

# ANNUAL PERFORMANCE PLAN 2025/26

UMALUSI



Council for Quality Assurance in  
General and Further Education and Training



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**EXTERNAL AUDITORS:** RSM South Africa

**BANKERS:** Absa Bank Limited

## EXECUTIVE AUTHORITY STATEMENT

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The financial year 2025/26 marks the first year of implementation of the Umalusi's 2025-30 Strategic Plan, the 2024-2029 Medium-Term Development Plan (MTDP) and the ruling of the newly elected 7<sup>th</sup> administration, which reflects a shift in the political landscape.

Chapter 9 of the National Development Plan (NDP) 2030 "Improving education, training and innovation", along with priority 2 of the 2024-2029 MTDP, various social imperatives and other related government policies remain central to Umalusi's 2025/26 Annual Performance Plan (APP).

As a quality council in general and further education and training, Umalusi remains committed to maintaining high quality standards in the basic education sector.

The council will monitor the implementation of this APP using governance principles and guidelines, alongside quarterly performance reports to ensure service delivery, address challenges encountered, and identify mitigating factors with the management.



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Ms Siviwe Gwarube: MP  
**Minister of Basic Education**

## ACCOUNTING AUTHORITY STATEMENT

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On behalf of Umalusi Council, I am honoured to make this contribution to the 2025/26 Umalusi APP. The 2025/26 financial year marks the first year of the 2024-2029 MTDP period. This document, therefore, serves as Umalusi's roadmap for its contribution to Chapter 9 of the NDP, on the theme of improving education, training and innovation. To respond to this imperative, Umalusi has set aside five service delivery priorities for the 2024-2029 MTDP period. The priorities are focused on reviewing the quality assurance approaches and evaluation and appraisal of qualifications, intensifying research on aspects of the sub-framework, and conducting advocacy work on the mandate of Umalusi. Council will monitor the progress and achievement of these priority focus areas through close scrutiny of the targets to be set in the annual performance plans.

Since Umalusi forms part of a broader education system, it may be impacted by external factors in the course of delivering on the above-named priorities. As is the case with other public entities, the work of Umalusi is influenced by macro-environmental factors, such as economic, socio-cultural, political, technical and environmental considerations. To support management in achieving the priorities stated above, Council will endeavour to discharge its fiduciary duties and monitor Umalusi's organisational performance, its governance and its financial management. Council endorses the 2025-2030 Strategic Plan and commits to supporting its implementation in fulfilment of the legislative mandate of Umalusi.

In conclusion, Council extends its appreciation to the Chief Executive Officer (CEO), Executive Management and the entire staff complement for supporting Umalusi in the achievement of its vision to be "a trusted authority in fostering high education standards in general and further education and training."




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Prof. Yunus Ballim  
**Chairperson: Umalusi Council**

## ACCOUNTING OFFICER STATEMENT

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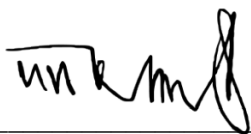
It is my singular honour to contribute this foreword to the 2025/26 Umalusi APP. The financial year marks the first year of the 2024-2029 MTDP period. In alignment with the MTDP, Umalusi developed this APP, which is anchored on the Five-Year (2025-2030) Strategic Plan. Both these documents are the outcomes of the organisational strategic planning workshop, where broad management reflected critically on Umalusi's previous performance in crafting the road ahead.

The key priorities for Umalusi for the next five years are: (i) to review the quality assurance approach; (ii) to review, evaluate and appraise qualifications submitted for registration on the sub-framework; (iii) to provide input to the legislative framework; (iv) to intensify research linked to the sub-framework to provide appropriate advice to the relevant Ministers of Education; and (v) to sharpen advocacy work in respect of the mandate of Umalusi. This APP is the action plan for the gradual delivery of these priorities.

As we step into a new financial year, 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 finalise 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 2025/26 APP. 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.



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Dr Mafu S Rakometsi  
**Chief Executive Officer**

## OFFICIAL SIGN-OFF

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It is hereby certified that this Annual Performance Plan:

- was developed by the management of Umalusi under the guidance of the Umalusi Council;
- takes into account all relevant policies, legislation and other mandates for which Umalusi is responsible; and
- accurately reflects the outcomes and outputs that Umalusi will endeavour to achieve in the period 2025/26.



Mr Emmanuel Sibanda

**Executive Manager: Qualifications and Research**



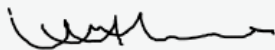
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**Executive Manager: Quality Assurance and Monitoring**



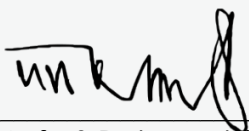
Mr Hendrik van der Walt

**Chief Financial Officer**



Ms Molly Mokoena

**Senior Manager: Strategy and Governance**



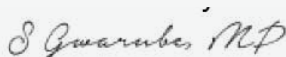
Dr Mafu S Rakometsi

**Chief Executive Officer**



Prof. Yunus Ballim

**Umalusi Council Chairperson**



**Approved by:**

Ms Siviwe Gwarube: MP

**Minister of Basic Education**





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## ABBREVIATIONS AND ACRONYMS

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

<b>MIS</b>	Management Information System
<b>MTDP</b>	Medium-term Development Plan
<b>MTEF</b>	Medium-term Expenditure Framework
<b>MTSF</b>	Medium-term Strategic Framework
<b>MTT</b>	Ministerial Task Team
<b>NASCA</b>	National Senior Certificate for Adults
<b>NATED</b>	National Accredited Technical Education Diploma
<b>NC(V)</b>	National Certificate (Vocational)
<b>NCS</b>	National Curriculum Statement
<b>NDP</b>	National Development Plan
<b>NEAIC</b>	National Examinations and Assessment Irregularities Committee
<b>NEPA</b>	National Education Policy Act
<b>NLRD</b>	National Learners' Records Database
<b>NPA</b>	National Protocol for Assessment
<b>NPC</b>	National Planning Commission
<b>NPOTT</b>	NATED Phase-Out Task Team
<b>NQF</b>	National Qualifications Framework
<b>NSC</b>	National Senior Certificate
<b>OS</b>	Operating System
<b>PAT</b>	Practical Assessment Task
<b>PED</b>	Provincial Education Department/s
<b>PESTEL</b>	Political, Economic, Social, Technological, Environmental and Legal
<b>PFMA</b>	Public Finance Management Act
<b>PR&amp;Comms</b>	Public Relations and Communications
<b>Q&amp;R</b>	Qualifications and Research
<b>QAA</b>	Quality Assurance of Assessment
<b>QAA: PSQ</b>	Quality Assurance of Assessment: Post-School Qualifications
<b>QAA: SQ</b>	Quality Assurance of Assessment: School Qualifications
<b>QAM</b>	Quality Assurance and Monitoring
<b>QCC</b>	Qualifications, Curriculum and Certification
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>RFQ</b>	Request for Quotation
<b>RPL</b>	Recognition of Prior Learning
<b>S&amp;G</b>	Strategy and Governance
<b>SACAI</b>	South African Comprehensive Assessment Institute
<b>SACE</b>	South African Council for Educators
<b>SADC</b>	Southern African Development Community
<b>SAQA</b>	South African Qualifications Authority
<b>SBA</b>	School-based Assessment/Site-based Assessment
<b>SC(a)</b>	Senior Certificate (amended)
<b>SCM</b>	Supply Chain Management

<b>SIR</b>	Statistical Information and Research
<b>SITA</b>	State Information Technology Agency
<b>SLA</b>	Service Level Agreement
<b>SOP</b>	Standard Operating Procedure
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>TIDs</b>	Technical Indicator Descriptions
<b>TVET</b>	Technical and Vocational Education and Training
<b>USAf</b>	Universities South Africa



# **PART A:** **OUR MANDATE**

# 1. LEGISLATIVE AND POLICY MANDATES

## 1.1 Founding legislation

### 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:

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

### b. General and Further Education and Training Quality Assurance (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:

- i. Quality assurance of all exit-point assessments of such qualifications;
- ii. Certification of learner achievements;
- iii. Quality assurance of private education institutions; and
- iv. 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):

- i. Develop policy, which must be regulated by the Minister, for the accreditation of private assessment bodies other than departments of education, and accredit assessment bodies accordingly;
- ii. Develop policy and criteria for the quality assurance of private education institutions, including Independent Schools (IS), private further education and training (FET) colleges or private adult education and training (AET) colleges; and
- iii. Monitor accredited private assessment bodies and private education institutions, and affirm or withdraw the accreditation status of the private education institutions concerned.

## 1.2 Other legislation

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

# 2. POLICY MANDATES

## 2.1 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 General and Further Education and Training Qualifications Sub-framework (GFETQSF). This process also ensures articulation between the qualifications of schools, colleges and higher education institutions offered at 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.

## 2.2 Institutional policies and strategies over a 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

### 3. RELEVANT COURT RULINGS

None



# **PART B:** **STRATEGIC FOCUS**

# 1. SITUATIONAL ANALYSIS

The organisation 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.

Budget constraints remain the biggest obstacle for the organisation to fully deliver on its incremental mandate. To address this challenge, Umalusi should explore the development of an alternative funding model as a long-term solution.

**Table 1: Combined PESTEL and SWOT analysis**

	Strengths	Weaknesses	Opportunities	Threats
<b>Political</b>	Umalusi is a Public Entity in terms of Schedule 3A of the Public Finance Management Act (PFMA) and is established by the GENFETQA Act.	<p>New political environment influenced by the dynamics of the 7<sup>th</sup> 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. 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"> <li>• Correct misconceptions of policies.</li> <li>• Build stronger working relationships with new officials who may be flexible to change.</li> </ul>	Political ideology (leadership changes in the education system).

