



Anniversary

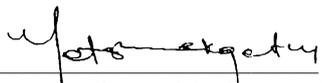
Two Decades of Education
Guardianship 2002 – 2022

ANNUAL PERFORMANCE PLAN 2022/23

EXECUTIVE AUTHORITY STATEMENT

The year 2022/23 marks the third year of implementation of Umalusi's five-year strategic plan. The 2022/23 Annual Performance Plan (APP) is guided by the National Development Plan, 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 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.

Given the current constraints occasioned by the COVID-19 pandemic, 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



Mrs Angie Motshekga: MP
Minister of Basic Education



ACCOUNTING AUTHORITY STATEMENT

The period 2022/23 marks the midpoint of the current five-year planning term, which ends in the 2024/25 financial year. This, therefore, gives us an opportunity to reflect on how the organisation has delivered on its mandate when compared to the National Development Plan (NDP), the MTSF and Umalusi's Strategic Plan. When the five-year term began, Umalusi committed itself to redefining its role as a quality council in order to remain relevant in the fast-changing performance landscape. As a council, it is conscious of the fact that the organisation has been operating in the strange and difficult circumstances of the COVID-19 pandemic during the first two years of this term. Specifically, Umalusi experienced budget cuts that had a negative impact on its operations. However, through the support of Council, the organisation remained focused on service delivery.

The 2022/23 financial year coincides with the end of the fifth term of the Umalusi Council, which began in 2018. This council has done its best to exercise its oversight role in the implementation of the 2020–2024 Strategic Plan. I believe that, through this Annual Performance Plan, Umalusi will continue to maintain high standards as it responds to challenges in the education system.

Umalusi's five-year priorities remain unchanged, and this Annual Performance Plan gives the organisation an opportunity to navigate the ever-changing performance environment and to address societal education issues innovatively and proactively. I have every confidence in the competencies of Umalusi's management and staff to rise above the challenges and to work together in setting and maintaining high standards in general and further education and training. This council continues to hold management accountable in terms of prudent financial management and the efficient, effective and economic use of public resources. Council is thus delighted that Umalusi has attained another clean audit for the 2020/21 financial year.

Council endorses this Annual Performance Plan with the certainty that management and Umalusi's staff will do their best to achieve the targets set in this plan. Therefore, Council, together with its various committees, pledges to conduct its oversight role in support of the Chief Executive Officer in fulfilling the mandate of the organisation.

Prof John D Volmink

Umalusi Council Chairperson

ACCOUNTING OFFICER STATEMENT

I am honoured to write this statement and to reiterate Umalusi's commitment to being a trusted authority in fostering high education standards in the general and further education and training sector. Over the past year, our vision has guided us in the achievement of the following:

- Reviewing our policies
- Benchmarking our qualifications against international qualifications
- Aligning qualifications on our sub-framework
- Conducting research on our new qualifications
- Appraising intended and assessed curricula
- Reconfiguring our school-based assessment processes
- Certificating learners who completed our qualifications
- Conducting various quality assurance of assessment processes

Therefore, it gives me great pleasure to acknowledge the hard work and commitment of Umalusi's officials who were able to achieve all the organisation's planned targets in providing crucial services to the citizens of this country, despite a challenging operating environment brought about by the COVID-19 pandemic. As a result, the organisation achieved another clean audit outcome.

Even though Umalusi continues to operate under capacity constraints, I would like to assure our stakeholders that we remain focused on service delivery. We will continue to deliver on our key priorities in the 2022/23 financial year, which include reviewing our quality assurance of assessment approaches, appraising our qualifications, contributing to the amendment of the founding acts and intensifying research, and conducting advocacy campaigns. In addition, the organisation will join other organisations in fighting gender-based violence (GBV).

The 2022/23 year is also one of reflection. Like other government institutions, Umalusi will be conducting its midterm review to track the extent to which the organisation has achieved its priorities for the term. In addition, the organisation will be marking 20 years of establishment as a quality council for general and further education and training. We will be celebrating this milestone with our stakeholders.

My executives and I are committed to the implementation of this Annual Performance Plan. We will monitor implementation through our quarterly reviews to ensure the achievement of our annual targets.



Dr Mafu S Rakometsi
Chief Executive Officer

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

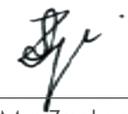
- was developed by the management of Umalusi under the guidance of the Umalusi Council;
- takes into account all relevant policies, legislation and other mandates for which Umalusi is responsible; and
- accurately reflects the outcomes and outputs that Umalusi will endeavour to achieve in the period 2022/23.

Signature:



Mr Emmanuel Sibanda

Executive Manager: Qualifications and Research



Mrs Zodwa Modimakwane

Executive Manager: Quality Assurance and Monitoring



Mr Hendrik van der Walt

Chief Financial Officer



Mrs Stella B Mosimege

Senior Manager: Strategy and Governance



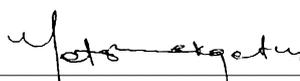
Dr Mafu S Rakometsi

Chief Executive Officer



Prof John D Volmink

Umalusi Council Chairperson



Approved by:

Mrs Angie Motshekga: MP

Minister of Basic Education

ABBREVIATIONS AND ACRONYMS

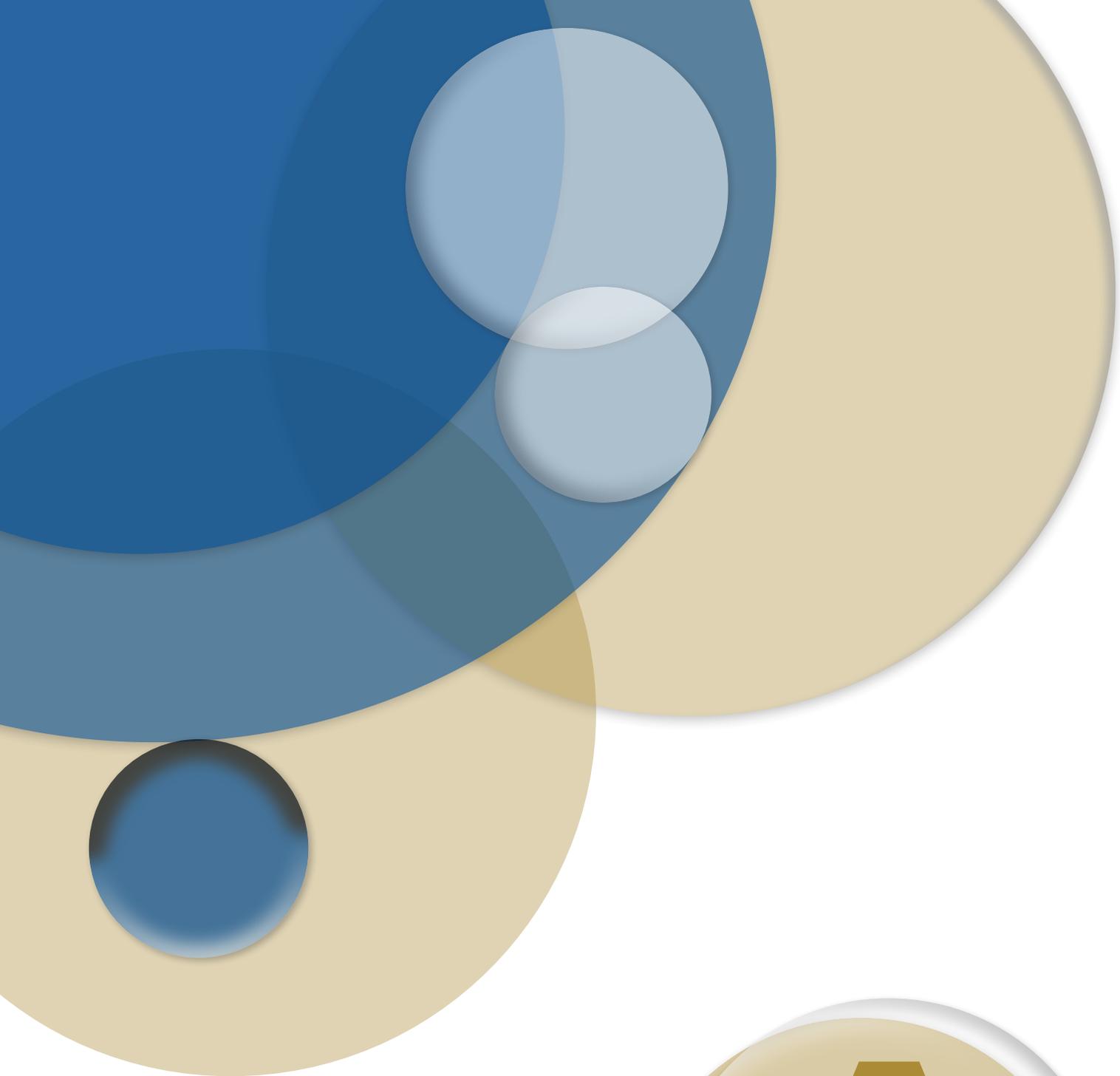
ABET	Adult Basic Education and Training
ACC	Accreditation Committee of Council
AET	Adult Education and Training
APP	Annual Performance Plan
BSC	Balanced Scorecard
CAT	Credit Accumulation and Transfer
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CIE	Cambridge International Examination
CSD	Central Supplier Database
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
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
GCIS	Government Communication and Information System
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 Communication Technology
IEB	Independent Examinations Board
IS	Independent Schools
ISAT	Integrated Summative Assessment Task
LGBTQIA	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual
MIS	Management Information System
MoU	Memorandum of Understanding
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
NGO	Non-governmental Organisation
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
PFMA	Public Finance Management Act
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
POPI	Protection of Personal Information
PPE	Personal Protective Equipment
PPPFA	Preferential Procurement Policy Framework Act
PR&COMMS	Public Relations and Communications
QAA	Quality Assurance of Assessment
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
RFQ	Request for Quotations
RPL	Recognition of Prior Learning
S&G	Strategy and Governance
SACAI	South African Comprehensive Assessment Institute
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SBA	School-based Assessment/Site-based Assessment
SC(a)	Senior Certificate(amended)
SIR	Statistical Information and Research
SLA	Service-level Agreement
SWOT	Strengths, Weaknesses, Opportunities, Threats
TVET	Technical and Vocational Education and Training

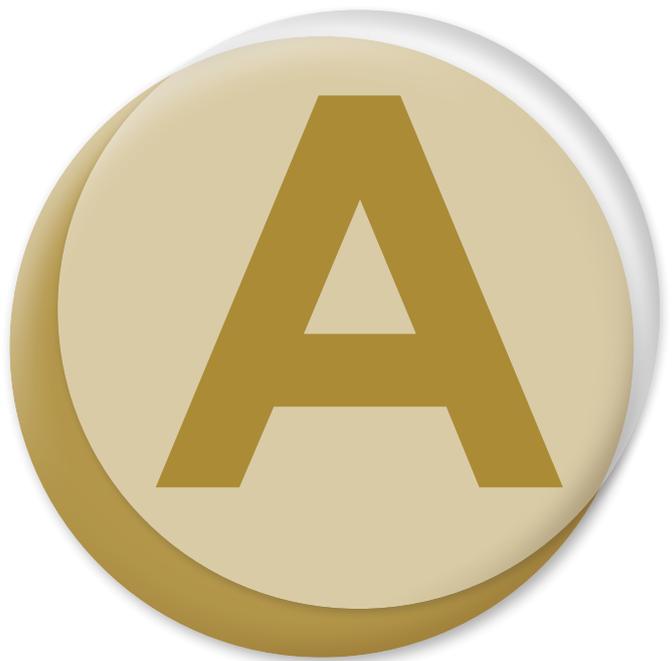
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Part

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 with the purpose of maintaining 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 to Umalusi the responsibility for the quality assurance of independent schools through Chapter 3, 23(2) (a). With respect to private provision, Umalusi is

required to undertake the following accreditation responsibilities:

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

1.2 Other 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 have passed all required approval stages;
- The Recognition of Prior Learning (RPL) Policy;
- Treasury Regulations; and
- any other related legislation appropriate to the various education and training sectors in which Umalusi is mandated to work.

