EVALUATION &
ACCREDITATION UNIT

ANNUAL REPORT

2016/2017

UMALUSI | Council for Quality Assurance in General and Further Education and Training

EVALUATION AND ACCREDITATION UNIT

ANNUAL REPORT
FOR THE FINANCIAL YEAR
01 APRIL 2016 - 31 MARCH 2017

UMALUSI Council for Quality Assurance in
General and Further Education and Training

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List of Abbreviations and Acronyms

AB	Assessment Body
ABET	Adult Basic Education and Training
ACC	Accreditation Committee of Council
A&C	Accreditation and Coordination
AET	Adult Education and Training
DBE	Department of Basic Education
CET	Continuing Education and Training
DHET	Department of Higher Education and Training
E&A	Evaluation and Accreditation
FET	Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
GET	General Education and Training
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
IS	Independent School
LOI	Letter of Intent
NATED	National Education
NC(V)	National Certificate (Vocational)
NCS	National Curriculum Statement
NQF	National Qualifications Framework
NSC	National Senior Certificate
PED	Provincial Education Department
PSQ	Post School Qualifications
QAA	Quality Assurance of Assessment
QCC	Qualifications, Curriculum and Certification
QP	Quality Promotion
SBA	School Based Assessment
SIR	Statistical Information and Research
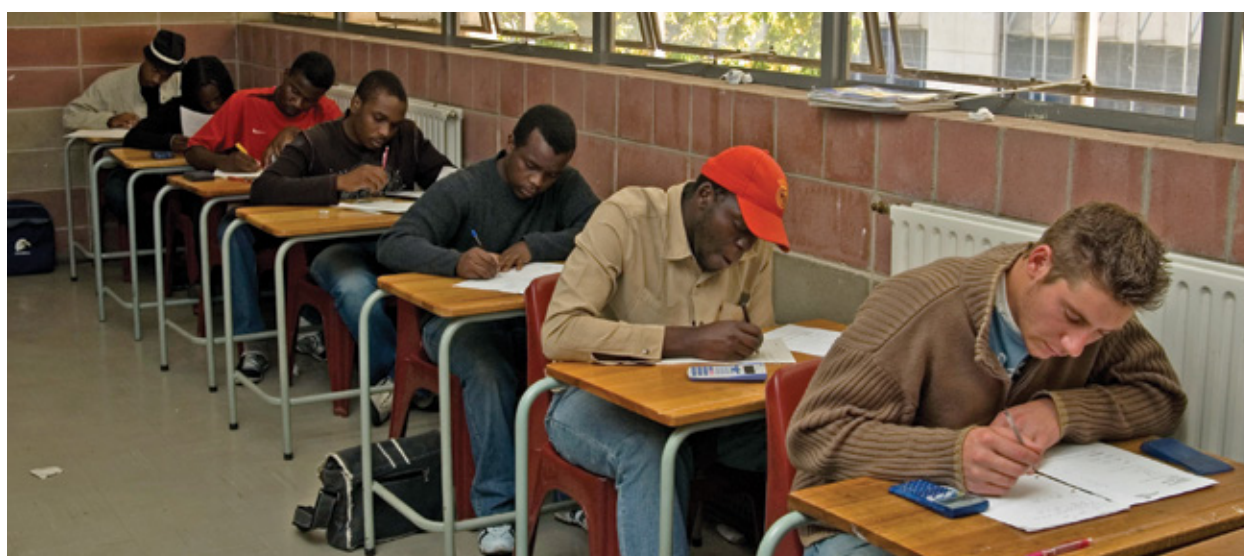
EXECUTIVE SUMMARY

Executive Summary

The Evaluation and Accreditation (E&A) Unit comprises sub-units dealing with the evaluation, accreditation and monitoring of Independent Schools and Private Colleges offering the curriculum/programmes leading to a qualification registered on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) and private Assessment Bodies assessing the qualifications on this sub-framework.

The accreditation process comprises a number of steps, namely, Letter of Intent (LOI) to apply for accreditation; attendance at a Quality Promotion (QP) meeting; self-evaluation; desktop evaluation of the self-evaluation report by Umalusi; site verification visit; consolidation of the reports into an accreditation report; consideration of the application by the Accreditation Committee of Council (ACC) and their recommendation of an accreditation decision; and approval of the accreditation decision by the Umalusi Chief Executive Officer on behalf of Umalusi Council.

Accreditation decisions are based on criteria approved by the relevant Minister of Education for each specific sector. The outcome of an application for accreditation can be accreditation, provisional accreditation, or no accreditation. If an institution is found not to meet the minimum standards for accreditation, it is granted a reasonable period ("window period") to improve on its submission prior to the accreditation decision being made.

The review of the accreditation process which was conducted in 2015 has led to a number of changes in the process being implemented in the 2016/17 financial year.

> **The review of the accreditation process conducted in 2015 has led to changes in the process in the 2016/17 financial year.**

CHAPTER ONE

BACKGROUND

Chapter 1

Background

1. BACKGROUND

1.1 Strategic objective

The Evaluation and Accreditation (A&E) Unit of Umalusi falls within Programme 3: Quality Assurance and Monitoring. The purpose of Programme 3 is to ensure that the providers of education and training have the capacity to deliver and assess qualifications and learning programmes and are doing so to expected standards of quality. The strategic objective of the E&A Unit is to improve the provisioning and assessment of qualifications on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) by evaluating and pronouncing on applications received for accreditation annually.

1.2 The scope of the Evaluation and Accreditation Unit

The E&A Unit comprises sub-units dealing with the evaluation, accreditation and monitoring of:

- **Independent Schools** offering the National Curriculum Statement leading to the National Senior Certificate;
- **Private Colleges** including private Further Education and Training (FET) Colleges offering the National Technical Education Certificate (NATED) N1 to N3 Engineering Studies, and the National Certificate (Vocational), and private Adult Education and Training (AET) Centres offering the General Education and Training Certificate (GETC); and
- **Private Assessment Bodies** assessing the above-mentioned qualifications.

The Senior Manager: Evaluation and Accreditation oversees the work of the Unit, and reports directly to the Executive Manager: Quality Assurance and Monitoring. Within the Unit, three sub-units, each led by a Manager, conduct the activities of the Unit. The sub-units are:

- Independent Schools
- Post School Qualifications (responsible for Private Colleges – including private FET Colleges and private Adult Education and Training Centres)
- Accreditation and Coordination and Private Assessment Bodies

The organogram outlining the reporting structure within the Evaluation and Accreditation Unit is included as Addendum A.

1.3 Legislation underpinning the work of the Evaluation and Accreditation Unit

The Constitution of the Republic of South Africa (Act No. 108 of 1996) provides for the establishment of independent educational institutions.

> **The purpose of Programme 3 is to ensure that the providers of education and training deliver and assess qualifications and learning programmes to expected standards of quality.**

Section 29(3) states:

"Everyone has the right to establish and maintain, at their own expense, independent educational institutions that -

(a) do not discriminate on the basis of race;

(b) are registered with the state; and

(c) maintain standards that are not inferior to standards at comparable public educational institutions."

