprises the following five sub-programmes:

#### **Sub-programme 1.1: Strategy and Governance**

The Strategy and Governance sub-programme aims to provide good corporate governance, support Council, manage the Office of the CEO, coordinate risk management, manage performance information and facilitate strategy development.

#### **Sub-programme 1.2: Public Relations and Communications**

The Public Relations and Communications sub-programme aims to communicate the organisational mandate, strategy and services to stakeholders.

#### **Sub-programme 1.3: Information and Communications Technology**

The purpose of the ICT sub-programme is to manage, support and maintain Umalusi's ICT resources and provide support to the business units.

#### **Sub-programme 1.4: Human Capital Management**

This sub-programme aims to effectively implement HCM governance, attract top talent, cultivate a culture of continuous learning and development, ensure a transparent performance management system, offer attractive rewards and benefits, and ensure that human capital is retained in the organisation to deliver on its mandate.

#### **Sub-programme 1.5: Finance and Supply Chain Management**

The purpose of the Finance and Supply Chain Management sub-programme is to ensure transparent, accountable and sound financial management, and to maintain a procurement system that is fair, equitable, transparent, competitive and cost-effective.

1.1.3 Outcomes, outputs, performance indicators and targets

Table 11 shows the outcomes, outputs, performance indicators and targets for the Administration programme and its sub-programmes.

Table 11: Administration: outcomes, outputs, indicators and targets

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS					
			AUDITED PERFORMANCE			ESTIMATED PERFORMANCE		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Efficient and effective administrative systems	1.1 Advocacy initiatives	1.1.1 Number of advocacy initiatives conducted	4	5	8	8	8	8
	1.2 Achieved ICT network health score	1.2.1 ICT network health score maintained at ≥97%	98%	97%	97%	≥97%	≥97%	≥97%
	1.3 Minimised vacancy rate	1.3.1 Average vacancy rate maintained at ≤10%	5%	6%	8%	≤10%	≤10%	≤10%
	1.4 Suppliers' invoices paid within 30 days	1.4.1 Percentage of valid invoices paid within 30 days of receipt	99%	100%	100%	-	100%	100%

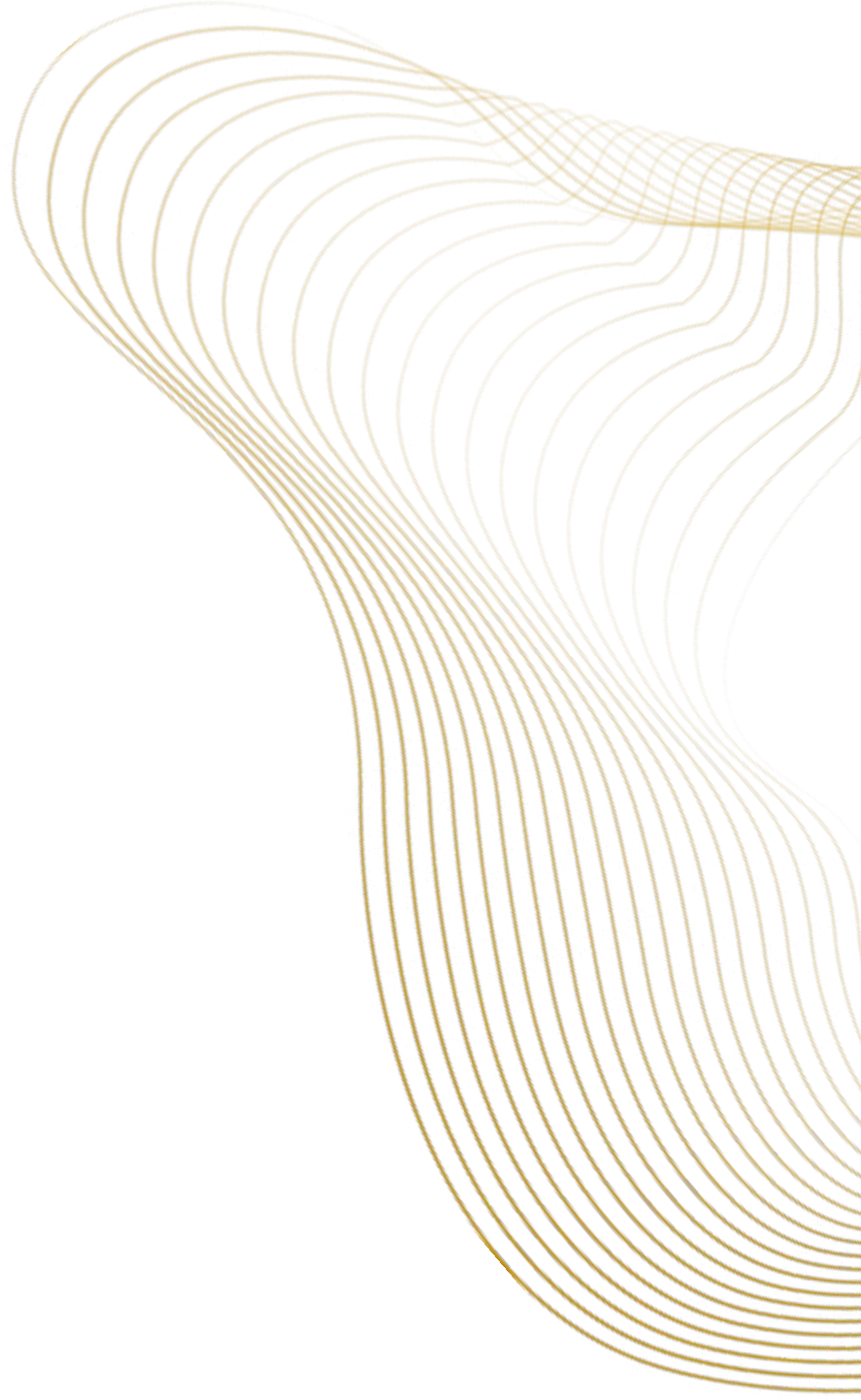
<sup>1</sup> The indicator was different in 2022/23 and 2023/24

### 1.1.4 Indicators: annual and quarterly targets`

Table 12 shows the Administration programme's output indicators, and annual and quarterly targets.

**Table 12: Administration: indicators, and annual and quarterly targets**

OUTPUT INDICATORS	REPORTING CYCLE	ANNUAL TARGETS	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
1.1.1 Number of advocacy initiatives conducted	Quarterly	8	2	2	2	2
1.2.1 ICT network health score maintained at ≥97%	Quarterly	≥97%	≥97%	≥97%	≥97%	≥97%
1.3.1 Average vacancy rate maintained at ≤10%	Quarterly	≤10%	≤10%	≤10%	≤10%	≤10%
1.4.1 Percentage of valid invoices paid within 30 days of receipt	Quarterly	100%	100%	100%	100%	100%



### 1.1.5. Explanation of planned performance over the medium-term period

The Administration programme's outputs will be implemented to ensure the achievement of the outcome: Efficient and effective administrative systems. All Administration sub-programmes will play a role in achieving this outcome. Each sub-programme will focus on the activities and projects for the 2024/25 financial year and the balance of the MTEF period. Measures include reviewing and developing policies, systems and procedures that guide organisational administration.

#### a. Strategy and Governance

In addition to developing the new five-year strategic plan and the 2025/26 APP, monitoring performance through reporting, the focus will be on the following:

- i. Managing performance information risks;
- ii. Monitoring performance information audit findings;
- iii. Improving the management of performance information; and
- iv. Strengthening corporate governance.

This sub-programme manages all performance information in the organisation. Therefore, appropriate systems, processes and controls for managing performance are crucial to achieving a clean audit of the entire five-year term.

#### b. Public Relations and Communications

In addition to regular public relations and communications services, the focus during this MTEF period will be on the following:

- i. Reviewing the Internal Communication Policy;
- ii. Organising an event (colloquium, seminar, webinar or related event) to profile the work of Umalusi; and
- iii. Optimising the use of the current digital media platforms to keep stakeholders informed about the work of Umalusi, thereby increasing the number of subscribers (followers).

An event (colloquium, seminar, webinar or related event) to profile the work of Umalusi among stakeholders and keeping them regularly updated is important to the advocacy initiative. All communication platforms, including digital media, enable the organisation to educate the public

about the GFETQSF; this is a legislative mandate. The key deliverables of this sub-programme, especially advocacy, contribute directly to the outcome: Enhanced educational standards.

#### c. Information and Communication Technology

In addition to routine ICT services, the focus of ICT during this MTEF period will be on:

- i. Developing enterprise resource planning to address challenges facing management information systems and improve organisational efficiency.

Enterprise resource planning will improve services to Umalusi's staff members and stakeholders, enhance business reporting and modernise business process standardisation.

#### d. Human Capital Management

In this financial year, in addition to its usual functions, the focus of HCM will be on:

- i. Maintaining the vacancy rate at  $\leq 10\%$ ;
- ii. Improving employee wellbeing programmes;
- iii. Strengthening governance by enhancing the HCM policies, processes and procedures to ensure the smooth administration of processes and procedures regarding human capital life-cycle activities; and
- iv. Implementing awareness programmes through the appointed employee wellness service provider to safeguard the wellbeing of employees.

The HCM function assists the organisation in attracting a skilled, experienced and talented workforce, enhances employee retention strategies, and maintains the vacancy rate at  $\leq 10\%$  to ensure human capital stability. This ensures that the organisation is efficient and effective in delivering on its mandate.

