

STRATEGIC PLAN

2025-2030

UMALUSI



Council for Quality Assurance in
General and Further Education and Training



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Abbreviations and Acronyms

AET	Adult Education and Training
AIPF	Associated Institutions Pension Fund
APP	Annual Performance Plan
BEC	Bid Evaluation Committee
BSC	Bid Specification Committee
CAPS	Curriculum Assessment Policy Statement
CAT	Common Assessment Task
CAT	Credit Accumulation and Transfer
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
E&A	Evaluation and Accreditation
ECD	Early Childhood Development
EE	Employment Equity
F&SCM	Finance and Supply Chain Management
FEDSAS	Federation of Governing Bodies of South African Schools
FET	Further Education and Training
FY	Financial Year
GBVF	Gender-Based Violence and Femicide
GEC	General Education Certificate
GENFET	General and Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GETCA	General Education and Training Certificate for Adults
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GNU	Government of National Unity
HCM	Human Capital Management
ICASS	Internal Continuous Assessment
ICT	Information and Communication Technology
IEB	Independent Examinations Board
IS	Independent Schools
ISAT	Integrated Summative Assessment Task
IT	Information Technology
KCSE	Kenyan Certificate of Secondary Education
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual Plus
MIS	Management Information System
MTDP	Medium-term Development Plan
MTEF	Medium-term Expenditure Framework
MTSF	Medium-term Strategic Framework
MTT	Ministerial Task Team
NASCA	National Senior Certificate for Adults

NATED	National Accredited Technical Education Diploma
NC(V)	National Certificate (Vocational)
NCS	National Curriculum Statement
NDP	National Development Plan
NEAIC	National Examinations and Assessment Irregularities Committee
NEPA	National Education Policy Act
NLRD	National Learners' Records Database
NPA	National Protocol for Assessment
NPC	National Planning Commission
NPOTT	NATED Phase-Out Task Team
NPPPR	National Policy Pertaining to the Programme and Promotion Requirements
NQF	National Qualifications Framework
NSC	National Senior Certificate
PAT	Practical Assessment Task
PED	Provincial Education Department/s
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PFMA	Public Finance Management Act
PR&Comms	Public Relations and Communications
Q&R	Qualifications and Research
QAA: PSQ	Quality Assurance of Assessment: Post-School Qualifications
QAA: SQ	Quality Assurance of Assessment: School Qualifications
QAM	Quality Assurance and Monitoring
QCC	Qualifications, Curriculum and Certification
QCTO	Quality Council for Trades and Occupations
RFQ	Request for Quotation
RPL	Recognition of Prior Learning
S&G	Strategy and Governance
SACAI	South African Comprehensive Assessment Institute
SACE	South African Council for Educators
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SBA	School-based Assessment/Site-based Assessment
SC(a)	Senior Certificate (amended)
SCM	Supply Chain Management
SITA	State Information Technology Agency
SOP	Standard Operating Procedure
SWOT	Strengths, Weaknesses, Opportunities and Threats
TIDs	Technical Indicator Descriptions
TVET	Technical and Vocational Education and Training
USAf	Universities South Africa
WIL	Work Integrated Learning

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Ms Siviwe Gwarube: MP
Minister of Basic Education

EXECUTIVE AUTHORITY STATEMENT

The 2024-2029 Medium-Term Development Plan (MTDP) is characterised by the newly elected 7th administration, namely the Government of National Unity (GNU), which introduces the new political landscape. It is also influenced by changing social imperatives and limited funding towards achieving government goals. This provides Umalusi with an opportunity to redefine its priorities to fulfil its mandate effectively.

Chapter 9 of the National Development Plan (NDP), and Priority 2 of the 2024-2029 MTDP, remain at the centre of Umalusi's planning. This strategic Plan was developed through a strategic planning session that thoroughly analysed the past performance, experience and systems to predict the future. It looked at the external and internal environment of where Umalusi operates. It was also guided by Revised Framework for Strategic Plans and Annual Performance Plans (APP) and the Guidelines for the Implementation of the Revised Framework for Strategic and Annual Performance Plans issued by the Department of Planning Monitoring and Evaluation (DPME) to ensure alignment to planning principles.

For the next MTDP, Umalusi will focus on the following priorities (i) Reviewing quality assurance approaches (ii) Evaluating and appraising qualifications (iii) Providing input to the legislative framework (iv) Intensifying research on aspects of the sub-framework; and (v) sharpening advocacy work towards the realisation of its constitutional mandate.

The Umalusi council will monitor the achievement of priority areas through management and governance principles and systems, which will be monitored on a quarterly, annual and medium-term basis.

A handwritten signature in black ink, reading 'S Gwarube, MP'.

Ms Siviwe Gwarube: MP
Minister of Basic Education



Prof. Yunus Ballim
Chairperson: Umalusi Council

ACCOUNTING AUTHORITY STATEMENT

I am honoured to sign off on the 2025-2030 Umalusi Strategic Plan, which outlines the strategic direction Umalusi intends to take in the next five years. As the Council for Quality Assurance in General and Further Education and Training, Umalusi plays a crucial role in assuring the quality of basic education in South Africa. It is essential for Umalusi to position itself as a respected thought leader in the provision of quality education.

The 2024-2029 MTDP presents Umalusi with a unique opportunity to shape its role as a quality council. This Strategic Plan details priorities identified to achieve significant operational outcomes and impact.

This document serves as Umalusi's roadmap for contributing to Chapter 9 of the National Development Plan (NDP), focusing on improving education, training and innovation. It also aligns with Priority 2 of the 2024-2029 MTDP, which are priorities for the 7th Administration of government, as announced by His Excellency President Ramaphosa in his Opening of Parliament Address on 18 July 2024.

In line with its mandate, Umalusi has identified five key service delivery priorities for the 2025-2030 Strategic Plan:

- Reviewing quality assurance approaches;
- Evaluating and appraising qualifications;
- Providing input to the legislative framework;
- Intensifying research on aspects of the sub-framework; and
- Sharpening advocacy work in respect of the mandate of Umalusi.

The Council will monitor progress and achievements in these priority areas through oversight of the targets set in the APP.

To support management in achieving these priorities, the Council will fulfil its fiduciary duties and monitor Umalusi's organisational performance, governance and financial management. The Council fully endorses the 2025-2030 Strategic Plan and commits to supporting its implementation, in alignment with Umalusi's legislative mandate.

A handwritten signature in black ink, reading 'Yunus Ballim'. The signature is written in a cursive, flowing style.

Prof. Yunus Ballim
Chairperson: Umalusi Council



Dr Mafu S Rakometsi
Chief Executive Officer

ACCOUNTING OFFICER STATEMENT

It is my privilege as the Chief Executive Officer of Umalusi to contribute this foreword to Umalusi's 2025–2030 Strategic Plan. This Strategic Plan is the outcome of the organisational strategic planning workshop, where broad management reflected critically on Umalusi's previous performance, with the aim of paving the way forward.

This plan maps out the strategic direction that the organisation intends to take during the 2024–2029 MTDP planning cycle.

The key priorities for Umalusi for the next five years are: (i) reviewing the quality assurance approach; (ii) reviewing, evaluating and appraising qualifications submitted for registration on the sub-framework; (iii) providing input to the legislative frameworks; (iv) intensifying research on educational developments to inform the quality assurance processes and provide direction to the work of Umalusi; and (v) sharpening advocacy work in respect of the mandate of Umalusi.

As we step into the new five-year cycle, we are cognisant of the influences of economic, political, socio-cultural, technical and other factors that lie ahead. From an economic point of view, the fiscal constraints that the country is experiencing imply that, as a public entity, Umalusi will not be spared. To address this challenge, management will explore the development of an alternative funding model as a long-term solution. Umalusi will leverage the technological innovations developed during the COVID-19 years to deliver services efficiently and effectively.

The other challenges are of a regulatory nature. To ensure the credibility of qualifications on its sub-framework, Umalusi will work with relevant bodies to develop regulations pertaining to offering foreign qualifications and operating online schools.

Management is grateful that it is starting the journey with extra pairs of hands, owing to Council's approval of an additional 13 positions to augment the staff establishment. The organisation has filled all the new positions.

To sustain the achievement of positive performance outcomes, I commit that, together with the broad management team, I will do everything possible to ensure the full implementation of this 2025–2030 Strategic Plan. Similarly, management is committed to doubling its efforts to regain its momentum of achieving clean audit outcomes. As an organisation, we shall strive for fiscal discipline and monitor risk management practices in line with good governance practices.

Dr Mafu S Rakometsi
Chief Executive Officer

OFFICIAL SIGN-OFF

It is hereby certified that this Strategic 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.
- Accurately reflects the impact, outcomes and outputs that Umalusi will endeavour to achieve over the period 2025-2030.



Mr Emmanuel Sibanda

Executive Manager: Qualifications and Research



Dr Eva Sujee

Executive Manager: Quality Assurance and Monitoring



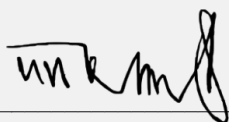
Mr Hendrik van der Walt

Chief Financial Officer



Ms Molly Mokoena

Senior Manager: Strategy and Governance



Dr Mafu S Rakometsi

Chief Executive Officer



Prof. Yunus Ballim

Umalusi Council Chairperson

Approved by:



Ms Siviwe Gwarube: MP

Minister of Basic Education





PART A

OUR MANDATE

1. Constitutional Mandate

Umalusi is the Quality Council for General and Further Education and Training. It is obliged to embrace the provisions of Chapter 2 of the Constitution of the Republic of South Africa, 1996. In terms of section 29(1), everyone has a right to basic education, including adult basic and further education and training. In relation to this section, Umalusi is obligated to ensure the quality assurance of the provision of education within the General and Further Education and Training Qualifications Sub-framework (GFETQSF) to citizens. This obligation is fulfilled to ensure the realisation of the requirements stipulated in section 29(3), which provides for the establishment of independent educational institutions that:

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

2. Legislative and Policy Mandates

2.1 Legislative Mandates

a. National Qualifications Framework (NQF) Act (Act No. 67 of 2008, as amended)

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:

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

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

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, amongst others, as follows:

- Quality assurance of all exit-point assessments of such qualifications;
- Certification of learner achievements;
- Quality assurance of private education institutions; and
- Accreditation of private assessment bodies.

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

- 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;
- Develop policy and criteria for the quality assurance of private education institutions, including independent schools (IS), private further education and training (FET) colleges or private adult education and training (AET) colleges; and
- Monitor accredited private assessment bodies and private education institutions, and affirm or withdraw the accreditation status of the private education institutions concerned.

2.2 Other Legislation

- National Education Policy Act No. 27 of 1996, as amended
- South African Schools Act No. 84 of 1996, as amended
- Continuing Education and Training Act No. 16 of 2006, as amended

2.3 Policy Mandates

National Development Plan 2030

The National Development Plan (NDP) is a policy document developed by the National Planning Commission (NPC) in 2012 with an aim to eliminate poverty and reduce inequality by 2030. It is a guiding vision for planning in South Africa.

Umalusi, as the quality council in general and further education and training, finds its feet in Chapter 9 of the NDP, on the theme of improving education, training and innovation.

Chapter 9 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 GFETQSF. This process also ensures articulation between the qualifications of schools, colleges and higher education institutions offered at NQF Levels 1–4.

As a developmental state, South Africa 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 education 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 maintaining 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), in Africa and internationally to share experiences on matters related to assessment and quality assurance.

3. Institutional Policies and Strategies over the Five-Year Period

The work of Umalusi must be considered in line with the following 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. Policy documents and guidelines pertaining to the National Senior Certificate (NSC), Senior Certificate, as amended (SC(a)), General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET), National Certificate (Vocational) (NC(V)), National Accredited Technical Education Diploma (NATED) report 190/191 Engineering Studies N2-N3, and the National Curriculum Statement (NCS); and any other qualifications on the GFETQSF, as applicable
- iv. Directive for Certification by Umalusi for qualifications on the GFETQSF
- v. Requirements and Specifications for the Standardisation, Statistical Moderation and Resulting for Qualifications on the GFETQSF
- vi. 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
- vii. The policy and criteria for the development, registration and publication of qualifications on the GFETQSF
- viii. The Policy for the Re-issue of National Certificates
- ix. Policy for the Certification of Candidate Records on the GFETQSF
- x. The Recognition of Prior Learning (RPL) Policy
- xi. The Policy for Credit Accumulation and Transfer (CAT)
- xii. National Treasury Regulations
- xiii. Any other appropriate legislation or Umalusi Council policy and directive related to the various education and training sectors in which Umalusi is mandated to work

4. Relevant Court Rulings

None.



PART B

OUR STRATEGIC FOCUS

Umalusi is a listed Schedule 3A public entity in terms of the Public Finance Management Act (PFMA), as amended. The organisation sets and monitors standards for general and further education and training in South Africa, in accordance with the National Qualifications Framework Act No. 67 of 2008 (as amended) and the General and Further Education and Training Quality Assurance Act No. 58 of 2001 (as amended).

The Council is tasked with developing and managing a sub-framework of qualifications for general and further education and training and for the attendant quality assurance.



1. Vision

A trusted authority in fostering high education standards in general and further education and training.



2. Mission

To assure education standards in general and further education and training.



3. Values

TRANSPARENCY

Umalusi's processes are available for public scrutiny.

PROFESSIONALISM

Umalusi employees provide services and interact with stakeholders with excellence.

