The role of Umalusi in education and training in South Africa

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Matsie Agnes Mohale

Outline of the presentation

- Legislative framework

- The NQF architecture

- The broad mandate of Umalusi

- The units of Umalusi

- Current Research Agenda

- The standardisation mandate

- Roles and responsibilities

- Umalusi in SADC, Africa and beyond

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Legislative Framework

NQF Act

Umalusi is South Africa's Quality Council (QC) for General and Further Education and Training (GFET) and it derives its mandate from two pieces of legislation.

The National Qualifications Framework Act (67 of 2008), as amended; and

The General and Further Education and Training Quality Assurance (GENFETQA) Act (58 of 2001), as amended;

Provides for the NQF as the principal instrument through which national education and training qualifications are recognised and quality-assured by the relevant QC in South Africa.

Consists learning and training that lead to the awarding of qualifications on levels 1 – 4 of the National Qualifications Framework (NQF).

GFETQSF

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The NQF architecture

Quality Council	Level	Sub-Framework and Qualification Types		Quality Council
Higher Education Qualifications Sub-Framework (HEQSF) / Council on Higher Education (CHE)	10	Doctoral Degree		
	9	Master's Degree		Occupational Qualifications Sub-Framework (OQSF) / Quality Council for Trades and Occupations (QCTO)
	8	Bachelor of Honours Degree / Post Graduate Diploma / Bachelor's Degree	Specialised Occupational Diploma	
	7	Bachelor's Degree / Advanced Diploma	Advanced Occupational Diploma	
	6	Diploma / Advanced Certificate	Occupational Diploma/ Advanced Occupational Certificate	
	5	Higher Certificate	Higher Occupational Certificate	
General and Further Education and Training Qualifications Sub-Framework (GFETQSF) / Umalusi	4	National Certificate	National Occupational Certificate	
	3	Intermediate Certificate	Intermediate Occupational Certificate	
	2	Elementary Certificate	Elementary Occupational Certificate	
	1	General Certificate	General Occupational Certificate	

The broad mandate of Umalusi

1 Ensuring the development of qualifications and associated curricula as are required for the sector.

2 Accrediting providers to offer such qualifications.

3 Accrediting private assessment bodies to assess the qualifications.

The broad mandate of Umalusi cont.

4 Quality assuring provision and assessment.

5 Issuing certificates to qualifying learners.

6 Conducting research, which constitutes the basis for the evidence-based advice provided to the relevant Minister of Education.