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.

(a) The said Act determines that the Quality Council must, in respect of quality assurance within its sub-framework -

(i) develop and implement policy for quality assurance;

(ii) ensure the integrity and credibility of quality assurance; and

(iii) ensure that quality assurance as is necessary for the sub-framework is undertaken.

The General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) stipulates in terms of section 17A(2),

(a) "The Council must develop policy for the accreditation of assessment bodies other than departments of education and must submit it to the Minister for approval.

(b) The Minister must make regulations in which the policy for accreditation is set out.

(c) The Council must accredit an assessment body in accordance with the regulations contemplated in paragraph (b)";

and in terms of section 23(1),

"The Council must develop policy and criteria for quality assurance of private education institutions.

(2) Any institution that is required to register as –

(a) an independent school in terms of the South African Schools Act, 1996 (Act No. 84 of 1996);

(b) a private college for further education and training in terms of the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006); or

(c) a private centre in terms of the Adult Basic Education and Training Act, 2000 (Act No. 52 of 2000)

must comply with the policy and criteria contemplated in subsection (1)."

(Note: The Continuing Education and Training Act, 2006, subsumes the Further Education and Training Colleges Act, 2006, and the Adult Basic Education and Training Act, 2000)

and in terms of section 24,

(1) "The Council must within 14 days of accrediting programmes in terms of the policy contemplated in section 23 –

(a) In the case of a private college contemplated in section 23(2)(b), notify the registrar; and

(b) In the case of an independent school or private centre contemplated in section 23(2)(a) or (c), the relevant head of department.

The notification must indicate if any conditions are attached to the accreditation and the nature thereof."

Other legislation pertaining to the work of the Evaluation and Accreditation Unit includes:

- South African Schools Act, 1996 (Act No. 84 of 1996);
- Continuing Education and Training Act, 2006 (Act No. 16 of 2006), (hereafter referred to as the CET Act) as amended
- Further Education and Training Colleges Amendment Act, 2013 (Act No. 1 of 2013),
- The Higher Education Act, 1997 (Act No. 101 of 1997)
- Policy and Criteria for the Quality Assurance, Accreditation and Monitoring of Independent Schools and Private Assessment Bodies (Government Gazette No. 35830 of 29 October 2012, as amended)
- Policy for the Quality Assurance of Private Adult 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 General and Further Education and Training Quality Assurance Act, 2001(Government Gazette No. 33237 of 28 May 2010)
- The National Curriculum Statement Grades R – 12, which includes:
    - The Curriculum and Assessment Policy Statement Grades R-12;
    - The National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12 (January 2012); and
    - The National Protocol for Assessment Grades R-12 (January 2012).
- Regulations pertaining to the National Curriculum Statement (Government Gazette No. 36041 of 28 December 2012)
- Regulations pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination (Government Gazette No. 31337 of 29 August 2008 as amended)
- National Policy on the Conduct of Adult Basic Education and Training (ABET) Level 4 Examinations (Government Gazette No. 23590 of 5 July 2002)
- National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational) (Government Gazette No. 30287 of 12 September 2007)
- National Policy on the Examination of Formal Technical College Instructional Programmes

- Formal Technical College Instructional Programmes in the RSA, Report 191
- National Policy regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (Government Gazette No. 28677 of 29 March 2006)

> **Accreditation decisions are made on the basis of institutions meeting minimum standards of the accreditation criteria.**

1.4 Accreditation criteria

Accreditation decisions are made on the basis of private education institutions meeting minimum standards in terms of the accreditation criteria. The approved criteria for a private education institution to offer a qualification registered on the GFETQSF are as follows:

1.4.1 Independent Schools
- Leadership, management and communication
- School ethos
- Teaching and learning
- School results

1.4.2 Private Adult Learning Centres and Private Further Education and Training Colleges
- Mission directed leadership and management
- Teaching and training
- Learning and assessment
- Learner support
- Achievement and results

1.4.3 Private Assessment Bodies
- Leadership, planning and management
- Assessment standards
- Research and development
- The conduct and administration of examinations
- Resulting systems and processes

CHAPTER TWO

PROCESSES

Processes

2. PROCESSES

The accreditation process comprises a number of steps, namely:

- Letter of Intent (LOI) to apply for accreditation;
- Attendance at a Quality Promotion (QP) meeting;
- Self-evaluation by the private education institution;
- Desktop evaluation of the self-evaluation report by Umalusi;
- Site verification visit by Umalusi;
- Consolidation of the reports into an accreditation report;
- Consideration of the application by the Accreditation Committee of Council (ACC) and their recommendation of an accreditation decision;
- Approval of the accreditation decision by the Umalusi Chief Executive Officer on behalf of Umalusi Council; and
- Submission of accreditation decisions to Council by the Chairperson of the ACC.

Umalusi considers an application to have been submitted once the private education institution has submitted a completed self-evaluation report. The accreditation process can take up to 18 months to complete from submission of an application. A fee (approved by Umalusi Council) is charged per stage of the accreditation process. A private education institution may not proceed to the next stage of the process until the payment is verified.

2.1 Letter of Intent to apply for accreditation

The Letter of Intent (LOI) to apply for accreditation is the private institution's indication of its intent to apply for accreditation. It is an online process, which indicates to Umalusi whether the institution falls within Umalusi's mandate for accreditation. Applications from private institutions offering the following qualifications are accepted:

- The National Senior Certificate (NSC) and the National Curriculum Statement (NCS) leading to the National Senior Certificate.
- The General Education and Training Certificate (GETC)
- The National Certificate (Vocational) (NC(V))
- The National Technical Education Certificate (NATED) N1 – N3 Engineering Studies

Institutions which do not fall within Umalusi's mandate for accreditation are not able to continue the accreditation process beyond this step.

Table 1: Letters of Intent submitted between 01 April 2016 and 20 March 2017

	Independent Schools	Private Further Education and Training Colleges	Private Adult Education Centres
No. of Letters of Intent received	464	112	8
Percentage screened within 7 days of receipt of payment for Letter of Intent	100%	100%	100%

“ **Private institutions are required to upload a portfolio of evidence to demonstrate compliance with the criteria for accreditation.**

2.1.1 Areas of strength

- The process is online, therefore can be accessed from anywhere at any time.
- Since it is an online process, documentation is stored electronically, which reduces the number of paper based evidence which must be kept.

2.1.2 Areas of concern

- Some private education institutions have limited access to computer and internet facilities and limited computer skills.
- Uncertainty by providers of what the LOI to apply for accreditation is.
- Incorrect contact details provided by the private education institutions therefore Umalusi is unable to communicate with them.

2.1.3 Recommendations for improvement

- Advocacy to inform private education institutions of the process and requirements to apply for accreditation.
- Establish a dedicated helpline at Umalusi to assist private education institutions with their accreditation applications and to respond to accreditation enquiries.