	Strengths	Weaknesses	Opportunities	Threats
<b>Economical</b>	<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
<b>Social</b>	<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>
<b>Technological</b>	<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 (ICT) 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>

	Strengths	Weaknesses	Opportunities	Threats
<b>Environmental</b>	<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>
<b>Legal</b>	<p>Umalusi is guided by a legislative framework and operates within a stable environment.</p>	<p>Umalusi does not have a legal service unit; however legal services are contracted when required.</p>	<p>An opportunity to seek legal advice from other government organisations/ departments.</p>	<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>

## 2. EXTERNAL ENVIRONMENT ANALYSIS

### 2.1 Performance Environment

#### 2.1.1 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: (i) reviewing the quality assurance approach; (ii) reviewing, evaluating and appraising qualifications submitted for registration on the GFETQSF; (iii) providing input to the legislative framework; (iv) intensifying research on educational developments linked to the sub-framework to innovate and advise the relevant Ministers of Education; and (v) sharpening advocacy to communicate accurate and relevant messages to all stakeholders on issues relating to qualifications in our sub-framework. The following work was conducted in the past five years.

**Table 2: Policy performance 2019-2024**

Strategic priorities 2019-2024	Performance over MTSF period
Reviewing the quality assurance approach	<ul style="list-style-type: none"> <li>• GETC: ABET question papers were moderated within 18 months.</li> <li>• Blended training approaches for Umalusi external moderators.</li> <li>• Accreditation and monitoring instruments were reviewed.</li> <li>• Accreditation process for private assessment bodies was reviewed.</li> <li>• A revised strategy was developed for the moderation of School-Based Assessment/Site-Based Assessment (SBA), Integrated 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.</li> <li>• Reviewed the modalities for marking guideline standardisation and the audit of appointed markers.</li> <li>• A procedural change was adopted for the state of readiness audit, which now has two modalities (online and face-to-face).</li> <li>• 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.</li> <li>• Instruments for monitoring examination conduct and state of readiness were reviewed to enable the implementation of the adopted approaches.</li> </ul>

Strategic priorities 2019-2024	Performance over MTSF period
Reviewing, evaluating and appraising qualifications submitted for registration on the GFETQSF	<ul style="list-style-type: none"> <li>• Evaluated the General Education Certificate (GEC) qualification and made recommendations for its strengthening.</li> <li>• Evaluated additional subjects on the NC(V) and updated the qualification on the NQF.</li> <li>• 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.</li> <li>• Appraisal of the NC(V) Level 2-4 Robotics, Programming, Electronics and digital concepts for robotics.</li> <li>• Appraisal of the Coding and Robotics Grade R-9 CAPS curriculum.</li> </ul>
Providing input to the legislative framework	<ul style="list-style-type: none"> <li>• Provided input to the development of the framework for the regulation of online schools and the circular guiding the establishment of online schools.</li> <li>• Provided input to the review of the GENFETQA Act.</li> <li>• Provided input to the review of the NQF Act.</li> </ul>
Intensifying research on educational developments linked to the sub-framework to innovate and advise the relevant Ministers of Education	<p>Umalusi has conducted numerous research projects related to the sub-framework. This includes, among others:</p> <ul style="list-style-type: none"> <li>• Practitioners' perceptions and understanding of the approaches underpinning curriculum and pedagogy in an early childhood classroom.</li> <li>• Towards a review of Umalusi's SBA moderation model in content subjects.</li> <li>• Towards a reporting framework of learner achievement at phase-end of Grades 3, 6 and 9.</li> <li>• Full Steam ahead: Towards Three streams Issue 1 (Appraisal of the GEC Vocational and Occupation-oriented subjects).</li> <li>• Full Steam Ahead: Towards Three Streams Issue 2 (Appraisal of the GEC Schools of Skill Fundamentals).</li> <li>• International Benchmarking of the NSC.</li> <li>• GEC Assessment Framework: Framework for evaluating the vocational assessment underpinning the General Education Certificate (GEC).</li> <li>• GEC Assessment Framework: Framework for evaluating the vocational assessment underpinning the General Education Certificate (GEC).</li> <li>• National Senior Certificate for Adults (NASCA) African language Framework.</li> <li>• Conducting research on the quality assurance of the General Education and Training Certificate for Adults (GETCA), the NASCA, the GEC and the NSC.</li> <li>• Quality assurance model at phase exit points - Grades 3, 6 &amp; 9.</li> <li>• Looking beyond the concrete classroom walls: A report on the development of an accreditation instrument for online schools.</li> <li>• A report on the curriculum mapping of selected NSC subjects against National Certificate (Vocational) subjects.</li> <li>• Identifying the Essential Details for Examination Guidelines for the NSC Subjects.</li> <li>• A Report on Investigating the Provision of the General Education Certificate to Learners In Schools of Skills.</li> </ul>



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"> <li>• Presentations at the Department of Higher Education and Training (DHET) Lekgotla and curriculum workshop on the Umalusi Quality Assurance of Assessment (QAA) framework and requirements.</li> <li>• Accreditation Forum – provided updates on issues related to qualifications on the GFETQSF affecting private education institutions.</li> <li>• 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.</li> <li>• Articles in the external newsletter of Umalusi, namely Makoya.</li> <li>• Annual meetings with officials from the DBE, provincial education departments (PED) and private assessment bodies.</li> <li>• Meetings with principals in various provinces.</li> <li>• Presentation at the Federation of Governing Bodies of South African Schools (FEDSAS) mini-summit.</li> <li>• 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.</li> <li>• 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.</li> <li>• Organising media briefings to inform the public and other stakeholders about topical issues affecting Umalusi at the time.</li> <li>• Issuing media statements on various issues affecting the mandate of Umalusi.</li> <li>• Conducting interviews through national and regional radio and television stations.</li> <li>• Posting key messages on Umalusi social media platforms about key issues related to current events.</li> </ul>

### 2.1.1.1 Implementation of mandates over MTSF 2019-2024

The sixth 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: Indicators and performance over MTSF period**

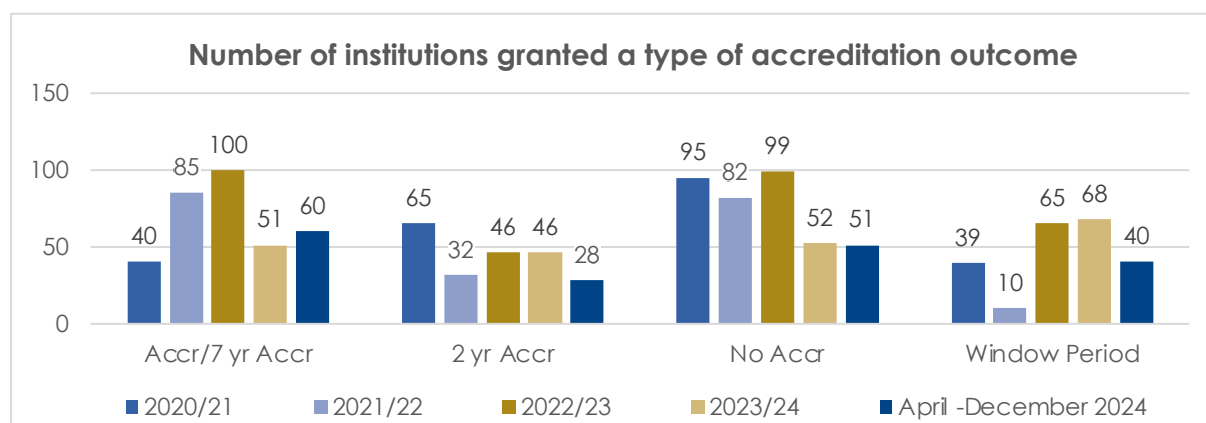
MTSF priority	Target	Indicator	Umalusi's performance over MTSF period
<b>Priority 3:</b> Education, skills and health	<b>Target 3:</b> Improved quality of learning outcomes in the intermediate and senior phases, with inequalities reduced by 2024 (youths better prepared for further studies and the world 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 QAA activities in schools and processed certification data.
		The number of youths obtaining 60% and above in Physical Science.	
	<b>Target 4:</b> 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.
		1 007 ordinary schools implementing the technical-occupational curriculum.	Umalusi evaluated the GEC curricula for technical subjects.  Umalusi investigated how learners from Schools of Skill can be accommodated in the proposed GEC qualification.

## 2.1.2 Organisational performance environment environment

### 2.1.2.1 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.

### 2.1.2.2 Certification

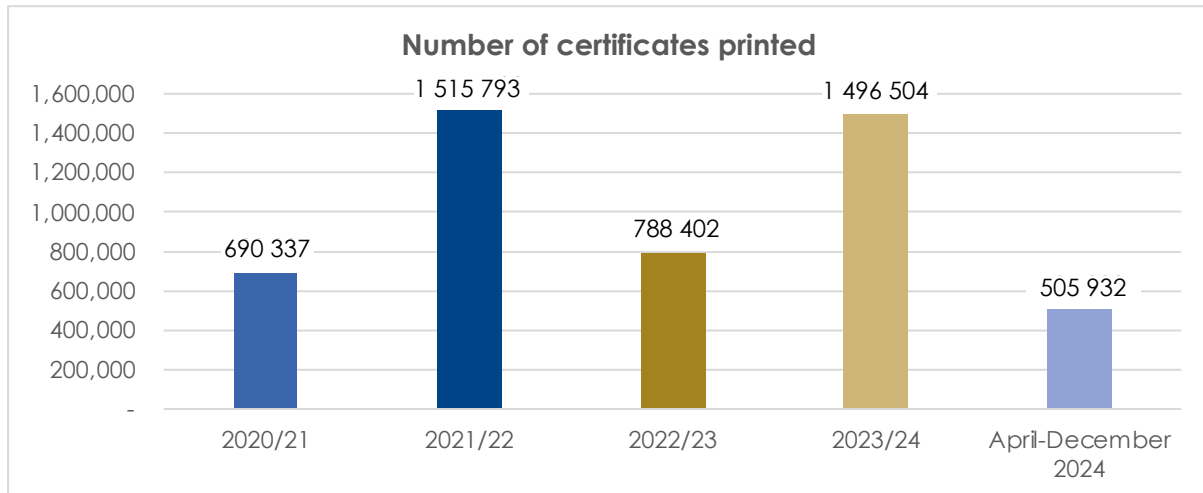
Certification is the formal recognition of a qualification, or part-qualification, awarded to a successful candidate. Umalusi fulfilled its mandate and issued certificates to all candidates who qualified and complied with the requirements for a qualification, or who passed one or more subjects.