Units of Umalusi

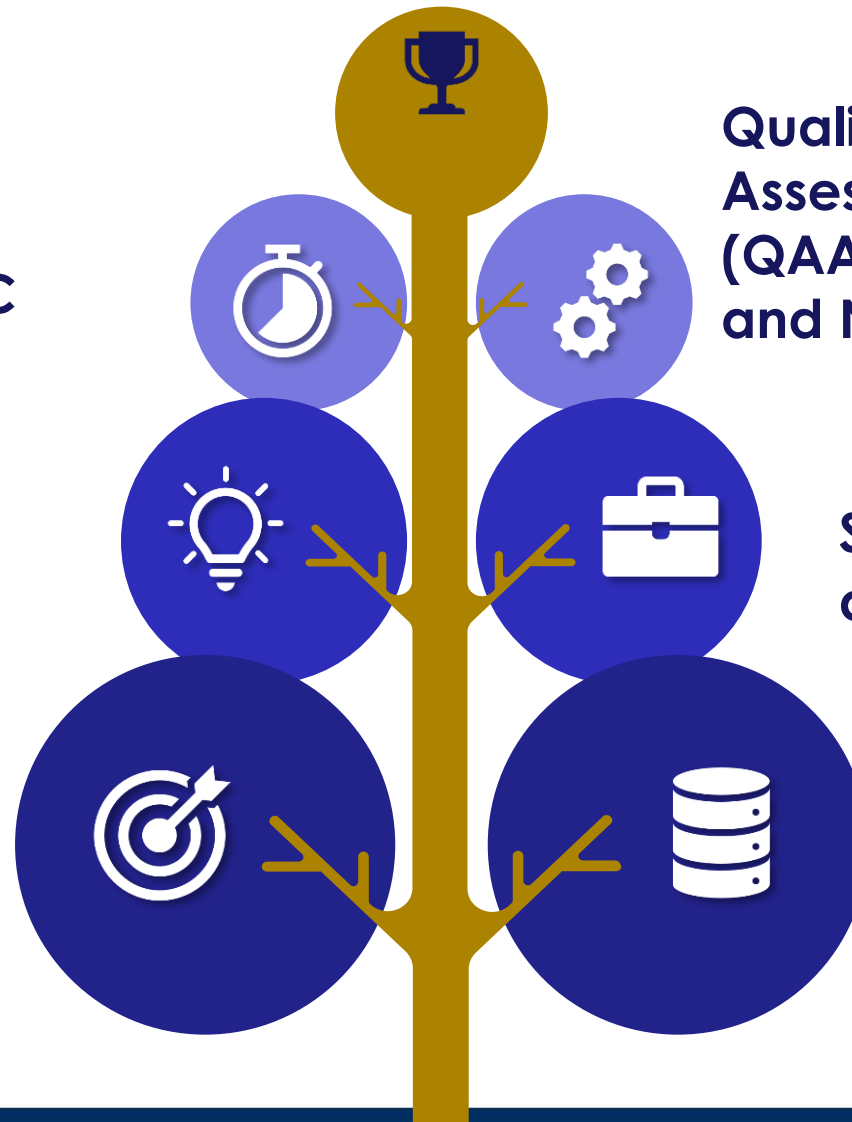Quality Assurance of Assessment: Schools (QAA-SQ): NSC and SC

Quality Assurance of Assessment: Post-Schools (QAA-PSQ): GETC, NATED and NC(V)

Evaluation and Accreditation (E&A)

Statistical Information and Research (SIR)

Qualifications, Curriculum and Certfication (QCC)

Support Units

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Qualifications Curriculum & Certification

