

MAKOYA

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

OFFICIAL NEWSLETTER OF UMALUSI

October 2017



*WINDOW PERIOD
BOLSTERS
ACCREDITATION PROCESS
AND IMPROVES SCHOOLS*

*ACCREDITATION OF
PRIVATE EDUCATION
INSTITUTIONS BY
UMALUSI*



**BOTSWANA
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FROM THE EDITOR'S PEN



Lucky Ditaunyane

Welcome to yet another enthralling issue of Makoya, Umalusi's official newsletter. Umalusi continues to add value to the basic education sector in South Africa by remaining faithful to its mandate as a council for quality assurance in general and further education and training. This is in spite of the fact that the education system in South Africa is in a constant state

of flux. As can be expected, any changes in Umalusi's external environment can affect the organisation, either directly or indirectly.

Therefore, Umalusi needs to position itself as a learning organisation that constantly responds to the challenges presented by the ever-changing educational landscape. There is no doubt that quality in education remains a topical issue within educational circles in South Africa. This is the one area where Umalusi is looking to locate itself as a thought leader in response to its mandate as a quality council.

As part of its response to its mandate, Umalusi uses various communication channels and platforms, such as Makoya, to communicate the intricate aspects of its legislative mandate to relevant stakeholders. To this end, we are always careful to craft messages that resonate with the essence of what the South African government has entrusted us to do. This issue of Makoya focuses mainly on the work of the Evaluation & Accreditation Unit, a national operations unit specifically tasked with the responsibility of evaluating and accrediting independent schools, private colleges, private adult education centres and private assessment bodies. Enjoy!

FROM THE CEO'S DESK



Dr Mafu Rakometsi

I find it hard to believe that we are already in the third quarter of the academic year. Time flies when there is much to do and this is true for Umalusi as a council for quality assurance in general and further education and training. The work of Umalusi keeps on expanding as we identify new areas of growth within the parameters of our legislative mandate. Be that as it may, Umalusi is fortunate to have a formidable team of highly experienced and qualified individuals who take the work of the organisation seriously.

I want to sincerely acknowledge the sacrifices made by the staff of Umalusi in carrying out their work, sometimes amid difficult conditions. To this end, I acknowledge the sterling work done by all Umalusi staff, those who are office-based and the 'foot soldiers'. Most must, invariably, spend long hours on the road or in their offices to get the work of the organisation done – this is highly appreciated.

As we approach another exam season, we are mindful of the many challenges that our learners from disadvantaged families face every day. The socio-economic context of our learners, their cultural backgrounds and lived experiences, cannot be disconnected from what happens in the classroom. Learners bring their crude reality to the classroom and this presents a serious challenge to educators who must learn how to navigate and mediate the curriculum in the middle of such perplexing circumstances. We at Umalusi concede that it is well-nigh impossible for schools to provide conclusive solutions to all the extraneous factors that beset the lives of our precious learners.

Once again, the work of Umalusi as a quality assurer of national assessments will be under the spotlight as all assessment bodies prepare themselves to administer 2017 end-of-year national examinations. Scores of Umalusi officials have been deployed to various provinces to verify the readiness of provincial departments of education (PDEs) and private assessment bodies to administer examinations for the following qualifications: the National Senior Certificate, the National Certificate (Vocational), the General Education and Training Certificate, the Senior Certificate (Amended) and the National Technical Certificate (N3).

Even as we prepare for the rollout of this year's national examinations, this issue of Makoya, rightly, focuses on some of the work of the Evaluation and Accreditation (E&A) Unit, which performs a function that forms part of another important aspect of Umalusi's broad mandate. The work of the E&A Unit ensures, inter alia, that private institutions that wish to offer qualifications that appear on Umalusi's sub-framework of qualifications have the academic and infrastructural wherewithal to do so.

CHECK THAT ACCREDITATION BEFORE ENROLLING!



By Cindy Thomas

Accreditation for an independent school means recognition of its capacity to offer a qualification on the General and Further Education and Training Qualifications Sub-framework and its implementation of the curriculum to support the qualification, to the required standard. The same strict criteria are applied by Umalusi when accrediting private adult education and training (AET) centres and private colleges.

Private institutions are accredited to offer specific qualifications: while a private institution may offer a variety of qualifications, only some may be accredited by Umalusi. It is therefore important to establish whether the private education institution you are considering to enrol at is accredited and, specifically, which qualification/s it is accredited to offer.

Do not look for the Umalusi logo on an institution's marketing material: no institution is authorised to use the logo in this manner. Accredited institutions are restricted to the following wording in their marketing brochures: "Accredited by Umalusi, Council for Quality Assurance in General and Further Education and Training", and this must be followed by its accreditation number.