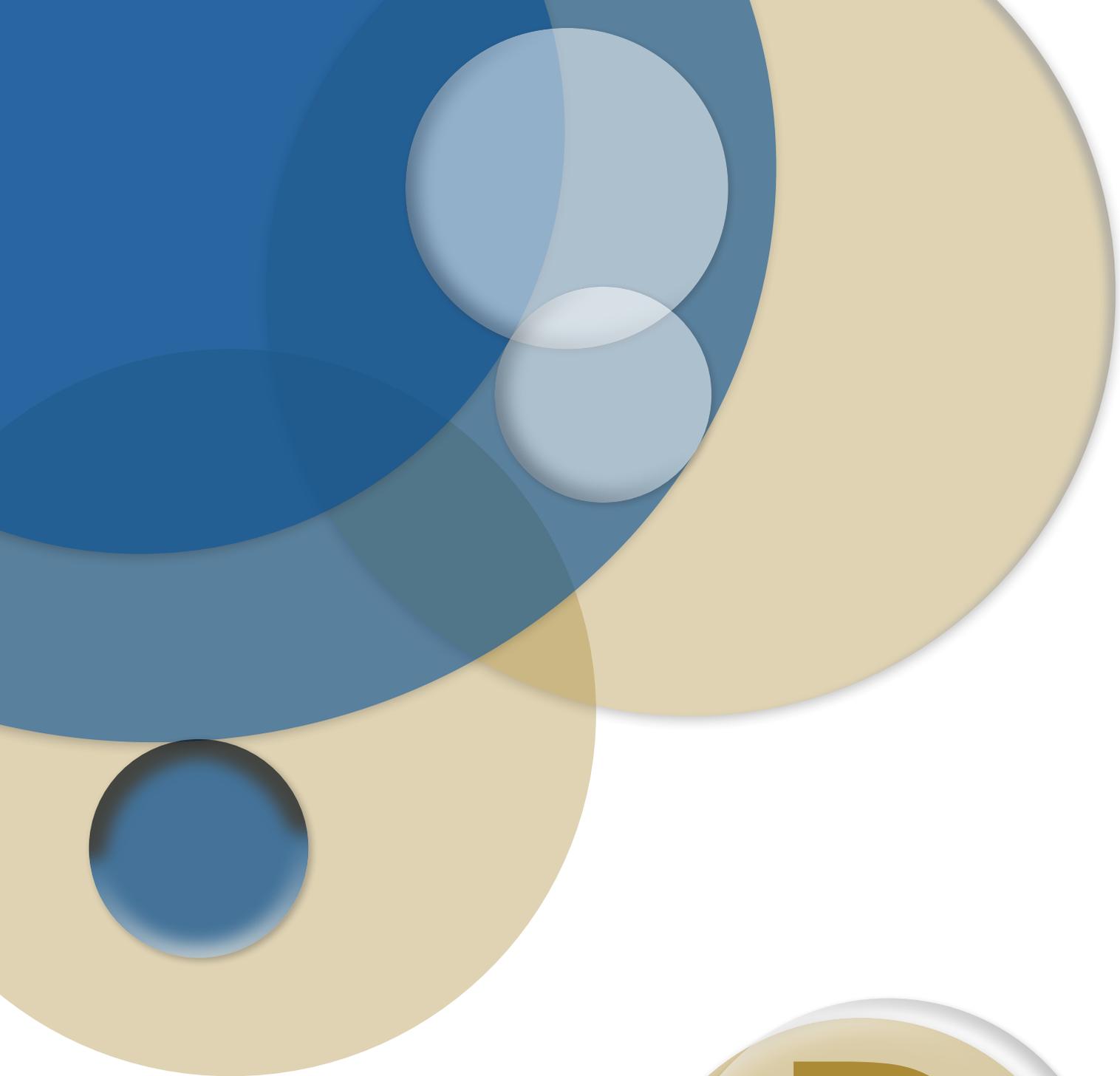
3. Relevant Court Rulings

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

A large, stylized blue number '20' is the central graphic. The '2' is formed by two thick, curved blue lines. The '0' is a large circle with a thick blue border. Two gold circles are positioned on the left side of the '0', one above the other. The background features light blue and white circular patterns.

Anniversary

Two Decades of Education
Guardianship 2002 – 2022



Part

OUR STRATEGIC
FOCUS



1. Updated Situational Analysis

The National Development Plan remains the overarching vision guiding all planning in South Africa. In this respect, the education sector, to which Umalusi belongs, is regarded as one of the key sectors of government and plays a significant role in providing the skills that South Africa needs. The organisation, therefore, plays a major role in the development agenda of the country, as outlined in Chapter 9 of the NDP. The NDP advocates for an inclusive curriculum that emphasises literacy, mathematics and science, as well as African languages. Umalusi, therefore, ensures that minimum standards are met in the implementation of these curricula through the appraisal of the intended curriculum for all qualifications in the GFETQSF. This process also ensures that there is articulation between schools, colleges and higher education institutions' qualifications that are offered at NQF levels 1 – 4.

Revised Medium-term Strategic Framework 2019-2024

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

Our major contribution as a public education entity to the MTSF is linked to Priority 3: Education, skills and health, where Umalusi focuses on its constitutional mandate to quality assure education. It is worth noting that Umalusi is not directly responsible for achieving the MTSF targets, but that it works collaboratively with the relevant stakeholders towards attaining them. For Umalusi, the focus is not the attainment of targets, but ensuring that quality is not compromised in the pursuit of these targets. Therefore, the organisation will work with the two departments of education to ensure the quality delivery of curricula for the qualifications on its sub-framework.

Table 1: The organisation recognises alignment with respect to the following MTSF targets

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)	Coding and Robotics curriculum implemented	Umalusi has appraised the Coding and Robotics curriculum and directives were sent to the DBE
		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 the 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 a National Senior Certificate (NSC) with excellent marks in critically important subjects by 2024 (contribute towards a prosperous and equitable South Africa)	100% of schools of skills implementing the technical-occupational curriculum	Umalusi appraises occupational-oriented subjects' curricula
	1 007 of ordinary schools implementing technical-occupational curriculum	Umalusi has evaluated the General Education Certificate (GEC) curricula for technical subjects	



Alignment with the priorities of the Strategic Plan

For the 2022/23 MTEF period, the organisation remains aligned to the five-year Strategic Plan and will continue to implement its priorities set for this five-year term. To realise the desired outcomes and impact, the strategic focus of the organisation remains:

- reviewing the quality assurance approach to accommodate new qualifications and improve the status quo;
- reviewing, evaluating and appraising qualifications submitted for registration on the GFETQSF;
- providing input to the founding Acts to accommodate new qualifications and desired extensions to the mandate for quality assurance;
- 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.

In addition, the organisation will introduce blended models of moderation; that is on-site moderation, off-site moderation, and online moderation.

2. External Environment Analysis

2.1 External Environment

The political, economic, social, technological, environmental and legal (PESTEL) tool was used to analyse the external environment and its impact on Umalusi's operations. The identified opportunities and threats are reflected in Table 1.

Table 2: External environment: Opportunities and threats



OPPORTUNITIES

- The COVID-19 pandemic presented opportunities to develop innovative approaches and cost savings in the provision of services.
- Technological advancements have enabled the organisation to explore new quality assurance models and the automation of business processes, which contribute to long-term financial sustainability.
- The online dissemination of findings through webinars enables the organisation to reach a wider audience while reducing costs.
- The organisation has the opportunity to develop an alternative funding model to increase its revenue and reduce pressure on the budget.
- Digital marketing methods can be used to profile the work of the organisation by exploring newly developed digital platforms, such as Microsoft Office 365.



THREATS

- Budget cuts, no salary increases, and the economic climate of the country could lead to a high staff turnover.
- COVID-19 regulations are affecting quality assurance processes and the organisation's income.
- COVID-19 has exposed existing inequalities in education; these may influence Umalusi's established quality assurance processes.
- The flat organisational structure, exacerbated by budget constraints, threatens the stability and continuity of the organisation.
- Competent staff may be lost to other organisations because of competitive benefits offered.
- The unreliability of the power supply by Eskom creates uncertainty and the disruption of online meetings. This delays decision-making.



2.2 The impact of COVID-19

The COVID-19 pandemic affected Umalusi's services that involved interactions with people and institutions. These included advocacy campaigns conducted through exhibitions, the evaluation of institutions for accreditation, the monitoring of school-based assessment, the monitoring of the writing of examinations, the monitoring of the marking of examinations, verification of marking and other processes. During the year, the organisation adapted to conducting these quality assurance processes online to ensure credibility at all levels of the system. Since some of these developments had already been implemented in 2020, there was very little disruption of Umalusi's services during the year.

Because of its critical role in the education sector, Umalusi will continue to implement measures that ensure quality service delivery during the 2022/23 financial year. These include adjusting the quality assurance plan to align it with the school calendar, implementing systems to ensure that social distancing is maintained, providing personal protective equipment (PPE) to all staff members, ensuring that contract workers adhere to strict protective measures in their work, resuming site visits and conducting the on-site moderation of question papers.

Since 2020/21, it has become evident that virtual meetings are more effective than physical meetings in minimising travel, accommodation and catering costs. Most meetings in 2022/23 will, therefore, continue to be convened virtually to limit physical meetings and reduce the risk of infection. Umalusi will adjust its measures to align

with the national government's risk-adjusted strategy.

2.3 Performance environment

2.3.1 Review of the quality assurance approach

In an effort to automate some quality assurance processes to reduce the workload, the instrument used to externally moderate question papers for the GETC qualification has been reviewed. This instrument has been welcomed by moderators. The design of a quality assurance model that is appropriate for this qualification is in the conceptual stage.

2.3.2 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. To intensify the advocacy of qualifications within the sub-framework, the organisation will increase its use of digital media platforms such as Facebook, Twitter and YouTube in 2022/23.

With the proliferation of digital devices such as smartphones and tablets, and increased access to the internet, more and more 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. To achieve this, the following digital platforms will be utilised:

Table 3: Digital platform utilisation

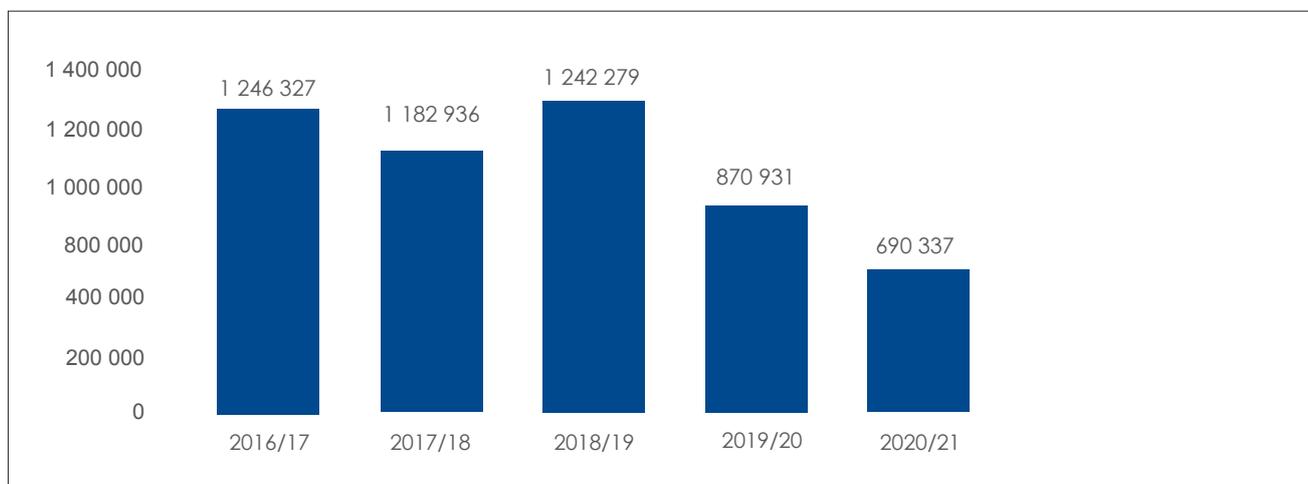
Platform	Content	Format
1. MS Teams and Zoom for webinars	<ul style="list-style-type: none"> All relevant and current information regarding the sub-framework 	Live presentations to invited stakeholders
2. YouTube	<ul style="list-style-type: none"> All relevant and current information regarding the sub-framework 	Short, five-minute videos posted on YouTube
3. Facebook Live	<ul style="list-style-type: none"> Mandate-related content shared at key events such as media briefings and webinars 	Live streaming on Umalusi's Facebook page
4. Digital banners	<ul style="list-style-type: none"> Updates, invitations and organisational information in bite-sized chunks 	Banners uploaded onto Facebook, Twitter and LinkedIn
5. GCIS Radio facility connecting with all community radio stations in South Africa	<ul style="list-style-type: none"> Umalusi's processes, e.g. the certification, accreditation and verification of qualifications 	Live telephone and radio interviews and 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 are required to produce videos. This platform is content intensive and requires regular updates and postings.

