



Council for Quality Assurance in
General and Further Education and Training

REVISED ANNUAL PERFORMANCE PLAN 2020/21

July 2020

Accounting Authority Statement

Umalusi carries the huge mandate of assuring the quality of Basic Education in South Africa. As the Chairperson of Umalusi Council, I am acutely conscious of the responsibility given to Council to ensure that Umalusi delivers on its legislative mandate during this time of COVID-19. The current situation compels us to reprioritise the organisation's plans and resources to ensure fulfilment of the mandate. This is by no means an easy task, but I have unwavering confidence in the ability of the management of the organisation to achieve the targets set in this revised Annual Performance Plan (APP). The Council will continue to play its oversight role during this difficult period.

The 2019-2024 Medium-Term Strategic Framework (MTSF) started at a time when all countries are faced with the COVID-19 pandemic. The global economy continues to decline as governments try to find ways to mitigate the effects of this pandemic. Therefore, the revised 2020/21 Annual Performance Plan is the first step in implementing the organisational strategic plan for 2020/21–2024/25 and measures to mitigate the effects of COVID-19. The plan will focus on, *inter alia*, finalising some of the outstanding priorities from the previous MTSF. To this end, the organisation will endeavour to position itself as a thought leader in the education sector in this first financial year and beyond.

Furthermore, given the current health and economic climate Umalusi must exercise financial prudence in discharging its responsibility as a statutory body. Council is particularly conscious of the fact that the expectations of government and the South African public in general is that all public entities must use public resources cautiously in the best interests of the country. For this reason, Council will strive to foster a clean administration that upholds high ethical standards. To achieve this, Council will ensure that there is efficient usage of financial resources at all times so that Umalusi can become effective in implementing the APP

Council requires all members of Umalusi staff to work together in ensuring that all outputs and targets outlined in this plan are achieved. Consequently, Council will play its oversight role through its various committees, using checks and balances to monitor and ensure achievement of the outputs outlined in the plan. Council endorses the 2020/21 APP and undertakes to support the Chief Executive Officer and his team as they continue to focus on the mandate of Umalusi as a quality council.

Professor John D Volmink
Umalusi Council Chairperson

Signature:



Accounting Officer Statement

I am delighted to inform our stakeholders that in the last four APPs of the ending term, the organisation has improved remarkably in managing the targets that we set for ourselves. As a result, our achievement of annual targets over the five-year period has improved from 68% in 2015/16 to 89% in 2018/19. We credit this achievement to a number of rigorous systems that we put in place to monitor our performance. For example, financial management has been strengthened in terms of structures, systems and processes, especially the Supply Chain Management function, to support execution of actions and attainment of targets as stipulated in this APP. Furthermore, the organisation has improved its audit opinion on pre-determined objectives in the last two years, a result of the developed structures and systems. We are now aiming for a clean audit.

Umalusi is affected by the impact of COVID-19 like any other organisation. However, the organisation will ensure that educational standards are maintained during this period. The organisation will ensure that no quality assurance systems and processes are compromised in any way with respect to the cohort of learners writing the 2020 examinations. As a result, we are exploring innovative ways to carry on with the crucial Umalusi processes of quality assuring the education systems in general and further education and training. The organisation is prepared to acquire the necessary equipment to fulfil its legislative mandate. Umalusi will take advantage of the latest technology to improve its processes during the financial year and beyond.

The new vision of Umalusi, which is to become a trusted authority in fostering high standards in general and further education and training, sets a lofty target that we must all aim for. To this end, this revised 2020/21 APP outlines the outputs and targets for all units, in order for Umalusi to remain true to its legislative mandate.

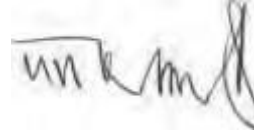
Some of the key focus areas to be implemented during this financial year include:

- i. Evaluation of the National Senior Certificate for Adults (NASCA) and the General Education and Training Certificate for Adults (GETCA);
- ii. Conducting research;
- iii. Strengthening oral moderation;
- iv. Implementing the process of non-certification of learners who sit for the NSC examination at non-accredited independent schools, in line with Paragraph 26A of Government Gazette No. 31337 of 29 August 2008, as amended, which requires that independent schools be accredited by Umalusi to be registered as examination centres;
- v. Starting the process to transfer/phasing out the accreditation of private colleges offering the Report 190/191 N1–N3 Engineering Studies and
- vi. Transferring/Phasing out the NATED Report 190/191 Engineering Studies N1 - N3.

I can assure our stakeholders that the executive management of Umalusi has made a commitment to implement this APP, with the assistance of staff, to achieve the desired results. Consequently, the plan will be implemented through the 2020/21 operational plan and the quarterly reviews will be used as a mechanism to monitor the performance of each unit in achieving the set targets.

Dr Mafu S Rakometsi
Chief Executive Officer

Signature:

A handwritten signature in black ink, appearing to read 'Mafu S Rakometsi', written over a faint rectangular stamp.

Official sign-off

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of Umalusi under the guidance of the Umalusi Council;
- takes into account all relevant policies, legislation and other mandates for which Umalusi is responsible; and
- Accurately reflects the Outcomes and Outputs, that Umalusi will endeavour to achieve over the period 2020/21.

Mr Emmanuel Sibanda

Signature:

Executive Manager: Qualifications and Research



Mrs Zodwa Modimakwane

Signature:

Executive Manager: Quality Assurance and Monitoring



Mr Ben Keet

Signature:

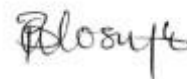
Acting Chief Financial Officer



Mrs Stella B Mosimege

Signature:

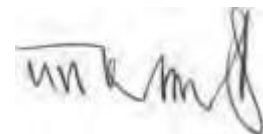
Senior Manager: Strategy and Governance



Dr Mafu S Rakometsi

Signature:

Chief Executive Officer



Prof John D Volmink

Signature:

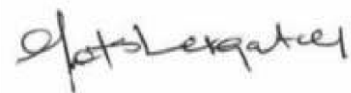
Umalusi Council Chairperson



Approved by:

**Mrs Angie Motshekga: MP
Minister of Basic Education**

Signature:



Contents

| | |
|---|------------|
| Executive Authority Statement | ii |
| Accounting Officer Statement | iii |
| Official sign-off | v |
| Contents | vi |
| PART A: Our Mandate | 1 |
| 1. Legislative and policy mandates | 1 |
| 1.2 Other legislations | 2 |
| 2 Institutional Policies and Strategies over five-year period | 2 |
| 3 Relevant Court Rulings | 2 |
| PART B: Our Strategic Focus | 3 |
| 1 Updated Situational Analysis | 3 |
| 2 External Environment Analysis | 3 |
| 2 Internal Environment Analysis | 12 |
| PART C: Measuring Our Performance | 16 |
| 1 Institutional Performance Information | 16 |
| 1.1 Administration Programme | 17 |
| 1.1.1 Sub-programmes | 17 |
| 1.1.2 Outcome, Outputs, Performance Indicators and Targets | 18 |
| 1.1.3 Indicators, Annual and Quarterly Targets | 19 |
| 1.2 Qualifications and Research Programme | 20 |
| 1.2.1 Sub-programmes | 20 |
| 1.2.2 Outcome, Outputs, Performance Indicators and Targets | 21 |
| 1.2.3 Indicators, Annual and Quarterly Targets | 22 |
| 1.3 Quality Assurance and Monitoring Programme | 23 |
| 1.3.1 Sub-programmes | 23 |
| 1.3.2 Outcome, Outputs, Performance Indicators and Targets | 24 |
| 1.3.3 Indicators, Annual and Quarterly Targets | 26 |
| 2 Explanation of Planned Performance over the Medium-Term Period | 27 |
| 2.1 Administration | 27 |
| 2.2 Qualifications and Research | 28 |
| 2.3 Quality Assurance and Monitoring | 28 |
| 3 Programme Resource Considerations | 30 |
| 3.1 Overview Budget and Medium-Term Expenditure Framework (MTEF) Estimates | 30 |
| 3.1.1 Administration | 30 |
| 3.1.2 Qualifications and Research | 31 |
| 3.1.3 Quality Assurance and Monitoring | 32 |
| 3.2 Explanation of resources' contribution to achieving the outputs | 33 |
| 3.3 Materiality and Significance | 34 |

| | | |
|--------------|---|-----------|
| 3.3.1 | Materiality | 34 |
| 3.3.2 | Significance | 34 |
| 4 | Key Risks | 35 |
| 5 | Public Entities | 36 |
| 6 | Infrastructure Projects | 36 |
| 7 | Public Private Partnerships | 36 |
| | PART D: Technical Indicator Description (TID) | 37 |
| | Annexure A: Revision to the Strategic Plan 2020-2024 | 48 |

Abbreviations and Acronyms

| | |
|----------|---|
| ABET | Adult Basic Education and Training |
| ACC | Accreditation Committee of Council |
| AET | Adult Education and Training |
| APP | Annual Performance Plan |
| BAA | Benchmark Assessment Agency |
| CAPS | Curriculum and Assessment Policy Statement |
| CEO | Chief Executive Officer |
| CFO | Chief Financial Officer |
| CGITCPF | Corporate Governance of Information Technology and Communication Policy Framework |
| CHE | Council on Higher Education |
| CS | Corporate Support |
| DBE | Department of Basic Education |
| DHET | Department of Higher Education and Training |
| E&A | Evaluation and Accreditation |
| ECM | Enterprise Content Management |
| FET | Further Education and Training |
| F&SCM | Finance and Supply Chain Management |
| GEC | General Certificate in Education |
| GENFETQA | General and Further Education and Training Quality Assurance |
| GETCA | General Education and Training Certificate for Adults |
| GETC | General Education and Training Certificate |
| GFET | General and Further Education and Training |
| GFETQSF | General and Further Education and Training Qualifications Sub-framework |
| OCEO | Office of the Chief Executive Officer |
| HCM | Human Capital Management |
| ICT | Information and Communication Technology |
| IS | Independent Schools |
| IEB | Independent Examinations Board |
| MIS | Management Information System |
| MTSF | Medium-Term Strategic Framework |
| NASCA | National Senior Certificate for Adults |
| NATED | National Education Report 190/191 |
| NC(V) | National Certificate (Vocational) |
| NDP | National Development Plan |
| NEPA | National Education Policy Act |
| NQF | National Qualifications Framework |
| NSC | National Senior Certificate |
| OQSF | Occupational Qualifications Sub-framework |
| PFMA | Public Finance Management Act |

| | |
|----------|--|
| PHEIC | Public Health Emergency of International Concern |
| PR&COMMS | Public Relations and Communications |
| PSQ | Post-School Qualifications |
| QAA | Quality Assurance of Assessment |
| QAM | Quality Assurance and Monitoring |
| QCC | Qualifications, Curriculum and Certification |
| QCTO | Quality Council for Trades and Occupations |
| Q&R | Qualifications and Research |
| SACAI | South African Comprehensive Assessment Institute |
| SAFCERT | South African Certification Council |
| SAQA | South African Qualifications Authority |
| SASA | South African Schools Act |
| SC(a) | Senior Certificate (amended) |
| SDG | Sustainable Development Goals |
| S&G | Strategy and Governance |
| SITA | State Information Technology Agency |
| SIR | Statistical Information and Research |
| SQ | School Qualifications |
| TVET | Technical and Vocational Education and Training |
| URS | User Requirements Specification |
| WHO | World Health Organisation |

PART A: Our Mandate

1. Legislative and policy mandates

1.1 Founding Legislation

i. National Qualifications Framework (NQF) (Act No. 67 of 2008)

The NQF Act, 2008 provides for the establishment of Umalusi as a quality council that is responsible for the development and management of a sub-framework of qualifications at levels 1 - 4 of the National Qualifications Framework (NQF) and related quality assurance processes. In terms of Paragraph 27 of the NQF Act, Umalusi must do the following in respect of quality assurance:

- a. develop and implement policy for quality assurance;
- b. ensure the integrity and credibility of quality assurance; and
- c. ensure that quality assurance as is necessary for the sub-framework is undertaken.

ii. The General and Further Education and Training Quality Assurance (GENFETQA) (Act No. 58 of 2001) as amended in 2008

The GENFETQA Act, as amended, assigns Umalusi responsibility for quality assurance of general and further education and training. Umalusi was established with the purpose of maintaining norms and standards in general and further education and training. Its mandate is confirmed as follows:

- a. developing and maintaining a sub-framework of qualifications for general and further education and training;
- b. quality assurance of all exit-point assessments of such qualifications;
- c. certification of learner achievements;
- d. quality assurance of private education institutions; and
- e. accreditation of private assessment bodies.