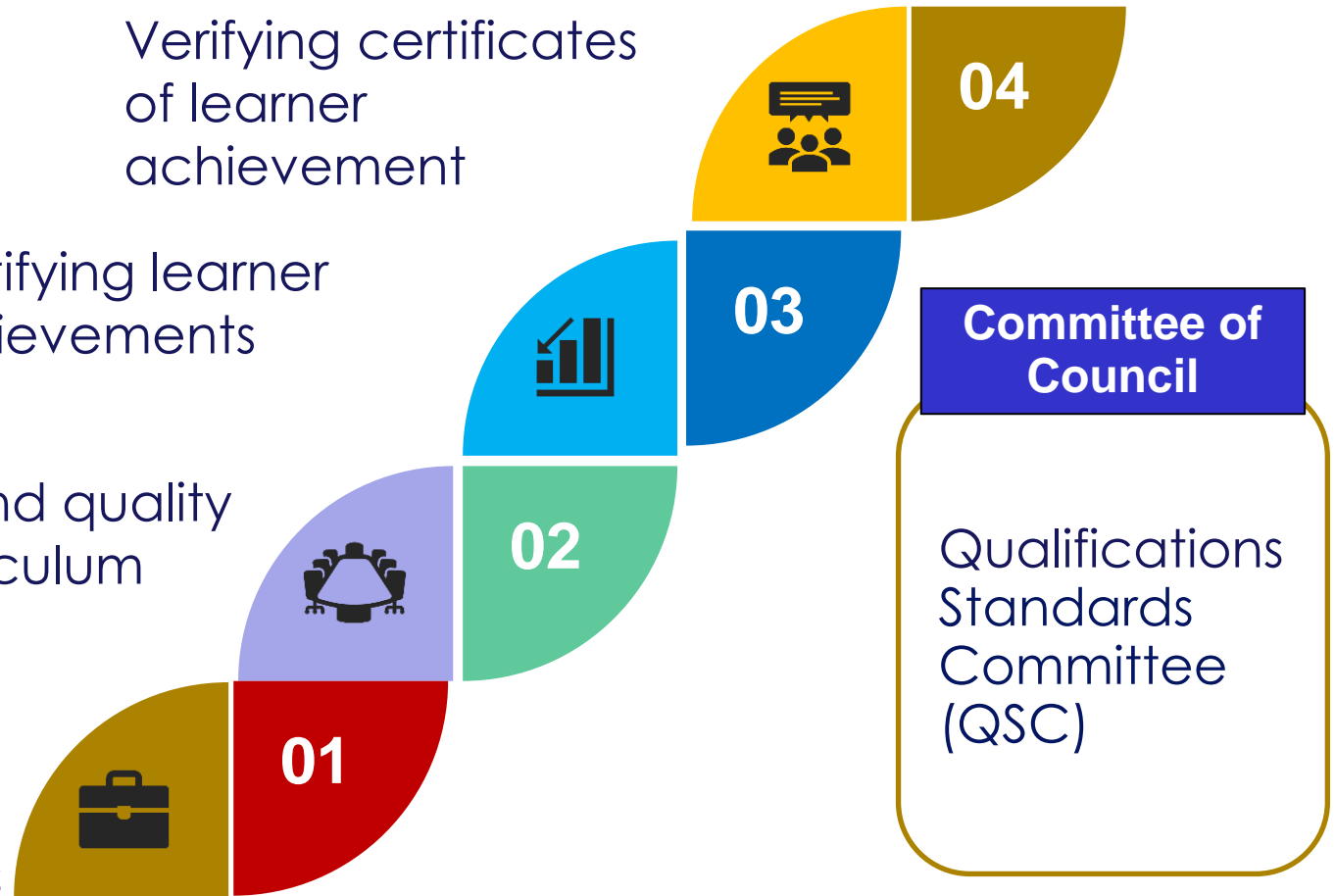**Advocating Umalusi's role wrt the Sub-Framework**

Verifying certificates of learner achievement

04

Certifying learner achievements

03

Committee of Council

Evaluating and quality assuring curriculum

02

Qualifications Standards Committee (QSC)