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**

### 2.1.2.3 Online certificate replacement system

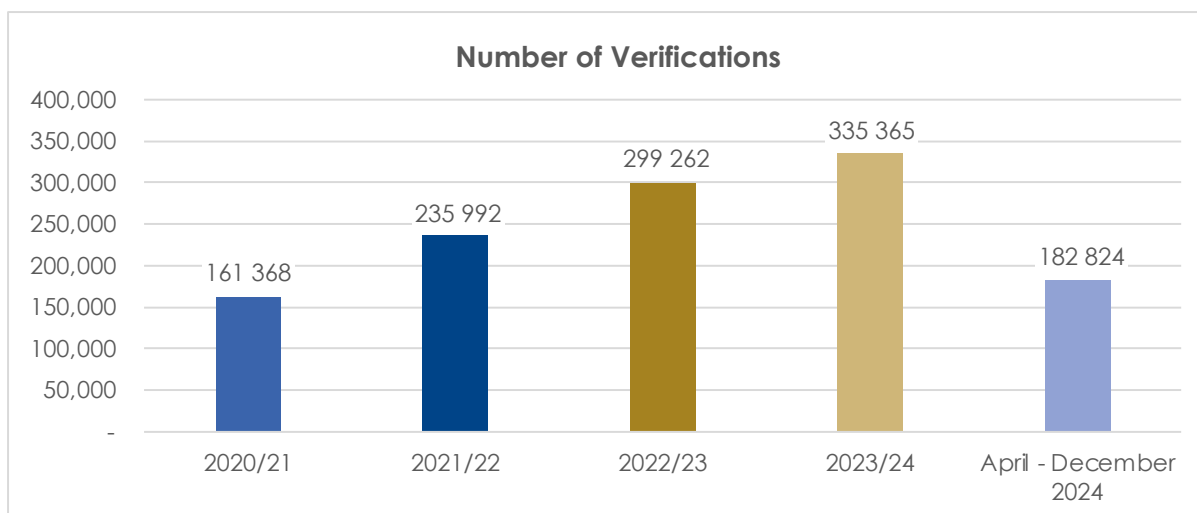
Umalusi developed and implemented an online application system for the replacement of lost or damaged certificates in the 2022/23 financial year. The purpose of this system is to provide effective and efficient service to candidates who need to replace certificates. Enhancements to the online system 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.

### 2.1.2.4 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**

### 2.1.2.5 Quality assurance of assessment

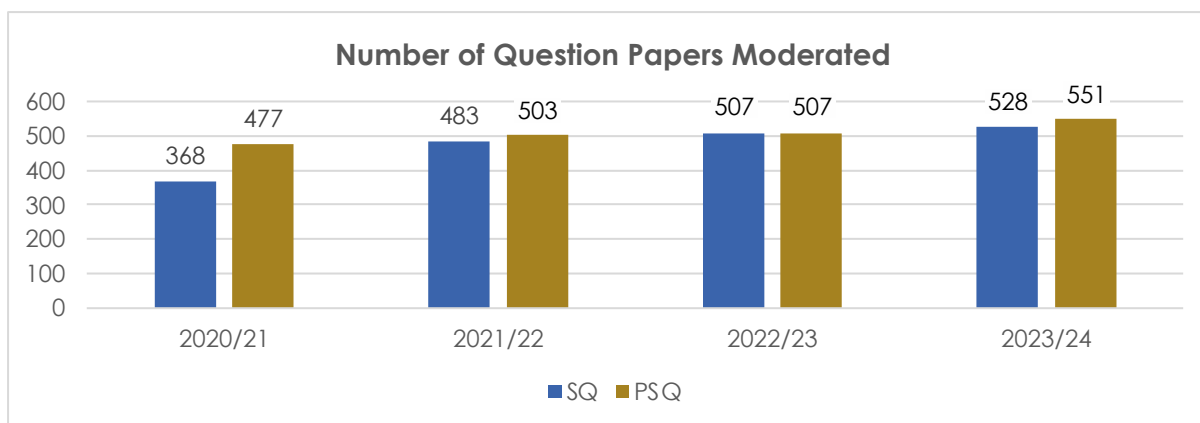
Since its inception Umalusi, as one of its core mandates, has QAA processes for all qualifications in its sub-framework. This function includes moderating question papers, monitoring site/SBA, ISAT/PAT and ICASS, monitoring the writing and marking of examinations at various centres, conducting the verification 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 QAA processes conducted by Umalusi during the past four years.

#### 2.1.2.5.1 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)**

#### 2.1.2.5.2 Monitoring the writing of examinations

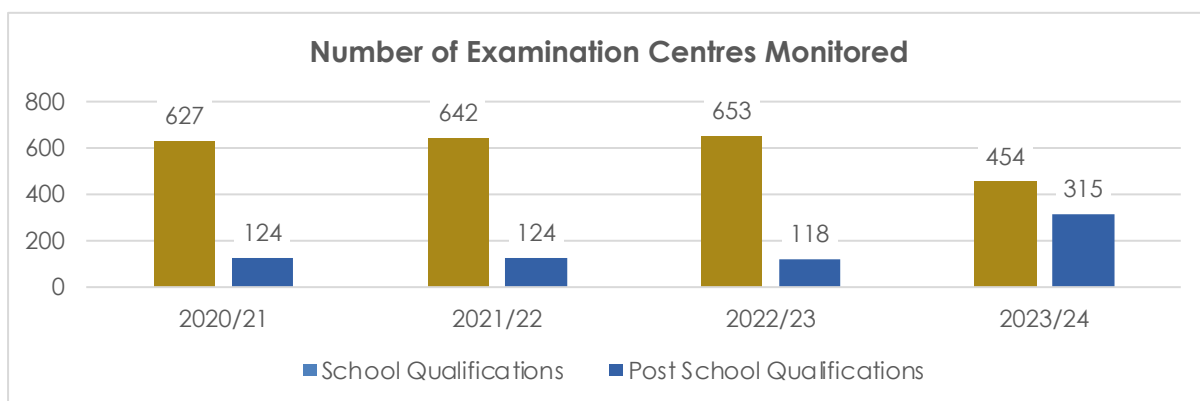
Umalusi undertakes the oversight monitoring of the writing of examinations for the qualifications registered on the GFETQSF at a sample of examination centres. This is to determine whether assessment bodies conduct, administer and manage the examinations, in accordance with the prescripts of the regulations 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) Unit 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)**

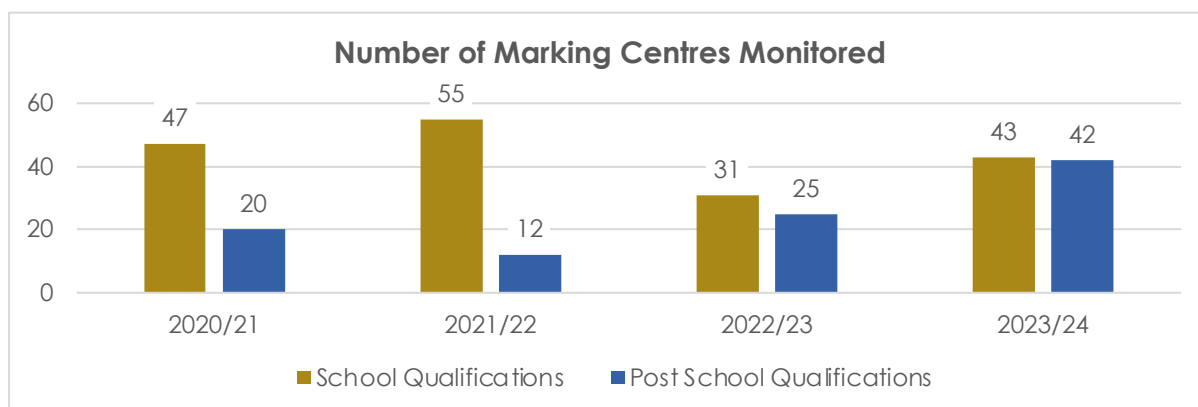


### 2.1.2.5.3 Monitoring of marking centres

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)**

### 2.1.2.5.4 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.

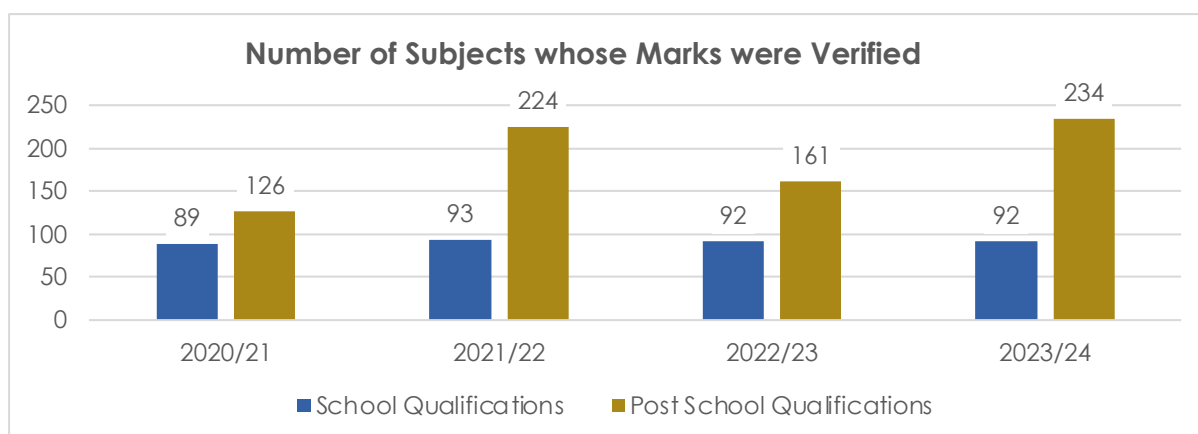
For the Schools sector, the number of subjects whose marking was verified increased from 89 to 93 between fiscal years 2020/21 to 2021/22. The gradual increase in the number of subjects was informed by Umalusi's resolve to increase its oversight coverage over time. With the

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)**

### 2.1.3 Demand for services

#### 2.1.3.1 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.

#### 2.1.3.2 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 phase out the NATED N1-N3 programmes there is another process that is running concurrently, to phase out 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.