INTEGRITY

Umalusi conducts its operations honestly and ethically.

RELIABILITY

Umalusi uses consistent procedures in its quality assurance.

IMPARTIALITY

Umalusi maintains equal treatment of standards to all stakeholders.

4. Situational Analysis

Umalusi used different analysis tools to conduct the internal and external environment situational analysis. A combined Strengths, Weaknesses, Opportunities and Threats (SWOT), and Political, Environmental, Social, Technological, Economical and Legal (PESTEL) analysis was used to determine the organisation's position internally and externally. In addition, a problem and solution tree was used to gather information about the problems that the organisation is trying to solve in the next five years.

The analysis shows that offering foreign qualifications and operating online schools in an unregulated environment undermines the quality and credibility of qualifications. Therefore, it is crucial for the DBE and Umalusi to work together to address these challenges.

Table 1: Combined PESTEL and SWOT analysis

	Strengths	Weaknesses	Opportunities	Threats
Political	Umalusi is a Public Entity in terms of Schedule 3A of the PFMA and is established by the GENFETQA Act.	<p>New political environment influenced by the dynamics of the 7th Administration.</p> <p>There is misconception of educational policies.</p> <p>It may take time for the new administration to settle and understand various educational policies.</p>	<p>The new Administration might embrace the mandate of Umalusi.</p> <p>This might result in more budget for the organisation to carry out its mandate.</p> <p>Engaging with officials from the new administration will provide Umalusi with an opportunity to:</p> <ul style="list-style-type: none"> • Correct misconceptions of policies. • Build stronger working relationships with new officials who may be flexible to change. 	Political ideology (leadership changes in the education system).

	Strengths	Weaknesses	Opportunities	Threats
Economical	<p>Regular allocation from the DBE and own revenue from verification, accreditation and certification services.</p> <p>Sound financial position.</p> <p>Good management of the budget over the years.</p> <p>Sound financial control environment.</p>	<p>Umalusi does not have a policy to support the self-funding policy model which would allow the organisation to charge the assessment bodies directly.</p> <p>Dependency on the DBE allocation might compromise the organisation's autonomy.</p> <p>Umalusi is dependent on the State Information Technology Agency (SITA) on some functionalities, which is costing the organisation a lot of money.</p> <p>Inadequate grant allocation to pursue Umalusi's increasing mandate.</p>	<p>Review the funding model of Umalusi.</p> <p>An opportunity to generate revenue from charging a fee for quality assurance of foreign qualifications and other modes of curriculum delivery providers.</p>	<p>Delayed payment by assessment bodies, which might affect the financial position of the organisation.</p>

	Strengths	Weaknesses	Opportunities	Threats
Social	<p>Good customer service.</p> <p>The public has confidence in the execution of Umalusi's mandate.</p> <p>Communication and sharing of information with the public.</p> <p>Wellness programmes are organised for staff.</p> <p>Performance rewards and broad banding of salary scales.</p> <p>Human Capital Management (HCM) policies guide the operations of the organisation.</p> <p>Career development is supported through bursaries.</p>	<p>Limited human capacity to support the mandate of Umalusi.</p> <p>Challenges with the current switchboard system – customers are unable to get through to the switchboard.</p> <p>Lack of dedicated call centre to deal with queries.</p>	<p>Umalusi has an opportunity to automate some processes in order to improve service delivery.</p>	<p>Not issuing certificates on time might cause reputational harm to the organisation.</p> <p>High unemployment rates could be the reason for people selling fraudulent certificates for income or others obtaining fraudulent certificates to get employment.</p>

	Strengths	Weaknesses	Opportunities	Threats
Technological	<p>Umalusi has automated business processes e.g., the online replacement certification.</p> <p>Umalusi has infrastructure for staff to work from home/hybrid.</p> <p>Migration to the Cloud.</p>	<p>Limited capacity to efficiently carry out the replacement certificate service.</p> <p>Legacy systems, such as Management Information System (MIS).</p> <p>Systems development for some business processes has been affected by high Information and Communication Technology staff turnover.</p>	<p>An opportunity to purchase improved ICT systems.</p> <p>With technological advancements the organisation has an opportunity to go green. This will have a positive spin-off on the environment as less paper will be used.</p>	<p>Challenges in efficiently providing the replacement certificate service could potentially harm the organisation's reputation.</p>
Environmental	<p>Online processes reduce the organisation's paper usage.</p> <p>Umalusi owns its buildings.</p> <p>Umalusi buildings have backup power, which allows business continuity during loadshedding.</p>	<p>No national footprint (only one office, no provincial offices).</p> <p>Dependency on assessment bodies' management plans to plan quality assurance processes. Their plans are not communicated on time, making the work of Umalusi difficult.</p>	<p>Umalusi has an opportunity to influence the regulation of online schools and charge them for accreditation and quality assurance services.</p> <p>Umalusi has an opportunity to install renewable energy to reduce the cost of electricity.</p> <p>To rationalise the curricula underpinning GFETQSF qualifications to address climate issues of sustainability.</p>	<p>Client overflow to Umalusi Office because there is only one office.</p>

	Strengths	Weaknesses	Opportunities	Threats
Legal	Umalusi is guided by a legislative framework and operates within a stable environment.	Umalusi does not have a legal service unit; however legal services are contracted when required.	An opportunity to seek legal advice from other government organisations/ departments.	<p>Delayed presentation of certificates to clients might cause legal suits and reputational damage.</p> <p>Institutions that are not granted accreditation have the legal right to challenge Umalusi.</p> <p>The move of the Matriculation Board to Umalusi will require additional resources from Umalusi should the proposed move be successful.</p>

4.1 External Environment Analysis

4.1.1 Policy performance

Umalusi's policy mandate as a quality council is to ensure that South African education is of quality, inclusive and has no contents of discrimination, through:

- Developing qualifications and associated curricula as required for the sector;
- Accrediting private education institutions to offer such qualifications and quality-assuring provision;
- Accrediting private assessment bodies to assess the qualifications;
- Quality assuring assessments and issuing certificates for learner achievements; and
- Commissioning or conducting research on educational developments to inform the quality assurance processes and provide direction to the work of Umalusi.

The organisation had five priorities to deliver on its policy mandate for the 2019-2024 Medium-Term Strategic Framework (MTSF) period. The priorities were:

- reviewing the quality assurance approach;
- reviewing, evaluating and appraising qualifications submitted for registration on the GFETQSF;
- providing input to the legislative framework;
- intensifying research on educational developments linked to the sub-framework to innovate and advise the relevant Ministers of Education; and
- sharpening advocacy to communicate accurate and relevant messages to all stakeholders on issues relating to qualifications in our sub-framework.

The following work was conducted in the past five years.

Table 2: Policy mandate performance against priorities over the past MTSF period

Strategic priorities 2019-2024	Performance over MTSF period
Reviewing the quality assurance approach	<ul style="list-style-type: none"> • GETC: ABET question papers were moderated within 18 months. • Blended training approaches for Umalusi external moderators. • Accreditation and monitoring instruments were reviewed. • Accreditation process for private assessment bodies was reviewed. • A revised strategy was developed for the moderation of School-Based Assessment/Site-Based Assessment (Sba), Integrated Summative Assessment Task (Isat)/Practical Assessment Tasks (PAT) and oral assessments. The instruments to be used for the implementation of the new strategy were revised. The strategy is problem oriented. It focuses on centres/schools whose SBA marks have been rejected. • Reviewed the modalities for marking guideline standardisation and the audit of appointed markers. • A procedural change was adopted for the state of readiness audit, which now has two modalities (online and face-to-face). • A protocol for monitoring the conduct of the examination (i.e., the writing and marking phases) was developed and implemented for the deployment of monitors.

Strategic priorities 2019-2024	Performance over MTSF period
	<ul style="list-style-type: none"> • Instruments for monitoring examination conduct and state of readiness were reviewed to enable the implementation of the adopted approaches.
<p>Reviewing, evaluating and appraising qualifications submitted for registration on the GFETQSF</p>	<ul style="list-style-type: none"> • Evaluated the General Education Certificate (GEC) qualification and made recommendations for its strengthening. • Evaluated additional subjects on the NC(V) and updated the qualification on the NQF. • Recommended the phasing out of the NSC (Colleges) qualification, the German Abitur qualification and the National Education Report 190/191 Engineering Studies N1-N3 Programmes. • Appraisal of the NC(V) Level 2-4 Robotics, Programming, Electronics and digital concepts for robotics. • Appraisal of the Coding and Robotics Grade R-9 CAPS curriculum.
<p>Providing input to the legislative framework</p>	<ul style="list-style-type: none"> • Provided input to the development of the framework for the regulation of online schools and the circular guiding the establishment of online schools. • Provided input to the review of the GENFETQA Act. • Provided input to the review of the NQF Act.
<p>Intensifying research on educational developments linked to the sub-framework to innovate and advise the relevant Ministers of Education</p>	<p>Umalusi has conducted numerous research projects related to the sub-framework. This includes, among others:</p> <ul style="list-style-type: none"> • Practitioners' perceptions and understanding of the approaches underpinning curriculum and pedagogy in an early childhood classroom. • Towards a review of Umalusi's SBA moderation model in content subjects. • Towards a reporting framework of learner achievement at phase-end of Grades 3, 6 and 9. • Full Steam ahead: Towards Three streams Issue 1 (Appraisal of the GEC Vocational and Occupation-oriented subjects). • Full Steam Ahead: Towards Three Streams Issue 2 (Appraisal of the GEC Schools of Skill Fundamentals). • International Benchmarking of the NSC. • GEC Assessment Framework: Framework for evaluating the vocational assessment underpinning the GEC. • GEC Assessment Framework: Framework for evaluating the vocational assessment underpinning the GEC.

Strategic priorities 2019-2024	Performance over MTSF period
Sharpening advocacy to communicate accurate and relevant messages to all stakeholders on issues relating to qualifications in our sub-framework	<p>Umalusi used various initiatives to interact with stakeholders in different areas of its legislative mandate. The initiatives included:</p> <ul style="list-style-type: none"> • Presentations at the Department of Higher Education (DHET) Lekgotla and curriculum workshop on the Umalusi quality assurance of assessment framework and requirements. • Accreditation Forum – provided updates on issues related to qualifications on the GFETQSF affecting private education institutions. • Webinars on different topics, such as online provision of education; unpacking the gains and losses of the quality assurance of internal assessment over a period of five years; how Umalusi deals with problematic questions and missing scripts during examinations; and what to look for in choosing an IS or private college. • Articles in the external newsletter of Umalusi, namely Makoya. • Annual meetings with officials from the DBE, provincial education departments (PED) and private assessment bodies. • Meetings with principals in various provinces. • Presentation at the Federation of Governing Bodies of South African Schools (FEDSAS) mini-summit. • Presentations on standardisation of examination results and other mandated areas of Umalusi's work to the MECs of Education in different provinces, heads of PED, senior management and academics at various South African universities, conferences, etc. • Exhibition of Umalusi services at events organised by various stakeholders, such as the DBE, DHET, universities, Sector Education and Training Authorities (SETAs), PED, teacher unions, principals' associations, etc. • Organising media briefings to inform the public and other stakeholders about topical issues affecting Umalusi at the time. • Issuing media statements on various issues affecting the mandate of Umalusi. • Conducting interviews through national and regional radio and television stations. • Posting key messages on Umalusi social media platforms about key issues related to current events.

4.1.1.1 Implementation of mandates over MTSF 2019-2024

The 6th Administration had the following seven priorities for the MTSF period:

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

Umalusi mainly contributed to Priority 3: Education, skills and health. While the organisation is not directly responsible for achieving the NDP and MTSF targets, the organisation worked collaboratively with stakeholders in the education sector towards achieving them. Umalusi ensured improved assessments at the exit levels of all qualifications registered on the GFETQSF of the NQF through quality assurance processes. This was achieved through:

Moderation of assessment instruments (examination question papers, PAT, ISAT and Life Orientation Common Assessment Task (CAT));

- Monitoring and moderation of internal assessments (SBA, orals, internal continuous assessment (ICASS) and ISAT/PAT);
- Audit of the state of readiness to conduct examinations;
- Audit of appointed markers;
- Monitoring of the conduct, administration and management of assessment and examination processes;
- Standardisation of marking guidelines;
- Monitoring and verification of marking;
- Management of concessions and examination irregularities;
- Standardisation of assessment outcomes;
- Approval of release of results; and
- Evaluation, accreditation and monitoring of private assessment bodies to determine the quality of provision.

The organisation also ensured that quality was not compromised in achieving the MTSF targets. The following table details Umalusi's performance in ensuring quality in alignment with the MTSF targets.

Table 3: Maintaining quality in alignment with MTSF targets

MTSF priority	Target	Indicator	Umalusi's performance over MTSF period
Priority 3: 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.	Appraised the Coding and Robotics curriculum and directives and sent them to the DBE. Umalusi appraised the revised curricula for Coding and Robotics in Grades R-3, as well as the remaining grades.
		The number of youths obtaining Bachelor-level passes in the NSC.	Umalusi ensured that the quality of Bachelor-level passes was of the required standard.
		The number of youths obtaining 60% and above in Mathematics.	Conducted quality assurance of assessment activities in schools and processed certification data.
		The number of youths obtaining 60% and above in Physical Science.	