Ensuring the development of new qualifications and review of existing ones

01

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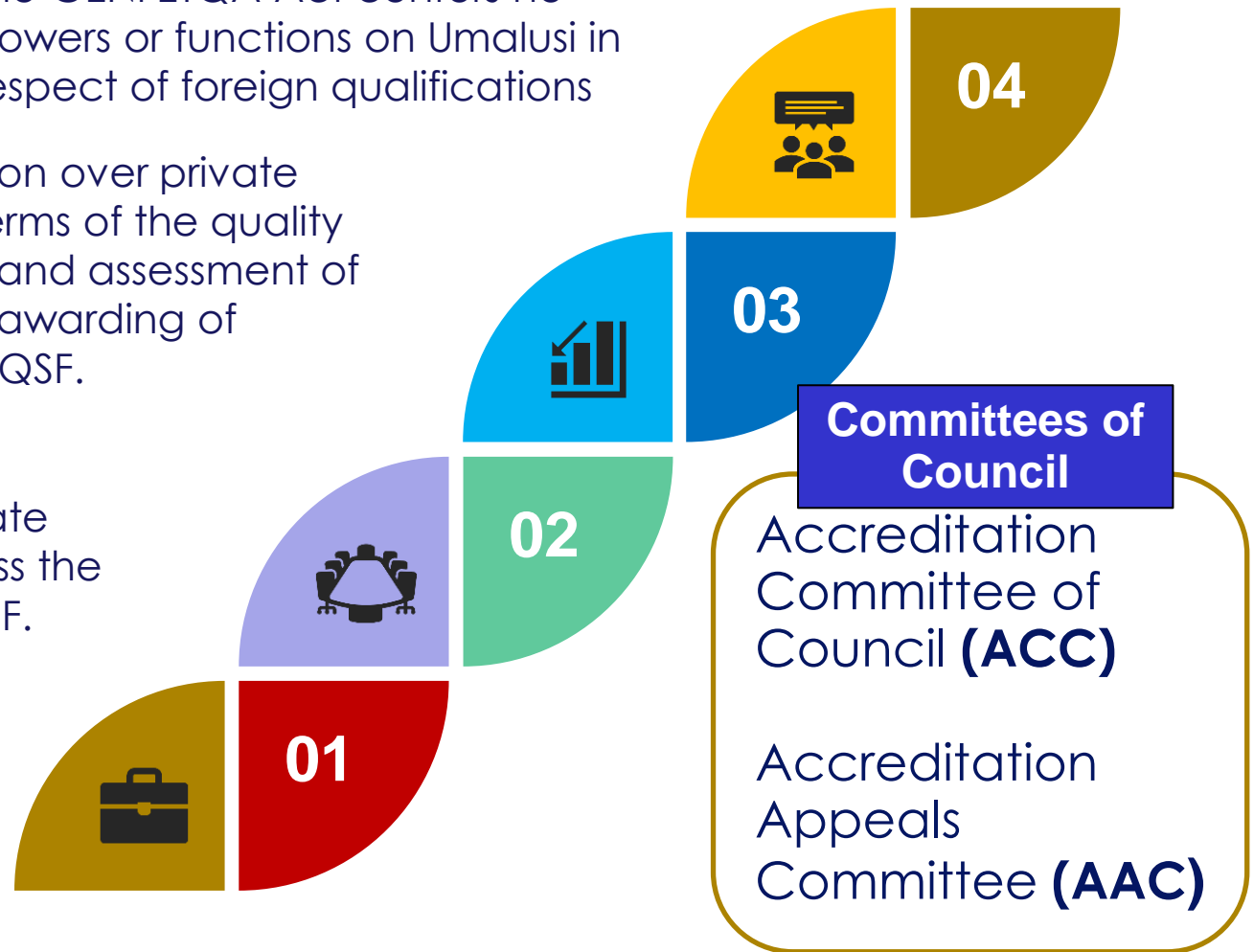
Evaluation & Accreditation

The GENFETQA Act confers no powers or functions on Umalusi in respect of foreign qualifications

Umalusi exercises jurisdiction over private education institutions in terms of the quality assurance of the offering and assessment of curricula that lead to the awarding of qualifications on the GFETQSF.

Accredits and monitors private assessment bodies that assess the qualifications on the GFETQSF.

Accredit and monitor private providers of education and training to offer qualifications on the GFETQSF

04

03

02

01

Committees of Council

Accreditation Committee of Council **(ACC)**

Accreditation Appeals Committee **(AAC)**

Quality Assurance of Assessment

Quality assurance of marking which includes standardisation of marking guidelines and verification of marking.

Approval of assessment results

04

Monitoring the conduct, administration and management of examinations (State of readiness, Audit selection and appoint of markers, writing of exams).

03

Moderation of question papers and Site-based Assessment tasks (SBA)/CAT/ Practical Assessment Task (PAT); the conduct of ISAT/PAT.

02

Committee of Council

Assessment Standards Committee **(ASC)**

Maintenance of standards of the assessments and examinations that lead to the awarding of qualifications (certificates) on the GFETQSF.