2.3.3 Qualifications, Certification and Verification

One of Umalusi’s most important functions is to provide certificates to all learners who complete its qualifications. Certification is the formal recognition of a qualification, or part-qualification, awarded to a successful candidate. To fulfil this mandate, Umalusi issues certificates to all candidates who have qualified and complied with the requirements for a qualification. The number of certificates issued in the period 2016/17–2020/21 is reflected in Figure 1.

Figure 1: Certification numbers for 2016/17–2020/21



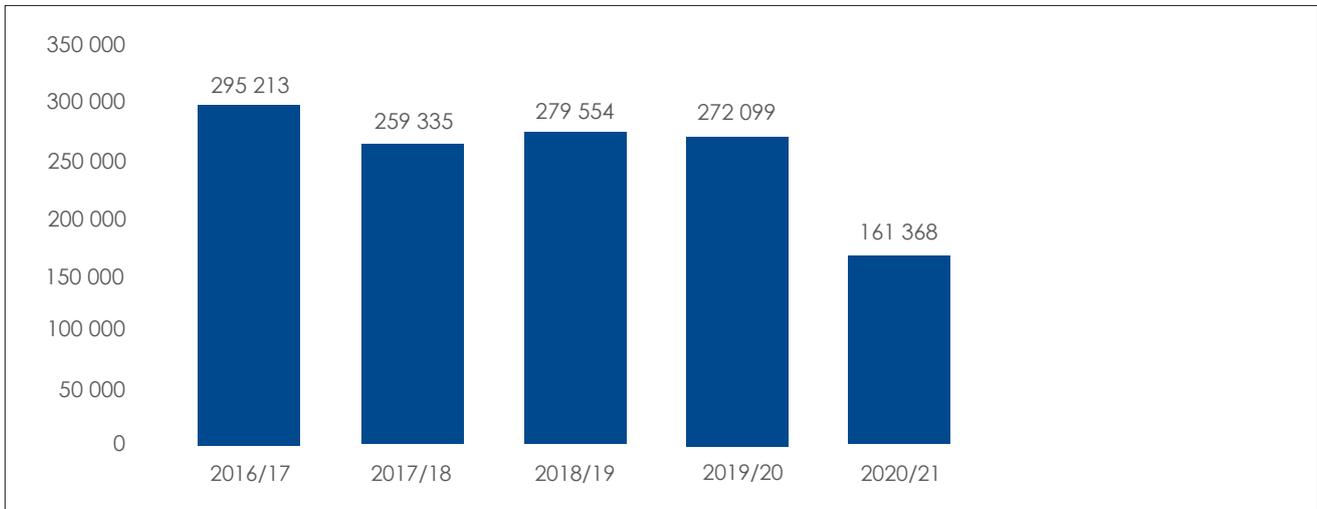
The number of certificates issued declined from 870 931 in 2019/20 to 690 337 in 2020/21. This decline was the result of the postponement of the 2020 examinations. The approval and release of matric results only took place in February 2021. This delayed the certification of candidates for the 2021/22 financial year.

Verification

Verification is a process followed by Umalusi to establish the authenticity of qualifications or certificates. Verification includes authenticating the qualification document and 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 in two working days and include feedback to the clients. Verification trends over the past five years are reflected in Figure 2.



Figure 2: Verification numbers for 2016/17–2020/21



Umalusi's verification outputs declined slightly between 2016/17 and 2018/19. This was because some clients used the South African Qualifications Authority (SAQA) for verification, in line with the revised NQF Act. SAQA's verification function may lead to a loss of revenue for Umalusi in the future. To avoid this, Umalusi has made recommendations in connection with the review of the legislative mandate regarding the way in which the verification function is legislated as one of its mandated functions. There was an increase in verifications in 2018/19, but a slight decline in the 2019/20 financial year. The decline in verifications for the 2020/21 financial year was the effect of the impact of the COVID-19 pandemic on verification services.

2.3.4 Quality Assurance of Assessment

Since its inception, Umalusi has quality assured assessment processes for all qualifications on its sub-framework as one of its core mandates. This function includes moderating question papers, monitoring site or school-based assessment and integrated summative assessment task (ISAT)/internal continuous assessment (ICASS), monitoring the writing and marking of examinations at various centres, the verification of

marking, the auditing of the state of readiness of assessment bodies to conduct examinations, and other related quality assurance activities. These processes are conducted for all qualifications on the GFETQSF across all assessment bodies, 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 work by Umalusi in the last three years.

Figure 3 indicates the moderation of question papers conducted by Umalusi from 2017/18 to 2020/21. 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 challenge. Question papers moderated for post-school qualifications have remained constant (100%) over the last three years. However, the decline in the number of question papers in the schooling sector was the result of the cancellation of the March 2020 supplementary examinations and the June 2020 examinations by the DBE and the IEB. Most of the question papers approved for the June 2020 examinations were administered in the November 2020 examination session.

Figure 3: Number of question papers moderated (2017/18–2020/21)

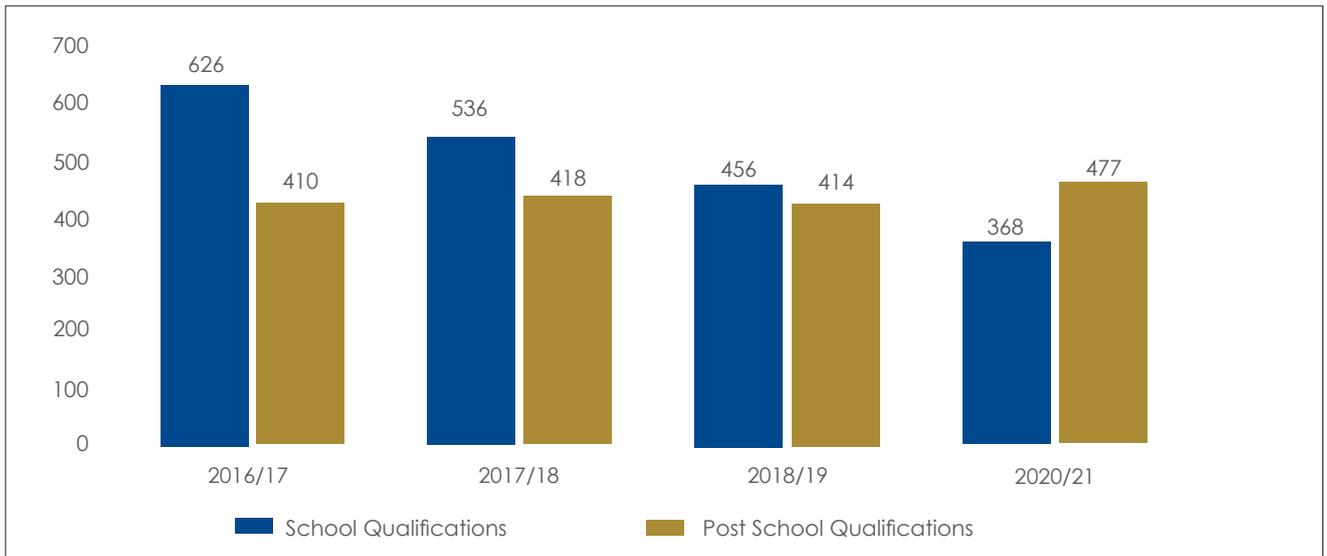


Figure 4, which summarises the monitoring of marking centres over the past four years, shows that the monitoring of marking centres for schools increased up to 2019, but declined in 2020. This was because the monitoring of the marking coverage was impacted by COVID-19. In the post-school sector, the number of institutions monitored increased gradually. This monitoring ensures the integrity and credibility of the marking process.

Figure 4: Number of marking centres monitored (2017/18–2020/21)

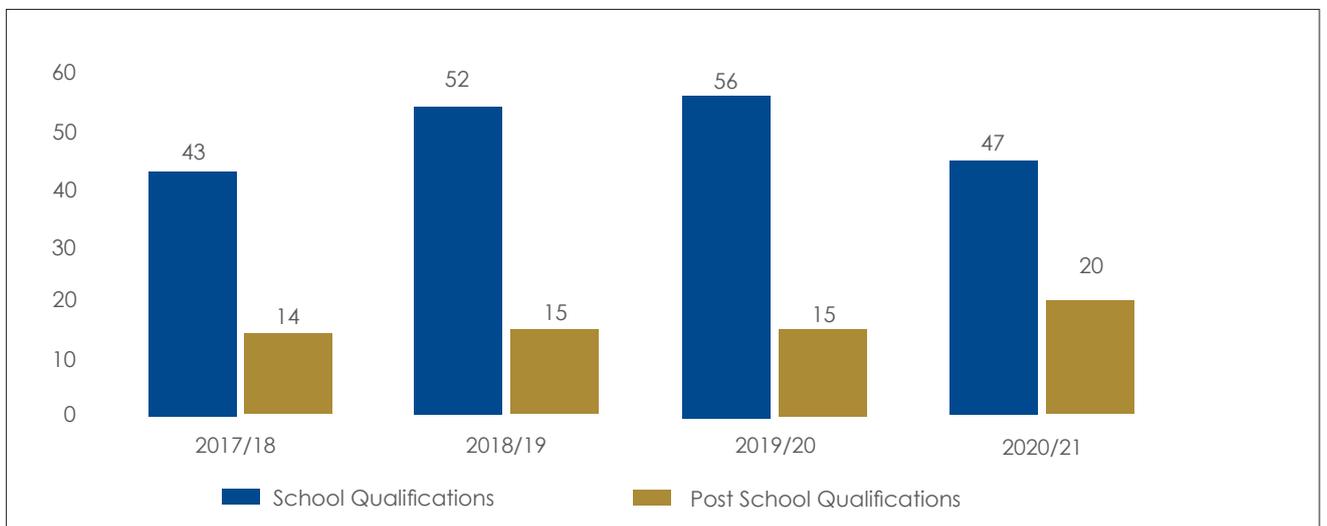
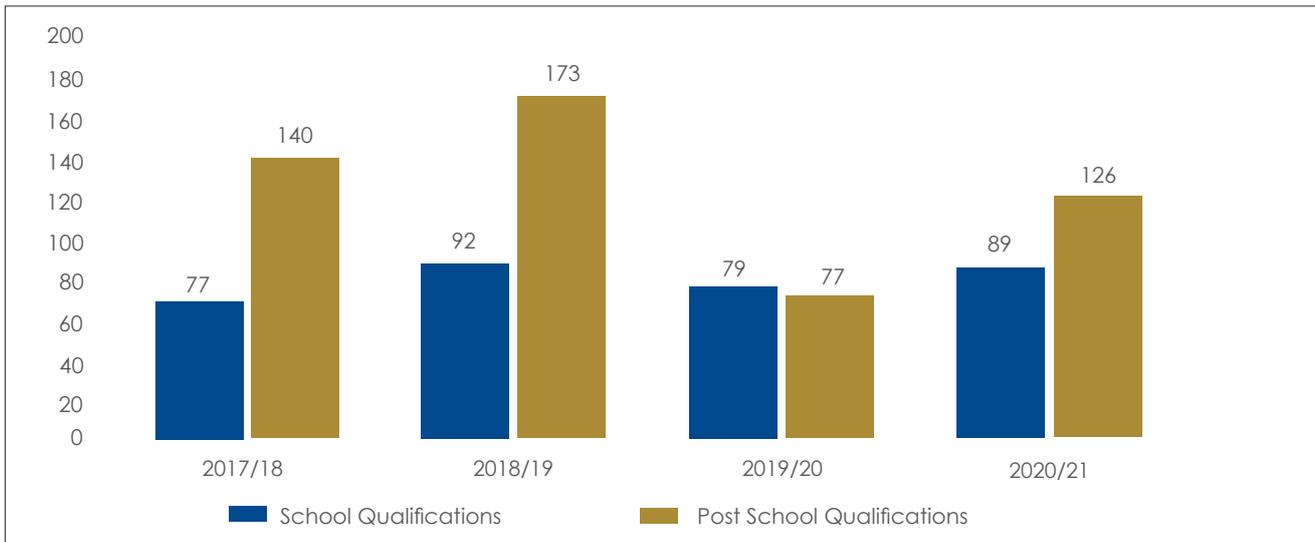