MTSF priority	Target	Indicator	Umalusi's performance over MTSF period
	Target 4: More learners obtain an NSC with excellent marks in critically important subjects by 2024 (contributes towards a prosperous and equitable South Africa).	100% of Schools of Skill implementing the technical-occupational curriculum.	Umalusi appraised the curricula of occupationally oriented subjects. Umalusi evaluated the GEC curricula for technical subjects.
		1 007 ordinary schools implementing the technical-occupational curriculum.	Umalusi investigated how learners from Schools of Skill can be accommodated in the proposed GEC qualification.

4.1.2 Organisational performance environment

4.1.2.1 Accreditation

As reflected in Figure 1, from April to December 2024, 60 private education institutions were granted accreditation, 28 were awarded provisional accreditation, and 51 had a 'no accreditation' outcome. Forty did not meet the requirements for accreditation on the first consideration of evidence verified and were given a window period to improve. In addition, 234 identified private education institutions were monitored after being granted accreditation.

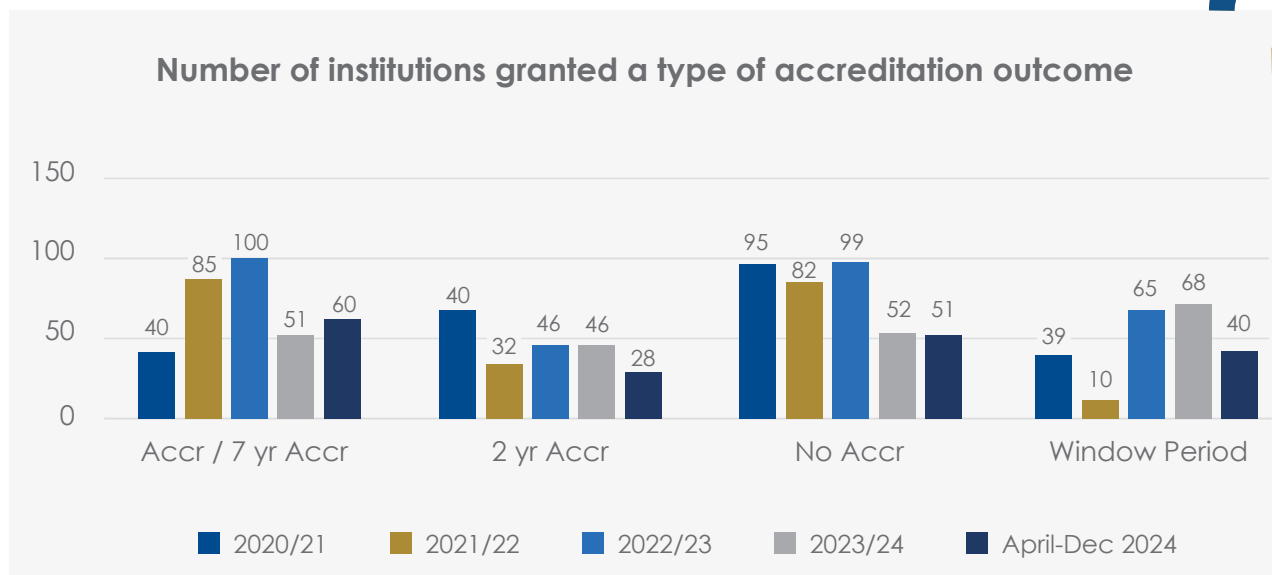


Figure 1: Number of institutions granted a type of accreditation outcome (2020/21 - Dec 2024)

In the five years represented in Figure 1, the percentage of institutions not meeting the requirements for accreditation (that is, receiving an outcome of no accreditation or a window period to improve) remains relatively constant, at an average of 54%, except for 2021/22. This is a worrying factor because it indicates that most institutions that applied for accreditation offered the qualification but did not implement it at the required standard. This percentage of institutions granted accreditation or seven years accreditation has increased slightly in 2024/25 (49%) compared to 44% in 2020/21. Although the institutions attend a Quality Promotion meeting at the start of the accreditation process, where the requirements for accreditation are clearly outlined, it appears that many institutions in recent years have not applied the necessary rigour to ensure that they are compliant with the requirements for accreditation.

4.1.2.2 Certification

Certification is the formal recognition of a qualification, or part-qualification, awarded to a successful candidate. Umalusi fulfilled its mandate and issued certificates to all candidates who qualified and complied with the requirements for a qualification, or who passed one or more subjects.

The certification of candidates in an academic year, January to December, does not always coincide with the financial year, as it clearly depicted on the graph in Figure 2. Certificates are issued based on requests from the PED and the private assessment bodies once they have completed their processes. In the 2023/24 financial year, most of the candidates (1 496 504) for the 2022 and 2023 academic year were certified. In the 2022/23 financial year, only 788 402 certificates were printed, for candidates from the 2021 and 2022 academic years.

Umalusi has already printed and issued 505 932 certificates from 1 April 2024 to 31 December 2024. This number includes the overflow of the 2023 cohort of candidates who were certified in the 2023/24 financial year and candidates from six PED who wrote the June 2024 examination (the rest are yet to be certified). This is reflected in Figure 2.

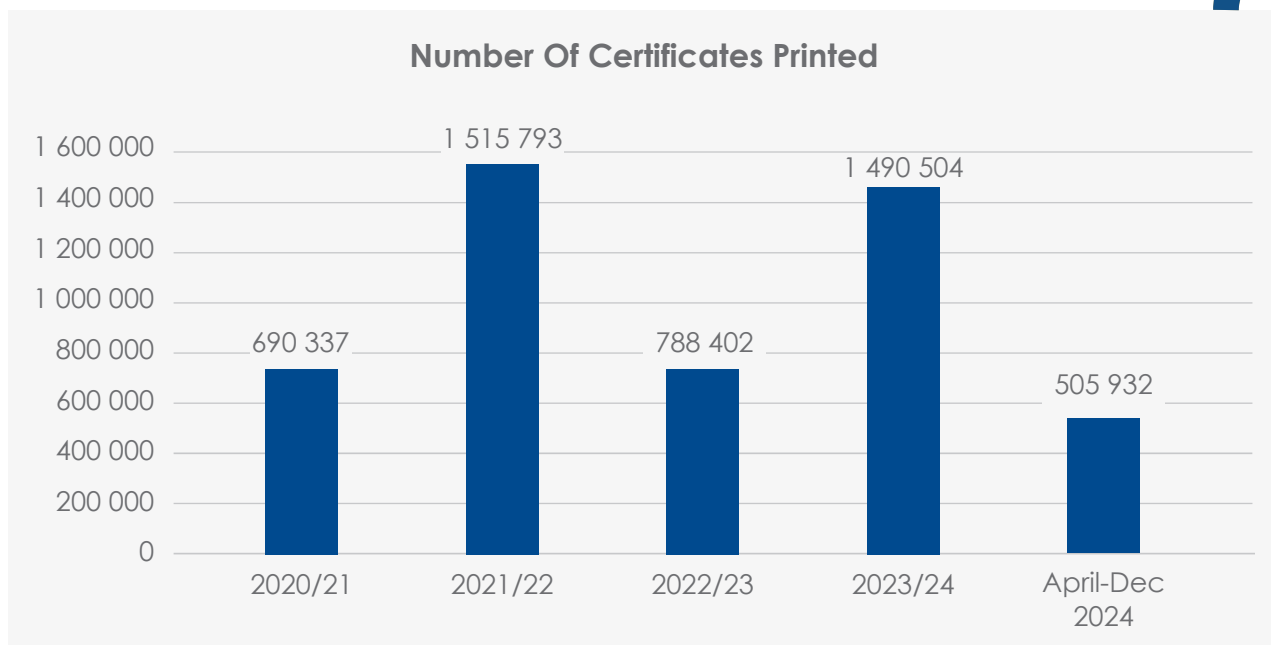


Figure 2: Certification statistics for 2020/21-Dec 2024

4.1.2.3 Online certificate replacement system

Umalusi developed and implemented an online application system for the replacement of lost or damaged certificates in the 2022/23 financial year. The purpose of this system is to provide effective and efficient service to candidates who need to replace certificates. Enhancements to the online system are being made regularly to improve the system's effectiveness. Future enhancements will focus on integration with the courier company to improve the delivery time and communication with candidates, via SMS services.

The online certificate replacement system has issued 17 207 certificates to date. The demand for this service has grown rapidly. As a result, enquiries, couriers and collection of certificates have also increased. This has put a strain on the existing capacity constraints to deliver on this service fully. In addition, the high staff turnover of ICT developers has negatively affected the maintenance and enhancements of the system, thereby causing delays in issuing

the replacement certificates. Measures must be put in place to eradicate these challenges. This includes the review of human capacity resources in Certification, to meet the demand for the replacement certificates.

4.1.2.3 Verification

Verification is the process followed by Umalusi to establish the authenticity of qualifications/certificates. Verification includes authenticating the qualification documents and verifying that the qualification was awarded to the individual in question; and that the content corresponds with the details on the Umalusi certification database. The number of verifications undertaken in 2024/25 until 31 December 2024 totalled 182 824; this includes 1 842 manual confirmations, 175 044 e-verifications and 5 938 full verifications. Figure 3 shows the trend over the last five years, with a yearly increase in verifications.

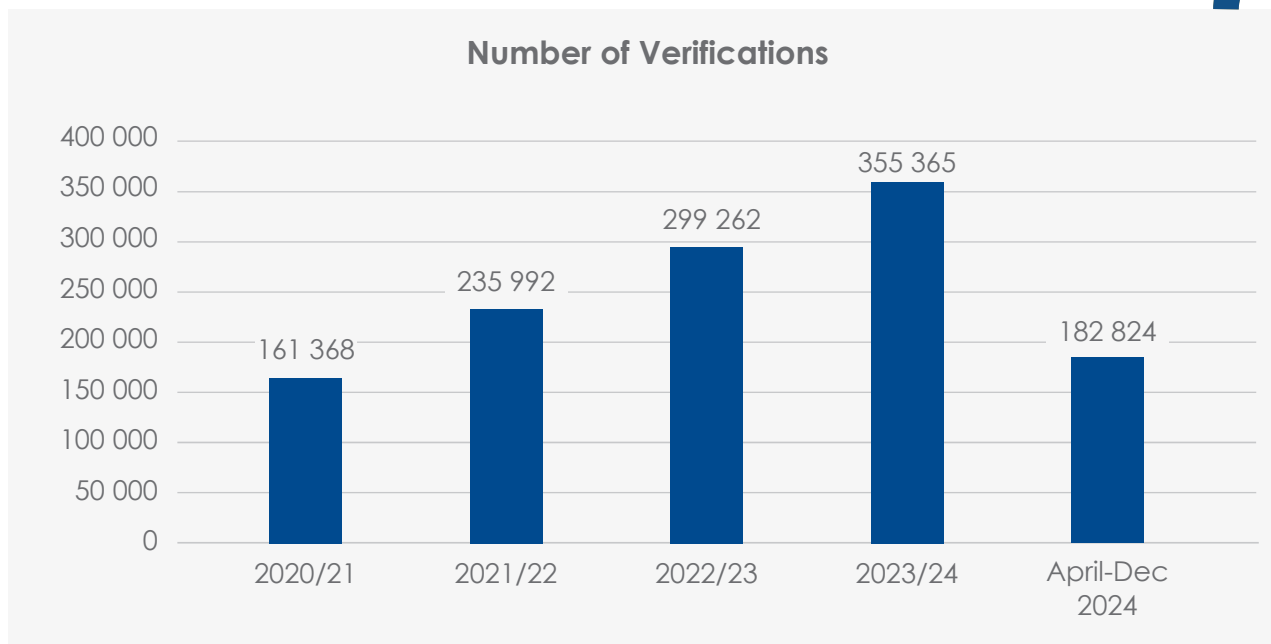


Figure 3: Verification statistics for 2020/21 - Dec 2024

4.1.2.5 Quality assurance of assessment

Since its inception Umalusi, as one of its core mandates, has quality-assured assessment processes for all qualifications in its sub-framework. This function includes moderating question papers, monitoring site/SBA, ISAT/PAT and 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 registered on the GFETQSF across all assessment bodies, i.e., the DBE, DHET, Independent Examinations Board (IEB) and South African Comprehensive Assessment Institute (SACAI). Figures 4 to 7 reflect some of the quality assurance of assessment processes conducted by Umalusi during the past four years.

4.1.2.5.1 Moderation of question papers

Umalusi moderates question papers for all qualifications registered on the GFETQSF to ensure that they meet the required standards and that they are fair, reliable and reflect appropriate levels of cognitive difficulty.

The total number of DBE, IEB, and SACAI NSC question papers moderated in 2023/24 increased due to the moderation of additional question papers. These included replacement papers for candidates unable to write exams due to factors beyond their control, approved question papers that were compromised and required replacement, and banked question papers that were utilised and subsequently replaced.

The DHET's June and November 2023/24 GETC: ABET examination question papers were moderated and approved 18 months before the commencement of the examinations. The number of question papers moderated and approved for post-school qualifications increased from 507 in 2022/23 to 551 in 2023/24. The increase was a result of the introduction of new Robotics subjects for NC(V) L2; the replacement of a compromised paper in the NATED programmes; and 17 instead of 16 IEB GETC: ABET question papers were externally moderated because an additional learning area was assessed in the GETC: ABET mid-year examinations.