01
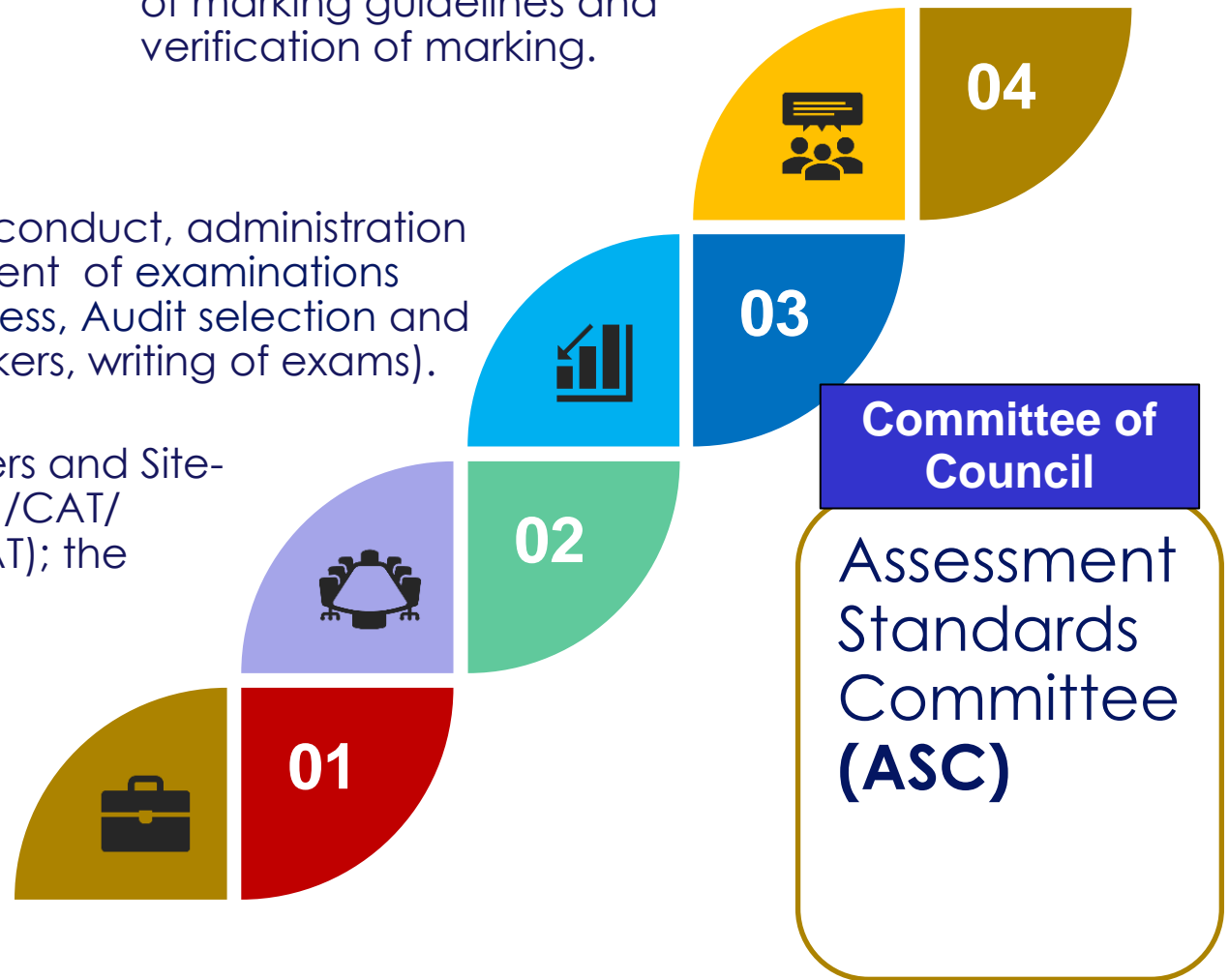
Statistical Information and Research

Intellectual engagement
Conferences, colloquia, webinars and etc

**04**

Standardisation and Resulting
To provide support to the ASC for standardisation purposes.

To establish and maintain databases.

03

Research
Conduct or commission research as identified by the organisational needs.

Report on the key indicators of quality and standards in GFET.

02

Statistical Information
Lead statistical research and analysis.

Provide internal and external statistical support.