#### e. Finance and Supply Chain Management

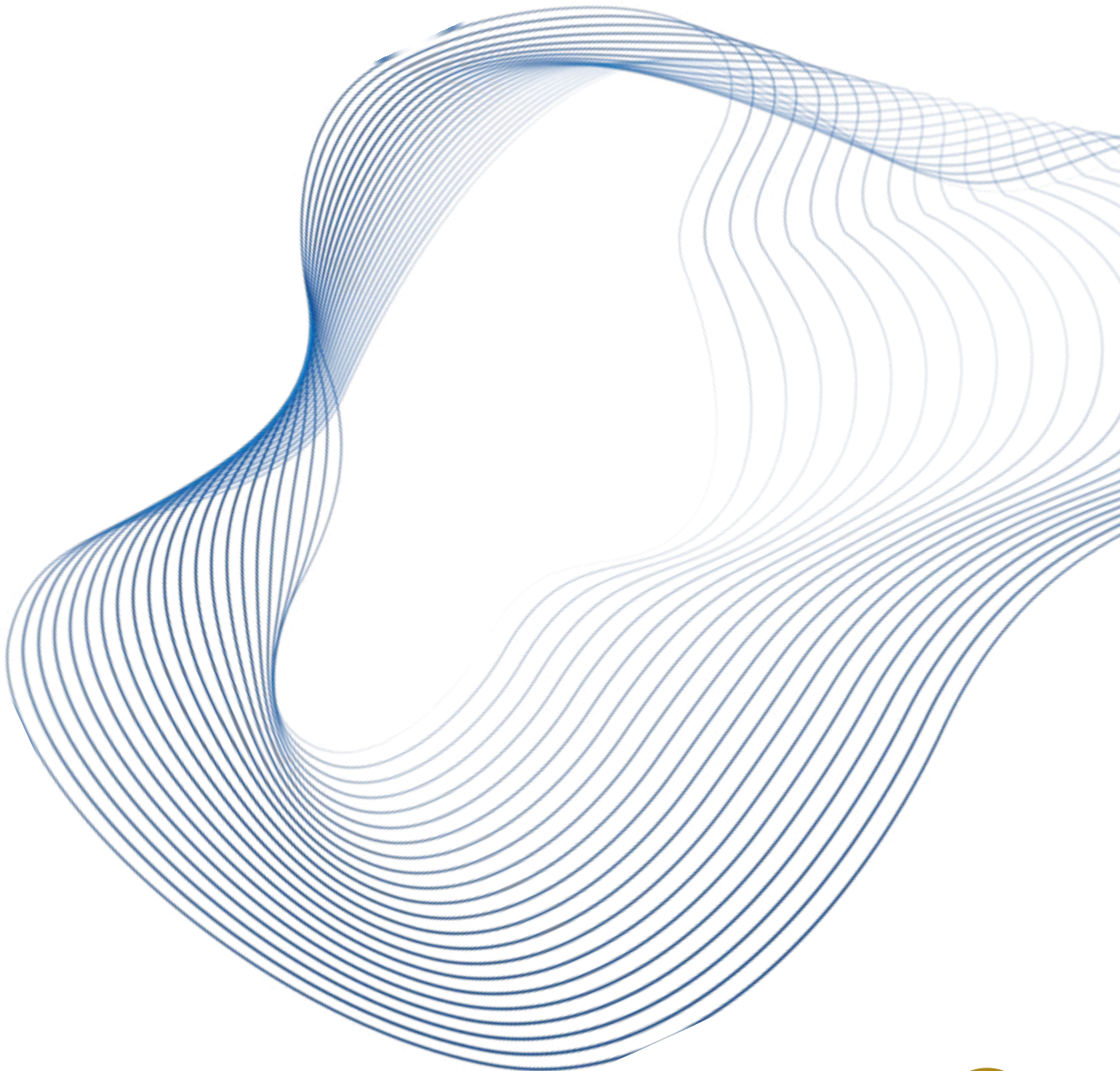
In addition to effective, efficient and transparent financial administration, the focus this financial year will be on:

- i. Strengthening the financial control systems to ensure accurate and complete financial reporting;
- ii. Targeted procurement spend to empower and support companies owned by women, youth and people living with disabilities;

- iii. Developing an alternative funding model; and
- iv. Maintaining a work environment that is safe and secure for all employees.

The organisation continues to align its processes and policies with legislation and respond to the changing environment to achieve its goal of effective and

efficient administration. Umalusi's financial and supply chain management policies, systems and procedures are reviewed and monitored to guide all business operations, and are enforced to ensure compliance with legislation. The efficiency and effectiveness of financial management systems contribute to the organisation's achievement of a clean audit.



## 1.2 Programme 2: Qualifications and Research

### 1.2.1 Programme purpose

The purpose of the programme is to develop and manage an efficient and effective GFETQSF within the NQF and to undertake strategic research in support of that goal.

### 1.2.2 Sub-programmes and purpose

The Qualifications and Research programme comprises the following two sub-programmes:

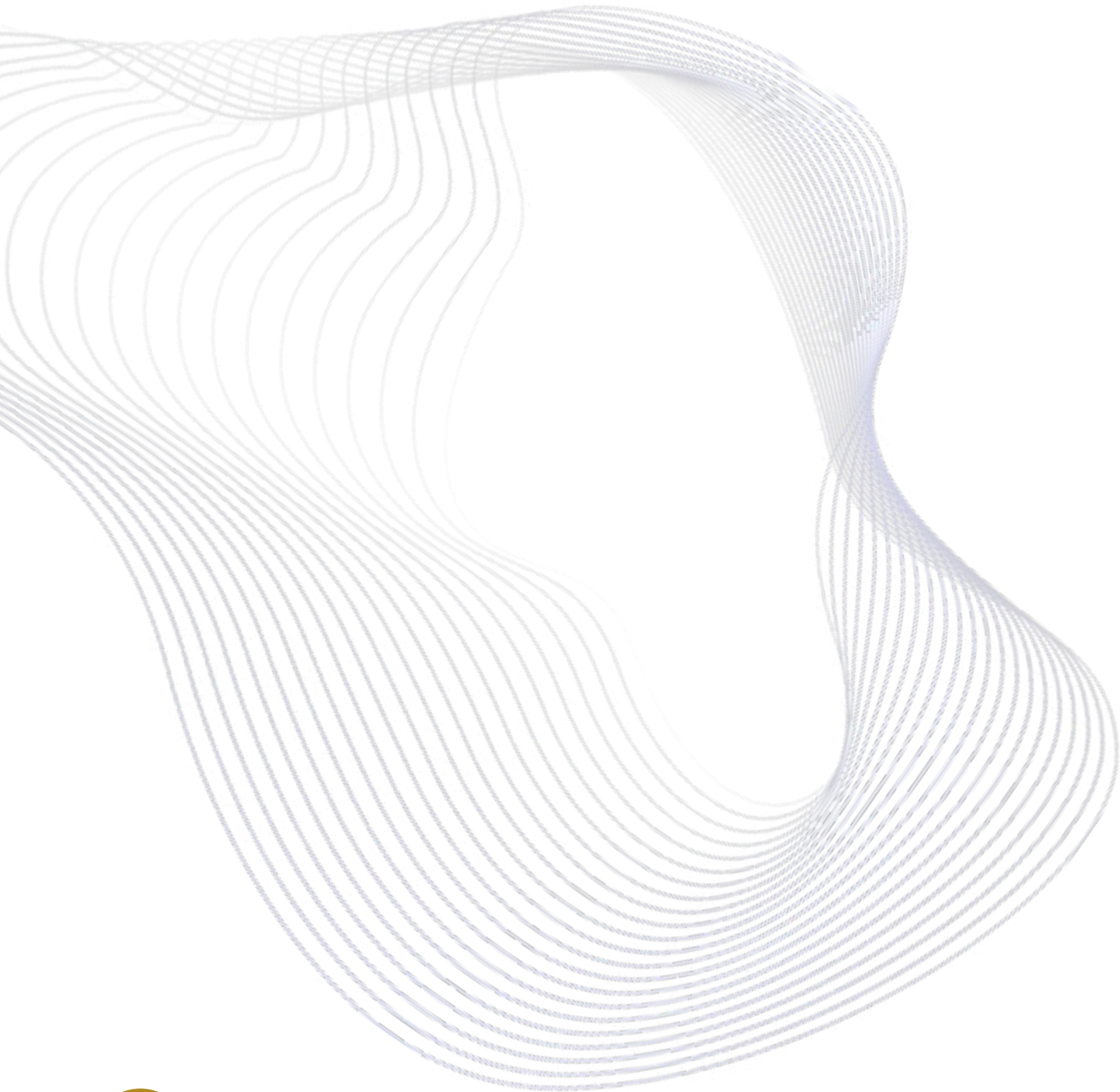
#### **Sub-programme 2.1: Qualifications, Curriculum and Certification**

The purpose of the Qualifications, Curriculum and Certification sub-programme is to manage the

GFETQSF qualifications and the standard QCC functions of managing qualifications, certification and verification.

#### **Sub-programme 2.2: Statistical Information and Research**

The purpose of the Statistical Information and Research sub-programme is to provide a platform for research, statistical support and the standardisation of learner results to inform Council's professional work and organisational strategy.



### 1.2.3 Outcomes, outputs, performance indicators and targets

Table 13 shows the outputs, performance indicators and targets for the Qualifications and Research programme and its sub-programmes.

**Table 13: Qualifications and Research: outcomes, outputs, indicators and targets**

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS							
			AUDITED PERFORMANCE			ESTIMATED PERFORMANCE	MTEF PERIOD			
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	
Enhanced education standards	2.1 Reports on the management of qualifications	2.1.1 Number of reports produced on the management of qualifications in the sub-framework	1	1	1	1	1	1	1	1
	2.2 Reports on the certification of learner achievements	2.2.1 Number of reports produced on the certification of learner achievements for qualifications in the sub-framework	-	-	4	4	4	4	4	4
	2.3 Reports on the verification of certificates issued	2.3.1 Number of reports produced on the verification of qualifications (certificates) in the sub-framework	-	-	4	4	4	4	4	4
	2.4 Completed research reports	2.4.1 Number of research reports completed in various formats	4	5	5	6	6	6	6	6

### 1.2.4 Indicators: annual and quarterly targets

Table 14 shows the Qualifications and Research programme's output indicators, and annual and quarterly targets.

**Table 14: Qualifications and Research: indicators, and annual and quarterly targets**

OUTPUT INDICATORS	REPORTING CYCLE	ANNUAL TARGETS	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
2.1.1 Number of reports produced on the management of qualifications in the sub-framework	Annual	1	-	-	-	1
2.2.1 Number of reports produced on the certification of learner achievements for qualifications in the sub-framework	Quarterly	4	1	1	1	1
2.3.1 Number of reports produced on the verification of qualifications (certificates) in the sub-framework	Quarterly	4	1	1	1	1
2.4.1 Number of research reports completed in various formats	Annual	6	-	-	-	6

### 1.2.5. Explanation of planned performance over the medium-term period

#### a. Qualifications, Curriculum and Certification

Programme 2's activities and programmes support the outcome: Enhanced educational standards. The two sub-programmes will enhance educational standards through the outputs set for the MTEF period.