Further, the Act assigns responsibility to Umalusi for the quality assurance of independent schools, through Chapter 3, 23 (2) (a). With respect to private provision, Umalusi is required to undertake the following accreditation responsibilities:

- a. develop policy, which must be regulated by the Minister, for the accreditation of private assessment bodies other than departments of education, and accredit assessment bodies accordingly;
- b. develop policy and criteria for the quality assurance of private education institutions including independent schools, private colleges and private adult education and training (AET) centres;
- c. ensure that any institution required to register as an independent school, private further education and training (FET) college, and private adult basic education and training (ABET) centre complies with the quality assurance policy and criteria determined by Umalusi; and

- d. affirm, or withdraw, accreditation status of the private education institution concerned.

1.2 Other legislations

- National Education Policy (NEPA) Act No. 27 of 1996;
- The South African Schools (SASA) Act No. 84 of 1996, as amended; and
- Continuing Education and Training (Act No. 16 of 2006), as amended

2 Institutional Policies and Strategies over five-year period

Umalusi's qualifications' sub-framework must be read in conjunction with the following policy documents:

- The General and Further Education and Training Qualifications Sub-framework 2014;
- Guidelines on Strategy and Priorities for the NQF 2011/2012: Minister of Higher Education and Training;
- national policies governing existing qualifications (including their assessment) that are currently certificated by Umalusi;
- Standard Setting and Quality Assurance of the General and Further Education and Training Qualifications Sub-framework: Umalusi, 2014;
- policy documents and guidelines pertaining to the National Senior Certificate (NSC), Senior Certificate (amended) (SC(a)), General Education and Training Certificate (GETC), National Certificate (Vocational) NC(V)), National Education Report 190/191 (NATED) and the National Curriculum Statements (NCS); and any other qualification on the GFETQSF, as applicable;
- Council policies and directives on the conduct, administration and management of the assessments for qualifications on the GFETQSF;
- the regulations pertaining to qualifications on the GFETQSF developed by the Department of Basic Education (DBE) and gazetted by the Minister on assessment and certification, including those promulgated by provincial legislatures, as well as the policy framework that applies to all TVET colleges declared or established by the Minister in terms of the Continuing Education and Training Act No. 16 of 2006; Treasury Regulations; and
- any other related legislation as appropriate to the various education and training sectors Umalusi is mandated to work in.

3 Relevant Court Rulings

None

PART B: Our Strategic Focus

1 Updated Situational Analysis

Umalusi conducted a virtual strategic planning workshop to review its situational analysis made in the Strategic Plan 2020-2024. The organisation assessed the impact of COVID-19 on its mandate in order to determine measures to mitigate the effects of the pandemic. Therefore, this situational analysis reflects the state of the organisation's service delivery and related measures to be implemented during the COVID-19 pandemic.

2 External Environment Analysis

2.1 Response to COVID-19

The COVID-19 pandemic, also known as the coronavirus pandemic, is a global pandemic of coronavirus disease 2019 (COVID-19), caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The outbreak was first identified in China in December 2019, and was first published by the World Health Organisation (WHO) in 5 January 2020. The World Health Organisation has since declared COVID-19 a Public Health Emergency of International Concern (PHEIC) on 30 January 2020, and subsequently a pandemic on 11 March 2020. Since its outbreak and spread worldwide, COVID-19 has had socio-economic implications globally.

South Africa is the epicentre of the COVID-19 pandemic on the African continent. Therefore, the South African government has found it fitting to introduce drastic measures in an attempt to curb the spread of the virus. As a result, a national lockdown was implemented on 26 March 2020, which has affected the operations of public and private institutions, including Umalusi. Some of the implications include; loss of jobs, loss of profit, reduced operating hours and closing of some markets. Some of these measures have forced government institutions to reconsider and reprioritise their resources, with the aim of cutting budgets in certain projects to redirect funds to upscale the health budget.

2.1.1 Effects of COVID-19 on Umalusi

The education sector has been significantly affected by COVID-19 as reflected in the closure of education institutions during level 5 lockdown. Consequently, the academic calendars of schools and tertiary institutions have been adjusted. Umalusi plays a key role in the national education system as a Quality Council. Despite all the threats that come with the pandemic, the entity is committed to continue to enhance the educational standards during this period. However, Umalusi is not immune to the effects of the pandemic. The national lockdown has resulted in restrictions on travelling, which

affect the site visits, a critical process in the evaluation and accreditation of private education institutions. The organisation has since been compelled to cancel Internal Continuous Assessment (ICASS) moderations in the fourth quarter of 2019/20 and the first quarter of 2020/21 financial years. Umalusi could not perform its quality assurance of assessment mandate because of the cancellation of mid-year national examinations by assessment bodies. As a result, mid-year examinations will be combined with end-of-year examinations. This means more work for Umalusi in quality assuring the 2020 national examinations. Furthermore, the organisation experienced a backlog in the certification process as some assessment bodies were not fully operating and some were unable to submit additional information required.

The national lockdown level 5 resulted in a new way of doing things including, virtual meetings, employees working from home, and adjustments to the implementation of Umalusi's human resources training plan. In addition, the organisation has been unable to convene tender processes and this resulted in a delay in refurbishment of the second Umalusi building. The conduct of advocacy exhibitions and physical dissemination of research findings have been completely halted because these are traditionally contact programmes. The organisation had to review its budget to address the procurement of personal protective equipment and additional ICT equipment and data to allow officials to operate from home.

2.1.2 Measures to mitigate the impact of the COVID-19

The organisation has implemented measures to mitigate the effects of the pandemic. These include rescheduling of quality assurance processes to align to the departments of education and assessment bodies' adjusted year calendars, initiating automated systems in the quality assurance processes, as well as increasing the scope of work in the subsequent quarters to close the gaps created in the first quarter. Umalusi will ensure its moderators comply with strict protective measures during the onsite moderation of question papers and verification of marking. The site verification visits will resume once there is a reduced COVID-19 risk to staff.

The organisation will convene virtual meetings for most of its stakeholder engagements and organisational meetings. This is intended to minimise the spread of the virus. This approach will also save costs by reducing the cost of travel, accommodation and catering.

Umalusi will continue to fulfil its mandate during this pandemic through; the conduct of virtual training to ensure implementation of the training plan; use of social media platforms to conduct advocacy; and conducting the advocacy and dissemination of research findings through webinars. Umalusi has installed the vulnerability management tool that detects ICT vulnerabilities during a time where the organisation will be relying heavily on online systems. The organisation procured a secured licensed version of

Zoom virtual communication application to ensure that the platform used for virtual meetings is secure. One of the safety measure is that Umalusi procured personal protective equipment for staff. To allow more officials to operate remotely, more laptops and Wi-Fi gadgets have been procured; and the State Information Technology Agency (SITA) has afforded officials access to the Umalusi server through the Virtual Private Network Remote Access.

2.2 Roles and Responsibilities

There is a lack of clarity about certain of its roles and responsibilities since its establishment as a quality council. This stems from the organisation having carried over the role of the South African Certification Council (SAFCERT), which focused on assessment; not the critical functions of managing qualifications and corresponding curricula. One of the key focus areas for the ensuing five-year term is, therefore, to make sure that Umalusi and its critical stakeholders clarify this aspect of its mandate. This is imperative if Umalusi is to have its intended impact within the education system. Despite this, Umalusi has made significant progress in enhancing the quality of education in the GFETQSF since its inception. It has played a critical role in the education sector and conquered educational challenges in the GFETQSF, such as improving quality assurance standards, managing examination irregularities, re-issuing and replacing certificates issued by its predecessor, the SAFCERT, and addressing perceptions of declining standards in the NSC examinations

2.3 Policy Performance

Umalusi's policy and performance environment is informed by changes in the education landscape, its needs and challenges. Being the quality council largely responsible for basic education, the focus of Umalusi demands a constant and clear understanding of different education needs. Strategically, Umalusi uses research to understand education indices of quality, empowering itself to seek ways of ensuring that quality becomes the thread that permeates education delivery in South Africa. This is critical to ensure that qualifications in general and further education and training remain relevant and competitive in both the region and at international level. Hence, one of Umalusi's strengths is ensuring ongoing policy development to guide the organisation and assessment bodies that offer qualifications in this sub-framework. The policy landscape, which is elaborated upon in section 2.3, reflects policies, directives and guidelines that are used in the system to ascertain quality assurance of education delivery and assessment practices. Umalusi will continue to monitor the impact of COVID-19 on the standard of qualifications on its sub-framework.

2.4 Performance trends over 2014-2019 MTSF

During the MTSF 2014–2019, Umalusi performed numerous functions in an attempt to ensure that quality education was achieved within the GFETQSF. During this term, at

least 25 research reports on issues affecting basic education and post-school education in the education sector were completed and disseminated to relevant stakeholders. A minimum of four articles were contributed annually to the DHET research bulletin. Five curricula were appraised. In ensuring that quality assurance standards were maintained, Umalusi developed and reviewed policies that guided its mandates during this period. Private education institutions were assessed and granted accreditation accordingly; and certificates of accreditation were issued. The certificates of results were issued to qualifying candidates. The quality assurance of standards was consistently implemented through monitoring the conduct of examinations, auditing assessment bodies for their state of readiness to conduct examinations and the management of examination irregularities, in collaboration with assessment bodies. In total, 78 quality assurance of assessment reports were compiled and published, detailing all processes completed in ensuring the credibility of examinations.

