



ANNUAL
PERFORMANCE PLAN
2023/24

UMALUSI



Quality Council for General and Further
Education and Training



Executive Authority Statement

The year 2023/24 marks the fourth year of implementation of Umalusi's five-year Strategic Plan. This Annual Performance Plan is guided by the National Development Plan (NDP), Priority 3 of the Medium-Term Strategic Framework (MTSF) 2019–2024, "Education, skills and health", the Department of Basic Education's Sector Plan – "Towards Schooling 2024" and other relevant policies of the government. Umalusi, as a quality council in the general and further education and training sector, is mandated to maintain high-quality standards in the basic education sector.

The accounting authority, Umalusi Council, will monitor the implementation of this plan through quarterly performance reports to identify service delivery successes and challenges and to advise management on the way forward.

A handwritten signature in black ink, appearing to read "Angie Motshekga", written over a horizontal line.

Mrs Angie Motshekga: MP
Minister of Basic Education



Accounting Authority Statement

Umalusi is entrusted with the critical role of quality assuring education in the general and further education and training sector in South Africa. As the accounting authority, the sixth Council of Umalusi is responsible for making sure that the organisation implements the priorities stated in the five-year Strategic Plan. This 2023/24 Annual Performance Plan is the fourth plan in the current five-year planning term, and it supports the implementation of the medium-term strategic framework. Thus far, Umalusi has not only performed well, in carrying out its core mandate but also in maintaining sound financial and performance information systems. It has attained three consecutive clean audits.

The current Council assumed its responsibility at a time when Umalusi was celebrating 20 years of existence as a quality council. The milestones achieved by the organisation thus far are significant and this compels the new Council to perform its oversight responsibilities with diligence to ensure that the Strategic Plan, through this Annual Performance Plan, is successfully implemented.

The strategic priorities stated in the Strategic Plan have not changed over the last three years. I have full confidence in the capacity of management to implement this Annual Performance Plan and to position this organisation as a critical partner in implementing the priorities of the sixth administration in its quest to meet citizens' needs.

The country's current economic environment is not favourable, compounded by other challenges experienced by all government institutions, such as the load-shedding of electricity. As a result, service delivery costs have risen significantly, impacting all organisations. This Council, therefore, has a responsibility to make sure that Umalusi dispenses its limited resources with utmost care and efficiency. The Council will make sure that management has developed effective checks and balances in the utilisation and monitoring of all resources.

The Umalusi Council supports and endorses this Annual Performance Plan and undertakes to support the Chief Executive Officer and his team in the hard work required to achieve all targets for the financial year towards enhancing educational standards.

Professor Yunus Ballim
Umalusi Council Chairperson

Accounting Officer Statement

I am grateful to present Umalusi's fourth Annual Performance Plan to our stakeholders. Once again, we commit ourselves to delivering on our mission of quality assuring education standards in general and further education and training. The organisation remains steadfast in achieving its five-year strategic priorities set at the beginning of this planning cycle. In addition, we are committed to maintaining our performance and administrative systems to maintain a clean audit outcome for many years to come.

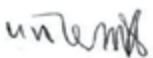
The first two years of this term were interrupted by the COVID-19 pandemic challenges. During this period, we were focused as an organisation on delivering services despite the difficult circumstances. Our performance environment was driven by information and communications technology (ICT) innovations and the development of systems that enabled us to achieve our planned mid-term targets. The circumstances did not persuade us to change our policy direction and we are moving into the new financial year with the same priorities. However, some of the key focus areas planned for the 2023/24 financial year now include the following:

- Reviewing the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) and associated policies;
- Offering foreign qualifications, such as the International Baccalaureate (IB) and Cambridge International Examination (CIE) in the country;
- Registering and implementing the General Education Certificate (GEC);
- Conducting research on quality assurance of the General Education and Training Certificate for Adults (GETCA), National Senior Certificate for Adults (NASCA) and GEC;
- Appraising intended curricula and assessed curricula (NASCA and GEC);
- Tracking the conduct, administration and management of centralised examination and assessment processes of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET);
- Strengthening internal assessment moderation and feedback methods to improve teaching, learning and assessment;
- Implementing a revised re-application process for private colleges; and
- Reviewing consolidated accreditation reports to streamline the reporting process.

In the past financial year, we bade farewell to the fifth Umalusi Council, which performed exceptionally well in holding Umalusi accountable and encouraging us to carry out our duties with distinction. We owe the achievement of three clean audit reports to the diligence of the previous Council. Similarly, we look forward to working with the new Council, which brings different talents and expertise to our work environment.

When we look back at 20 years of operating as a quality council, we realise that we have made significant strides in shaping the education landscape of this country. We look forward to stretching ourselves further to find answers to vexing educational challenges. We intend to maintain high educational standards and to contribute meaningfully to the development of human capital through our sub-framework of qualifications.

I am confident that Umalusi staff are ready to implement this Annual Performance Plan and to monitor it effectively through quarterly performance reports.



Dr Mafu S Rakometsi
Chief Executive Officer

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 in the period 2023/24.

Mr Emmanuel Sibanda

Executive Manager: Qualifications and Research

Signature:



Mrs Zodwa Modimakwane

Executive Manager: Quality Assurance and Monitoring

Signature:



Mr Hendrik van der Walt

Chief Financial Officer

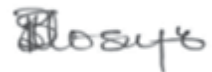
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Mrs Stella B Mosimege

Senior Manager: Strategy and Governance

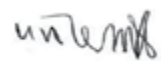
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Dr Mafu S Rakometsi

Chief Executive Officer

Signature:



Prof Yunus Ballim

Umalusi Council Chairperson

Signature:



Approved by:

Mrs Angie Motshekga: MP

Minister of Basic Education

Signature:

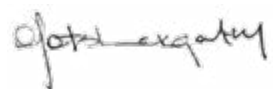


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Abbreviations and Acronyms

ABET	Adult Basic Education and Training
ACC	Accreditation Committee of Council
AET	Adult Education and Training
APP	Annual Performance Plan
CAT	Credit Accumulation and Transfer
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CIE	Cambridge International Examination
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DP	Diploma Programme
EE	Employment Equity
ERP	Enterprise Resource Planning
E&A	Evaluation and Accreditation
FET	Further Education and Training
F&SCM	Finance and Supply Chain Management
GBV	Gender-Based Violence
GBVF	Gender-Based Violence and Femicide
GEC	General Education Certificate
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
HCM	Human Capital Management
IaaS	Infrastructure as a Service
IB	International Baccalaureate
ICASS	Internal Continuous Assessment
ICT	Information and Communications Technology
ICW	Independent Contract Workers
IEB	Independent Examinations Board
IS	Independent Schools
ISAT	Integrated Summative Assessment Task
KCSE	Kenyan Certificate of Secondary Education
LGBTQIA	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual
MIS	Management Information System
MTEF	Medium-Term Expenditure Framework

MTSF	Medium-Term Strategic Framework
NASCA	National Senior Certificate for Adults
NATED	National Education Report 190/191
NC(V)	National Certificate (Vocational)
NCS	National Curriculum Statement
NDP	National Development Plan
NEPA	National Education Policy Act
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
NSC	National Senior Certificate
OQSF	Occupational Qualifications Sub-Framework
OS	Operating System
PAT	Practical Assessment Task
PED	Provincial Education Department/s
PFMA	Public Finance Management Act
POPI	Protection of Personal Information
PR & Comms	Public Relations and Communications
QAA: SQ	Quality Assurance of Assessment: School Qualifications
QAA: PSQ	Quality Assurance of Assessment: Post-School Qualifications
QAM	Quality Assurance and Monitoring
QCC	Qualifications, Curriculum and Certification
QCTO	Quality Council for Trades and Occupations
Q&R	Qualifications and Research
RPL	Recognition of Prior Learning
SA	South Africa
SACAI	South African Comprehensive Assessment Institute
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SBA	School-Based Assessment/Site-Based Assessment
SC(a)	Senior Certificate(amended)
SCM	Supply Chain Management
SIR	Statistical Information and Research
SLA	Service Level Agreement
S&G	Strategy and Governance
TID	Technical Indicator Descriptions
TVET	Technical and Vocational Education and Training

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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 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 any quality assurance necessary for the sub-framework is undertaken.

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

The GENFETQA Act, as amended, assigns Umalusi the responsibility for the quality assurance of general and further education and training. Umalusi was established to maintain norms and standards in general and further education and training. Its mandate is expressed 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.

Furthermore, the Act assigns Umalusi responsibility for the quality assurance of independent schools through Chapter 3, 23(2)(a). Concerning 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 or private adult basic education and training (ABET) centre complies with the quality assurance policy and criteria determined by Umalusi; and
- d. private education institution concerned.

1.2 Other legislation

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

2. Institutional Policies and Strategies over a 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 qualifications on the General and Further Education and Training Qualifications Sub-framework (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 and the

policy framework that applies to all technical and vocational education and training (TVET) colleges declared or established by the Minister under the Continuing Education and Training Act, Act No. 16 of 2006;

- The Policy and Criteria for the development, registration and publication of qualifications on the GFETQSF;
- The Policy for the Re-Issue of National Certificates
- The Recognition of Prior Learning (RPL) Policy;
- Treasury Regulations; and
- Any other appropriate legislation related to the various education and training sectors in which Umalusi is mandated to work.

3. Relevant Court Rulings

The organisation has had no court rulings that have had a significant impact on its operations.



PART B:

Our Strategic Focus

1. Updated Situational Analysis

The National Development Plan (NDP) remains the overarching vision guiding all planning in South Africa. The education sector, to which Umalusi belongs, is regarded as a critical sector of government. Umalusi plays a significant role in quality assuring the basic education sector that equips learners with the skills South Africa needs. Therefore, the organisation plays a major role in the country's development agenda, as outlined in Chapter 9 of the NDP. The NDP advocates an inclusive curriculum emphasising literacy, mathematics and science, as well as African languages. Umalusi, therefore, ensures that minimum standards are met through appraisal of the intended and assessed curricula for all qualifications on the GFETQSF. This process also ensures articulation of qualifications at NQF levels 1–4 offered by schools, colleges and higher education institutions.

Revised Medium-Term Strategic Framework (MTSF) 2019–2024

The revised MTSF continues to focus on the following seven priorities that play a critical role in guiding the government in the achievement of NDP targets:

- Priority 1: Building a capable, ethical and developmental state;
- Priority 2: Economic transformation and job creation;
- Priority 3: Education, skills and health;
- Priority 4: Consolidating the social wage through reliable and quality basic services;
- Priority 5: Spatial integration, human settlements and local government;
- Priority 6: Social cohesion and safe communities;
- Priority 7: A better Africa and world.

As a public education entity, Umalusi's contribution to the MTSF is linked to Priority 3: Education, skills and health. Umalusi's focus here is on its constitutional mandate to quality assure education. It must be noted that Umalusi is not directly responsible for achieving the MTSF targets but works collaboratively with the relevant stakeholders towards achieving them. For Umalusi, the focus is not so much on reaching targets but rather on ensuring that quality is not compromised in their pursuit. Therefore, the organisation will work with the two departments of education concerned to ensure excellent delivery of curricula for the qualifications on its sub-framework.

The organisation recognises alignment with the following MTSF targets.

Table 1: MTSF projects in support of NDP priorities

MTSF priority	Target	Indicator	Umalusi's contribution
Priority 3: Education, skills and health	Target 3: Improved quality of learning outcomes in the intermediate and senior phases, with inequalities reduced by 2024 (youths better prepared for further studies and the world of work beyond Grade 9)	The coding and Robotics curriculum implemented	Umalusi appraises the Coding and Robotics Curriculum. Umalusi is part of a task team assisting the DBE in instilling Umalusi directives and public comments to strengthen and finalise the curriculum and assessment policy statement for (CAPS) Grade R–9 Coding & Robotics Curriculum.
		The number of youths obtaining bachelor-level passes in the NSC	Umalusi has NSC certification data in line with the indicator.
		The number of youths obtaining 60% and above in Mathematics	Umalusi conducts quality assurance of assessment activities in schools and processes certification data.
		The number of youths obtaining 60% and above in Physical Science	
	Target 4: More learners obtain an NSC with excellent marks in critically important subjects by 2024 (contributes towards a prosperous and equitable South Africa)	100% of schools of skills implementing the technical-occupational curriculum	Umalusi appraises curricula of occupationally oriented subjects.
		1 007 ordinary schools implementing technical-occupational curriculum	

Alignment with the priorities of the Strategic Plan

The organisation remains aligned to the five-year Strategic Plan for the 2023/24 Medium-Term Expenditure Framework (MTEF) period and will continue to implement its priorities for this five-year term. To realise the desired outcomes and impact, the strategic focus of the organisation remains:

- Reviewing the quality assurance approach;
- Reviewing, evaluating and appraising qualifications submitted for registration on the GFETQSF;
- Providing input to the legislative framework;
- Intensifying research on educational developments linked to the sub-framework to innovate and to advise the appropriate ministers of education; and
- Intensifying advocacy to communicate accurate and relevant messages to all stakeholders on issues relating to qualifications on our sub-framework.

