

Makoyya

Official Newsletter of Umalusi

December 2020

MERRY CHRISTMAS

&

HAPPY NEW YEAR!



Emerging trends from
ACC recommendations

What happens after a
site visit?

Well done, Team!
Umalusi achieves a
clean audit!

UMALUSI



Quality Council for General and Further
Education and Training

CONTENTS

2

From the Editor's Pen

3

From the CEO's Desk

4

Emerging trends from ACC recommendations

8

The effect of COVID-19 on the accreditation processes

11

What happens after a site visit? The role of the Accreditation and Coordination (A&C) sub-unit

13

Trends observed during post-accreditation monitoring of independent schools

16

Well done, Team! Umalusi achieves a clean audit!

18

Let's protect one another against COVID-19

From the Editor's Pen

Lucky Ditaunyane



Welcome to the final edition of Makoya for the 2020 academic year. This issue of Umalusi's official newsletter is bursting with informative articles on the organisation's work as a quality council for general and further education and training.

As Umalusi's external newsletter, Makoya communicates key messages about the mandate, plans, achievements and projects of the organisation. Specifically, Makoya targets the following clusters of stakeholders: policy makers, policy implementers and policy beneficiaries.

In this edition you will read about the work of the Evaluation and Accreditation (E&A) Unit, one of the four operational units in the organisation. The E&A Unit fulfils a very important mandate, that of evaluating the applications of all private education institutions that seek accreditation; and granting accreditation status based on predetermined criteria.

As we come to the end of 2020, I congratulate the 'matric' class of 2020 for making it this far despite the challenges of the COVID-19 pandemic, and wish them the best of everything in their future endeavours. I also wish them well as they will be anxiously awaiting their results.

Enjoy your reading!



From the CEO's Desk

Dr Mafu S Rakometsi

Welcome to the last issue for 2020 of Makoya, Umalusi's official newsletter. It gives me pleasure to report to our stakeholders that in the past few months Umalusi Council has continued to play a vital role in the educational landscape in South Africa, with specific reference to the setting and monitoring of standards in general and further education and training in the country. This is in accordance with the National Qualifications Framework (NQF) Act No. 67 of 2008 and the General and Further Education and Training Quality Assurance (GENFETQA) Act No. 58 of 2001.

Umalusi can certainly say, with confidence, that through quality assuring all exit-point examinations, in line with the GENFETQA Act No. 58 of 2001, the work of Council contributes significantly to the growth of our society. This ensures that the qualification output of our basic education system retains the requisite quality to compete favourably with other education systems across the globe.

As we look back to the milestones we achieved this year as a quality council, we also salute the 'matric' class of 2020, which doubtlessly worked harder than previous cohorts amid the challenges of the COVID-19 pandemic. The year 2020 will go down in the annals of our history as the year in which many people, worldwide, lost loved ones because of COVID-19. However, it will also be remembered as the year in which the human spirit triumphed over unprecedented tribulations faced by humanity.

Unfortunately, COVID-19 has compelled the education sector in South Africa to adjust the academic calendar to accommodate learners of all grades in 2020. As a result, Umalusi Council will announce the approval of the 2020 national examinations results only in February 2021. On behalf of the Council, I would like to wish the class of 2020 the best of luck with their results.

In conclusion, this year can be summarised in a few words: 'In the face of significant calamity, we made significant progress.' Therefore, I would like to thank the staff of Umalusi for their continued commitment to ensuring that we deliver on our mandate.

Notwithstanding that there is still much work to do, there are also significant milestones to celebrate. We end 2020 stronger and better able to serve the South African public. On that note, I wish you all a safe and wonderful festive season. Please do take time to spend with your family and loved ones to reflect, recharge and reignite your energy for 2021. Remember that COVID-19 is still a part of our reality, therefore, keep safe, wear your masks, constantly sanitise and wash your hands with soap.

Wishing you all a prosperous 2021.



Emerging trends from ACC recommendations

Introduction and legislative mandate

Private education institutions, consisting of independent schools and private colleges, provide relief for public education in coping with the growing demand for the provision of quality education and skills required in the 21st century global economy (Bernstein 2003:1). It is a legal requirement that all private education institutions offering qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) be registered with the relevant education department. Additionally, they must be accredited by Umalusi, in line with the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001), as amended.

Umalusi's accreditation processes assess whether a private education institution has the capacity to offer a qualification, or programme that leads to a qualification, registered on the GFETQSF. According to Cerqueira (2006:6), the advantages of accreditation for private education institutions include "improved organisational and quality of services, increased awareness of best practices and self-awareness, increased transparency, meeting the required standards and provision of public confidence for an institution, increased industry competitiveness, increased perception of costs as investments, improved safety and increased accountability".

Trends emerging from recommendations made by the ACC

The figures below indicate the trends of the

recommendations made by the Accreditation Committee of Council (ACC), per year, for independent schools and private colleges that applied for accreditation from January 2013 to February 2020.

Independent schools

The ACC made 1 643 recommendations for independent schools that applied for accreditation with Umalusi from January 2013 to February 2020. It is noted that an independent school might be counted more than once during this period, since the school moves through various accreditation stages before meeting the minimum requirements for accreditation. The ACC made 630 recommendations (38.4%) for independent schools to be granted accreditation in this period. An independent school is granted accreditation if it meets