In addition to the standard QCC functions of managing qualifications, certification and verification, the focus for the 2024/24 MTEF will be on:

- i. Reviewing the GFETQSF and associated policies, e.g. recognition of prior learning (RPL) and credit accumulation and transfer (CAT);
- ii. Offering foreign qualifications in the country;
- iii. Aligning qualifications to the GFETQSF and phasing out the (pre-2009) qualifications;
- iv. Registering and implementing the GEC;
- v. Implementing the NASCA; and
- vi. Developing certification directives for the GEC.

Policies are reviewed to ensure alignment with the objectives of the NQF. One of the policies stipulated in section 27 of the NQF Act is the Policy and Criteria for Assessment, RPL and CAT. It is important to put policies in place to ensure the articulation of qualifications within the GFETQSF or across other sub-frameworks through RPL and CAT. In addition, the focus will be on regulating foreign qualifications offered in South Africa.

As a quality council, Umalusi must ensure that qualifications in the GFETQSF are offered in a manner that protects the integrity and credibility of these qualifications. Where intergovernmental agreements

have been concluded on offering the GFETQSF qualifications, Umalusi will determine and monitor the quality assurance of assessment standards to ensure that these qualifications are not compromised.

#### b. Statistical Information and Research

In addition to SIR functions, the focus for this MTEF period will be on:

- i. Conducting research on the quality assurance of qualifications on the GFETQSF;
- ii. Conducting research on online assessment;
- iii. Reviewing mandated quality assurance processes; and
- iv. Conducting the post-examination analysis.

The research aims to provide evidence-based justification for recommendations to strengthen qualifications and their quality assurance models, their underpinning curricula and the development of the necessary skills in current and future contexts. The research is also intended to enhance standards, inform articulation across sectors and advise the Minister on strengthening qualification standards through appropriate and responsive curricula. Such research would make a significant contribution to the continued improvement of the quality of education in the general and further education and training (GFET) sector, and create a theoretical basis for all the professional work in which Umalusi engages.

The research is also designed to include a critical situational analysis to inform systematic reviews of quality assurance processes and the setting, interpretation and implementation of educational standards. Such analysis would inform the management and fostering of qualifications registered on the GFET sub-sub-framework.

### 1.3 Programme 3: Quality Assurance and Monitoring

#### 1.3.1 Programme purpose

The purpose of this programme is to ensure that the providers of education and training have the capacity to deliver and assess qualifications registered on the GFETQSF and are doing so to the expected standards and quality.

#### 1.3.2 Sub-programmes and purpose

The Quality Assurance and Monitoring (QAM) programme comprises the following three sub-programmes:

##### **Sub-programme 3.1: Quality Assurance of Assessment: School Qualifications**

The purpose of this sub-programme is to ensure the credibility of the assessment and examination results of

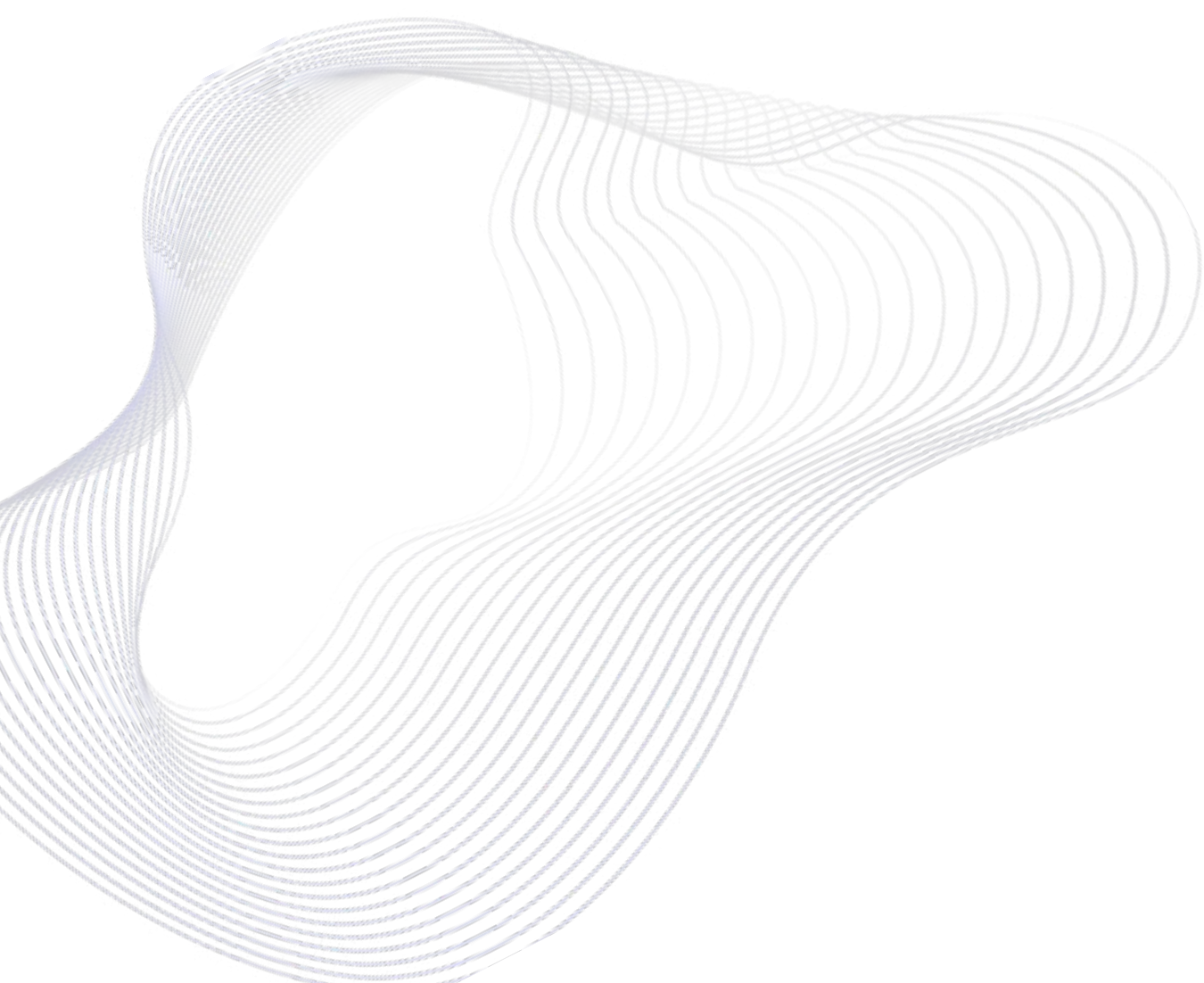
school qualifications registered on the GFETQSF.

##### **Sub-programme 3.2: Quality Assurance of Assessment: Post-School Qualifications**

The purpose of this sub-programme is to ensure the credibility of the assessment and examination results of post-school qualifications registered on the GFETQSF.

##### **Sub-programme 3.3: Evaluation and Accreditation**

The purpose of this sub-programme is to quality assure the delivery of qualifications registered on the GFETQSF at private education institutions, and the capacity of private assessment bodies to assess those qualifications.



### 1.3.3 Outcomes, outputs, performance indicators and targets

Table 15 shows the outcomes, outputs, performance indicators and targets for the Quality Assurance and Monitoring programme and its sub-programmes.

**Table 15: Quality Assurance and Monitoring: outcomes, outputs, performance indicators and targets**

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			AUDITED PERFORMANCE			ESTIMATED PERFORMANCE			
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Enhanced educational standards	3.1 Published quality assurance of assessment reports	3.1.1 Number of quality assurance of assessment reports published for qualifications registered on the GFETQSF	8	10	9	9	9	9	9
	3.2 Approved question papers	3.2.1 Percentage of question papers approved per qualification	100% (844/844)	100% (982/982)	100% (1 014/1 014)	100%	100%	100%	100%
	3.3 Audited assessment bodies for the state of readiness	3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations	13	4	4	4	4	4	4
	3.4 Verified marking	3.4.1 Number of subjects for which verification of marking is conducted	85	93	92	92	95	95	95

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			AUDITED PERFORMANCE			ESTIMATED PERFORMANCE	MTEF PERIOD		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Enhanced educational standards	3.5 Moderated internal assessment	3.5.1 Number of subjects for which moderation of internal assessment is conducted	180	198	190	195	200	200	200
	3.6 Accreditation outcomes for private education institutions	3.6.1 Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit	94.8% (110/116)	100% (176/176)	99.26% (270/272)	87%	92%	92%	92%
	3.7 Monitored private education institutions	3.7.1 Percentage of identified private education institutions monitored after being granted accreditation	87.4% (228/261)	90.1% (336/373)	94.67% (142/150)	90%	91%	91%	91%

### 1.3.4 Indicators: annual and quarterly targets

Table 16 shows the Quality Assurance and Monitoring programme's output indicators, and annual and quarterly targets.

**Table 16: Quality Assurance and Monitoring: indicators, and annual and quarterly targets**

OUTPUT INDICATORS	REPORTING CYCLE	ANNUAL TARGETS	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
3.1.1 Number of quality assurance of assessment reports published for qualifications registered on the GFETQSF	Quarterly	9	-	1	1	7
3.2.1 Percentage of question papers approved per qualification	Annual	100%	-	-	-	100%
3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations	Annual	4	-	-	4	-
3.4.1 Number of subjects for which verification of marking is conducted	Annual	95	-	-	-	95
3.5.1 Number of subjects for which moderation of internal assessment is conducted	Annual	200	-	-	-	200
3.6.1 Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit	Annual	92%	-	-	-	92%
3.7.1 Percentage of identified private education institutions monitored after being granted accreditation	Annual	91%	-	-	-	91%

### 1.3.5. Explanation of planned performance over the medium-term period

The outputs of the Quality Assurance and Monitoring programme will be implemented to ensure that the organisation's second outcome, enhanced educational standards, is achieved. The focus areas that will assist in achieving this outcome are provided below for each sub-programme.

#### **a. Quality Assurance of Assessment: School Qualifications**

In addition to the standard quality assurance of assessment functions for school qualifications, the focus will be on:

- i. Sharpening the conduct of the moderation of school-based assessment (SBA);
- ii. Ensuring that the question paper moderation criteria is adhered to by all the external moderators across the three assessment bodies; and
- iii. Providing feedback on the conduct of NSC examinations to the assessment bodies.

These three focus areas will improve the collection of data when compiling the QAA reports. Once these focus areas have been achieved, they will contribute to the enhancement of educational standards.