You still need to check which specific qualifications the private institution is accredited to offer. All accredited institutions are listed on the Umalusi website. Confirm the institution's accreditation status before registering for a programme or qualification.

Currently, Umalusi may only accredit an institution to offer the following qualifications:

1. INDEPENDENT SCHOOLS

-The National Curriculum Statement leading to the National Senior Certificate (NSC).

2. ADULT EDUCATION AND TRAINING CENTRES

-General Education and Training Certificate (GETC: ABET), commonly known as ABET level 4. This is not matric, but equivalent to Grade 9.

3. PRIVATE (FET) COLLEGES

-NATED (National Education) 1, 2 and 3 – Engineering Studies only;

-National Certificate (Vocational) (NC(V)).

Any other qualifications fall outside of Umalusi's mandate and the quality council cannot accredit these.

Accreditation is not a stand-alone process. For independent schools, accreditation is linked to:

- Registration as a school by the provincial education department (PED);
- Registration of that school as an examination centre for the NSC by the PED, or an accredited, private assessment body;
- A specific address for the site of learning, which may not be transferred to another site of learning. Each separate site of learning must be accredited to offer the qualification.

Regulation 26A(1-4), Chapter 5, defines the requirements for registration of independent schools as examination centres, and the regulations pertaining to the conduct, administration and management of the NSC examinations:

"An independent school must be accredited by Umalusi in order to be registered as an examination centre."

As of the November 2017 examinations, Umalusi cannot certify learners who write the NSC at unaccredited independent schools, or those schools that have not made considerable progress in their application for accreditation.

It is essential that parents check that the independent school at which they intend enrolling their child for the Curriculum and Assessment Policy Statements (CAPS) and NSC is either accredited with Umalusi, or has made sufficient progress in the accreditation process to be granted a concession to be registered as an examination centre.

Queries about an institution's registration and accreditation should be directed as follows:

- Accreditation: info@umalusi.org.za
- Registration: Provincial education department
- Exam centre: Provincial education department or accredited private assessment body

Parents, learners and students must:

- Before enrolling, check the registration and accreditation status of the institution;
- Establish exactly which qualifications the institution is accredited to offer.

For more information on the accreditation and registration of independent schools, private FET colleges and private AET centres, visit the Frequently Asked Questions (FAQ) page on Umalusi's website, at www.umalusi.org.za

WINDOW PERIOD BOLSTERS ACCREDITATION PROCESS AND IMPROVES SCHOOLS



By **Mary Malia**

Legislative framework

Umalusi's founding Act, the General and Further Education and Training Qualifications (GENFETQA) Act No. 58 of 2001, clause 25 (2)(a) and (b) states: "If a private education institution fails to comply with the policy, the Council must (a) notify such private education institution in writing and set out the nature and extent of the failure; and (b) determine a reasonable period within which the private education institution must comply with the policy."

Clause 25 (3) states: "At the expiry of the period contemplated in subsection (2)(b), the Council (a) must evaluate the steps taken by the private

education institution to comply with the policy and take into account any submissions made by the education institution; and (b) may affirm the accreditation of the private education institution, or withdraw the accreditation as from a date specified by the Council."

Umalusi's founding Act makes provision for private education institutions that fail to meet the accreditation criteria to be given a reasonable period to comply with specific conditions to meet the minimum standards. An outcome of 'no accreditation' is not granted at first presentation of an accreditation report to the Accreditation Committee of Council (ACC).

What is a window period?

This provides an opportunity for private education institutions that fail to meet the minimum standards for accreditation at first presentation of the accreditation report to the ACC to improve their submission before a final decision is made. Letters specifying the conditions and timeframes to be met are sent, and the institutions must submit evidence of compliance, and pay the evaluation fee, before the window period expires. The submitted evidence is evaluated. Where necessary, an unannounced site visit may be conducted to verify compliance.

Report outcomes

A report on the extent to which the private education institution meets the specified conditions is presented to the ACC.