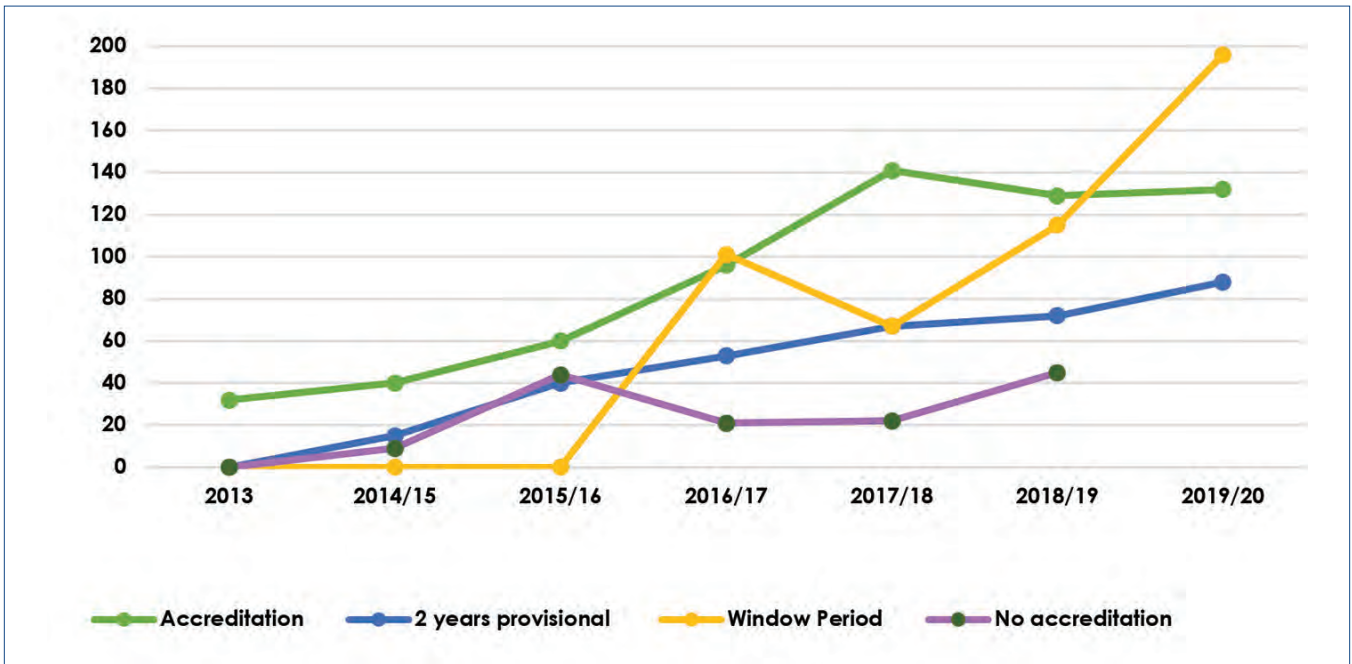


Figure 1: Independent schools

all the minimum standards¹ for accreditation (a rating of level 3 out of three rating levels²) in the core criteria.

In the same period, the ACC recommended provisional accreditation for 335 independent schools (20.4%). An independent school is granted provisional accreditation for two years if the level of implementation and the supporting evidence provided is adequate in most instances but there are still some requirements outstanding (that is, it achieves at least level 2 in all the prescribed minimum standards for accreditation). Schools granted provisional accreditation must submit evidence of meeting the required standard in the areas indicated on or before the given date, to allow for re-evaluation before their provisional accreditation period expires.

During the same period, 479 independent schools (29.2%) were granted a window period to improve, in line with the requirements of the Promotion of Administrative Justice (PAJA) Act and the GENFETQA Act. An independent school is granted a window period to improve if it achieves a score of level 1 in any of the criteria on the first presentation of the report to the ACC. Level 1 means that the level of implementation and the sufficiency of evidence provided are inadequate to meet

the required standard. An independent school is granted a reasonable period to improve on their submission. If the independent school fails to meet the minimum standard within the specified period, it will receive a “no accreditation” outcome. Subsequent to being given a chance to improve, the ACC recommended “no accreditation” for 199 independent schools (12.1%): these schools did not meet the minimum requirements at the time of the re-evaluation. The Provincial Education Departments (PEDs) are advised of the accreditation outcomes of independent schools, as well as the areas in which the schools failed to meet the minimum requirements for accreditation. PED officials then work closely with the schools in an attempt to enable them to meet the accreditation requirements. A PED may exercise its authority to deregister a school once all endeavours and processes to assist the school to meet the requirements for accreditation have been exhausted.

Figure 1 indicates the various ACC recommendations per financial year for independent schools.

Private FET colleges

From January 2013 to February 2020, the ACC

¹ The minimum standards for accreditation of independent schools are based on four criteria, namely: School Ethos; Leadership, Management and Communication; Teaching and Learning; and School Results.

² The three rating levels are as follows:

Level 1: The level of implementation and the sufficiency of evidence provided are inadequate to meet the required standard.

Level 2: The level of implementation and the supporting evidence is adequate in most instances. Some evidence requirements must be improved to meet the minimum standard.

Level 3: The level of implementation and the supporting evidence meet the minimum standard.

made 436 recommendations regarding private Further Education and Training (FET) college applications for accreditation. A private FET college might be indicated more than once in the following statistics, since the private FET college moves through the various accreditation stages before meeting minimum accreditation requirements.

In this period, the ACC recommended seven years' accreditation for 96 private FET colleges (22.02%), which met the prescribed minimum standards³ of the accreditation criteria.

A provisional accreditation status was recommended for 203 private FET colleges (46.6%), which scored at least level 2 in all areas (that is, the level of implementation and the supporting evidence was adequate in most instances, with some areas needing improvement to meet the minimum standard). The colleges are granted provisional accreditation for a period of two years, during which time they are required to submit new evidence so a re-evaluation can take place before their provisional accreditation expires.

In the same period, 83 private FET colleges (19.0%) were granted a window period to improve. A private FET college is granted a window period to improve if it achieves a score of level 1 in any of the criteria at the first presentation of the report to the ACC; that is, the level of implementation and the sufficiency of evidence

provided are inadequate to meet the required standard. If the private college fails to meet the minimum standard within the specified period after provisional accreditation, or a window period, to improve, it will be granted a "no accreditation" status. The ACC recommended "no accreditation" outcomes for 54 private FET colleges (12.4%) during this period. The Department of Higher Education and Training (DHET) is informed of the "no accreditation" outcome and may withdraw registration of a college if it fails to meet the requirements for accreditation.

Figure 2 indicates the ACC accreditation recommendations, per financial year, for private FET colleges.

Private AET colleges

The ACC made 117 recommendations for private Adult Education and Training (AET) colleges that applied for accreditation with Umalusi from January 2013 to February 2020. The following statistics may indicate a private AET college more than once, since it moves through various accreditation outcomes until being granted a final outcome of seven years' accreditation, or "no accreditation".