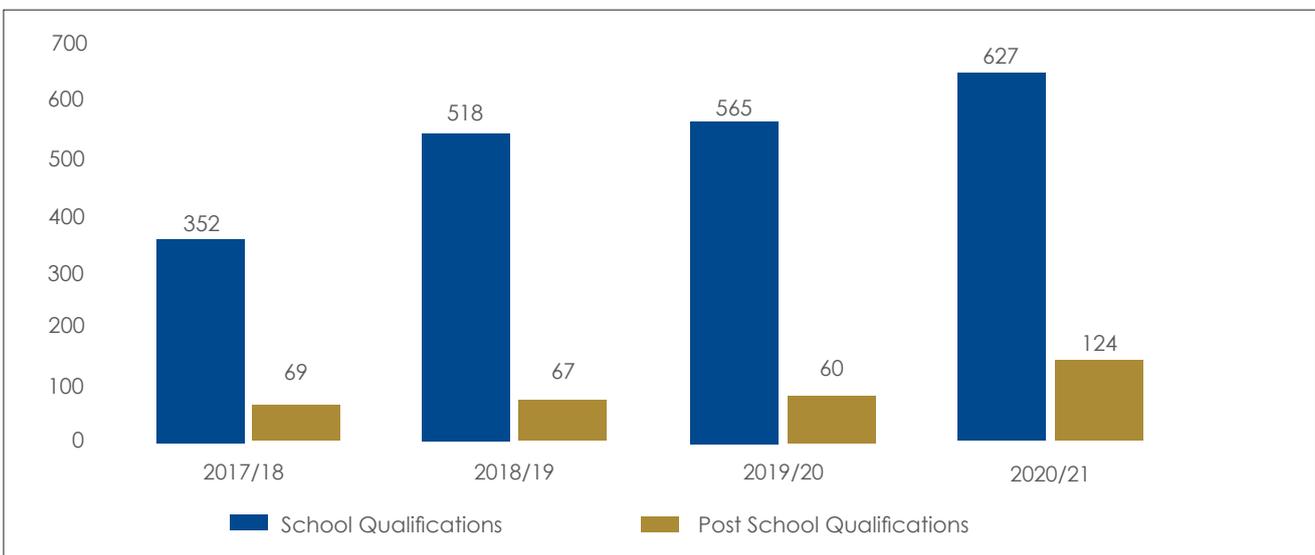
Figure 5 summarises the verification of marking conducted over the past four years. This quality assurance process ensures that marking is credible and accurate. Umalusi continues to monitor the conduct and marking of examinations. During the last three years, the number of subjects verified was erratic. It peaked, however, in 2018/19, when 92 subjects and 173 instructional offerings were verified for school qualifications and post-school qualifications, respectively. The number of subjects selected for the verification of marking dropped in 2019/20 because the DBE and IEB did not administer supplementary examinations in that year. In 2020/21, the number of subjects verified rose because of the increased need to ensure that standards did not fall amid the COVID-19 pandemic. The increase in the number of subjects verified was achieved despite the challenges experienced due to the COVID-19 pandemic, such as lockdown restrictions, which restricted the movement of moderators and verifiers, the spike in COVID-19 infections, and the unavailability of moderators and verifiers to conduct the verification of marking.

Figure 5: Number of subjects whose marks were verified (2017/18 – 2020/21)



For the monitoring of writing examinations, Umalusi gradually extended its coverage to assess the level of compliance by institutions. The gradual and annual increase in the number of monitored examination centres for school qualifications has improved the compliance levels of institutions in their conduct, administration and management of the NSC examinations. Monitoring of the writing of examinations in the post-school sector was relatively low because the absence of a dedicated monitoring team meant that Umalusi had to rely on the school monitoring team. Figure 6 summarises the monitoring of examinations conducted over the past four years.

Figure 6: Number of examination centres monitored (2017/18 – 2020/21)



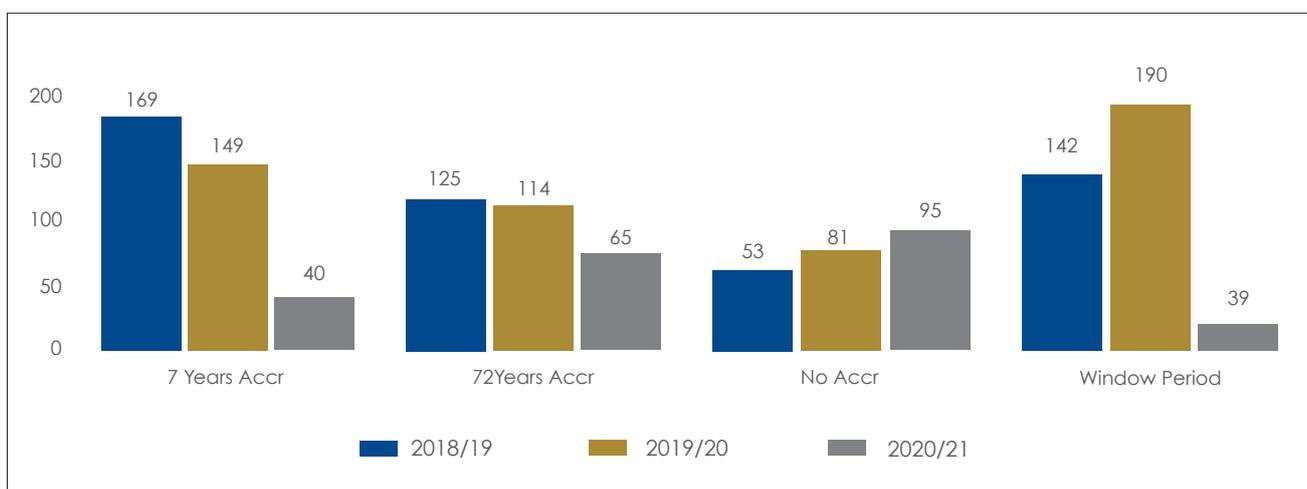
2.3.5 Evaluation and Accreditation

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

Table 4: Accreditation outcomes (2018/19–2020/21)

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
2018/19	129	37	3	169	72	42	11	125	44	4	5	53	115	21	6
2019/20	130	18	1	149	88	26	0	114	57	19	5	81	170	20	0
2020/21	36	4	0	40	20	43	2	65	62	23	10	95	34	5	0
Total	295	59	4		180	111	13		163	46	20		319	46	6
Total	358				304				229				371		
%	28%				24%				18%				30%		

Figure 7: Accreditation outcomes (2018/19–2020/21)



Overall, accreditation has been granted to 28% of institutions, and provisional accreditation has been granted to 24% of institutions over the last three financial years. The drop in accreditation outcomes processed in the 2020/21 financial year was again the result of the lockdown brought about by the COVID-19 pandemic. Institutions were closed for much of the year and travel restrictions prevented site visits. This prevented the finalisation of accreditation applications. The increase in the number of institutions being granted a “window period to improve” reflects the fact that several institutions apply for accreditation because of the legislative requirement, without ensuring that they meet the criteria. This is also reflected in the growing number of institutions that do not meet the requirements and receive a “no accreditation” outcome.



2.4 Demand for service

2.4.1 Evaluation and appraisal of new qualifications

General Education Certificate

The GEC was provisionally approved by the Umalusi Council and recommended for gazetting for public comments. The DBE has published the GEC for public comment and is currently consolidating these comments to finalise the policy. The GEC policy will be resubmitted to Umalusi for approval. In terms of the GEC, over 26 subject curricula have been appraised in preparation for the implementation of this new qualification.

Alternate Curricula

Umalusi's position on the offering of alternative curricula has been communicated to the affected providers. The organisation has indicated that, to be accredited to offer the NSC, independent schools must provide evidence that they adhere to the content and assessment requirements for all subjects as indicated in the NCS, as well as the programme and promotion requirements of the NCS.

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

Umalusi continues to grapple with the issue of offering its qualifications outside the borders of South Africa. A task team has been established to address this issue. The task team (including representatives from the DBE, Umalusi and Eswatini) has finalised the terms of reference. In addition, a second task team (comprising representatives from the DHET, Umalusi and the Quality Council for Trades and Occupations (QCTO)) is working on offering the NATED qualification. This team has also finalised the terms of reference. However, the validity of the existing agreements has yet to be verified. The task team is awaiting legal advice from the DHET on the existing agreements regarding the offering of the NATED qualification outside South Africa.

2.4.3 Demand for credible qualifications

To periodically determine the relative standing of its qualifications, Umalusi has 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), Ghana (Senior Secondary) and Zimbabwe (Senior Secondary). Umalusi has engaged with the examination councils to collect all the documentation related to these qualifications, curricula and assessments. Ecctis Limited, a contracted service provider, is working on the research project.

The organisation is currently aligning the qualifications with the sub-framework, according to the Ministerial Determination. A gap analysis has been finalised, and providers will be informed of the phasing out of legacy qualifications (pre-2009) and the alignment of the existing qualifications by 2023. At this point, the phasing out of the NATED programmes (N1–N3) has been gazetted for public comment by the DHET.

2.5 Challenges

Umalusi has limited manpower to fulfil its expanding mandate. This challenge affects all organisational functions. A solution would be to employ more staff where there is a need, but owing to the size of the organisation's budget, creating more positions is not a viable option. As indicated in the strength, weaknesses, opportunities and strengths (SWOT) analysis section, employees are already overworked, and the health of some has been affected. In addition, some employees have left the organisation. Management has been engaged with the Minister for Basic Education to discuss these difficulties, but a way forward has not yet been determined.

The current NQF Act grants the verification mandate to SAQA, not to the quality councils. This creates uncertainty about the future of verification services, which is a significant source of revenue for Umalusi. It would be to the benefit of all if the final amended NQF Act would allow quality councils to verify qualifications on their sub-frameworks. Alternatively, memoranda of understanding (MoUs) with SAQA should be signed.

The organisation had difficulty conducting empirical investigations because of lockdown

restrictions. Consequently, certain studies only focused on theoretical aspects.

Umalusi was unable to complete some projects, such as the National Senior Certificate for Adults (NASCA), General Education and Training Certificate for Adults (GETCA) and GEC, and to assess curricula as the assessment bodies had not submitted their documents. The organisation must find ways to enforce the implementation of directives for quality assurance, such as ensuring that all intended and assessed curricula are submitted 18 months prior to implementation.