2. External Environment Analysis

2.1 Performance environment

2.1.1 Review of the quality assurance approach

To automate some quality assurance processes and to reduce the workload, the instrument used to externally moderate question papers for the General Education and Training Certificate (GETC) qualification has been reviewed. Moderators have welcomed this reviewed instrument. The design of a quality assurance model appropriate for this qualification is at the conceptual stage.

2.1.2 The use of Umalusi's communication platforms by stakeholders

The advocacy of the qualifications on the sub-framework is a legislative mandate in terms of section 27 K(ii) of the NQF Act (2008), as amended. Umalusi is thus enjoined by the NQF Act to share information about its sub-framework with stakeholders. With the proliferation of digital devices such as smartphones and tablets, and increased access to the internet, increasing numbers of people are using digital platforms to interact, transact and read the news. This is the space that Umalusi is aiming to occupy as a 21st century organisation. Thus, to intensify the promotion of qualifications in the sub-framework, the organisation will increase its use of digital media platforms such as Facebook, Twitter and YouTube in 2023/24.

Table 2: Digital platforms used by Umalusi

Platform	Content	Format
1. MS Teams and Zoom for webinars	All relevant and current information regarding the sub-framework	Live presentations to invited stakeholders
2. YouTube	All relevant and current information regarding the sub-framework	Short, five-minute videos posted on YouTube
3. Facebook Live	Mandate-related content shared at crucial events such as media briefings and webinars	Live streaming on Umalusi's Facebook page
4. Digital banners	Updates, invitations and organisational information in bite-sized chunks	Banners uploaded to Facebook, Twitter and LinkedIn
5. GCIS Radio facility connecting to all community radio stations in South Africa	Umalusi's processes, e.g. the certification, accreditation and verification of qualifications	Live telephone and radio interviews; sound clips/recordings

The organisation will endeavour to increase its followers on these platforms and to provide high-quality content that will be useful to stakeholders and other interested parties. However, if Umalusi is to interact successfully on YouTube, more funds will be required to produce videos. This platform is content intensive, requiring regular updates and postings.

2.1.3 Qualifications, Certification and Verification

One of Umalusi's most important functions is to provide certificates to all learners who complete their qualifications. Certification is the formal recognition of a full or part-qualification awarded to a successful candidate. To fulfil this mandate, Umalusi issues certificates to all candidates who have successfully complied with the requirements for a qualification. The number of certificates issued in 2016/17–2021/22 is reflected in Figure 1.

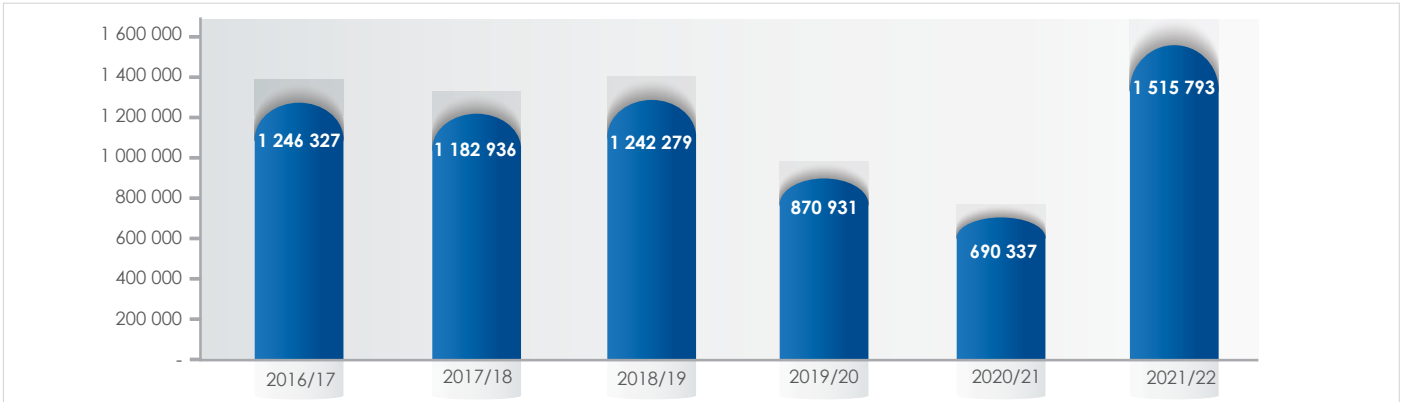


Figure 1: Certification statistics for 2016/17–2021/22

The number of certificates issued increased from 690 337 in 2020/21 to 1 515 793 in 2021/22. This increase was the result of the certification of seven provinces for the 2021 examination in quarter 4 of 2021/22. Two provinces were certified in the following financial year (2022/23), as was previously the case when there were supplementary examinations. The phasing-in of the June examination made it possible for the DBE and provincial education departments (PED) to submit the bulk of candidate records earlier to Umalusi for certification.

Umalusi has implemented an online system for the replacement of certificates, aiming to offer this service directly to the public. This system allows holders of valid certificates to apply online to Umalusi for replacement (duplicate) certificates. Umalusi demonstrated the online system procedure to the

four assessment bodies. Implementation of this system, which undergoes continual enhancements, has improved service delivery to the public.

Verification

Verification is a process followed by Umalusi to establish the authenticity of qualifications or certificates. Verification includes authenticating the qualification document, verifying that the qualification was awarded to the individual in question and that the content corresponds to the details on Umalusi's certification database. The organisation conducts more e-verifications than manual and full verifications. Requests for verifications are completed, including feedback to the clients, in two working days. Verification trends over the past six years are reflected in Figure 2.

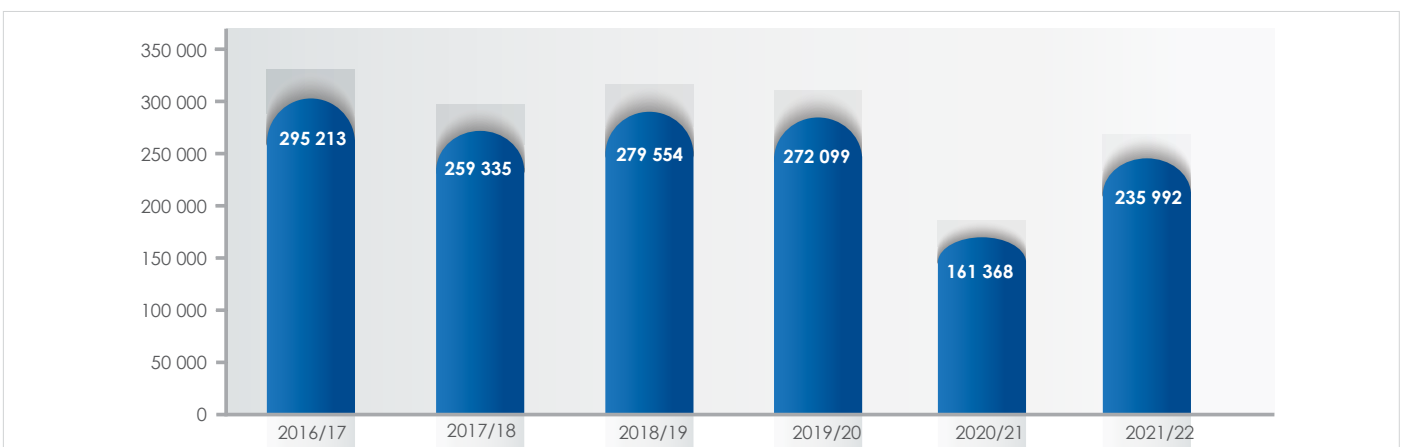


Figure 2: Verification statistics for 2016/17–2021/22

There was an increase in the number of verifications in 2021/22, from 161 368 in 2020/21 to 235 992. This was the result of the impact of COVID-19 on verification services in the 2020/21 financial year; services returned to normal in 2021/22.

2.1.4 Quality Assurance of Assessment

Since its inception, Umalusi has as one of its core mandates quality assured assessment processes for all qualifications on its sub-framework. This function includes moderating question papers, monitoring site- or school-based assessment (SBA) and integrated summative assessment tasks (ISAT)/ internal continuous assessment (ICASS), monitoring the writing and marking of examinations at various centres, conducting the verification of marking, auditing the state of readiness of assessment bodies to conduct examinations, and engaging in other quality assurance related activities. These processes are performed for all qualifications on the GFETQSF across all assessment bodies, that is the DBE, the Department of Higher Education and Training (DHET), the Independent Examinations Board (IEB) and the South African Comprehensive Assessment Institute (SACAI). Figures 3 to 6 reflect some of the quality assurance of assessment processes conducted by Umalusi during the past four years.

a. Moderation of question papers

The organisation moderates question papers to ensure that they meet quality assurance requirements and are fair, reliable and representative of the appropriate levels of cognitive difficulty.

The total number of DBE and IEB question papers moderated in 2021/22 increased because of the recovery in the education sector after COVID-19; this resulted in the administration of both the June and the November 2021 examinations by the DBE and the IEB. However, the number of SACAI question papers moderated dropped since this body administered only the November 2021 examinations in the 2021 academic year.

The DHET's June and November 2021 GETC: ABET examination question papers were moderated and approved 18 months before the commencement of the examinations. There was an increase in the number of DHET 2021/22 NATED Report 190/191 Engineering Studies N2-N3 question papers moderated since all the trimester examinations were administered in 2021/22, in contrast to 2020/21 when one trimester was cancelled in 2020, owing to the impact of COVID-19. Figure 3 indicates the number of question papers moderated by Umalusi from 2018/19 to 2021/22.

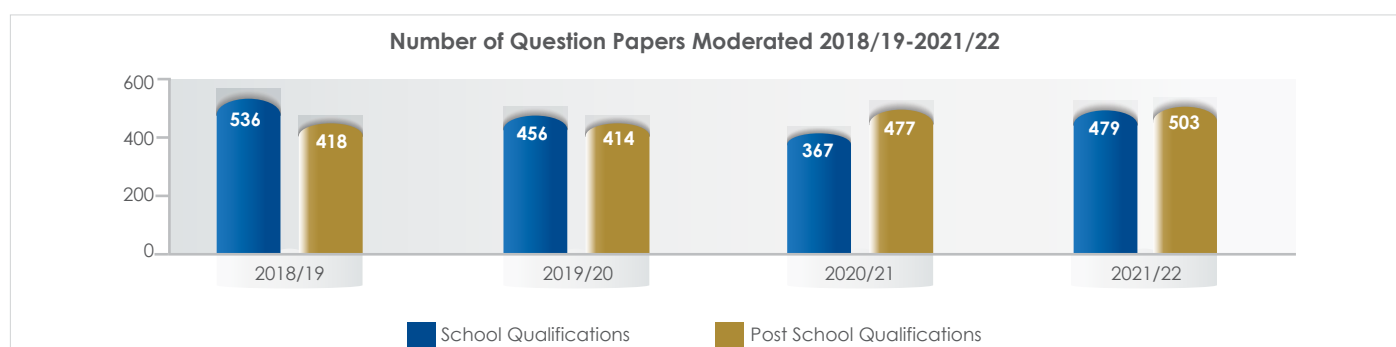


Figure 3: Number of question papers moderated (2018/19–2021/22)

b. Monitoring of the writing of examinations

Umalusi monitors the writing of examinations to determine whether assessment bodies conduct, administer and manage the examinations in accordance with approved guidelines and policies.

Umalusi intends to increase the number of examination centres monitored annually. The increment was constant in the school sector from 2018/19 to 2021/22. In 2021/22, the increment was further influenced by the decision to monitor independent centres granted a concession to conduct the November 2021 examinations.

The number of centres monitored for the writing of examinations increased sharply for the post-school sector, from 60 in 2019/2020 to 124 in 2020/2021, and

then increased steadily to 156 in 2021/2022. Figure 4 summarises the number of examination centres monitored over the past four years.

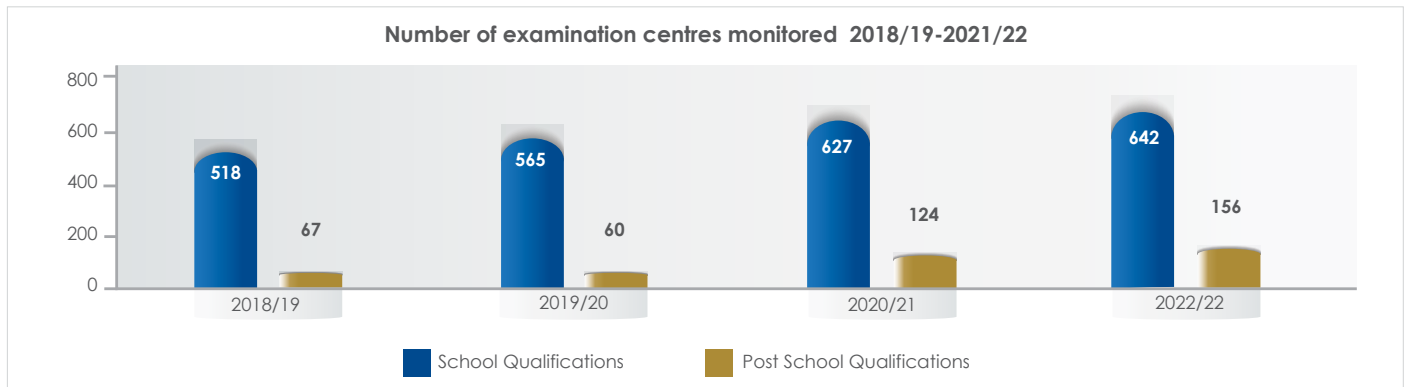


Figure 4: Number of examination centres monitored (2018/19–2021/22)

c. Monitoring of marking centres

The marking process is monitored to ensure that examinations are conducted in accordance with the “Regulations pertaining to the conduct, administration and management of the examinations”.