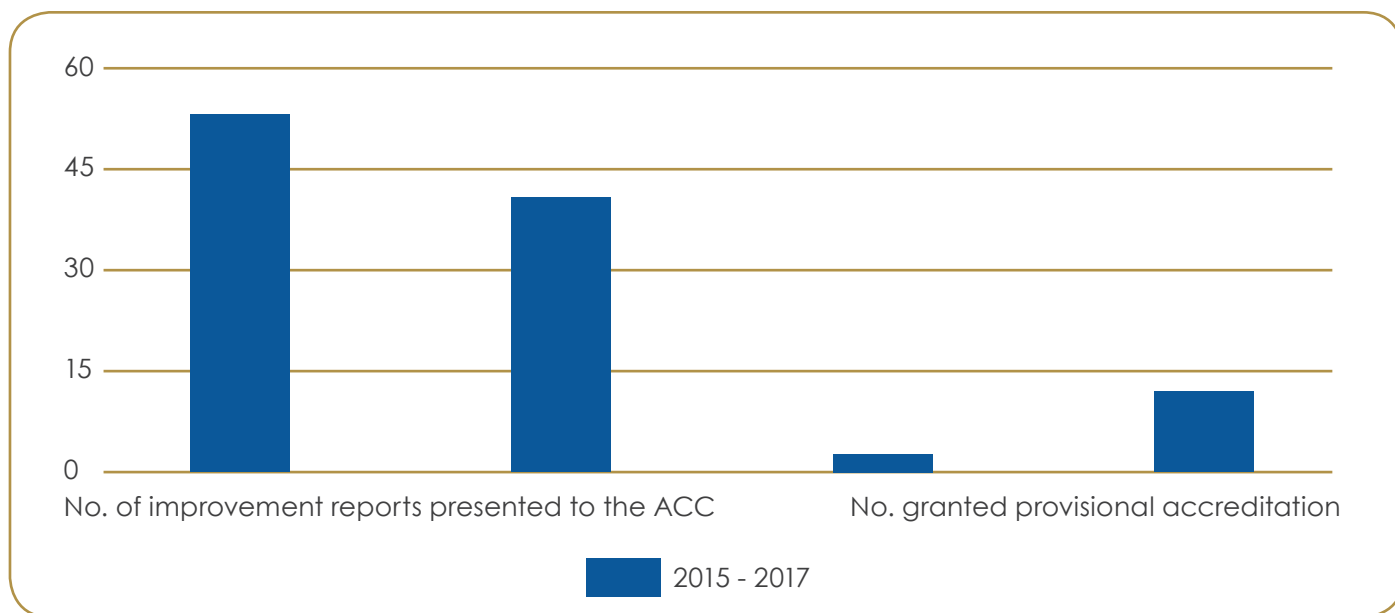
Should the institution not submit any evidence during the prescribed period, a report indicating such is submitted. The ACC considers the extent to which the institution meets conditions and recommends an outcome to the Chief Executive Officer of Umalusi for a final accreditation decision. This is made on behalf of Umalusi Council. The private education institution may be granted an outcome of accreditation; provisional accreditation; or no accreditation, after the window period. This depends on the extent to which the institution has met the criteria. Institutions that do not meet minimum accreditation requirements after the window period receive an outcome of 'no accreditation'. No second window period may be granted.

Opportunity welcomed by schools

Independent schools embrace the opportunity of being provided the window period. Timelines are generally adhered to and unannounced verification visits have confirmed evidence of improvement.

The table and graph below show the number of improvement reports provided by independent schools following a window period and presented to the ACC; and the accreditation outcomes following the window period.

Year window period granted	No. of improvement reports presented to the ACC	No. granted accreditation following the window period	No. granted provisional accreditation following the window period	No. granted no accreditation following the window period
2015–2017	53	40	2	11



These statistics directly translate into an improvement in the conditions at schools, and the offering and environment experienced by learners and staff at those schools. Examples of improvements at various schools include:

Condition	Improvement report
Conditions at the hostel must be improved to ensure that learners have privacy, and that rooms are not overcrowded. Soap, toilet paper and bins should be provided.	<p>The health and safety conditions in the boarding house for both boys and girls have improved. The overcrowding of learners in a room was reduced from five learners to three. The school has increased the number of rooms.</p> <p>The kitchen in the boarding house was improved as the school installed an extractor fan above the gas stoves, the gas cylinders are safely stored outside in a built-up lockable cubicle. The ablution facilities have increased and there are soap dispensers, disposable hand towels and sanitary bins in all the girls' toilets. The bathrooms are well-ventilated, neatly tiled and clean.</p>
At least 80% of teachers must hold a professional teaching qualification and current registration with the South African Council for Educators (SACE). Currently 66.67% of teachers are professionally qualified and registered with SACE.	100% of teachers are professionally qualified and registered with SACE.
The odours in the bedrooms emanating from the toilets must be eliminated. Showers or bathing facilities must be provided, as well as cupboards for the storage of boarders' personal effects. The hostels must be revamped to be more habitable for the learners.	The boarding house has been revamped. Lockable cupboards have been purchased, and the ablution facilities have improved. As a result the odour that was emanating from them to the rooms has been eliminated. The boarding house is more comfortable and habitable.
The overcrowding of learners in the foundation phase must be addressed.	The enrolment of the school has been reduced to 1:25 in the foundation phase.
Textbooks must be provided to learners, in line with the policy of the school.	The school has invested in purchasing textbooks for the learners in all grades and subjects. The textbooks are CAPS-compliant and each learner is in possession of a textbook or reader. All textbooks are returned to the school at the end of the year.
Moderation practices should be implemented at the school across all subjects and grades to ensure assessments of the required quality. This must be accompanied by a moderation plan.	Pre-assessment and post-assessment moderation practices area implemented across all grades. The moderation plan is sent to teachers at the beginning of the term together with the school assessment plan. The school-based assessments and memoranda are moderated. The phase head conducts the moderation process.
More ablution facilities should be provided for the learners, in line with the enrolment of the school.	The school has increased the ablution facilities. They have added 30 more cubicles. The ablution facilities are neatly tiled, well-lit and well-ventilated.