2.2 Self-evaluation report and desktop evaluation

Following acceptance of the LOI to apply for accreditation, private institutions are required to complete an online self-evaluation report and upload an accompanying portfolio of evidence to demonstrate their compliance with the minimum criteria for accreditation. The self-evaluation instrument is only available to a private education institution once a representative of the institution has attended a QP meeting, during which the entire process and requirements are explained.

Once the self-evaluation report has been submitted to Umalusi, trained evaluators and subject specialists are allocated specific criteria to evaluate

online. If the submission by the institution is found not to meet the minimum standards, the submission is returned to the institution to give them an opportunity to submit further relevant evidence, at the fee approved by Umalusi Council. The submission may be returned to the institution a maximum of two times. If the evidence still does not meet the minimum requirements for accreditation after the two additional submissions, the application will be rejected. If the private education institution still seeks accreditation with Umalusi, they will be required to make a new application and pay all the relevant fees.

Table 2 indicates the number of self-evaluation reports received and evaluated by each sub-unit during the period 01 April 2016 to 20 March 2017.

Table 2: Reports received and evaluated between 01 April 2016 and 20 March 2017

	Independent Schools	Private Further Education and Training Colleges	Private Adult Education Centres
No. of self-evaluation reports received	503[1]	53	13
No. of self-evaluation reports evaluated[2]	183	57	10

[1] 433 of these reports were submitted between 01 October 2016 and 20 March 2017 as schools made an effort to submit by the deadline given in order to be reported to the Provincial Education Departments and Assessment Bodies as "compliant with Umalusi's processes for 2017".
[2] The processing of applications may span across reporting periods.

2.2.1 Areas of strength

- The online system is secure; confidential information cannot be accessed by unauthorised persons. The self-evaluation process enables private education institutions to reflect on the processes, procedures and policies in place and can lead to improvement within the institutions.
- The use of contracted (and trained) officials to evaluate self-evaluation reports provides the required capacity to deal with the number of applications.

2.2.2 Areas of concern

- The instrument is cumbersome for private education institutions to upload.
- The online system becomes overloaded on "deadline" dates.

2.2.3 Recommendations for improvement

- The self-evaluation instrument must be reviewed to make uploading of evidence less cumbersome for private education institutions (this is already underway for independent schools).
- Measures must be put in place to enable the online system to cope with the increased demand on the system on and approaching "deadline" dates.

2.3 Site visits

The reports written during the desktop evaluation process are used as the basis for the site verification process. Site visits are conducted by trained evaluators and subject specialists to verify the information provided by the institution during the self-evaluation process pertaining to policies and procedures, curriculum content and delivery, assessment practices, structures, facilities, resources and equipment in place at the institution.

Table 3: Site visits conducted between 01 April 2016 and 20 March 2017

	Independent Schools	Private Further Education and Training Colleges	Private Adult Education Centres
No. of verification site visits conducted	180	61	17

2.3.1 Areas of strength
- Evaluation teams conduct the site visits in a professional manner.
- The majority of institutions provide positive feedback about the site visit after undergoing a site visit.

Table 4: Summary of 49 feedback reports received from Independent Schools in 2016

Please rate our site visit to your school on a scale of 1-5, where (1) is poor and (5) is excellent	5 Excellent	4 Good	3 Average	2 Below Average	1 Poor	0 No response
Arrangements leading to the site visit	23	15	6	1	0	4
Clarity of the site visit objective	29	17	2	0	0	1
Professionalism displayed by the evaluation team	39	9	0	0	0	1
An outline of the way forward for the school	19	14	9	1	0	6

Table 5: Summary of 44 feedback reports received from Private Colleges in 2016

Please provide general perceptions of site visit	YES	NO
Arrangements leading to the site visit were good	44	0
Programme suited the requirements of the college	40	4
Professionalism displayed by the evaluation team	44	0

2.3.2 Areas of concern
- The safety of team members travelling around the country is of great concern.
- Site visits can only be conducted once an institution has paid the required fee. This makes advance planning very difficult as it is dependent on the action of the applicant.
- In terms of independent schools, there are limited dates available for site visits to be conducted, because of the nature of the school calendar.

2.3.3 Recommendations for improvement
- Appointment of more contract evaluators and subject specialists will assist in spreading the responsibility across more people, and should then speed up the reporting process. Recruitment and appointment processes for this purpose are underway.

2.4 Consolidated accreditation reports to Accreditation Committee of Council

The reports written during the desktop evaluation and site verification visit are consolidated into one accreditation report. It is at this stage when all the reports have been consolidated, that a recommendation can be made as to the outcome of the institution's application for accreditation. The level of compliance by the institution is measured against specific indicators to determine whether the institution meets the minimum criteria for accreditation.

The consolidated accreditation reports are moderated and approved within the Independent Schools (IS) and Post School Qualifications (PSQ) sub-units prior to being submitted to the Accreditation and Coordination (A&C) sub-unit, where they undergo another moderation process. Once accepted, reports are allocated to Accreditation Committee of Council (ACC) members to ensure that the accreditation process is fair and that the decisions are consistent with the evidence found.

ACC members have access to the evidence provided by the independent education institution, as well as the source reports together with the consolidated accreditation report. Each ACC member is required to write a report on the institutions allocated to him/her, with recommendations as to whether to accept or amend the accreditation recommendation by the secretariat, along with supporting reasons for their recommendation.

The ACC meets a minimum of four times a year to discuss applications for accreditation. Each member presents his/her findings on the reports allocated to him/her, and the committee makes a decision as to the final recommendation of the outcome of the institution's application for accreditation.

Six meetings of the Accreditation Committee of Council were held in the financial year under consideration, on the following dates:
• 22 April 2016
• 22 – 24 June 2016
• 10 – 12 August 2016
• 26 – 27 September 2016
• 28 – 29 November 2016
• 23 – 24 February 2017

Table 6 below indicates the total number of reports submitted to the ACC during the 2016/2017 financial year.

Table 6: Reports submitted to the Accreditation Committee of Council between 01 April 2016 and 20 March 2017

	Independent Schools	Private Further Education and Training Colleges	Private Adult Education Centres
No. of consolidated accreditation reports submitted to the Accreditation Committee of Council	181	66	18
No. of "improvement" reports submitted to the Accreditation Committee of Council	35	14	1

2.4.1 Areas of strength
• The current format of the consolidated report directs reporting, ensuring that key information is provided for the purpose of making a recommendation on the accreditation decision.

2.4.2 Areas of concern
• The consolidated accreditation report in its current format involves an intensive process of collating information from all the desktop evaluation reports and all the site visit reports on a particular institution (up to 10 separate reports for a combined school). This demands specialised report writing skills and is a time intensive process.
• With back-to-back site visits, the report writers have limited time in which to collate all the reports into one consolidated accreditation report, which can lead to a delay in finalising the consolidated accreditation reports.