Nineteen private AET colleges (16.2%) have been granted seven years' accreditation. The ACC made 38 recommendations for provisional accreditation for

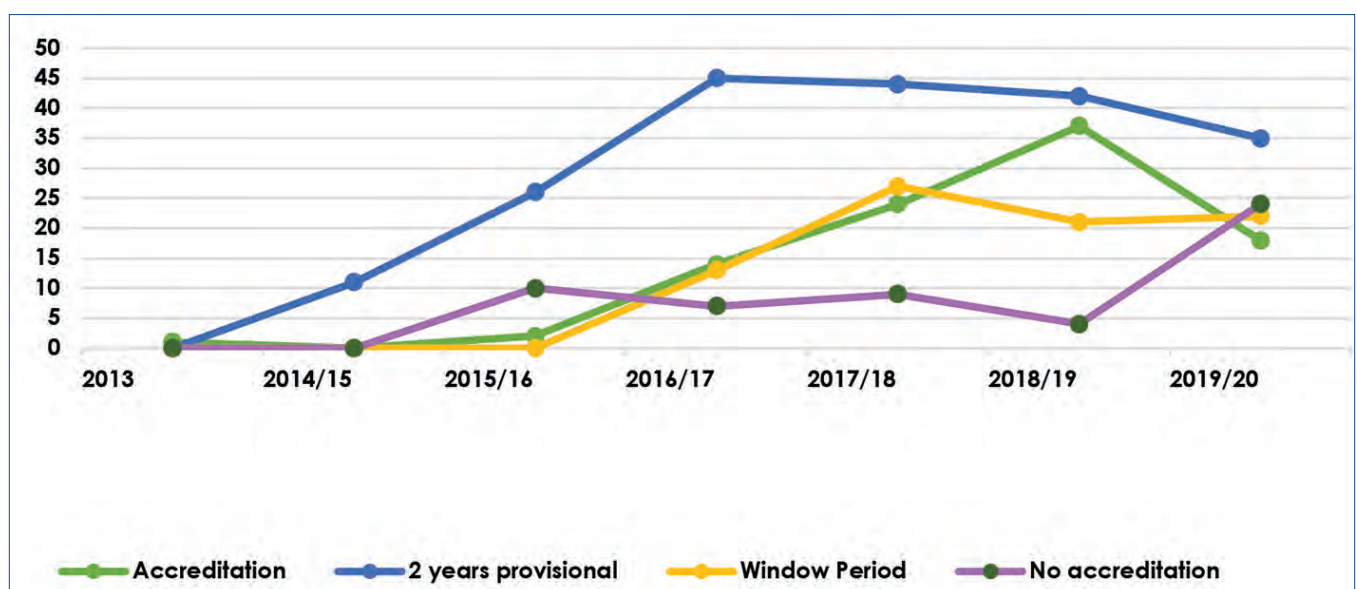


Figure 2: Private FET colleges

³ The minimum standards for accreditation of private FET colleges are based on four criteria, namely: Mission Directed Leadership and Management; Teaching, Learning and Training; Assessment and Results; and Learner Support.

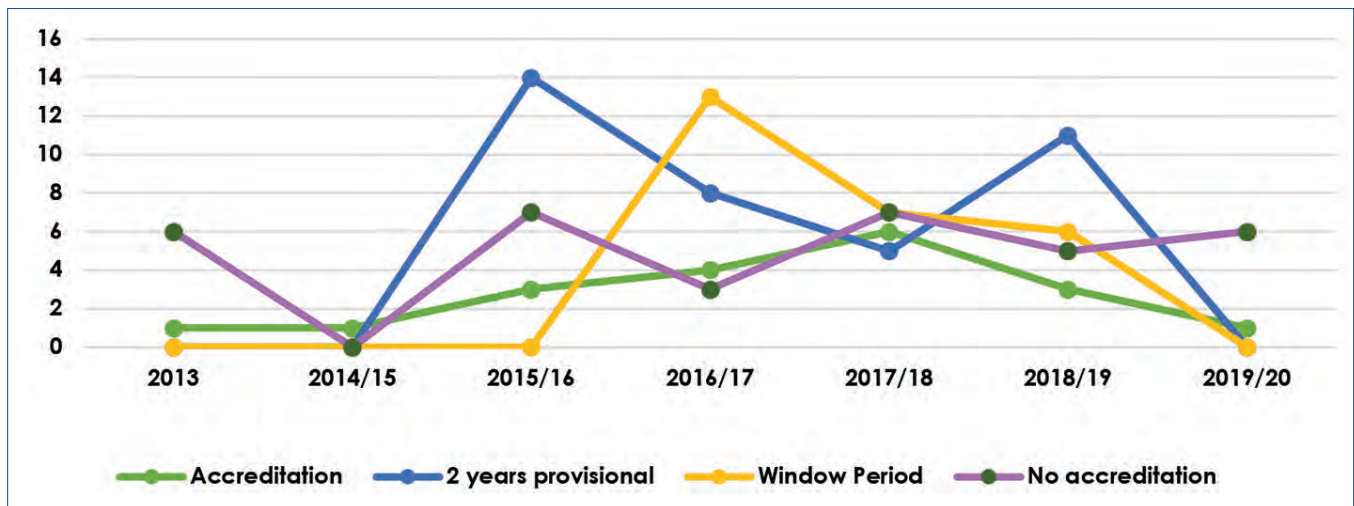


Figure 3: Private AET colleges

private AET colleges (32.5%). Private AET colleges granted provisional accreditation are required to submit new evidence within the specified timeline so that a re-evaluation can take place before their two-year provisional accreditation expires.

The ACC made 26 recommendations (22.2%) to grant private AET colleges a window period to improve. If the private AET college fails to meet the minimum standard⁴ within that specified period, it will be granted a “no accreditation” status. A “no accreditation” outcome was recommended for 34 private AET colleges (29.1%). These failed to meet the prescribed minimum standards after the specified period given to improve. To be able to source training contracts, many private AET colleges rely on evidence of accreditation to offer a qualification. It is, therefore, vital for the sustainability of a private AET college to ensure that they meet the requirements for accreditation.

Figure 3 indicates the ACC recommendations, per financial year, for private AET colleges.

Conclusion

The emerging trend from the recommendations of the ACC indicates an average of 38% of independent schools, 22% of private FET colleges and 16% of private AET colleges received an outcome of accreditation

between January 2013 and February 2020. Taking the average percentage of institutions granted provisional accreditation, 58.8% of independent schools, 68.62% of private FET colleges and 48.7% of private AET colleges presented to the ACC received an outcome of either accreditation or provisional accreditation and are therefore operating within the legislated requirements. Umalusi continues to exercise a developmental approach to the accreditation process, to enable private education institutions that apply the guidelines for accreditation requirements to meet the required standard and provide quality education to the South African public.

It is important for members of the public to verify that a private education institution is registered and accredited before enrolling at the institution.