Most schools 'improved considerably'

Of the 53 improvement reports presented to the ACC, 75% subsequently met the minimum requirements and were granted accreditation, 4% were granted two years' provisional accreditation, and 21% did not meet the accreditation requirements and therefore received a final outcome of 'no accreditation'.

Through the granting of the window period, most schools that initially did not meet the minimum standards for accreditation improved considerably and were able to meet minimum accreditation standards. The reasonable time granted has had a positive impact on the accreditation of schools: without the window period, none of the 53 independent schools would have been accredited.

ACCREDITATION OF PRIVATE EDUCATION INSTITUTIONS BY UMALUSI



By **Gugulethu Nkambule**

BACKGROUND

Umalusi accredits private providers of education and training and private assessment bodies that offer and assess specific qualification(s) on the General and Further Education and Training Qualifications Sub-framework (GFETQSF). The National Qualifications Framework Act, 2008 (Act No. 67 of 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 to 4 of the National Qualifications Framework (NQF) and the related quality assurance processes. The General and Further Education and Training Quality Assurance Act (GENFETQA), 2001 (Act No. 58 of 2001) gives Umalusi a mandate to develop policy and criteria for the quality assurance, accreditation and monitoring of private education institutions and assessment bodies.

The accreditation process began with the promulgation of the Policy for the Quality Assurance of Private Learning Centres, Private Further Education and Training Colleges and the Accreditation of Private Assessment Bodies, in terms of sections 17A(2)(a) and 23 of the GENFETQA Act, 2001, on 31 May 2010; and the Policy and Criteria for the Quality Assurance, Accreditation and Monitoring of Independent Schools and Private Assessment Bodies, on 29 October 2012. The accreditation process was finalised in 2013 and implemented in 2014. In 2015,

Umalusi reviewed the accreditation process. Changes included a reduction in accreditation fees; payment, in advance, per step of the process; smaller evaluator teams conducting the evaluation process; revised reporting instruments; compulsory attendance at a quality promotion (QP) meeting; introduction of a window period for institutions to improve; and a review of the aforementioned policies.

ACCREDITATION STEPS, CRITERIA AND OUTCOME OF AN APPLICATION

The accreditation process comprises a number of steps:

1. A letter of intent (LOI) to apply for accreditation;
2. Attendance at a QP meeting;
3. Self-evaluation by the private education institution;
4. Desktop evaluation of the self-evaluation report by Umalusi;
5. Site verification visit by Umalusi;
6. Consolidation of the reports into an accreditation report;
7. Consideration of the application by the Accreditation Committee of Council (ACC) and their recommendation of an accreditation decision;
8. Approval of the accreditation decision by the Umalusi Chief Executive Officer on behalf of Umalusi Council;
9. Submission of accreditation decisions to Council by the Chairperson of the ACC; and
10. Communication of the accreditation outcome to the institution.

Independent schools are evaluated against four criteria:

1. Leadership, management and communication;
2. School ethos;
3. Teaching and learning; and
4. School results.

Private colleges consist of private adult education and training (AET) centres and private further education and training (FET) colleges offering qualifications registered on the GFETQSF.

Private colleges are evaluated on five criteria:

1. Mission directed leadership and management;
2. Teaching and training;
3. Learning and assessment;
4. Learner support; and
5. Achievement and results.

The outcome of an application for accreditation can be seven years' accreditation (for private colleges) and accreditation (for independent schools); two years' provisional accreditation; or no accreditation. Accreditation, or seven years' accreditation, is granted to an institution that achieves Level 3 (of three levels) in all the minimum standards for accreditation. Two years' provisional accreditation is granted to institutions that achieve at least Level 2 in all the prescribed minimum standards for accreditation. Institutions granted provisional accreditation are required to submit evidence of meeting the required standard in the areas indicated, on or before a given date, so that a re-evaluation can take place before the expiry of their provisional accreditation period. Institutions that do not meet the minimum standards for accreditation at the first presentation to the ACC are granted a reasonable window period to improve, before a final accreditation decision is made. An institution is granted 'no accreditation' if it fails to improve on the conditions set out for it during the window period or provisional accreditation period.