2.4.3 Recommendations for improvement
• The online reporting system must be adapted to be able to consolidate the information from the separate reports into one consolidated accreditation report. This will reduce the time period in which reports can be finalised, and also reduce costs in terms of paying a report writer to consolidate all the reports.

2.5 "Window period"
Chapter 3 clause 25(2) of the General and Further Education and Training Quality Assurance (GENFETQA) Act states:

"If a private education institution fails to comply with the policy, the Council must
(a) notify the 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."

25(3) further states:

"At 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 private education institution; and

(b) may affirm the accreditation of the private education institution or withdraw the accreditation as from a date specified by Council."

In terms of this legislation, if an institution is found not to meet the minimum standards for accreditation, it is granted a reasonable period ("window period") to improve on its submission prior to the accreditation decision being made. Institutions are issued with a letter indicating that they have not met the minimum standards for accreditation, and the conditions to be met within a specified time in order to meet the minimum requirements for accreditation. The time granted to improve is informed by any risks which may become evident during the evaluation process. The greater the risk, the less time is given to an institution to improve, in order that the learners and staff at the institution are not unduly placed at risk.

Table 7: "Window period" letters issued between 01 April 2016 and 20 March 2017

	Independent Schools	Private Further Education and Training Colleges	Private Adult Education Centres
No. of "window period" letters issued	113	28	15

2.5.1 Areas of strength

• The "window period" fulfils the legislative requirement of informing the institutions where they have not met the minimum requirements and giving them a reasonable period to improve in those areas.

2.5.2 Areas of concern

• Including this extra step which involves evaluation and verification of evidence, increases the human resources needed to conduct the evaluation, verification and reporting processes.
• Some institutions change their contact details during the accreditation process without informing Umalusi. The letters notifying the institution of the areas to be improved and the

due date for submission of evidence supporting the improvement are in some cases then not delivered timeously to the institutions.

2.5.3 Recommendations for improvement

• Institutions must update their details on the Umalusi website as soon as there is a change.

2.6 "Improvement" reports

When an institution has been through the accreditation process and found not to meet the minimum requirements for accreditation, it is given a period within which to meet specific conditions. This is either a "window period" to improve, or a period of provisional accreditation. Once the institution submits evidence in compliance with the specific conditions within the specified period, the evidence is evaluated by evaluators appointed by Umalusi. These submissions are referred to as "improvement" reports. The table below indicates the number of improvement reports evaluated by each sub-unit during the period 01 April 2016 and 20 March 2017.

Table 8: Number of "improvement" reports evaluated

	Independent Schools	Private Further Education and Training Colleges	Private Adult Education Centres
No. of "improvement" reports evaluated	40	16	0

"Follow up" site visits are conducted by trained evaluators and subject specialists to verify the information provided by the institution in the "improvement report" pertaining to policies and procedures, curriculum content and delivery, assessment practices, structures, facilities, resources and equipment in place at the institution.

" If an institution is found not to meet the minimum standards for accreditation, it is granted a "window period" to improve.

Table 9: "Follow up" site visits conducted between 01 April 2016 and 20 March 2017

	Independent Schools	Private Further Education and Training Colleges	Private Adult Education Centres
No. of "follow up" or "change of site" verification site visits conducted	32	3	0

2.7 Accreditation letters issued

Accreditation letters, signed by the Umalusi Chief Executive Officer on behalf of the Council, are issued to institutions once a decision regarding their status has been made. Institutions are awarded one of the following statuses:

2.7.1 Independent Schools

The amended policy and criteria for the quality assurance, accreditation and monitoring of IS and private Assessment Bodies was approved by Umalusi Council on 22 February 2017; thereafter the accreditation decisions for IS were changed as follows:

Table 10: Changes to the accreditation decisions for Independent Schools

Original Policy	Amended Policy
7 years' accreditation	Accreditation
1 year provisional accreditation	2 years' provisional accreditation
No accreditation	No accreditation

As a transitional arrangement, the "7 years' accreditation" previously granted to schools as the outcome of the accreditation process becomes "accreditation" under the new policy.

The table below indicates the number of IS granted each status in the 2016/2017 financial year.

Table 11: Accreditation letters issued to Independent Schools between 01 April 2016 and 20 March 2017

	Independent Schools
No. of accreditation letters issued	129
(7 years') accreditation	87
Provisional accreditation	39
No accreditation	3

¹60 additional accreditation letters are in process and will be signed by 31 March 2017.
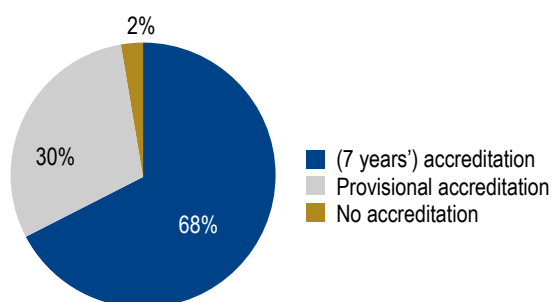
Figure 1: Accreditation letters issued to Independent Schools between 01 April 2016 and 20 March 2017

2.7.2 Private Colleges (Further Education and Training Colleges and Adult Education and Training Centres)

The accreditation decision for a Private College can be one of:
• 7 years' accreditation
• 2 years' provisional accreditation
• No accreditation (following a "window period")

Table 12: Accreditation letters issued to Private Further Education and Training Colleges between 01 April 2016 and 20 March 2017

	Private Further Education and Training Colleges
No. of accreditation letters issued	63
7 years' accreditation	12
Provisional accreditation	42
No accreditation	9
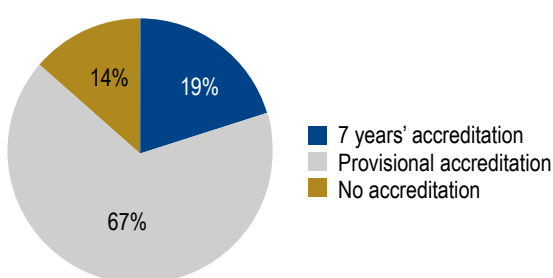
Figure 2: Accreditation letters issued to Private Further Education and Training Colleges between 01 April 2016 and 20 March 2017

Table 13: Accreditation letters issued to private Adult Education and Training Centres between 01 April 2016 and 20 March 2017

	Private Adult Education and Training Centres
No. of accreditation letters issued	12
7 years' accreditation	4
Provisional accreditation	8
No accreditation	0
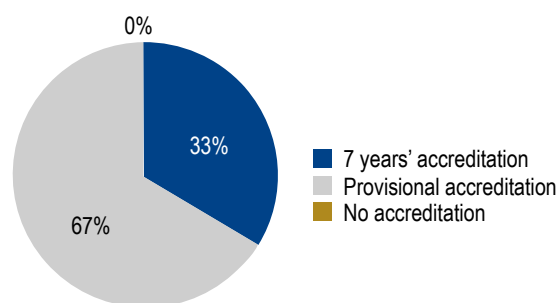
Figure 3: Accreditation letters issued to private Adult Education and Training Centres between 01 April 2016 and 20 March 2017

2.8 Certification

The issuing of certificates to accredited institutions was put on hold pending the approval of the amended policies wherein accreditation is changed from "7 years' accreditation" to "accreditation". The change will have an impact on the wording on the certificates, and would necessitate the retraction of any certificates already issued. Consequently, Umalusi decided to postpone the issuing of certificates to accredited institutions until this change has been effected.