### 2.1.3.3 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.

### 2.1.3.4 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.

## 2.1.4 Credible qualifications

### 2.1.4.1 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.

### 2.1.4.2 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.

## 2.1.5 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
<b>Policy makers</b>	<ul style="list-style-type: none"> <li>Minister of Basic Education</li> <li>Minister of Higher Education and Training</li> <li>Portfolio Committee on Basic Education</li> <li>Portfolio Committee on Higher Education and Training</li> <li>Provincial legislatures</li> <li>The Presidency</li> <li>Parliament</li> </ul>
<b>Policy implementers</b>	<ul style="list-style-type: none"> <li>South African Qualifications Authority (SAQA), Council on Higher Education (CHE), QCTO</li> <li>South African Council for Educators (SACE), Universities South Africa (USAf), Joint Matriculation Board</li> <li>DBE, DHET</li> <li>Independent schools, private TVET colleges, private adult education centres</li> <li>Independent assessment bodies (IEB and SACAI)</li> <li>Public schools, school governing bodies</li> <li>Universities, non-governmental organisations (NGOs)</li> </ul>
<b>Policy beneficiaries</b>	<ul style="list-style-type: none"> <li>Learners, parents/guardians, media, employers, civil society, universities, etc.</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>Umalusi employees</li> </ul>

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 QAA processes, evaluation of qualifications and curricula and certification of the qualifications they offer. The organisation also accredits all private assessment bodies.

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.

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

#### 2.1.5.1 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
<b>QCTO</b>	Research task teams as instituted by the Minister of Higher Education and Training and representation in the Council structures of these institutions	High	High
<b>CHE</b>	Research task teams as instituted by the Minister of Higher Education and Training and representation in the Council structures of these institutions	High	High
<b>SAQA</b>	Research task teams as instituted by the Minister of Higher Education and Training and representation in the Council structures of these institutions	High	High
<b>DBE</b>	QAA processes, evaluation of qualifications and curricula and certification of the qualifications they offer	High	High
<b>DHET</b>	QAA processes, evaluation of qualifications and curricula and certification of the qualifications they offer  Registration of private colleges applying for accreditation	High	High
<b>IEB</b>	QAA processes, evaluation of qualifications and curricula and certification of the qualifications they offer  Accreditation	High	High
<b>SACAI</b>	QAA processes, evaluation of qualifications and curricula and certification of the qualifications they offer  Accreditation	High	High
<b>Private education institutions</b>	Accreditation	High	High
<b>Institutions of higher learning</b>	Research	High	High
<b>Verification clients</b>	Verification of certificates	High	High
<b>Media</b>	Provides a platform for informing the public about Umalusi's work	High	High
<b>The public</b>	Depends on Umalusi for the enhancement of quality education in the country, and for information on accredited private education institutions.	High	High
<b>Employees</b>	Influence public perception and educate the public about the mandate of Umalusi.	High	High

## 2.1.6 Problem and solution tree

and effects, with an intention to develop suitable interventions.

The organisation used the problem and solution tree to analyse its environment by identifying its core problems, root causes

Table 6 shows the problem and solution tree analysis.

**Table 6: Problem and solution analysis**

Problem tree			Solution tree		
Problem	Root cause	Effects	Solution	Intervention	Outcomes
<b>Interference with Supply Chain Management (SCM) processes (preference for particular service providers)</b>	Reluctance to change/ rotation of suppliers	Compromises Umalusi as that may raise audit queries	Compliance with SCM policy and processes	Provide SCM processes awareness sessions	Efficient and effective administration systems
	Fear of new suppliers due to bad service previously experienced				
<b>Unclear specification for suppliers</b>	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	
<b>Inability to meet Employment Equity (EE) targets</b>	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	
<b>Lack of online recruitment system</b>	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
<b>Lack of performance information verification at unit level</b>	Multiple commitments (meetings)	Strategy and Governance get 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	
<b>Outstanding certification</b>	<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</p> <p>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>	Every learner who completes a qualification must be awarded a certificate	<p>Umalusi to enforce adherence to certification directives by assessment bodies</p> <p>Alignment of the certification systems is required</p> <p>Umalusi to conduct workshops on certification matters</p> <p>Umalusi is to revise certification directives, particularly to include:</p> <ul style="list-style-type: none"> <li>Automatic/ programmatic combination of subject statements into a full certificate</li> <li>Combination of subject statements across assessment bodies</li> </ul>	<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	Outcomes
<b>Registration and certification of candidates at unaccredited institutions</b>	No systems are in place to support the management of the registration of learners from unaccredited institutions for examinations	Candidates from unaccredited institutions are registered for examinations and certified by Umalusi	Assessment bodies must only register candidates from accredited private education institutions	Assessment bodies must develop systems that support the management of registering learners for examinations at accredited institutions	Zero certification of learners from institutions that do not meet the requirement for accreditation
	The public lacks information about accredited private institutions			More advocacy to encourage learners to register with accredited institutions	
	The DHET system allows private colleges registered/ accredited			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.	
	for N4–N6 with the QCTO, to register				
	candidates for the N2 and N3 examinations				



Problem tree			Solution tree		
Problem	Root cause	Effects	Solution	Intervention	Outcomes
<b>The misconception of qualifications in the GFETQSF</b>	Inadequate advocacy of qualifications in the GFETQSF	Learners were unintentionally obtaining two qualifications on the same NQF level, e.g., NSC followed by NC(V) Level 4	Awareness of the difference between the qualifications in the GFETQSF	Advocacy on qualifications offered in the Umalusi sub-framework	Public and employers will understand the NQF levels of all Umalusi qualifications for articulation and career path purposes
	Admission requirements at institutions of higher learning lean more towards the preference of NSC over NC(V)	Employers are reluctant to recognise particular qualifications such as the NC(V) Level 4		Engage USAf and Admissions Committee	
	Some of the AET centres are misleading the public through their marketing strategies, using General Education and Training Certificate (GETC) as if it is equivalent to the NSC in terms of its NQF level	People qualified with GETC: ABET are disadvantaged for further studies by thinking that their qualification is at NQF Level 4		Intensify the working relationship between Umalusi, the DBE and the 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	
<b>The offering of qualifications not registered on the NQF</b>	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
<b>Unaccredited institutions</b>	<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.,</p> <p>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>	<p>Umalusi is unable to attest to the quality of the provision at the institutions</p>	<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>	<p>Only private colleges and IS that meet the requirements for accreditation offer qualifications in the sub-framework</p>
<b>Institutions offering different modalities of online education</b>	<p>No regulatory framework for online education</p>	<p>The quality of teaching and learning may be compromised</p> <p>Parents have no recourse if the provision of the qualification is sub-standard as there is no regulatory framework guiding the quality assurance of 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>	<p>Regulated online education</p>

## 2.1.7 Strategic focus of the new term

As a result of the South African general elections on 29 May 2024, the 7<sup>th</sup> Administration, called the Government of National Unity (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:

- i. To drive inclusive growth and job creation.
- ii. To reduce poverty and tackle the high cost of living.
- iii. 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:

- i. Mass registration for Early Childhood Development (ECD)
- ii. Improve literacy and numeracy
- iii. Inclusive education
- iv. Strengthen and improve curriculum
- v. 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 Skills are recognised as part of the broader general education qualification (NQF Level 1) and appraise intended curricula and assessed curricula, among the other initiatives.

### 3. INTERNAL ENVIRONMENT ANALYSIS

#### 3.1 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.

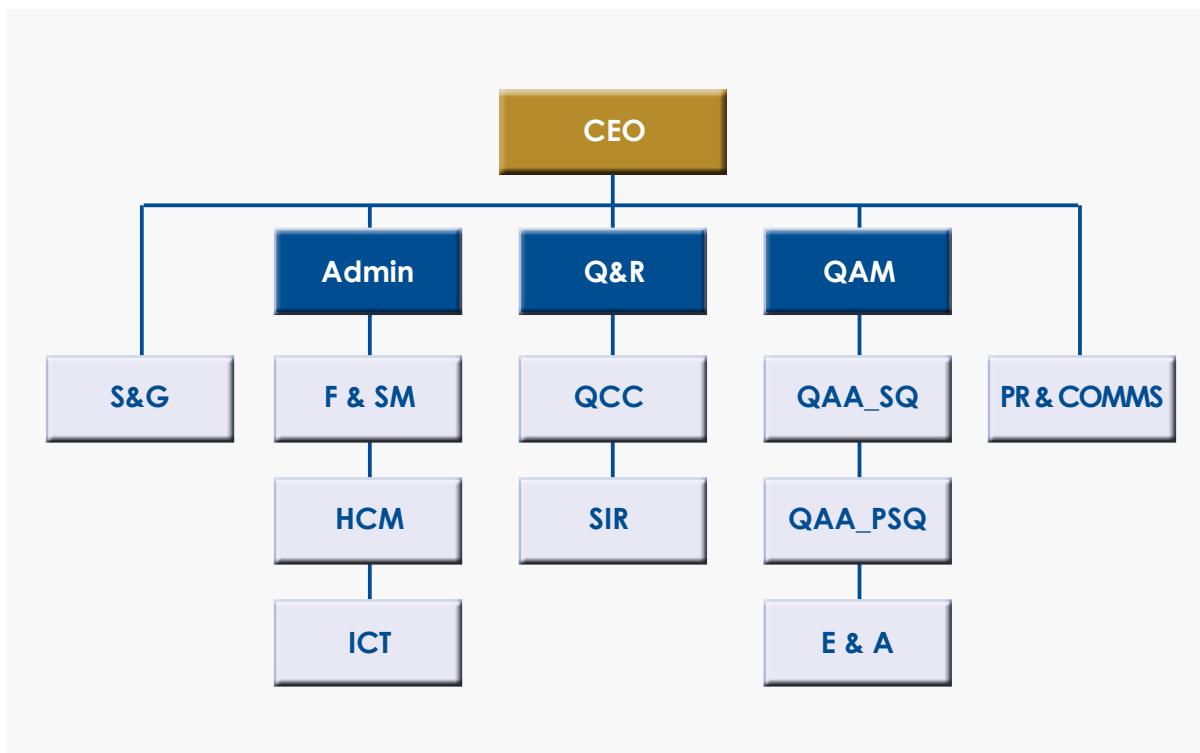


Figure 9: Current Umalusi structure

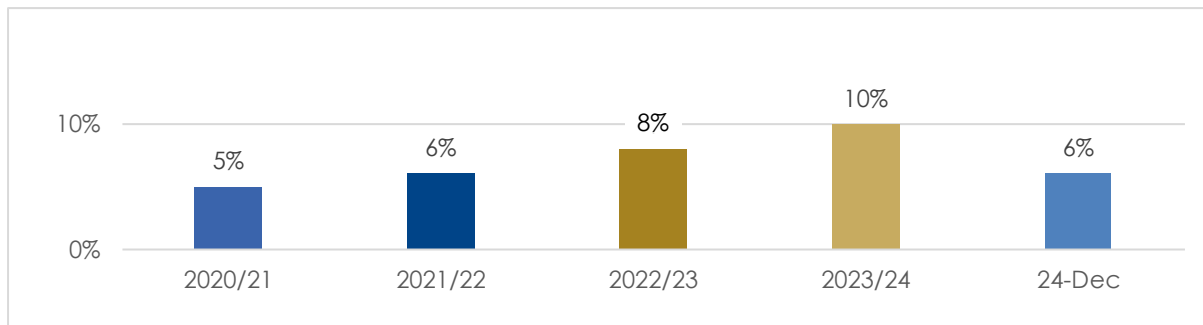
#### Staffing matters

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.