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

To actively embrace the multisectoral strategy on gender-based violence and femicide (GBVF), Umalusi will contribute to four of the six pillars of GBVF as described below:

Pillar 1: Accountability, coordination and leadership

- Umalusi collaborates with other sectors of society, such as non-governmental organisations (NGOs) that run programmes on GBVF.
- The organisation ensures equity among contract workers (e.g. gender, youth) in striving for a 50/50 representation when recruiting monitors, moderators and other independent contractors.
- With regard to certification, Umalusi issues certificates for all genders, including transgender persons. The organisation collaborates with the Department of Home Affairs on reissuing certificates in cases where individuals have changed their personal information.

The organisation still requires support in its endeavours to strengthen leadership capacity, collaboration with other sectors of society and the mainstreaming of GBVF in its programmes and projects.

Pillar 2: Prevention and rebuilding social cohesion

- Umalusi will create awareness of GBVF internally among staff and inform external stakeholders

about GBVF using the Life Orientation subject as a tool.

- The organisation's accreditation process includes school ethos, which ensures that transformation policies and procedures exist and religious tolerance is assured in private education institutions.
- During the moderation of assessments, moderators ensure that school-based assessment (SBA) tasks and question papers focus on activities and questions that address issues of social cohesion in all subjects or learning areas.
- During monitoring, monitors and staff complete instruments that address issues of social cohesion, e.g. culture, race and gender.

Umalusi strives to find approaches that will protect sexual and gender identities, and encourages changes in behaviour and attitudes among colleagues in this regard, building social cohesion between colleagues and stakeholders.

Pillar 5: Economic empowerment

- When advertising tenders and requests for quotations (RFQs), Umalusi sends the advertisements to all service providers registered on the Central Supplier Database (CSD). However, the organisation has not yet reached its Preferential Procurement Policy Framework Act (PPPFA) goal of targeting these designated groups because the CSD does not provide details of the type of service providers on its system.
- The organisation prioritises women in its human capital management (HCM) processes. This also applies to the appointment of independent contractors, as reflected in Umalusi's research projects that are dominated by women. The organisation has reached its target of 50% of senior management positions occupied by women. However, the current buildings pose challenges to access by people with disabilities.
- The organisation provides qualifications that are offered to everyone, including socially disadvantaged citizens.
- Umalusi issues Braille certificates to blind candidates.

One critical issue is the provision of a safe working environment for women at Umalusi. In this case,



the organisation aims to develop a policy that focuses on issues of women, youth and people with disabilities, violence against women and lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA) individuals. Even though the organisation is doing well in some aspects of this pillar, it is important to plan to address social and economic empowerment issues specifically for these categories of people in the organisation.

Pillar 6: Research and information management

- Umalusi fulfils an oversight role in the moderation of South African Sign Language, which is offered as a first language. This is a significant achievement by a developing country.
- Umalusi publishes quality assurance assessment reports every year, and the information is inclusive.
- The organisation needs to strengthen the use of research conducted during the appraisal

of curricula. When curricula are appraised, Umalusi issues directives to curriculum developers to ensure that the content is gender inclusive.

Umalusi is an organisation that prioritises research in its work. More needs to be done to strengthen research into GBVF issues in this sector. In addition, the organisation needs to use the information already available from other sectors of government to inform its own work and processes when addressing any systemic problems that may be affecting education.

3. Internal Environment Analysis

3.1 Internal environment

The four perspectives of the balanced scorecard (BSC) – finance, customer, internal process, and learning and growth – were used when reflecting on the internal environment.

Table 5: Internal environment: Strengths and weaknesses



STRENGTHS

- The continuous training and development of employees to enhance their knowledge and skills in the changing world of work.
- The utilisation of advanced technology enables the organisation to work smarter.
- The NSC has good international standing, leading to a high demand for the NSC outside the borders of South Africa.
- Umalusi's strategic decisions are based on research, e.g. standardisation decisions.
- The committees of Council comprise members with expertise in various educational fields.
- Good rapport is established with internal and external stakeholders.
- It has a dedicated, knowledgeable and qualified workforce who can deliver despite the heavy workload.



WEAKNESSES

- An aging ICT infrastructure that is nearing end-of-life and support.
- Umalusi's salary scales are not comparable to those of other organisations; as a result, the organisation experiences a high staff turnover.
- Lack of automation of business processes, especially for its core business.
- The flat structure of the organisation leads to difficulties in retaining staff.
- Work overload owing to a shortage of manpower.
- The over-reliance on the same cohort of independent contractors to conduct commissioned research.
- Lack of a digital customer relations management system that could be used to track queries from the time they are reported to the moment they are finalised.
- Loss of institutional memory because the workforce is aging.

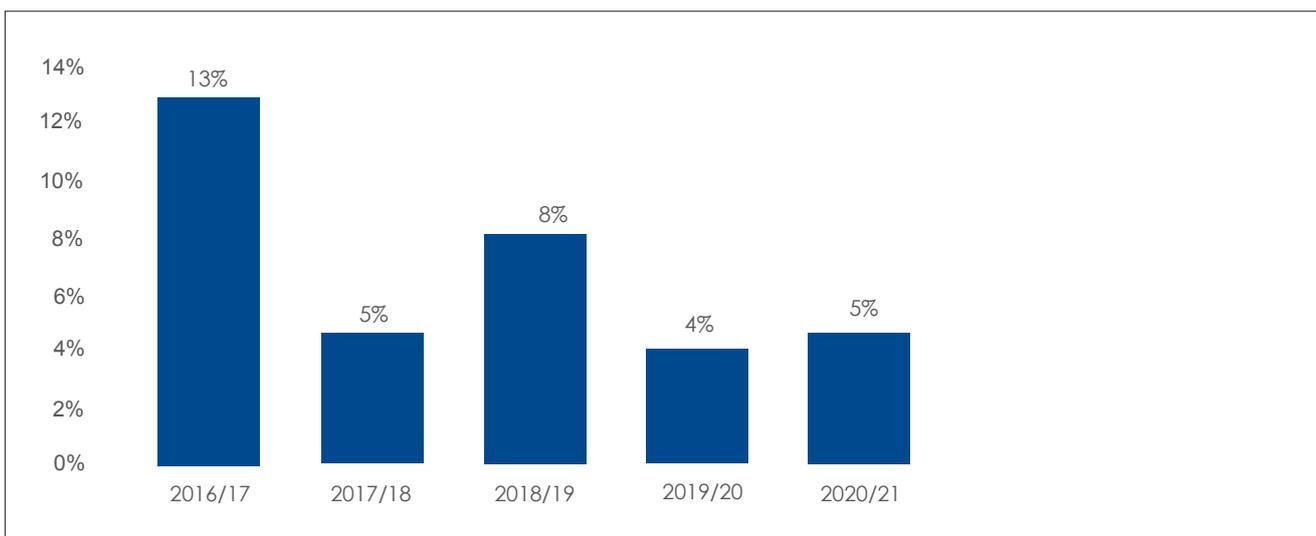
3.2 Organisational structure

Umalusi is a Schedule 3A entity. Its management structure comprises the Chief Executive Officer (CEO), three executive managers, including the Chief Financial Officer (CFO), and 10 senior managers. The organisation is divided into three branches: Administration, Qualifications and Research, and Quality Assurance and Monitoring. The organisational structure is small, but its mandate is huge and complex. With the introduction of new qualifications, Umalusi’s staff has been over-stretched. To ensure the retention of staff who may experience burnout, management has resorted to strategies such as business process re-engineering to manage its internal operations.

3.3 Human resource capacity of the organisation to achieve its mandate

Umalusi has 138 funded positions. The organisation prioritises the filling of vacant positions and has attracted suitable candidates at executive and senior management levels. Since 2017/18, Umalusi has been successful in reducing its vacancy rate to below the target of 10% annually. Figure 8 reflects a decreasing vacancy rate over the past five years (2016/17–2020/21). The organisation depends on human resources to provide services to the nation. There is thus an urgent need to fill vacant posts.

Figure 8: Organisational vacancy rate over the past five years



Although the vacancy rate appears to be positive, the workload in the organisation remains heavy as its mandate continues to grow. The budget cuts imposed on the organisation have had a significant impact as the focus has become the delivery of the mandate with limited capacity. It will be difficult for the organisation to implement the additional mandate with the human capacity it has at present. Therefore, it is crucial that additional funds are found to increase human capacity to alleviate the current pressure of work. In the meantime, the organisation is considering undertaking a business process re-engineering approach to address the workload challenge. Umalusi prioritises continuous training and development to ensure that employees are equipped with the necessary

skills and competencies to execute the mandate successfully and adapt to the changing world of work while promoting a learning culture.

3.4 Facilities

The tender for the refurbishment of the Thuto-Mfundo Building has been awarded. The construction is expected to be completed by the second quarter of the 2022/23 financial year. Completion of the building will alleviate the current shortage of office space, which was created by the need for social distancing. Some financial constraints have delayed the implementation of the action plan to address the health and occupational safety findings. However, these findings are expected to be addressed in

the upcoming financial year. Access ramps for people living with disabilities remain top of the list of challenges to be addressed. The leaking roof of Umalusi House is another project that will be completed in the upcoming financial year.

3.5 Financial resources

Umalusi obtained a second unqualified audit opinion with no material findings (clean audit) for the 2020/21 financial year. This is the first step in maintaining the gains realised in the previous year and was made possible by the collective efforts of the organisation's staff members.

The organisation was affected by the COVID-19 pandemic during the previous year. This led to a decline in generated income to the lowest level yet. Revenue generated through the accreditation of independent schools was also badly affected because site visits were halted during the lockdown. The total funds available to finance operations for the 2022/23 financial year amount to R185 million. This comprises the government allocation of 77% and own revenue of 23%. To remain competitive, Umalusi continues to pay moderators, verifiers and other contractors a market-related honorarium. This exerts significant financial pressure on the organisation because the increase in government allocation was marginally below inflation, while at the same time its own generated revenue continued to decline at a disquieting rate. A significant portion of the budget has been allocated to the quality assurance of assessment and administration. Owing to the financial pressure facing the organisation, little research has been conducted. The DBE has, however, committed itself to providing additional funding to the organisation to support the implementation of the GEC qualification and information and communication technology (ICT) projects.

The organisation continues to execute its mandate with limited financial resources. However, the credibility of Umalusi's qualifications is at risk if the organisation cannot attract sufficient funding to carry out its functions. Various ways of generating new streams of own revenue by using technology are currently being investigated, including issuing online certificates for qualifications.

3.6 Information and Communication Technology

Umalusi's ICT network health score is maintained at 95% or above to ensure smooth operation and to secure organisational information. The ICT systems created an enabling environment for service delivery and the protection of the organisation's information during the nationwide lockdown. Umalusi's mailboxes have been migrated to Microsoft Office 365, which is cloud-based. This software enables Umalusi's staff to work together remotely in a secure manner. The bandwidth was increased during the year to allow Umalusi to enjoy the full benefit of Microsoft Office 365.

Umalusi also implemented a digital signature solution and integrated this in the in-house e-submission system to enable end-users to sign electronic documents in a secure manner. This is designed to mitigate the risk of employees' signatures being used fraudulently since most employees work from home and cannot sign hard copies of documents. These developments have seen the organisation continuing its efficient performance of administrative tasks remotely and with confidence in the security of the organisation's information.

A digital transformation strategy has been developed and approved. This strategy is intended to promote and facilitate the use and re-use of data, as well as information at the organisation's disposal to address some users' and learners' concerns. This strategy has also allowed the use of feedback from Umalusi's ICT Strategy 2020–2025, the ICT maturity assessment report, business units' ICT requirements, user-satisfaction surveys and enterprise architecture. This strategy promotes practices and behaviour that will ensure the introduction of new services in the future, and includes the initiatives required to support business. Umalusi has fully embraced the use of advanced technology in its business and the organisation is making strides in ensuring that ICT is used to support business processes and service delivery.