2.9 Monitoring

Compliant private education institutions are accredited to offer a qualification on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) of qualifications and the related curriculum/programme. Accredited private institutions are subject to monitoring to ensure maintenance and improvement of standards. If a private institution is found to no longer meet the minimum requirements for accreditation, the accreditation status may be withdrawn, after following due process.

Table 14: Private education institutions monitored between 01 April 2016 and 20 March 2017

	Independent Schools	Private Further Education and Training Colleges	Private Adult Education Centres
No. of institutions monitored	157	1	4
No. of monitored institutions meeting the minimum requirements	150	1	4
No. of monitored institutions needing to improve	7	0	0

2.9.1 Areas of strength

• The process is progressing well in the IS sector, with schools accredited since 2015 well aware of the monitoring requirements and keen to engage in the process. The process is also underway in the private colleges sector; however, fewer institutions were granted 7 years' accreditation in 2015 and there are therefore fewer institutions to monitor.

2.9.2 Areas of concern

• Monitoring at regular intervals may lead to "window dressing" in order for an institution to be seen to meet the minimum requirements to maintain their accreditation status.

2.9.3 Recommendations for improvement

• Monitoring site visits should be "unannounced".
• Monitoring of institutions should be differentiated and informed by, amongst other factors, institution results. This is now possible in the IS sector with the promulgation of the amended policy and criteria for the quality assurance, accreditation and monitoring of IS and private Assessment Bodies, where "biennial monitoring" of Independent Schools is now referred to as "monitoring".

2.10 Stakeholder relations

2.10.1 Quality Promotion meetings

Compulsory QP meetings are conducted with private education institutions to explain criteria, and provide guidelines for the self-evaluation and site verification processes prior to submission of the application for accreditation (that is, the self-evaluation report). These meetings are conducted in provinces across the country in line with the LOI to apply for accreditation submitted.

There has been a change in the way QP meetings are conducted as from the beginning of April 2016. Prior to that date, general invitations were issued to all private education institutions offering qualifications on the GFETQSF. Provincial Education Department (PED) officials would work together with Umalusi and encourage all IS to attend. However, as from 01 April 2016, attendance at the QP meetings is by invitation only, issued to private education institutions which have submitted the LOI to apply for accreditation.

Table 15: Quality Promotion meetings held between 01 April 2016 and 20 March 2017

	Independent Schools	Private Further Education and Training Colleges	Private Adult Education Centres
No. of Quality Promotion Meetings held	30	8	3
Eastern Cape	4	0	0
Free State	2	0	0
Gauteng	10	4	2
KwaZulu-Natal	4	2	1
Limpopo	1	1	0
Mpumalanga	2	0	0
Northern Cape	2	0	0
North West	1	0	0
Western Cape	4	1	0
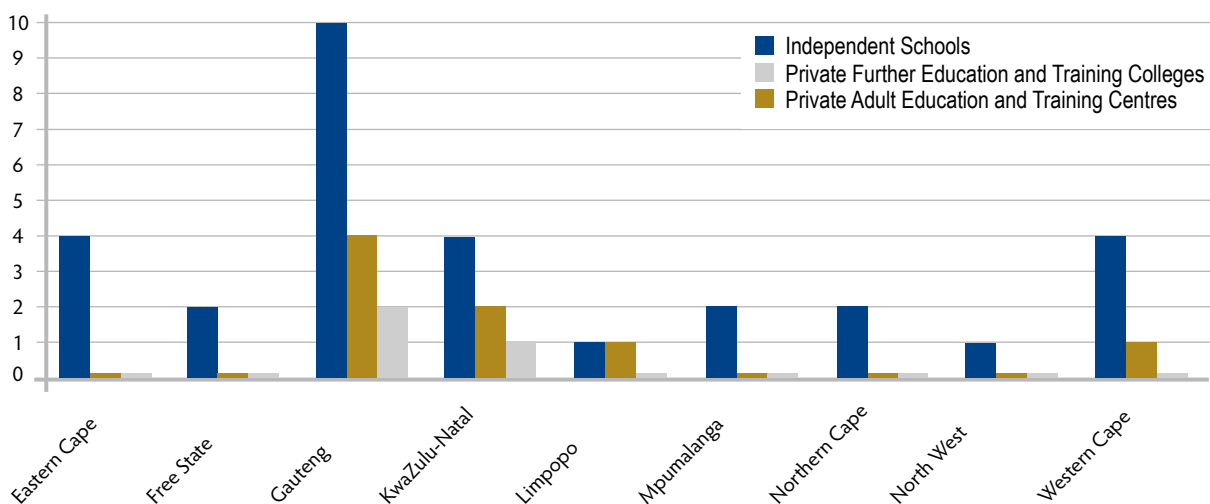
Figure 4: Quality Promotion meetings held per province between 01 April 2016 and 20 March 2017

- Since private education institutions are only invited to a QP meeting after completing the LOI to apply for accreditation, education institutions which do not understand the LOI process and requirements get stuck at that initial stage, and find it difficult to move on in the process. This is of particular concern in the IS sector.
- It is difficult to plan dates and venues for QP meetings in advance for the financial year since with the current process, invitation to a QP meeting must be preceded by submission of a LOI. Plans are therefore dependent on applications from private institutions.
- QP meetings are generally held in main centres around the country, which means that delegates from private education institutions in remote areas incur great cost in attending the meetings, which are a compulsory step in the process. There has been an effort to conduct meetings in smaller centres; however, the limited number of schools in smaller areas makes it difficult to accommodate all schools in this way.

2.10.1.3 Recommendations for improvement

- The internal operating procedures must be amended to allow for attendance of QP meetings prior to submission of the LOI to apply for accreditation.
- Once the internal operating procedures allow for attendance of QP meetings before submission of the LOI, then meetings can be planned for set dates across the country for prospective applicants for accreditation. The dates and venues of the meetings can be widely advertised. Prospective applicants will then receive all the information pertaining to the accreditation prior to submitting a LOI, and can decide at that point whether or not they will continue with the accreditation process.

2.10.1.1 Areas of strength

- The information provided to institutions during the QP meetings clearly explains the processes and minimum requirements for accreditation.
- Feedback from delegates at these meetings has been, in the main, very positive, thanking Umalusi for the information provided. Some of the actual feedback comments provided by delegates is recorded below:
    - Very helpful
    - Informative and educational
    - Well-prepared and detailed examples and explanations
    - Very comprehensive
    - Excellent delivery
    - Very encouraging and motivating
    - Thank you for a very informative meeting
    - Information discussed very helpful
    - All presenters were clued up and could answer all the questions and presented with confidence
    - Panel of presenters well-equipped

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Information provided to institutions during the QP meetings clearly explains the processes and minimum requirements for accreditation.