#### 3.2 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 achieving this during the MTSF period. Figure 10 illustrates that the vacancy rate was achieved per financial years.



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

### 3.3 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.

### 3.4 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

### 3.5 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.

### 3.6 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.

### 3.7 Challenges

Challenge	Remedial action
Lack of synergy on pension matters between Umalusi and Associated Institutions Pension Fund (AIPF)	<ul style="list-style-type: none"> <li>Electronic interface of pension information with service providers, AIPF and GEPP.</li> </ul>
Limited storage space and capacity for records in the organisation	<ul style="list-style-type: none"> <li>Creation of additional office for centralising documents that are ready for shredding and archiving.</li> </ul>
Capacity constraints	<ul style="list-style-type: none"> <li>Creation of additional positions to assist with the workload.</li> </ul>
High staff turnover of ICT developers	<ul style="list-style-type: none"> <li>Benchmarking with other organisations to determine how ICT packages are structured.</li> </ul>
Limited availability of bid committee members for tender procurement processes	<ul style="list-style-type: none"> <li>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.</li> </ul>
Inadequate financial resources to carry out the mandate of the organisation	<ul style="list-style-type: none"> <li>Developing an alternative funding model as a long-term solution.</li> </ul>
Offering of alternate curricula in IS	<ul style="list-style-type: none"> <li>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.</li> </ul>
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"> <li>Advocacy through meetings with principals and officials from PED.</li> </ul>
Fraudulent documents submitted by institutions, particularly SACE registration documents	<ul style="list-style-type: none"> <li>Check with SACE if a document seems blatantly misrepresented.</li> <li>Working on implementing an MoU with SACE to facilitate checking all SACE documents submitted.</li> </ul>
Increase in the number of concessions for the NC(V)	<ul style="list-style-type: none"> <li>Joint training of the assessment bodies' examining panels and Umalusi's external moderators.</li> <li>Training of external moderators.</li> <li>Consequence management.</li> </ul>
Dysfunctional National Examinations and Assessment Irregularities Committee (NEAIC) of the DHET leading to unresolved GETC: ABET irregularities	<ul style="list-style-type: none"> <li>DHET to review the NEAIC structure (roles and responsibilities).</li> </ul>
Delays in the submission of question papers for external moderation by assessment bodies	<ul style="list-style-type: none"> <li>Issued letters to assessment bodies with deadlines for submission.</li> <li>Addressed the matter at bilateral and question paper task team meetings.</li> </ul>



Challenge	Remedial action
Administration of assessment tasks that are not CAPS compliant	<ul style="list-style-type: none"> <li>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.</li> </ul>
Poor quality of marking; and of internal moderation, or lack thereof	<ul style="list-style-type: none"> <li>Capacity building is necessary across all levels of delivery.</li> <li>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.</li> </ul>
Printing errors and errors in question papers	<ul style="list-style-type: none"> <li>Consequence management.</li> <li>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.</li> </ul>
Inflated SBA marks	<ul style="list-style-type: none"> <li>Tap into research on benchmarking to improve some of the critical aspects of the enacted and assessed curricula.</li> </ul>
Automation of QAA instruments for improved information management	<ul style="list-style-type: none"> <li>Modernisation of processes to enhance efficacy is necessary considering the latest developments in IT space.</li> </ul>



## 4. EMPOWERMENT OF WOMEN, YOUTH AND PERSONS WITH DISABILITIES

**Table 7: Plans towards the empowerment of women, youth and persons with disabilities**

Pillar	Pillar requirements	Plans for 2025-30
<b>Accountability, coordination and leadership</b>	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"> <li>• Ensure that question papers are free from content that may promote gender based violence (GBV) or violate human rights.</li> <li>• Ensure that all quality assurance instruments are free from bias.</li> <li>• Continue organising GBVF awareness sessions to educate employees.</li> </ul>
<b>Preventing and rebuilding social cohesion</b>	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"> <li>• To develop an anti-discrimination policy.</li> <li>• Ensure that accredited private education institutions have anti-discrimination policies in place.</li> </ul>
	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"> <li>• Conduct HCM Policy advocacy on a continuous basis.</li> </ul>
<b>Economic empowerment</b>	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"> <li>• Ensure that the organisation operates in alignment with an updated Equity Plan.</li> <li>• Commitment on employment of people with disabilities for certain positions.</li> <li>• The organisation to have a clear strategy on how people living with disabilities will be prioritised.</li> <li>• Continuous refinement of the specific goals aimed at the empowerment of women, youth and persons with disabilities through SCM procurement processes.</li> </ul>
	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"> <li>• Review and strengthen workplace policies on harassment, discrimination and violence, with a focus on women and LGBTQIA+ persons.</li> <li>• Set up mechanisms for anonymous reporting.</li> </ul>
<b>Research and information management</b>	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"> <li>• To provide awareness talks through HCM.</li> </ul>

## 5. THEORY OF CHANGE

Table 8: Theory of Change depicting the impact of Umalusi

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

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

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

**Assumption:**  
Sufficient resources (budget, personnel, etc.) to do the work.

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

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



# **PART C:** **MEASURING OUR PERFORMANCE**

# 1. INSTITUTIONAL PERFORMANCE INFORMATION

Table 9 lists Umalusi's core programmes and sub-programmes.

**Table 9: Core programmes and sub-programmes**

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

## 1.1 Programme 1: Administration

communicate the organisational mandate, strategy and services to stakeholders.

### 1.1.1 Programme purpose

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

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

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

### 1.1.2 Sub-programmes and purpose

The Administration programme comprises the following five sub-programmes:

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

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

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

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

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

The PR & Comms sub-programme aims to

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

To ensure transparent, accountable and sound financial management and to maintain a procurement system that is fair, equitable, transparent, competitive and cost effective.

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

Table 10 shows the outcomes, outputs, performance indicators and targets for the Administration programme and its sub-programmes.

**Table 10: Administration: outcomes, outputs, indicators and targets**

Outcome			Outputs		Output indicators		Annual targets					
							Audited performance		Estimated performance	MTEF period		
										2021/22	2022/23	2023/24
Efficient and effective administrative systems	1.1 Advocacy initiatives conducted	1.1.1 Number of advocacy initiatives conducted	5	8	14	8	10	10	10			
	1.2 Achieved ICT network health score	1.2.1 ICT network health score maintained at ≥97%	97%	97%	98%	≥97%	≥97%	≥97%	≥97%			
	1.3 Minimised vacancy rate	1.3.1 Vacancy rate maintained at ≤10%	6%	8%	10%	≤10%	≤10%	≤8%	≤8%			
	1.4 Suppliers' invoices paid within 30 days	1.4.1 Percentage of valid invoices paid within 30 days of receipt	100%	-	-	100%	100%	100%	100%			
	1.5 Interim financial statements	1.5.1 Number of interim financial statements prepared quarterly	-	-	-	-	3	3	3			

### 1.1.4 Indicators: annual and quarterly targets

Table 11 shows the Administration programme's output indicators, and annual and quarterly targets.

**Table 11: Administration: indicators, annual and quarterly targets**

Output indicators	Reporting cycle	Annual targets	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1 Number of advocacy initiatives conducted	Quarterly	10	3	3	2	2
1.2.1 ICT network health score maintained at $\geq 97\%$	Quarterly	$\geq 97\%$	$\geq 97\%$	$\geq 97\%$	$\geq 97\%$	$\geq 97\%$
1.3.1 Vacancy rate maintained at $\leq 10\%$	Quarterly	$\leq 10\%$	$\leq 10\%$	$\leq 10\%$	$\leq 10\%$	$\leq 10\%$
1.4.1 Percentage of valid invoices paid within 30 days of receipt	Quarterly	100%	100%	100%	100%	100%
1.5.1 Number of interim financial statements prepared quarterly	Quarterly	3	-	1	1	1

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

The Administration programme's outputs will be implemented to ensure the achievement of the outcome: efficient and effective administrative systems. All Administration sub-programmes will play a role in achieving this outcome. Each sub-programme will focus on the activities and projects for the 2025/26 financial year, in line with the MTDP period. The following will be implemented to ensure that the outcome and impact are achieved.

#### a. Strategy and Governance

In addition to developing the 2026/27 APP and monitoring performance through reporting, the focus will be on the following:

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

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

#### b. Public Relations and Communications

In addition to regular PR & Comms services, the focus during the MTEF period will be on intensifying advocacy through the following:

- i. Produce a guideline document outlining how Umalusi will, where practically possible, provide services to the public in the four official languages adopted in the Umalusi Communication Policy;
- ii. Maintain the Umalusi website; and
- iii. Optimise the use of the Umalusi

digital media platforms (Facebook, X, LinkedIn and YouTube) to keep stakeholders informed about the work of Umalusi.

The optimisation of the use of digital media platforms does not only maintain Umalusi brand visibility but also helps to expand the reach of Umalusi messages. All communication platforms, including digital media, enable the organisation to educate the public about the GFETQSF; this is a legislative mandate.