2.4.1 Accreditation

The figure below indicates the accreditation outcomes Umalusi has granted to private education institutions over the past five years. In terms of Figure 1, the majority of private education institutions have been granted accreditation or provisional accreditation. In line with the volume of applications per sector, the Independent Schools (IS) were the most accredited institutions during this period. The second highest is the private Further Education and Training (FET) institutions. This growth illustrates the mammoth task of monitoring which Umalusi has to undertake in the biennial anniversary of the accreditation of these institutions. The entity has to increase its staff capacity in the area of monitoring to ensure that the accredited institutions continue to comply with the accreditation standards

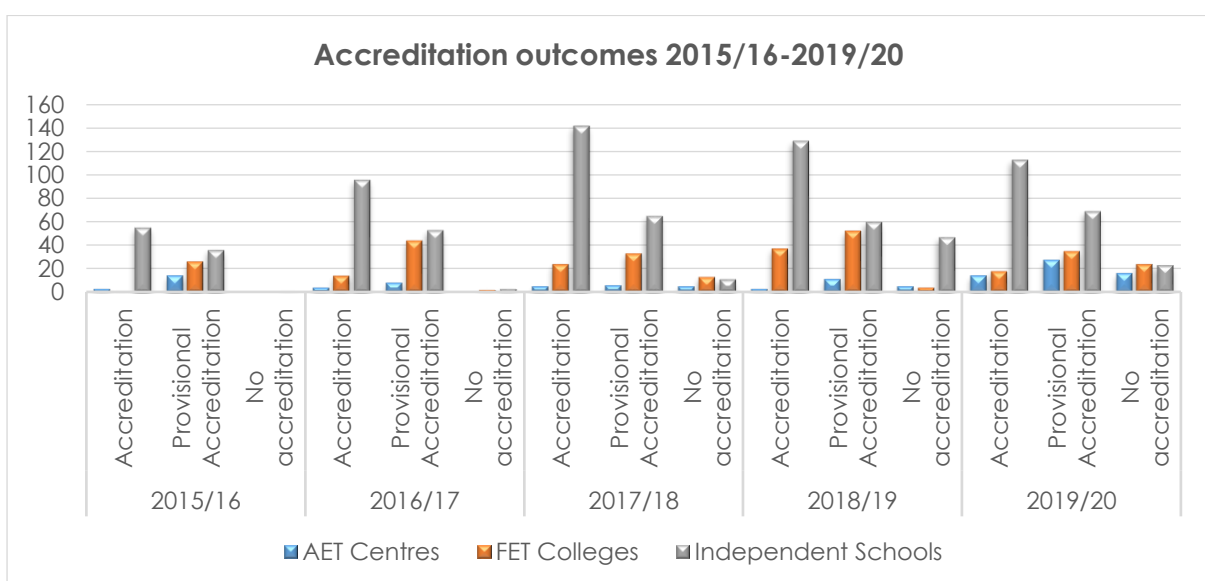


Figure 1: Accreditation outcomes

2.4.2 Certification

A critical function of the organisation is to certify all deserving learners who complete Umalusi qualifications. Over the last five years the organisation has been able to issue certificates for five qualifications, viz. NSC, NC(V), GETC: ABET, SC(a) and NATED Report 190/191, as reflected in Figure 2. The NSC forms the largest percentage, 58%, of certificates awarded. The number of certificates includes first issues, subject statements, learning area certificates, replacements, duplicates, re-issues and combinations.

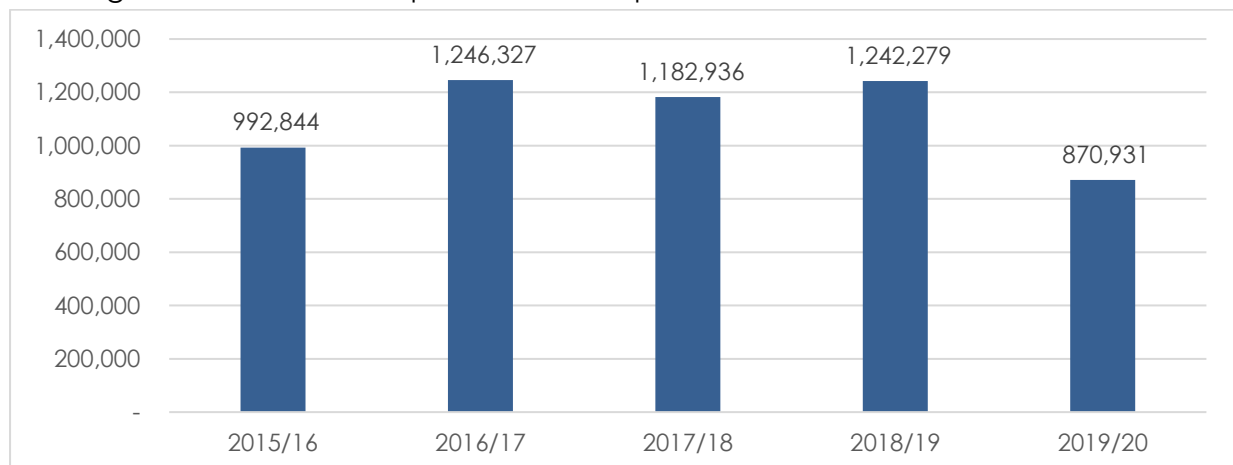


Figure 2: Certification Numbers 2015/16-2019/20

2.4.3 Verification

Umalusi provides the very important service to the public of verifying qualifications of individuals, as requested by different organisations. Most verifications are e-verifications, compared to manual and full verifications. As shown in Figure 3, in the last five years Umalusi's verification outputs were fairly constant between 2015/16 and 2016/17, but declined slightly between 2017/18 and 2018/19. This was a result of some clients using the South African Qualifications Authority (SAQA) for verification, in line with the revised NQF Act. If there is no intervention and the Act is implemented as is, Umalusi will experience revenue loss in the long term. This service protects institutions of higher learning and employers and ensures that opportunities are provided to deserving citizens. It also promotes the attainment of proper qualifications from accredited institutions, for the betterment of society.

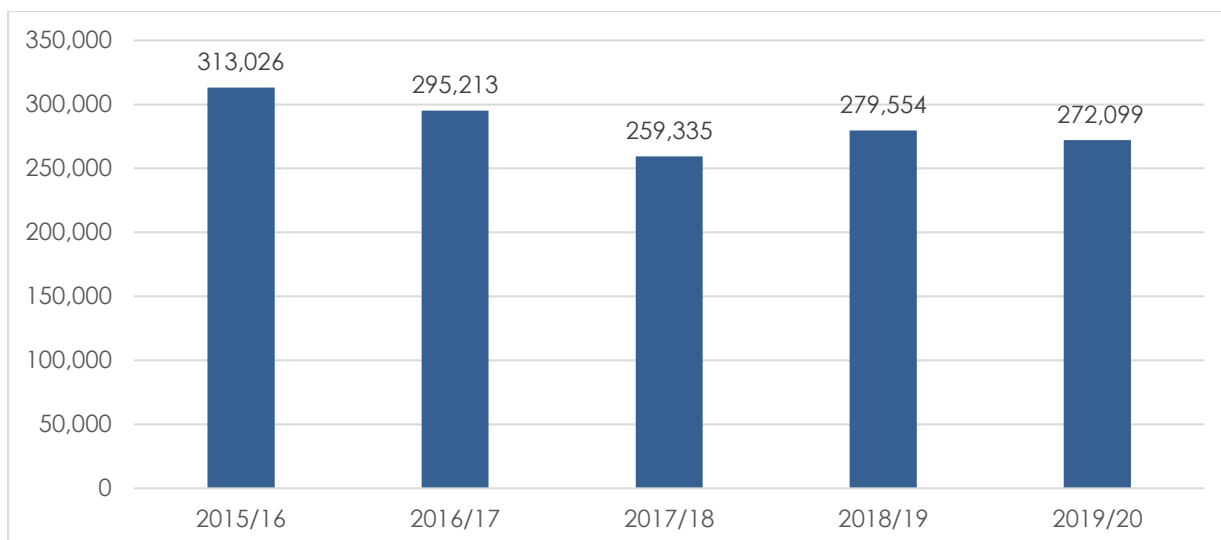


Figure 3: Verifications 2015/16-2019/20

2.5 Demand for Services

a. Improved Qualifications and Curricula

- **General Education Certificate**

The DBE is in the process of developing a qualification for the end-of-senior-phase (Grades 7–9), the General Education Certificate (GEC). The qualification will assist learners in choosing learning pathways. The three streams model provides for learners to follow three streams of learning: academic, technical vocational and technical occupational. Umalusi has a mammoth task ahead in evaluating the curricula of the proposed 26 subjects. This is necessary to make sure that the standards of the NCS are complied with. The implications for Umalusi in the coming five-year term is the need to have capacity to assess and review these curricula and perform all quality assurance of assessment processes for the GEC qualification. These initiatives have serious budgetary implications for Umalusi in terms of providing for personnel to do the work and expanding the systems for quality assurance work. The organisation intends to explore using ICT systems to automate some processes and reduce the workload that requires more human resources. In addition, the entity will present its budgetary needs to the DBE in order to secure additional funds for ICT.

- **Alternate Curricula**

In 2018/19 Umalusi undertook a pilot process of evaluating an alternate curriculum, Waldorf. This exercise assisted Umalusi to gather information on the Waldorf curriculum in relation to the Curriculum and Assessment Policy Statement (CAPS). The organisation must now carefully consider the ramifications of allowing alternative curricula in the GFETQSF. Other considerations relate to the potential impact on the NSC qualification.

- **High demand of the National Senior Certificate**

A number of neighbouring countries have had access to the NSC qualification through private assessment bodies such as the Independent Examinations Board (IEB). In some instances, these were the result of undefined arrangements between Ministers of Education. The challenge for the quality council is that Umalusi has not been able to perform any quality assurance processes in these countries. This must be corrected through regulations or policy.

- **Credible qualifications**

A large part of managing the GFETQSF is ensuring that South African qualifications remain internationally competitive. Consequently, there is constant benchmarking, research and evaluation of qualifications to ensure that they remain relevant. In the previous term, the National Certificate (Vocational) (NC(V)) was reviewed and evaluated and the recommendations were provided to the Minister of Higher Education and Training. Another key issue has been that of the NATED programmes, some of which have become redundant in today's labour market. There is pressure on proving the relevance of these programmes. The latest move was to transfer them to the Occupational Qualifications Sub-framework (OQSF) to ensure smooth articulation with other trade or occupational programmes.

- **South African Sign Language (SASL) Home Language**

The NSC is a qualification that opens doors for career development in the country. However, this qualification, which is at NQF level 4, has for a very long time excluded learners whose home language is Sign Language. The DBE introduced Sign Language as a Home Language in 2016 at Grade 10 and Umalusi conducted research to inform its quality assurance processes. As a result, in 2018 the language was examined in Grade 12 for the first time, and Umalusi's quality processes were in place. This was a landmark achievement for Umalusi and the entire basic education sector.

2.6 Stakeholders

It is important to acknowledge that improving the quality of education in South Africa requires the participation of all key stakeholders in the education sector. Umalusi is an essential role player in ensuring that quality education is realised in the country. Legislation requires Umalusi to develop and manage qualifications and maintain education standards in the GFETQSF. As a result, the organisation has a very broad spectrum of stakeholders. In the quality sphere, collaboration with all quality councils, namely the Council on Higher Education (CHE), Quality Council for Trades and Occupations (QCTO) and SAQA, as the umbrella body, is critical for articulation of the different qualifications registered on the NQF. Hence the four bodies collaborate through research, task teams as instituted by the Minister of Higher Education and Training and representation on the Council structures of these institutions.

Umalusi works with public assessment bodies—the DBE and DHET—and private assessment bodies—the IEB, the South African Comprehensive Assessment Institute (SACAI) and the Benchmark Assessment Agency (BAA). These assessment bodies offer and/or assess qualifications on the GFETQSF and Umalusi connects with them through quality assurance of assessment processes, evaluation of qualifications, appraisal of curricula and certification of the qualifications they offer. It is important to note that Umalusi also accredits all private assessment bodies, as mentioned above. For the DBE and DHET, stakeholder support involves the implementation of qualifications on the Umalusi sub-framework. Through compliance and adherence to quality assurance policies, implementation of Umalusi directives and recommendations, assessment bodies are key in ensuring that educational standards are enhanced.