QUALITY ASSURANCE PROCESSES

Explanation of the 3-level rating scale used to evaluate compliance against the approved criteria:

SCORE GRADING EXPLANATION

1. Weak / not relevant / **not compliant**
The level of implementation and the sufficiency of evidence provided are inadequate to meet the required standard. The weaknesses are more than the strengths. Considerable improvement is required.

2. **Not fully compliant**

The level of implementation and the supporting evidence is adequate in most instances. Some evidence requirements must be improved to meet the minimum standard.

3. **Fully compliant**

The level of implementation and the supporting evidence meet the minimum standard.

Umalusi follows stringent quality assurance processes that lead to accreditation. The desktop and site verification reports are written by trained evaluators and subject specialists who verify the policies and procedures, curriculum content and delivery, assessment practices, structures, facilities, resources and equipment of the institution. Consolidated accreditation reports are generated and moderated by team leaders/assistant managers and approved by managers of the Evaluation and Accreditation sub-units. Consequently, tracking forms are generated to ensure accurate capturing of data at various stages of the accreditation process.

The accreditation reports are quality assured by the Accreditation and Coordination (A&C) sub-unit in consultation with the Senior Manager of the Evaluation and Accreditation (E&A) Unit before they are assigned to the ACC members to evaluate and agree or disagree with the findings of the internal process. ACC members are independent experts with a wealth of experience in education, teaching, institutional management and governance, drawn from diverse education sectors. All ACC members present their findings on the reports, allocated individually, for a final recommendation on the outcome of each application. The ACC meets at least four times a year to discuss accreditation applications. The recommendations of the ACC are reported to Council.

Accreditation statistics

A. The accreditation statistics for independent education institutions from April 2013 to 31 July 2017 are as follows:

Year	Number actually applied	7 years' accreditation/ accreditation status	1/2 years' provisional accreditation status	Window period	No accreditation status	Deferral	Percentage fully accredited
Pilot 2013	38	32	5	0	1	0	84%
2014	47	28	13	3	3	0	60%
2015	103	51	26	25	1	0	50%
2016	195	85	43	62	3	2	44%
2017	176	81	41	43	10	1	46%
Grand Total	559	277	128	133	18	3	50%

Table 1

The table above indicates that 50% of independent schools that applied to Umalusi for accreditation were accredited from 2013 to 31 July 2017. This indicates that half of the independent schools that have been through the accreditation process fully met Umalusi's accreditation requirements.

A further 23% of independent schools met the requirements for provisional accreditation.

B. Accreditation statistics for private FET colleges from April 2013 to 31 July 2017

Year	Number actually applied	7 years' accreditation/ accreditation status	1/2 years' provisional accreditation status	Window period	No accreditation status	Deferral	Percentage fully accredited
Pilot 2013	8	1	3	0	4	0	13%
2014	11	0	11	0	0	0	0%
2015	35	2	23	10	0	0	1%
2016	68	11	41	14	0	2	16%
2017	77	13	20	23	6	15	17%
Grand Total	199	27	98	47	10	17	14%

Table 2

This table indicates that 14% of private FET colleges that applied for accreditation were granted seven years' accreditation, between 2013 and 31 July 2017. This suggests that 86% of private FET colleges that applied for accreditation did not fully meet Umalusi's minimum accreditation requirements.

The main reason was that accreditation attests to the quality of provision, yet private colleges must be accredited prior to being registered. They therefore cannot produce evidence of quality of provision.

If the other minimum requirements are met satisfactorily, they are granted provisional accreditation to be able to operate, and Umalusi can then determine the standard of their provision. To date, 49% of the FET colleges that applied for Umalusi accreditation met the requirements for provisional accreditation.

C. Accreditation statistics for private AET colleges from April 2013 to 31 July 2017

Year	Number actually applied	7 years' ACCREDITATION / ACCREDITATION status	1/2 years' provisional accreditation status	Window period	No accreditation status	Deferral	Percentage fully accredited
Pilot 2013	4	4	0	0	0	0	100%
2014	2	1	0	1	0	0	50%
2015	21	1	14	6	0	0	5%
2016	22	6	7	8	0	0	27%
2017	15	5	3	1	3	0	33%
Grand Total	64	17	24	16	3	2	29%

Table 3

The table above indicates that 29% of private AET colleges that applied for accreditation were accredited between 2013 and 31 July 2017. This suggests that 71% of private AET colleges that applied for accreditation did not meet the minimum accreditation requirements. As applies to FET colleges, the main reason was that accreditation attests to the quality of provision and private colleges must, currently, be accredited prior to being registered. They therefore cannot produce evidence of quality of provision. In addition, many of these providers rely on contracts to provide services and most contracts are dependent on a provider being accredited.