#### c. Information and Communication Technology

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

- i. Improving HCM and F&SCM systems and to ensure efficiency on organisational operations and governance; and
- ii. Automation of operational processes, namely Phase 2 of the accreditation of independent providers system and the QAA system.

#### d. Human Capital Management

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

- i. Digitalising HCM processes such as online recruitment;
- ii. Seeking to retain experienced and qualified employees;
- iii. Implementing an electronic file plan for the organisation;
- iv. Implementing a centralised service request system for the Records sub-unit; and
- v. Implementing an online claim system for all contract workers.

#### e. Finance and Supply Chain Management

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



systems to ensure accurate and complete financial reporting:

- i. Payment of invoices within 30 days of receipt;
- ii. Targeted procurement spend to empower and support companies owned by women, youth and persons living with disabilities;
- iii. Developing an alternative funding model; and
- iv. Maintaining a work environment that is safe and secure for all employees.

The organisation continues to align its processes and policies with the recent developments in the public sector and legislative amendments to adjust to the changing environment and to ensure effective and efficient administration. Umalusi's financial and supply chain management policies, systems and processes are reviewed and monitored on a continuous basis to always ensure compliance. The efficiency and effectiveness of financial management systems contribute to the organisation's achievement of a clean audit.

## **1.2 Programme 2: Qualifications and Research**

### **1.2.1 Programme purpose**

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

### **1.2.2 Sub-programmes and purpose**

The Q&R programme comprises the following two sub-programmes:

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

The purpose of the QCC sub-programme is to manage the GFETQSF qualifications and the standard QCC functions of managing qualifications, certification and verification.

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

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

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

Table 12 shows the outputs, performance indicators and targets for the Q&R programme and its sub-programmes.

**Table 12: Qualifications and Research: outcomes, outputs, indicators and targets**

			Annual targets						
Outcome	Outputs	Output indicators	Audited performance			Estimated performance	MTEF period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Enhanced education standards	2.1 Audit conducted on qualifications on the GFETQSF	2.1.1 Number of audits conducted on qualifications on the GFETQSF	-	-	-	-	1	1	1
	2.2 Certificates printed within 30 working days of receiving the request from the assessment body	2.2.1 Percentage of certificates printed within 30 working days of receiving the request from the assessment body	-	-	-	-	95%	95%	95%
	2.3 Verification requests completed within two working days	2.3.1 Percentage of verification requests completed within two working days	-	-	-	-	95%	95%	95%
	2.4 Research projects completed in various formats	2.4.1 Number of research projects completed in various formats	5	5	6	6	6	6	6

1.2.4 Indicators: annual and quarterly targets

Table 13 shows the Q&R programme’s output indicators, and annual and quarterly targets.

Table 13: Qualifications and Research: indicators, annual and quarterly targets

Output indicators		Reporting cycle	Annual targets	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1	Number of audits conducted on qualifications on the GFETQSF	Annual	1	-	-	-	1
2.2.1	Percentage of certificates printed within 30 working days	Quarterly	95%	95%	95%	95%	95%
2.3.1	Percentage of verification requests completed within two working days	Quarterly	95%	95%	95%	95%	95%
2.4.1	Number of research projects completed in various formats	Annual	6	-	-	-	6

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

#### a. Qualifications, Curriculum and Certification

The Programme 2 activities and programmes support the outcome: enhanced educational standards. The two sub-programmes will enhance educational standards through the outputs set for the MTDP period.

In addition to the standard QCC functions of managing qualifications, certification and verification, the focus for the 2025/26 MTDP will be on:

- I. Reviewing the GFETQSF and associated policies
- II. Reviewing qualifications registered on the GFETQSF
- III. Appraising new qualifications and curricula
- IV. Developing systems for e-certification

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

As a quality council, Umalusi must ensure that qualifications in the GFETQSF are offered in a manner that protects the integrity and credibility of these qualifications. Where intergovernmental agreements have been concluded on offering the GFETQSF qualifications, Umalusi will determine and monitor the QAA standards to ensure that these qualifications are not compromised.

#### b. Statistical Information and Research

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

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

Quality Councils are required to undertake or commission and disseminate research on critical issues pertaining to the development and implementation of the General and Further Education and Training (GFET) sub-framework. The research for this MTDP period is intended to provide robust, evidence-based insights to inform recommendations aimed at enhancing qualifications and the associated curricula and, quality assurance models. Additionally, the research aims to advance the understanding of online assessment methodologies in response to the increasing prevalence of online schools. Furthermore, it seeks to support the development of requisite skills aligned with current and future educational, societal, and economic demands.

The outcomes of such research also play a pivotal role in refining qualification standards and providing the Minister with informed advice to strengthen these standards. By contributing to the ongoing improvement of education quality within the GFET sector, the research establishes a foundational theoretical framework for Umalusi's professional activities. Additionally, public dissemination and engagement in research are facilitated through platforms such as conferences, seminars, webinars, and colloquia, ensuring broader awareness and understanding of the sub-framework.

## **1.3 Programme 3: Quality Assurance and Monitoring**

### **1.3.1 Programme purpose**

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

### **1.3.2 Sub-programmes and purpose**

The QAM programme comprises the following three sub-programmes:

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

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

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

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

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

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

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

Table 14 shows the outcomes, outputs, performance indicators and targets for the QAM programme and its sub-programmes.

**Table 14: Quality Assurance and Monitoring: outcomes, outputs, performance indicators and targets**

Outcome			Outputs		Output indicators		Annual targets						
							Audited performance		Estimated performance	MTEF period			
							2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Enhanced educational standards	3.1 Published quality assurance of assessment reports	3.1.1 Number of quality assurance of assessment reports published for qualifications registered on the GFETQSF	10	9	9	9							
	3.2 Approved question papers	3.2.1 Percentage of received question papers approved per qualification	100% (982 / 982)	100% (1 014 / 1 014)	100% (1 079 / 1 079)	100%	100%	100%	100%	100%			
	3.3 Audited assessment bodies for their state of readiness	3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations	4	4	4	4	4	4	4	4			
	3.4 Verified marking	3.4.1 Number of subjects for which verification of marking is conducted	93	92	92	95	95	95	95	98			
	3.5 Moderated internal assessment	3.5.1 Number of subjects for which moderation of internal assessment is conducted	198	190	195	200	200	200	200	200			
	3.6 Accreditation outcomes for private education institutions	3.6.1 Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit	100% (176 / 176)	99.26% (270 / 272)	98.16% (213 / 217)	92%	93%	94%	95%				
	3.7 Monitored private education institutions	3.7.1 Percentage of identified private education institutions monitored after being granted accreditation	90.1% (336 / 373)	94.67% (142 / 150)	97.09% (200 / 206)	91%	92%	93%	94%				

### 1.3.4 Indicators: annual and quarterly targets

Table 15 shows the QAM programme's output indicators, and annual and quarterly targets.

**Table 15: Quality Assurance and Monitoring: indicators, annual and quarterly targets**

Output indicators	Reporting cycle	Annual targets	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1 Number of quality assurance of assessment reports published for qualifications registered on the GFETQSF	Quarterly	9	-	1	1	7
3.2.1 Percentage of received question papers approved per qualification	Annual	100%	-	-	-	100%
3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations	Annual	4	-	-	-	4
3.4.1 Number of subjects for which verification of marking is conducted	Annual	95	-	-	-	95
3.5.1 Number of subjects for which moderation of internal assessment is conducted	Annual	200	-	-	-	200
3.6.1 Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit	Annual	93%	-	-	-	93%
3.7.1 Percentage of identified private education institutions monitored after being granted accreditation	Annual	92%	-	-	-	92%



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

The second outcome, “Enhanced educational standards,” is central to the functions of Programme 3: QAM Branch. It will be achieved through the accreditation and monitoring of private education institutions; QAA and examinations of all qualifications within the GFETQSF of the NQF; and the QAA and examinations of these qualifications to ensure credible, comparable and current qualifications which will align well with our impact statement.

The focus areas that will assist in achieving this outcome are provided below for each sub-programme.

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

In addition to the standard QAA functions for school qualifications, the focus will be on:

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

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

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

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

- i. Monitoring the implementation of issued directives for improvement and compliance to track progress over time;
- ii. Improving moderators’ skills and competencies through blended training approaches for continuous professional development; and
- iii. Monitoring and moderation of internal assessments to ensure fairness, reliability and the validity of assessment outcomes.

These focus areas will enhance the feedback from the monitoring and moderation provided to assessment bodies and improve the QAA and, consequently, student performance.

#### c. Evaluation and Accreditation

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

- i. Testing and implementing the newly developed modules of the accreditation online system;
- ii. Advocating the requirements for the accreditation of registered independent online schools;
- iii. Finalising an approach to the accreditation of IS offering Grade R; and
- iv. Conducting monitoring site visits to some identified accredited private education institutions.

These focus areas will enhance the quality assurance of the offering of qualifications on the GFETQSF at private education institutions.

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

## 1.4 Programme resource considerations

### 1.4.1 Overview: budget and MTEF estimates

#### 1.4.1.1 Organisational budget

Table 16 provides an overview of the organisation's 2025/26 MTEF estimates.

**Table 16: 2025/26 MTEF estimates**

	Actual audited			Approved budget	Budget estimates		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Administration	70 770	76 853	96 975	82 796	100 792	106 691	116 725
Qualifications and Research	33 303	34 692	28 656	34 797	31 000	33 740	35 207
Quality Assurance and Monitoring	73 551	77 234	79 209	90 635	86 353	89 986	93 765
Total expenditure	177 624	188 779	204 840	208 228	218 145	230 417	245 697

#### 1.4.1.2 Programme 1: Administration

Table 17 provides an overview of budget estimates for the Administration programme.

**Table 17: 2025/26 MTEF budget estimates for Programme 1: Administration**

	Actual audited			Approved budget	Budget estimates		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	37 125	38 544	42 947	46 387	44 707	46 739	48 855
Goods and services	32 503	36 526	44 540	31 409	44 085	45 952	50 539
Depreciation	1 142	1 783	10 048	5 000	12 000	14 000	17 330
Total expenditure	70 770	76 853	96 975	82 796	100 792	106 691	116 724

### 1.4.1.3 Programme 2: Qualifications and Research

Table 18 provides an overview of budget estimates for the Q&R programme.