2.10.2 Other meetings with stakeholders

The Evaluation and Accreditation (E&A) Unit engages in various activities to establish and maintain stakeholder relations, such as:

- Meetings with the Provincial Departments of Education, the Department of Basic Education (DBE), the Department of Higher Education and Training (DHET), and private Assessment Bodies (ABs) to discuss matters of common interest.
- Meetings with the organised IS associations to discuss issues pertaining to the quality assurance/evaluation and accreditation of such schools.
- Any other meeting or seminar that may be initiated by the sub-unit and approved by the Senior Manager.

Table 16: Formal meetings held with stakeholders between 01 April 2016 and 20 March 2017

Sector	No. of Meetings	Details
Independent Schools	10	Provincial Departments of Education
	1	Department of Correctional Services
	3	National Alliance of Independent School Associations (NAISA)
	1	Association of Black Independent Schools (ABIS)
Private Colleges	1	Adult and Vocational Education and Training (AVET) Provider Forum
	5	Department of Higher Education and Training (DHET)
Private Assessment Bodies	1	Independent Examinations Board (IEB)
	3	South African Comprehensive Assessment Institute (SACAI)
	1	Benchmark Assessment Agency (BAA)

2.11 Private Assessment Bodies

Private Assessment Bodies (ABs) are required to apply for accreditation to assess and examine qualifications that are certified by Umalusi in accordance with the GENFETQA Act, 2001.

Umalusi evaluates the performance of applying private ABs against the accreditation criteria that were approved by the Minister of Basic Education on 29 October 2012 and the amended policy approved by Umalusi Council on 22 February 2017, namely: leadership, planning and management; assessment standards; research and development; and the conduct and administration of examinations. The accreditation criteria enable Umalusi to provide an independent account of the quality of the assessment system and the credibility of the conduct, administration and management of examinations.

The evaluation is conducted through various stages of the national assessment and examination processes, and includes the following processes:

- Submission of an application for accreditation to assess a qualification registered on the GFETQSF;
- Lodging an expression of intent to seek accreditation to assess a qualification registered on the GFETQSF at least 18 months before the

pilot examination is envisaged;

- Establishing the need for an assessment body to assess such qualification and motivating the need through a feasibility study;
- Submission of a self-evaluation report and supporting evidence to Umalusi;
- Evaluation of the self-evaluation report by Umalusi;
- A site verification visit undertaken by Umalusi;
- The applying AB conducting an exit examination pilot study;
- If granted provisional accreditation, the AB may conduct a full exit examination which will be monitored by Umalusi;
- A final decision on the accreditation status of the private AB to offer the qualification on the GFETQSF.

To date, three private ABs have applied for accreditation with Umalusi.

Table 17: Number of private Assessment Bodies which have applied for accreditation to assess qualifications on the General and Further Education and Training Qualifications Sub-Framework.

Qualification	No. of private Assessment Bodies accredited to offer the qualification	No. of private Assessment Bodies currently in the process towards full accreditation
National Senior Certificate (NSC)	1	1
General Education and Training Certificate (GETC)	1	1

2.11.1 Areas of strength

- Following the review of the process for accreditation of private ABs, there is more clarity on the steps that the private AB must follow in the application process.
- The revised process and timelines allow Umalusi Council to make an informed accreditation decision.
- Collaboration between the E&A Unit and other business units (Quality Assurance of Assessment (QAA); Qualifications, Curriculum and Certification (QCC); Statistical Information and Research (SIR);

Information Communication and Technology; and Finance) makes the accreditation process more rigorous.

2.11.2 Areas of concern

- The credibility, reliability, validity and authenticity of the School Based Assessment (SBA) delivered by private ABs remain a cause for concern since private ABs do not view themselves as responsible and accountable for SBA.
- The public does not view provisional accreditation status as legitimate.
- Private ABs tend to focus on Grade 12 with regard to the National Senior Certificate Examination, whereas the NSC is a three-year qualification, covering Grades 10, 11 and 12.

2.11.3 Recommendations for improvement

- There should be continuous engagement with the private ABs to clarify the design features of the current qualifications (NSC and GETC) and the need for management of SBAs.
- Umalusi should conduct advocacy to make the public understand provisional accreditation and what it means for learners registered with the provisionally accredited AB.
- The E&A Unit should strengthen collaboration with the QAA Unit for monitoring private ABs.

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The public does not view provisional accreditation status as legitimate.

2.12 Other activities

2.12.1 Review of the accreditation process

The full accreditation process began with the promulgation of the Policy and Criteria for the Quality Assurance, Accreditation and Monitoring of Private FET Colleges and Private AET Centres and Private Assessment Bodies 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 full accreditation process was finalised in 2013 and effectively began in 2014. In 2015, Umalusi engaged in a review of the accreditation process.

- The first phase of the reviewed process (procedural changes) was implemented from 1 April 2016. Changes included a reduction in accreditation fees, payment per step of the process in advance, smaller teams of evaluators conducting the evaluation process, revised reporting instruments, and compulsory attendance of a QP meeting in order to understand the requirements of the process. Another procedural change was the introduction of a "window period" for private education institutions which do not meet the minimum requirements for accreditation on first

presentation of the report to the ACC, to improve in specific areas within a specified period, in order to qualify for accreditation. The minimum requirements for an IS to be granted provisional accreditation were amended with regard to the qualifications of teachers.

- The second phase of the reviewed process required changes to the national policies on accreditation of private education institutions and private ABs. In this regard, the Policy and Criteria for the Quality Assurance, Accreditation and Monitoring of Independent Schools and Private Assessment Bodies has followed the process of promulgation for public comment and has been approved by Umalusi Council on 22 February 2017. Regulations supporting the policy have been developed, promulgated for public comment on 7 October 2016, and the changes approved by Umalusi Council. The Regulations have been sent to the Minister of Basic Education for approval and promulgation.

The minimum requirements for an IS to be granted provisional accreditation were amended.

Major changes in the policy relating to the accreditation of IS include:

- The change of accreditation from seven years to "accreditation" with enhanced monitoring;
- One-year provisional accreditation has been changed to two years' provisional accreditation
- Biennial monitoring has been replaced with "monitoring".
- The "de-linking" of registration of an IS by the Provincial Education Department (PED) and accreditation by Umalusi, although independent schools offering the NCS leading to the NSC must apply for accreditation by Umalusi within one year of registration by the PED.

Similarly, the Policy for the Quality Assurance of Private Colleges for Continuing Education and Training and the Accreditation of Private Assessment Bodies is in the process of review.

- The third phase of the process involves review of the accreditation instruments and the online application system. The instruments for the accreditation of IS have been reviewed, with implementation targeted for the 2017/18 financial year.

2.12.2 Training

Evaluators and Subject Specialists are appointed and trained to conduct desktop evaluation of self-evaluation reports, verification site visits, evaluation of monitoring reports, and to write consolidated accreditation reports.