References

- Bernstein, A. 2003. South Africa needs more for-profit schools. *Business Day*, 14 September 2003.
- Cerqueira, M. 2006. *A Literature Review on the Benefits, Challenges and Trends in Accreditation as a Quality Assurance System*. Victoria: British Columbia Ministry of Children and Family Development.

⁴ The minimum standards for accreditation of private AET colleges are based on four criteria, namely: Mission Directed Leadership and Management; Teaching, Learning and Training; Assessment and Results; and Learner Support.



Dr Gugulethu Nkambule

Vanessa Naidoo

Vani Chatty

Dawie Oberholster

The effect of COVID-19 on the accreditation processes

Introduction and background

The novel coronavirus disease 2019 (COVID-19) arose almost simultaneously in all countries and brought socio-economic implications worldwide as it continued to spread and cause more deaths than any infectious disease in recent years (Karalis, 2020:126; Mukandavire, et al., 2020: 6). Countries around the world, including South Africa, took drastic measures to curb the spread of the virus and reduce the extent of transmission of COVID-19. South Africa is ranked among the countries which recorded the highest number of cases of COVID-19 infections globally, and the highest on the African continent (WHO, 2020; Mukandavire, et al., 2020: 1).

On 15 March 2020, President Cyril Ramaphosa declared a national State of Disaster in South Africa. The regulations under the amended South African Disaster Management Act (No. 57 of 2002) included a travel ban; closing of schools and colleges; closing of national borders; limiting interprovincial travel; promoting healthy hygienic practices (especially hand-cleansing), the wearing of face masks and practising social distancing; prohibiting gatherings of more than 50 people; screening and testing; and self-isolation and quarantining of those who displayed COVID-19 symptoms (DBE 2020b:6; DBE 2020c:2). This had a direct impact on the work of the Evaluation and Accreditation (E&A) Unit. All accreditation site visits were stopped with immediate effect on 16 March 2020, and the Accreditation Forum and Certificate Award ceremony, which was planned to take place in Cape Town on 26 March 2020, was cancelled.

Following the warnings issued by the National Institute of Communicable Diseases (NICD) and World Health Organization (WHO) highlighting the increased number

of local transmissions of the coronavirus (DBE, 2020a:4), all schools in South Africa were closed on 18 March 2020. Education institutions were identified as high-risk areas, in terms of ease of transmission, owing to the close contact of large numbers of people.

More importantly, there was a pressing need to think about and respond to the envisaged prolonged period of lockdown that was becoming the new social norm of the country (Ramrathan, 2020). Similarly, Umalusi was obligated to act with decisiveness and responsiveness, in accordance with the regulations issued in terms of the amended Disaster Management Act and all directives in the schedule to address, prevent and combat the spread of COVID-19. This included providing a safe environment and implementing non-pharmaceutical interventions. As a result, Umalusi went into lockdown from midnight on Thursday, 26 March 2020.

Section 2.6.18 of the Department of Public Service and Administration (DPSA) guidelines stipulates that occupations that allow employees to work from

home be considered. This was a viable option and Umalusi employees switched to working remotely, with immediate effect.

The effect of the lockdown on the accreditation process

The lockdown restrictions meant no travelling to other provinces and no physical meetings were permitted, which had a direct influence on the accreditation process. Quality Promotion meetings, a compulsory step in the accreditation process, are traditionally conducted across the country in face-to-face meetings. Site visits take place at institutions. Teams of evaluators and subject specialists travel across the country to conduct site visits. Accreditation Committee of Council (ACC) meetings take place at the Umalusi offices, with members travelling across the country to attend the two-day meetings. All these activities were brought to a sudden halt as a result of the lockdown regulations.

However, Umalusi has a responsibility to ensure continuation of service delivery, in line with the protocols on the management of COVID-19. To this effect, Umalusi, in the Guidelines for Umalusi to prepare the management of COVID-19 (March, 2020), recommended the use of online meetings as an alternative to face-to-face meetings. The E&A Unit was forced to reconceptualise its approach to the accreditation process.

Immediately, all written, paper-based communication became electronic. Certificates that could not be presented at the Cape Town Accreditation Forum were emailed in electronic format to the institutions. The next step was to train the ACC members in conducting online meetings and, subsequently, online ACC meetings were successfully conducted. This enabled the finalisation of accreditation outcomes for institutions which had applied for accreditation.

Quality Promotion meetings

Attending a Quality Promotion (QP) meeting is compulsory for institutions seeking accreditation by Umalusi. These workshops ensure that applicants for accreditation understand the accreditation process and 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). Traditionally, these have been held around the country in face-to-face meetings. Because of the lockdown, the meetings were reconceptualised as online meetings and could continue throughout the lockdown period. This has been a positive improvement to the process: convening online meetings is more cost

effective for Umalusi and the applicant does not incur travel and accommodation costs. In addition, availability of venues and catering arrangements are no longer factors that restrict meeting arrangements. These meetings can, therefore, be scheduled more often to suit the needs of the applicants, and participants from provinces across the country can be accommodated in the same meeting. Additionally, participants have expressed their preference for the use of online meetings; a positive development, and this will be the norm in future. The use of online applications for QP meetings has highlighted the potential benefits of online communication for other purposes, such as to discuss site visit arrangements with institutions prior to the actual visits.

Quality Promotion meetings

Site visits are undertaken to:

- verify the contents of the self-evaluation report submitted by the institution, as well as the implementation of policies and procedures to the required standard;
- obtain a comprehensive view of the delivery of the curricula in the institution's environment; and
- evaluate the degree of compliance with the criteria for accreditation.

The closure of schools and colleges and the suspension of all domestic travel because of COVID-19 made it impossible for the evaluators and subject specialists to conduct site visits to private education institutions. While the restrictions on travel have been gradually lifted, it is still a risk to conduct site visits at a time when the infection rates are rising and institutions are dealing with the implications of social distancing. Since site visits are mandatory in the accreditation process, they are being reconceptualised to be conducted online without compromising the standard of the accreditation process.

There are benefits to conducting site visits online, such as:

- no travel and related costs are incurred; and
- no time is spent on travelling to institutions, therefore there is more time available for the verification process.

Some limitations to online site visits have been identified and actions to mitigate these limitations put in place.

There is untapped potential for using online site visits as a feasible alternative to the traditional on-site evaluation. The aspects covered in the online site visit

will be the same as those covered in a physical site visit and, with checks and balances in place, the standard of the accreditation process will not be compromised.