The quality of provision cannot be measured if the qualification is not being offered. If the private colleges (private AET centres) meet the other minimum requirements satisfactorily, they are granted provisional accreditation to be able to operate. Umalusi can then determine the standard of their provision. To date, 38% of the AET colleges that applied for accreditation were provisionally accredited by Umalusi.

Accreditation outcome

The final round of quality assurance and confirmation of the correct capturing of the accreditation recommendation is done by the Senior Manager: E&A, Chairperson of the ACC and the Executive Manager: Quality Assessment and Monitoring (QAM). This is submitted to the CEO, who makes the final decision on behalf of Umalusi Council. Once the CEO has approved the decisions, accreditation letters are sent to the institutions. The Umalusi database and website are updated to reflect the latest status of accredited institutions.

Certification

The Qualifications, Certification and Curriculum (QCC) Unit generates accreditation certificates for independent education institutions that have been granted accreditation, or seven years' accreditation. (The issuing of accreditation certificates has been put on hold following the review of the accreditation policies.)

Monitoring

Institutions granted accreditation to offer a qualification and the related curriculum/programme on the GFETQSF are monitored by Umalusi. This is mandated by section 25(1) of the GENFETQA Act, which directs that "The Council must monitor private education institutions to ensure compliance with the policy contemplated in section 23(1)." The rationale for monitoring the accredited institutions is to ensure

both maintenance and improvement of standards. If an accredited private education institution no longer meets the minimum requirements for accreditation, the accreditation status may be withdrawn after following due process.

NEW FET SUBJECT PROPOSAL: MARINE SCIENCES



By Shannon Doolings

South Africa is targeting the ocean economy as one of the key drivers in the Nine-Point National Development Plan (NDP) to grow and transform the economy, create jobs and attract investment. The South African community, and particularly learners who wish to engage with the ocean economy, could benefit immensely from the introduction of a new subject, Marine Sciences.

The much-anticipated appraisal of the proposed Marine Sciences FET curriculum took place at the Protea Hotel O R Tambo, from 16–18 August 2017. The Marine Sciences curriculum has been designed by a special interest team under the auspices of the Two Oceans Aquarium. The team included subject experts for Geography, Life Sciences and Physical Sciences.

Because of the potential value of the course content it is envisaged to form part of the South African FET Grade 10-12 qualification.

The proposed curriculum focuses on a multidisciplinary study of the ocean. It aims to nurture ocean-literate students to become citizens who are able to communicate about the ocean in a meaningful way and make informed decisions about the ocean and its resources. To develop ocean literacy, students need to be able to learn and reflect on the ocean's influence, and their influence on the ocean.

Umalusi regards Marine Sciences as having the potential to provide quality education in a number of established schools of focus, an approach that the NDP encourages. The new subject will benefit public schools by enabling them to offer a focused curriculum that includes other maritime specialties.

The Curriculum sub-unit looks forward to the findings and recommendations from the research team, which will provide Umalusi and the Department of Basic Education with an informed opinion regarding the suitability of the curriculum for the FET phase, and as one of a suite of possible subjects to be offered, potentially, at maritime-focused schools.

It should be noted that the findings could have significant implications for national policy pertaining to programme and promotion requirements, which would have to be changed to allow learners to do three maritime subjects, assessed by a private assessment body, even though they are registered at public schools.

UMALUSI EXTENDS A HAND-UP ON CASUAL DAY



By Kgaugelo Sekokotla

The late former president Nelson Mandela once said "Our human compassion binds us the one to the other – not in pity or patronisingly, but as human beings who have learnt how to turn our common suffering into hope for the future."

The Umalusi family is exemplary and testament to the above. On 1 September 2017 Umalusi staff participated in the national fundraising campaign termed Casual Day, which runs annually on the first Friday of September.

Casual Day was launched in 1995 as a national awareness and fundraising project to benefit people with disabilities. This year marked the 23rd anniversary of the campaign, which inspires the public to contribute a donation of R10 by buying a Casual Day sticker as a symbol of supporting and caring for persons living with disabilities.

This year the Umalusi family raised R600.00 for the South African National Council for the Blind (SANCB). Thank you, colleagues, for your generosity. Through your donations, someone living with a disability has an opportunity to be empowered and to take a 'shot at life'.

Let's take Casual Day 2018 to greater heights!
'A good head and a good heart are always a formidable combination.'

Nelson Mandela

#Umalusi_Cares



BOTSWANA QUALIFICATIONS AUTHORITY BENCHMARKS WITH UMALUSI

By Kgaugelo Sekokotla

Umalusi continues to play a vital role in education and training in South Africa by setting and monitoring the standards for general and further education and training, countrywide. Testament to Umalusi's growth in stature is the fact that qualifications certified by the Council are comparable to those of our counterparts globally. For example, candidates who meet the National Senior Certificate requirement can further their studies at institutions of higher learning in countries the world over. There are certainly many pockets of excellence to celebrate as far as the work of Umalusi is concerned.