#### **b. Quality Assurance of Assessment: Post-School Qualifications**

The purpose of this sub-programme is to ensure the credibility of the assessment and examination results of post-school qualifications registered on the GFETQSF. In addition to the regular QAA functions for post-school qualifications, the focus will be on:

- i. Monitoring the implementation of issued directives for improvement and compliance to track progress over time;

- ii. Improving moderators' skills and competencies through blended training approaches for continuous professional development; and
- iii. Conducting the external moderation of internal assessment to ensure fairness, reliability and the validity of assessment outcomes, and increase the samples.

These focus areas will enhance the feedback from moderation provided to assessment bodies and improve the quality assurance of assessments and, consequently, student performance.

#### **c. Evaluation and Accreditation**

The purpose of this sub-programme is to quality assure the delivery of qualifications in the GFETQSF at private education institutions and the capacity of private assessment bodies to assess these qualifications. In addition to the standard evaluation and accreditation functions, the focus will be on:

- i. Advising the PEDs and the DHET of institutions that did not meet the requirements for accreditation;
- ii. Developing instruments for the accreditation of registered online education institutions;
- iii. Providing input to discussions on the amendment of legislation to accommodate and regulate online education; and
- iv. Requiring accredited independent schools and private colleges to have anti-discrimination policies in place.

The credibility of Umalusi's qualifications depends on several quality assurance processes, all of which are intended to enhance the integrity of the GFET system in the country.

## 1.4. Programme resource considerations

### 1.4.1 Overview: budget and MTEF estimates

#### 1.4.1.1 Organisational budget

Table 17 provides an overview of the organisation's 2024/25 MTEF estimates.

**Table 17: 2024/25 MTEF estimates**

	ACTUAL AUDITED			APPROVED BUDGET	BUDGET ESTIMATES		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
RAND THOUSAND	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Administration	59 677	70 770	76 853	81 605	82 796	86 639	91 615
Qualifications and Research	32 014	33 303	34 692	33 465	34 797	36 235	38 252
Quality Assurance Monitoring	71 619	73 551	77 234	82 358	90 635	95 271	100 550
<b>Total expenditure</b>	<b>163 310</b>	<b>177 624</b>	<b>188 779</b>	<b>197 428</b>	<b>208 228</b>	<b>218 145</b>	<b>230 417</b>

#### 1.4.1.2 Programme 1: Administration

Table 18 provides an overview of budget estimates for the Administration programme.

**Table 18: 2024/25 MTEF budget estimates for Programme 1: Administration**

	ACTUAL AUDITED			APPROVED BUDGET	BUDGET ESTIMATES		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
RAND THOUSAND	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	35 956	37 125	38 544	44 934	46 387	48 837	51 537
Goods and services	22 721	32 503	36 526	31 171	31 409	32 302	34 078
Depreciation	1 000	1 142	1 783	5 500	5 000	5 500	6 000
<b>Total expenditure</b>	<b>59 677</b>	<b>70 770</b>	<b>76 853</b>	<b>81 605</b>	<b>82 796</b>	<b>86 639</b>	<b>91 615</b>

**1.4.1.3 Programme 2: Qualifications and Research**

Table 19 provides an overview of budget estimates for the Qualifications and Research programme.

**Table 19: 2024/25 MTEF budget estimates for Programme 2: Qualifications and Research**

	ACTUAL AUDITED			APPROVED BUDGET	BUDGET ESTIMATES		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
RAND THOUSAND	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	20 382	19 944	19 815	21 488	22 190	22 917	24 201
Goods and services	11 632	13 359	14 877	11 977	12 607	13 318	14 051
<b>Total expenditure</b>	<b>32 014</b>	<b>33 303</b>	<b>34 692</b>	<b>33 465</b>	<b>34 797</b>	<b>36 235</b>	<b>38 252</b>

**1.4.1.4 Programme 3: Quality Assurance and Monitoring**

Table 20 provides an overview of budget estimates for the Quality Assurance and Monitoring programme.

**Table 20: 2024/25 MTEF budget estimates for Programme 3: Quality Assurance and Monitoring**

	ACTUAL AUDITED			APPROVED BUDGET	BUDGET ESTIMATES		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
RAND THOUSAND	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	28 438	28 437	28 697	32 729	37 098	38 608	40 770
Goods and services	43 181	45 114	48 537	49 629	53 537	56 663	59 780
<b>Total expenditure</b>	<b>71 619</b>	<b>73 551</b>	<b>77 234</b>	<b>82 358</b>	<b>90 635</b>	<b>95 271</b>	<b>100 550</b>

## 1.5 Explanation of resources' contribution to achieving the outputs

The approved budget for the 2024/25 financial year is R208 million, which is an increase of 6% from the previous financial year (R197 million: 2023/24). The government grant (R167 million) accounts for 80% of the approved budget. Internal revenue is expected to amount to R41 million in the 2024/25 financial year. The verification fees are expected to contribute a significant portion of this internally generated revenue to the value of R17 million (i.e., 41% of internal revenue). The second major contributor to internal revenue is accreditation fees, which are expected to generate R11 million for the 2024/25 financial year. It is anticipated that interest income will remain fairly the same compared to the previous financial year due to the expected peaking of the interest rates which have been on the rise globally.

A significant portion of the total budget for the 2024/25 financial year has been allocated to Programme 3 (Quality Assurance and Monitoring). The allocation to Programme 3 amounts to R90 million, which is 43% of the total budget. This allocation is earmarked for the moderation of question papers, verification of marking, training of moderators, discussion of marking guidelines, monitoring examinations, following up suspected irregularities and the costs associated with Assessment Standards Committee activities. The balance of the allocation will be used for staff salaries.

Programme 1 (Administration) has been allocated R83 million for the 2024/25 financial year. Programme 1 assist and support the organisation to discharge its core functions in order to achieve its mandate. Administrative activities include amounts allocated for audit services; advocacy campaigns; maintenance of the two properties owned by Umalusi; governance functions; ICT infrastructure and network (Enterprise Resource Planning (ERP) solution; SITA Web-Methods project; training and development; and health and wellness of staff. Compensation for support staff is expected to amount to R46 million, which is 22% of the total budget.

Programme 2 (Qualifications and Research) has been allocated R35 million, which is 17% of the budget for the 2024/25 financial year. This Programme is responsible for, among others, conducting research, verification of qualifications and issuing certificates to qualifying students. The budget for the compensation of employees for Programme 2 is R22 million.

### 1.5.1 Materiality and significance

#### a. Materiality

Council considered the following factors when determining Umalusi's level of materiality:

- 1) The nature of Umalusi's business;
- 2) Statutory requirements affecting Umalusi;
- 3) Inherent and controlled risks associated with Umalusi; and
- 4) Quantitative and qualitative issues.

Taking these factors into account, Council assessed the level of "a material loss" to be:

- 1) Every amount in respect of criminal conduct;
- 2) R30 000 and above for irregular, fruitless and wasteful expenditure involving gross negligence; and
- 3) R2 000 000 and above, that is about 1% of total revenue, to report in terms of subsection 55(1)(d) regarding the fair presentation of the affairs of the public entity, its business, its financial results, its performance against predetermined objectives and its financial position at the end of the financial year concerned.

#### b. Significance

Council has decided that any transaction covered by section 54(2) of the Public Finance Management Act (PFMA) will be reported on:

- 1) Establishment or participation in the establishment of a company – each transaction reported separately;
- 2) Participation in a significant partnership, trust, unincorporated joint venture or similar arrangement – 50% of voting rights;
- 3) Acquisition or disposal of a significant shareholding in a company – 30% or more of shareholding;
- 4) Acquisition or disposal of a significant asset – 1% of fixed assets;
- 5) Commencement or cessation of significant business activity – each transaction separately; and
- 6) A significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture or similar.

## 2. UPDATED KEY RISKS TO THE STRATEGIC PLAN AND THEIR MITIGATION

Table 21 provides Umalusi's updated key risks and mitigation strategies.

**Table 21: Updated key risks and mitigation strategies**

OUTCOME	KEY RISKS	TYPE	RISK MITIGATION
Efficient and effective administrative systems	Insufficient grant allocation to cover Umalusi's operations	Strategic	<ul style="list-style-type: none"> <li>Fully recover costs from independent education institutions</li> <li>Review the funding model</li> <li>Explore new income streams</li> <li>Develop a cost-recovery policy</li> </ul>
	Possible budget cuts by government to contain costs and close the fiscal gap	Strategic	<ul style="list-style-type: none"> <li>Review the funding model</li> <li>Explore new income streams</li> </ul>
	Inaccurate reporting of actual performance against planned targets	Strategic	<ul style="list-style-type: none"> <li>Validation of evidence must begin at branch level and be confirmed by managers, senior managers and executive managers</li> <li>The S&amp;G Unit is to validate all evidence monthly</li> </ul>
	Bribery and corruption	Strategic	<ul style="list-style-type: none"> <li>Enforcement of acceptance of gift policy</li> <li>Certification and verification: regular reminders on the danger of bribes and misconduct</li> <li>A focused presentation on ethics to staff once a year</li> <li>Conduct investigations where there are indications of fraud</li> </ul>

OUTCOME	KEY RISKS	TYPE	RISK MITIGATION
<b>Enhanced educational standards</b>	Loss of credibility of qualifications – outdated qualification (NATED N1-N3)	Strategic	<ul style="list-style-type: none"> <li>Development of a management plan with specific timeframes for the phasing out of the NATED programmes</li> <li>A task team has been established to deal with transitional arrangements</li> </ul>
	The credibility of qualifications offered outside the borders of South Africa	Strategic	<ul style="list-style-type: none"> <li>Increase the frequency of monitoring</li> </ul>
	Reputational harm (certification)	Strategic	<ul style="list-style-type: none"> <li>Policies and directives to be updated</li> <li>Lists of accredited providers are shared before examination registration closes</li> <li>Centralised system to manage data – Umalusi Resulting and Certification System (URCS)</li> <li>Setting up a monitoring procedure for the online system and processes</li> <li>Adapt an IT system to enhance the processing of applications and dispatching of certificates</li> </ul>
	Datasets are approved under extremely tight timeframes	Strategic	<ul style="list-style-type: none"> <li>Review and testing of the processes, including the mop-up of data and data processing</li> <li>Review of the timeframes for the mid-year and end-of-year processes</li> <li>Advise assessment bodies to allow for more time to perform standardisation and resulting before the release of results</li> </ul>

### 3. PUBLIC ENTITIES

None.

### 4. INFRASTRUCTURE PROJECTS

None.

### 5. PUBLIC-PRIVATE PARTNERSHIPS

None.