Online site visits, however, will not be used exclusively or to replace traditional on-site visits. A paradigm of traditional on-site and online site visits would, therefore, be employed. For example, if an institution is granted accreditation after an online site visit, a physical site visit would take place as part of the monitoring process. The best of both strategies, face-to-face and online, could therefore be used in the accreditation process.

Accreditation forums

Umalusi is contemplating conducting online Accreditation Forums and Certificate Award ceremonies in future. In

addition to cost savings, which is a crucial consideration in these difficult economic times, an online platform will afford many more people the opportunity to take part in the forums since attendance is not bound by geographical location.

Conclusion

The education sector has been significantly affected by the COVID-19 crisis. Information and communication technologies have become increasingly influential in opening new doors for universal access to education for all communities, irrespective of their geographical locations. The E&A Unit has risen to the challenge to find ways to ensure that the accreditation process continues in the midst of the COVID-19 pandemic.

References

- Department of Basic Education (DBE). 2020a. Standard Operating Procedures for teachers, non-teaching staff and learners on the coronavirus (2019-ncov) or COVID-19 outbreak in South Africa. Pretoria: Author.
- Department of Basic Education (DBE). 2020b. Coronavirus orientation guidelines for schools for teachers, support staff and learners on the COVID-19 outbreak in South Africa. Pretoria: Author.
- Department of Basic Education (DBE). 2020c. Guidelines for development of the school timetables reopening of schools COVID-19. Pretoria: Author.
- Karalis, T. 2020. Planning and Evaluation during educational disruption: lessons learned from COVID-19 pandemic for treatment of emergencies in education. *European Journal of Education Studies*, [S.l.], May 2020. ISSN 25011111. Available at: <<https://oapub.org/edu/index.php/ejes/article/view/3047>>. Accessed: 18 August 2020. doi: <http://dx.doi.org/10.46827/ejes.v0i0.3047>.
- Mukandavire, Z., Nyabadza, F., Malunguza, N.J., Cuadros, D.F., Shiri, T., Musuka, G. 2020. Quantifying early COVID-19 outbreak transmission in South Africa and exploring vaccine efficacy scenarios. *PLoS ONE* 15(7): e0236003. <https://doi.org/10.1371/journal.pone.0236003>.
- Ramrathan, L. 2020. School curriculum in South Africa in the COVID-19 context: An opportunity for education for relevance. *Prospects*. <https://doi.org/10.1007/s11125-020-09490-1>.
- Umalusi. 2020. Guidelines for Umalusi to prepare the management of COVID-19 (March, 2020). Pretoria: Author.
- World Health Organization (WHO). 2020. Coronavirus disease 2019 (COVID-19) Situation Report–62. August 2020. Available at <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports>, 2019. Accessed on 3 September 2020.

“

The accreditation process is a multi-step process that culminates in a verification site visit to any institution seeking accreditation.

”

By Thomas Magadze



What happens after a site visit? The role of the Accreditation and Coordination (A&C) sub-unit

The accreditation process is a multi-step process that culminates in a verification site visit to any institution seeking accreditation. Since institutions have put much effort into preparing for a site visit, most expect the outcome of their application for accreditation quickly, not realising that many processes have still to take place.

What are the processes that must take place after the initial site visit?

1. Consolidating the reports

Each site visit team member writes a report on the evidence verified during the site visit. A report writer is appointed to consolidate all the reports, from the desktop evaluation and the site verification visit, to provide an overall picture of the institution. This highlights the key indicators for accreditation. For a combined school, for example, the key indicators from 14 reports must be consolidated, to be presented as one report to the Accreditation Committee of Council (ACC).

2. Quality assurance of the consolidated reports

The reports are quality assured by sub-unit staff to ensure that reporting is consistent and in line with the evidence provided, both by the institution and the site

visit verification, and that all key information has been included in the consolidated report.

3. Quality assurance by the Accreditation and Coordination (A&C) sub-unit

This is an additional step to ensure that there is consistency in the reporting to the ACC. The A&C sub-unit must keep all necessary records and is responsible for assigning reports to ACC members for analysis in accordance with the accreditation criteria.

4. Consideration by a member of the ACC

Once a report is assigned, the ACC member is granted access to all reports on that institution: the desktop evaluation, all stages of site verification visits and the consolidated accreditation report. Each ACC member must compile another report on that institution, referred to as an “ACC member report”, which focuses on the key indicators for accreditation. The ACC member will then make a recommendation, based on the information available and in line with the guidelines for accreditation recommendations.

5. Presentation to the ACC

The ACC meets at least four times a year. The A&C sub-unit manages all logistical arrangements for these

meetings, including any travel and accommodation requirements for members.

During the ACC meetings, the ACC members present their reports on each of the institutions assigned to them. The committee discusses the findings, either agreeing with the findings of the evaluation team and/or the ACC member presenting the report, or motivating for another rating, based on the discussions. The ACC then recommends an outcome of the accreditation application. The A&C sub-unit, as the secretariat for this committee, minutes the proceedings and keeps records of all decisions.

6. Developing tracking forms

Tracking forms are a summary of the key processes and findings of the accreditation application of each institution. The consolidated report writer develops these; the A&C sub-unit quality assures and updates them with the records of the ACC meeting proceedings.

7. Quality assurance of the tracking forms

Once the A&C sub-unit has quality assured the tracking forms, the Senior Manager checks to ensure consistency of information and that the recommendations of the ACC have been recorded correctly. The Chair of the ACC subsequently checks and signs the tracking forms to confirm that the recommendations of the ACC have been reflected correctly.

8. Accreditation letters and feedback reports

The A&C sub-unit develops the accreditation letters and feedback reports, in line with the recommendations of the ACC. These are quality assured within the sub-unit, before undergoing further checking and quality assurance by both the unit Senior Manager and the branch Executive Manager.

9. Approval by the CEO on behalf of Umalusi Council

Once all quality assurance processes have been followed, the Chief Executive Officer (CEO) considers all the supporting information before affixing his signature of approval of the outcome, on behalf of Umalusi Council.

10. Notification of the outcome sent to the institution, PEDs and DHET

Only when the CEO has signed the letters and tracking forms can the A&C sub-unit communicate the outcome

to an institution. Section 24 of the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001), as amended, requires Umalusi Council to notify the relevant head of department, in the case of independent schools; and the registrar, in the case of private colleges of accredited programmes, of the outcome and any conditions attached to the accreditation. In line with this requirement, the A&C sub-unit prepares and communicates letters to Heads of Provincial Education Departments (PEDs) and the Registrar of the Department of Higher Education and Training (DHET), advising them of the outcomes of the accreditation applications of independent schools and private colleges.