Other stakeholders include private education institutions, which Umalusi accredits, and higher education institutions, which Umalusi collaborates with on matters of education research. There are numerous verification clients who depend on Umalusi to verify attained qualifications. The media is a crucial partner in providing a platform to inform the public about Umalusi's work at all times. Members of the public, which includes parents and learners, depend on Umalusi for the enhancement of quality education in the country. Through the various communication platforms, Umalusi receives feedback from all its stakeholders, which enables the organisation to improve on its services

2.7 Challenges

Like other organisations, Umalusi has had its fair share of challenges and limitations in accomplishing its five-year goals. One of the critical challenges that needs to be addressed is ensuring that the functions of the departments are clearly delineated from Umalusi's role of quality assurance. Often these boundaries become fluid, which complicates the work of Umalusi in performing its prescribed duties. Ongoing engagements with these stakeholders are necessary to clarify aspects of legislation that may be confusing to the parties.

The critical challenges faced during this term included dealing with the unlawful sale of NSC certification by fraudsters. The National Treasury instituted budget cuts, which crippled the execution of critical services within the mandate. Umalusi was challenged to release blocked results, which had been prompted by identified irregularities. The organisation had to contend with non-adherence to schedules of submission of candidates' records by assessment bodies, which delayed the certification of some learners. In the last few years, Umalusi has seen an increase in the number of institutions seeking accreditation. Many have already been accredited, which opened another focus area: that of monitoring such institutions, with limited resources. Umalusi ensured that solutions were sought to each challenge encountered. In some instances, collaboration was established with other stakeholders who helped in addressing these.

2.8 Strategic Focus for the New Terms

The United Nation's Sustainable Development Goal (SDG) number 4 asserts that quality and inclusive education are significant for sustainable development. Like any other country, South Africa strives to ensure that every citizen has access to education and training of the highest quality by 2030. In his State of the Nation Address on 20 June 2019, the President of the Republic of South Africa, Mr Cyril Ramaphosa, confirmed that education is rated priority number 2 in government's key priorities for the new MTSF (i.e. 2019 - 2024). This is an indication that the country intends to invest in education to ensure that its economy is inclusive and progressive. The NDP affirms that quality and inclusive education, training and innovation are critical in addressing the triple challenges of poverty, inequality and unemployment. In that vein, Umalusi will prioritise its resources to ensure improvement and relevance of the qualifications in its subframework.

In this MTSF period Umalusi must devote time and resources to the quality assurance of two newly registered qualifications, the General Education and Training Certificate for Adults (GETCA) and the National Senior Certificate for Adults (NASCA). These qualifications have been designed with adults' needs in mind; hence, they afford adults an opportunity to eventually access higher education. In addition, DBE has developed a new qualification, GEC, which provides an opportunity for quality assurance of general education and training. Early Childhood Development (ECD) is being transferred from the Department of Social Development to the DBE, which may require a new quality assurance approach for Umalusi. Based on the new qualification initiatives within the sector, Umalusi's strategic focus will mainly be on the reconceptualisation of quality assurance, which may demand a re-engineering of business processes and a possible realignment of functions to cope with the new demands.

New qualifications on the sub-framework automatically require the evaluation and appraisal of new curricula to ensure that all qualifications' standards are met and maintained, but mainly to ensure that these qualifications prepare recipients to acquire lifelong skills. Efforts will also be directed to the amendment of the founding Act to desired extensions in the mandate. The current education landscape demands that Umalusi intensifies research for evidence-based decision-making and advice in the education sector

2 Internal Environment Analysis

3.1 Organisational Structure

Umalusi is a Schedule 3A entity with a staff establishment of 140. The management structure is comprised of the Chief Executive Officer (CEO), three executive managers including the Chief Financial Officer (CFO), and 10 senior managers. The organisation is divided into three branches: Administration, Qualifications and Research, and Quality Assurance and Monitoring. This structure was augmented in the last three years of the term by adding five new senior management positions: Information and Communication Technology (ICT), Finance and Supply Chain Management (F&SCM), Human Capital Management (HCM), Strategy and Governance (S&G) and Quality Assurance of Assessment for Post-School Qualifications (QAA: PSQ). Figure 4 depicts the configuration of the organisation.

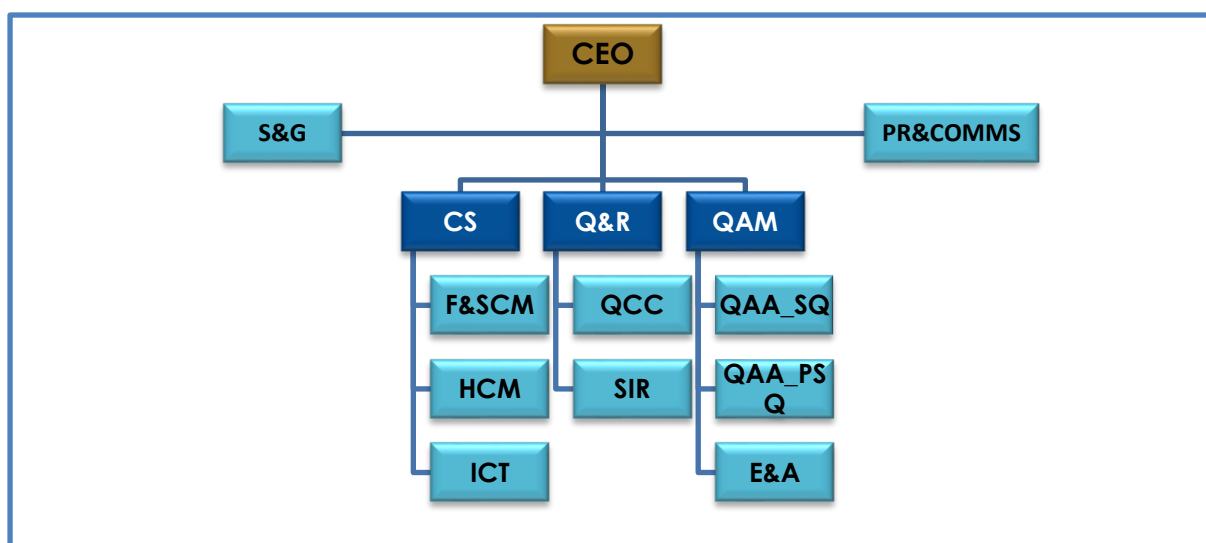


Figure 4: Umalusi Structure

The new units have increased the capacity of the organisation to comply with public administrative requirements, improve service delivery and to drive organisational efficiency, including corporate governance to improve service delivery. The organisation has obtained consecutive unqualified audit reports during the 2015–2019 five-year term. The expansion of the organisational structure's corporate services is anticipated to enable the organisation to achieve clean audit reports in the new five-year term.

3.2 Human resource capacity of the organisation to achieve its mandate

In terms of human capital management, Umalusi set a target of maintaining its vacancy rate below 10% annually. The organisation was successful in reducing its vacancy rate, in the third year of the MTSF. Figure 5 below reflects a vacancy rate decrease of 20% in a period of five years (2015/16 to 2019/20). The organisation depends on human resources to provide services to the nation.

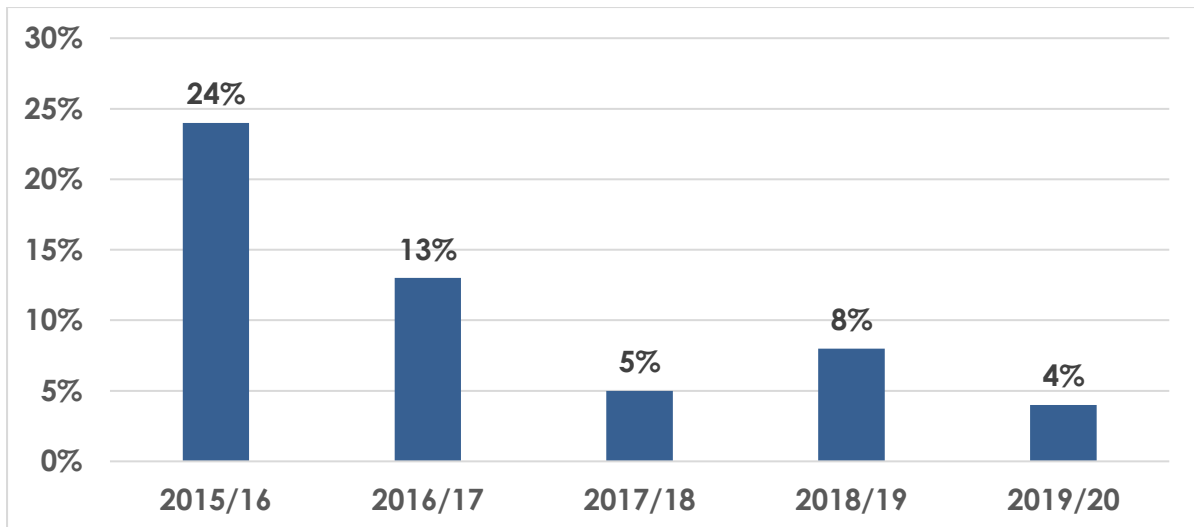


Figure 5: Organisational vacancy rate over five years

Although the organisation's vacancy rate appears positive, Umalusi has lost a number of middle managers who hold education qualifications to other employers. This loss of staff has been temporarily averted by matching educators' salaries to that offered by education departments. A cash injection into the organisation is important to ensure that the staff establishment is optimally maintained. Given the changing mandate of the organisation, some employees have become overloaded with work and, as a result, are leaving the organisation. Umalusi, therefore, needs to critically assess its capacity to deliver on its mandate. A work study was recommended during 2019; however, the project had to be halted until funding is secured for the implementation of its recommendations.

The expanding mandate of Umalusi requires that business units that provide direct services to clients be adequately established. The ratio of employee compensation to goods and services, in terms of expenditure, is almost 1:1. This is very different from most organisations, where compensation accounts for up to 80% of the budget. At Umalusi, the second largest cost-driver is the payment of more than 300 contracted moderators, monitors and evaluators, who perform Umalusi services in the areas of accreditation, monitoring, moderation and other quality assurance services. The downside of this arrangement, for example in the accreditation processes, is that work done by these many people cascades down to just a few employees in the organisation. There is, therefore, a growing concern that employees are overloaded, something that is likely to worsen in the new term, given that Umalusi must evaluate and quality assure newly registered qualifications on its sub-framework.

3.3 Facilities

The establishment and expansion of four additional business units has led to an increase in the number of employees. Consequently, there is limited office space to accommodate 140 employees in Umalusi Building 37 (the old building). This crowded working environment compromises the confidentiality of organisational information and productivity; however, the organisation has put in place a plan to address the findings

of the Occupational Health and Safety report. In addition, the plan to refurbish Umalusi 41 (the new building) is under way. In the interim, arrangements have been made to move two business units to occupy the available office space in the second Umalusi building. This will ease the pressure on the organisation on the issue of office space.

3.4 Financial Management

There has been a significant improvement in the financial management of the organisation over the past years. The F&SCM policies and processes have been continually reviewed to align with the requirements of the PFMA and Treasury Regulations.

The budget has been reprioritised to fund activities performed by the core business units as highlighted in the revised Annual Performance Plan and compensation of the employees. In addition, the budget will accommodate improvement of support functions. It will also cater for the organisational measures to mitigate the effects of COVID-19 pandemic. As a national requirement to respond to COVID-19, Umalusi is also required to provide personal protective equipment to its employees and ensure that its buildings are safe from COVID-19. Since the beginning of the national lockdown, the organisation has ensured that all employees are able to work from home, thereby procuring laptops for junior staff. It is clear that during this period, the ICT unit will play a leading role in supporting the operations of the entire organisation to continue with service delivery, therefore, budget reprioritisation is important to accommodate ICT required needs.