Monitoring of marking centres ensures the integrity and credibility of the marking process. Figure 5 shows

that in the school sector, there was a decrease in the number of marking centres monitored in 2019/20 from 2018/19 and a slight increase from 2020/21 to 2021/22.

Monitoring of the marking centres in the post-school sector was relatively limited because the DHET changed its marking from a decentralised to a centralised approach in 2021.

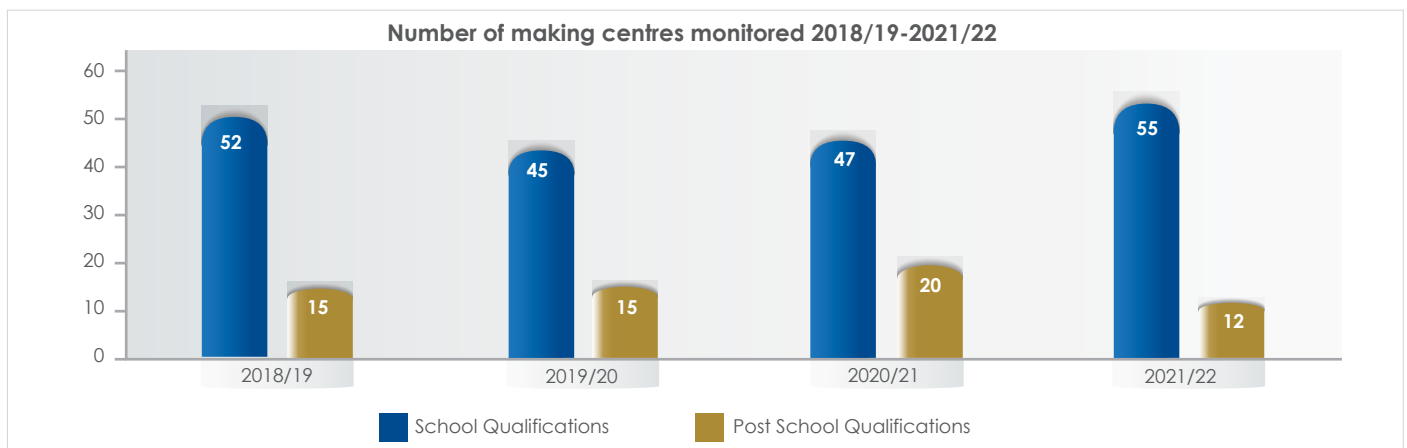


Figure 5: Number of marking centres monitored (2018/19–2021/22)

d. Verification of marking

Verification of marking is a process used by Umalusi to ensure that the assessment bodies mark candidates’ scripts according to the approved marking guidelines and that the marking standard is consistent and fair. In 2018/19, 92 subjects were verified in the school sector; however, in 2019/20 and 2020/21, the numbers decreased because of COVID-19. In 2021/22, the sample for verification of marking was increased and 93 subjects were

verified.

The period 2020/21 also saw an increase in the number of subjects for post-school qualifications for which verification of marking was conducted. This was the result of the easing of the COVID-19 restrictions in the country, which led to the availability of more moderators. Figure 6 summarises the verification of marking conducted over the past four years.

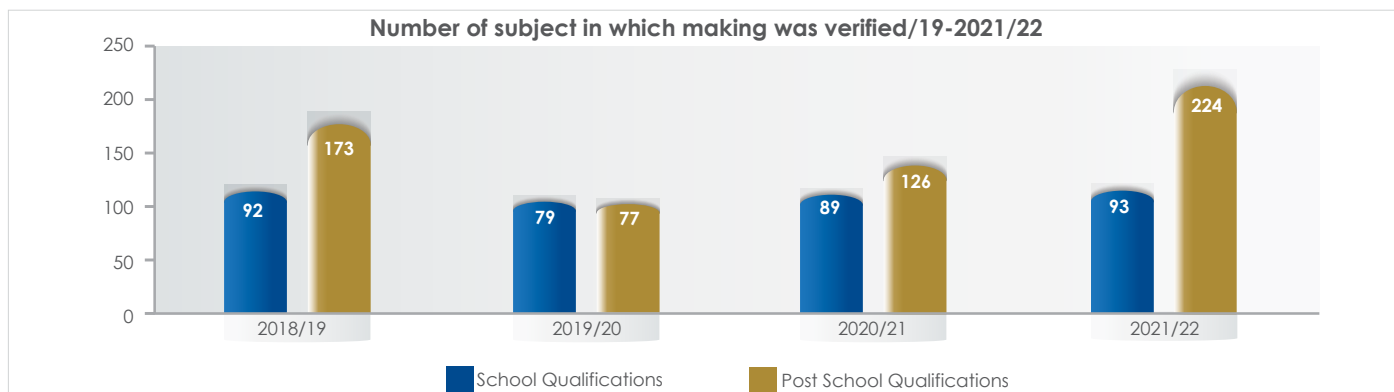


Figure 6: Number of subjects in which marking was verified (2018/19–2021/22)

2.1.5 Evaluation and Accreditation

By accrediting private education institutions, Umalusi ensures that section 29(3)(c) of the South African Constitution is upheld: that independent educational institutions “maintain standards that are not inferior to standards at comparable public educational institutions”. This assures the citizens

of South Africa that the provision of education at accredited private education institutions meets the required standards. Accreditation outcomes for the three types of education institutions over the past three years are reflected in Table 3 and Figure 7. The types of institutions are independent schools (IS), private FET colleges and private AET colleges.

Table 3: Accreditation outcomes (2019/20–2021/22)

Financial year	Seven years' accreditation				Two years' provisional accreditation				No accreditation				Window period to improve			
	IS	FET	AET		IS	FET	AET		IS	FET	AET		IS	FET	AET	
2019/20	130	18	1	149	88	26	0	114	57	19	5	81	170	20	0	190
2020/21	36	4	0	40	20	43	2	65	62	23	10	95	34	5	0	39
2021/22	83	2	0	85	29	1	2	32	76	6	0	82	4	6	0	10
Total	249	24	1		137	70	4		195	48	15		208	31	0	
Total	274				211				258				239			
%	28%				22%				26%				24%			

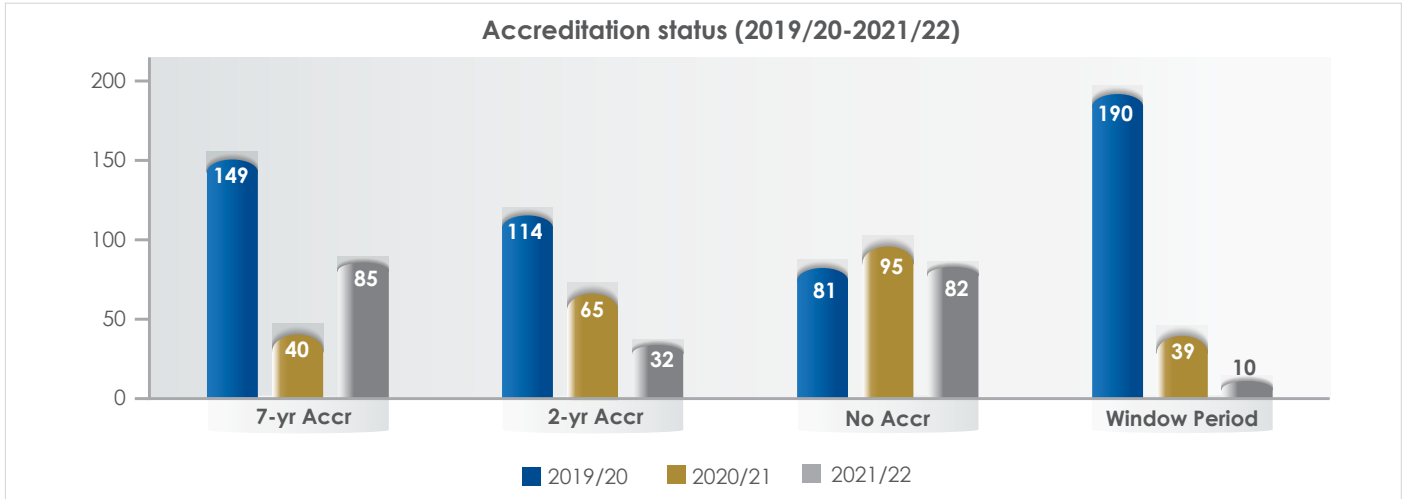


Figure 7: Accreditation outcomes (2019/20–2021/22)

In the last three financial years, accreditation has been granted to 28% of institutions that applied, and provisional accreditation to has been granted to 22%. Fewer initial site visits were conducted during the 2021/22 financial year because a change to online site visits necessitated by lockdown restrictions was being developed. The few window period outcomes were a direct result of that drop, as a window period to improve can be granted only after the first presentation of a report to the Accreditation Committee of Council (ACC). Umalusi continues to provide support to institutions that apply for accreditation.

2.2 Demand for service

2.2.1 Evaluation and appraisal of new qualifications

General Education Certificate

Umalusi is still awaiting the resubmission of the GEC qualification policy. Once received, the policy will be subjected to the quality assurance process for evaluating a qualification. Once it has been approved, it will be recommended to the South African Qualifications Authority (SAQA) for registration.

2.2.2 Demand to offer the Umalusi qualifications outside the borders of South Africa

Umalusi received a notification that, based on legal advice, the Minister of Basic Education was not authorised to offer the NSC outside the borders of South Africa and 2022 would be the last year that the NSC would be thus offered. It was also proposed that the NATED programmes (N1–N3) be phased out in neighbouring countries where they are offered.

2.2.3 Demand for credible qualifications

In an effort to determine the relative standing of its qualifications, Umalusi embarked on a process of international benchmarking of the NSC against the following qualifications: the AS and A levels of the Cambridge International Examination (CIE: AS and A levels), the International Baccalaureate (IB: Diploma), Kenya (Senior Secondary), the New South Wales (Senior Secondary) and the Zimbabwe (Senior Secondary). Umalusi engaged with the examination councils to collect all the documentation related to these qualifications, curricula and assessments. Ecctis Limited, a contracted service provider, completed this research project and submitted the reports to Umalusi. The reports were finalised and have been launched officially.

Umalusi has been assisting providers in updating and aligning their qualifications to meet SAQA requirements for the re-registration of qualifications on the NQF. Progress has been made and to date, Umalusi has provided guidance in the development of the Associated Assessment Criteria and in updating the Exit Level Outcomes for the General Education and Training Certificate for Adults (GETCA) and the National Senior Certificate for Adults (NASCA)

qualifications to align them with SAQA requirements. The two qualifications will be submitted to Council for approval and recommended to SAQA for updating on the NQF.

Umalusi will continue to monitor the GEC and the NASCA to ensure that the intended and assessed curricula are appraised before implementation and that they are of the required standard.

2.3 Challenges

In an analysis of Umalusi's external environment, a problem-and-solution tree was devised to describe the organisation's challenges. Some of these challenges have been expressed in previous Annual Performance Plans (APP), but not in detail. This problem-and-solution tree enabled an in-depth analysis of the root causes and the effects of identified problems. These details obliged the organisation to propose appropriate solutions and interventions, and anticipated outcomes, as reflected in Table 4.

Table 4: Proposed solutions, interventions and potential outcomes

Challenge	Root cause	Effects	Solution	Intervention	Outcomes
Bogus (unaccredited) colleges offering qualifications on the GFETQSF	Inability to meet Umalusi accreditation requirements Lack of information about accredited colleges available to the public	Invalid qualifications Learners unable to use their certificates for employment Increased high unemployment rate Psycho-social illnesses as a result of unemployment	Closure of bogus colleges	Review the accreditation model and the related processes. Collaborate with the departments of education and the South African Police Services to seek closure of bogus institutions.	Accredited institutions offering qualifications on the GFETQSF Valid qualifications
Outstanding certification	Learner data that are rejected are not resubmitted to Umalusi by the relevant assessment body. New users who have not been adequately trained by assessment bodies Auto combination of subject statements is not in place. The combination of results across assessment bodies is not automatic. There is misalignment between systems of the public assessment bodies and Umalusi	Disadvantaging learners who cannot access education at tertiary institutions Unemployment – learners not finding jobs Reputational harm to Umalusi – blamed for not issuing certificates increase in misrepresented qualifications Growth in the market for production of fraudulent certificates	Every learner who completes a qualification must be awarded a certificate.	Assessment bodies must submit according to certification directives. New users should be well-trained by assessment bodies. Alignment of the certification systems is required. There must be auto combinations across assessment bodies. Prosecution of learners with misrepresented qualifications	Employability of learners, contributes to an increase in future income. Public confidence in the system



Challenge	Root cause	Effects	Solution	Intervention	Outcomes
Certification of learners at unaccredited institutions and centres	No IT systems are in place to support the management of the "certification" of learners at unaccredited institutions. Research project on a solution has not been finalised, and "standard operation procedures (SOP)" are not clearly defined or implemented.	Candidates are registered and certified at unaccredited institutions.	Development of supporting IT systems to implement the proposed solution	Compilation of an SOP for implementation, monitoring of the process and reporting Finalisation of the research project with clear guidelines for the solution and standard operating procedures Design and development of the system by ICT for support	Zero accreditation of learners from unaccredited institutions and centres Legitimate qualifications
The misconception of qualifications on the GFETQSF	Inadequate advocacy of qualifications on the GFETQSF	Learners obtaining qualifications on the same NQF level (e.g. NSC and NC(V) L4) Employers are reluctant to recognise particular qualifications such as the NC(V) L4. Parents waste resources (money) paying for qualifications at the same NQF level. Learners' time is wasted, e.g. by doing NQF Level 4 twice.	More advocacy of all the qualifications on the GFETQSF	Intensified advocacy for all qualifications in the GFETQSF at public schools, independent schools, and communities, e.g. by chiefs at makgotla and employers at exhibitions Collaborative advocacy strategy by Umalusi and all relevant stakeholders	Employers and higher education institutions recognise qualifications for access, such as the NC(V) on NQF L4.