Other responsibilities of the A&C sub-unit

The processes outlined above pertain to the initial site visit. Similar processes are applied for follow-up site visits and monitoring reports. The purpose of quality assurance of all these documents is to ensure that the standard of the accreditation process is not compromised. There are checks and balances in place to ensure that documents presented are accurate and error free. As a result, the processes and procedures employed serve the purpose of ensuring that the recommendations of the ACC are fair, valid and credible, and that the accreditation outcome letters communicated to the institutions provide a true reflection of the outcome of their application for accreditation.

The A&C sub-unit deals with all the logistical arrangements, record keeping, and quality assurance of three committees: the ACC; the Internal Accreditation Committee (IAC), which meets prior to each ACC meeting to discuss improvement reports, monitoring reports and requests for reviews of accreditation outcomes; and the Accreditation Appeals Committee (AAC).

Furthermore, the A&C sub-unit coordinates the printing and distribution of accreditation certificates and participates in the accreditation certificate presentation ceremonies.

Conclusion

The A&C sub-unit plays a pivotal role in ensuring that the process of accrediting private education institutions is fair, valid, credible and flawless. This thorough accreditation process is lengthy. However, the sub-unit strives to meet the timelines and communicate outcomes to the private education institutions that have applied for accreditation by Umalusi within the specified timelines.

“

Accredited institutions must complete and submit a post-accreditation monitoring instrument, accompanied by the requisite evidence, at least every two years.

”



By Klaus Lettau

Trends observed during post-accreditation monitoring of independent schools

As part of Umalusi’s quality assurance and accreditation process, as outlined in the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001), as amended, accredited institutions are subject to post-accreditation monitoring to ensure that they maintain a high level of compliance with the requirements for accreditation and continually strive for improvement.

Accredited institutions must complete and submit a post-accreditation monitoring instrument, accompanied by the requisite evidence, at least every two years. The monitoring instrument focuses on the core criteria for accreditation. For accredited schools this includes: school leadership, adherence to the requirements of the National Curriculum Statement, appointment of professionally qualified educators who have current registration with the South African Council for Educators (SACE), financial viability of the institution, health and safety of the school premises and facilities, and the end-of-year results, particularly for those institutions offering Grade 12 as an exit level.

Outcome of the monitoring process

If an accredited institution continues to meet the minimum requirements for accreditation, it receives a notification informing them of the Continued Accreditation status. The GENFETQA Act (Chapter 3, paragraph 25), in line with the Promotion of Administrative Justice Act (PAJA)

No. 3 of 2000, outlines the process to be followed should an accredited institution fail to adhere to the minimum requirements for accreditation:

25. (1) The Council must monitor private education institutions to ensure compliance with the policy contemplated in section 23(2).

(2) 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.

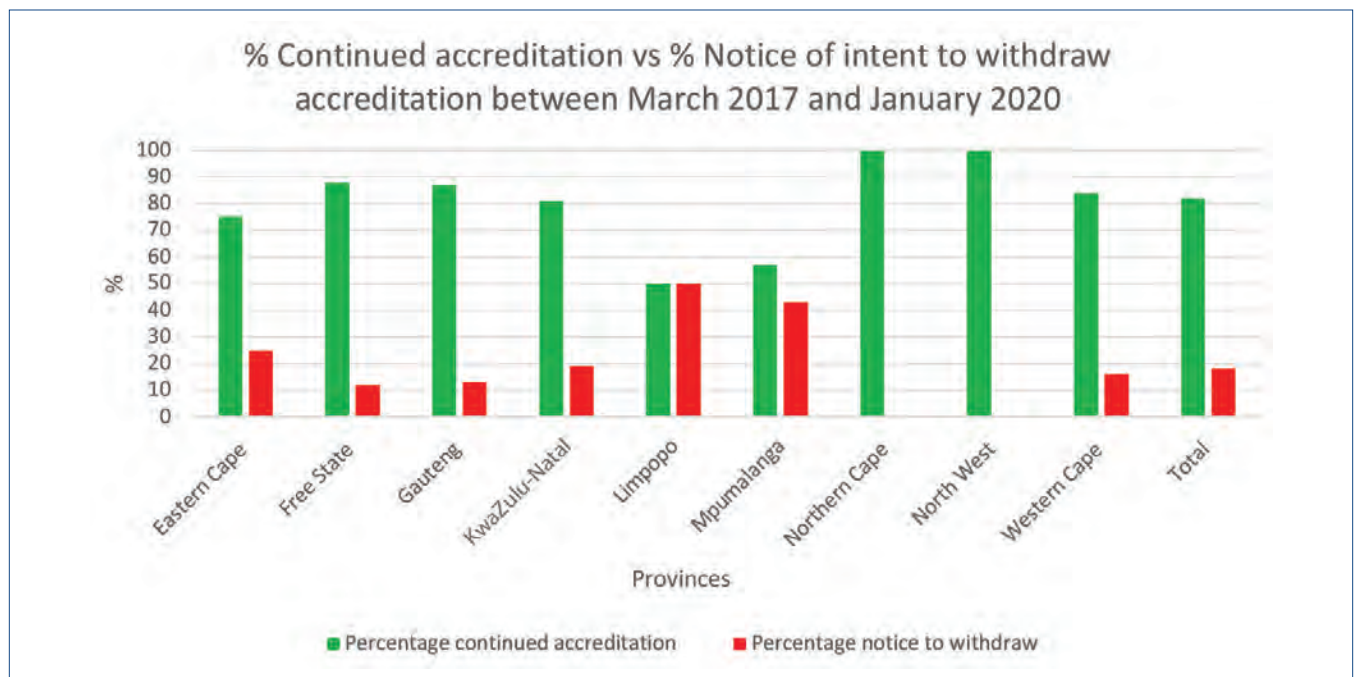
(3) At the expiry of the period contemplated in subsection (2)(b), the Council—

- (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.

An institution that no longer meets the minimum requirements for accreditation will, therefore, receive a notice of intent to withdraw accreditation, together with notification of the areas in which the institution was found to be non-compliant. The institution is given

Province	Number of schools monitored	Continued accreditation	Notice of intent to withdraw accreditation	Final notice to withdraw after period to improve
Eastern Cape	20	15	5	0
Free State	8	7	1	0
Gauteng	183	159	24	1
KwaZulu-Natal	74	60	14	1
Limpopo	30	15	15	0
Mpumalanga	14	8	6	0
Northern Cape	5	5	0	0
North West	12	12	0	0
Western Cape	62	52	10	1
Total	408	333	75	3

Table 1: Analysis of post-accreditation monitoring.