3.7 Communication Management

In addition to existing communication platforms, Umalusi will add a new external communication platform, Wikipedia, and will introduce SharePoint (Yammer) to communicate with staff internally. Furthermore, Umalusi will be hosting its 20th anniversary celebration in 2022. The series of events planned for the anniversary will provide a strategic platform from which to highlight the organisation's milestones and contribution to the basic education sector and, by extension, to the nation.

3.8 Achievement of outcomes in the last two years

Progress made on the outcome: Efficient and effective administrative systems

Owing to the rigorous processes involved in the development and review of policies, all internal organisational policies in Programme 1 were reviewed, implemented and adhered to. A communication strategy was introduced to inform employees of the reviewed policies and importance of adhering to them, as well as other critical legislative requirements. As a result, the organisation achieved a clean audit for the 2020/21 financial year. In addition, the organisation complied fully with the Corporate Governance Information and Communication Technology Framework.

Umalusi is also doing well in managing its predetermined objectives. To minimise the risks on performance information, internal auditors validate the reported information in addition to the validation and quality assurance work done by internal staff. This process has contributed immensely to the achievement of the 2020/21 clean audit and continues to ensure that the organisation reports on complete and reliable information, therefore positioning it on the right path to achieve an efficient and effective administrative systems outcome. In response to the COVID-19 pandemic, the organisation developed systems to allow business units to carry out their processes uninterrupted. The imperative to digitalise some processes brought with it

financial constraints that the organisation had not planned for in the 2020/21 financial year.

In the case of finance and supply chain management, the organisation continued to enforce compliance with legislation pertaining to the procurement of goods and services. At the same time, sound financial management was maintained in the effective and efficient use of the allocated resources. This also contributed to the achievement of the clean audit.

Progress made on the outcome: Enhanced educational standards

With the implementation of advocacy activities such as webinars and the use of various communication platforms, the organisation has been able to provide key stakeholders and the public with pertinent information on the GFETQSF. As a result, participants in these webinars have expressed growing appreciation of the organisation's mandate and its quality assurance processes. This is a work in progress and is aimed at informing and educating the public on Umalusi's mandate and its operations, raising awareness of improving compliance with standards set for its qualifications.

The management of qualifications in the sub-framework covers, among other things, an evaluation of the newly developed GEC qualification as an output. This is a critical process that ensures that qualifications on the GFETQSF remain credible. The organisation is therefore on the right path to enhancing educational standards in support of the broader educational mandate of skills development as stipulated in the NDP.

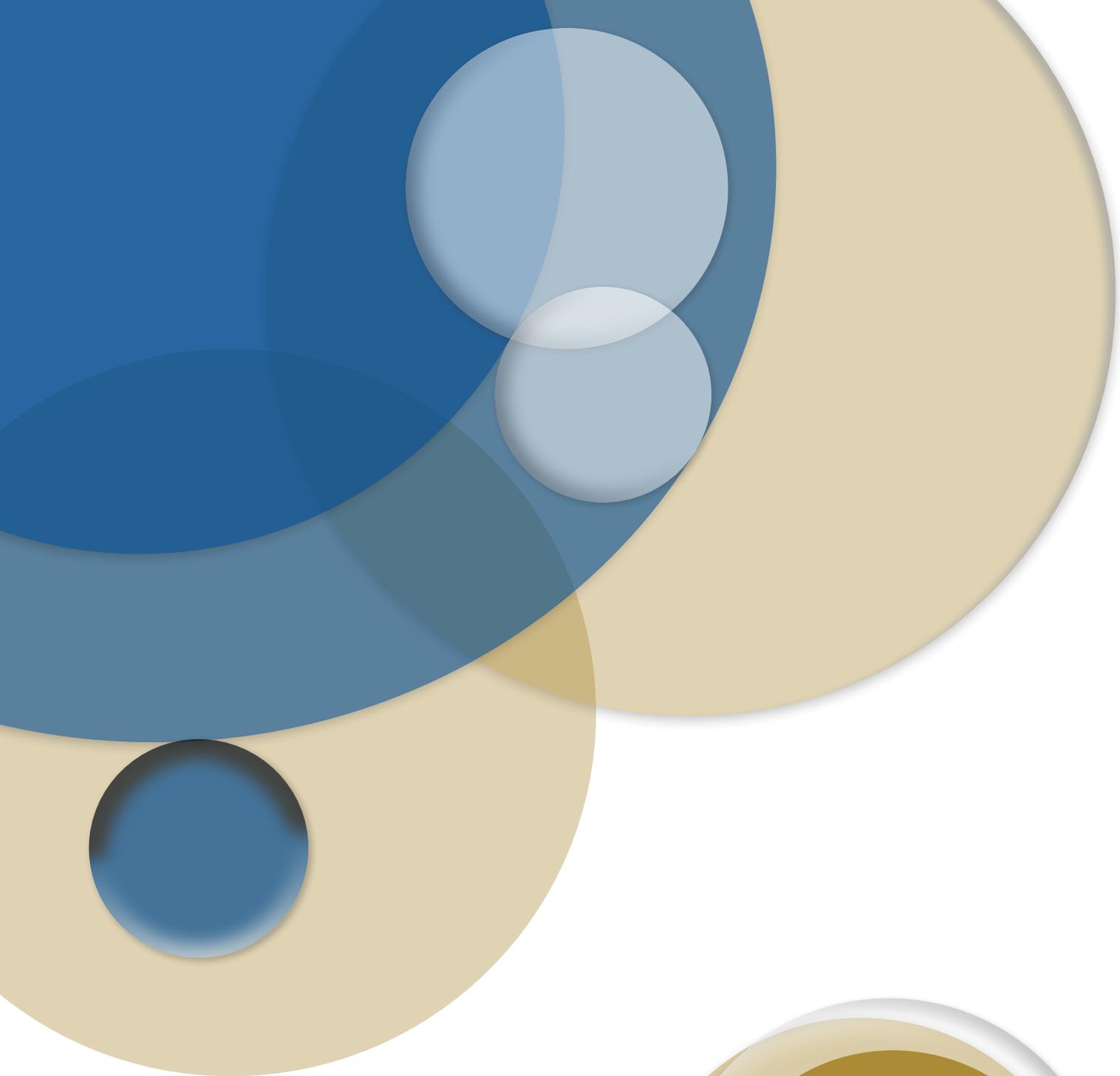
The COVID-19 pandemic compelled the organisation to reassess its business processes to ensure that no quality assurance processes were jeopardised by the lockdown restrictions. Even under the worst restrictions, Umalusi continues to deliver on key indicators related to the state of readiness of assessment bodies for the national examinations. Most assessment bodies continue to register candidates successfully, establish examination centres and determine their risk profiles. Four of the five assessment bodies (80%) upheld the standards set for them in 2020. They continue to implement stringent measures to

ensure the security of examination materials at various stages in the process. Where there is non-compliance with the set standards, directives for compliance and improvement are issued to the assessment body concerned. The organisation continues to monitor the implementation of improvement plans by assessment bodies to ensure that examination standards are upheld.

In 2020/21, there was a significant improvement in the overall 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. The level of compliance with Umalusi's criteria in the NSC was 97% on average by the DBE, IEB and SACAI. The implementation of directives by assessment bodies should lead to complete adherence to quality assurance standards, ensuring the maintenance of educational standards. Private education institutions are increasingly complying with the requirements of offering and assessing

qualifications on the GFETQSF. Umalusi's ability to continue its accreditation work during the COVID-19 pandemic attests to its determination to ensure that private education institutions and private assessment bodies maintain accreditation standards, and therefore, standards of offering education in South Africa.

All 2020 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. As for standardisation data, all assessment bodies complied with the set threshold of a 95% capture rate for standardisation to take place. Despite the large number of candidates due to the combined June and November examinations in 2020, all results for the five qualifications were successfully standardised. It is evident, therefore, that the organisation is on track in terms of achieving the targets set for the outcome on enhanced educational standards.



Part

MEASURING OUR
PERFORMANCE



1. Institutional Performance Information

Table 6: 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 Communication 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

The purpose of the Strategy and Governance sub-programme is to provide good corporate governance, support Council, manage the Office of the CEO, manage performance information, and facilitate strategy development.

Sub-programme 1.2: Public Relations and Communications

The purpose of the Public Relations and Communications sub-programme is to communicate the organisational mandate, strategy and services to stakeholders.

Sub-programme 1.3: Information and Communication Technology

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

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

Sub-programme 1.5: Finance and Supply Chain Management

The purpose of the Finance and Supply Chain Management sub-programme is to ensure transparent, accountable and sound financial management, and maintain a procurement system that is fair, equitable, transparent, competitive and cost-effective.

1.1.3 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output indicators	Annual targets						
			Audited performance			Estimated performance	MTEF period		
			2018/19	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 webinars conducted	-	-	4	4	8	8	8
	1.2 Achieved ICT network health score	1.2.1 ICT network health score maintained at ≥95%	-	-	98%	≥95%	≥95%	≥95%	≥95%
	1.3 Minimised vacancy rate	1.3.1 Average vacancy rate maintained at ≤10%	-	-	5%	≤10%	≤10%	≤10%	≤10%
	1.4 Paid invoices	1.4.1 Average number of days for payment of creditors and suppliers	-	-	-	-	30	30	30

1.1.4 Indicators: Annual and Quarterly Targets

Output indicators	Annual targets	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1 Number of advocacy webinars conducted	8	2	2	2	2
1.2.1 ICT network health score maintained at ≥95%	≥95%	≥95%	≥95%	≥95%	≥95%
1.3.1 Average vacancy rate maintained at ≤10%	≤10%	≤10%	≤10%	≤10%	≤10%
1.4.1 Average number of days for payment of creditors and suppliers	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 the Administration sub-programmes will play a role in the achievement of this outcome. Each sub-programme will focus on the activities and projects for the 2022/23 financial year and the rest of the MTEF period. Some of the measures include the review and development of policies, systems and procedures that guide organisational administration.

Strategy and Governance

In addition to developing the 2023/24 APP and monitoring performance through reporting, the focus in this MTEF period will be on:

- 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 the achievement of a clean audit for the entire MTEF period, which is one of the organisation's outcomes.

Public Relations and Communications

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

- conducting a stakeholder satisfaction survey;
- 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).

Conducting a stakeholder satisfaction survey will assist the organisation to identify gaps in the current communication strategy by testing stakeholder perceptions of the organisation's work. In this way, each unit will be able to develop appropriate advocacy strategies based on any gaps identified in the survey. Organising a colloquium to profile Umalusi's research is important for the organisation to share its research findings with relevant stakeholders and keep them informed as part of the advocacy initiative. All communication platforms, including digital media platforms, enable the organisation to inform the public about the GFETQSF, which is a legislative mandate. The key deliverables of this sub-programme, especially advocacy, contribute directly to the second outcome: Enhanced educational standards.

Information and Communication 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 management information system (MIS) challenges and improve organisational efficiency; and
- migrating from on-premises ICT infrastructure to infrastructure as a service (IaaS), a cloud solution.

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

Infrastructure as a service will address the current, aging ICT infrastructure. It is the most flexible cloud-computing model, providing its clients with instant access to computing, storage and network solutions. It has many benefits for organisations like Umalusi, including the reduction of operating costs by spending less on maintenance and software upgrades, while improving efficiency.

ICT services and solutions (including ICT infrastructure), systems that are developed to enable the smooth operation of business units, and the maintenance of ICT security are all crucial in enhancing the efficiency and effectiveness of Umalusi's operations.



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 $\leq 10\%$; and
- improving employee wellbeing programmes.

The HCM policies enhance smooth administration by implementing standard procedures for all business units. Attracting the right talent, coupled with performance management and development, enhances staff retention and ensures the stability of the organisation. Human capital management is the most significant contributor to an efficient and effective administrative system because employees implement all processes.

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:

- refurbishing the Thuto-Mfundo Building;
- addressing the post-retirement medical aid obligation;
- redesigning Umalusi House to address occupational health and safety non-compliance issues and waterproofing; and
- developing an alternative funding model.