There is a shortfall in the national budget, and like other entities in the country, Umalusi services will, therefore, be offered within very limited financial resources, since it is not self-sustaining. The insufficient financial resources will have an impact on funding of internal processes such as ICT and human capital management that are key in the execution of Umalusi's core business. The credibility of Umalusi qualifications is on the line if the organisation cannot attract sufficient funding in the upcoming Medium-Term Expenditure Framework (MTEF) budget allocations to increase its staff establishment and fund the five-year term initiatives. Therefore, during the term, the organisation will focus on devising additional means to collect revenue to augment the allocation from the DBE.

3.5 Information and Communication Technology

During the past five-year term Umalusi needed to develop and implement the requirements of the Corporate Governance of Information Technology and Communication Policy Framework (CGITCPF). The organisation's ICT Network health score was maintained at 95% to ensure smooth operations and to secure organisational information. The entity has faced the challenge of executing its functions using an outdated Management Information System (MIS) in the past five years. However, the

organisation has been able to continually maintain the system to support established organisational processes, while at the same time developing a system to support new developments in the organisation. In collaboration with the State Information Technology Agency (SITA), the organisation embarked on a process of acquiring Enterprise Content Management (ECM) to complete User Requirements Specification (URS). A challenge that led to slow progress in organisational ICT was a high vacancy rate in the ICT Unit, which led to delays in developing ICT strategies, policies, procedures, systems and guidelines.

In this term the focus of the organisation will be on upgrading its MIS and the automation of business processes to institutionalise a paperless environment. In an attempt to match global technological advancements, a Cloud solution is being considered as one of the organisation's major projects. The emergence of COVID-19 calls for numerous IT systems to be put in place to create an enabling environment for service delivery and to protect the organisational information, as cyber threats are high during this period.

3.6 Communication Management

Umalusi enjoys the advantage of technological advancement by using common social networks and communication platforms to communicate with stakeholders. The organisation uses both traditional and new communication platforms to communicate organisational mandates to the public. Eight platforms are in use; namely, promotional material, a hotline, bulk emails, radio stations, videos, the website, social networks and newsletters. In addition, public awareness workshops are conducted through the CEO's roadshows, research forums and other advocacy programmes. The communication strategy of the organisation guides the use of all these platforms.

During the MTSF 2014–2019, the organisational platforms were useful in addressing the following key matters: informing the public about established websites selling fraudulent certificates; providing clarity on standardisation processes; updating on the state of readiness of assessment bodies to administer examinations; educating the public on security features of the certificates issued for the NSC examination and on certification processes. These communication platforms enabled Umalusi to source information from stakeholders so as to align its processes of service delivery with stakeholder needs.

In this five-year planning cycle, the organisation will continue to increase its repertoire of communication platforms to reach more stakeholders. The use of social media will be given precedence over physical interaction to interact with stakeholders and the public during the financial year with the aim of minimising the potential of COVID-19 infections.

PART C: Measuring Our Performance

1 Institutional Performance Information

Table 1 represents Umalusi's programmes and sub-programmes

Table 1: Programmes and sub-programmes

| Programme | Sub-Programmes |
|--|---|
| 1. Administration | 1.1 Strategy and Governance 1.2 Public Relations and Communications 1.3 Information and Communication Technology 1.4 Human Capital Management 1.5 Finance and Supply Chain Management |
| 2. Qualifications and Research | 2.1 Qualifications, Curriculum and Certification 2.2 Statistical Information and Research |
| 3. Quality Assurance and Monitoring | 3.1 Quality Assurance of Assessment: School Qualifications 3.2 Quality Assurance of Assessment: Post-School Qualifications 3.3 Evaluation and Accreditation |

1.1 Administration Programme

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

1.1.1 Sub-programmes

The Administration Programme is comprised of the following five sub-programmes:

Sub-Programme 1.1: Strategy and Governance (S&G)

The purpose of S&G is to provide good corporate governance, to support Council, manage the Office of the Chief Executive Officer (OCEO), coordinate risk management, manage performance information and facilitate and develop the organisational strategy.

Sub-Programme 1.2: Public Relations and Communications (PR&COMMS)

The purpose of the PR&COMMS sub-programme is to communicate the organisational mandate, strategy and services to stakeholders.

Sub-Programme 1.3: Information and Communication Technology (ICT)

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

Sub-Programme 1.4: Human Capital Management (HCM)

The purpose of this sub-programme is to implement HCM governance, attract top talent, cultivate a culture of continuous learning, ensure a transparent performance management system, offer attractive rewards and benefits and ensure intellectual property is retained in the organisation.

Sub-Programme 1.5: Finance and Supply Chain Management (F&SCM)

The purpose of the F&SCM sub-programme is to ensure transparent, accountable and sound financial management, as well as to maintain a procurement system that is fair, equitable, transparent, competitive and cost-effective

1.1.2 Outcome, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output indicators | Annual targets | | | | | | |
|--|---------------------------------------|---|---------------------|---------|---------|----------------------|-------------|---------|---------|
| | | | Audited performance | | | Estimate performance | MTEF period | | |
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Efficient and effective administrative systems | 1.1 Advocacy initiatives | 1.1.1 Number of advocacy exhibitions conducted | - | - | - | 12 | 0 | 12 | 12 |
| | | 1.1.2 Number of advocacy webinars conducted | - | - | - | - | 4 | 6 | 6 |
| | 1.2 Achieved ICT Network health score | 1.2.1 ICT Network health score maintained at ≥95% | - | - | - | ≥95% | ≥95% | ≥95% | ≥95% |
| | 1.3 Minimised vacancy rate | 1.3.1 Vacancy rate maintained at ≤10% | - | - | - | - | ≤10% | ≤10% | ≤10% |
| | 1.4 Paid invoices | 1.4.1 Percentage of valid invoices of creditors and suppliers paid within 30 days | 99% | 99% | 97% | 99% | 99% | 100% | 100% |

1.1.3 Indicators, Annual and Quarterly Targets

| Output indicators | Old annual Targets | Revised Annual targets | Q1 | Q2 | Q3 | Q4 |
|---|--------------------|------------------------|-------------|-------------|-------------|-------------|
| 1.1.1 Number of advocacy exhibitions conducted | 12 | 0 | 4 | 0 | 0 | 0 |
| 1.1.2 Number of advocacy webinars conducted | - | 4 | - | 2 | 1 | 1 |
| 1.2.1 ICT Network health score maintained at $\geq 95\%$ | $\geq 95\%$ | $\geq 95\%$ | $\geq 95\%$ | $\geq 95\%$ | $\geq 95\%$ | $\geq 95\%$ |
| 1.3.1 Vacancy rate maintained at $\leq 10\%$ | $\leq 10\%$ | $\leq 10\%$ | $\leq 10\%$ | $\leq 10\%$ | $\leq 10\%$ | $\leq 10\%$ |
| 1.4.1 Percentage of valid invoices of creditors and suppliers paid within 30 days | 100% | 99% | 100% | 99% | 99% | 99% |

1.2 Qualifications and Research Programme

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

1.2.1 Sub-programmes

The Qualifications and Research programme is comprised of the following two sub-programmes:

Sub-Programme 2.1: Qualifications, Curriculum and Certification (QCC)

The purpose of the QCC sub-programme is to manage the GFETQSF qualifications.

Sub-Programme 2.2.: Statistical Information and Research (SIR)

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

1.2.2 Outcome, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output indicators | Annual targets | | | | | | |
|--------------------------------|---|--|---------------------|---------|---------|----------------------|-------------|---------|---------|
| | | | Audited performance | | | Estimate performance | MTEF period | | |
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Enhanced educational standards | 2.1 Reports on management of qualifications | 2.1.1 Number of reports produced on the management of qualifications in the sub-framework | - | 3 | 3 | 1 | 1 | 1 | 1 |
| | 2.2 Printed certificates | 2.2.1 Percentage of error-free learner records for which a certificate is printed | - | 99.9% | 100% | 100% | 100% | 100% | 100% |
| | 2.3 Completed verification requests | 2.3.1 Percentage of verification requests received that are completed in terms of the service Level agreement : two working days | 100% | 98% | 95% | 95% | 90% | 96% | 97% |
| | 2.4 Completed research reports | 2.4.1 Number of research reports completed in various formats | 8 | 10 | 9 | 5 | 4 | 5 | 5 |

1.2.3 Indicators, Annual and Quarterly Targets

| Output indicators | Old annual Targets | Revised Annual targets | Q1 | Q2 | Q3 | Q4 |
|---|--------------------|------------------------|------|------|------|------|
| 2.1.1 Number of reports produced on the management of qualifications in the sub-framework | 1 | 1 | - | - | - | 1 |
| 2.2.1 Percentage of error-free learner records for which a certificate is printed | 100% | 100% | 100% | 100% | 100% | 100% |
| 2.3.1 Percentage of verification requests received that are completed in terms of the service level agreement: two working days | 96% | 90% | 96% | 90% | 90% | 90% |
| 2.4.1 Number of research reports completed in various formats | 5 | 4 | - | - | - | 4 |

1.3 Quality Assurance and Monitoring Programme

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

1.3.1 Sub-programmes

The Quality Assurance and Monitoring programme is comprised of the following three sub-programmes:

Sub-Programme 3.1: Quality Assurance of Assessment: School Qualifications

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

Sub-Programme 3.2: Quality Assurance of Assessment: Post-School Qualifications

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

Sub-Programme 3.3: Evaluation and Accreditation

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

1.3.2 Outcome, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output indicators | Annual targets | | | | | | |
|--------------------------------|---|--|----------------------------------|--|---------|----------------------|-------------|---------|---------|
| | | | Audited performance | | | Estimate performance | MTEF period | | |
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Enhanced educational standards | 3.1 Published quality assurance of assessment reports | 3.1.1 Number of quality assurance of assessment reports published for qualifications registered on the GFETQSF | NSC 3 SC 1 GETC 5 VET 3 | NSC 6 SC 1 GETC 6 NATED 2 NATED/NC(V) 1 | 10 | 10 | 8 | 8 | 8 |
| | 3.2 Approved question papers | 3.2.1 Percentage of question papers approved per qualification | - | NSC: 100% SC(a): 100% GETC: 100% NC(V): 100% NATED: 132% | 100% | 100% | 100% | 100% | 100% |
| | 3.3 Audited assessment bodies for state of readiness | 3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations | - | - | 14 | 13 | 12 | 12 | 12 |
| | 3.4 Verified subjects | 3.4.1 Number of subjects for which verification of marking is conducted | - | - | 95 | 80 | 70 | 88 | 88 |

| Outcome | Outputs | Output indicators | Annual targets | | | | | | |
|---------|---|--|---------------------|---------|---------|----------------------|-------------|---------|---------|
| | | | Audited performance | | | Estimate performance | MTEF period | | |
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| | 3.5 Moderated subjects | 3.5.1 Number of subjects for which moderation of internal assessment is conducted | - | - | 145 | 150 | 85 | 125 | 125 |
| | 3.6 Accreditation outcomes for private education institutions | 3.6.1 Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit | - | - | 88% | 82% | 82% | 82% | 82% |
| | 3.7 Monitored private education institutions | 3.7.1 Percentage of identified private education institutions monitored after being granted accreditation | - | - | 97% | 92% | 70% | 92% | 92% |

1.3.3 Indicators, Annual and Quarterly Targets

| Output indicators | Old annual Targets | Revised Annual targets | Q1 | Q2 | Q3 | Q4 |
|--|--------------------|------------------------|----|----|----|------|
| 3.1.1 Number of quality assurance of assessment reports published for qualifications registered on the GFETQSF | 10 | 8 | - | - | 1 | 7 |
| 3.2.1 Percentage of question papers approved per qualification | 100% | 100% | - | - | - | 100% |
| 3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations | 13 | 12 | - | - | 12 | - |
| 3.4.1 Number of subjects for which verification of marking is conducted | 85 | 70 | - | - | - | 70 |
| 3.5.1 Number of subjects for which moderation of internal assessment is conducted | 125 | 85 | - | - | - | 85 |
| 3.6.1 Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit | 82% | 82% | - | - | - | 82% |
| 3.7.1 Percentage of identified private education institutions monitored after being granted accreditation | 92% | 70% | - | - | - | 70% |

2 Explanation of Planned Performance over the Medium-Term Period

2.1 Administration

The Administration Programme's outputs will be implemented to ensure the achievement of the first organisational outcome, "**Efficient and effective administrative systems**". All the Administration sub-programmes will play a role in achieving this outcome. The set outputs are aligned to the budget allocation of the programme. Each sub-programme will implement key priorities for the 2020/21 financial year.