Training takes place in various modes, including:

- One-on-one training
- Group training sessions/workshops
- "Shadowing"
- Mentoring

Training in the **Independent Schools** sub-unit focussed more on one-on-one training, mentorship and "shadowing" during the financial year, although group training sessions were conducted in the fourth quarter.

There are currently 204 contract staff appointed in the roles of ad hoc evaluators, subject specialists, team leaders and consolidated accreditation report writers for the IS sub-unit. Table 18 shows the number of contracted staff per province.

Table 18: Independent School sub-unit contracted staff per province

Province	No. of contracted staff
Eastern Cape	3
Free State	4
Gauteng	136
KwaZulu-Natal	32
Limpopo	6
Mpumalanga	4
Northern Cape	1
North West	4
Western Cape	14
Total	**204**

The **Post School Qualifications** sub-unit appointed additional ad hoc evaluators and subject specialists for Private FET Colleges during the 2016/17 financial year, and training sessions were accordingly conducted in Gauteng, KwaZulu-Natal and Limpopo during the financial year under consideration.

Appointment of additional ad hoc evaluators and subject specialists is underway to deal with applications from Adult Education Centres. Training will take place once the new evaluators and subject specialists have been appointed.

Table 19: Post School Qualifications sub-unit contracted staff per province

Province	No. of contracted staff
Eastern Cape	6
Gauteng	19
KwaZulu-Natal	20
Limpopo	7
Mpumalanga	1
Western Cape	2
Total	**55**

2.12.3 Reporting to the Provincial Education Department and Department of Higher Education and Training

2.12.3.1 Independent Schools

The status of IS is reported to PEDs annually, and more frequently on request. The status is reported in terms of "green" and "red" status. A "green" status indicates that an IS is compliant with Umalusi's requirements for that particular year. A "red" status indicates that either the IS has not made sufficient progress in their application to be considered compliant with Umalusi's requirements, or the IS has been through the accreditation process and found not to meet the minimum requirements for accreditation.

The following table indicates a summary of the number of schools per province with a "green" or "red" status for 2017. The table reflects all registered IS in South Africa, including primary schools and schools offering a qualification other than the NSC Examination.

Table 20: "Green" and "red" status of Independent Schools per province - 2017

Province	Green Status	Red Status	Total
Eastern Cape	104	89	193
Free State	32	40	72
Gauteng	438	372	810
KwaZulu-Natal	159	98	257
Limpopo	108	42	150
Mpumalanga	58	74	132
Northern Cape	46	35	81
North West	20	15	35
Western Cape	119	125	244
Total	**1084**	**890**	**1974**

2.12.3.2 Private Further Education and Training Colleges

Copies of the letters advising applicants of the outcome of their accreditation application are sent to the DHET registration directorate. In addition, a "green and red" list is prepared for Private FET Colleges. Accredited colleges have a "green" status, and colleges which are not accredited have a "red" status.

Table 21: "Green" and "red" status of Private Colleges per province - 2017

Province	Green Status	Red Status	Total
Eastern Cape	6	0	6
Free State	5	1	6
Gauteng	74	9	83
KwaZulu-Natal	24	2	26
Limpopo	18	1	19
Mpumalanga	16	3	19
Northern Cape	5	0	5
North West	0	0	0
Western Cape	9	1	10
Total	**157**	**17**	**174**

2.12.3.3 Private Adult Education and Training Centres

AET Centres have not been required to register with the DHET, therefore it has not been possible to report accreditation outcomes for these centres.

Table 22: "Green" and "red" status of private Adult Education and Training Centres per province - 2017

Province	Green Status	Red Status	Total
Eastern Cape	4	1	5
Free State	0	1	1
Gauteng	22	7	29
KwaZulu-Natal	2	1	3
Limpopo	1	2	3
Mpumalanga	1	1	2
Northern Cape	1	0	1
North West	0	0	0
Western Cape	2	0	2
Total	**33**	**13**	**46**

> **A "green" status indicates that an IS is compliant with Umalusi's requirements for that particular year.**

2.12.4 Non-certification of learners writing the National Senior Certificate examination at unaccredited Independent Schools

Regulation 26A(1-4) Chapter 5 "Requirements for the registration of independent schools as Examination Centres" of the Regulations pertaining to the conduct, administration and management of the NSC Examinations state that:

(1) "In order for an independent school to be registered as an examination centre by either an accredited private assessment body or the state, such a school, besides being registered as a school, must also be accredited by Umalusi.

(2) Independent schools that have complied with registration by the relevant Provincial Education Department and accreditation by Umalusi, must apply to the relevant assessment body for registration as examination centres under their own names.

(3) The registration of independent schools as examination centres is also determined by the fulfilment of the requirements of the assessment body which is either the public or a private assessment body accredited by Umalusi.

(4) Examination centres that have complied with all the requirements will be registered by the assessment body in accordance with the criteria as stipulated in Regulation 27."

The condition for registration of IS as examination centres as outlined above implies that only learners who wrote and fulfilled the requirements of the NSC at such IS can be certificated by Umalusi. Therefore, as from 2017 onwards, Umalusi will certify only the learners who sat and fulfilled the requirements of the NSC at accredited IS or IS that have made considerable progress in their application for accreditation with Umalusi.

Notification of this implementation of this regulation was therefore sent to public and private ABs, PEDs and IS to ensure that IS apply for accreditation by 31 October 2016 in order to be compliant with Umalusi's requirements for 2017. In addition, a media release was issued in this respect, the letter to IS was posted on the Umalusi website and a notice informing the public of the deadline of 31 October 2017 was prominently displayed on the Umalusi website. The requirements and deadline were also explained in the newsletter for IS, "Heartbeat".

To assist IS, the deadline was extended until 28 February 2017. IS which met the requirements for compliance by the due date were granted a "green" status, meaning that learners who write and fulfil the requirements of the NSC Examination at those centres in 2017 will be certificated by Umalusi.

Letters are being sent to Private Colleges informing them that learners writing examinations for qualifications on the GFETQSF at unaccredited private colleges in 2018 will not be certificated.

CHAPTER THREE

GENERAL CHALLENGES AND RECOMMENDATIONS

General Challenges and Recommendations

3. GENERAL CHALLENGES AND RECOMMENDATIONS

3.1 Institutions other than Independent Schools offering the National Senior Certificate

The General and Further Education and Training Quality Assurance (GENFETQA) Act, 2001 (Act No. 58 of 2001) in terms of sections 17A(2), and 23(1) and 24 defines the scope of Umalusi's quality assurance processes as institutions registered as Independent Schools (IS) in terms of the South African Schools Act, 1996 (Act No. 84 of 1996); private colleges for Further Education and Training (FET) in terms of the FET Colleges Act, 2006 (Act No. 16 of 2006), and private centres in terms of the Adult Basic Education and Training (ABET) Act, 2000 (Act No. 52 of 2000).