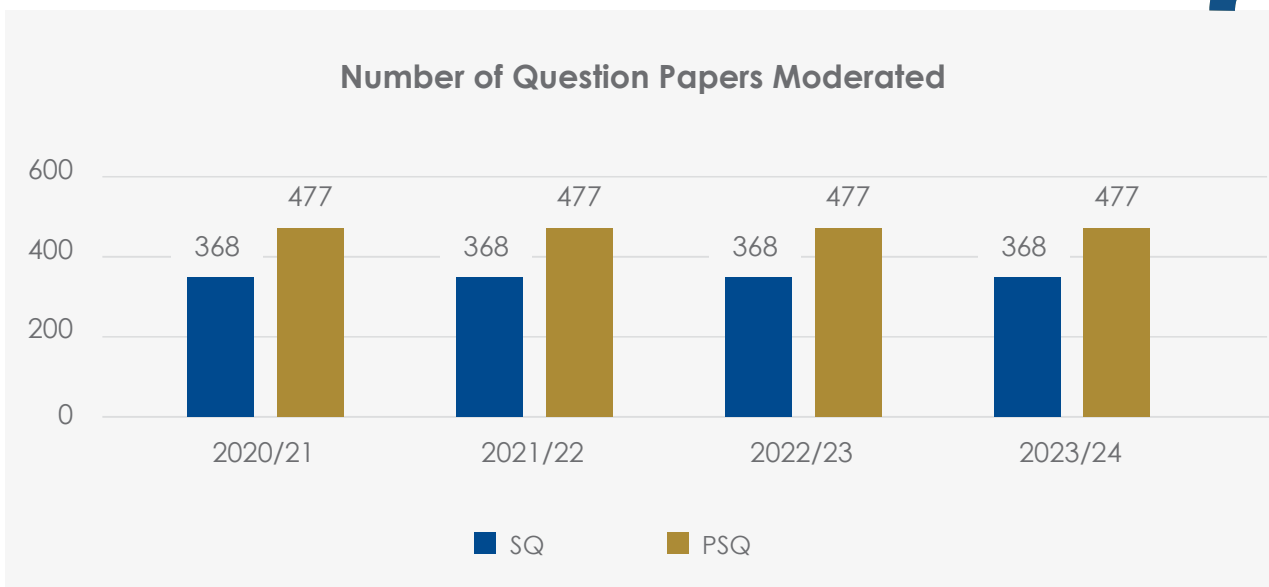


Figure 4: Number of question papers moderated (2020/21 - 2023/2024)

4.1.2.5.2 Monitoring the writing of examinations

Umalusi undertakes the oversight monitoring of the writing of examinations for the qualifications registered on the GFETQSF at a sample of examination centres. This is to determine whether assessment bodies conduct, administer and manage the examinations, in accordance with the prescripts of the regulations that govern the national examinations, to ensure valid and reliable results and maintain the credibility of the assessment.

Umalusi intends to increase the number of examination centres monitored annually. In 2022/23, the centres monitored were not in line with Umalusi's plan to incrementally extend the scope of quality assurance. A notable drop was

evident during the period 2023/24, wherein the number of centres monitored declined from 653 in 2022/23 to 454. This decline can be attributed to the reduced budget allocations and the shifting of the GETC: ABET function, which adversely impacted on sample sizes.

The number of centres monitored for the writing of examinations increased sharply for the post-school sector, from 118 in 2022/23 to 315 in 2023/24. The increase can be attributed to the function shift of the monitoring and evaluation from the Quality Assurance of Assessment: School Qualifications (QAA: SQ) to the Quality Assurance of Assessment: Post-School Qualifications (QAA: PSQ) Unit.

Figure 5 summarises the number of examination centres monitored over the past four years.

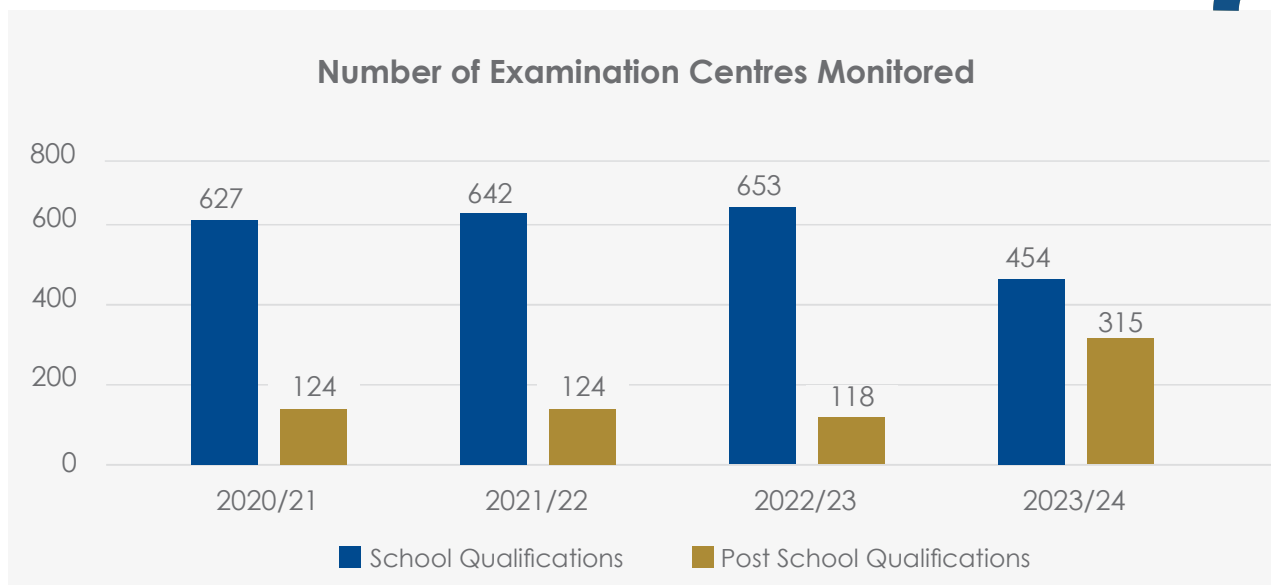


Figure 5: Number of examination centres monitored (2020/21 - 2023/24)

4.1.2.5.3 Monitoring of marking centres

Monitoring of the marking of examinations, administered by the DBE, DHET, IEB and SACAI, is conducted to ensure that standards are maintained and that examinations are executed in compliance with the conduct, administration and management of the examination's regulations. Accordingly, Umalusi monitors the marking process to ensure the integrity and credibility of the marking process, as well as to ensure that national standards are applied uniformly.

In 2023/24, the number of monitored marking centres slightly increased from 31 to 43. This slight increase was in line with Umalusi's plan to incrementally extend the scope of verifying the readiness of marking centres to quality assure the marking activities.

The monitoring of the marking centres in the post-school sector increased from 25 to 42 in the 2023/24 financial year compared to the 2022/23 financial year, because additional funds were allocated as a result of the GETC: ABET function shift and one NATED N2 subject that was rewritten.

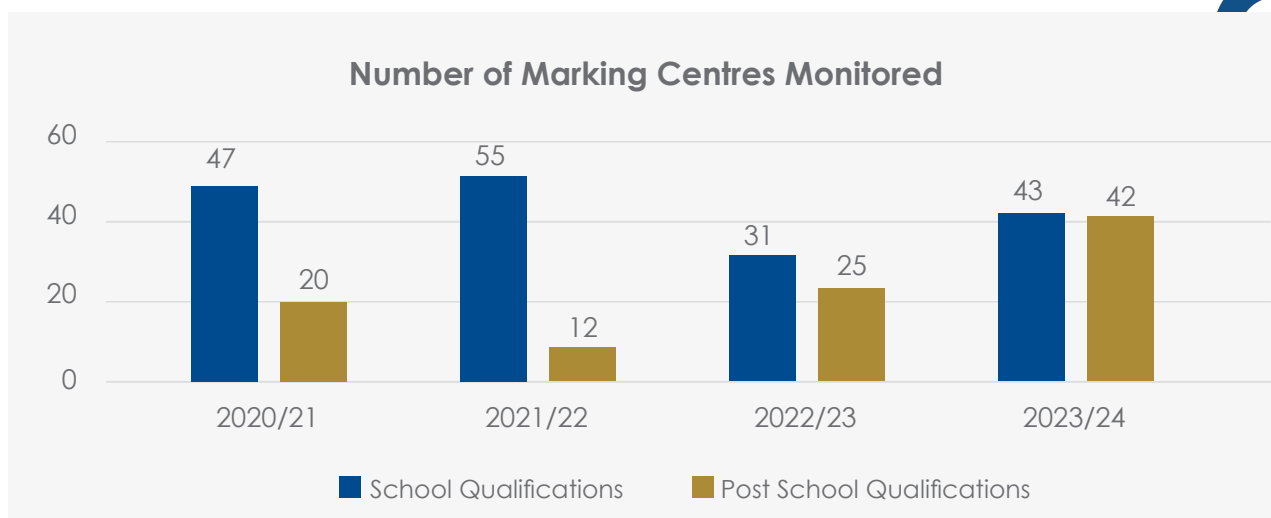


Figure 6: Number of marking centres monitored (2020/21 - 2023/24)

4.1.2.5.4 Verification of marking

Umalusi conducts verification of marking to ensure that the assessment bodies mark the candidates' scripts according to the approved marking guidelines and that the standard of marking is consistent and fair. To this end, Umalusi conducted verification of marking for all NSC examinations undertaken by the SACAI, IEB and DBE during the Medium-Term Expenditure Framework (MTEF) period.

For the Schools sector, the number of subjects whose marking was verified increased from 89 to 93 between fiscal years 2020/21 to 2021/22. The gradual increase in the number of subjects was informed by Umalusi's resolve to increase its oversight coverage over time.

With the advent of declining financial resources owing to budget cuts and austerity measures, the determination to increase the number of subjects for the verification of marking yearly was impossible to sustain. However, the coverage was kept almost constant, at about 92, between financial years 2021/22 to 2023/24.

The period 2023/24 saw an increase in the number of subjects for post-school qualifications for which the verification of marking was conducted, from 161 in 2022/23 to 234 in 2023/24, comparable to the 224 of 2021/22 achievement. This was the result of the additional budget, which led to an increase in samples.

Figure 7 summarises the verification of marking conducted over the past four years.

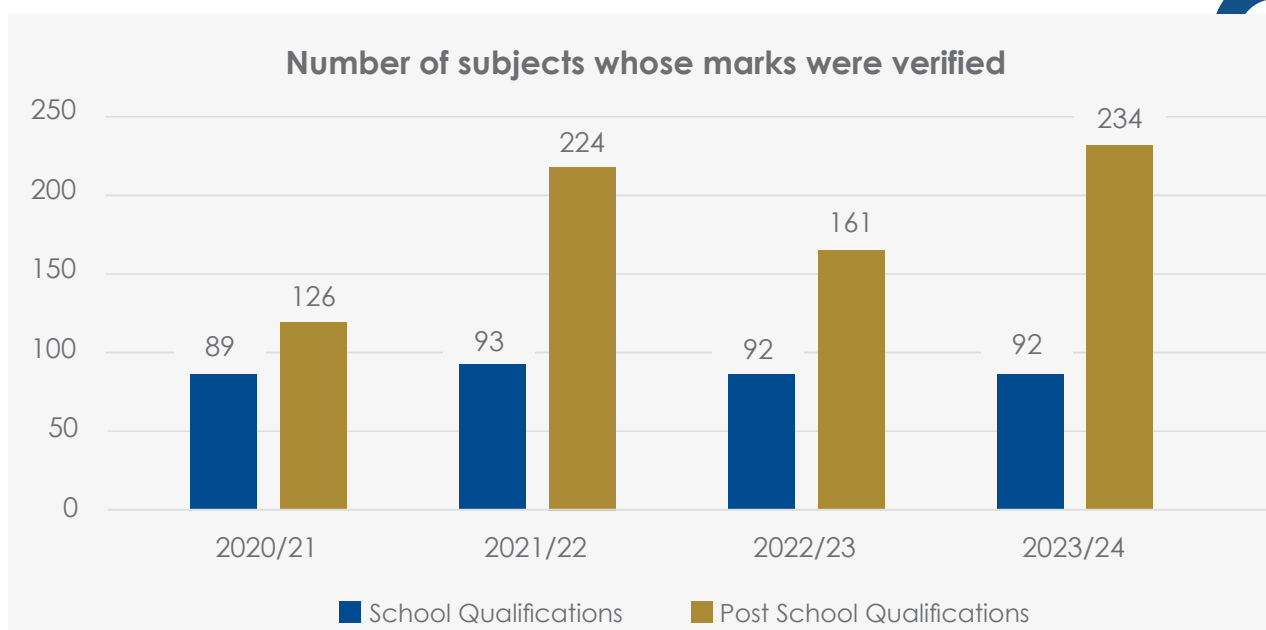


Figure 7: Number of subjects for which marking was verified (2020/21 - 2023/24)

4.1.3 Demand for services

4.1.3.1 Online schools

Online schools currently operate in an unregulated environment, as existing legislation and frameworks do not specifically address them. Some of these schools offer the NSC and ensuring the credibility of this qualification in online schools is critical. To safeguard the integrity of the NSC, non-negotiable guidelines have been shared with assessment bodies as an interim measure. Additionally, assessment bodies must apply for concessions to certify candidates from online schools, provided they are willing to take full accountability. Umalusi is currently working closely with the DBE on regulatory matters concerning online schools. Umalusi has contributed to the development of guidelines for the interim registration of online schools, which the DBE will share with relevant stakeholders. These guidelines will be in place until regulations for online schools are finalised. Umalusi is also conducting research on quality assurance for online assessments.