Challenge	Root cause	Effects	Solution	Intervention	Outcomes
The offering of qualifications not registered on the NQF	<p>There are no consequences for institutions that offer qualifications that are not registered on the NQF.</p> <p>There is a perception that foreign qualifications are better than SA qualifications.</p> <p>PED are registering institutions and allowing them to offer qualifications that are not on the GFETQSF.</p>	<p>Institutions bypass the accreditation process.</p> <p>No benchmark exists for the quality of the curriculum offered.</p> <p>The South African child grows up in the belief that foreign is better than South African.</p>	<p>All qualifications offered in South Africa must be registered on the NQF.</p> <p>Protection of the credibility of the qualifications on the NQF</p>	<p>Intensify advocacy.</p> <p>Enforce the NQF Act.</p> <p>Recommend that DBE and PEDs do not register schools that offer qualifications unless they are registered on the NQF.</p>	<p>Greater respect for the South African qualifications</p> <p>South African learners will be exposed to a curriculum that suits them.</p> <p>All qualifications offered in South Africa are registered on the NQF.</p>
Increase in the number of unregulated institutions offering distance / online education	<p>Advances in technology</p> <p>No regulatory framework for distance / online schools</p> <p>Shortage of qualified teachers</p> <p>Distance education schools</p> <p>Provinces fail to register online schools.</p> <p>COVID-19 prevented learners from attending physical schools for long periods.</p>	<p>Institutions offer the NCS / NSC without accreditation.</p> <p>The quality of teaching and learning may be compromised.</p> <p>Parents have nowhere to turn if the provision of the qualification is sub-standard as there is no regulatory framework.</p>	<p>All private education institutions offering qualifications on the GFETQSF must be registered and accredited.</p>	<p>Provide for accreditation of registered online education providers.</p> <p>Initiate the amendment of legislation to accommodate and regulate distance education.</p>	<p>Registered and accredited providers operating within an appropriate regulatory framework</p>

Challenge	Root cause	Effects	Solution	Intervention	Outcomes
Acts of dishonesty Imposters: people who write examinations for others	<p>Poor teaching and learning at college / school level</p> <p>Insufficient contact time</p> <p>Corruption and bribery</p> <p>Ineffective invigilation</p>	<p>Undermining of Umalusi qualifications</p> <p>Certified learners without appropriate skills and knowledge</p> <p>Difficulties in furthering studies</p> <p>Low productivity in the workplace</p> <p>The inability of qualification holders to keep their jobs after receiving the qualification.</p>	<p>Authentic candidates in all examinations</p>	<p>Provide directives to the assessment bodies to improve teaching and learning.</p> <p>Enforce sanctions on culprit candidates.</p> <p>Increase monitoring during the writing of examinations.</p> <p>Provide directives to strengthen security measures.</p>	<p>Credibly is certified and citizens are productive.</p>

2.4 Contribution to the empowerment of women, youth and people with disabilities

The organisation is taking steps to develop plans to empower women, youth and people with disabilities. To this end, the focus is on the four pillars considered in the 2022/23 APP. Umalusi's plans in this regard are as follows:

Table 5: Plans towards empowerment of women, youth and people with disabilities

Pillar	Pillar requirements	Proposals for 2023/24
Accountability, coordination and leadership	Bold leadership and strengthened accountability across government and society that responds strategically to gender-based violence and femicide (GBVF) with clear messaging and adequate technical and financial resources.	<ul style="list-style-type: none"> • Continue implementing Umalusi's Employment Equity Policy and plan (EE targets, disabilities etc.); • Amend employee/independent contract workers (ICW) documents to accommodate transgender persons; • Ensure that the size of designated parking for people with disabilities is increased to meet the needs of persons with mobility issues who use wheelchairs, crutches and walking frames; • Adopt a position on matters of GBV, e.g. make GBV within the workplace a dismissible offence; • Appoint women, youth, and people with disabilities (most work can be conducted online, making it suitable for people with physical disabilities); • Umalusi to design posters on GBVF to be displayed during meetings and in offices; • Develop a policy that focuses on issues affecting women, youth and people with disabilities, violence against women and lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA) individuals or integrate in other relevant policies.
	Strengthened multi-sectoral coordination and collaboration across different tiers of government and sections of society based on relationships of trust that give effect to the pillars of the national strategic plan on GBVF	<ul style="list-style-type: none"> • Advise the DBE to include topics dealing with GBVF in the curriculum; • Involve Umalusi in the emergency response action plan of the multi-sectoral coordination and accountability structure consisting of a functional team of various stakeholders responsible for the GBV fund and overseeing legislation.

Pillar	Pillar requirements	Proposals for 2023/24
Prevention and rebuilding social cohesion	Changed behaviour and social norms within key groups as a result of the rollout of evidence-based prevention interventions	<ul style="list-style-type: none"> • Umalusi will continue to conduct awareness talks on GBVF through wellness programmes; • Management will promote and cultivate a culture of diversity, equity, and inclusion within the organisation, in line with the Employment Equity action plan; • Inclusivity and sensitivity in terms of religious beliefs is to be encouraged. Align ourselves with the constitution with regard to freedom of religion, beliefs and opinions; • Observe the relevant campaigns commemorated in the national calendar among designated groups, such as the 16 Days of Activism, Disability Week, etc. Also observe other campaigns, such as Pride Month, to promote awareness, education and equality within the workplace; • Create a culture of tolerance for differently abled people.
	Shift away from toxic masculinities towards embracing positive alternative approaches for expressing masculinities and other sexual and gender identities within specific communities/groups	<ul style="list-style-type: none"> • Umalusi as a workplace should be a safe space for everyone, where the organisation recognises that there are various sexualities and gender identities; • Management will ensure that none of the internal policies at Umalusi discriminate against designated groups; • Umalusi will ensure that moderation criteria for assessment address any bias against GBV and social norms; • Curricula will be reviewed to create awareness of other sexual and gender identities; • Evidence needed by all providers in respect of awareness of accommodating designated groups and processes to address GBV (racism, transformation, religion) will be reviewed.

Pillar	Pillar requirements	Proposals for 2023/24
Economic empowerment	Accelerated initiatives that address women's unequal economic and social position through access to government and private sector procurement, employment, housing, access to land, financial resources and other income-generating initiatives	<ul style="list-style-type: none"> The organisation should target people with disabilities for recruitment; It should empower designated groups through supply chain management (SCM) processes by sending out advertisements to associations that cater for designated groups to provide them with more options; Amend the organisational forms to include LGBTQIA+ (for example, add "other" for identification on the forms); Relax tender specifications to cater for designated groups without compromising the quality / output; Investigate the possibility of developing GBV policy / amending existing policies to include GBV issues.
	Safe workplaces that are free of violence against women and LGBTQIA+ persons, including but not limited to sexual harassment	<ul style="list-style-type: none"> Umalusi's selection and appointment processes should specify requirements, criteria and qualifications so that prospective employees, including external contractors, are not deliberately excluded or disadvantaged from participation; Umalusi should create an internship programme for qualified unemployed people with no experience; Even though the organisation is doing well in some aspects of this pillar, it is crucial to address social and economic empowerment issues specifically for these categories of people in the organisation; Management needs to include GBV issues on the agenda for staff meetings.
Research and information management	Improved understanding of the extent and nature of GBVF, broadly and in relation to specific groups and forms in South Africa	<ul style="list-style-type: none"> Greater awareness of GBVF through research and internal newsletters; Invite an expert on this topic to give a presentation at Umalusi; Include the topic of GBVF during the annual training of contract staff.
	Strengthened use of existing research findings to shape GBV policy and programming interventions.	<ul style="list-style-type: none"> Share GBVF information (statistics, latest developments, reports etc.) during staff meetings, through PR & Comms; Use the findings of existing research to inform the implementation of new and existing policies and procedures; Sensitise external moderators to use of sensitive material that could be biased.
	Information related to GBVF is readily available across different government management information systems to address systemic challenges and facilitate effective solutions and responses	<ul style="list-style-type: none"> Include GBVF article in Makoya and other internal publications; The website of Umalusi should contain awareness-raising information on GBVF; Display information on GBVF at strategic points in the organisation.

3. Internal Environment Analysis

3.1 Organisational structure

Umalusi's organisational structure has 150 funded positions spread over three programmes, Administration, Qualifications and Research and Quality Assurance and Monitoring. Regarding the design of the management structure, the chief executive officer (CEO), three executive managers, and ten senior managers make up the senior management services personnel. The structure is small and flat, with few promotional positions allowing for career growth. Independent contractors undertake the bulk of Umalusi's quality assurance work.

3.2 Capacity of the organisation's human resources to achieve its mandate

The organisation prioritises the filling of vacant positions, the attraction of suitable candidates and employee retention to achieve its mandate. Figure 8 depicts the vacancy rate over the past five years (2017/18–2021/22), and shows an increase in this rate since 2020/21. Umalusi ensures that vacancies are filled as soon as possible to maintain a vacancy rate of below 10%.

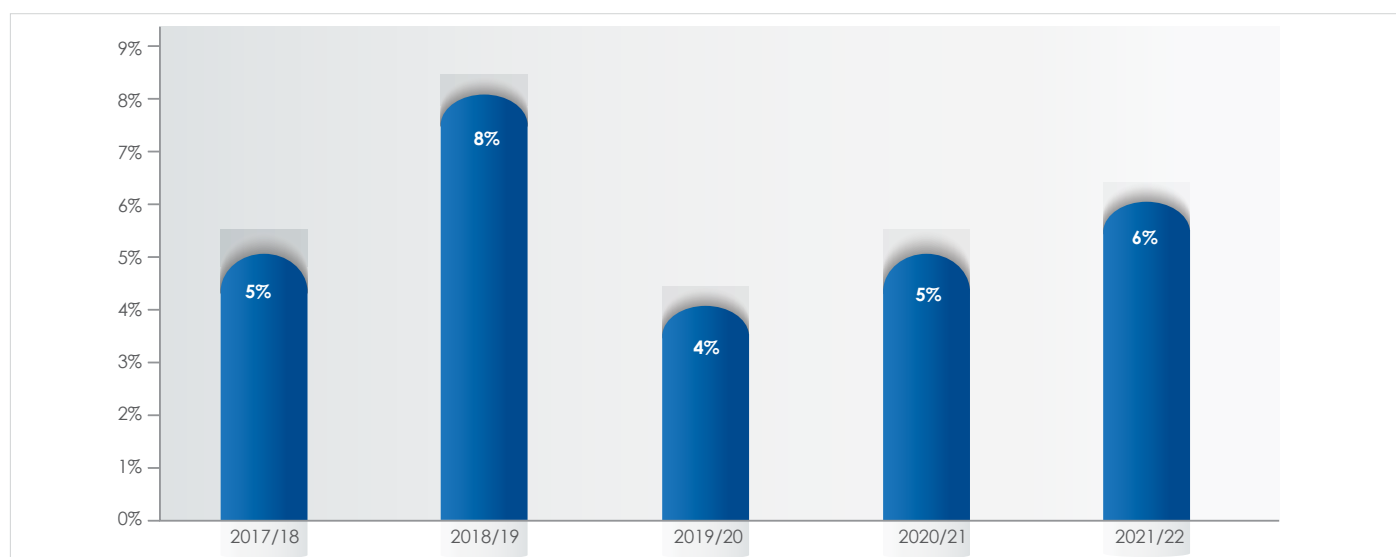


Figure 8: Organisational vacancy rate over the past five years

Although the vacancy rate remained below 10% as planned up to the end of December 2022, there were 18 resignations from the organisation. This is cause for concern in terms of the loss of institutional memory. The challenge posed by retention of staff is compounded by an inadequate budget, which makes it difficult for management to increase the number of positions in the organisation. The additional funding from the DBE this financial year was insufficient to relieve the pressure of staffing on the organisation. However, one upgraded post and 12 new posts were approved by Council in November 2022. Management remains committed

to promoting a culture of learning by providing bursaries and other capacity-building programmes to ensure that employees are equipped with the right skills and competencies to execute the mandate successfully.