In the area of Strategy and Governance, the following priorities will be implemented:

- strengthening the management of performance information in terms of policies, processes and procedures;
- guiding the development of the APP 2021/22;
- monitoring the implementation of the 2020/21 APP;
- improving the management of performance information; and
- strengthening corporate governance.

The PR&COMMS sub-programme will implement the following priorities to reach more stakeholders:

- conducting career exhibitions and advocacy initiatives, reaching out to trade unions and provincial legislatures through the CEO's advocacy roadshows;
- organising advocacy workshops in collaboration with operational units; and
- increasing the number of communication platforms so as to reach more stakeholders.

The following priorities will be undertaken during the financial year by the ICT sub-programme:

- strengthening ICT governance relating to policies, processes and procedures;
- refurbishing ICT Infrastructure;
- improving ICT security and business continuity to be able to restore ICT services in the event of disaster; and
- developing business systems and applications.

The following HCM priorities will be implemented to ensure that there is human resource capacity during the financial year:

- strengthening HCM governance relating to policies, processes and procedures, specifically relating to retention and succession planning;
- modernising the administration and management of the performance management system by implementing online performance management;
- implementing the internship programme to capacitate newly qualified graduates; and
- implementing organisational training and development interventions.

The F&SCM sub-programme will implement the following priorities:

- strengthening F&SCM governance relating to policies, processes and procedures;
- expediting the completion of Umalusi Building 41 and facilitating occupancy to create a conducive working environment;
- improving internal controls in F&SCM towards obtaining a clean audit opinion on the regulatory audit and compliance with legislation;
- improving infrastructure challenges in Umalusi Building 37 to fully comply with health and safety standards.

2.2 Qualifications and Research

The Qualifications and Research programme's outputs will be implemented to ensure the achievement of the second organisational outcome, "**Enhanced educational standards**". The two sub-programmes will play a role in achieving the outcome. The set outputs are aligned to the budget allocation of the programme. Each sub-programme will implement key priorities for the financial year.

The QCC sub-programme will implement the following priorities during the financial year:

- evaluating new and/or reviewed qualifications;
- appraising intended and assessed curricula;
- verifying achieved qualifications as registered on the GFETQSF;
- certifying learner achievements and issuing certificates to learners for qualifications registered on the GFETQSF; and
- developing and/or reviewing policies and directives.

The SIR sub-programme will implement the following priorities during the financial year:

- conducting research as per the 2020 research agenda;
- disseminating the 2019/20 research findings to various stakeholders;
- providing statistical support to the Council and organisational stakeholders;
- coordinating and facilitating organisational research, a research colloquium and seminar series; and
- providing guidance on developing articles and presentations to research forums.

2.3 Quality Assurance and Monitoring

The Quality Assurance and Monitoring programme's outputs will be implemented to ensure the achievement of the second organisational outcome, "**Enhanced educational standards**". The three sub-programmes will play a role in achieving the outcome. The set outputs are aligned to the budget allocation of the programme. Each sub-programme will implement key priorities for the financial year.

The Quality Assurance of Assessment (QAA) School Qualifications sub-programme will implement the following key priorities during the financial year:

- conducting subject-focused training for external moderators;
- monitoring the assessment bodies' conducting of practical examinations;
- implementing automated monitoring and reporting instruments; and
- verifying the re-marking of examination scripts conducted by the assessment bodies subsequent to the approval of results.

The QAA Post-School Qualifications sub-programme will implement the following key priorities during the financial year:

- implementing automated moderation and reporting instruments;
- strengthening moderation of oral examinations;
- strengthening the quality assurance of marking processes;
- reviewing the format of the QAA reports;
- strengthening the training of external moderators; and
- strengthening verification of evidence presented subsequent to the approval of results (for every examination cycle).

The Evaluation & Accreditation (E&A) sub-programme will implement the following key priorities during the financial year:

- accreditation of private education institutions;
- monitoring of accredited private education institutions;
- monitoring of accredited private assessment bodies;
- implementing the process of non-certification of learners who sit for the NSC examination at non-accredited independent schools, in line with Paragraph 26A of Government Gazette No. 31337 of 29 August 2008, as amended, which requires that independent schools be accredited by Umalusi in order to be registered as an examination centre;
- implementing the process of non-certification of learners who sit for the National Education (NATED) Report (190/191) N1–N3 Engineering Studies and NC(V) examinations at non-accredited private colleges;
- developing instruments for the process of accrediting private education institutions to offer, and private assessment bodies to assess, the NASCA;
- transition towards transferring the accreditation of private colleges offering the Report 190/191 N1–N3 Engineering Studies to the QCTO;
- conducting accreditation forums to provide a platform to interact with all stakeholders on matters relating to accreditation; and
- conducting the presentation of accreditation certificate ceremonies.

3 Programme Resource Considerations

3.1 Overview Budget and Medium-Term Expenditure Framework (MTEF) Estimates

3.1.1 Administration

| Rand thousand | Audited Outcomes | | | Adjusted Appropriation | Revised Budget Estimates | | |
|----------------------------------|------------------|---------------|---------------|------------------------|--------------------------|---------------|---------------|
| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Compensation of employees | 23 268 | 28 063 | 31 147 | 34 443 | 36 165 | 37 973 | 39 872 |
| Goods and services | 31 686 | 32 797 | 37 233 | 69 434 | 30 509 | 31 685 | 34 227 |
| Communications | 2 442 | 1 747 | 1 913 | 2 033 | 2 767 | 2 136 | 2 189 |
| Computer services | 11 695 | 10 686 | 9 053 | 14 117 | 9 030 | 9 633 | 10 895 |
| Consultants | 1 337 | 1 924 | 1 720 | 3 165 | 3 245 | 3 326 | 3 409 |
| Travel and substance | 2 439 | 2 126 | 2 010 | 2 408 | 1 713 | 2 528 | 2 591 |
| Venue and facilities | 189 | 266 | 1 478 | 337 | 343 | 356 | 366 |
| Other expenses | 13 584 | 16 048 | 21 059 | 47 374 | 13 411 | 13 706 | 14 777 |
| Total Expenditure | 54 954 | 60 860 | 68 380 | 103 877 | 66 674 | 69 658 | 74 099 |

3.1.2 Qualifications and Research

| Rand thousand | Audited Outcomes | | | Adjusted Appropriation | Revised Budget Estimates | | |
|----------------------------------|------------------|---------------|---------------|------------------------|--------------------------|---------------|---------------|
| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Compensation of employees | 12 262 | 15 718 | 17 335 | 19 412 | 20 382 | 21 401 | 22 471 |
| Goods and services | 10 417 | 8 653 | 11 277 | 11 349 | 13 132 | 11 924 | 12 221 |
| Communications | 889 | 944 | 703 | 1 888 | 1 935 | 1 983 | 2 083 |
| Computer expenses | - | - | - | - | - | - | - |
| Consultants | 2 492 | 1 921 | 3 969 | 3 436 | 3 522 | 3 610 | 3 701 |
| Travel and substance | 1 642 | 1 688 | 1 966 | 1 679 | 1 194 | 1 763 | 1 807 |
| Venue and facilities | 1 337 | 767 | 2 466 | 1 795 | 1 839 | 1 888 | 1 932 |
| Other expenses | 4 057 | 3 333 | 2 173 | 2 551 | 4 642 | 2 680 | 2 748 |
| Total Expenditure | 22 679 | 24 371 | 28 612 | 30 761 | 33 514 | 33 325 | 34 692 |

3.1.3 Quality Assurance and Monitoring

| Rand thousand | Audited Outcomes | | | Adjusted Appropriation | Revised Budget Estimates | | |
|----------------------------------|------------------|---------------|---------------|------------------------|--------------------------|---------------|---------------|
| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Compensation of employees | 23 562 | 23 833 | 25 135 | 27 084 | 28 438 | 29 860 | 31 353 |
| Goods and services | 46 821 | 52 504 | 57 960 | 61 250 | 44 303 | 42 238 | 43 554 |
| Communications | 329 | 297 | 225 | 607 | 535 | 548 | 563 |
| Computer expenses | - | - | - | - | - | - | - |
| Consultants | 530 | 633 | 864 | 623 | 639 | 655 | 672 |
| Travel and substance | 14 712 | 14 770 | 14 855 | 19 380 | 13 782 | 12 281 | 14 227 |
| Venue and facilities | 966 | 2 479 | 1 308 | 2 359 | 2 383 | 2 442 | 2 500 |
| Other expenses | 30 284 | 34 325 | 40 708 | 38 281 | 26 964 | 26 312 | 25 592 |
| Total Expenditure | 70 383 | 76 337 | 83 095 | 88 334 | 72 741 | 72 098 | 74 907 |

3.2 Explanation of resources' contribution to achieving the outputs

Umalusi intends to play a leading role in research on educational development and innovation within the sector. Research supports the outcome of credible qualifications and improvement in the quality of the curricula. Twenty (20) research reports are expected to be completed over the period in line with the forecasted spending.

In view of the DBE's pilot of the GEC qualification, Umalusi will be evaluating the curriculum offerings of this new qualification before its registration with SAQA. The organisation will continue to evaluate curricula of qualifications in the sub-framework. In addition, Umalusi will print certificates for completed qualifications and verify qualifications for interested parties.

In terms of quality assurance of assessment, the main cost-driver is the payment of independent contractors who carry out these functions. The national lockdown resulted in budget reprioritisation over the MTEF period. The original approved budget of R190 million has been reduced due to the expected decline on sources of revenue from certification, verification and accreditation. The certification revenue is expected to decrease by R2,1 million, while revenue from verification and certification is expected to decline by R1,2 and R2.7 million respectively due to the impact of COVID-19. The expected decline in revenue is caused by the decrease in expected number of site visits, provisional accreditation to be conducted as well as the expected decline on demand for verification of qualifications under the current COVID-19 environment. In this MTEF period, the organisation will also quality assure new qualifications, NASCA and GETCA. With the growing developments in the GEC, the entity's funds will be used for the quality assurance of assessment of the GEC. To cope with quality assurance work, Umalusi plans to automate some of its quality assurance tools, e.g. electronic moderation of question papers, to increase efficiency. Therefore, there is a need to fund these developments. The projected cost of quality assurance of assessment services has been adjusted and the revised projected expenditure is R44 million for the 2020/21 financial year, which constitutes a 28% budget decline from the previous financial year. The decline in revenue has necessitated reprioritisation of expenditure to cater for the ICT infrastructure as an enabler of working from home under the COVID-19 environment. Travelling, catering and accommodation have been reduced by R7 million, while the cost of consulting services as it relates to external moderation, verification of marking and honorarium for examiners has been reduced by R12 million to cater for a new way of conducting quality assurance processes.

3.3 Materiality and Significance

3.3.1 Materiality

The Council has taken into account the following factors in determining Umalusi's level of materiality:

- a) the nature of Umalusi's business;
- b) statutory requirements affecting Umalusi;
- c) the inherent and control risks associated with Umalusi; and
- d) quantitative and qualitative issues.