4.1.3.2 Offering of qualifications outside the borders of South Africa

The year 2022 was the last in which the NSC was offered outside the borders of South Africa. This came after Umalusi struggled with the challenge of not being able to perform quality assurance in the countries where Umalusi qualifications were

offered. In an attempt to remedy the situation, the Minister of Basic Education received legal advice from the Department of Justice and Constitutional Development.

The NATED N1–N3 programmes have been administered in Namibia and eSwatini through intergovernmental agreements. The Minister of Higher Education, Science and Innovation promulgated the phase out of NATED N1–N3 programmes through Government Gazette 49518 of 20 October 2023. The gazette notified the public of the last date of enrolment of N1–N3 programmes, that is, 31 December 2023. With South Africa undergoing the process to phaseout the NATED N1–N3 programmes, there is another process that is running concurrently, to phaseout the offering of the programmes in the two countries. This process is ongoing and led by the DHET and the Department of International Relations and Cooperation. Thus far, the Education Ministries of the two countries have been apprised of the intention to phase out the programmes. The DHET continues to provide Umalusi with regular updates on the matter. Regarding the quality assurance of the NATED examinations and assessments, Umalusi continued with moderation of question papers in collaboration with the DHET to ensure the credibility and integrity.

4.1.3.3 General Education Certificate

The GEC is a qualification under development by the DBE that has been proposed for registration

on Level 1 of the NQF, with 120 credits. The qualification was submitted to Umalusi for evaluation and subsequent approval and registration on the NQF. The evaluation process for the qualification was concluded and feedback was provided to the DBE, in the form of directives. Umalusi awaits the DBE's resubmission of the GEC qualification policy, together with the underpinning curricula, for consideration for registration on the GFETQSF of the NQF.

4.1.3.4 National Senior Certificate for Adults

The NASCA is a qualification registered at Level 4 of the NQF. Although this qualification is registered on the NQF, it is not ready for implementation, due to curriculum and implementation-related challenges.

A Ministerial Task Team (MTT) has been established to oversee the reconceptualisation of the qualification to address the challenges that have delayed its implementation. Umalusi is part of the MTT and provides regular updates to the internal structures of the organisation.

4.1.4 Credible qualifications

4.1.4.1 Benchmarking of the National Senior Certificate

To ensure credible qualifications in the 2019-2024 MTSF period, Umalusi commissioned the benchmarking of the NSC against selected international qualifications. These included the Cambridge Assessment International Education AS & A-Levels, the International Baccalaureate Diploma Programme (IBDP), the Kenyan Certificate of Secondary Education (KCSE), the Australian New South Wales Higher School Certificate and the Zimbabwean Forms 5-6 advanced level. The following subjects were sampled: English First Additional Language, Mathematics, Physical Sciences (Physics and Chemistry), Life Sciences (Biology) and Geography.

This benchmarking focused on qualification level, curriculum level and assessment practices. The study reviewed all relevant subject specifications in terms of the following aims: intended learning outcomes (where noted) and topics covered; specified curriculum dimensions such as knowledge and skills selection; and the sequencing and pacing of these subjects. In

addition, it included a cross-comparison of the summative assessment materials. The latter was important to determine the overall methods, assessment objectives and marking approaches employed and also to enable comparisons of the type and range of tasks included. The NSC was found to be comparable with these international qualifications.

4.1.4.1 Phasing out of NATED N1 - N3

The NATED N1-N3 programmes are pre-2009 programmes that are offered within technical and vocational education and training (TVET) colleges and were inherited by Umalusi. In 2020, the then Minister of Higher Education and Training gazetted the Determination of the Sub-Frameworks, which directed the quality councils to either align their respective qualifications to the sub-framework requirements or phase out those qualifications that did not meet them. The NATED N1-N3 programmes were among those qualifications that were found to be obsolete and did not meet the requirements. The process to phase out the NATED N1-N3 programmes was then carried out by the NATED Phase-Out Task Team (NPOTT), which was appointed to oversee the phase-out process. Umalusi was a part of the task team, and at present, the NATED N1 has been successfully phased out, with the last examination cycle having taken place in August 2024, with the NATED N2-N3 to be phased out in due course. It must also be noted that the DHET intends to retain certain NATED N2 subjects for the purposes of articulation for those Grade 12 learners who may wish to enrol for the occupational programmes that have been developed under the Quality Council for Trades and Occupations (QCTO), to replace the NATED N1-N3 programmes.

4.1.4.2 Stakeholder analysis

Stakeholders are an integral part of every organisation and, in Umalusi's case, important for ensuring that the quality of education in South Africa is up to the required standard. As part of ensuring quality education in South Africa, Umalusi is required by legislation to develop and manage qualifications and to maintain education standards in the GFETQSF. Therefore, the organisation works collaboratively with different stakeholders to realise its mandate. The following table shows broad stakeholders in Umalusi's space.

Table 4: Umalusi stakeholders

Broad category	Stakeholders
Policy makers	<ul style="list-style-type: none"> Minister of Basic Education Minister of Higher Education and Training Portfolio Committee on Basic Education Portfolio Committee on Higher Education and Training Provincial Legislatures The Presidency Parliament
Policy implementers	<ul style="list-style-type: none"> South African Qualifications Authority (SAQA), Council on Higher Education (CHE), QCTO South African Council for Educators (SACE), Universities South Africa (USAf), Joint Matriculation Board (JMB) DBE, DHET Independent schools, private FET colleges, private AET colleges Private assessment bodies (IEB and SACAI) Public schools, school governing bodies Universities, non-governmental organisations (NGOs)
Policy beneficiaries	<ul style="list-style-type: none"> Learners, parents/guardians, media, employers, civil society, universities, etc.
Staff	<ul style="list-style-type: none"> Umalusi employees

While Umalusi has many stakeholders, some directly influence its work in the quality sector: the organisation works with quality councils such as the QCTO, CHE and SAQA to manage different qualifications found in the NQF. Hence the four bodies collaborate through research task teams, as instituted by the Minister of Higher Education and Training, and representation in the Council structures of these institutions.

Umalusi also works with public assessment bodies: the DBE and DHET; and private assessment bodies: the IEB, and SACAI, through quality assurance processes. The assessment bodies offer and/or assess the following qualifications in the GFETQSF:

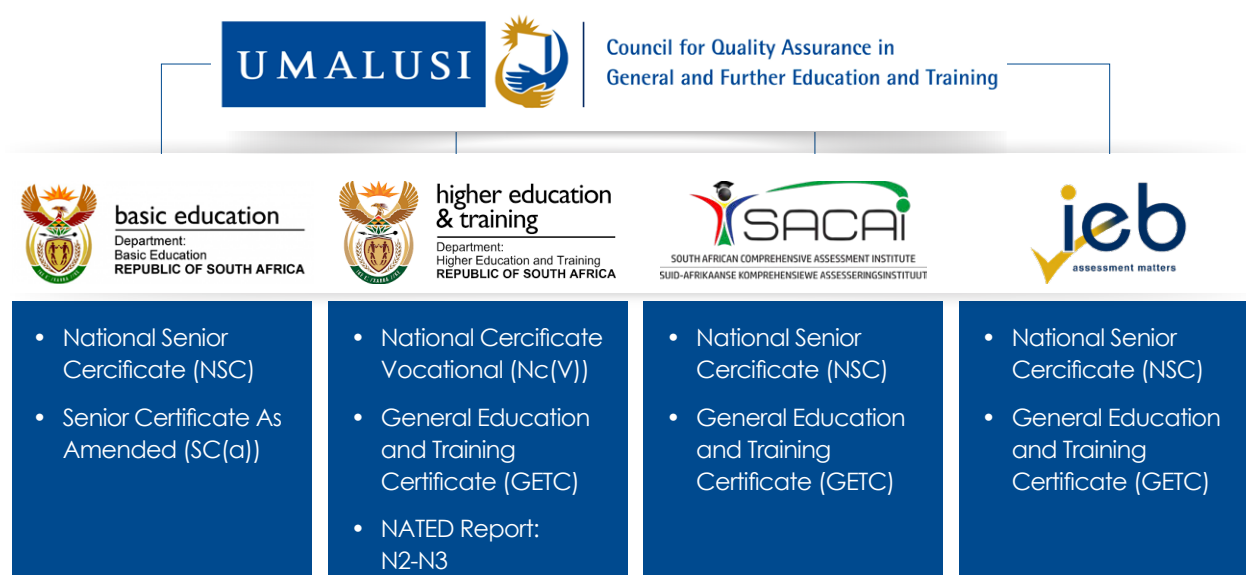


Figure 8: Public and private assessment bodies and the GFETQSF qualifications they offer and/or assess

Umalusi connects with the assessment bodies through quality assurance of assessment processes, evaluation of qualifications and curricula and certification of the qualifications they offer. The organisation also accredits all private assessment bodies.

Other stakeholders include private institutions that Umalusi accredits and institutions of higher learning with which Umalusi collaborates on matters of education research. Numerous verification clients depend on Umalusi to verify qualifications and learning communities utilise Umalusi's work and publications for their own research processes. The media is a crucial partner that provides a platform for informing the public about Umalusi's work. The public, which includes parents and learners, depends on Umalusi for information on accredited private institutions and the enhancement of quality education in the country.

4.1.5.1 Analysis of stakeholders and their needs

Table 5 provides a detailed overview of Umalusi's stakeholders, highlighting their specific needs, the importance of their roles, and the extent of their influence. Understanding this information is essential for developing effective engagement strategies that address the interests and concerns of each stakeholder group.

Table 5: Analysing needs and expectations of stakeholders

Stakeholders	Needs/expectations	Importance	Influence
QCTO	Research task teams as instituted by the Minister of Higher Education and Training and representation in the Council structures of these institutions	High	High
CHE	Research task teams as instituted by the Minister of Higher Education and Training and representation in the Council structures of these institutions	High	High
SAQA	Research task teams as instituted by the Minister of Higher Education and Training and representation in the Council structures of these institutions	High	High
Stakeholders	Needs/expectations	Importance	Influence
DBE	Quality assurance of assessment processes evaluation of qualifications and curricula and certification of the qualifications they offer	High	High
DHET	Quality assurance of assessment processes evaluation of qualifications and curricula and certification of the qualifications they offer Registration of private colleges applying for accreditation	High	High
IEB	Quality assurance of assessment processes evaluation of qualifications and curricula and certification of the qualifications they offer Accreditation	High	High

Stakeholders	Needs/expectations	Importance	Influence
SACAI	Quality assurance of assessment processes evaluation of qualifications and curricula and certification of the qualifications they offer Accreditation	High	High
Private education institutions	Accreditation	High	High
Institutions of higher learning	Research	High	High
Verification clients	Verification of certificates	High	high

Stakeholders	Needs/expectations	Importance	Influence
Media	Provides a platform for informing the public about Umalusi's work	High	High
The public	Depends on Umalusi for the enhancement of quality education in the country and for information on accredited private education institutions.	High	High
Employees	Influence public perception and educate the public about the mandate of Umalusi.	High	High

4.1.6 Problem and solution tree

The organisation used the problem and solution tree to analyse its environment by identifying its core problems, root causes and effects, with the intention of developing suitable interventions.

Table 6 shows the problem and solution tree analysis

Table 6: Problem and solution tree analysis

Problem tree			Solution tree		
Problem	Root cause	Effects	Solution	Intervention	Outcomes
Interference with Supply Chain Management (SCM) processes (preference for particular service providers)	Reluctance to change/ rotation of suppliers Fear of new suppliers due to bad service previously experienced	Compromises Umalusi as that may raise audit queries	Compliance with SCM policy and processes	Provide SCM processes awareness sessions	Efficient and effective administration systems
Unclear specification for suppliers	Limited market research/ needs analysis prior to submission to SCM	Poor quality of work from suppliers Withdrawal/ cancellation of request for quotations (RFQs) Delays in appointment of service providers	Clear specifications informed by research/ needs analysis by the end user	Continue with provision of trainings to end users	
Inability to meet Employment Equity (EE) targets	Limited EE specification on the advert	Unable to adhere to employment equity provision	Comply with EE targets	Benchmarking with other organisations Sourcing databases for unemployed people with disabilities	
Lack of online recruitment system	Limited funding	Human error in manual screening. This could lead to legal challenges	Acquire an online recruitment system	Acquire funding to procure the system Engage ICT to assist with sourcing a working system	

Problem tree			Solution tree		
Problem	Root cause	Effects	Solution	Intervention	Outcomes
Lack of performance information verification at unit level	Multiple commitments (meetings)	Strategy and Governance (S&G) gets limited time to validate the evidence, which leads to audit queries	Verification of evidence at unit level	Awareness workshops on evidence verification Encourage validation of information by senior and executive managers through the approval system	
Outstanding certification	<p>Learner data that is rejected is not resubmitted to Umalusi by the relevant assessment body</p> <p>The combination of results across assessment bodies is not automatic</p> <p>Poor implementation of certification directives to resolve system errors</p> <p>There is misalignment between systems/ data of the assessment bodies and Umalusi</p> <p>Failure by assessment bodies to analyse causes for rejected learner data</p> <p>There is a delay in the resolution of irregularities.</p>	<p>Disadvantages learners from accessing education at tertiary institutions – Unemployability – learners not finding jobs</p> <p>Reputational harm to Umalusi (Umalusi blamed for not issuing certificates)</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"> Automatic/ programmatic combination of subject statements into a full certificate Combination of subject statements across assessment bodies 	<p>Attaining certificates can promote employability and access to higher education institutions</p> <p>Improved public confidence in the system</p>