Umalusi was extended an invitation to host a benchmark visit by the Botswana Qualifications Authority (BQA) from 4–8 September 2017.

The objectives of the visit were to:

- Share best practices in quality assurance systems;
- Share successes and challenges with regard to the development, implementation and management of a quality assurance system; and
- Learn new ways to improve quality assurance.

The BQA delegation met with Umalusi CEO Dr Mafu Rakometsi, the Senior Manager of the QCC Unit, Dr

Eva Sujee, the Senior Manager of the E&A Unit, Ms Cindy Thomas, and the Senior Manager of the QAA Unit (Post-School Education), Ms Marisa du Toit. As part of the benchmark visit, the BQA also visited the Tshwane South TVET College (Centurion Campus), the John Vorster Technical High School, the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA).

Umalusi is certainly living true to its vision: 'A trusted authority in quality assurance of education provision, recognised locally and internationally.'



BQA delegates attend a presentation at the John Vorster Technical High School.



BQA delegates and Umalusi officials at Prestige College, Soshanguve. (From left) Mr Thuto Bagwasi, Mr Wouter Venter, Ms Sejo Mupundu, Ms Suritha Kaminsky, Ms Keneetswe B Nengu, Ms Mavis Dijoe, Ms Segomotso S Chimbombi, Mr Tefo Phiri, Ms Mary Malia, Mr David Mahlakwane and Mr Keith Magagane.

RECOGNITION OF PRIOR LEARNING (RPL)

WHAT IS RPL?

WAYS OF ACQUIRING KNOWLEDGE & SKILLS

Non-formal - planned educational interventions that are not intended to lead to a qualification/part-qualification.

Informal - learning that results from daily activities related to paid/unpaid work, including incidental learning.

Formal - learning that occurs in an organised & structured education and training environment.



WHY RPL?

Personal Development

Workplace Advancement

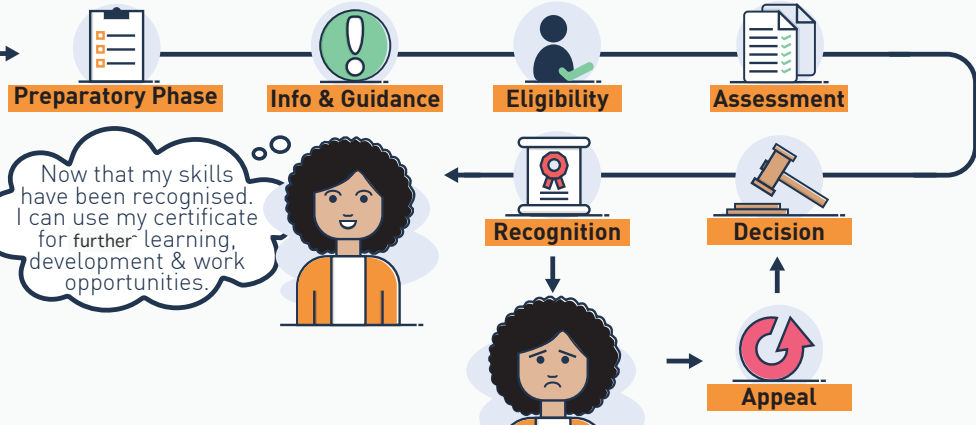
FORMS OF RPL?

For Access - provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission.

For Credits - provide for the awarding of credits for, or towards, a qualification or part-qualification registered on the NQF.

HOW?

I have prior knowledge & skills but they are not visible. What can I do to get my skills recognised?



WHO IS RESPONSIBLE?

www.dhet.gov.za
086 999 0123

POLICY MAKERS

MINISTER

- Ensure the development of legislation.

DHET

- Establish the national RPL co-ordinating mechanism.
- Monitor & evaluate RPL implementation.
- Establish a funding mechanism for RPL implementation.

SAQA

- Develop national policy & criteria.
- Receive RPL data uploads from Quality Councils for recording on the NLRD.
- Co-ordinate the alignment of NQF sub-framework policies on RPL.

www.saqa.org.za
086 0111 673

CO-ORDINATING MECHANISM

- Manage RPL Fund.
- Establish forum of RPL practitioners.
- Monitor learner referrals to institutions dealing with knowledge and skills gaps.
- Monitor and evaluate RPL implementation.
- Provide support & advice to implement RPL.

RECOGNISED PROFESSIONAL BODIES

- Comply with national & SAQA RPL policies.
- Include an RPL route towards attainment of professional designations.
- Collaborate with SAQA, QCs & Service Providers to support RPL.

