



## Portfolio Committee on Basic Education

28 SEPTEMBER 2011

### OVERVIEW AND ANALYSIS OF THE QUALITY AND ASSURENCE IN GENERAL AND FURTHER EDUCATION AND TRAINING (UMALUSI) 2010/11

#### 1. Introduction

Umalusi is mandated by two Acts of Parliament namely, the National Qualifications Framework Act of 2008 (NQF Act); and the General and Further Education and Training Quality Assurance Act of 2001 as amended in 2008 (GENFETQA Act). The Council is mandated to quality assure qualifications and standards, monitors and moderates learners' achievement and issues certificates. The Council also evaluates whether providers of education and training in the sector have the capacity to deliver and assess qualifications and are doing so to expected standards of quality<sup>1</sup>.

#### 2. UMALUSI'S PROGRAMMES AND STRATEGIC GOALS

The core business of the Council in the year under review was<sup>2</sup>:

- Quality Assurance of Assessment (QAA):
  - Moderating all question papers (National Senior Certificate (NSC) – DBE, IEB and ERCO, Senior Certificate (SC), National Certificate Vocational (NCV), General Education and Training Certificate (GETC) National Technical Education policy (NATED) and Integrated Summative Assessment (ISATs for NCV); and practical assessments.
  - Moderation of marking, standardisation of assessment outcomes, and monitoring and reporting on the conduct of assessment.
  - Develop; implement and review guidelines regulating quality assurance and assessment; monitor and evaluate QAA systems, processes and procedures; and maintain regular communication with stakeholders.
- Evaluation and Accreditation:
  - Maintain and extend accreditation of private institutions and their qualifications.
  - Pilot full accreditation for all private provider sectors.
  - Evaluate International Continuous Assessment (ICASS) systems and standards in public Further Education Training (FET) colleges.
  - Maintain and extend accreditation and continue monitoring for assessment bodies and their qualifications.
- Qualification, Curriculum and Certification:
  - Regulate the General and Further Education and Training Qualifications Framework (GFETQF) policy.
  - Evaluate existing qualifications and identify new qualifications variants for development.

<sup>1</sup> Umalusi, (2010)

<sup>2</sup> Ibid



- Strengthen relationships with Department of Education, SAQA, QCs, HESA, assessment bodies and providers.
- Set standards through standardized tests and banks.
- Compare and evaluate curricula for national and comparable international qualifications.
- Develop and maintain certification processes and systems and verification processes and systems.
- Statistical Information and Research:
  - Publish final research report with HESA on international benchmarking.
  - Publish final report on maintaining NSC standards.
  - Develop and present quantitative and statistical indicators report.
- Management and Support Structures and Governance;
- Information Technology Systems;
- Finance and Administration; and
- Human Resource Management and Development.

### **3. ACHIEVEMENTS AND CHALLENGES REPORTED UNDER THE REVIEW PERIOD**

#### **3.1 Achievements**

UMALUSI reports significant achievements with regards to its activities during the period under review. These include:

- Quality Assurance of Assessment (QAA):
  - All papers were moderated and approved within the examination cycle with NSC at 99%, NCV at 95% SC at 100% and GETC at 100%.
  - Internal assessment of sampled subjects across assessment bodies moderated with NSC at 88%, NCV ICAS at 100% and NCV ISAT at 96% and GETC at 98%.
  - The conduct of examinations monitored across assessment bodies with 162 NSC centres, 46 NCV centres and 60 GETC centres monitored.
  - Marking centres were monitored per exam with 52 NSC centres, 47 NCV centres and 19 GETC centres monitored.
  - Sample of scripts of 22 NSC subjects (100%), 50 NCV subjects (94%), and 31 GETC learning areas (84%)
  - Policy and directives reviewed for quality assuring NSC, NCV and GETC.
  - Standardization and resulting modules were developed and tested prior to to 2010 examination.
- Evaluation and Accreditation:
  - All new applications for accreditation by new providers were processed with 151 applications from schools, 95 from private FETs, 619 from SETA providers and 9 from private AET.
  - 579 schools, 480 sites of FET and 89 private AET providers were monitored resulting as well as 193 schools, 175 private FET and 17 private AET site visits conducted.



- Accreditation policies and criteria for FET colleges, AET centres and assessment bodies were regulated.
- Private assessment bodies for NSC (IEB and ERCO) and public assessment system were monitored and reported on.
- Qualification, Curriculum and Certification:
  - The General and Further Education and Training Qualifications Framework (GFETQF) policy was developed and submitted to the Minister for regulation.
  - Policy and guidelines that support development and evaluation of qualifications and curricula were revised and piloted.
  - The report in which the NSC is self-referenced against Cambridge International and International Baccalaureate qualifications was launched.
  - Completed a research on comparative evaluation of NCV Engineering curricula and the N-2 and N-3 Engineering subjects was conducted.
  - Comments from UMALUSI experts on Curriculum and Assessment Policy Statements (CAPS) – Foundation Phase were sent to DBE.
  - The November 2009 certificates were issued by August 2010 and are continuously issued on request.
  - The quality assurance process continued by testing to ensure that resulting has been done correctly after standardization was completed by December 2010. Successful outcome of the Teacher Development Roundtable of April 2009;
- Statistical Information and Research:
  - Draft report on the indicators of quality in general and further education and training was developed.
  - The following research reports were published:
    - Comparing the Learning Bases: An evaluation of Foundation Phase curricula in South Africa, Canada (British Columbia), Singapore and Kenya.
    - Comparing the Learning Bases: A Comparative evaluation of African Languages Foundation Phase curricula in South Africa, Botswana, Lesotho, Swaziland and Zimbabwe. Held a successful Teacher Development Summit in July 2009 followed by the continued support of the post-Summit process;
- Engaging in the Quality Learning and Teaching Campaign;
- Successful implementation of the Teacher Laptop Initiative;

### 3.2 Challenges

- Quality Assurance of Assessment (QAA):
  - Scarcity of suitably qualified people to serve as external moderators for NCV.
  - Unavailability of moderators for NSC examination that is why they achieved on 88% on internal assessment.
  - ERCO examination board used question paper which was not approved by UMALUSI.
  - Assessment bodies not submitting evidence for prescribed samples or are not making available the required samples.
  - Did not report on ICASS on FET as indicated on the strategic plan.



- Evaluation and Accreditation:
  - No challenges were reported on in this programme.
- Qualification, Curriculum and Certification:
  - No challenges were reported on in this programme.
- Statistical Information and Research:
  - Final research report with HESA on international benchmarking was not reported on.

#### **4. OVERVIEW OF UMALUSI FINANCIAL PERFORMANCE**

It is commendable that the Independent Auditors to the council gave an unqualified audit opinion, on completion of the examination of the UMALUSI financial statements. UMALUSI has sound internal Audit controls and it has reported on its predetermined objectives and in compliance with the PFMA (Act 1 of 1999) as amended. It is also good to note that there were no matters raised on compliance with laws and regulations and internal control.

#### **5. ANALYSIS OF UMALUSI ANNUAL REPORT AND ISSUES FOR CONSIDERATION**

- With the recurrence of the challenge on the scarcity of suitably qualified people to appoint as external examiners for NCV, what plans does the council have in place to address this challenge?
- What is the council doing to keep the external moderators it already has in the system to avoid further shortage?

#### **REFERENCE**

UMALUSI, (2010) Strategic Business Plans and Budgets, April 2010 – March 2013