3.3 Facilities

Refurbishment of the Thuto-Mfundo office building resumed in December 2021 and the construction phase of the project was completed in December 2022. The procurement of furniture remains a long-term plan for the organisation; it is anticipated that furniture for the newly renovated office spaces will have been procured by the last quarter of 2022/23. This would enable the organisation to use facilities such as conference venues, meeting rooms and ICT infrastructure, thus avoiding the costs of hiring venues for large meetings and functions. The building plans for the renovation of Umalusi House have been approved. This will allow the organisation to implement much-anticipated projects to address the current occupational health and safety shortcomings reported in the previous financial year. The priority is to make the building accessible to people living with disabilities and to repair the leaking roof.

3.4 Financial resources

Effective and efficient financial administration is the cornerstone of good governance and clean administration. The organisation obtained another clean audit, its third consecutive one. The budget is expected to rise by 1% from R186.6 million in the 2022/23 financial year to R188.5 million in the 2023/24 financial year. The proportion of the government grant to own revenue remains at 80:20. A significant portion of own-generated revenue comes from the verification of qualifications.

A substantial portion of the budget has been allocated to administration and quality of assurance of assessment. Twenty per cent of the budget has been allocated to the verification of qualifications, certification, standardisation of results and post-examination analysis. The increase in fuel prices and the high inflation rate exerts financial pressure on the organisation's budget; the cost drivers for the moderation of question papers, site visits and verification of marking are flights, car rental and accommodation. However, Umalusi continues to allocate resources prudently to deliver on its mandate.

3.5 Information and Communications Technology (ICT)

Umalusi's ICT network health score is maintained at 97% or above to ensure smooth operation and secure organisational information. This is possible because of the entity's implementation of Microsoft Azure cloud. This implementation will address the risk of ageing ICT infrastructure and ensure ICT service continuity. Umalusi has embraced the use of advanced technology in its business. The organisation is making strides towards ensuring that ICT is used to support business processes and service delivery.

Umalusi has developed an online certification replacement system. This system helps to increase the efficiency of replacing certificates by allowing candidates to apply directly online to Umalusi. Candidates receive certificates via a courier service. The system was developed to enhance the process of replacing lost or damaged certificates.

The current information security strategy requires review, and a three-year information security strategy is to be developed. The intention is to provide direction on what is needed in terms of security to safeguard all electronic systems, information and transactions against all threats. It will also create an environment that enables ICT value realisation by the organisation.

3.6 Communication management

In 2022, Umalusi added a new external communication platform, Wikipedia, and introduced SharePoint (Yammer) to communicate internally with staff. Furthermore, Umalusi held its 20th anniversary celebration in September 2022. Events during the anniversary provided a strategic platform for highlighting the organisation's milestones and contributions to the basic education sector and, by extension, the nation. Exhibitions were resumed after the lifting of the COVID-19 restrictions. In addition, several advocacy initiatives were undertaken using webinars and visits to various institutions, such as PED and universities.

3.7 Achievement of outcomes in the last two and half years

Progress made on the Outcome: Efficient and effective administrative systems

Umalusi constantly implements, reviews and adheres to the organisation's policies, keeping up to date with regulations, technology and effective ways of doing things. Currently, the organisation is introducing an e-procurement system to enhance the SCM processes, manage risks and ensure compliance.

To ensure accurate and relevant performance information, Umalusi verifies evidence regularly (monthly and quarterly) to avoid the risk of inaccurate reporting. Internal auditors also audit the performance information to validate quarterly and annual reports.

Several human capital management policies have been reviewed and approved by the CEO and Council to improve the efficiency of administrative processes. An online performance management development system was developed and finalised to improve the efficiency of performance assessments.

Efficient and effective administrative systems in the organisation have resulted in Umalusi obtaining unqualified audit opinions with no material findings (clean audits) for three consecutive years.

Progress made on the Outcome: Enhanced educational standards

Umalusi continues to advocate qualifications on the GFETQSF. Webinars and meetings are held regularly to provide stakeholders with essential information on issues related to qualifications on the sub-framework.

Umalusi conducted an international benchmarking of the NSC qualification against related school-leaving qualifications regionally and internationally. It was found that there was comparability between the NSC and these qualifications. This ensures that South African education standards are maintained and improved, based on the lessons learned.

In addition, the organisation continues to use research to inform decision-making. A post-examination analysis was conducted and findings were shared with the assessment bodies. The organisation conducted a qualitative analysis of the IsiNdebele Home Language question papers, and a first draft report was compiled and submitted. Umalusi also made inputs to the finalisation of the Coding and Robotics curricula. This indicates that the organisation is determined to improve education standards in order to offer relevant and credible qualifications.

As part of its mandate, the organisation is currently identifying gaps in the founding legislation for the accreditation of online schools. Umalusi finalised its Quality Assurance of Assessment (QAA) policy and this is about to be gazetted for implementation. In addition, the accreditation guideline documents have been reviewed to ensure their relevance to the processes. The framework for African languages for NASCA was also completed.

The organisation is currently drafting a discussion document for NASCA content subjects. This document will provide insights on assessment, articulation and recognition of prior learning that pertain to the qualification's adult target cohort and its NQF L4 standing with the NSC. The document is intended to provide direction on a differentiated quality assurance model for the NASCA content subjects.

Quality assurance activities are being successfully conducted within the organisation. The state of readiness (SOR) was conducted for all assessment bodies and Umalusi was satisfied with the progress made by assessment bodies compared to previous years. Most assessment bodies continue to register candidates successfully, establish examination centres and determine the risk profiles of the centres. Assessment bodies implement stringent measures to ensure the security of examination materials at the various stages in the examination cycle. Where there is non-compliance with the set standards, directives for compliance and improvement are issued to the assessment body concerned. The organisation monitors the implementation of assessment body improvement plans to ensure that examination standards are upheld.

The organisation standardised the June examinations for NSC, SC(a), GETC and NATED. Umalusi also noted a significant improvement in the quality and standard of question papers, as reflected in the low number of question papers returned to assessment bodies for amendments at the first level of moderation. This indicates that the assessment bodies are determined to comply with Umalusi's criteria for approval of question papers.

The implementation of directives by assessment bodies should lead to complete adherence to quality assurance standards, ensuring the maintenance of educational standards. The number of accredited private education institutions is growing steadily. The public is becoming increasingly aware of the need for private education institutions to be accredited, with many enquiries from members of the public regarding the accreditation status of institutions. Accreditation by Umalusi has a strong currency in the independent education sector.

The organisation continues to monitor accredited institutions through online site verification and unannounced visits. The unannounced visits allow Umalusi to verify actual operations.

All 2021 examinations were conducted without any systemic irregularities. This is evidence that all assessment bodies adhered to the quality assurance of assessment standards set for them.

The organisation will continue to review the conceptualised strategy to improve the evaluation of the SOR and monitor improvement plans submitted by assessment bodies.

3.8 Mid-term challenges and how they will be addressed in the remaining years

Umalusi conducted a mid-term evaluation and a summary of the findings of the Mid-term Report are hereby presented in table 6. Based on the risk profile of the organisation, the following improvement measures are suggested to achieve the two organisation's outcomes in the remaining years of the five-year term.

Table 6: Corrective measures to improve performance

Area of operation	Challenges	Corrective measures
Financial management	<ul style="list-style-type: none"> Non-compliance with applicable financial and supply chain management (SCM) legislation and prescripts. Non-compliance may lead to irregular, fruitless and wasteful expenditure being incurred and lead to adverse audit findings. 	<ul style="list-style-type: none"> Training of the SCM team and staff to effectively implement the SCM policies.
ICT infrastructure and systems	<ul style="list-style-type: none"> Ageing ICT infrastructure or server failure causing network connectivity extended downtime Access to management information system (MIS) impacts all business units Vulnerability to cyber threats that may lead to information loss 	<ul style="list-style-type: none"> The organisation is implementing a cloud solution. Regular backups will continue to be done. The organisation is replacing the MIS with enterprise resource planning (ERP). Continuous ICT security awareness is provided to staff. Weekly scans are conducted to mitigate vulnerabilities.
Loss of human capital	<ul style="list-style-type: none"> High staff turnover may lead to non-achievement of deliverables, and failure to fulfil the mandate of Umalusi 	<ul style="list-style-type: none"> Implementation of the retention strategy and succession plan are important. The organisation is considering an alternative funding model to augment the personnel budget, which might enable a work study process to grade posts accordingly, and perhaps relieve the current high workload.
Certification	<ul style="list-style-type: none"> Misrepresented certificates compromise the credibility of Umalusi's qualifications. Also, learners are not protected from fraudsters. Issuing certificates wrongly or withholding certificates from learners. This affects the credibility of Umalusi's certificates, and delays the issuing of certificates. This compromises the standards and affects Umalusi's reputation Certification of learners at unaccredited institutions 	<ul style="list-style-type: none"> Continue providing lists of accredited institutions. Conduct research on unaccredited private providers and certification of learners. Establish a centralised system to manage Umalusi's resulting and certification system. Compare certification data with resulting data. Continue to educate parents/communities on the implications of sending learners to unaccredited institutions

Area of operation	Challenges	Corrective measures
Learner data for standardisation	<ul style="list-style-type: none"> Assessment bodies do not adhere to timeframes for the submission of datasets for quality assurance processes, e.g. testing the data for accuracy. This affects the standardisation and resulting process and the integrity thereof. The integrity of the assessment process and the testing of results may be compromised, affecting educational standards. 	<ul style="list-style-type: none"> Continued consultations with assessment bodies. Release dates to take into consideration of the administrative processes. Timeframes for end-of-year processes need to be reviewed.
Quality assurance of assessment	<ul style="list-style-type: none"> Umalusi is not able to quality assure all subjects of qualifications registered on the sub-framework. This is mainly due to budget constraints, limited expertise in the country in some subjects, and assessment bodies introducing new subjects. 	<ul style="list-style-type: none"> Umalusi will continue to rotate the sample of subjects to be quality assured. Recruitment through headhunting of suitably qualified personnel. There is a need to plan for the quality assurance of newly introduced subjects.
Unaccredited institutions	<ul style="list-style-type: none"> Unaccredited private institutions continuing to offer Umalusi qualifications. Not knowing how tuition is done in these institutions brings uncertainty on adherence to the set standards for Umalusi's qualifications. 	<ul style="list-style-type: none"> Continued use of different advocacy strategies to educate and influence communities against using these institutions might lead to a reduction in the number of unaccredited private education institutions.
Advocacy	<ul style="list-style-type: none"> Advocacy exhibitions as a mechanism to educate the public about qualifications on the GFETQSF were stopped in 2020 due to COVID-19. This slowed down the rate of advocacy in the first half of this term. 	<ul style="list-style-type: none"> Resuscitate advocacy exhibitions in the remaining half of the term. Continue doing advocacy through webinars

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PART C:

Measuring Our Performance

1. Institutional Performance Information

Table 7 lists Umalusi’s core programmes and sub-programmes.

Table 7: Core programmes and sub-programmes

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

1.1 Programme 1: Administration

1.1.1 Programme Purpose

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

1.1.2 Sub-Programmes and Purpose

The Administration programme comprises the following five sub-programmes:

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

The S & G sub-programme aims to provide good corporate governance, to support Council, manage the Office of the CEO, manage performance information and facilitate strategy development.

Sub-programme 1.2: Public Relations and Communications (PR & Comms)

The PR & Comms sub-programme aims to communicate the organisational mandate, strategy and services to stakeholders.

Sub-programme 1.3: Information and Communications 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)

This sub-programme aims 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 that 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, and to maintain a procurement system that is fair, equitable, transparent, competitive and cost-effective.

1.1.3 Outcomes, Outputs, Output Indicators and Targets

Table 8 shows the Administration programme outcomes, outputs, output indicators and targets.

Table 8: Administration: Outcomes, outputs, output indicators and targets

Outcome	Outputs	Output indicators	Annual targets						
			Audited performance		Estimated performance	MTEF period			
			2019/20	2020/21		2021/22	2022/23	2023/24	2024/25
Efficient and effective administrative systems	1.1 Advocacy initiatives	1.1.1 Number of advocacy initiatives conducted	-	4	5	8	8	8	8
	1.2 Achieved ICT network health score	1.2.1 ICT network health score maintained at $\geq 97\%$	-	98%	97%	$\geq 95\%$	$\geq 97\%$	97%	$\geq 97\%$
	1.3 Minimised vacancy rate	1.3.1 Average vacancy rate maintained at $\leq 10\%$	-	5%	6%	$\leq 10\%$	$\leq 10\%$	$\leq 10\%$	$\leq 10\%$
	1.4 Paid invoices	1.4.1 Average number of days for payment of creditors and suppliers	-	-	-	30	30	30	30



1.1.4 Output Indicators: Annual and Quarterly Targets

Table 9 shows the Administration programme output indicators, annual and quarterly targets.