# PART D:

# Technical Indicator Descriptions (TID)

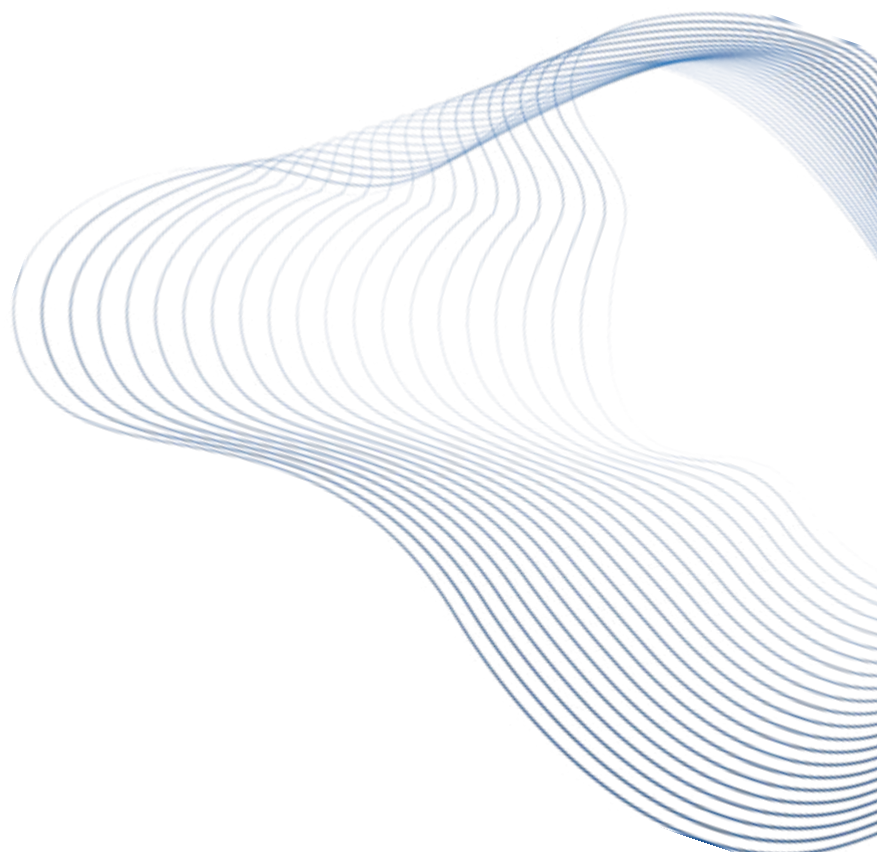


## TECHNICAL INDICATOR DESCRIPTIONS (TID)

INDICATOR TITLE	1.1.1: NUMBER OF ADVOCACY INITIATIVES CONDUCTED
<b>Definition</b>	This indicator measures the number of initiatives (seminars, webinars, workshops, advocacy visits, etc.) that Umalusi used to interact with stakeholders and to communicate information about the GFETQSF. The initiatives are intended to communicate key messages to stakeholders about issues related to the organisation's legislative mandate. The initiatives will also be used to update stakeholders on new developments in the NQF levels 1–4. They also provide an opportunity for the CEO to interact with key stakeholders on the strategic direction taken by the organisation.
<b>Source of data</b>	Organisational programmes, information documents, standard operating procedures/guidelines, policies and service-level agreements (SLAs); operational units.
<b>Method of calculation</b>	Simple count.
<b>Means of verification</b>	Invitations sent to or received from stakeholders, programmes and presentations or information shared during the initiative.
<b>Assumptions</b>	The information shared with stakeholders during advocacy initiatives is related to the organisation's legislative mandate.
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative (year-end)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Constant interaction with stakeholders to discuss the organisation's core mandate.
<b>Indicator responsibility</b>	Senior Manager: Public Relations and Communications

INDICATOR TITLE	1.2.1: ICT NETWORK HEALTH SCORE MAINTAINED AT ≥97%
<b>Definition</b>	<p>The ICT network health score is a weighted average calculation that provides an “at a glance” overall network health score. Individual items are scored 0% (lowest) to 100% (highest). Server uptime, alarm score, disk score and operating system scores are totalled, averaged and weighted to generate a percentage.</p> <p>Server uptime measures the percentage of time that servers are running; the higher the score, the better the performance. Alarm scores are measured by the number of system-generated alarms: the fewer alarms generated, the higher the score (100% means zero to three alarms). Disk score indicates the percentage of hard drive space used on all machines or servers to ensure that the space used is less than 60%. The operating system (OS) score indicates that all mission-critical machines or servers have the latest version of Windows installed.</p>
<b>Source of data</b>	IT management software and monitoring solution
<b>Method of calculation</b>	<p><b>Quarterly calculation:</b> The average percentages for server uptime, alarm score, disk score and operating systems are calculated as individual percentages, added together and divided by four: i.e. server uptime score + alarm score + disk score + operating system score/4</p> <p><b>Annual calculation:</b> Four reported quarterly network health percentages are added together at the end of the financial year and the total is divided by four to give the average annual network health score.</p>
<b>Means of verification</b>	System-generated ICT network health score report
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To maintain the ICT health network score at an acceptable level for smooth ICT operations and security of information
<b>Indicator responsibility</b>	Senior Manager: Information and Communication Technology

INDICATOR TITLE	1.3.1: AVERAGE VACANCY RATE MAINTAINED AT ≤10%
Definition	This indicator measures minimising the organisational vacancy rate to an acceptable rate to ensure that mandates are carried out efficiently and effectively.
Source of data	Staff establishment records or system
Method of calculation	<p><b>Quarterly calculation:</b>  <i>Number of vacant positions on the organisational structure</i>                      Number of all approved (funded) positions on organisational structure*100</p> <p><b>Annual calculation:</b>                      Add the four (quarterly reported) outputs and divide by four.</p>
Means of verification	Quarterly reports on the staff establishment
Assumptions	Vacated positions are filled within three months
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Maintain organisational vacancy rate at 10% or lower annually.
Indicator responsibility	Senior Manager: Human Capital Management



INDICATOR TITLE	1.4.1 PERCENTAGE OF VALID INVOICES PAID WITHIN 30 DAYS OF RECEIPT
<b>Definition</b>	<p>This indicator measures the number of valid invoices paid within 30 days upon receipt by the Finance and Supply Chain Management Unit. Valid invoices are invoices submitted by suppliers who have rendered services or supplied goods to Umalusi and have been certified or verified by the senior manager or delegated official of the unit that made a request for such goods or services. Valid invoices exclude invoices with queries* and all subsistence and travel-related claims covered by the Travel Policy. The 30 days will be calculated from the date of receipt of a valid invoice by the F&amp;SCM Unit (date stamp). Any invoice with a query must be resolved before payment is made. Such invoices will be excluded from the population of the total invoices received by the F&amp;SCM Unit. Once the query has been resolved, the 30-day period will be applied from the date on which confirmation is received by the F&amp;SCM Unit. (The F&amp;SCM Unit will issue a new date stamp).</p> <p><i>*Queries may relate to, among others, incorrect billing as per the purchase order or SLA, quantity or quality of goods delivered or services rendered, including any dispute arising from the invoices. Such queries are communicated to the service provider.</i></p>
<b>Source of data</b>	Payment register and bank statement
<b>Method of calculation</b>	Number of valid invoices paid within 30 days of receipt by F&SCM divided by the total number of valid invoices received multiplied by 100
<b>Means of verification</b>	Supplier invoices and bank statements
<b>Assumptions</b>	All invoices received by the F&SCM Unit are valid for payment
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly (12 days after the end of the quarter under review)
<b>Desired performance</b>	All valid invoices paid within 30 days of receipt from suppliers
<b>Indicator responsibility</b>	Senior Manager: Finance and Supply Chain Management

INDICATOR TITLE	2.1.1: NUMBER OF REPORTS PRODUCED ON THE MANAGEMENT OF QUALIFICATIONS IN THE SUB-FRAMEWORK
<b>Definition</b>	This indicator measures the number of reports produced on activities/developments in the management of qualifications in the GFETQSF. The reports cover the following aspects in the QCC spectrum: developments/activities related to the evaluation of new qualifications and the review of existing qualifications, appraisal of the curricula of the qualifications in the GFETQSF, all research undertaken on matters related to the management of qualifications in the GFETQSF, policy-related matters, the implementation of new qualifications, advocacy related to the GFETQSF, certificates issued and verifications done for the registered qualifications.
<b>Source of data</b>	Qualifications, curriculum, certifications and research: progress reports
<b>Method of calculation</b>	Count of reports produced on the management of qualifications
<b>Means of verification</b>	Reports on the management of qualifications in the GFETQSF
<b>Assumptions</b>	Information concerning the management of qualifications is valid and aligned to the financial year of reporting.
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Development of reports reflecting the extent of the GFETQSF's management initiatives
<b>Indicator responsibility</b>	Senior Manager: Qualifications, Curriculum and Certification

INDICATOR TITLE	2.2.1: NUMBER OF REPORTS PRODUCED ON THE CERTIFICATION OF LEARNER ACHIEVEMENTS FOR QUALIFICATIONS IN THE SUB-FRAMEWORK
<b>Definition</b>	This indicator measures the number of reports produced on activities/ processes in the certification of learner achievements for qualifications in the GFETQSF. The reports cover the following aspects in the certification spectrum: the number of datasets received per qualification per assessment body/PED, the number of transactions received, accepted and rejected, the number of certificates printed, the number of candidates who obtained admission to higher education, breakdown of the type of certificates issued, i.e. first issues, replacements, re-issues, progress on the certification of various cohorts of learners per examination, report on "outstanding" certificates, the number of learner records submitted/loaded onto the National Learners' Records Database (NLRD).
<b>Source of data</b>	Certification data retrieved from the certification system
<b>Method of calculation</b>	Count of reports produced on the certification of learner achievements for qualifications in the sub-framework
<b>Means of verification</b>	Reports on the certification of learner achievements for qualifications in the GFETQSF
<b>Assumptions</b>	Information concerning the certification of learner achievements of qualifications is valid and aligned with the financial year of reporting.
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative (year-end)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Development of reports reflecting the extent of the execution of Umalusi's certification mandate in the GFETQSF
<b>Indicator responsibility</b>	Senior Manager: Qualifications, Curriculum and Certification