The COVID-19 pandemic brought changes in financial administration, with an unprecedented impact on internal financial controls. As a result, the organisation has taken steps to identify risks and close the gaps resulting from these changes.

The financial management service supports all other functions of the organisation. Its policies,

systems and procedures guide all business units to assist them in abiding by financial legislation during the process of expending financial resources. The efficiency of financial management systems enables the organisation to attain a clean audit, which is evidence of efficient and effective administrative systems.

1.2 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

The purpose of the Qualifications, Curriculum and Certification sub-programme is to manage the GFETQSF qualifications, in addition to the standard QCC functions of managing qualifications, certification and verification.

Sub-programme 2.2: Statistical Information and Research

The purpose of the Statistical Information and Research sub-programme is to provide a platform for research, statistical support, and the standardisation of learner results and research to inform Council's professional work and organisational strategy.

1.2.3 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output indicators	Annual targets						
			Audited performance			Estimated performance	MTEF period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Enhanced education standards	2.1 Reports on management of qualifications	2.1.1 Number of reports produced on the management of qualifications in the sub-framework	3	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
	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
	2.4 Completed research reports	2.4.1 Number of research reports completed in various formats	9	3	4	5	5	6	6

1.2.4 Output Indicators: Annual and Quarterly Targets

Output indicators	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	1	-	-	-	1
2.2.1 Number of reports produced on the certification of learner achievements for qualifications in the sub-framework	4	1	1	1	1
2.3.1 Number of reports produced on the verification of qualifications (certificates) in the sub-framework	4	1	1	1	1
2.4.1 Number of research reports completed in various formats	5	-	-	-	5



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 2022/23 MTEF will be on the following:

- reviewing the GFETQSF and associated policies, e.g. Policy and Criteria for Assessment, RPL and Credit Accumulation and Transfer (CAT);
- offering NSC and NATED qualifications in Southern African Development Community (SADC) countries;
- offering foreign qualifications, such as the IB and CIE, in the country;
- the implementation of an online certification system for replacement certificates;
- the alignment of qualifications to the GFETQSF and the phasing out of legacy (pre-2009) qualifications;
- the registration and implementation of the GEC;
- the implementation of the NASCA; and
- the development of certification directives for the GEC.

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 ensure that policies are in place to assist learners to articulate to other qualifications within the GFETQSF, or across other sub-frameworks through RPL and CAT. In addition, the focus will be on the regulation of foreign qualifications offered in South Africa.

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

and monitor the quality assurance of assessment standards to ensure that these qualifications are not compromised.

Umalusi has embarked on the development of an online certification system for replacement certificates. The aim of this system is to offer this service directly to the public, allowing holders of valid certificates to apply directly to Umalusi online for a replacement certificate (duplicate). This will improve service delivery to the public.

The alignment of qualifications with the GFETQSF ensures that they are aligned with the criteria set by Umalusi and the SAQA Policy for the registration of qualifications and part-qualifications. This, in turn, ensures articulation with other qualifications on the GFETQSF and qualifications on other sub-frameworks.

Umalusi is responsible for the management of the GFETQSF. It will evaluate the GEC qualification according to the criteria indicated in the policy and the criteria for the development, registration and publication of qualifications on the GFETQSF. The qualification will then be recommended for registration by SAQA. Once the qualification has been registered, Umalusi will develop directives for the certification of the GEC. These directives will provide assessment bodies with the requirements for the submission of certification data.

Umalusi will also 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.

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 (NASCA and GEC);
- articulation of 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 justifications for recommendations to strengthen qualifications and their quality assurance models, their underpinning curricula and the necessary skills development in current and future contexts. The research is also intended to enhance standards, inform articulation across sectors and provide advice to the Minister on strengthening qualification standards by means of appropriate and responsive curricula. The research will contribute significantly to the continual improvement of the quality of education in the general and further education and training (GFET) sector, and create the theoretical basis for all the professional work Umalusi engages in.

The 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 Programme comprises the following three sub-programmes:

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

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

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

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, Performance Indicators and Targets

Outcome	Outputs	Output indicators	Annual targets						
			Audited performance			Estimated performance	MTEF period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Enhanced education standards	3.1 Published quality assurance of assessment reports	3.1.1 Number of quality assurance of assessment reports published for qualifications registered on the GFETQSF	10	10	8	10	10	10	10
	3.2 Approved question papers	3.2.1 Percentage of question papers approved per qualification	100%	100%	100%	100%	100%	100%	100%
	3.3 Audited assessment bodies for state of readiness	3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations	14	13	13	4	4	4	4
	3.4 Verified marking	3.4.1 Number of subjects for which verification of marking is conducted	95	90	85	88	90	92	95
	3.5 Moderated internal assessment	3.5.1 Number of subjects for which moderation of internal assessment is conducted	145	208	180	125	190	195	200
	3.6 Accreditation outcomes for private education institutions	3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations	88%	89%	94.8%	85%	86%	87%	88%
	3.7 Monitored private education institutions	3.7.1 Percentage of identified private education institutions monitored after being granted accreditation	97%	95.7%	87.4%	90%	90%	90%	90%

1.3.4 Output Indicators: Annual and Quarterly Targets

Output indicators	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	10	-	2	1	7
3.2.1 Percentage of question papers approved per qualification	100%	-	-	-	100%
3.3.1 Number of assessment bodies audited for their state of readiness to conduct examinations	4	-	-	4	-
3.4.1 Number of subjects for which verification of marking is conducted	90	-	-	-	90
3.5.1 Number of subjects for which moderation of internal assessment is conducted	190	-	-	-	190
3.6.1 Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit	86%	-	-	-	86%
3.7.1 Percentage of identified private education institutions monitored after being granted accreditation	90%	-	-	-	90%

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

The outputs for the Quality Assurance and Monitoring Programme will be implemented to ensure that the second outcome of the organisation: Enhance educational standards, is achieved. The focus areas that will assist in achieving the outcome are provided below for each sub-programme.

Quality Assurance of Assessment: School Qualifications

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

- implementing the reconfigured quality assurance of SBA;
- moving towards the implementation of automated QAA instruments for improved information management;
- strengthening the monitoring of the implementation of issued directives for improvements and compliance to track progress over time; and
- monitoring the standard of non-official languages' question papers.

These four focus areas will improve the collection of data to develop 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 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 ensure that the results obtained can be justified;
- increasing the external moderation and monitoring of ISAT conduct and oral assessments using innovative approaches for enhanced validity;
- strengthening the monitoring of the implementation of issued directives for improvements and compliance to track progress over time;
- improving moderators' skills and competencies through blended training approaches for continuous professional development;
- moving towards the implementation of automated QAA instruments for improved information management.

These focus areas will enhance the feedback from moderation provided to assessment bodies



and improve the quality assurance of assessments and subsequent student performance. The use of innovative strategies such as automated instruments and reports will result in a shift from monitoring the compliance of outputs with timely and quality reporting to the realisation of enhanced educational standards.

Sub-programme 3.3: Evaluation and Accreditation

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

- conducting online site visits;
- conducting online quality promotion meetings;
- conducting online pre-site visit meetings;
- conducting online accreditation forums

to interact with all stakeholders on matters relating to accreditation;

- implementing the process of the non-certification of learners who sit for the NSC examination at non-accredited independent schools, in line with paragraph 26A of Government Gazette No. 31337 of 29 August 2008, as amended, which requires independent schools to be accredited by Umalusi to be registered as an examination centre; and
- implementing the process of the non-certification of learners who sit for the National Education (NATED) Report (190/191) N1–N3 Engineering Studies and NC(V) examinations at non-accredited private colleges.

The credibility of Umalusi's qualifications depends on several quality assurance processes. Without these processes, many things could go wrong with the way in which institutions offer the qualifications on the GFETQSF. This could compromise 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

	Actual audited			Approved budget	Budget estimates		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Administration	68 380	69 856	59 696	75 136	74 710	75 927	76 738
Qualification, Curriculum, and Certification	28 612	24 664	32 014	33 325	34 692	36 253	38 003
Quality Assurance Monitoring	83 095	82 076	71 619	86 562	77 234	76 371	81 247
Total expenditure	180 087	176 596	163 329	195 023	186 636	188 551	195 988

1.4.1.2 Programme 1: Administration

	Actual audited			Approved budget	Budget estimates		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	31 147	38 606	35 955	37 973	39 872	41 666	43 750
Goods and services	34 014	27 671	22 741	35 663	32 572	31 893	30 523
Depreciation	3 219	3 579	1 000	1 500	2 266	2 368	2 465
Total expenditure	68 380	69 856	59 696	75 136	74 710	75 927	76 738

1.4.1.3 Programme 2: Qualifications and Research

	Actual audited			Approved budget	Budget estimates		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	17 335	18 031	20 382	21 401	22 471	23 482	24 656
Goods and services	11 277	6 633	11 632	11 924	12 221	12 771	13 347
Depreciation	-	-	-	-	-	-	-
Total expenditure	28 612	24 664	32 014	33 325	34 692	36 253	38 003

1.4.1.4 Programme 3: Quality Assurance and Monitoring

	Actual audited			Approved budget	Budget estimates		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Rand thousand	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000	R' 000
Compensation of employees	25 135	27 602	28 438	29 860	31 353	32 764	33 617
Goods and services	57 960	54 474	43 181	56 702	45 881	43 606	47 630
Depreciation	-	-	-	-	-	-	-
Total expenditure	83 095	82 076	71 619	86 562	77 234	76 370	81 247



1.5 Explanation of resources' contribution to achieving the outputs

The grant allocation increased with inflation from the 2018/19 financial year but decreased in 2020/21 because of a decision by National Treasury to reduce the baseline allocation because of the impact of the COVID-19 pandemic. The own-generated revenue for the 2022/23 financial year decreased by 75.8% as a result of lockdown restrictions. The organisation has seen a decline in demand for the verification of qualifications and the accreditation of independent schools. The grant is expected to increase in line with projected inflation over the MTEF period, while own-generated revenue is expected to continue to decline.

In view of the DBE's piloting of the GEC qualification, Umalusi requires R12.9 million to evaluate the curriculum offerings before this new qualification can be registered with SAQA. A further R7.5 million will be required each year to maintain the GEC. The organisation is considering limiting some of its activities, such as the moderation of SBA, orals, the practical assessment task (PAT) and monitoring the conduct of examinations in a bid to reduce expenditure and redirect funding to key areas.

The greatest expenditure remains the moderation of question papers. The DBE and National Treasury have realised the need to recapitalise the organisation and, as a result, have committed to providing additional funds during the budget adjustment, particularly to fund the planned implementation of the GEC and upgrading the ICT infrastructure.

1.5.1 Materiality and significance

1.5.1.1. Materiality

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

- a) the nature of Umalusi's business;
- b) statutory requirements affecting Umalusi;
- c) the inherent and 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 as 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 separately;
- b) participation in a significant partnership, trust, unincorporated joint venture or similar arrangement – 50% of voting rights;
- c) acquisition or disposal of a significant shareholding in a company – 30% or more of shareholding;
- d) acquisition or disposal of a significant asset – 1% of fixed assets;
- e) commencement or cessation of a significant business activity – each transaction separately; and
- f) a significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture or similar.