Problem tree		Solution tree		
Problem	Root cause	Effects	Solution	Intervention
Registration and certification of candidates at unaccredited institutions	<p>No systems are in place to support the management of the registration of learners from unaccredited institutions for examinations</p> <p>The public lacks information about accredited private institutions</p> <p>The DHET system allows private colleges registered/accredited for N4–N6 with the QCTO, to register candidates for the N2 and N3 examinations</p>	Candidates from unaccredited institutions are registered for examinations and certified by Umalusi	<p>Assessment bodies must only register candidates from accredited private education institutions</p>	<p>Assessment bodies must develop systems that support the management of registering learners for examinations at accredited institutions</p> <p>More advocacy to encourage learners to register with accredited institutions</p> <p>Umalusi provides a list of accredited institutions for the assessment bodies to use when registering those private institutions as examination centres. For example, the list of accredited institutions for the NSC examination the next year is finalised and submitted to the assessment bodies by October of the previous year</p>
				Zero certification of learners from institutions that do not meet the requirement for accreditation

Problem tree			Solution tree		
Problem	Root cause	Effects	Solution	Intervention	Outcomes
The misconception of qualifications in the GFETQSF	<p>Inadequate advocacy of qualifications in the GFETQSF</p> <p>Admission requirements at institutions of higher learning lean more towards the preference of NSC over NC(V)</p> <p>Some of the AET 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 were unintentionally obtaining two qualifications on the same NQF level, e.g., NSC followed by NC(V) Level 4</p> <p>Employers are reluctant to recognise particular qualifications such as the NC(V) Level 4</p> <p>People qualified with GETC: ABET are disadvantaged for further studies by thinking that their qualification is at NQF Level 4</p>	<p>Awareness of the difference between the qualifications in the GFETQSF</p>	<p>Advocacy on qualifications offered in the Umalusi sub-framework</p> <p>Engage USAf and Admissions Committee</p> <p>Intensify the working relationship between Umalusi, the DBE and the DHET in relation to NSC and NC(V) matters</p> <p>Advise the DHET to provide adequate pre-admission assessment and counselling before the admission of learners in GETC: ABET classes</p>	<p>Public and employers will understand the NQF levels of all Umalusi qualifications for articulation and career path purposes</p>

Problem tree			Solution tree		
Problem	Root cause	Effects	Solution	Intervention	Outcomes
The offering of qualifications not registered on the NQF	There are no consequences for institutions that offer qualifications that are not registered on the NQF	Institutions offering foreign qualifications bypass the accreditation process	Protection of the credibility of the qualifications on the NQF	Give inputs to the review of the NQF Act to be specific about the consequences of offering qualifications not registered on the GFETQSF	All qualifications offered in South Africa are registered on the NQF
	There is a perception that foreign qualifications are better than South African qualifications	The South African child grows up with the belief that foreign qualifications are better than South African qualifications		Increase advocacy on the NQF qualifications	
	PED are registering institutions and allowing them to offer qualifications that are not registered on the NQF	No benchmark exists for the quality of the curriculum offered			

Problem tree			Solution tree		
Problem	Root cause	Effects	Solution	Intervention	Outcomes
Unaccredited institutions	<p>PED not closing down unregistered and/or unaccredited schools</p> <p>Inability to meet Umalusi's accreditation requirements</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 IS in the country</p>	Umalusi is unable to attest to the quality of the provision at the institutions	<p>Closure of unaccredited institutions</p>	<p>Inform PED 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 private colleges and IS that meet the requirements for accreditation offer qualifications in the sub-framework
Institutions offering different modalities of online education	No regulatory framework for online education	<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 the 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>	Regulated online education

4.2 Internal Environment Analysis

4.2.1 Organisational structure

Umalusi is a small Schedule 3A entity with a staff of 151. The staff has increased from 139 to 151 in the past five years, including 13 newly created positions approved by the Umalusi Council in November 2022.

The management structure of this organisation comprises the Chief Executive Officer (CEO), three executive managers including the Chief Financial Officer (CFO), and ten senior managers. The organisation has three branches: Administration, Qualifications and Research (Q&R) and Quality Assurance and Monitoring (QAM).

Based on work demand, Umalusi wishes to expand the staff component. The transfer of the Matriculation Board will significantly impact the approved staff establishment and additional administrative support would also be required.

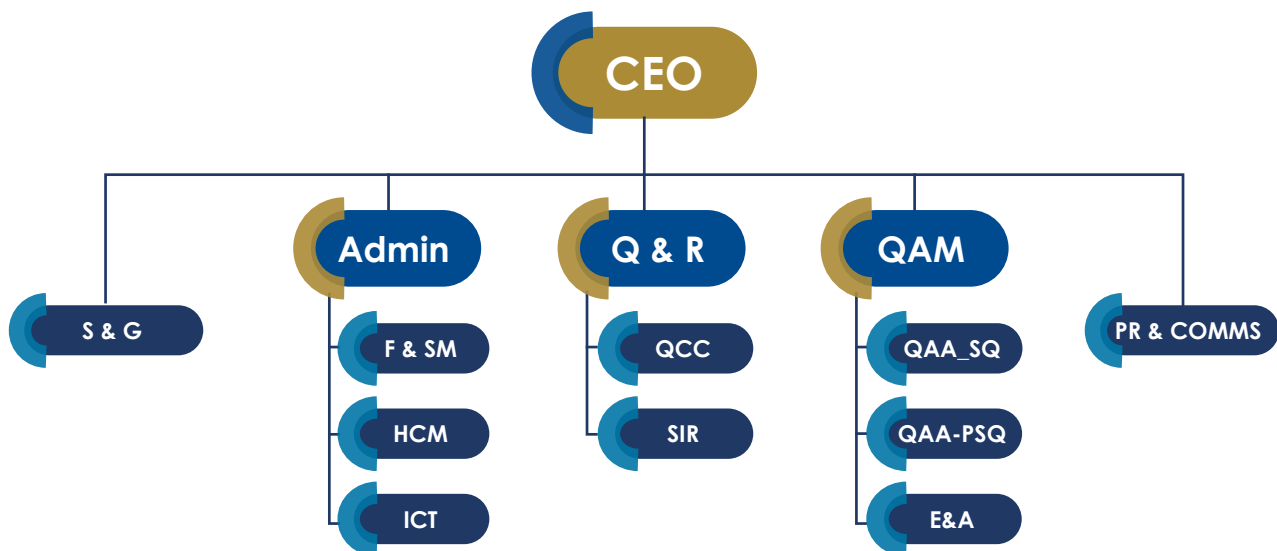


Figure 9: Current Umalusi structure

4.2.2 Staffing matters

Umalusi has experienced a high staff turnover rate in the 2022/23 and 2023/24 financial years. This is due to a lean structure with limited growth opportunities and a high workload. Umalusi Council approved the creation of 13 new positions to reduce the workload in some of the units. While this did not entirely solve the problem, it has shown progress in alleviating the challenges that the organisation faced. As a result, the organisation operates on 151 funded positions.

4.2.3 Capacity of the organisation to achieve its mandate

Umalusi set a target of maintaining its vacancy rate below 10% annually. The organisation has been successful in doing that during the MTSF period. The following vacancy rates were achieved, per financial year.

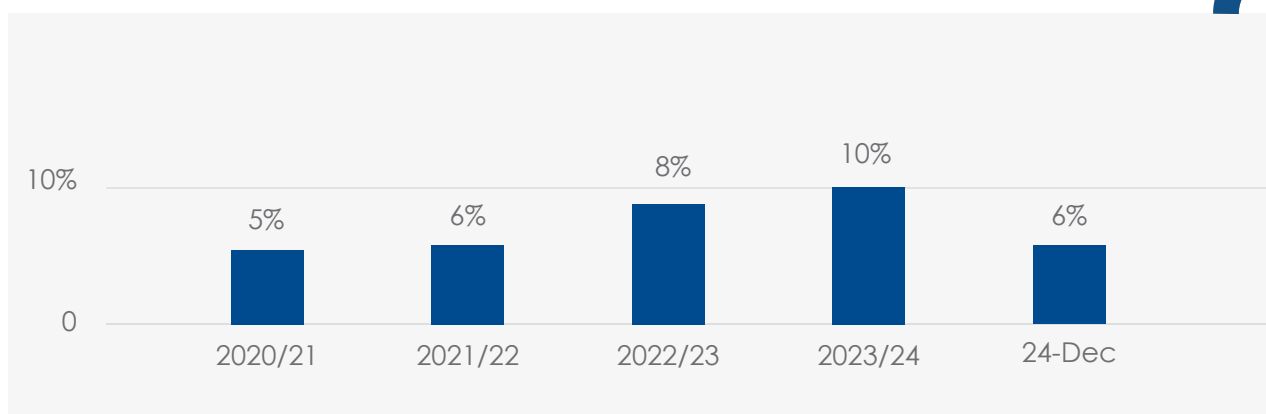


Figure 10: Organisational vacancy rate over five years (2020/21-Dec 2024)

4.2.4 Facilities

Umalusi began the previous term with overcrowding at Umalusi House, due to the expansion of the organisational structure that resulted in four additional business units and an increase in staff complement, from 139 in the 2022/23 financial year (FY) to 151 in 2023/24 FY. In response to the issues of overcrowding, the organisation refurbished Thuto-Mfundo building, 41 General van Reyneveld Street. The building was officially opened by the Minister of Basic Education, Mrs Angie Motshekga, in September 2023 and is currently occupied by Administration Branch officials, as well as some officials of the Qualifications, Curriculum and Certification (QCC) Unit.

Umalusi has received approval from the City of Tshwane to implement plans to resolve health

and safety compliance issues at the Umalusi House building. The procurement process is in progress.

In addition, several other upgrades have been implemented, including re-tiling the outside steps and building balconies, replacing the power supplies to both buildings with new generators and upgrading security.

Umalusi is set to install a perimeter fence by the end of the 2024/25 financial year.

4.2.5 Financial management

Umalusi's financial resources remain the key driver of all organisational activities, but the demand outweighs the available resources. Over the MTSF period, the following was budgeted and spent:

Fin year	Original budget	Actual income	Actual expenditure
2020/2021	R170,611,000	R156,307,565	R163,310,320
2021/2022	R195,023,000	R186,190,812	R177,624,113
2022/2023	R187,597,924	R197,442,280	R183,677,895
2023/2024	R197,428,000	R205,639,898	R204,831,445
*2024/2025	R208,228,000	R208,228,000	R208,228,000
*2025/2026	R218,145,000	R218,145,000	R218,145,000

* Estimated income and expenditure

4.2.6 Information and communication technology

Umalusi's main focus in the past five years was on the following main aspects:

a. Upgrading of business processes on MIS

Approval was granted for the upgrade of the MIS during the 2024/25 financial year. This upgrade will address the major risk that information technology (IT) system vulnerabilities impose on the organisation. It is set to improve the system's efficiency and provide data integrity.

b. Automation of core business processes

Key business processes were automated to improve business operations, namely implementing the certificate replacement system. The system is continuously being enhanced for the public. Since its initial deployment in 2022/23, it has enabled the organisation to generate revenue.

Phase 1 of the accreditation of independent providers' system was implemented during the 2023/24 period; the system aims to fully automate the process of accrediting independent providers. Testing and development of the second phase of the system has commenced and implementation is scheduled in the 2024/25 financial year, with the last phase scheduled for the 2025/26 financial year.

During the 2023/24 and 2024/25 periods, a conference system was developed and implemented to assist Umalusi with hosting the Association for Educational Assessment (AEAA)

conference. Additional support systems, such as SharePoint and Signing Hub digital signatures, were implemented to improve operational efficiency. Other improvements, such as increased network speed capacity, were also implemented.

c. Migration to the Azure cloud solution

Umalusi completed the migration of IT resources to the Azure cloud. The project was concluded on 1 April 2023.

4.2.7 Communication management

As a public entity, Umalusi has adopted the South African government's developmental approach to communication and the fundamental values of democracy, openness and public participation. Accordingly, Umalusi provides the public with timely, accurate and clear information about its services and initiatives.

To make information widely accessible to all South Africans, Umalusi uses various channels including its website, emails, newsletters, webinars, conferences, advocacy roadshows, press briefings, press statements, radio and television interviews, social media platforms (Facebook, X, LinkedIn and YouTube), as well as participation in community development projects.

Umalusi has established partnerships with various stakeholders, including the private sector, academia, research institutions and NGOs, to broaden its audience reach.