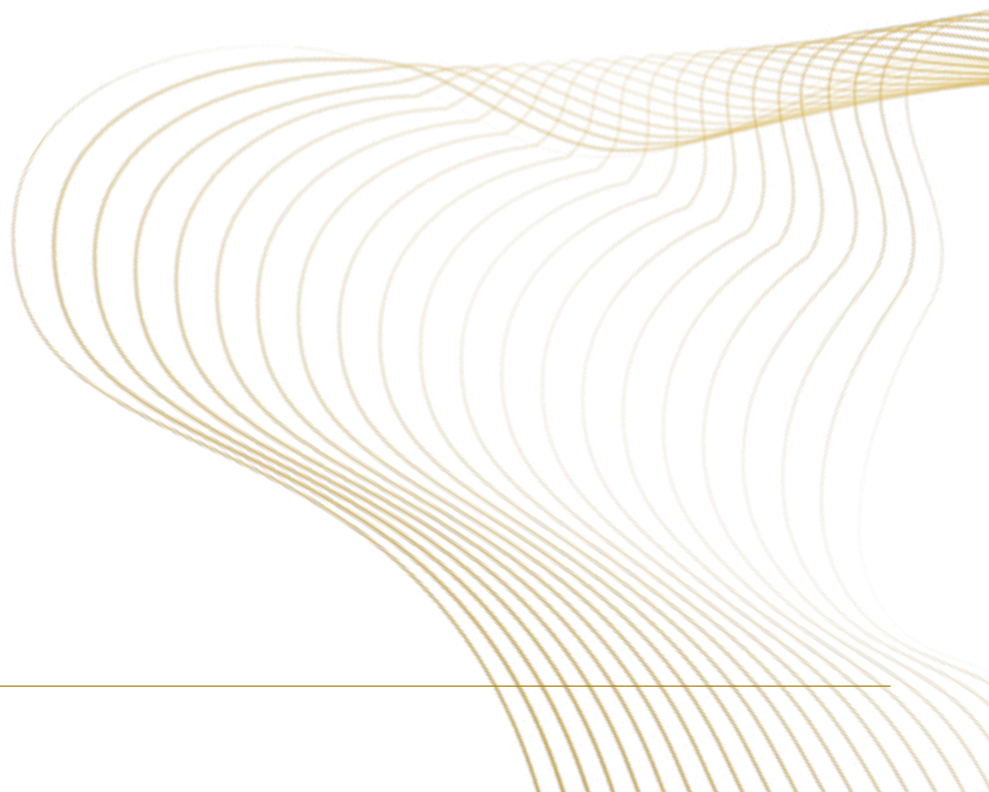
INDICATOR TITLE	2.3.1: NUMBER OF REPORTS PRODUCED ON THE VERIFICATION OF QUALIFICATIONS (CERTIFICATES) IN THE SUB-FRAMEWORK
Definition	This indicator measures the number of reports produced on activities/ processes in the verification of qualifications (certificates) in the GFETQSF. The reports cover the following aspects of verification: number of verification requests received per email, percentage achievement according to the SLA (within two days), number of clients submitting verification requests, type of verification: e-verification, confirmation or full verification, “misrepresented” certificates, number of court appearances and affidavits issued.
Source of data	Verification data retrieved from the certification and verification system
Method of calculation	Count of reports on the verification of qualifications (certificates) in the sub-framework
Means of verification	Reports on the verification of qualifications (certificates) in the GFETQSF
Assumptions	Information concerning the verification of qualifications (certificates) is valid and aligned to the financial year of reporting.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Writing of reports reflecting the extent of the verification service provided by Umalusi to uphold the integrity of qualifications
Indicator responsibility	Senior Manager: Qualifications, Curriculum and Certification

INDICATOR TITLE	2.4.1: NUMBER OF RESEARCH REPORTS COMPLETED IN VARIOUS FORMATS
Definition	This indicator shows the number of reports, in various formats, on research conducted in various areas of Umalusi’s mandate during a specified financial year. The purpose of the research reports is to keep the organisation updated on developments in the sector and to advise the ministers of education
Source of data	Research reports
Method of calculation	Count of completed reports in various formats
Means of verification	Research reports
Assumptions	Research findings and recommendations influence the work of operational units.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Completion of research reports and recommendations to the body concerned
Indicator responsibility	Senior Manager: Statistical Information and Research

INDICATOR TITLE	3.1.1: NUMBER OF QUALITY ASSURANCE OF ASSESSMENT REPORTS PUBLISHED FOR QUALIFICATIONS REGISTERED IN THE GFETQSF
<b>Definition</b>	The indicator aims to measure the number of quality assurance of assessment reports published on the compliance of assessment bodies with Umalusi's policies across all quality assurance processes. Assessment bodies are departments of education or bodies accredited by Umalusi to conduct, administer and manage external summative assessment, and moderate internal assessment for qualifications registered in the GFETQSF. Qualification refers to a national qualification registered in the GFETQSF. Quality assurance processes include the moderation of question papers, auditing the state of readiness to manage, administer and conduct the examination, the moderation of internal assessment, the audit of appointed markers, monitoring the writing of examinations and marking, and the quality assurance of marking.
<b>Source of data</b>	Quality assurance reports
<b>Method of calculation</b>	Count of quality assurance of assessment reports published
<b>Means of verification</b>	Quality assurance of assessment reports Communique to assessment bodies List of examinations conducted
<b>Assumptions</b>	The examinations will be conducted as planned for the year. The submission of self-evaluation reports by the assessment bodies, and the monitoring and moderation reports by independent contractors
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative (year-end)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Publish quality assurance of assessment reports to provide feedback to assessment bodies on the quality assurance processes so that they may improve their functions
<b>Indicator responsibility</b>	Senior Manager: Quality Assurance of Assessment: School Qualifications Senior Manager: Quality Assurance of Assessment: Post-School Qualifications

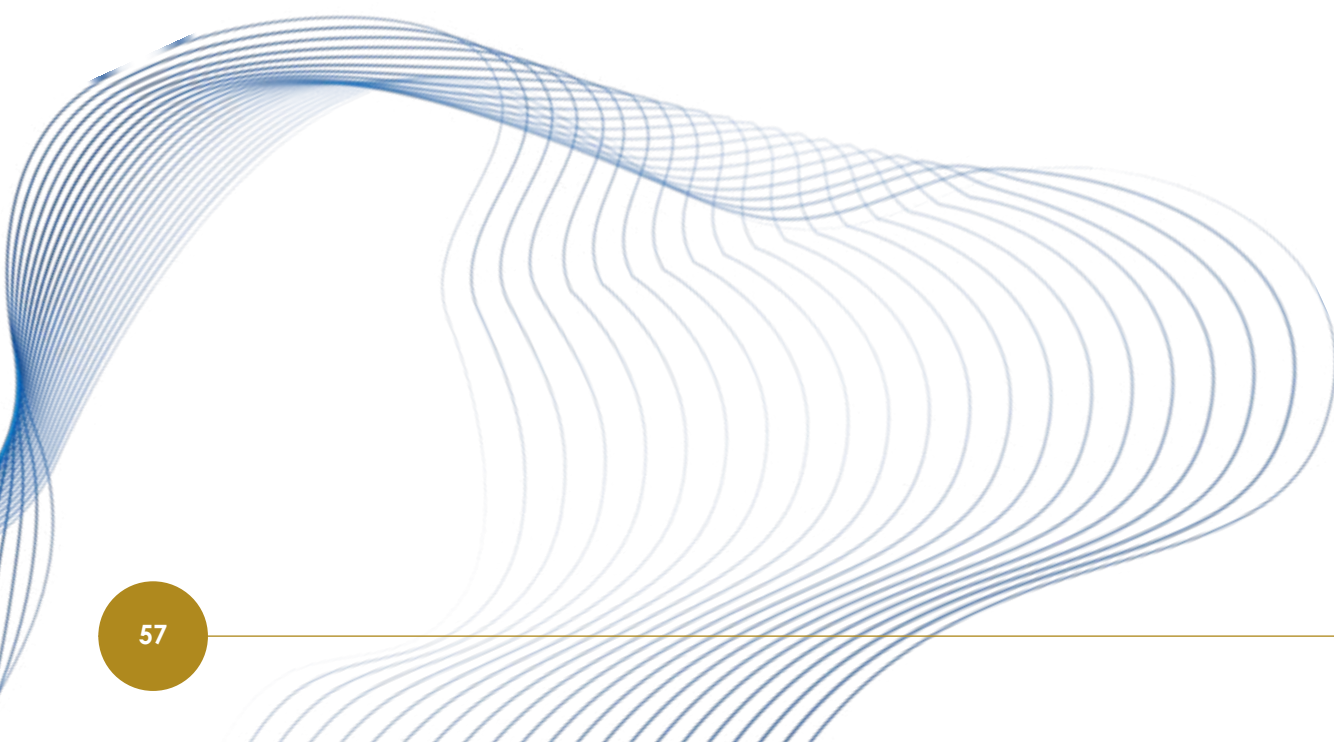
INDICATOR TITLE	3.2.1: PERCENTAGE OF QUESTION PAPERS APPROVED PER QUALIFICATION
<b>Definition</b>	<p>The indicator measures the percentage of question papers submitted to Umalusi by assessment bodies for external moderation and approval.</p> <p>Assessment bodies are departments of education or bodies accredited by Umalusi or deemed accredited, to conduct, administer and manage external summative assessment and to moderate internal assessment for qualifications registered in the GFETQSF.</p> <p>Approved means final acceptance by the external moderator of the quality and standard of the question paper and is indicated in the report by the signature of the external moderator.</p>
<b>Source of data</b>	External moderator reports on moderation of question papers
<b>Method of calculation</b>	<p>The number of question papers approved divided by the number of question papers received for quality assurance x 100</p> <p>NB. When reporting on milestones, counting will be limited to the number of question papers received by Umalusi from assessment bodies during the quarter under review, irrespective of the date of completion and signing off of the report by the external moderator. Therefore, if the assessment body submits reports that were done and approved in Quarter 1 (April to June) after the end of Quarter 1 (e.g. in July), these reports will be used in the second quarter milestone reporting. The date of receipt of the report by Umalusi is the one that matters for purposes of reporting. At the end of the financial year, all submitted reports will be used as the denominator in the calculation.</p>
<b>Means of verification</b>	Reports on the moderation of question papers/declaration reports List of approved question papers
<b>Assumptions</b>	The assessment bodies will make the required changes in good time/ immediately.
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Umalusi will externally moderate and approve 100% of question papers received from assessment bodies
<b>Indicator responsibility</b>	Senior Manager: Quality Assurance of Assessment: School Qualifications Senior Manager: Quality Assurance of Assessment: Post-School Qualifications