Graph 1: Illustration of continued accreditation versus notice of intent to withdraw accreditation

a timeframe within which evidence of meeting those requirements must be submitted. If the institution fails to meet that timeline, it is issued with a final notice of intent to withdraw accreditation, giving the institution an opportunity to offer reasons for the Council to consider why accreditation should not be withdrawn. Withdrawal of accreditation takes place only after all those procedures have been followed and the institution has still not attended to the areas that do not meet the requirements for accreditation.

Analysis of the schools monitored from March 2017 to January 2020

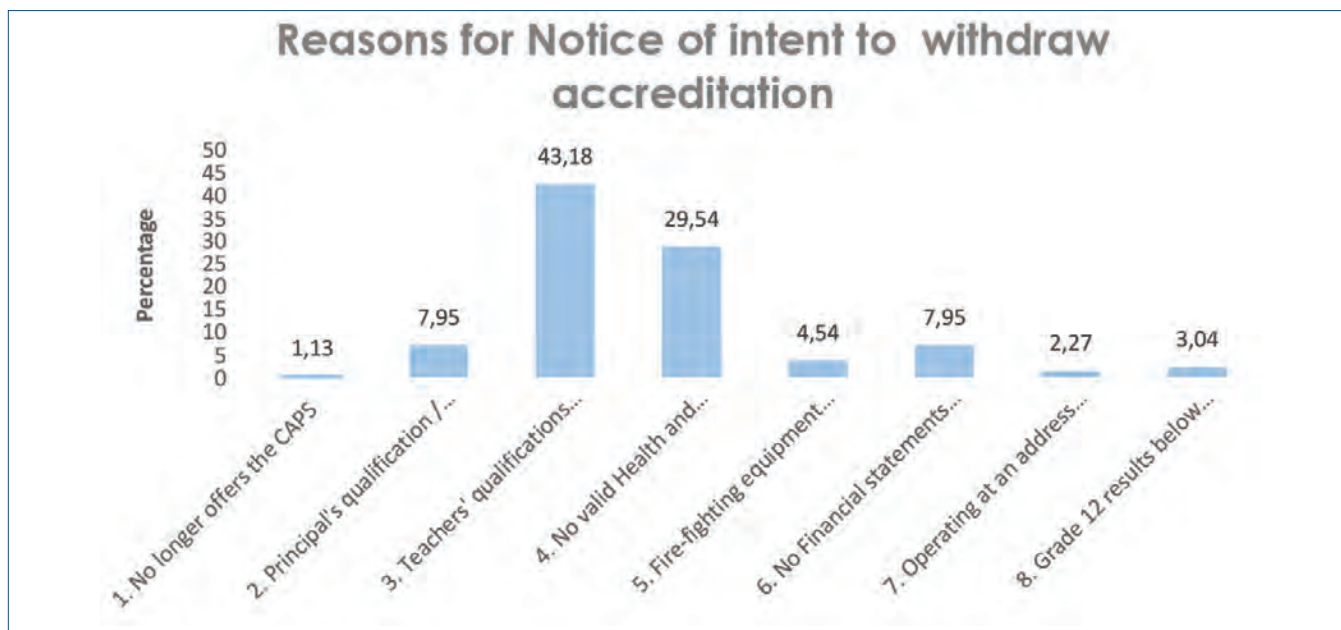
An analysis of the 408 schools monitored from March 2017 to January 2020 shows that the monitoring

process is effective in ensuring that schools maintain the required standards for accreditation. The observation is that most schools strive to ensure that they continue to meet the accreditation criteria within the required period once they receive a notice of intent to withdraw accreditation. Those who do not attend to the matters receive a final notice to withdraw accreditation.

Of the 75 schools that received a notice of intent to withdraw accreditation, only three failed to improve in the time allowed for improvement. Umalusi requested that these schools supply reasons why it should not withdraw accreditation.

Reasons for notice of withdrawal of accreditation

The most common reasons for a school to receive a



Graph 2: Main reasons for 75 schools receiving notices of intent to withdraw accreditation.

notice of intent to withdraw accreditation are:

1. The school no longer offers the curriculum and assessment policy statements (CAPS) leading to the National Senior Certificate (NSC).
2. The newly appointed principal of the school does not hold a professional teaching qualification and/or is not registered with SACE.
3. Less than 80% of the educators hold professional teaching qualifications and/or less than 100% of the educators are registered with SACE.
4. No valid health and safety certificate (the certificate is older than two years).
5. Fire-fighting equipment has not been serviced in the past 12 months.
6. Financial statements of the school have not been submitted or the financial viability of the school is in question.
7. The school has moved to new premises which are not in line with the registration by the Provincial Education Department.
8. Grade 12 results are below the national average for a specific year after being accredited.

Graph 2 indicates the main reasons for the 75 schools receiving a notice of intent to withdraw accreditation.

Action taken after a notice of intent to withdraw accreditation

Following a notice of intent to withdraw accreditation, Umalusi gave the schools a reasonable period to submit evidence of meeting the requirements in the areas in which they were non-compliant. Umalusi evaluated the

evidence submitted and, in some instances, conducted unannounced site visits to ensure the validity of the information the school submitted.

A concerning observation was the number of fraudulent SACE certificates and registration documents in circulation: SACE certificates and registration documents are submitted to SACE for verification. School principals are made aware of their responsibility to ensure that valid SACE registration documents are submitted by their educators; ultimately, the principal is responsible for any fraudulent certificates submitted as part of the accreditation and monitoring processes.

In cases where health and safety certificates had expired or fire extinguishers had not been serviced, these issues were quickly responded to and new certificates were submitted by the schools.

In terms of financial viability, only one school was highlighted as a risk regarding their financial viability. The school was required to submit a plan on what they would do to become viable again.

Underperforming schools must submit an improvement plan for the current year, to be evaluated against the national average of the year-end NSC examination results, once available.

Thus far, only one school failed to improve. This left Umalusi with no choice but to proceed with the process to withdraw accreditation, as stipulated in the regulations for accreditation of independent schools.

It is evident from the summary that most independent schools remain compliant with accreditation requirements.



“

The aforesaid acts of Parliament regulate the governance of public institutions and their resources, and hold entities accountable.