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

Table 7: Updated Risks

Outcome	Key Risks	Risk Mitigation
Efficient and effective administrative systems	a. Unreliable MIS data	<ul style="list-style-type: none"> Phase out MIS and replace it with ERP solution
	b. High staff turnover rate/ human resource constraints	<ul style="list-style-type: none"> Explore a business process re-engineering approach
	c. Lack of alternative funding model	<ul style="list-style-type: none"> Full cost recovery from private education institutions
	d. ICT vulnerability to cyber threats	<ul style="list-style-type: none"> Vulnerability management solution installed and monitored periodically Procure a security operations centre
Enhanced educational standards	a. Limited budget to carry out ad hoc activities	<ul style="list-style-type: none"> Ring-fence the budget Put systems in place to minimise debt and maximise revenue
	b. The 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. Lack of independent contractors to perform duties when needed	<ul style="list-style-type: none"> Increase the pool of independent contractors Recruitment of suitably qualified individuals through headhunting Conduct some processes online – greater availability of contractors when travel is not required Conduct some processes off-site Liaise with the assessment bodies on their plans for the conduct, administration and management of examinations to assist in making arrangements in advance for the deployment of contract staff
	d. Institutions offering qualifications without being accredited	<ul style="list-style-type: none"> Work closely with the relevant departments to ensure that private education institutions offering qualifications registered on the GFETQSF are accredited Greater advocacy of the legal requirements for institutions needing accreditation



Outcome	Key Risks	Risk Mitigation
Enhanced educational standards	e. Examination irregularities	<ul style="list-style-type: none"> • Strengthen the state of readiness audit processes to identify centres where there are potential risks of irregularities • Monitor a sample of examination centres • Schools outside South Africa to be included in the schools selected for moderation and/or verification of internal assessment • Umalusi to verify the audit of the state of readiness report of centres outside South Africa submitted by the assessment bodies
	f. 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 independent contractors
	g. 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 process to maintain the integrity and confidentiality of the standardisation process

3. Public Entities

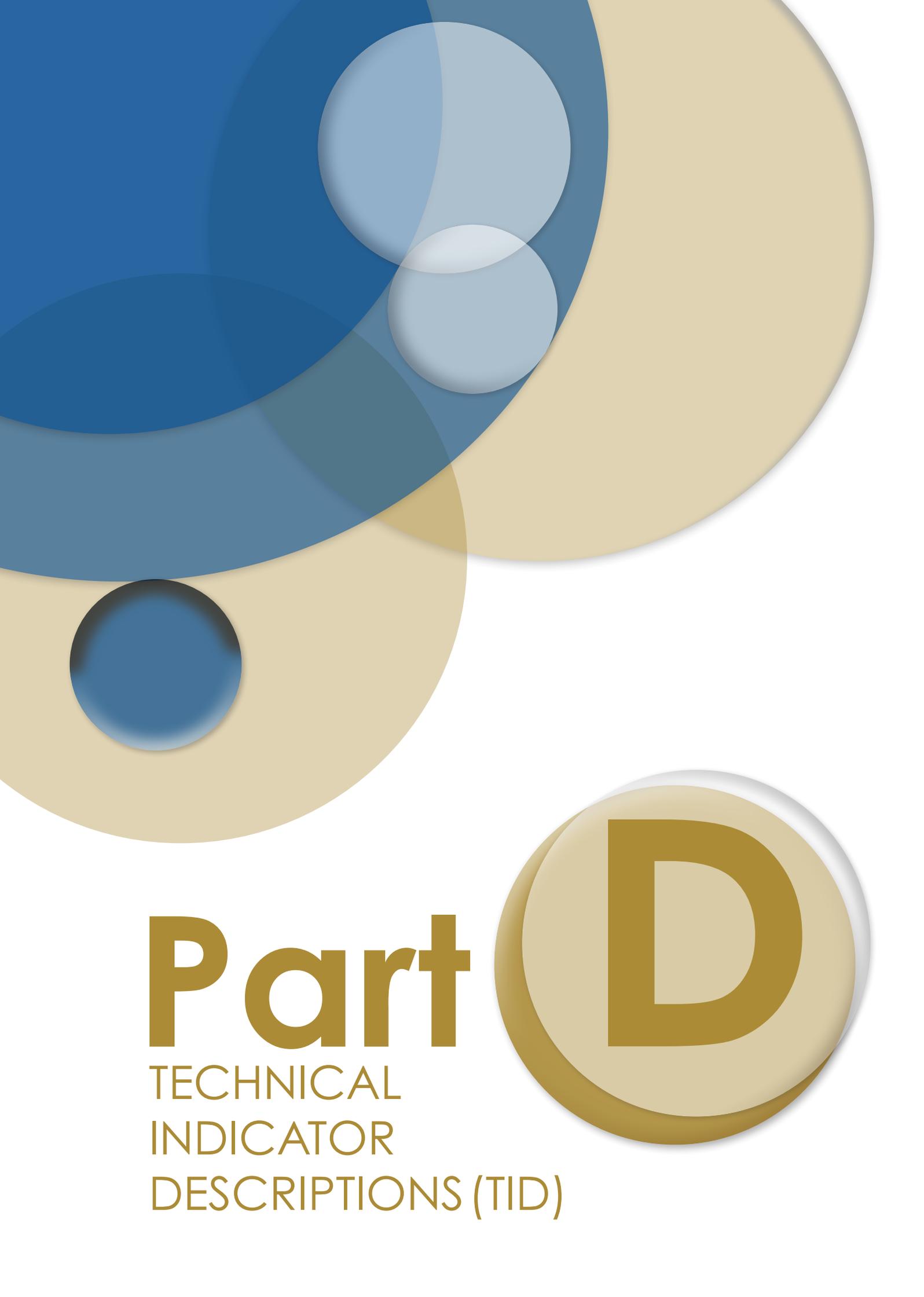
None.

4. Infrastructure Projects

None.

5. Public Private Partnerships

None.



Part D

TECHNICAL
INDICATOR
DESCRIPTIONS (TID)

Indicator title	1.1.1: Number of advocacy webinars conducted
Definition	This indicator measures the number of webinars Umalusi used to interact with stakeholders and to communicate information about the GFETQSF. The webinars are intended to communicate key messages to stakeholders about issues related to the organisation's legislative mandate, such as accreditation, certification, verification and quality assurance. The webinars 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 in the education sector.
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	Recording of the webinar session, invitations sent to stakeholders, webinar programme, and PowerPoint presentation shared during the webinar.
Assumptions	The information shared with stakeholders in advocacy webinars 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 ≥95%
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 up; 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%. 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 and added together and divided by four: i.e. sever uptime score + alarm score + disk score + operating systems score/4 to produce an average.</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 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 the 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> <i>Number of all approved (funded) positions on organisational structure*100</i></p> <p>Annual calculation:</p> <p>Add the four reported quarterly outputs and divide by four.</p>
Means of verification	Quarterly reports on 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 Data to exclude claims and travel travel-related Invoices</p>
Source of data	PASTEL system Register of invoices paid within the period
Method of calculation	Total number of days for all valid invoices paid in a quarter under review, divided by the number of invoices received by the Finance and Supply Chain Management (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. within 30 working days of receipt
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: number of datasets received per qualification per assessment body/provincial education department (PED); number of transactions received, accepted and rejected; number of certificates printed; number of passes with bachelor's, diploma, higher certificate, national certificate without admission to higher education only; breakdown of type of certificates issued – first issues, replacements, reissues; progress on certification of various cohorts of learners per examination; report on "outstanding" certificates; 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 e-mail; • 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 Minister 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
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 reports published on the compliance of assessment bodies with Umalusi policies across all quality assurance processes. Assessment bodies are the 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 and verification of marking.
Source of data	Quality assurance reports
Method of calculation	Count of reports published
Means of verification	Quality assurance reports
Assumptions	Submission of self-evaluation reports by the assessment bodies, and 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 10 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 on the report by the signature of the external moderator.</p>
Source of data	External moderator reports on moderation of question papers
Method of calculation	Number of question papers approved divided by the number of question papers received for quality assurance x 100
Means of verification	Reports on the moderation of question papers/declaration reports List of approved question papers
Assumptions	The assessment bodies will make the required changes in good time
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	Senior Manager: QAA: SQ and Senior Manager: QAA: PSQ



Indicator title	3.3.1: Number of assessment bodies audited for their state of readiness to conduct examinations
Definition	In this indicator, the number of assessment bodies refers to entities accredited by Umalusi, or deemed accredited, to conduct external summative assessments and to moderate internal assessments for qualifications registered on the GFETQSF. 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.
Source of data	State of readiness reports
Method of calculation	Count of audited assessment bodies
Means of verification	Consolidated state of readiness reports List of audited assessment bodies
Assumptions	Number of assessment bodies remains constant
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	In this indicator, the number of subjects refers to those subjects included in the verification of marking sample (as per the QAA plans). Verification is the process of measuring the compliance of an assessment body with policy/regulations for marking. Assessment bodies are entities accredited by Umalusi, or deemed accredited, to conduct and moderate internal assessment for qualifications registered on the GFETQSF. This indicator is intended to make a judgement on the quality of marking to ensure the credibility of the examination results.
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	Verification of marking reports List of subjects for which verification of marking was conducted
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>SBA and ICASS are student evidence of assessments conducted and assessed at the sites of learning.</p> <p>Internal assessment refers to SBA for the GETC: ABET and ICASS student evidence of assessment.</p> <p>Assessment bodies are departments of education or bodies accredited by Umalusi to conduct, administer, manage 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



Indicator title	3.6.1: Percentage of accreditation outcomes for private education institutions finalised within 12 months of the site visit
Definition	<p>This indicator measures the percentage of accreditation reports presented to the Accreditation Committee of Council (ACC) and the outcomes, signed by the CEO of Umalusi; or, in the case of a window period granted to improve, signed by the Senior Manager: 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 prior to a site visit being made.</p> <p>"Private education institution" refers to independent schools, private FET colleges and private AET centres that offer qualifications registered on the GFETQSF.</p> <p>"Finalised" means that the accreditation outcome has been signed by the CEO or Senior Manager.</p>
Source of data	Management information system and online accreditation system
Method of calculation	<p>Total number of accreditation reports served at the ACC in a financial year and the 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	Electronic spreadsheet report highlighting dates of site visits made, names of institutions and dates presented to the ACC Letters to institutions advising them of the outcome of the accreditation applications presented to the ACC in that financial year Minutes of ACC meetings Signed tracking forms
Assumptions	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.) 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. 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.
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 2020/21 financial year, and independent schools granted accreditation in the 2016/17 financial year, as well as any accredited independent schools whose Grade 12 results in the 2021 NSC examinations were below the 2021 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 begin 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 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 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> <p>Due date for monitoring Date of monitoring (i.e. date of receipt of monitoring report or of the site visit)</p>
Assumptions	<p>Private education institutions continue to operate in line with their original registration at the time of the required monitoring.</p>
Disaggregation of beneficiaries	<p>N/A</p>
Spatial transformation	<p>N/A</p>
Calculation type	<p>Non-cumulative</p>
Reporting cycle	<p>Annual</p>
Desired performance	<p>To monitor identified accredited institutions</p>
Indicator responsibility	<p>Senior Manager: E&A</p>

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 • Reissue 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 to 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 these qualifications will 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: Accreditation Guidelines/criteria, Green list</p> <p>Question paper requirements: QP Guidelines, External Moderators reports, QAA reports,</p> <p>State of readiness to conduct examinations: Guidelines, SOR reports, QAA reports</p> <p>Standardisation: Standardisation Guidelines, Standardization reports</p>
Method of calculation/ assessment	<p>All assessment bodies are assessed for compliance against each criteria.</p> <p>Level 1 calculation: Numerator: Number of assessment bodies that comply Denominator: Total number of assessment bodies 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	<ul style="list-style-type: none"> • Assessment bodies are fully compliant with all standards • Umalusi has the capacity to monitor and assess the level of compliance
Desired performance	Full compliance to GFETQSF policies, regulations, guidelines and criteria
Indicator responsibility	Executive Manager: Qualifications and Research Executive Manager: Quality Assurance and Monitoring

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>State of readiness to conduct examinations: Guidelines, SOR 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: Numerator: Number of assessment bodies that comply Denominator: Total number of assessment bodies 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	<ul style="list-style-type: none"> • Assessment bodies are fully compliant with all standards. • Umalusi has the capacity to monitor and assess the level of compliance.
Desired performance	Full compliance with GFETQSF policies, regulations, guidelines and criteria
Indicator responsibility	Executive Manager: Qualifications and Research Executive Manager: Quality Assurance and Monitoring



NOTES

A series of horizontal dashed lines for taking notes.

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ISBN- 978-1-928445-22-7

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