INDICATOR TITLE	3.3.1: NUMBER OF ASSESSMENT BODIES AUDITED FOR THEIR STATE OF READINESS TO CONDUCT EXAMINATIONS
<b>Definition</b>	<p>In this indicator, the number of assessment bodies refers to entities accredited by Umalusi, or deemed accredited, to conduct external summative assessments and moderate internal assessments for qualifications registered in the GFETQSF.</p> <p>Auditing of the state of readiness refers to an evaluation of assessment bodies' processes so that Umalusi can make a pronouncement on their readiness to conduct, administer and manage external examinations for qualifications registered in the GFETQSF.</p>
<b>Source of data</b>	State of readiness reports
<b>Method of calculation</b>	Count of audited assessment bodies
<b>Means of verification</b>	Consolidated state of readiness reports List of audited assessment bodies
<b>Assumptions</b>	The number of assessment bodies remains constant during the financial year.
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	To audit all assessment bodies to establish their state of readiness to conduct examinations
<b>Indicator responsibility</b>	Senior Manager: Quality Assurance of Assessment: School Qualifications



INDICATOR TITLE	3.4.1: NUMBER OF SUBJECTS FOR WHICH VERIFICATION OF MARKING IS CONDUCTED
<b>Definition</b>	<p>In this indicator, the number of subjects refers to those subjects included in the verification of marking sample (as per the QAA plans).</p> <p>Verification is the process of measuring the compliance of an assessment body with policy/regulations for marking. Assessment bodies are entities accredited by Umalusi, or deemed accredited, to conduct and moderate internal assessment for qualifications registered in the GFETQSF. This indicator is intended to make a judgement on the quality of marking to ensure the credibility of the examination results.</p>
<b>Source of data</b>	External moderator reports on verification of marking
<b>Method of calculation</b>	Count of subjects for which verification of marking was conducted
<b>Means of verification</b>	Verification of marking reports List of subjects for which verification of marking was conducted
<b>Assumptions</b>	Timely submission of verification of marking reports by independent contractors
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Verification of marking in the selected sample of subjects is conducted.
<b>Indicator responsibility</b>	Senior Manager: Quality Assurance of Assessment: School Qualifications

INDICATOR TITLE	3.5.1: NUMBER OF SUBJECTS FOR WHICH MODERATION OF INTERNAL ASSESSMENT IS CONDUCTED
<b>Definition</b>	<p>The number of subjects refers to subjects in the case of the NC(V), learning areas in the case of the GETC, and instructional offerings in the case of NATED, which are sampled for the moderation of internal assessment. Moderation measures the assessment bodies' compliance with internal assessment requirements.</p> <p>Internal assessment refers to assessments conducted at the sites of learning and includes SBA for the GETC: ABET, and ICASS and PAT for technical and vocational education and training (TVET) qualifications.</p> <p>SBA, ICASS and PAT are students' evidence of assessments conducted and assessed at the sites of learning.</p> <p>Assessment bodies are departments of education or bodies accredited by Umalusi to conduct, administer and manage examinations, and moderate internal assessment for qualifications registered in the GFETQSF.</p>
<b>Source of data</b>	External moderator reports on the moderation of internal assessment
<b>Method of calculation</b>	Count of subjects moderated
<b>Means of verification</b>	List of subjects moderated for internal assessment
<b>Assumptions</b>	Timely submission of moderation of internal assessment reports by independent contractors
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Evidence of student work in internal assessment to be moderated and reported
<b>Indicator responsibility</b>	Senior Manager: Quality Assurance of Assessment: Post-School Qualifications



INDICATOR TITLE	3.6.1: PERCENTAGE OF ACCREDITATION OUTCOMES FOR PRIVATE EDUCATION INSTITUTIONS FINALISED WITHIN 12 MONTHS OF THE SITE VISIT
<b>Definition</b>	<p>This indicator measures the percentage of accreditation reports presented to the Accreditation Committee of Council and the outcomes, signed by the CEO of Umalusi, or, in the case of a window period granted to improve, signed by the Senior Manager: Evaluation and Accreditation, within 12 months of the date of the site visit. The 12-month period may include site visits made in the previous financial year. However, as long as the report is presented to the ACC in the current financial year and is not deferred to the ACC meeting in the next financial year, the institution will be counted.</p> <p>An accreditation outcome refers to the recommendation of the ACC on the outcome of an application for accreditation from a private education institution. The outcome is presented to the CEO of Umalusi for a decision of “accreditation” for schools or “seven years’ accreditation” for private colleges, “two years’ provisional accreditation” or “no accreditation” or the recommendation of a window period granted to the private education institution by the ACC and confirmed by the Senior Manager: Evaluation and Accreditation.</p> <p>In a site visit, teams of evaluators and subject specialists visit an institution to verify whether that institution meets the minimum requirements for accreditation. This may be an initial site visit in the accreditation process, or a follow-up visit after an institution has received an outcome of provisional accreditation at the last presentation of the report to the ACC, or a window period to improve. The private education institution must make payment before a site visit is made.</p> <p>“Private education institution” refers to independent schools, private FET colleges and private AET colleges that offer qualifications in the GFETQSF.</p> <p>“Finalised” means that the accreditation outcome has been signed by the CEO or senior manager.</p>
<b>Source of data</b>	Management information system and online accreditation system
<b>Method of calculation</b>	<p>Total number of accreditation reports served at the ACC in a financial year and the outcomes, signed by the CEO/senior manager and finalised within 12 months of the site visit, divided by the total number of reports presented to the ACC in a financial year x 100.</p> <p>Note: Reports that are presented to the ACC and then deferred or referred to the ACC for a decision review at a meeting that falls in the next financial year will be counted in the statistics for the financial year in which the final accepted recommendation is made. In addition, reports submitted to the ACC in a financial year, but not yet finalised (i.e. not signed by the CEO/senior manager) and which are still within 12 months of the site visit, will be excluded from the denominator in the financial year in which they served at the ACC.</p> <p>Improvement reports submitted to the ACC that did not necessitate a site visit will be excluded from the calculation.</p>

INDICATOR TITLE	3.6.1: PERCENTAGE OF ACCREDITATION OUTCOMES FOR PRIVATE EDUCATION INSTITUTIONS FINALISED WITHIN 12 MONTHS OF THE SITE VISIT
<b>Means of verification</b>	<p>Electronic spreadsheet report highlighting dates of site visits made, names of institutions and dates presented to the ACC.</p> <p>Letters to institutions advising them of the outcome of the accreditation applications presented to the ACC in that financial year.</p> <p>Minutes of ACC meetings.</p> <p>Signed tracking forms.</p>
<b>Assumptions</b>	<p>Finalisation of reports may span consecutive financial years, with the site visit made in one financial year and the outcome finalised in the next. (The 12-month period after a site visit may fall in the following financial year.)</p> <p>Reports presented to the ACC may be deferred by the ACC or referred back to the ACC, with meetings held in the consecutive financial year.</p> <p>Reports presented at the final ACC meeting of a financial year might only be finalised in the following financial year, although the report may still fall within the 12-month period after the date of the site visit.</p>
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	To finalise accreditation outcomes within 12 months of a site visit to a private education institution
<b>Indicator responsibility</b>	Senior Manager: Evaluation and Accreditation

INDICATOR TITLE	3.7.1: PERCENTAGE OF IDENTIFIED PRIVATE EDUCATION INSTITUTIONS MONITORED AFTER BEING GRANTED ACCREDITATION
<b>Definition</b>	<p>This indicator measures the percentage of identified institutions monitored after being granted accreditation. Monitoring ensures compliance with the minimum requirements for accreditation.</p> <p>The private education institutions identified for monitoring are independent schools and private colleges that were granted accreditation in the 2022/23 financial year, and independent schools granted accreditation in the 2018/19 financial year, as well as any accredited independent schools whose Grade 12 results in the 2023 NSC examinations were below the 2023 NSC national average.</p> <p>This excludes accredited institutions falling into the identified category of undergoing “extension of scope” in that year and institutions which have closed down since being awarded accreditation.</p> <p>Monitoring refers to a process of checking to ascertain whether accredited private education institutions continue to maintain the minimum standards required for accreditation, which begins with either the receipt of a monitoring report or a monitoring site visit.</p> <p>Accreditation means the outcome of a quality assurance process of evaluating and determining whether a private education institution has the capacity to offer a qualification or programmes leading to a qualification registered in the GFETQSF.</p>
<b>Source of data</b>	<p>Monitoring reports and supporting evidence submitted by private education institutions.</p> <p>Spreadsheets indicating the date of receipt of the monitoring reports or, in the absence of a submitted report, evidence of a monitoring site visit.</p> <p>Spreadsheets indicating the dates of accreditation of private education institutions.</p>
<b>Method of calculation</b>	<p>Total number of identified institutions that have been monitored during the financial year divided by the total number of identified accredited institutions that are required to be monitored in that financial year x 100; i.e.</p> <p><b>Numerator:</b> Number of identified institutions monitored in the required period</p> <p><b>Denominator:</b> Number of identified institutions that are required to be monitored in that financial year x 100 = achievement</p>
<b>Means of verification</b>	<p>Spreadsheet outlining the the due date for monitoring, as well as the date of monitoring (i.e. date of receipt of the monitoring report or of the site visit)</p>
<b>Assumptions</b>	<p>Private education institutions continue to operate in line with their original registration at the time of the required monitoring.</p>
<b>Disaggregation of beneficiaries</b>	<p>N/A</p>
<b>Spatial transformation</b>	<p>N/A</p>
<b>Calculation type</b>	<p>Non-cumulative</p>
<b>Reporting cycle</b>	<p>Annual</p>
<b>Desired performance</b>	<p>To monitor identified accredited institutions</p>
<b>Indicator responsibility</b>	<p>Senior Manager: Evaluation and Accreditation</p>

## ANNEXURE A: REVISION OF THE STRATEGIC PLAN 2020–2024

This annexure is intended to provide a review of Umalusi’s Strategic Plan 2020–2024. The revision comprises an adjustment to the number of priorities to which Umalusi is required to respond as per the approved MTSF 2019–2024, and the functions of the organisation’s focus areas.