QUALITY COUNCILS (QCs)

- Develop & maintain an NLRD-compatible information management system.
- Work with professional bodies & accredited providers to facilitate RPL.
- Monitor the implementation of RPL within own NQF sub-frameworks.
- Collaborate with SAQA, NAMB, SETAs and other role players to advance RPL.



RPL PRACTITIONERS

- Adhere to RPL policy requirements.
- Meet professional requirements.

SERVICE PROVIDERS

- Provide advice, counselling & support to assist RPL candidates before, during & after RPL processes.
- Establish an appeal process for RPL candidates to engage with RPL judgements.
- Provide data to QCs & NLRD about RPL students within institutions.
- Seek QC accreditation.

RPL CANDIDATES

- Accept co-responsibility as an equal partner in the RPL process.
- Expect to be treated with fairness.
- Respect the processes and procedures of institutions & workplaces.

CONFERENCE VENUE

The Capital Hotel, Menlyn Maine
194 Bancor Avenue
Menlyn
Pretoria, South Africa
0010

ACCOMMODATION

A list of alternative hotels / guest-houses is available on the Umalusi website www.umalusi.org.za

EXCURSIONS

- Johannesburg City Tour
- Soweto Tour (Soweto & the Apartheid Museum)
- Heritage Tour (Voortrekker Monument & Freedom Park)
- Cradle of Humankind & Magalies Meander

Note: There will be a dedicated SAAEA 2018 concierge desk at the conference venue for all delegates' information needs and assistance.

KEYNOTE SPEAKERS



- **Prof Richard Tabulawa**
Dean of Education, Acting Vice-Chancellor at the University of Botswana, Botswana



- **Dr Jeanne Gamble**
Honorary Research Associate in the School of Education, University of Cape Town, South Africa



- **Prof Desmond Laubscher**
Chief Executive Officer: The Design Centre, Cape Town, South Africa



- **Dr Joseph Kivilu**
Former CEO of Kenya National Examinations Council

The 12th Southern Africa Association of Educational Assessment (SAAEA) Conference

The Capital Hotel, Menlyn
Maine, Pretoria,
Gauteng Province

14 – 16 May 2018

ABOUT THE CONFERENCE

The 12th Southern Africa Association for Educational Assessment (SAAEA) Conference will be hosted in the administrative capital city of the country, the City of Tshwane, commonly known as Pretoria in the Gauteng Province.

SAAEA was established primarily to provide a platform for Assessment Specialists, Curriculum Developers, Educators and Researchers to share ideas and expertise as a community of practice. Therefore, the conference will gather educationalists from the SADC region to share innovative ideas on educational assessment.

The conference will begin on Sunday, 13 May 2018 with a cocktail reception and registration of delegates at the conference venue, The Capital Hotel, Menlyn Maine, Pretoria.

CONFERENCE THEME

Main Theme:

Local context in Global context: encouraging diversity in assessment

Sub-themes:

- Beyond a technical approach to assessment
- Sustainable assessment practices and standards
- Innovative assessment: opportunities and challenges
- Diversifying assessment: diverse learners and diverse assessment practices
- Assessment and the development of critical thinking
- The impact of stakeholding on effective assessment

CALL FOR PAPERS AND REGISTRATION

Due date for abstracts	31 Jan 2018
Notification of acceptance of abstracts	01 Mar 2018
Final closing date for registration	28 Feb 2018
Due date for draft papers	31 Mar 2018
Submission of presentations (PPT)	31 Mar 2018
Registration confirmation	20 Apr 2018

CONFERENCE FEES

Conference R 2500
Excursions R 800

The registration fee includes conference material, refreshments, lunch and social events.

LETTER OF INVITATION

Delegates requiring an official Letter of Invitation can request one through the conference website. All expenses incurred in relation to the conference are the sole responsibility of the delegate.

TALK TO US

Umalusi Council for Quality Assurance in General and Further Education and Training:

Physical Address

37 General Van Ryneveld Street
Persequor Techno Park
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Website : www.umalusi.org.za
E-mail : conference@umalusi.org.za



UmalusiSA



@UmalusiSA

IMPORTANT CONTACT DETAILS IN CASE OF EMERGENCY

(From a mobile phone)
Ambulance : 10177
Netcare 911 : 082 911
(life-threatening emergencies)
Fire : 10177
Police Flying Squad : 10111

General

Automobile Association (roadside assistance) : +27 (0)11 799 1000

Johannesburg Central Metropolitan Police : +27 (0)11 375 5911

National Tourism Information Centre (24 hours) : +27 (0)83 123 2345

OR Tambo International Airport : +27 (0)11 921 6262

OR Tambo International Airport – Arrivals and Departures : +27 (0)86 727 7888

Any emergency : 112

Directory inquiries

Local numbers : 1023
International numbers : 10903

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General and Further Education and Training