Table 9: Administration: Output Indicators, annual and quarterly targets

Output indicators	Reporting cycle	Annual targets	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1 Number of advocacy initiatives conducted	Quarterly	8	2	2	2	2
1.2.1 ICT network health score maintained at $\geq 97\%$	Quarterly	$\geq 97\%$	$\geq 97\%$	$\geq 97\%$	$\geq 97\%$	$\geq 97\%$
1.3.1 Average vacancy rate maintained at $\leq 10\%$	Quarterly	$\leq 10\%$	$\leq 10\%$	$\leq 10\%$	$\leq 10\%$	$\leq 10\%$
1.4.1 Average number of days for payment of creditors and suppliers	Quarterly	30	30	30	30	30

1.1.5. Explanation of Planned Performance over the Medium-Term Period

The Administration programme's outputs will be implemented to ensure the achievement of the Outcome: Efficient and effective administrative systems. All Administration sub-programmes will play a role in achieving this outcome. Each sub-programme will focus on the activities and projects for the 2023/24 financial year and the balance of the MTEF period. Measures include reviewing and developing policies, systems and procedures that guide organisational administration.

Strategy and Governance

In addition to developing the 2024/25 APP and monitoring performance through reporting, the focus in this MTEF period will be on the following:

- Managing performance information risks;
- Monitoring performance information audit findings;
- Improving the management of performance information; and
- Strengthening corporate governance.

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

Public Relations and Communications

In addition to regular public relations and communications services, the focus during this MTEF period will be on the following:

- Organising a colloquium to profile Umalusi's research;
- Developing a corporate digital media strategy; and
- Adopting an aggressive content-generation strategy to keep all stakeholders on these platforms informed about Umalusi's work and to increase the number of subscribers (followers).

A colloquium to share Umalusi's research findings with relevant stakeholders and to keep them informed is important to the advocacy initiative. All communication platforms, including digital media, enable the organisation to educate the public

about the GFETQSF; this is a legislative mandate. The key deliverables of this sub-programme, especially advocacy, contribute directly to the Outcome: Enhanced educational standards.

Information and Communications Technology

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

- Developing enterprise resource planning (ERP) to address challenges facing management information systems (MIS) and to improve organisational efficiency.

ERP will improve services to Umalusi's staff and stakeholders, enhance business reporting and modernise business process standardisation.

Human Capital Management

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

- Strengthening HCM governance related to policies, processes and procedures;
- Maintaining the vacancy rate at $\leq 10\%$;
- Improving employee well-being programmes;
- Strengthening governance by enhancing the HCM policies to ensure the smooth administration of processes and procedures regarding human capital life-cycle activities; and
- Implementing awareness programmes through the appointed employee wellness service provider to safeguard the well-being of employees.

The HCM function assists the organisation in attracting the right talent, enhances employee retention strategies, and maintains the vacancy rate at $\leq 10\%$ to ensure human capital stability. This ensures that the organisation is efficient and effective in delivering its mandate.

Finance and Supply Chain Management

In addition to the effective and efficient financial administration of budget allocation and management of expenditure, the focus this financial year will be on:

- Addressing the post-retirement medical aid obligation;
- Implementing the redesigned office plan for

Umalusi House to address waterproofing and issues of non-compliance with occupational health and safety regulations; and

- Developing an alternative funding model.

The organisation continues to align its processes and policies with legislation and to respond to the changing environment to achieve its goal of effective and efficient administration. Umalusi's financial and supply chain management policies, systems and procedures are reviewed and monitored to guide all business operations, and are enforced to ensure compliance with legislation. The efficiency and effectiveness of financial management systems contributes to the organisation's achievement of a clean audit.

1.2 Programme 2: Qualifications and Research

1.2.1 Programme Purpose

The purpose of the programme is to develop and manage an efficient and effective

GFETQSF within the NQF and to undertake strategic research in support of that goal.

1.2.2 Sub-Programmes and Purpose

The Qualifications and Research programme comprises 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 and the standard QCC functions of managing qualifications, certification and verification.

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 the standardisation of learner results to inform Council's professional work and organisational strategy.



1.2.3 Outcomes, Outputs, Output Indicators and Targets

Table 10 shows the Qualifications and Research programme outcomes, outputs, output indicators and targets.

Table 10: Qualifications and Research: Outcomes, outputs, output indicators and targets

Outcome	Outputs	Output indicators	Annual targets						
			Audited performance			Estimated performance			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Enhanced education standards	2.1 Reports on the management of qualifications	2.1.1 Number of reports produced on the management of qualifications in the sub-framework	1	1	1	1	1	1	1
	2.2 Reports on the certification of learner achievements	2.2.1 Number of reports produced on the certification of learner achievements for qualifications in the sub-framework	-	-	-	4	4	4	4
	2.3 Reports on the verification of certificates issued	2.3.1 Number of reports produced on the verification of qualifications (certificates) in the sub-framework	-	-	-	4	4	4	4
	2.4 Completed research reports	2.4.1 Number of research reports completed in various formats	3	4	5	5	6	6	6

1.2.4 Output Indicators: Annual and Quarterly Targets

Table 11 shows the Qualifications and Research programme output indicators, annual and quarterly targets.

Table 11: Qualifications and Research: Output Indicators, annual and quarterly targets

Output indicators	Reporting cycle	Annual targets	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1 Number of reports produced on the management of qualifications in the sub-framework	Annual	1	-	-	-	1
2.2.1 Number of reports produced on the certification of learner achievements for qualifications in the sub-framework	Quarterly	4	1	1	1	1
2.3.1 Number of reports produced on the verification of qualifications (certificates) in the sub-framework	Quarterly	4	1	1	1	1
2.4.1 Number of research reports completed in various formats	Annual	6	-	-	-	6

1.2.5. Explanation of Planned Performance over the Medium-Term Period

Qualifications, Curriculum and Certification

Programme 2 activities and programmes support the Outcome: Enhanced educational standards. The two sub-programmes will enhance educational standards through the outputs set for the MTEF period.

In addition to the standard QCC functions of managing qualifications, certification and verification, the focus for the 2023/24 MTEF will be on:

- Reviewing the GFETQSF and associated policies, e.g. Policy and Criteria for Assessment, RPL and Credit Accumulation and Transfer (CAT);
- The offering of foreign qualifications in the country, such as the IB and CIE;
- Monitoring the implementation of an online certification system for replacement certificates;
- Aligning qualifications to the GFETQSF and phasing out legacy (pre-2009) qualifications;
- Registering and implementing the GEC;
- Implementing the NASCA;
- Developing certification directives for the GEC; and
- Appraising the DBE Marine Sciences subject assessment guidelines.

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

As a quality council, Umalusi must ensure that qualifications on the GFETQSF are offered in a manner that protects the integrity and credibility of these qualifications. Where intergovernmental agreements have been concluded on offering

the GFETQSF qualifications, Umalusi will determine and monitor the quality assurance of assessment standards to ensure that these qualifications are not compromised.

Statistical Information and Research

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

- Conducting research on quality assurance of the GETCA, NASCA and GEC;
- Appraising intended curricula and assessed curricula for NASCA and the GEC;
- Articulating the GEC and qualifications registered on the Occupational Qualifications Sub-framework (OQSF) (with a focus on fundamentals); and
- Reviewing mandated quality assurance processes.

The research aims to provide evidence-based justification for recommendations to strengthen qualifications and their quality assurance models, their underpinning curricula and the development of the necessary skills in current and future contexts. The research is also intended to enhance standards, inform articulation across sectors and advise the minister on strengthening qualification standards through appropriate and responsive curricula. Such research would make a significant contribution to the continued improvement of the quality of education in the general and further education and training (GFET) sector and create a theoretical basis for all professional work in which Umalusi engages.

This research is also designed to include a critical situational analysis to inform systematic reviews of quality assurance processes and the setting, interpretation and implementation of educational standards. Such analysis would inform the management and fostering of qualifications registered on the GFET sub-sub-framework.

1.3 Programme 3: Quality Assurance and Monitoring

1.3.1 Programme Purpose

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

1.3.2 Sub-Programmes and Purpose

The Quality Assurance and Monitoring (QAM) programme comprises the following three sub-programmes:

Sub-programme 3.1: Quality Assurance of Assessment: School Qualifications (QAA: SQ)

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

Sub-programme 3.2: Quality Assurance of Assessment: Post-School Qualifications (QAA: PSQ)

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

Sub-programme 3.3: Evaluation and Accreditation (E&A)

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



1.3.3 Outcomes, Outputs, Output Indicators and Targets

Table 12 reflects the Quality Assurance and Monitoring programme outcomes, outputs, output indicators and targets.

Table 12: Quality Assurance and Monitoring: Outcomes, outputs, output indicators and targets

Outcome	Outputs	Output indicators	Annual targets						
			Audited performance		Estimated performance	MTEF period			
			2019/20	2020/21		2021/22	2023/24	2024/25	2025/26
Enhanced educational standards	3.1 Published quality assurance of assessment reports	3.1.1 Number of quality assurance reports published for qualifications registered on the GFETQSF	10	8	10	10	9	10	10
	3.2 Approved question papers	3.2.1 Percentage of question papers approved per qualification	100%	100% (844/844)	100% (982/982)	100%	100%	100%	100%
	3.3 Audited assessment bodies for the state of readiness	3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations	13	13	4	4	4	4	4
	3.4 Verified marking	3.4.1 Number of subjects for which verification of marking is conducted	90	85	93	90	92	95	95

Outcome	Outputs	Output indicators	Annual targets						
			Audited performance		Estimated performance	MTEF period			
			2019/20	2020/21		2021/22	2023/24	2024/25	2025/26
Enhanced educational standards	3.5 Moderated internal assessment	3.5.1 Number of subjects for which moderation of internal assessment is conducted	208	180	198	190	195	200	195
	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	89%	94.8% (110/116)	100% (176/176)	86%	87%	88%	88%
	3.7 Monitored private education institutions	3.7.1 Percentage of identified private education institutions monitored after being granted accreditation	95.7%	87.4% (228/261)	90.1% (336/373)	90%	90%	90%	90%



1.3.4 Output Indicators: Annual and Quarterly Targets

Table 13 reflects the Quality Assurance and Monitoring programme output indicators, annual and quarterly targets.

Table 13: Quality Assurance and Monitoring: Output indicators, annual and quarterly targets.

Output indicators	Reporting cycle	Annual targets	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1 Number of quality assurance of assessment reports published for qualifications registered on the GFETQSF	Quarterly	9	-	1	1	7
3.2.1 Percentage of question papers approved per qualification	Annual	100%	-	-	-	100%
3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations	Annual	4	-	-	4	-
3.4.1 Number of subjects for which verification of marking is conducted	Annual	92	-	-	-	92
3.5.1 Number of subjects for which moderation of internal assessment is conducted	Annual	195	-	-	-	195
3.6.1 Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit	Annual	87%	-	-	-	87%
3.7.1 Percentage of identified private education institutions monitored after being granted accreditation	Annual	90%	-	-	-	90%

1.3.5. Explanation of Planned Performance over the Medium-Term Period

The outputs of the Quality Assurance and Monitoring (QAM) programme will be implemented to ensure that the organisation's second outcome, 'enhanced educational standards' is achieved. The focus areas that will assist in achieving this outcome are provided below for each sub-programme.

Quality Assurance of Assessment: School Qualifications

In addition to the standard quality assurance of assessment functions for school qualifications, the focus will be on:

- Reflecting and reporting on the moderation of non-official languages' question papers;
- Reflecting and reporting on the implementation of the reconfigured quality assurance of the SBA; and
- Monitoring the progress made by assessment bodies in addressing directives issued for improvements and compliance, and compiling a report on observed trends.

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

Quality Assurance of Assessment: Post-School Qualifications

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

- Strengthening internal assessment moderation and feedback methods to improve teaching, learning and assessment;
- Strengthening monitoring of the implementation

of directives issued for improvement and compliance to track progress over time;

- Improving moderators' skills and competencies through blended training approaches for continuous professional development;
- Tracking the conduct, administration and management of centralised examination and assessment processes of the GETC: ABET since the DHET function shift; and
- Increasing external moderation and monitoring of ISAT conduct and oral assessments, using innovative approaches for enhanced validity.

These focus areas will enhance the feedback from moderation provided to assessment bodies and improve the quality assurance of assessments and, consequently, student performance.

Sub-programme 3.3: Evaluation and Accreditation

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

- Appointing and training ICW to increase the pool of contractors available to conduct evaluations and write reports;
- Reviewing consolidated accreditation reports to streamline the reporting process;
- Implementing a revised re-application process for private colleges; and
- Implementing a revised approach to reporting accreditation status to assessment bodies dealing with independent schools.

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

1.4. Programme resource considerations

1.4.1 Overview: Budget and MTEF Estimates

1.4.1.1 Organisational budget

Table 14 provides an overview of the organisation's 2023/24 MTEF estimates.

Table 14: 2023/24 MTEF estimates

	Actual audited			Approved budget	Budget estimates		
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Administration	69,856	59,677	70,768	75,797	80,050	83,402	87,568
Qualifications and Research	24,664	32,014	33,303	34,692	32,853	34,228	35,940
Quality Assurance Monitoring	82,076	71,619	75,230	77,234	84,525	88,063	92,466
Total expenditure	176,596	163,310	179,301	187,723	197,428	205,693	215,974

1.4.1.2 Programme 1: Administration

Table 15 reflects an overview of budget estimates for the Administration programme.