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

- a) Every amount in respect of criminal conduct;
- b) R30,000 and above for irregular, fruitless and wasteful expenditure involving gross negligence; and
- c) R1 547 345¹ and above being about 1% of revenue to report in terms of Subsection 55 (1)(d) regarding the fair presentation of the affairs of the public entity, its business, its financial results, its performance against pre-determined objectives and its financial position as at the end of the financial year concerned;

3.3.2 Significance

The Council has decided that any transaction covered by Section 54(2) of the Public Finance Management Act will be reported on, being:

- a) Establishment or participation in the establishment of a company – Each transaction separately;
- b) Participation in a significant partnership, trust, unincorporated joint venture or similar arrangement – 50% of voting rights;
- c) Acquisition or disposal of a significant shareholding in a company – 30% or more of shareholding;
- d) Acquisition or disposal of a significant asset – 1% of fixed assets;
- e) Commencement or cessation of a significant business activity – Each transaction separately; and
- f) A significant change in the nature or extent of its interest in a significant partnership, trust unincorporated joint venture or similar.

¹Based on the audited figure of revenue for 2018/19

4 Key Risks

| Outcome | Key risk(s) | Risk mitigation |
|--|--|--|
| Efficient and effective administrative systems | a. Unreliable MIS data | <ul style="list-style-type: none"> Phase out MIS and replace it with Enterprise Resource Planning (ERP) solution |
| | b. High staff turnover rate/ human resource constraints | <ul style="list-style-type: none"> Combination of appointment of short-term contractors Job evaluation Benchmarking and work-study investigation Restructure the business units |
| | c. Lack of alternative funding model | <ul style="list-style-type: none"> Full cost recovery from private education institutions |
| Enhanced educational standards | a. Limited budget to carry out ad hoc activities | <ul style="list-style-type: none"> Ring-fence the budget Put systems in place to minimise debt and maximise revenue |
| | b. Reliance on independent contractors for execution and reporting on processes may compromise the confidentiality of organisational information | <ul style="list-style-type: none"> The contracts with the independent contractors must clearly detail issues of confidentiality and consequences for lack of confidentiality Deploy staff to conduct quality assurance processes Deploy staff to monitor the contract staff when conducting quality assurance processes |
| | c. Non-availability of independent contractors to perform the duties when needed | <ul style="list-style-type: none"> Increase the pool of independent contractors |
| | d. Institutions offering qualifications without being accredited | <ul style="list-style-type: none"> Work closely with the relevant departments to ensure that private education institutions offering qualifications registered on the GFETQSF are accredited |
| | e. Examination irregularities | <ul style="list-style-type: none"> Strengthen the state of readiness verification processes to identify centres with potential risk for committing irregularities. |

5 Public Entities

None

6 Infrastructure Projects

Umalusi does not have large infrastructure projects to cover in the APP.

7 Public Private Partnerships

None

PART D: Technical Indicator Description (TID)

| | |
|---------------------------------|---|
| Indicator title | 1.1.1: Number of advocacy exhibitions conducted to communicate Information regarding the GFETQSF with stakeholders |
| Definition | The indicator measures the interaction between Umalusi and its stakeholders through exhibitions. The exhibitions are intended to communicate key messages with stakeholders about the organisation's mandate, functions, and services. They will also be used to update the stakeholders on the new developments within the sub-framework |
| Source of data | Organisational programmes, information documents, standard operation procedures/guidelines, policies and service level agreement |
| Method of calculation | Simple count |
| Means of verification | Exhibitions' attendance registers and reports |
| Assumptions | The advocacy exhibitions will positively influence stakeholders' perceptions about the organisation and benefit stakeholders |
| Calculation type | Cumulative |
| Reporting cycle | Quarterly |
| Desired performance | To ensure continuous engagement with stakeholders |
| Indicator responsibility | Senior Manager: PR&COMMS |

| | |
|---------------------------------|--|
| Indicator title | 1.1.2: Number of advocacy webinars conducted |
| Definition | The indicator measures the interaction between Umalusi and its stakeholders through webinars to communicate Information regarding the GFETQSF with stakeholders. The webinars are intended to communicate key messages with stakeholders about the organisation's mandate, functions, and services. They will also be used to update the stakeholders on the new developments within the sub-framework |
| Source of data | Organisational programmes, information documents, standard operation procedures/guidelines, policies and service level agreement |
| Method of calculation | Simple count |
| Means of verification | Recordings of webinars and reports |
| Assumptions | The advocacy webinars will positively influence stakeholders' perceptions about the organisation and benefit stakeholders |
| Calculation type | Cumulative |
| Reporting cycle | Quarterly |
| Desired performance | To ensure continuous engagement with stakeholders |
| Indicator responsibility | Senior Manager: PR&COMMS |

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|---------------------------------|--|
| Indicator title | 1.2.1: ICT Network health score maintained ≥95% |
| Definition | The indicator measures the organisational ICT network health score in the following areas: server uptime, alarm score, disk score and operating systems score. This is to ensure that the health score does not drop to an unacceptable level. Maintaining the ICT network health score at 95% and or above will ensure the smooth running of ICT operations and security of information |
| Source of data | IT management software and monitoring solution |
| Method of calculation | Total scores for: server uptime, alarm score, disk score and operating systems divided by 4 =95% <i>i.e. sever uptime score + alarm score + disk score + operating systems $\frac{score}{4}$</i> = 95% |
| Means of verification | ICT Network health report |
| Assumptions | None |
| Calculation type | Non-cumulative |
| Reporting cycle | Quarterly |
| Desired performance | To maintain the ICT health network score at an acceptable level for smooth ICT operations and security of information |
| Indicator responsibility | Senior Manager: ICT |

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|---------------------------------|---|
| Indicator title | 1.3.1: Vacancy rate maintained at ≤10% |
| Definition | The indicator measures minimising of the organisational vacancy rate to the acceptable rate to ensure that the mandates are effectively carried out |
| Source of data | Staff establishment records or system |
| Method of calculation | <i><u>Number of vacant positions on the organisational structure</u></i> <i>Number of all approved (funded) positions on organisational structure * 100</i> <i>= ≤ 10%</i> <i>Annual calculation:</i> calculate the overall average percentage by adding up all four percentages and dividing them by four |
| Means of verification | Quarterly reports on staff establishment |
| Assumptions | Vacated positions are filled within three months |
| Calculation type | Non-cumulative |
| Reporting cycle | Quarterly |
| Desired performance | Maintain organisational vacancy rate at 10% or lower annually |
| Indicator responsibility | Senior Manager: HCM |

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|---------------------------------|---|
| Indicator title | 1.4.1: Percentage of valid invoices of creditors and suppliers paid within 30 working days |
| Definition | This indicator measures the number of valid invoices paid within 30 days, as per National Treasury guidelines. Valid invoices are submitted by creditors and suppliers who rendered/supplied goods and services (e.g. stationery, printing and repairs) to Umalusi. The 30 days will be calculated from the date of receipt of a valid invoice after goods and services have been accepted. Any invoice with a valid query* must be resolved before payment is made. Such invoices will be excluded from the population. After the query has been resolved, the 30-day period will be implemented. *Valid query communicated to the service provider |
| Source of data | PASTEL system |
| Method of calculation | Number of valid invoices paid within 30 days in the quarter under review, divided by the number of invoices received by the F&SCM Unit during the quarter x100 |
| Means of verification | Register indicating all received and paid invoices of creditors and suppliers from the F&SCM Unit |
| Assumptions | All valid invoices are paid within the turnaround time |
| Calculation type | Non-cumulative per quarter: cumulative for the year |
| Reporting cycle | Quarterly |
| Desired performance | Umalusi aims to pay 99% of invoices received from creditors and suppliers within 30 working days of receipt |
| Indicator responsibility | Senior Manager: F&SCM |

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|---------------------------------|--|
| Indicator title | 2.1.1: Number of reports produced on the management of qualifications in the sub-framework |
| Definition | This indicator measures the number of reports developed in relation to activities/developments on the management of qualifications in the GFETQSF. The reports cover the following aspects in the QCC spectrum: developments/activities related to the evaluation of new qualifications and the review of existing qualifications, the appraisal of the curricula of the qualifications on the GFETQSF, all research undertaken on matters related to the management of qualifications on the GFETQSF, policy-related matters, the implementation of new qualifications, advocacy related to the GFETQSF, certificates issued and verifications done for the registered qualifications |
| Source of data | Qualifications, curriculum, certifications and research progress reports |
| Method of calculation | Count of reports produced on the management of qualifications |
| Means of verification | Report on the management of qualifications in the GFETQSF |
| Assumptions | Information concerning the management of qualifications is valid and aligned to the financial year of reporting |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired performance | Development of reports reflecting the extent of the GFETQSF management initiatives |
| Indicator responsibility | Senior Manager: QCC |

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|---------------------------------|---|
| Indicator title | 2.2.1: Percentage of error-free learner records for which a certificate is printed |
| Definition | Percentage of certificates issued to learners who compiled with the requirements for a qualification, as requested by their assessment body. The mainframe system is used to sources the information for the indicators. The mainframe system contains the following types of records: candidate records received for certification; rejected; withdrawals; passed; failed; and certificates printed. The indicator focuses only on records that are eligible for certification |
| Source of data | Mainframe |
| Method of calculation | Number of certificates printed divided by number of learners who have passed one or more subjects and are eligible for certificate, x100 |
| Means of verification | Spreadsheet system-generated report |
| Assumptions | The data stored in the mainframe system is reliable and valid |
| Calculation type | Non-cumulative |
| Reporting cycle | Quarterly |
| Desired performance | To print certificates for all who qualify for a certificate |
| Indicator responsibility | Senior Manager: QCC |

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|---------------------------------|---|
| Indicator title | 2.3.1: Percentage of verification requests received that are completed in terms of the service level agreement: two working days |
| Definition | Umalusi provides a service to contracted clients who submit requests for the verification of certificates that have been issued by Umalusi and by its predecessor, SAFCERT, since 1992. Clients submit requests in one of three formats (manual, electronic and full verifications), and Umalusi confirms the authenticity of the data submitted by the client, or indicates it is not able to do so. The indicator refers to the percentage of requests for verification of qualifications completed within the established turnaround time. Umalusi receives verification requests from contracted clients and verifies these. Verification feedback is given to contracted clients within two working days via email |
| Source of data | Email server |
| Method of calculation | Number of verification requests completed within the SLA (two working days) divided by the total number of verification requests received x 100. |
| Means of verification | An Excel report from the email server indicating number of requests received for verification of qualifications; and verifications completed within two working days |
| Assumptions | The data stored in the mainframe system is reliable and valid |
| Calculation type | Non-cumulative |
| Reporting cycle | Quarterly |
| Desired performance | To have verification requests processed within two working days |
| Indicator responsibility | Senior Manager: QCC |

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|------------------------|--|
| Indicator title | 2.4.1: Number of research reports completed in various formats |
| Definition | This indicator shows the number of reports on research findings, investigations or strategic internal or external support, completed and published as printed reports, papers or digital-only reports, by the SIR Unit |

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|---------------------------------|---|
| | within the specified financial year. The purpose of these research reports is to keep the organisation updated with new developments concerning qualifications in the sub-framework |
| Source of data | Findings from an instrument application |
| Method of calculation | Count of completed reports in various formats |
| Means of verification | Research reports |
| Assumptions | Completed research informs the Council's decision-making on mandates |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired performance | Completion of research reports and making recommendations to the relevant body |
| Indicator responsibility | Senior Manager: SIR |