**Table 18: 2025/26 MTEF budget estimates for Programme 2: Qualifications and Research**

	Actual audited			Approved budget	Budget estimates		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	19 944	19 815	19 476	22 190	21 198	22 161	23 165
Goods and services	13 359	14 877	9 180	12 607	9 802	11 579	12 042
Total expenditure	33 303	34 692	28 656	34 797	31 000	33 740	35 207

### 1.4.1.4 Programme 3: Quality Assurance and Monitoring

Table 19 provides an overview of budget estimates for the QAM programme.

**Table 19: 2025/26 MTEF budget estimates for Programme 3: Quality Assurance and Monitoring**

	Actual audited			Approved budget	Budget estimates		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	28 437	28 697	30 469	37 098	32 689	34 175	35 722
Goods and services	45 114	48 537	48 740	53 537	53 664	55 811	58,043
Total expenditure	73 551	77 234	79 209	90 635	86 353	89 986	93 765

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

The budget for the 2025/26 financial year is R218 million, which is an increase of 5% from the previous financial year

(R208 million: 2024/25). The government grant (R174 million) accounts for 80% of the budget. Internal revenue is expected to amount to R44 million in the 2025/26 financial year. The verification fees are expected to contribute a significant portion of this own revenue, to the value of R18.5 million (i.e., 42% of internal revenue).

The second major contributor to internal revenue is accreditation fees, which are expected to generate R8 million for the 2025/26 financial year. It is anticipated that interest income will remain fairly constant compared to the previous financial year, due to the expected peaking of interest rates, which have been on the rise in the recent past.

A significant portion of the total budget for the 2025/26 financial year has been allocated to Programme 1 (Administration). The allocation to Programme 1 amounts to R101 million, which is 46% of the total budget. Programme 1 assists and supports the organisation to discharge its core functions to achieve its mandate. The allocation covers administrative activities which include, among others, audit services; advocacy campaigns; maintenance of Umalusi properties; governance functions; ICT infrastructure and network solutions; training and development; including health and wellness of staff. Compensation for support staff (Administration) is expected to amount to R45 million

Programme 2 (Q&R) has been allocated R31 million, which is 14% of the budget for the 2025/26 financial year. This Programme is responsible for, among others, conducting research, verification of qualifications and issuing certificates to qualifying learners. The budget for the compensation of employees for Programme 2 is R21 million.

Programme 3 (QAM) has been allocated R86 million for the 2025/26 financial year. This allocation is earmarked for the moderation of question papers, verification of marking, training of moderators, discussion of marking guidelines, monitoring of examinations, following up of suspected irregularities and the costs associated with Assessment Standards Committee activities. The balance of the allocation will be used for staff salaries amounting to R33 million.

## 1.5.1 Materiality and significance

### a. Materiality

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

- i. The nature of Umalusi's business;
- ii. Statutory requirements affecting Umalusi;
- iii. Inherent and controlled risks associated with Umalusi; and
- iv. Quantitative and qualitative issues.

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

- Any amount in respect of criminal conduct;
- R30 000 and above for irregular, fruitless and wasteful expenditure involving gross negligence; and
- R2 050 000 and above, that is about 1% of total revenue, to report in terms of subsection 55(1)(d) regarding the fair presentation of the affairs of the public entity, its business, its financial results, its performance against predetermined objectives, its financial position and disclosure notes at the end of the financial year concerned.

### b. Significance

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

- i. Establishment or participation in the establishment of a company – each transaction reported separately;
- ii. Participation in a significant partnership, trust, unincorporated joint venture or similar arrangement – 50% of voting rights;

- iii. Acquisition or disposal of a significant shareholding in a company – 30% or more of shareholding;
- iv. Acquisition or disposal of a significant asset – 1% of fixed assets;
- v. Commencement or cessation of significant business activity – each transaction separately; and
- vi. A significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture or similar.

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

**Table 20: Updated key risks and mitigation strategies**

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

Outcome	Key risk (s)	Risk Mitigation
<b>Enhanced educational standards</b>	Reputational harm (certification)	<ul style="list-style-type: none"> <li>Engage assessment bodies to improve their certification processes <ul style="list-style-type: none"> <li>Quality assurance of results strengthened</li> <li>Directives and policies generally in place</li> </ul> </li> <li>Putting stringent measures for registration and certification of candidates in place <ul style="list-style-type: none"> <li>Certification requests are validated against approved results</li> <li>SOP for the management of irregularities will be fully implemented</li> <li>Irregularity reports requested from the assessment bodies, mainframe system updated and certification requests validated against the irregularity reports</li> <li>QAA Unit verifies irregularities before QCC certifies</li> <li>Collaboration within the different Umalusi units</li> <li>List of accredited institutions are maintained by E&amp;A</li> <li>Lists of accredited providers are prepared for assessment bodies for each exam cycle by E&amp;A</li> <li>Declarations of information accuracy submitted with datasets by the assessment bodies</li> <li>Communication with assessment bodies</li> <li>Incorrect certificates withdrawn once identified</li> <li>Regular testing of the system to ensure the accuracy of the Umalusi system</li> <li>Clear direction to accommodate or not to accommodate the foreign qualifications</li> <li>A policy to regulate the foreign qualifications</li> <li>Regulations in place to regulate the foreign qualifications</li> <li>Clear statements in the NQF Act on the offering of foreign qualifications in South Africa</li> <li>A uniform approach from South Africa</li> </ul> </li> <li>Increase human resources <ul style="list-style-type: none"> <li>Explore other methods of verification e.g., automation</li> </ul> </li> <li>Constant communication and updates to verification clients</li> </ul>

### **3. Public Entities**


None.

### **4. Infrastructure Projects**

None.

### **5. Public-Private Partnerships**

None.



# **PART D:** **TECHNICAL INDICATOR DESCRIPTIONS (TIDs)**



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

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

Indicator title	1.3.1: Vacancy rate maintained at $\leq 10\%$
Definition	This indicator measures minimising the organisational vacancy rate to an acceptable rate to ensure that mandates are carried out efficiently and effectively.
Source of data	Staff establishment records or system.
Method of calculation	<p><b>Quarterly calculation:</b></p> <p><b>Numerator:</b> number of vacant positions on the organisational structure</p> <p><b>Denominator:</b> number of all approved (funded) positions on organisational structure</p> <p>Multiply by 100</p> <p><b>Annual calculation:</b></p> <p>Fourth quarter output</p>
Means of verification	Quarterly reports on the staff establishment.
Assumptions	Vacated positions are filled within three months.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Maintain organisational vacancy rate at 10% or lower annually.
Indicator responsibility	Senior Manager: Human Capital Management

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

Indicator title	1.5.1: Number of interim financial statements prepared quarterly
<b>Definition</b>	<p>The indicator entails the preparation of interim financial statements on a quarterly basis (statement of financial position, statement of financial performance, statement of changes in net assets, cash flow statement and statement of comparison of budget to actual amounts, including accounting policies and relevant disclosure notes), in accordance with Generally Recognised Accounting Practice (GRAP) statements and requirements of the PFMA.</p> <p>The interim financial statements will be prepared within 30 days after the end of each quarter.</p> <p>Q1 – No target (During this period it is the finalisation of the AFS for the previous FY)</p> <p>Q2 – Q1 interim financial statements reviewed by IA</p> <p>Q3 – Q2 interim financial statements reviewed by IA</p> <p>Q4 – Q3 interim financial statements reviewed by IA</p>
<b>Source of data</b>	It includes, among others, a budget; revenue and expenditure reports; leave reports, asset register, monthly bank reconciliations; accounts receivable; accounts payable; cash book; general ledger; and trial balance.
<b>Method of calculation</b>	Simple count
<b>Means of verification</b>	Quarterly interim financial statements.
<b>Assumptions</b>	Submission of accurate and complete information by all units (to be used for compiling interim financial statements); competent personnel and proper functioning of accounting systems.
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative (year-end)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Accurate and complete interim financial statements.
<b>Indicator responsibility</b>	Senior Manager: Finance & Supply Chain Management

Indicator title	2.1.1: Number of audits conducted on qualifications on the GFETQSF
<b>Definition</b>	This indicator measures the number of audits conducted on qualifications for the GFETQSF to determine their uptake and currency, as well as their compliance with ministerial directives. 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 audit 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.
<b>Source of data</b>	The annual audit report on the management of GFETQSF qualifications that provides the updates and status of each qualification.
<b>Method of calculation</b>	Simple count
<b>Means of verification</b>	Audit report on the management of qualifications in the GFETQSF.
<b>Assumptions</b>	The audit instrument is available.
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Audit report reflecting qualifications for the GFETQSF that have uptake and meet the criteria for re-registration on the NQF.
<b>Indicator responsibility</b>	Senior Manager: Qualifications, Curriculum and Certification

Indicator title	<b>2.2.1: Percentage of certificates printed within 30 working days of receiving the request from the Assessment body.</b>
<b>Definition</b>	<p>Percentage of certificates* printed for learners who complied with the requirements for a qualification.</p> <p>Assessment bodies must submit the records according to the directives for certification.</p> <p>*Certificate can be either for a qualification or a subject statement (do not qualify for a qualification).</p> <p>*Printed means the request has been submitted to SITA to print the certificates.</p>
<b>Source of data</b>	Mainframe system
<b>Method of Calculation/ Assessment</b>	<p>Number of certificates printed within 30 working days divided by the number of certificates to be printed multiplied by 100.</p> <p><b>Numerator:</b> number of certificates printed within 30 working days of receipt of the request for certification by the assessment body</p> <p><b>Denominator:</b> number of certificates to be printed</p> <p>Multiply by 100</p> <p>The Excel NETWORKDAYS function calculates the number of working days between the date certificates were printed and the date the request was received.</p>
<b>Means of Verification</b>	System-generated reports that are extracted from the mainframe and processed in Excel spreadsheets.
<b>Assumptions</b>	The data stored on the mainframe system is reliable, valid and timely.
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	To print 95% certificates within 30 working days of receiving the request from an assessment body for all learners who complied with the requirements for a qualification.
<b>Indicator Responsibility</b>	Senior Manager: QCC