In practice, the National Senior Certificate (NSC) and the National Curriculum Statement (NCS) leading to the NSC is being offered by a number of private institutions which do not fall into the definition of an IS and therefore cannot be registered as IS. These include distance education providers, online providers, home education, and repeater and second chance centres which do not offer the full qualification. Since these institutions cannot be registered as IS, they fall outside the legislated mandate of Umalusi, and yet they offer a qualification on the General and Further Education and Training Qualifications Sub-Framework.

3.1.1 Recommendation
• Formal discussions must take place between Umalusi, the Department of Basic Education (DBE) and Private Assessment Bodies (ABs) to determine a way forward with regard to these types of private institutions.

3.2 The interplay between accreditation and registration of Private Colleges

Private Colleges operate under the prescripts of Chapter 6 of the Continuing Education and Training (CET) Act 16 of 2006, which determines the requirements for registration, the application process and the certification of registration process. An application for registration as a private college must be made to the Registrar in the manner determined by the Registrar and must be accompanied by the prescribed fee. Registration grants the private institution the license to operate in South Africa. Section 30 of the CET Act 16 of 2006 illustrates the requirements for registration as follows:

(1) "The registrar must register an applicant as a private college if the registrar has reason to believe that the applicant:
  (a) is financially capable of satisfying its obligations to prospective students; and
  (b) with regard to all its further education and training programmes -
  (i) will maintain acceptable standards that are not inferior to standards at comparable public colleges;
  (ii) will comply with the requirements of Umalusi; and
  (iii) complies with any other reasonable requirement prescribed by the Minister"

A Private College is therefore required to be accredited prior to being registered. The requirement of accreditation prior to registration (which is the licence to operate) poses a major challenge. Private Colleges may not legally begin operating until they are registered. However, evaluation of teaching, learning, assessment and learner support are core criteria for the process of accreditation to offer a qualification. It is therefore not possible for Umalusi to attest to the quality of actual teaching and learning prior to a Private College being registered.

> **The National Senior Certificate is being offered by a number of private institutions which do not fall into the definition of an IS.**

college has conducted an external examination and the performance has been analysed, Umalusi will conduct a verification site visit as part of the accreditation process, during which Umalusi will quality assure the actual implementation of the qualification. The outcome of the application for accreditation will be communicated to the DHET, and the DHET will then review the registration status of the private education institution.

3.2.1 Recommendation
• Underpinning legislation must be amended to provide for registration of private colleges prior to accreditation.

3.3 The nature of the private Adult Education and Training sector

The Adult Education and Training (AET) sector is a unique sector with many challenges; the main challenge being the lack of national regulation, resulting in poor regulation of the sector.

• Although legislation refers to AET Centres, private education institutions, and private colleges offering AET, many of the providers offering the General Education and Training Certificate (GETC) are not "institutions" as such, but rather "providers" offering the qualification or subjects within the qualification.

• AET providers often operate at no fixed centre. They apply using their homes as the base, or create an office at a venue convenient to them and deliver at different sites ("suitcase" providers) as assigned to them in terms of the contracts they are awarded. For example, they may be contracted by one client for a specific period related to a training contract and conduct training at the venue assigned by that contract, then at the end of that contract they may be without a contract or sign a contract with

A task team is being established as an interim measure to deal with this matter. Applicants which meet the minimum requirements following submission of a self-evaluation report to Umalusi, will qualify for a joint site visit by Umalusi and the Department of Higher Education and Training (DHET) examination and registration of private colleges directorates. Should the applicant meet the requirements during the site visit as agreed jointly by Umalusi and the DHET, Umalusi will issue the DHET with a "candidacy state of readiness" report for the applicant. This status will allow the DHET to provisionally register the applicant. After the

a different client for training at a different venue. This makes tracking of these private education "institutions" and the trends in their provisioning very difficult.

- The AET sector is heavily dependent on the awarding of contracts to conduct training. In many cases, a requirement for the award of a contract is that the private education institution must be accredited to offer the qualification. However, since accreditation attests to the capacity of a private education institution to offer a qualification on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF), a paradoxical situation arises where the private education institution needs accreditation in order to provide a service, but cannot meet the minimum requirements for accreditation since the service is not yet provided. Some of these private institutions make application for accreditation to offer the GETC and satisfy the minimum requirements in terms of all the criteria other than the delivery of the curriculum and assessment. They are granted provisional accreditation, but their provisional accreditation period sometimes ends without them being granted a contract for training, therefore they are unable to meet the conditions to be granted full accreditation.
- Although the GETC qualification comprises fundamental and elective subjects, many providers opt to offer only the fundamental subjects (Communication and Mathematical Literacy or Mathematical Sciences), rather than encouraging learners to complete the entire qualification and achieve a qualification at National Qualifications Framework (NQF) Level 1.
- Many of the centres offering AET only offer Adult Basic Education

and Training (ABET) Levels 1 to 3, and not Level 4 which culminates in the GETC.

- The GETC qualification is unit-standard based, and different providers have different interpretations of these unit standards, hence there is lack of consistency in delivery of the programme.
- There is no national policy guiding development of educators to deliver AET, hence it is extremely difficult to identify who qualifies to deliver AET programmes. In many cases, providers simply employ persons who are in possession of a Grade 12 certificate, or in some cases, not even a Grade 12 certificate.
- The GETC qualification is equivalent to Grade 9 in the schooling system. Many learners are misinformed that the qualification (which is commonly referred to as ABET Level 4) is equivalent to Grade 12 (a qualification at level 4 on the NQF).

3.3.1 Recommendation

- The accreditation instruments and processes for this sector should be reviewed, taking into account the unique nature of this sector.
- Greater advocacy must be conducted to make the public aware that the GETC (ABET Level 4) is not equivalent to a Grade 12 certificate.

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The accreditation instruments and processes for this sector should be reviewed, taking into account the unique nature of this sector.

CONCLUSION

CONCLUSION

The purpose of accreditation is to ensure quality provision of a qualification registered on the General and Further Education and Training Qualifications Sub-Framework. Umalusi executes its mandate to quality assure private education institutions and private Assessment Bodies through the rigorous processes of accreditation and monitoring. The Evaluation and Accreditation Unit is continuously reviewing and updating its procedures to ensure a faster turnaround time and more efficient quality assurance processes. Great effort is made to ensure that the quality assurance of private education institutions and private Assessment Bodies is fair, efficient and reliable so that quality education and assessment is provided to learners.

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The Evaluation and Accreditation Unit is continuously reviewing and updating its procedures.

Addendum A: Evaluation and Accreditation Unit Organogram

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Senior Administrator
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Ms Mary Malia

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Subject Specialists
5. Mr Mapaleng Lekgeu
6. Ms Louisa Marandela
7. Ms Bhavna Mehta

Assistant Managers
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2. Ms Khensani Motsi
3. Mr Dawie Oberholster
4. Ms Maruska Stevens
5. Vacant

Admin Assistants
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2. Ms Phumla Molusi
3. Ms Anushka Moodley
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5. Vacant

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