”

Kgaugelo Sekokotla

Well done, Team! Umalusi achieves a clean audit!

The Public Audit Act No. 25 of 2004 provides for the auditing of institutions in the public sector. Furthermore, the Public Finance Management Act No. 1 of 1999 promotes and enforces transparency and effective management in respect of revenue, expenditure, assets and liabilities.

The aforesaid acts of Parliament regulate the governance of public institutions and their resources, and hold entities accountable. Umalusi is a trusted authority in general and further education and training in South Africa. Through pure dedication, diligent and meticulous work by staff and leadership, the Quality Council for General and Further Education and Training, has for the first time obtained an unqualified audit report

with no material findings. Umalusi is really humbled by this achievement. Amid celebrations of this incredible milestone it is, however, important not to become complacent, but to use this milestone as a benchmark for good governance, accountability and, above all, serving our nation with great pride.

Thank you to all Umalusi staff; management and the Audit and Risk Committee in ensuring that Umalusi obtains a clean audit.

Here's to many more unqualified audit reports with no material findings.

Well done, team Umalusi!

NEW reworded Umalusi logo – still the same mandate!

This serves to inform all Umalusi stakeholders that our logo has been reworded. Collateral, such as certificates bearing the old Umalusi logo, will remain valid throughout the life of the certificates, while new certificates will bear the reworded logo. Our mandate is still the same; our reworded logo now captures the essence of our mandate: that of performing quality assurance and setting and monitoring standards in general and further education and training in South Africa.

The Umalusi brand is built on the values of integrity and transparency. The logo indicates that it is the custodian of one of our nation's most treasured assets – the standards of general and further education and training.

The wording of the old logo



The new Umalusi reworded logo

Our logo consists of four distinct elements:

- 1 The word '**UMALUSI**' presented in a blue block;
- 2 The graphic element;
- 3 The vertical line; and
- 4 The words 'Quality Council for General and Further Education and Training'.

Logo elements



Let's protect one another against COVID-19

@PresidencyZA | www.stateofthenation.gov.za

STAY SAFE
PROTECT SOUTH AFRICA

Festive season restrictions to contain the second wave

South Africa has entered a second wave of infections. To contain the resurgence of the virus, the following extra measures will be in place from **15 December 2020**:

GATHERINGS

- Gatherings - including religious gatherings - **may not exceed 50% of venue capacity**, up to a maximum of 100 people indoors and 250 outdoors
- **Health protocols must be observed at gatherings**, including maintaining a distance of at least 1.5 metres between people
- **All post-funeral gatherings are prohibited**



ADDITIONAL RESTRICTIONS APPLY DURING THE FESTIVE SEASON | SOUTH AFRICA REMAINS AT LEVEL 1

WHATSAPP SUPPORT
0600 123 456
EMERGENCY NUMBER
0800 029 999
sacoronavirus.co.za




@PresidencyZA | www.stateofthenation.gov.za

STAY SAFE
PROTECT SOUTH AFRICA

Festive season restrictions to contain the second wave

South Africa has entered a second wave of infections. To contain the resurgence of the virus, the following extra measures will be in place from **15 December 2020**:

BEACHES AND PARKS

- All beaches in the **Eastern Cape** and the **Garden Route District** are closed from **16 December 2020 to 3 January 2021**
- All beaches in **KwaZulu-Natal** are closed on **16, 25, 26 and 31 December 2020** as well as **1, 2 and 3 January 2021**
- All other beaches in the **Western Cape** and **Northern Cape** remain open



ADDITIONAL RESTRICTIONS APPLY DURING THE FESTIVE SEASON | SOUTH AFRICA REMAINS AT LEVEL 1

WHATSAPP SUPPORT
0600 123 456
EMERGENCY NUMBER
0800 029 999
sacoronavirus.co.za




@PresidencyZA | www.stateofthenation.gov.za

STAY SAFE
PROTECT SOUTH AFRICA

Festive season restrictions to contain the second wave

South Africa has entered a second wave of infections. To contain the resurgence of the virus, the following extra measures will be in place from **15 December 2020**:

ALCOHOL: GENERAL

- **Alcohol sales** from retail outlets restricted to **Monday-Thursday, 10am to 6pm**
- **No on-site consumption of alcohol** at licensed establishments **after 10pm**
- **No consumption of alcohol in public spaces**, including parks and beaches



ADDITIONAL RESTRICTIONS APPLY DURING THE FESTIVE SEASON | SOUTH AFRICA REMAINS AT LEVEL 1

WHATSAPP SUPPORT
0600 123 456
EMERGENCY NUMBER
0800 029 999
sacoronavirus.co.za




@PresidencyZA | www.stateofthenation.gov.za

STAY SAFE
PROTECT SOUTH AFRICA

Festive season restrictions to contain the second wave

We all have responsibility to follow the regulations and contain the second wave. In terms of the disaster regulations:

ENFORCEMENT OF REGULATIONS

- **Drivers and operators** of any form of public transport must ensure that **all passengers wear a mask**
- **The manager or owner** of a building, place or premises (including a retail store) must ensure that **all customers wear a mask**
- **An employer** must ensure that **all employees wear a mask** while they perform their duties



ADDITIONAL RESTRICTIONS APPLY DURING THE FESTIVE SEASON | SOUTH AFRICA REMAINS AT LEVEL 1

WHATSAPP SUPPORT
0600 123 456
EMERGENCY NUMBER
0800 029 999
sacoronavirus.co.za




@PresidencyZA | www.stateofthenation.gov.za

STAY SAFE
PROTECT SOUTH AFRICA

Festive season restrictions to contain the second wave

We all have responsibility to follow the regulations and contain the second wave. In terms of the disaster regulations:

ENFORCEMENT OF REGULATIONS

You are liable to a **fine or to imprisonment** of up to six months if you do not **ensure compliance** with the regulations by your passengers, customers or employees

Report any failure to comply to the SAPS



ADDITIONAL RESTRICTIONS APPLY DURING THE FESTIVE SEASON | SOUTH AFRICA REMAINS AT LEVEL 1

WHATSAPP SUPPORT
0600 123 456
EMERGENCY NUMBER
0800 029 999
sacoronavirus.co.za




Talk to us

37 General van Ryneveld Street, Persequor Technopark, Pretoria

Tel: +27 (12) 349 1510 | Email info@umalusi.org.za | website: www.umalusi.org.za



UmalusiSA



@UmalusiSA



17737

UMALUSI



Quality Council for General and Further
Education and Training