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|---------------------------------|---|
| Indicator title | 3.1.1: Number of quality assurance of assessment reports published for qualifications registered on the GFETQSF |
| Definition | The indicator aims to measure the number of reports published on the assessment bodies' compliance with Umalusi policies across the quality assurance processes. Published means the reports will be placed on the Umalusi website and will have an ISBN number. Assessment bodies are entities accredited by Umalusi or deemed accredited, to conduct external summative assessment and moderate internal assessment for qualifications registered on the GFETQSF. Qualification refers to a national qualification registered on the GFETQSF. Quality assurance processes include moderation of question papers, monitoring of the state of readiness to manage, administer and conduct the examination, moderation of internal assessment, and verification of marking. NATED included |
| Source of data | Quality assurance reports |
| Method of calculation | Count of reports published |
| Means of verification | Quality assurance reports |
| Assumptions | Timeous submission of monitoring and moderation reports by independent contractors |
| Calculation type | Cumulative |
| Reporting cycle | Bi-annually |
| Desired performance | To publish eight quality assurance of assessment reports in order to provide feedback about the quality assurance processes to assessment bodies and institutions so that they may improve |
| Indicator responsibility | Senior Manager: QAA: School Qualifications and Senior Manager: QAA: Post School Qualifications |

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|---------------------------------|---|
| Indicator title | 3.2.1: Percentage of question papers approved per qualification |
| Definition | The indicator measures the percentage of question papers submitted by assessment bodies to Umalusi to be externally moderated and approved. Assessment bodies are entities accredited by Umalusi, or deemed accredited, to conduct external summative assessment and moderate internal assessment for qualifications registered on the GFETQSF. Approved means the final acceptance of the quality and standard of the question paper by the external moderator, indicated on the report signed by the external moderator |
| Source of data | External moderator reports for moderation of question papers |
| Method of calculation | Number of question papers approved divided by number of question papers received to be quality assured x 100 |
| Means of verification | <ul style="list-style-type: none"> • Reports on the moderation of question papers/declaration reports • List of approved question papers |
| Assumptions | The external moderators responsible for moderation of question papers are competent to make the correct judgements on the standard of the question papers. The assessment bodies will effect required changes timeously |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired performance | Umalusi will externally moderate and approve 100% of question papers received from assessment bodies. |
| Indicator responsibility | Senior Manager: QAA: School Qualifications and Senior Manager: QAA: Post School Qualifications |

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|---------------------------------|--|
| Indicator title | 3.3.1: Number of assessment bodies audited for their state of readiness to conduct examinations |
| Definition | In this indicator, the number of assessment bodies refers to entities accredited by Umalusi, or deemed accredited to conduct external summative assessments and moderate internal assessments for qualifications registered on the GFETQSF Auditing of state of readiness refers to the evaluation of the assessment bodies' processes in order to make a pronouncement on their readiness to conduct, administer and manage external examinations for qualifications registered on the GFETQSF |
| Source of data | State of readiness reports |
| Method of calculation | Count of consolidated state of readiness reports |
| Means of verification | <ul style="list-style-type: none"> • Consolidated state of readiness reports • List of audited assessment bodies |
| Assumptions | Number of assessment bodies remains constant |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired performance | To audit all assessment bodies on their state of readiness to conduct examinations |
| Indicator responsibility | Senior Manager: QAA: School Qualifications |

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|---------------------------------|---|
| Indicator title | 3.4.1: Number of subjects for which verification of marking is conducted |
| Definition | In this indicator the number of subjects refers to those subjects included in the verification of marking sample (as per the QAA plans). Verification is the process of measuring the compliance of an assessment body with policy/regulations for marking. Assessment bodies are entities accredited by Umalusi, or deemed accredited to conduct and moderate internal assessment for qualifications registered on the GFETQSF. The indicator intends to make a judgement on the quality of marking, thus ensuring credibility of the examination results |
| Source of data | External moderator reports for verification of marking |
| Method of calculation | Count of subjects for which verification of marking was conducted |
| Means of verification | <ul style="list-style-type: none"> • Verification of marking reports • List of subjects for which verification of marking was conducted |
| Assumptions | Timeous submission of verification of marking reports by independent contractors |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired performance | Verification of marking is conducted in the selected sample of subjects |
| Indicator responsibility | Senior Manager: QAA: School Qualifications |

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|---------------------------------|---|
| Indicator title | 3.5.1: Number of subjects for which moderation of internal assessment is conducted |
| Definition | <p>The number of subjects refers to subjects in the case of the NC(V), learning areas in the case of the GETC: ABET Level 4 and instructional offerings in the case of the NATED Report 190/191, sampled for moderation of internal assessment. Moderation aims to measure the compliance of the assessment bodies to the internal assessment requirements.</p> <p>Internal assessment refers to school-based assessment (SBA) in the GETC:ABET, while internal continuous assessment (ICASS) refers the NC(V) and NATED Report 190/191.</p> <p>SBA and ICASS are assessments set at national or site level, conducted and assessed at the sites of learning. Assessment bodies are entities accredited by Umalusi, or deemed accredited to conduct and moderate internal assessment for qualifications registered on the GFETQSF</p> |
| Source of data | External moderator reports for moderation of internal assessment |
| Method of calculation | Count of subjects moderated |
| Means of verification | <ul style="list-style-type: none"> • External moderator reports • List of subjects moderated for internal assessment |
| Assumptions | Timeous submission of moderation of internal assessment reports by independent contractors |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired performance | Internal assessment to be moderated and reported |
| Indicator responsibility | Senior Manager: QAA: Post School Qualifications |

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|------------------------------|--|
| Indicator title | 3.6.1: Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit. |
| Definition | <p>This indicator measures the percentage of accreditation reports presented to the Accreditation Committee of Council (ACC) and the outcomes, signed by the CEO of Umalusi; or, in the case of a window period granted to improve, signed by the Senior Manager: Evaluation and Accreditation, within 12 months of the date of the site visit. The 12 month period may include site visits conducted in the previous financial year. However, as long as the report is presented to the ACC in the current financial year and not deferred to the ACC meeting in the next financial year, the institution will be counted</p> <p>An accreditation outcome refers to the recommendation of the ACC on the outcome of an application for accreditation from a private education institution. The outcome is presented to the CEO of Umalusi for a decision of "accreditation", "provisional accreditation" or "no accreditation", or the recommendation of a window period granted to the private education institution by the ACC and confirmed by the Senior Manager: Evaluation and Accreditation.</p> <p>A site visit is the process whereby teams of evaluators and subject specialists visit an institution to verify the implementation of evidence provided by the institution in their self-evaluation report. The private education institution must make payment prior to a site visit being conducted</p> <p>"Private education institutions" refers to independent schools, private FET colleges and private AET centres that offer qualifications registered on the GFETQSF.</p> <p>"finalised" means that the accreditation outcome has been signed by the CEO or SM</p> |
| Source of data | Management Information System and online accreditation system |
| Method of calculation | <p>Total number of accreditation reports served at the ACC in a financial year; and the outcome signed by the CEO/SM finalised within 12 months of the site visit divided by the total number of reports presented to the ACC in a financial year, x 100.</p> <p><i>N.B reports that are presented to the ACC and then deferred or referred back to the ACC for a decision review, which meeting falls into the next financial year, will be counted in the statistics of the meeting in the financial year in which the final accepted recommendation is made. In addition, reports submitted to ACC in a financial year but, not yet finalised (i.e. not signed by the CEO/SM) and are still within 12 months of the site visit, will be counted in the next financial year. Improvement reports submitted to the ACC that did not necessitate a site visit will be excluded from the calculation.</i></p> |
| Means of verification | <ul style="list-style-type: none"> • Electronic spreadsheet report highlighting, dates of site visits conducted, name of institution, date presented to ACC • Letters to institutions advising of the outcome of accreditation applications • Minutes of ACC meetings |

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|---------------------------------|--|
| | <ul style="list-style-type: none"> Signed tracking forms |
| Assumptions | Finalisation of reports may span different financial years with the site visit conducted in one financial year and the outcome finalised in the next financial year (. the 12-months period after a site visit may fall in a subsequent financial year). Reports presented to the ACC may be deferred by the ACC or referred back to the ACC, with the meetings spanning consecutive financial years. Reports presented to the final ACC meeting of a financial year might be finalised only in the next financial year, although the report may still be within the 12-month period from the date of the site visit |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired performance | To finalise accreditation outcomes within 12 months of conducting a site visit to a private education institution |
| Indicator responsibility | Senior Manager: E&A |

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|---------------------------------|---|
| Indicator title | 3.7.1: Percentage of identified private education institutions monitored after being granted accreditation |
| Definition | <p>This indicator measures the percentage of institutions monitored after being granted accreditation to ensure compliance with the minimum requirements for accreditation. Each accredited institution is required to be monitored within three months of the biennial anniversary of their accreditation.</p> <p>“Identified” means a private education institution which is in the biennial anniversary of their accreditation, and excludes those which undergo a process of “extension of scope” in that year, as well as private colleges in their 6th year of accreditation.</p> <p>“Monitoring” refers to a process of checking to ascertain if accredited private education institutions continue to maintain the minimum standards required for accreditation which begins with receipt of monitoring reports or a monitoring site visit.</p> <p>“Accreditation” means the outcome of a quality assurance process of evaluating a private education institution to determine whether it has the capacity to offer a qualification or programmes leading to a qualification on the GFETQSF</p> |
| Source of data | <ul style="list-style-type: none"> • Reports and evidence from private education institutions • Records of accreditation decisions made by the ACC • Evidence of date of submission of monitoring report / site visit conducted, in the absence of a report |
| Method of calculation | <p>Total number of institutions that are monitored in a financial year divided by the total number of accredited institutions required to be monitored within the financial year x 100.</p> <p><i>i.e. Numerator: No. of institutions monitored within the financial year</i> <i>Denominator: No. of institutions required to be monitored within the financial year x 100=Achievement</i></p> |
| Means of verification | <p>Spreadsheet outlining the following:</p> <ul style="list-style-type: none"> • Due date for monitoring • Date of monitoring (i.e. date of receipt of monitoring report or of conducting a site visit) |
| Assumptions | Private education institutions continue to operate in line with their original registration at the time of the required monitoring |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired performance | To monitor identified accredited institutions |
| Indicator responsibility | Senior Manager: E&A |

Annexure A: Revision to the Strategic Plan 2020-2024

This annexure is intended to reflect the review of Umalusi's Strategic Plan 2020-2024. The revised section includes an updated situational analysis and an adjustment to the number of priorities to which Umalusi is required to respond as per the approved MTSF 2019-2024.

Old MTSF priority number

| MTSF Priority | | Priority 2: Education, skills and health | | |
|---|-----|---|----------------------------|--|
| Outcome | | Outcome indicator | Baseline | Five-year target |
| 1. Efficient and effective administrative systems | and | 1.1 Improved audit outcomes | Unqualified audit opinions | Unqualified audit opinions with no material findings |
| 2. Enhanced educational standards | | 2.1: Percentage compliance to prescribed requirements to deliver and assess qualifications in the GFETQSF | - | 95% |

New MTSF priority number

| MTSF Priority | | Priority 3: Education, skills and health | | |
|---|--|---|----------------------------|--|
| Outcome | | Outcome indicator | Baseline | Five-year target |
| 1. Efficient and effective administrative systems | | 1.1 Improved audit outcomes | Unqualified audit opinions | Unqualified audit opinions with no material findings |
| 2. Enhanced educational standards | | 2.1: Percentage compliance to prescribed requirements to deliver and assess qualifications in the GFETQSF | - | 95% |