4.3 Challenges

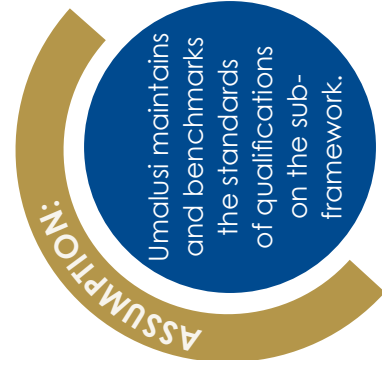
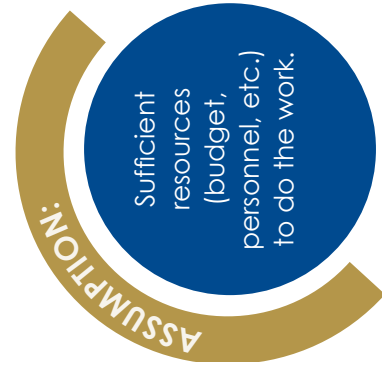
Challenge	Remedial action
Lack of synergy on pension matters between Umalusi and Associated Institutions Pension Fund (AIPF)	<ul style="list-style-type: none"> Electronic interface of pension information with service providers, AIPF and GEPP.
Limited storage space and capacity for records in the organisation	<ul style="list-style-type: none"> Creation of additional office for centralising documents that are ready for shredding and archiving.
Capacity constraints	<ul style="list-style-type: none"> Creation of additional positions to assist with the workload.
High staff turnover of ICT developers	<ul style="list-style-type: none"> Benchmarking with other organisations to determine how ICT packages are structured.
Limited availability of bid committee members for tender procurement processes	<ul style="list-style-type: none"> The selection of the Bid committee, members Bid Specification Committee (BSC) and Bid Evaluation Committee (BEC) will be expanded to managers and assistant managers. Bid Committee members will be informed at least 14 working days in advance of scheduled meetings.
Inadequate financial resources to carry out the mandate of the organisation	<ul style="list-style-type: none"> Developing an alternative funding model as a long-term solution.
Offering of alternate curricula in IS	<ul style="list-style-type: none"> Currently Umalusi is allowing schools offering alternate curricula in Grades 1-9 to apply for accreditation for Grades 10-12 only to comply with the regulations pertaining to the conduct, administration and management of the NSC examination.
Some associations and PED inform schools that they do not need to be accredited if they do not offer Grade 12	<ul style="list-style-type: none"> Advocacy through meetings with principals and officials from PED.
Fraudulent documents submitted by institutions, particularly SACE registration documents	<ul style="list-style-type: none"> Check with SACE if a document seems blatantly misrepresented. Working on implementing an MoU with SACE to facilitate checking all SACE documents submitted.
Increase in the number of concessions for the NC(V)	<ul style="list-style-type: none"> Joint training of the assessment bodies' examining panels and Umalusi's external moderators. Training of external moderators. Consequence management.

Challenge	Remedial action
Dysfunctional National Examinations and Assessment Irregularities Committee (NEAIC) of the DHET leading to unresolved GETC: ABET irregularities	<ul style="list-style-type: none"> DHET to review the NEAIC structure (roles and responsibilities).
Delays in the submission of question papers for external moderation by assessment bodies	<ul style="list-style-type: none"> Issued letters to assessment bodies with deadlines for submission. Addressed the matter at bilateral and question paper task team meetings.
Administration of assessment tasks that are not CAPS compliant	<ul style="list-style-type: none"> While systems (protocols/Standard Operating Procedures (SOP) are in place to ensure compliance to policies, monitoring must be intensified. The outcome of the monitoring must be analysed and feedback shared with relevant beneficiaries.
Poor quality of marking; and of internal moderation, or lack thereof	<ul style="list-style-type: none"> Capacity building is necessary across all levels of delivery. Capacitate teachers on the use of rubrics to mark candidates' responses, especially the marking of literary essays in languages and essays in general in content subjects.
Printing errors and errors in question papers	<ul style="list-style-type: none"> Consequence management. Audit the quality assurance unit of the assessment bodies (DBE, SACAI, IEB) where editing of question papers takes place prior to the final print-ready disks being finalised and despatched as print-ready consignment.
Inflated SBA marks	<ul style="list-style-type: none"> Tap into research on benchmarking to improve some of the critical aspects of the enacted and assessed curricula.
Automation of QAA instruments for improved information management	<ul style="list-style-type: none"> Modernisation of processes to enhance efficacy is necessary considering the latest developments in IT space.

Table 7: Theory of Change depicting the impact of Umalusi's work

Problem statement	Inputs	Activities	Outputs	Outcomes	Impact
Lack of compliance with administrative systems	<ul style="list-style-type: none"> Human and financial resources Policies and regulations 	<ul style="list-style-type: none"> Monitoring payment register. Prioritise filling of vacant positions. Acquire additional funding for systems and additional human resources. Maintain ICT health score at acceptable level. 	<ul style="list-style-type: none"> Minimised vacancy rate. Invoices paid within 30 days of receipt. Interim financial statements prepared and reviewed. Achieved ICT health network score. 	<ul style="list-style-type: none"> Efficient and effective administrative systems. 	Relevant and credible qualifications that position candidates to access economic and higher education opportunities, whilst preparing them to be responsible, active citizens
Outstanding certification	<ul style="list-style-type: none"> Human resources Certification datasets submitted to Umalusi 	<ul style="list-style-type: none"> Umalusi to enforce adherence to certification directives by assessment bodies. Umalusi to conduct workshops on certification matters. Umalusi is to revise certification directives, particularly to include: <ul style="list-style-type: none"> Automatic/programmatic combination of subject statements into a full certificate; and Combination of subject statements across assessment bodies. Processing of datasets for printing. 	<ul style="list-style-type: none"> Printed certificates. Submitted learner records to the NLRD. 	<ul style="list-style-type: none"> Enhanced educational standards. 	Relevant and credible qualifications that position candidates to access economic and higher education opportunities, whilst preparing them to be responsible, active citizens
The misconception of qualifications in the GFETQSF	<ul style="list-style-type: none"> Qualifications sub-framework Human and financial resources Advocacy material 	<ul style="list-style-type: none"> Conduct advocacy initiatives on qualifications offered in the Umalusi sub-framework. Engage USAf and Admissions Committee. Intensify the working relationship between Umalusi, the DBE and DHET in relation to NSC and NC(V) matters. Advise the DHET to provide adequate pre-admission assessment and counselling before the admission of learners in GETC: ABET classes. 	<ul style="list-style-type: none"> Advocacy initiatives conducted. 	<ul style="list-style-type: none"> Enhanced educational standards. 	Relevant and credible qualifications that position candidates to access economic and higher education opportunities, whilst preparing them to be responsible, active citizens

Problem statement	Inputs	Activities	Outputs	Outcomes	Impact
Unaccredited institutions	<ul style="list-style-type: none"> Accreditation requirements Human and financial resources Private education institutions 	<ul style="list-style-type: none"> Inform PED and the DHET of institutions that did not meet the requirements for accreditation. Continuous advocacy to educate the public using various platforms, e.g., community radio stations. Enhance Umalusi's presence on social media platforms. Self-evaluation Site visits 	Accreditation outcomes for private education institutions. Monitored private education institutions.		
Institutions offering different modalities of online education	<ul style="list-style-type: none"> Legislation Human resources Umalusi PR & Comms strategy 	<ul style="list-style-type: none"> Develop instruments for the accreditation of registered online education institutions. Provide input to discussions on development and amendment of legislation to accommodate the regulation of online education. Sharpen advocacy on accredited institutions. Consider reviewing the organisation's PR & Comms strategy (specify what can be verified where/what needs to be done). 	<ul style="list-style-type: none"> Accreditation outcomes for private education institutions. Advocacy initiatives conducted. 	<ul style="list-style-type: none"> Enhanced educational standards. 	Relevant and credible qualifications that position candidates to access economic and higher education opportunities, whilst preparing them to be responsible, active citizens







PART C

MEASURING OUR PERFORMANCE

5. Institutional Performance Information

As a result of the South African general elections on 29 May 2024, the 7th Administration, called the GNU, was announced at the end of June 2024. In outlining the MTDP 2024-2029, the President of the Republic of South Africa, Mr Cyril Ramaphosa, outlined three key priorities for the new administration:

1. To drive inclusive growth and job creation
2. To reduce poverty and tackle the high cost of living
3. To build a capable, ethical and developmental state

These priorities are aligned with international and national policies such as the United Nations Sustainable Development Goals (SDGs) and the NDP 2030, which also emphasise reducing poverty and addressing the high cost of living. In this context, Umalusi is committed to enhancing educational standards at the general and further education levels, ensuring that qualifications remain credible and aligned with the country's economic needs. For the 2025-2030 planning period, Umalusi has established guiding principles to drive its efforts towards transforming and positively impacting South Africa's education system.

Additionally, the DBE has identified key priorities for implementation during the MTDP period, including:

1. Early Childhood Development (ECD): mass registration
2. Improve literacy and numeracy
3. Inclusive education
4. Strengthen and improve curriculum
5. Three-stream model

Umalusi will support these efforts by conducting research to review and inform policies aligned with these priorities. This includes reviewing the GFETQSF and related policies, investigating how learners in the Schools of Skill are recognised as part of the broader general education qualification (NQF Level 1) and appraise intended curricula and assessed curricula, among other initiatives.

6. Measuring the Impact

Umalusi conducted a situational analysis to identify gaps within its area of operation in the education sector. The findings highlighted the need to clearly define Umalusi's role as a quality council, enabling the organisation to ensure that its qualifications meet the country's economic needs. Consequently, the entity's impact statement emphasises the necessary transformation of the South African education system, which must be grounded in principles of quality and relevance.

A Theory of Change approach was applied to arrive at the required change in the sector. With the key priorities established in this plan, Umalusi is committed to ensuring that qualifications within the sub-framework are both credible and relevant, thereby enhancing candidates' economic opportunities. This impact statement signifies that candidates who complete qualifications on the GFETQSF will acquire essential skills and competencies, empowering them to shape their own futures and actively contribute to the growth of the South African economy.

Impact Statement

Relevant and credible qualifications that position candidates to access economic and higher education opportunities whilst preparing them to be responsible, active citizens

7. Measuring Outcomes

Umalusi will be working towards the achievement of the following outcomes during the MTDP period:

- Efficient and effective administrative systems
- Enhanced educational standards

The first outcome pertains to Programme 1: Administration, which is essential for managing the daily operational processes that support effective service delivery within the organisation. The second outcome focuses on Umalusi's core mission, highlighting the results of effectively overseeing the GFETQSF, as mandated by the founding Acts.

Table 8: Measuring outcomes – five-year target

Outcome	Outcome Indicator	Baseline	Five-year target
1. Efficient and effective administrative systems	1.1: Number of unqualified audit opinions with no material findings obtained	Two clean audit outcomes (2020/21 and 2021/22) and two unqualified audit outcome opinions (2022/23 and 2023/24)	5
2. Enhanced educational standards	2.1: Percentage of qualifications registered on the GFETQSF evaluated for alignment with the NQF requirements	-	100%
	2.2: Percentage compliance of assessment bodies with prescribed assessment and examination requirements for all qualifications in the GFETQSF	-	100%
	2.3: Increased percentage of identified accredited private education institutions monitored	91.5%	95%

7.1 Explanation of Planned Performance over the Five-year Planning Period

Umalusi's outcomes are intended to provide education solutions within its sub-framework to address the NDP targets. Such targets include the DBE being able to increase the number of candidates passing Mathematics and Science and increasing the number of candidates eligible for Bachelor programmes in the NSC qualification. Umalusi is responsible for this qualification; therefore the organisation's quality assurance work will ensure that these numbers are not reached by compromising quality.

The first outcome, 'Efficient and effective administrative systems,' will contribute to the achievement of the organisational impact of 'Relevant and credible qualifications that position candidates to access economic and higher education opportunities whilst preparing them to be responsible, active citizens' through the implementation of functions performed by the Administration programme to support the core business of the organisation. Functions performed by this programme include ensuring good governance, up-to-date and approved policies, human and financial resources to carry out the organisation's mandate, efficient ICT systems that support the organisation's operations and facilitation of plans to measure the organisation's performance.

The second outcome, 'Enhanced educational standards,' will contribute to the achievement of the impact through quality assurance of assessment, approval of results, accreditation and monitoring of private education institutions, development and management of qualifications in the GFETQSF and evaluation of curricular and certification of candidates. In addition, research will be conducted to inform decision-making with respect to Umalusi's qualifications, thereby ensuring the development and empowerment of South Africans towards reducing poverty and tackling the high cost of living.

7.1.1 Implementation of the new MTDP 2024-2029

Umalusi is mostly aligned with Priority 2: to reduce poverty and tackle the high cost of living in terms of the plans for Basic and Higher Education. The organisation will be doing the following to ensure that these plans are achieved:

Table 9: Umalusi's planned contribution to Priority 2 of the NDP

Purpose	Plans	Umalusi's Contribution 2024-2029 MTDP
Develop and empower South Africans	Put in place a clear and measurable plan to achieve universal access to ECD by 2030.	Review of curriculum policies to ensure that they accommodate ECD.
	Implement best practices such as lesson plans, graded reading books, individualised coaching of teachers and other innovations to ensure that all learners can read for meaning by Grade 4.	Accreditation and monitoring for foundation phase. Networks selected by the DBE will be subjected to Umalusi quality assurance processes before they are selected by assessment bodies for implementation across all phases.