### A. Initial MTSF priority number

MTSF PRIORITY	PRIORITY 2: EDUCATION, SKILLS AND HEALTH		
OUTCOME	OUTCOME INDICATOR	BASELINE	FIVE-YEAR TARGET
1. Efficient and effective administrative systems	1.1 Improved audit outcomes	Unqualified audit opinions	Unqualified audit opinions with no material findings
2. Enhanced educational standards	2.1 Percentage compliance to prescribed requirements to deliver and assess qualifications in the GFETQSF	-	95%

### New MTSF priority number

MTSF PRIORITY	PRIORITY 3: EDUCATION, SKILLS AND HEALTH		
OUTCOME	OUTCOME INDICATOR	BASELINE	FIVE-YEAR TARGET
1. Efficient and effective administrative systems	1.1 Improved audit outcomes	Unqualified audit opinions	Unqualified audit opinions with no material findings
2. Enhanced educational standards	2.1 Percentage compliance to prescribed requirements to deliver and assess qualifications in the GFETQSF	-	95%

## B. Focus areas as they appear in the Strategic Plan

FOCUS AREA	FUNCTIONS
<b>Accreditation of private education institutions and private assessment bodies</b>	<ul style="list-style-type: none"> <li>• Accreditation of private providers of education and training to enact tuition, and private assessment bodies to assess qualification(s) registered in the GFETQSF</li> <li>• Accredited institutions include the following:                             <ol style="list-style-type: none"> <li>i. Independent schools</li> <li>ii. Private FET colleges</li> <li>iii. Private AET colleges</li> <li>iv. Private assessment bodies that assess the qualifications Umalusi certifies</li> </ol> </li> <li>• Monitoring the private education institutions to ensure compliance with the criteria and standards of accreditation</li> </ul>
<b>Management of qualifications in the GFETQSF</b>	Development and review of qualifications in the GFETQSF
<b>Curriculum</b>	Evaluation and appraisal
<b>Certification</b>	<ul style="list-style-type: none"> <li>• Issuing of certificates for the following qualifications:                             <ol style="list-style-type: none"> <li>i. Senior Certificate</li> <li>ii. National Senior Certificate</li> <li>iii. NATED (N3)</li> <li>iv. National Certificate (Vocational)</li> <li>v. General Education and Training Certificate</li> <li>vi. National Senior Certificate for Adults</li> <li>vii. General Education Certificate</li> </ol> </li> <li>• Re-issue of certificates in case of loss or mark changes</li> </ul>
<b>Verification</b>	Verification of qualifications in the GFETQSF
<b>Quality assurance of assessment</b>	<ul style="list-style-type: none"> <li>• Development and implementation of assessment policies and directives</li> <li>• Moderation of the standards of examination question papers</li> <li>• Moderation of the standards of internal assessment</li> <li>• Monitoring the administration of national examinations and marking processes</li> <li>• Monitoring and verification of resulting</li> <li>• Standardisation of results</li> <li>• Audit of assessment bodies for their state of readiness to conduct examinations</li> </ul>
<b>Research</b>	Conduct research and produce articles on matters relating to the sub-framework

Revised focus areas

FOCUS AREA	FUNCTIONS
<p><b>Accreditation of private education institutions and private assessment bodies</b></p>	<ul style="list-style-type: none"> <li>• Accreditation of private providers of education and training to enact tuition, and private assessment bodies to assess qualification(s) registered in the GFETQSF</li> <li>• Accredited institutions include the following:                             <ol style="list-style-type: none"> <li>i. Independent schools</li> <li>ii. Private FET colleges</li> <li>iii. Private AET colleges</li> <li>iv. Private assessment bodies</li> </ol> </li> <li>• Monitoring of private education institutions to ensure compliance with the criteria and standards of accreditation</li> </ul>
<p><b>Management of qualifications in the GFETQSF</b></p>	<p>Development and review of qualifications in the GFETQSF</p>
<p><b>Curriculum</b></p>	<p>Appraisal of curricula</p>
<p><b>Certification</b></p>	<ul style="list-style-type: none"> <li>• Issuing of certificates for the following qualifications:                             <ol style="list-style-type: none"> <li>i. Senior Certificate</li> <li>ii. National Senior Certificate</li> <li>iii. NATED (N3)</li> <li>iv. National Certificate (Vocational)</li> <li>v. General Education and Training Certificate</li> <li>vi. National Senior Certificate for Adults</li> <li>vii. General Education Certificate</li> </ol> </li> <li>• Re-issue of lost, stolen or damaged certificates; changes to personal particulars or corrections to marks</li> </ul>
<p><b>Verification</b></p>	<p>Verification of qualifications in the GFETQSF</p>
<p><b>Quality assurance of assessment</b></p>	<ul style="list-style-type: none"> <li>• Development and implementation of assessment policies and directives</li> <li>• Moderation of the standard of examination question papers</li> <li>• Moderation of the standard of internal assessment</li> <li>• Monitoring the administration of national examinations and marking processes</li> <li>• Monitoring and verification of resulting</li> <li>• Standardisation of results</li> <li>• Audit of assessment bodies for their state of readiness to conduct examinations</li> </ul>
<p><b>Research</b></p>	<p>Conduct research and produce articles on matters relating to the sub-framework</p>

**C. Technical indicator description for outcome indicator:** Percentage compliance with prescribed requirements to deliver and assess qualifications in the GFETQSF (as in the Strategic Plan)

INDICATOR TITLE	2.1: PERCENTAGE COMPLIANCE TO PRESCRIBED REQUIREMENTS TO DELIVER AND ASSESS QUALIFICATIONS IN THE GFETQSF
<b>Definition</b>	<p>This indicator measures the compliance of assessment bodies to the following GFETQSF qualification standards:</p> <ul style="list-style-type: none"> <li>• Registration requirements</li> <li>• Accreditation requirements</li> <li>• Question paper requirements</li> <li>• State of readiness to conduct examinations</li> <li>• Standardisation and resulting</li> </ul> <p>The standards are outlined in various policies and qualification guidelines.</p> <p>Umalusi monitors assessment bodies on their compliance with standards to ensure that educational standards set in each qualification are maintained and improved on an ongoing basis. If these standards are compromised the credibility of the qualifications will be affected. The following qualifications are in the GFETQSF: NSC, SC(a), N3, NC(V), GETC: ABET, GETCA and NASCA.</p>
<b>Source of data</b>	<p><b>Registration requirements: QCC:</b> Registration databases from provinces</p> <p><b>Accreditation requirements:</b> Accreditation guidelines/criteria, green list</p> <p><b>Question paper requirements:</b> Question paper guidelines, external moderators' reports, QAA reports</p> <p><b>State of readiness to conduct examinations:</b> Guidelines, SOR reports, QAA reports</p> <p><b>Standardisation:</b> Standardisation guidelines, standardisation reports</p>
<b>Method of calculation/assessment</b>	<p>All assessment bodies are assessed for compliance against each criterion.</p> <p><b>LEVEL 1 CALCULATION:</b></p> <p><b>Numerator:</b> Number of assessment bodies that comply</p> <p><b>Denominator:</b> Total number of assessment bodies</p> <p><b>Calculation:</b> Number of assessment bodies that comply/total number of assessment bodies x 100</p> <p><b>LEVEL 2 CALCULATION:</b></p> <p>Calculate the overall percentage by adding up all the percentages and dividing them by the number of criteria assessed.</p>
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>• Assessment bodies are fully compliant with all standards.</li> <li>• Umalusi has the capacity to monitor and assess the level of compliance.</li> </ul>
<b>Desired performance</b>	Full compliance with GFETQSF policies, regulations, guidelines and criteria
<b>Indicator responsibility</b>	Executive Manager: Qualifications and Research Executive Manager: Quality Assurance and Monitoring

**Revised technical indicator description for outcome indicator:** Percentage compliance with prescribed requirements to deliver and assess qualifications in the GFETQSF

INDICATOR TITLE	2.1: PERCENTAGE COMPLIANCE WITH PRESCRIBED REQUIREMENTS TO DELIVER AND ASSESS QUALIFICATIONS IN THE GFETQSF
<p><b>Definition</b></p>	<p>This indicator measures the compliance of assessment bodies with the following GFETQSF qualification standards:</p> <ul style="list-style-type: none"> <li>• Registration requirements</li> <li>• Standardisation and resulting</li> <li>• Question paper requirements</li> <li>• Accreditation requirements (conducting examinations without systemic irregularities)</li> <li>• State of readiness to conduct examinations</li> </ul> <p>The standards are outlined in various policies and qualification guidelines.</p> <p>Umalusi monitors assessment bodies' compliance with standards to ensure that the educational standards set in all the qualifications are maintained and improved on an ongoing basis. If these standards are compromised, the credibility of these qualifications would be affected. The following qualifications are in the GFETQSF: NSC, SC(a), N3, NC(V), GETC: ABET, GETCA, NASCA.</p>
<p><b>Source of data</b></p>	<p><b>Registration requirements:</b> QCC: Registration databases from provinces</p> <p><b>Accreditation requirements:</b> Approval letters for examinations conducted by accredited private assessment bodies</p> <p><b>State of readiness to conduct examinations:</b> Guidelines, state of readiness reports, QAA reports</p> <p><b>Question paper requirements:</b> Question paper guidelines, external moderators' reports, QAA reports</p> <p><b>Standardisation and resulting:</b> Standardisation guidelines, standardisation reports</p>
<p><b>Method of calculation/assessment</b></p>	<p>Assessment bodies are assessed for compliance with each criterion.</p> <p><b>LEVEL 1 CALCULATION:</b></p> <p><b>Numerator:</b> Number of assessment bodies that comply</p> <p><b>Denominator:</b> Total number of assessment bodies</p> <p><b>Calculation:</b> Number of assessment bodies that comply/total number of assessment bodies x 100</p> <p><b>LEVEL 2 CALCULATION:</b></p> <p>Calculate the overall percentage by adding all the percentages and dividing them by the number of criteria assessed</p>
<p><b>Assumptions</b></p>	<ul style="list-style-type: none"> <li>• Assessment bodies are fully compliant with all standards.</li> <li>• Umalusi has the capacity to monitor and assess the level of compliance.</li> </ul>
<p><b>Desired performance</b></p>	<p>Full compliance with GFETQSF policies, regulations, guidelines and criteria</p>
<p><b>Indicator responsibility</b></p>	<p>Executive Manager: Qualifications and Research</p> <p>Executive Manager: Quality Assurance and Monitoring</p>







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Quality Council for General and Further  
Education and Training