Indicator title	2.3.1: Percentage of verification requests completed within two working days
<b>Definition</b>	<p>Umalusi provides a service to contracted clients who submit requests for the verification of certificates that have been issued by Umalusi and by its predecessor, SAFCERT, since 1992.</p> <p>Clients e-mail requests in one of three categories (manual, electronic and full verifications). An email might comprise of one or more requests (qualification/certificate) for verification. Umalusi verifies and confirms the authenticity of the qualifications submitted for verification. The indicator refers to the percentage of verification requests for the verification of qualifications are completed within two working days. (Emails responded to with two working days).</p>
<b>Source of data</b>	Emails on the email server
<b>Method of Calculation/ Assessment</b>	<p><b>Numerator:</b> number of verification requests (emails) completed within the SLA (two working days)</p> <p><b>Denominator:</b> total number of verification requests (emails) received</p> <p>Multiply by 100</p> <p>The Excel NETWORKDAYS function is used to calculate the number of working days (hours) between the date the e-mail was received and the date the reply was send. NETWORKDAYS automatically excludes weekends (Saturday and Sunday).</p>
<b>Means of Verification</b>	An Excel report from the email server indicating number of requests (emails) received for verification of qualifications and verifications completed (replies on emails) within two working days.
<b>Assumptions</b>	The e-mails stored on the email server are reliable and retrievable.
<b>Calculation Type</b>	Non-cumulative
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	To have 95% of the verification requests processed within a turnaround time of two working days.
<b>Indicator Responsibility</b>	Senior Manager: QCC



<b>Indicator title</b>		<b>2.4.1: Number of research projects completed in various formats</b>
<b>Definition</b>	This indicator shows the number of research projects, in various formats, on research conducted in various areas of Umalusi's mandate during a specified financial year. The purpose of the research reports is to keep the organisation updated on developments in the sector and to advise the Ministers of Education.	
<b>Source of data</b>	Research reports	
<b>Method of calculation</b>	Count of completed projects in various formats.	
<b>Means of verification</b>	Research reports	
<b>Assumptions</b>	Research findings and recommendations influence the work of operational units.	
<b>Disaggregation of beneficiaries</b>	N/A	
<b>Spatial transformation</b>	N/A	
<b>Type of indicator</b>	Output	
<b>Calculation type</b>	Non-cumulative	
<b>Reporting cycle</b>	Annual	
<b>Desired performance</b>	Completion of research projects and recommendations to the body concerned.	
<b>Indicator responsibility</b>	Senior Manager: Statistical Information and Research	

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

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

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

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

Indicator title	<b>3.5.1: Number of subjects for which moderation of internal assessment is conducted</b>
<b>Definition</b>	<p>The number of subjects refers to subjects/learning areas in the TVET and AET sectors, which are sampled for the moderation of internal assessments. Moderation measures the assessment bodies' compliance with internal assessment requirements.</p> <p>Internal assessment refers to assessments conducted at the sites of teaching and learning and includes Site Based Assessments (SBA) for the GETC: ABET, and ICASS and PAT for TVET qualifications.</p> <p>SBA, ICASS and PAT are students' evidence of assessments conducted and assessed at the sites of teaching and learning.</p> <p>Assessment bodies are departments of education or bodies accredited by Umalusi to conduct, administer and manage examinations; and internal assessment for qualifications registered in the GFETQSF.</p>
<b>Source of data</b>	External moderator reports on the moderation of internal assessments.
<b>Method of calculation</b>	Count of subjects moderated.
<b>Means of verification</b>	List of subjects moderated for internal assessments.
<b>Assumptions</b>	Timely submission of moderation of internal assessment reports by independent contractors.
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Evidence of student work in internal assessments to be moderated and reported.
<b>Indicator responsibility</b>	Senior Manager: Quality Assurance of Assessment: Post-School Qualifications

Indicator title	<b>3.6.1: Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit</b>
<b>Definition</b>	<p>This indicator measures the percentage of accreditation reports presented to the Accreditation Committee of Council (ACC) and the outcomes, signed by the CEO of Umalusi, or, in the case of a window period granted to improve, signed by the Senior Manager: Evaluation and Accreditation, within 12 months of the date of the site visit. The 12-month period may include site visits made in the previous financial year. However, as long as the report is presented to the ACC in the current financial year and is not deferred to the ACC meeting in the next financial year, the institution will be counted.</p> <p>An accreditation outcome refers to the recommendation of the ACC on the outcome of an application for accreditation from a private education institution. The outcome is presented to the CEO of Umalusi for a decision of “accreditation” for schools or “seven years’ accreditation” for private colleges, “two years’ provisional accreditation” or “no accreditation”, or the recommendation of a window period granted to the private education institution by the ACC and confirmed by the Senior Manager: Evaluation and Accreditation.</p> <p>During a site visit an institution is evaluated to verify whether it meets the minimum requirements for accreditation. This may be an initial site visit in the accreditation process, or a follow-up visit after an institution has received an outcome of provisional accreditation or a window period to improve, or an application for extension of scope. The private education institution must make payment before a site visit is conducted. In cases where a physical confirmation site visit is conducted following an online site visit, then the starting date for calculation of this indicator is the date of the confirmation site visit.</p> <p>“Private education institution” refers to independent schools, private Further Education and Training (FET) colleges and private Adult Education and Training (AET) colleges that offer qualifications on the GFETQSF.</p> <p>“Finalised” means that the CEO or Senior Manager have signed the accreditation outcome.</p>
<b>Source of data</b>	Online accreditation system, accreditation spreadsheets, electronic reports, letters to institutions.

Indicator title	<b>3.6.1: Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit</b>
<b>Method of calculation</b>	<p><b>Numerator:</b> total number of accreditation reports served at the ACC in a financial year and the outcomes, signed by the CEO/Senior Manager and finalised within 12 months of the site visit</p> <p><b>Denominator:</b> divided by the total number of reports presented to the ACC in a financial year</p> <p>Multiply by 100.</p> <p><b>Note:</b> Reports that are presented to the ACC and then deferred or referred to the ACC for a decision review at a meeting that falls in the next financial year will be counted in the statistics for the financial year in which the final accepted recommendation is made. In addition, reports submitted to the ACC in a financial year, but not yet finalised (i.e., not signed by the CEO/Senior Manager) and which are still within 12 months of the site visit, will be excluded from the denominator in the financial year in which they served at the ACC.</p> <p>Improvement reports submitted to the ACC that did not necessitate a site visit will be excluded from the calculation.</p>
<b>Means of verification</b>	<p>Electronic spreadsheet report highlighting dates of site visits made, names of institutions and dates presented to the ACC.</p> <p>Letters to institutions advising them of the outcome of the accreditation applications presented to the ACC in that financial year.</p> <p>Minutes of ACC meetings.</p> <p>Signed tracking forms.</p>
<b>Assumptions</b>	<p>Finalisation of reports may span consecutive financial years, with the site visit made in one financial year and the outcome finalised in the next. (The 12-month period after a site visit may fall in the following financial year.)</p> <p>Reports presented to the ACC may be deferred by the ACC or referred back to the ACC, with meetings held in the consecutive financial year.</p> <p>Reports presented at the final ACC meeting of a financial year might only be finalised in the following financial year, although the report may still fall within the 12-month period after the date of the site visit.</p>
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	To finalise accreditation outcomes within 12 months of a site visit to a private education institution
<b>Indicator responsibility</b>	Senior Manager: Evaluation and Accreditation



Indicator title	<b>3.7.1: Percentage of identified accredited private education institutions monitored after being granted accreditation</b>
<b>Definition</b>	<p>This indicator measures the percentage of identified institutions monitored after being granted accreditation. Monitoring ensures compliance with the minimum requirements for accreditation.</p> <p>The private education institutions identified for monitoring are independent schools and private colleges that were granted accreditation in the 2023/24 financial year, independent schools whose accreditation certificate expires in 2026, and private colleges granted accreditation in 2021/22.</p> <p>This excludes accredited institutions falling into the identified category of undergoing “extension of scope” in that year and institutions that have closed down since being awarded accreditation. It also excludes private colleges that are accredited to offer the N1-N3 Engineering Studies programmes, which will be phased out at the end of 2025.</p> <p>Monitoring refers to a process of checking to ascertain whether accredited private education institutions continue to maintain the minimum standards required for accreditation, which begins with either the receipt of a monitoring report or a monitoring site visit.</p> <p>Accreditation means the outcome of a quality assurance process of evaluating and determining whether a private education institution has the capacity to offer a qualification or programmes leading to a qualification registered on the GFETQSF.</p>
<b>Source of data</b>	<p>Spreadsheets indicating the dates of accreditation of private education institutions.</p> <p>Spreadsheets indicating the date of receipt of the monitoring reports or, in the absence of a submitted report, the date of the monitoring site visit.</p> <p>Completed monitoring reports and supporting evidence submitted by private education institutions, or, in the case of a monitoring site visit, the site visit report.</p>
<b>Method of calculation</b>	<p><b>Numerator:</b> Number of identified institutions that have been monitored in the required period</p> <p><b>Denominator:</b> Number of identified institutions that are required to be monitored in that financial year</p> <p>Multiply by 100</p>
<b>Means of verification</b>	<p>Spreadsheet outlining the institutions identified for monitoring, as well as the date of monitoring (i.e., date of receipt of the monitoring report or the site visit).</p>
<b>Assumptions</b>	<p>Private education institutions continue to operate in line with their original accreditation at the time of the required monitoring.</p>
<b>Disaggregation of beneficiaries</b>	<p>N/A</p>
<b>Spatial transformation</b>	<p>N/A</p>
<b>Calculation type</b>	<p>Non-cumulative</p>
<b>Reporting cycle</b>	<p>Annual</p>
<b>Desired performance</b>	<p>To monitor identified accredited institutions</p>
<b>Indicator responsibility</b>	<p>Senior Manager: Evaluation and Accreditation</p>

## This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue lines spaced evenly across the page, typical of standard notebook paper. The lines are thin and light blue, set against a plain white background. There is no handwriting or other markings on the page.



ISBN: 978-1-928445-80-7



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