Purpose	Plans	Umalusi's Contribution 2024-2029 MTDP
	Expand vocational and technical training in schools and post-school institutions.	<p>Ensure that programmes are fit for purpose and meet the demands.</p> <p>Ensure the development of:</p> <ul style="list-style-type: none"> Vocational qualifications to close the current gap between NQF Level 1 and 4, especially in post-school education and training. For example, the gap between the GETC: ABET and the upcoming NASCA; and the replacement for NATED N1-N3. Part-qualifications, micro-credentials to promote employability and lifelong learning. <p>The review of the current vocational and technical qualifications to make them more responsive and aligned to the needs of industry to promote employability.</p> <p>Ensure the inclusion of Occupational-Oriented Curricula in the National Curriculum Statement (NCS) to accommodate learners at the Schools of Skills.</p>
	Strengthen the partnership with the private sector to unlock the deployment of artisans and TVET graduates through workplace-based placements and work integrated learning (WIL) opportunities.	<p>Opening up internships</p> <p>Ensure that the review of existing and the development of vocational qualifications includes a compulsory WIL component.</p> <p>Develop a WIL guideline for all vocational qualifications.</p>

7.1.2 Plans towards the empowerment of women, youth and people with disabilities

Umalusi does not deal directly with clients such as learners; however, the organisation intends to empower the designated groups through the plans outlined in Table 10.

Table 10: Umalusi's plans for empowering designated groups

Pillar	Pillar requirements	Plans for 2025-30
Accountability, coordination and leadership	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.	<ul style="list-style-type: none"> • Ensure that question papers are free from content that may promote gender based violence or violate human rights. • Ensure that all quality assurance instruments are free from bias. • Continue organising GBVF awareness sessions to educate employees.
Preventing and rebuilding social cohesion	Changed behaviour and social norms within key groups as a result of the rollout of evidence-based prevention interventions.	<ul style="list-style-type: none"> • To develop an anti-discrimination policy. • Ensure that accredited private education institutions have anti-discrimination policies in place.
	Shift away from toxic masculinities towards embracing positive alternative approaches for expressing masculinities and other sexual and gender identities within specific communities/ groups.	<ul style="list-style-type: none"> • Conduct HCM Policy advocacy on a continuous basis.
Economic empowerment	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.	<ul style="list-style-type: none"> • Ensure that the organisation operates in alignment with an updated Equity Plan. • Commitment on employment of people with disabilities for certain positions. • The organisation to have a clear strategy on how people living with disabilities will be prioritised. • Continuous refinement of the specific goals aimed at the empowerment of women, youth and persons with disabilities through SCM procurement processes.
	Safe workplaces that are free of violence against women and Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual Plus (LGBTQIA+) persons, including, but not limited to, sexual harassment.	<ul style="list-style-type: none"> • Review and strengthen workplace policies on harassment, discrimination and violence, with a focus on women and LGBTQIA+ persons. • Set up mechanisms for anonymous reporting.
Research and information management	Improved understanding of the extent and nature of GBVF, broadly and in relation to specific groups and forms in South Africa.	<ul style="list-style-type: none"> • To provide awareness talks through HCM.

7.1.3 Service delivery focus areas of Umalusi for 2025-2030

Umalusi carries out its work with the intention of an impact on the quality of education as articulated in the NDP. The organisation has five service delivery priorities for the 2024-2029 MTDP Strategic Planning period, namely;

- Reviewing the quality assurance approach;
- Reviewing, evaluating and appraising qualifications submitted for registration on the GFETQSF;
- Providing input to the legislative framework;
- Intensifying research on educational developments linked to the sub-framework to innovate and advise the relevant Ministers of Education; and
- Sharpening advocacy to communicate accurate and relevant messages to all stakeholders on issues relating to qualifications in our sub-framework.

During this period the organisation will focus on the following areas to achieve these priorities:

Programme 1: Administration

Strategy and Governance

- Strengthening corporate governance;
- Managing organisational risks;
- Monitoring performance information audit findings; and
- Improving management of performance information.

Public Relations and Communications

- Intensifying advocacy work;
- Managing risks associated with communication of Umalusi services;
- Improving the communication function of Umalusi; and
- Conducting an analysis of how stakeholders perceive Umalusi.

Information Communication Technology

- Upgrading the network to improve system access and operational efficiency;
- Improving cyber-security measures and governance;
- Enhancing HCM, Finance and Supply Chain Management (F&SCM) systems to improve operational efficiency; and

- Automating core business processes, namely quality assurance of assessments and accreditation of independent providers.

Human Capital Management

- Online performance management system;
- Digitalising all HCM processes – such as online recruitment;
- Capacitating all units and retaining all experienced, qualified employees;
- Implementing an electronic file plan for the organisation;
- Implementing a centralised service request system for the Records sub-unit; and
- Implementing an online claim system for all contract workers.

Finance and Supply Chain Management

- Strengthening the financial control systems to ensure accurate and complete financial reporting;
- Targeting procurement spend to empower and support companies owned by women, youth and people living with disabilities;
- Developing an alternative funding model; and
- Maintaining a work environment that is safe and secure for all employees.

Programme 2: Qualifications and Research

Qualifications Curriculum and Certification

- Reviewing the GFETQSF and associated policies
- Reviewing qualifications registered on the GFETQSF
- Appraising new qualifications and curricula
- Developing systems for e-certification and e-verification

Statistical Information Research

- Conducting research on qualifications registered on the GFETQSF
- Creating platforms for intellectual engagement (e.g., webinars, seminars, conferences)
- Capacity-building initiatives

Programme 3: Quality Assurance and Monitoring

Quality Assurance of Assessment: School Qualifications

- Re-imagining the quality assurance of SBA;
- Eliminating errors in Umalusi-approved question papers by strengthening the quality assurance process and providing continuous training for external moderators; and
- Extending the scope of feedback on the conduct of the NSC examinations to the assessment bodies.

Quality Assurance of Assessment: Post-School Qualifications

- Eliminating errors in Umalusi approved question papers through strengthening the

- quality assurance of question papers and continuous training of external moderators;
- Intensifying the quality assurance of internal assessments; and
- Tracking issued directives with assessment bodies.

Evaluation and Accreditation

- Implementing the new accreditation online system;
- Accrediting independent online schools;
- Accrediting independent schools offering Grade R; and
- Increasing the monitoring of accredited institutions.

8. Key Risks

Table 11: Key risks and mitigation strategies

Outcome	Key risk (s)	Risk mitigation
Efficient and effective administrative systems	Fraud and corruption	<ul style="list-style-type: none"> • F&SCM: Compiling a compliance check to review procurement packs by SCM Manager • HCM: The approved Recruitment Policy is in place to regulate appointments
	Litigation	<ul style="list-style-type: none"> • Use of external legal service providers
	Lack of institutionalisation of the Business Continuity Disaster Recovery Document in place	<ul style="list-style-type: none"> • Review the Business Continuity Disaster Recovery Document
	Reputational harm (due to poor customer service)	<ul style="list-style-type: none"> • Enhance the telephone system for queries to be routed directly to the relevant units • Code of Conduct • Yearly training on Batho Pele principles
Enhanced educational standards	Errors in question papers	<ul style="list-style-type: none"> • Proofreading • Consequence management • Training • Another layer of quality assurance
	Incorrect reporting on the accreditation of institutions	<ul style="list-style-type: none"> • Keep manual records (Excel spreadsheets) • Development of new online system

Outcome	Key risk (s)	Risk mitigation
Enhanced educational standards (continued)	Reputational harm (certification)	<ul style="list-style-type: none"> Engage assessment bodies to improve their certification processes <ul style="list-style-type: none"> Quality assurance of results strengthened Directives and policies generally in place Putting in place stringent measures for registration and certification of candidates <ul style="list-style-type: none"> Certification requests are validated against approved results SOP for the management of irregularities will be fully implemented Irregularity reports requested from the assessment bodies, mainframe system updated and certification requests validated against the irregularity reports QAA Unit verifies irregularities before QCC certifies Collaboration within the different Umalusi units List of accredited institutions are maintained by Evaluation and Accreditation (E&A) Lists of accredited providers are prepared for assessment bodies for each exam cycle by E&A Declarations of information accuracy submitted with datasets by the assessment bodies Communication with assessment bodies Incorrect certificates withdrawn once identified Regular testing of the system to ensure the accuracy of the Umalusi system QA testing of the certification data Arrangement of meetings with SITA regarding challenges experienced Reflection on the processes utilised regarding certification - consultations with the different role-players.

Outcome	Key risk (s)	Risk mitigation
Enhanced educational standards (continued)	Reputational harm (certification)	<ul style="list-style-type: none"> Regulate the offering of foreign qualifications through amendments to the founding Acts: <ul style="list-style-type: none"> Clear direction to accommodate or not to accommodate foreign qualifications A policy to regulate foreign qualifications Regulations in place to regulate the foreign qualifications Clear statements in the NQF Act on the offering of foreign qualifications in South Africa A uniform approach from South Africa Increase human resources Explore other methods of verification e.g., automation Constant communication and providing updates to verification clients

9. Public Entities

None.



PART D

TECHNICAL INDICATOR DESCRIPTIONS (TIDs)

Indicator title	1.1: Number of unqualified audit opinions with no material findings obtained
Definition	Umalusi intends to obtain and maintain an unqualified audit opinion with no material findings (clean audit) annually. This indicator refers to the organisation improving its internal control environment and ensuring compliance to all applicable prescripts in order to obtain an unqualified audit opinion with no material findings on the annual financial statements, pre-determined objectives and compliance with legislation, annually.
Source of data	External audit reports
Method of calculation/assessment	Simple count – audit reports
Assumptions	<ul style="list-style-type: none"> • Effective and efficient internal control systems are in place. • Adequate skilled and experienced personnel. • Clear SOP for all administrative systems in place. • Continuous review and monitoring of processes and compliance with applicable prescripts takes place.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Desired performance	Improved systems and processes to manage compliance with legislation.
Indicator responsibility	Chief Financial Officer

Indicator title	2.1: Percentage of qualifications registered on the GFETQSF evaluated for alignment with the NQF requirements
Definition	This indicator measures the proportion of qualifications registered on GFETQSF that have been evaluated to ensure they meet the prescribed standards, criteria, and guidelines outlined by the National Qualifications Framework. This is to ensure that the qualifications are up to date and responsive to the education and economic needs of the learners they are intended to serve. The evaluation of qualifications is further intended to determine whether the qualifications meet the criteria for the GFETQSF and the requirements for retention and re-registration on the NQF.
Source of data	The evaluation report on the management of GFETQSF qualifications.
Method of calculation/assessment	Numerator: number of qualifications evaluated Denominator: total number of qualifications registered on the GFETQSF Multiply by 100
Assumptions	<ul style="list-style-type: none"> • Adequate staff to conduct evaluations • Reviewed qualifications by the DBE and DHET
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Desired performance	Qualifications on the GFETQSF are aligned with the NQF requirements
Indicator responsibility	Executive Manager: Qualifications and Research

Indicator title	2.2: Percentage compliance of assessment bodies with prescribed assessment and examination requirements for all qualifications in the GFETQSF
Definition	<p>This indicator measures the compliance of assessment bodies to the following GFETQSF qualification standards:</p> <ul style="list-style-type: none"> • Question paper requirements - 100% • State of readiness to conduct examinations - 100% • Approval of the release of candidates' results - 100% <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.</p>
Source of data	<p>Question paper requirements: Question paper examination guidelines, question paper moderation reports, QAA reports</p> <p>State of readiness to conduct examinations: Guidelines and policies, SOR reports, QAA reports</p> <p>Approval of results: Approval statement, approval letter, QAA reports</p>
Method of calculation/assessment	<p>All assessment bodies are assessed for compliance against each criterion.</p> <p>Level 1 Calculation</p> <ul style="list-style-type: none"> • Question papers: Numerator: number of approved and conditionally approved question papers on submission for external moderation Denominator: Number of question papers submitted Multiply by 100 • State of readiness Numerator: number of assessment bodies that comply Denominator: total number of assessment bodies Multiply by 100 • Approval of the release of candidates' results Numerator: number of examination cycles that comply Denominator: total number of examination cycles Multiply by 100 <p>Level 2 calculation: Calculate the overall percentage by adding up all the percentages and dividing them by the number of criteria assessed</p>

Assumptions	<ul style="list-style-type: none"> Assessment bodies are fully compliant with all standards. Umalusi has the capacity to monitor and assess the levels of compliance.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Desired performance	Full compliance with GFETQSF policies, regulations and guidelines criteria.
Indicator responsibility	Executive Manager: Quality Assurance and Monitoring

Indicator title	2.3: Increased percentage of identified accredited private education institutions monitored
Definition	<p>This indicator measures the increased percentage of identified institutions monitored after being granted accreditation. The organisation intends to increase monitoring by 3.5% from the previous five years' baseline of 91.5%.</p> <p>Monitoring ensures compliance with the minimum requirements for accreditation.</p> <p>The private education institutions identified for monitoring are independent schools and private colleges in their second year after accreditation, private colleges in their fourth year of accreditation, and independent schools in the year prior to the expiry of their accreditation certificate.</p> <p>This excludes identified institutions falling into the 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>
Source of data	<p>Spreadsheets indicating the dates of accreditation of private education institutions.</p> <p>Monitoring reports and supporting evidence submitted by private education institutions or evidence of a monitoring site visit.</p> <p>Spreadsheets indicating the date of receipt of the monitoring reports or the conduct of a monitoring site visit.</p>
Method of calculation/assessment	<p>Numerator: total number of identified institutions that have been monitored in the five-year period,</p> <p>Denominator: total number of identified institutions to be monitored in the five-year period</p> <p>Multiply by 100</p>
Assumptions	All identified accredited institutions are still operating at the time of monitoring.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Desired performance	To monitor 95% of the identified accredited institutions.
Indicator responsibility	Executive Manager: Quality Assurance and Monitoring

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