Table 15: 2023/24 MTEF budget estimates for Programme 1: Administration

	Actual audited			Approved budget	Budget estimates		
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	38,606	35,956	37,125	39,872	44,417	46,276	48,590
Goods and services	27,671	22,721	32,501	33,659	33,265	34,657	36,390
Depreciation	3,579	1,000	1,142	2,266	2,368	2,468	2,588
Total expenditure	69,856	59,677	70,768	75,797	80,050	83,402	87,568

1.4.1.3 Programme 2: Qualifications and Research

Table 16 reflects an overview of budget estimates for the Qualifications and Research programme.

Table 16: 2023/24 MTEF budget estimates for Programme 2: Qualifications and Research

	Actual audited			Approved budget	Budget estimates		
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	18,031	20,382	19,944	22,471	21,778	22,690	23,824
Goods and services	6,633	11,632	13,359	12,221	11,075	11,539	12,116
Total expenditure	24,664	32,014	33,303	34,692	32,853	34,228	35,940

1.4.1.4 Programme 3: Quality Assurance and Monitoring

Table 17 reflects an overview of budget estimates for the Quality Assurance and Monitoring programme.

Table 17: 2023/24 MTEF budget estimates for Programme 3: Quality Assurance and Monitoring

	Actual audited			Approved budget	Budget estimates		
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	27,602	28,438	28,437	31,353	33,172	34,561	36,289
Goods and services	54,474	43,181	46,793	45,881	51,353	53,503	56,178
Total expenditure	82,076	71,619	75,230	77,234	84,525	88,063	92,466

1.5 Explanation of resources' contribution to achieving the outputs

The approved budget for the 2023/24 financial year is R188.6 million, an increase of one per cent from the previous financial year. The government transfer is 86% of the approved budget. Income generated by Umalusi is expected to amount to R26 million in the 2023/24 financial year, with verification services contributing a significant portion of this internally generated revenue. Accreditation of independent schools is expected to generate R4.3 million through site visits and evaluations of improvement plans. It is anticipated that interest income will drop significantly to a low cash flow after the construction project has been completed.

QAA has been allocated a budget of R76 million from the total allocation; R43.6 million is earmarked for the moderation of question papers, verification of marking, training of moderators, discussion of marking guidelines, monitoring examinations, following up suspected irregularities and the costs associated with Assessment Standards Committee activities. The balance of the allocation will be used for staff salaries.

Administrative activities have been allocated R75.9 million; this will assist the organisation in supporting the core function business units. Administrative activities include amounts allocated for audits, advocacy campaigns, maintenance of the two properties owned by the organisation, governance functions, ICT infrastructure and network, training and development, and health and wellness of staff. Compensation for support staff is expected to total R41.6 million, which is 54% of the total budget.

Conducting verification of qualifications and issuing certificates to qualifying students has been allocated R12.7 million, while the compensation of employees for the QCC Unit has been allocated a budget of R23.5 million.

1.5.1 Materiality and Significance

1.5.1.1. Materiality

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

- a) The nature of Umalusi's business;
- b) Statutory requirements affecting Umalusi;
- c) Inherent and controlled risks associated with Umalusi; and
- d) Quantitative and qualitative issues.

Taking these factors into account, Council 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 563 076 and above, that is 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 predetermined objectives and its financial position at the end of the financial year concerned.

1.5.1.2 Significance

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

- a) Establishment or participation in the establishment of a company – each transaction reported 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 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.

2. Updated Key Risks to the Strategic Plan and their Mitigation

Table 18 reflects Umalusi's updated key risks and mitigation strategies.

Table 18: Updated key risks and mitigation strategies

Outcome	Key risks	Risk mitigation
Efficient and effective administrative systems	a. MIS server licensing (Teknatic/ enveloper issue) Windows 2008 R2 end-of-support, maintenance	<ul style="list-style-type: none"> • Replace MIS with ERP solution
	b. High staff turnover and burnout	<ul style="list-style-type: none"> • Use of contractors as and when required; • Implement the employee wellness programme; • Propose additional positions.
	c. ICT vulnerability to cyber threats	<ul style="list-style-type: none"> • A vulnerability management solution installed and monitored periodically; • Procure a security operations centre.
	d. Financial loss	<ul style="list-style-type: none"> • Medical aid benefit discontinued for new staff, effective 1 May 2019; • Transfer of the liability to a third party; • Advice sought from a licensed financial advisory body; • To provide a prepayment service for accreditation of debtors and provide service only after payment; • Blocking on the mainframe of certification debtors who do not pay for services rendered (printed certificates).

Outcome	Key risks	Risk mitigation
Enhanced educational standards	a. Budget cuts impact the delivery of intended targets.	<ul style="list-style-type: none"> • Organisation to review the funding model to cater for the desired targets; • Ring-fence the budget; • Put systems in place to minimise debt and maximise revenue.
	b. Reliance on independent contractors for the execution and reporting of processes may compromise the confidentiality of organisational information.	<ul style="list-style-type: none"> • Independent contractors' contracts must include issues of confidentiality and consequences; • Deploy staff to conduct some quality assurance processes; • Deploy staff to monitor contract staff when conducting quality assurance processes; • Develop a policy statement of Umalusi's position regarding the Protection of Personal Information (POPI) Act; • Quality assure the reports received from independent contractors
	c. Unavailability of monitors/moderators/verifiers to perform QAA processes	<ul style="list-style-type: none"> • Revise the plans so that processes are conducted as planned by replacement personnel.
	d. Examination irregularities	<ul style="list-style-type: none"> • Strengthen the state of readiness audit processes to identify centres where potential risks of irregularities exist; • Monitor a sample of examination centres; • Umalusi to verify the audit of the state of readiness reports of centres outside South Africa submitted by assessment bodies.
	e. The use of the same consultants to conduct research may result in biased research outcomes/findings.	<ul style="list-style-type: none"> • Increase and diversify the pool of ICW.
	f. The use of an e-standardisation portal may compromise the confidentiality of information (e.g. marks) and the standardisation process.	<ul style="list-style-type: none"> • Monitor and review the current practices to maintain the integrity and confidentiality of the standardisation process.

3. Public Entities

None.

4. Infrastructure Projects

None.

5. Public Private Partnerships

None.



PART D:

Technical Indicator Descriptions (TID)



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

Indicator title	1.2.1: ICT network health score maintained at ≥97%
Definition	<p>The ICT network health score is a weighted average calculation that provides an “at a glance” overall network health score. Individual items are scored 0% (lowest) to 100% (highest). Server uptime, alarm score, disk score and operating system scores are totalled, averaged, and weighted to generate a percentage.</p> <p>Server uptime measures the percentage of time that servers are running; the higher the score, the better the performance. Alarm scores are measured by the number of system-generated alarms: the fewer alarms generated, the higher the score (100% means 0 to 3 alarms). Disk score indicates the percentage of hard drive space used on all machines or servers to ensure that the space used is less than 60%. The operating system (OS) score indicates that all mission-critical machines or servers have the latest version of Windows installed.</p>
Source of data	IT management software and monitoring solution
Method of calculation	<p>Quarterly calculation:</p> <p>The average percentages for server uptime, alarm score, disk score and operating systems are calculated as individual percentages, added together and divided by four: i.e. server uptime score + alarm score + disk score + operating system score/4</p> <p>Annual calculation:</p> <p>Four reported quarterly network health percentages are added together at the end of the financial year and the total is divided by four to give the average annual network health score.</p>
Means of verification	System-generated ICT network health score report
Assumptions	None
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	To maintain the ICT health network score at an acceptable level for smooth ICT operations and the security of information
Indicator responsibility	Senior Manager: ICT

Indicator title	1.3.1: Average vacancy rate maintained at ≤10%
Definition	This indicator measures the minimising of the organisational vacancy rate to an acceptable rate to ensure that mandates are efficiently and effectively carried out.
Source of data	Staff establishment records or system
Method of calculation	<p>Quarterly calculation:</p> <p><i>Number of vacant positions on the organisational structure</i></p> <p><i>Number of all approved (funded) positions on organisational structure*100</i></p> <p>Annual calculation:</p> <p>Add the four (quarterly reported) outputs and divide by four.</p>
Means of verification	Quarterly reports on the staff establishment
Assumptions	Vacated positions are filled within three months
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Maintain organisational vacancy rate at 10% or lower annually.
Indicator responsibility	Senior Manager: HCM



Indicator title	1.4.1: Average number of days for payment of creditors and suppliers
Definition	<p>This indicator measures the time it takes to pay service providers on average, within 30 days as per National Treasury guidelines. Valid invoices are submitted by creditors and suppliers who have rendered services or supplied goods (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 as confirmed by the F&SCM Unit date stamp. Any invoice with a valid query* must be resolved before payment is made. Such invoices will be excluded from the population. Once the query has been resolved, the 30-day period will be applied. (The Finance sub-unit will issue a new date stamp.)</p> <p>*Valid query communicated to the service provider</p> <p>Data to exclude claims and travel travel-related Invoices</p>
Source of data	<p>PASTEL system</p> <p>Register of invoices paid within the period</p>
Method of calculation	Total number of days for all valid invoices paid in the quarter under review, divided by the number of invoices received by the F&SCM Unit during the quarter.
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
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Umalusi aims to pay invoices within 30 days of receipt from creditors and suppliers.
Indicator responsibility	Senior Manager: F&SCM



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 produced on activities/developments in 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; 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	Reports 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.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Development of reports reflecting the extent of the GFETQSF management initiatives
Indicator responsibility	Senior Manager: QCC



Indicator title	2.2.1: Number of reports produced on the certification of learner achievements for qualifications in the sub-framework
Definition	This indicator measures the number of reports produced on activities/processes in the certification of learner achievements for qualifications in the GFETQSF. The reports cover the following aspects in the certification spectrum: the number of datasets received per qualification per assessment body/PED; the number of transactions received, accepted and rejected; the number of certificates printed; the number of candidates who obtained admission to higher education; breakdown of the type of certificates issued, i.e. first issues, replacements, re-issues; progress on the certification of various cohorts of learners per examination; report on “outstanding” certificates; the number of learner records submitted/loaded onto the National Learners’ Records Database (NLRD).
Source of data	Certification data retrieved from the certification system
Method of calculation	Count of reports produced on the certification of learner achievements for qualifications on the sub-framework
Means of verification	Reports on the certification of learner achievements for qualifications on the GFETQSF
Assumptions	Information concerning the certification of learner achievements of qualifications is valid and aligned with the financial year of reporting.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Development of reports reflecting the extent of the execution of the certification mandate of Umalusi on the GFETQSF
Indicator responsibility	Senior Manager: QCC



Indicator title	2.3.1: Number of reports produced on the verification of qualifications (certificates) in the sub-framework
Definition	<p>This indicator measures the number of reports produced on activities/processes in the verification of qualifications (certificates) in the GFETQSF. The reports cover the following aspects of verification:</p> <ul style="list-style-type: none"> • Number of verification requests received per email; • Percentage achievement according to the SLA (within two days); • Number of clients submitting verification requests; • Type of verification: e-verification, confirmation or full verification; • "Misrepresented" certificates; • Number of court appearances; • Affidavits issued.
Source of data	Verification data retrieved from the certification and verification system
Method of calculation	Count of reports on the verification of qualifications (certificates) in the sub-framework
Means of verification	Reports on the verification of qualifications (certificates) in the GFETQSF
Assumptions	Information concerning the verification of qualifications (certificates) is valid and aligned to the financial year of reporting.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Writing of reports reflecting the extent of the verification service provided by Umalusi to uphold the integrity of qualifications
Indicator responsibility	Senior Manager: QCC

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



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 quality assurance of assessment reports published on the compliance of assessment bodies with Umalusi policies across all quality assurance processes. Assessment bodies are departments of education or bodies accredited by Umalusi to conduct, administer and manage the external summative assessment and to moderate internal assessment for qualifications registered on the GFETQSF. Qualification refers to a national qualification registered on the GFETQSF. Quality assurance processes include, inter alia, moderation of question papers, auditing of the state of readiness to manage, administer and conduct the examination, moderation of internal assessment, audit of appointed markers, monitoring the writing of examinations and marking, and the quality assurance of marking.
Source of data	Quality assurance reports
Method of calculation	Count of quality assurance of assessment reports published
Means of verification	Quality assurance of assessment reports Communique to assessment bodies List of examinations conducted
Assumptions	The examinations will be conducted as planned for the year Submission of self-evaluation reports by the assessment bodies, and the monitoring and moderation reports by independent contractors
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	To publish quality assurance of assessment reports to provide feedback to assessment bodies on the quality assurance processes so that they may improve their functions
Indicator responsibility	Senior Manager: QAA: SQ and Senior Manager: QAA: PSQ

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

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

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



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, and instructional offerings in the case of the NATED Report 190/191, which are sampled for the moderation of internal assessment. Moderation measures the assessment bodies' compliance with internal assessment requirements.</p> <p>Internal assessment refers to assessments conducted at the sites of learning and includes site-based (SBA) for the GETC: ABET, and ICASS and practical assessment tasks (PAT) for TVET qualifications.</p> <p>SBA, ICASS and PAT are students' evidence of assessments conducted and assessed at the sites of learning.</p> <p>Assessment bodies are departments of education or bodies accredited by Umalusi to conduct, administer, manage examinations and moderate internal assessment for qualifications registered on the GFETQSF.</p>
Source of data	External moderator reports on the moderation of internal assessment
Method of calculation	Count of subjects moderated
Means of verification	List of subjects moderated for internal assessment
Assumptions	Timely submission of moderation of internal assessment reports by independent contractors
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Evidence of student work in internal assessment to be moderated and reported
Indicator responsibility	Senior Manager: QAA: PSQ

<p>Indicator title</p>	<p>3.6.1: Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit</p>
<p>Definition</p>	<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: E&A, within 12 months of the date of the site visit. The 12-month period may include site visits made in the previous financial year. However, as long as the report is presented to the ACC in the current financial year and is not deferred to the ACC meeting in the next financial year, the institution will be counted.</p> <p>An accreditation outcome refers to the recommendation of the ACC on the outcome of an application for accreditation from a private education institution. The outcome is presented to the CEO of Umalusi for a decision of “accreditation” for schools or “seven years’ accreditation” for private colleges, “two years’ provisional accreditation” or “no accreditation” or the recommendation of a window period granted to the private education institution by the ACC and confirmed by the Senior Manager: E&A.</p> <p>In a site visit, teams of evaluators and subject specialists visit an institution to verify whether that institution meets the minimum requirements for accreditation. This may be an initial site visit in the accreditation process, or a follow-up visit after an institution has received an outcome of provisional accreditation at the last presentation of the report to the ACC, or a window period to improve. The private education institution must make payment before a site visit is made.</p> <p>“Private education institution” refers to independent schools, private FET colleges and private AET colleges that offer qualifications on the GFETQSF.</p> <p>“Finalised” means that the accreditation outcome has been signed by the CEO or senior manager.</p>
<p>Source of data</p>	<p>Management information system and online accreditation system</p>
<p>Method of calculation</p>	<p>Total number of accreditation reports served at the ACC in a financial year and the outcomes, signed by the CEO/senior manager and finalised within 12 months of the site visit, divided by the total number of reports presented to the ACC in a financial year x 100.</p> <p>Note: Reports that are presented to the ACC and then deferred or referred to the ACC for a decision review at a meeting that falls in the next financial year will be counted in the statistics for the financial year in which the final accepted recommendation is made. In addition, reports submitted to the ACC in a financial year but not yet finalised (i.e. not signed by the CEO/senior manager) and which are still within 12 months of the site visit will be excluded from the denominator in the financial year in which they were served at the ACC.</p> <p>Improvement reports submitted to the ACC that did not necessitate a site visit will be excluded from the calculation.</p>



Indicator title	3.6.1: Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit
Means of verification	<p>Electronic spreadsheet report highlighting dates of site visits made, names of institutions and dates presented to the ACC</p> <p>Letters to institutions advising them of the outcome of the accreditation applications presented to the ACC in that financial year</p> <p>Minutes of ACC meetings</p> <p>Signed tracking forms</p>
Assumptions	<p>Finalisation of reports may span consecutive financial years, with the site visit made in one financial year and the outcome finalised in the next. (The 12-month period after a site visit may fall in the following financial year.)</p> <p>Reports presented to the ACC may be deferred by the ACC or referred back to the ACC, with meetings held in the consecutive financial year.</p> <p>Reports presented at the final ACC meeting of a financial year might only be finalised in the following financial year, although the report may still fall within the 12-month period after the date of the site visit.</p>
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To finalise accreditation outcomes within 12 months of a site visit to a private education institution
Indicator responsibility	Senior Manager: E&A

Indicator title	3.7.1: Percentage of identified private education institutions monitored after being granted accreditation
Definition	<p>This indicator measures the percentage of identified institutions monitored after being granted accreditation. Monitoring ensures compliance with the minimum requirements for accreditation.</p> <p>The private education institutions identified for monitoring are independent schools and private colleges that were granted accreditation in the 2021/22 financial year, independent schools granted accreditation in the 2017/18 financial year, as well as any accredited independent schools whose Grade 12 results in the 2022 NSC examinations were below the 2022 NSC national average.</p> <p>This excludes accredited institutions falling into the identified category of undergoing "extension of scope" in that year.</p> <p>Monitoring refers to a process of checking to ascertain whether accredited private education institutions continue to maintain the minimum standards required for accreditation, which begins with either the receipt of a monitoring report or a monitoring site visit.</p> <p>Accreditation means the outcome of a quality assurance process of evaluating and determining whether a private education institution has the capacity to offer a qualification or programmes leading to a qualification registered on the GFETQSF.</p>
Source of data	<p>Monitoring reports and supporting evidence submitted by private education institutions</p> <p>Spreadsheets indicating the date of receipt of the monitoring reports or, in the absence of a submitted report, evidence of a monitoring site visit</p> <p>Spreadsheets indicating the dates of accreditation of private education institutions</p>
Method of calculation	<p>Total number of identified institutions that have been monitored during the financial year divided by the total number of identified accredited institutions that are required to be monitored in that financial year x 100; i.e.</p> <p>Numerator: Number of identified institutions monitored in the required period</p> <p>Denominator: Number of identified institutions that are required to be monitored in that financial year x 100 = achievement</p>
Means of verification	<p>Spreadsheet outlining the:</p> <ul style="list-style-type: none"> The due date for monitoring Date of monitoring (i.e. date of receipt of the monitoring report or of the site visit)
Assumptions	Private education institutions continue to operate in line with their original registration at the time of the required monitoring.
Disaggregation of beneficiaries	N/A
Spatial transformation	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To monitor identified accredited institutions
Indicator responsibility	Senior Manager: E&A

Annexure A: Revision of the Strategic Plan 2020–2024

This annexure is intended to provide a review of Umalusi's Strategic Plan 2020–2024. The revision comprises an adjustment to the number of priorities to which Umalusi is required to respond, as per the approved MTSF 2019–2024, and the functions of the organisation's focus areas.

A. Initial MTSF priority number

MTSF priority	Priority 2: 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%

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%

B. Focus areas as they appear in the Strategic Plan

Focus area	Functions
Accreditation of private education institutions and private assessment bodies	<ul style="list-style-type: none"> • Accreditation of private providers of education and training to enact tuition, and private assessment bodies to assess qualification(s) registered on the GFETQSF • Accredited institutions include the following: <ol style="list-style-type: none"> i. Independent schools ii. Private FET colleges iii. Private AET colleges iv. Private assessment bodies that assess the qualifications Umalusi certifies • Monitoring the private education institutions to ensure compliance with the criteria and standards of accreditation
Management of qualifications in the GFETQSF	Development and review of qualifications in the GFETQSF
Curriculum	Evaluation and appraisal
Certification	<ul style="list-style-type: none"> • Issuing of certificates for the following qualifications: <ol style="list-style-type: none"> i. Senior Certificate ii. National Senior Certificate iii. NATED (N3) iv. National Certificate (Vocational) v. General Education and Training Certificate vi. National Senior Certificate for Adults vii. General Education Certificate • Re-issue of certificates in case of loss or mark changes
Verification	Verification of qualifications in the GFETQSF
Quality assurance of assessment	<ul style="list-style-type: none"> • Development and implementation of assessment policies and directives • Moderation of the standards of examination question papers • Moderation of the standards of internal assessment • Monitoring the administration of national examinations and marking processes • Monitoring and verification of resulting • Standardisation of results • Audit of assessment bodies for their state of readiness to conduct examinations
Research	Conduct research and produce articles on matters relating to the sub-framework

Revised focus areas

Focus area	Functions
Accreditation of private education institutions and private assessment bodies	<ul style="list-style-type: none"> • Accreditation of private providers of education and training to enact tuition, and private assessment bodies to assess qualification(s) registered on the GFETQSF • Accredited institutions include the following: <ol style="list-style-type: none"> i. Independent schools ii. Private FET colleges iii. Private AET colleges iv. Private assessment bodies • Monitoring of private education institutions to ensure compliance with the criteria and standards of accreditation
Management of qualifications in the GFETQSF	Development and review of qualifications in the GFETQSF
Curriculum	Appraisal of curricula
Certification	<ul style="list-style-type: none"> • Issuing of certificates for the following qualifications: <ol style="list-style-type: none"> i. Senior Certificate ii. National Senior Certificate iii. NATED (N3) iv. National Certificate (Vocational) v. General Education and Training Certificate vi. National Senior Certificate for Adults vii. General Education Certificate • Re-issue of lost, stolen or damaged certificates; changes to personal particulars or corrections to marks
Verification	Verification of qualifications in the GFETQSF
Quality assurance of assessment	<ul style="list-style-type: none"> • Development and implementation of assessment policies and directives • Moderation of the standard of examination question papers • Moderation of the standard of internal assessment • Monitoring the administration of national examinations and marking processes • Monitoring and verification of resulting • Standardisation of results • Audit of assessment bodies for their state of readiness to conduct examinations
Research	Conduct research and produce articles on matters relating to the sub-framework

C. Technical indicator description for outcome indicator: Percentage compliance with prescribed requirements to deliver and assess qualifications in the GFETQSF (as in the Strategic Plan)

Indicator title	2.1: Percentage compliance to prescribed requirements to deliver and assess qualifications in the GFETQSF
Definition	<p>This indicator measures the compliance of assessment bodies to the following GFETQSF qualification standards:</p> <ul style="list-style-type: none"> • Registration requirements • Accreditation requirements • Question paper requirements • State of readiness to conduct examinations • Standardisation and resulting <p>The standards are outlined in various policies and qualification guidelines.</p> <p>Umalusi monitors assessment bodies on their compliance with standards to ensure that educational standards set in each qualification are maintained and improved on an ongoing basis. If these standards are compromised the credibility of the qualifications will be affected. The following qualifications are in the GFETQSF: NSC, SC(a), N3, NC(V), GETC: ABET, GETCA, and NASCA.</p>
Source of data	<p>Registration requirements: QCC: Registration databases from provinces</p> <p>Accreditation requirements: Accreditation guidelines/criteria, Green list</p> <p>Question paper requirements: Question paper guidelines, external moderators' reports, QAA reports</p> <p>State of readiness to conduct examinations: Guidelines, SOR reports, QAA reports</p> <p>Standardisation: Standardisation guidelines, standardisation reports</p>
Method of calculation/assessment	<p>All assessment bodies are assessed for compliance against each criterion.</p> <p>Level 1 calculation:</p> <p>Numerator: Number of assessment bodies that comply</p> <p>Denominator: Total number of assessment bodies</p> <p>Calculation: Number of assessment bodies that comply/total number of assessment bodies x 100</p> <p>Level 2: Calculate the overall percentage by adding up all the percentages and divide them by the number of criteria assessed.</p>
Assumptions	<p>Assessment bodies are fully compliant with all standards.</p> <p>Umalusi has the capacity to monitor and assess the level of compliance.</p>
Desired performance	Full compliance with GFETQSF policies, regulations, guidelines and criteria
Indicator responsibility	<p>Executive Manager: Qualifications and Research</p> <p>Executive Manager: Quality Assurance and Monitoring</p>

Revised technical indicator description for outcome indicator: Percentage compliance with prescribed requirements to deliver and assess qualifications in the GFETQSF

Indicator title	2.1: Percentage compliance with prescribed requirements to deliver and assess qualifications in the GFETQSF
Definition	<p>This indicator measures the compliance of assessment bodies with the following GFETQSF qualification standards:</p> <ul style="list-style-type: none"> • Registration requirements • Standardisation and resulting • Question paper requirements • Accreditation requirements (conducting examinations without systemic irregularities) • State of readiness to conduct examinations <p>The standards are outlined in various policies and qualification guidelines.</p> <p>Umalusi monitors assessment bodies' compliance with standards to ensure that the educational standards set in all qualifications are maintained and improved on an ongoing basis. If these standards are compromised the credibility of these qualifications would be affected. The following qualifications are in the GFETQSF: NSC, SC(a), N3, NC(V), GETC: ABET, GETCA, NASCA.</p>
Source of data	<p>Registration requirements: QCC: Registration databases from provinces</p> <p>Accreditation requirements: Approval letters for examinations conducted by accredited private assessment bodies</p> <p>State of readiness to conduct examinations: Guidelines, SOR reports, QAA reports</p> <p>Question paper requirements: QP guidelines, external moderators' reports, QAA reports</p> <p>Standardisation and resulting: Standardisation guidelines, standardisation reports</p>
Method of calculation/assessment	<p>Assessment bodies are assessed for compliance with each criterion</p> <p>Level 1 calculation:</p> <p>Numerator: Number of assessment bodies that comply</p> <p>Denominator: Total number of assessment bodies</p> <p>Calculation: Number of assessment bodies that comply/total number of assessment bodies x 100</p> <p>Level 2: Calculate the overall percentage by adding all the percentages and dividing them by the number of criteria assessed</p>
Assumptions	<p>Assessment bodies are fully compliant with all standards</p> <p>Umalusi has the capacity to monitor and assess the level of compliance</p>
Desired performance	Full compliance with GFETQSF policies, regulations, guidelines and criteria
Indicator responsibility	<p>Executive Manager: Qualifications and Research</p> <p>Executive Manager: Quality Assurance and Monitoring</p>



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