01

Committees of Council

Assessment Standards Committee **(ASC)**
Research Forum (RF)
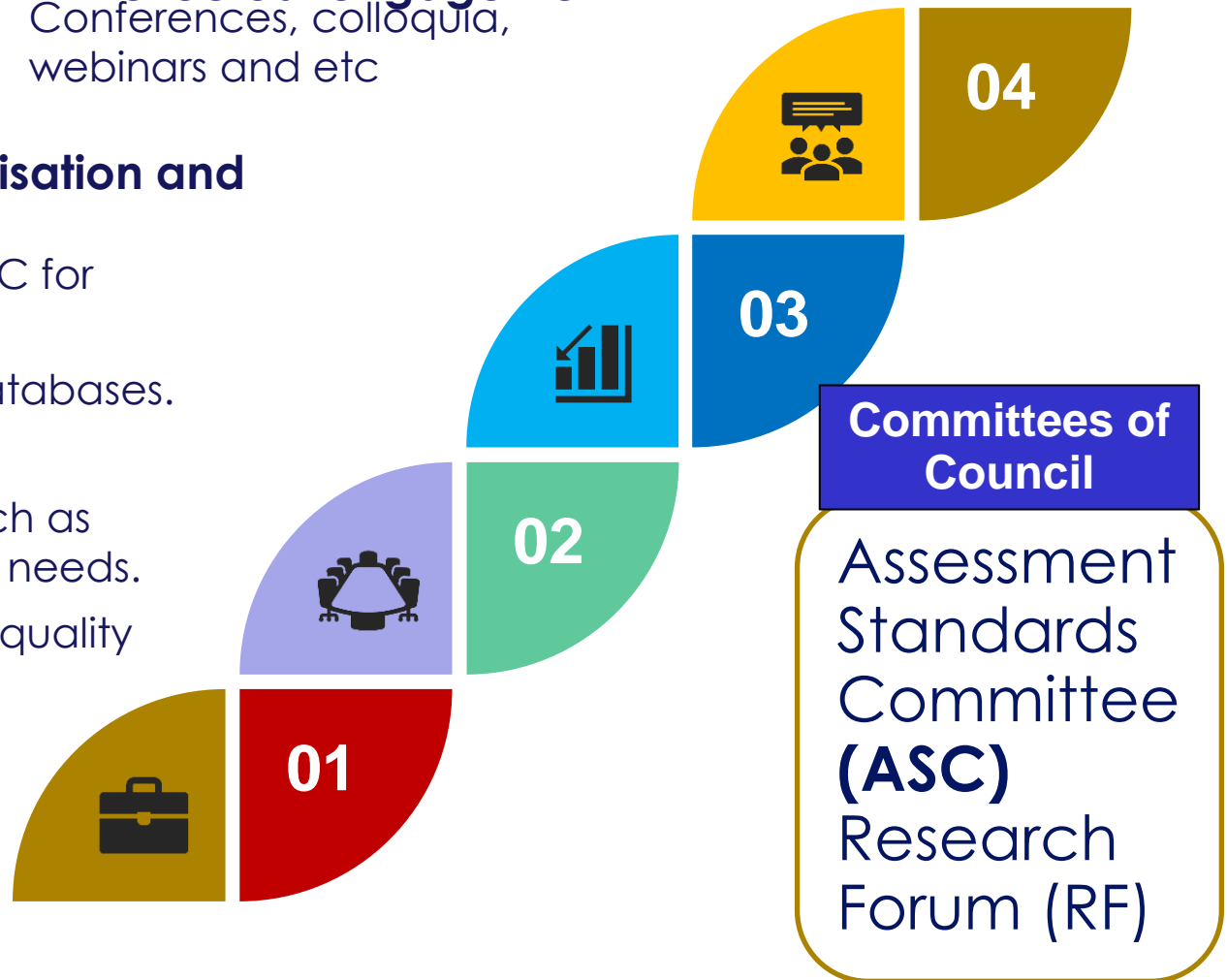
Current Research Agenda

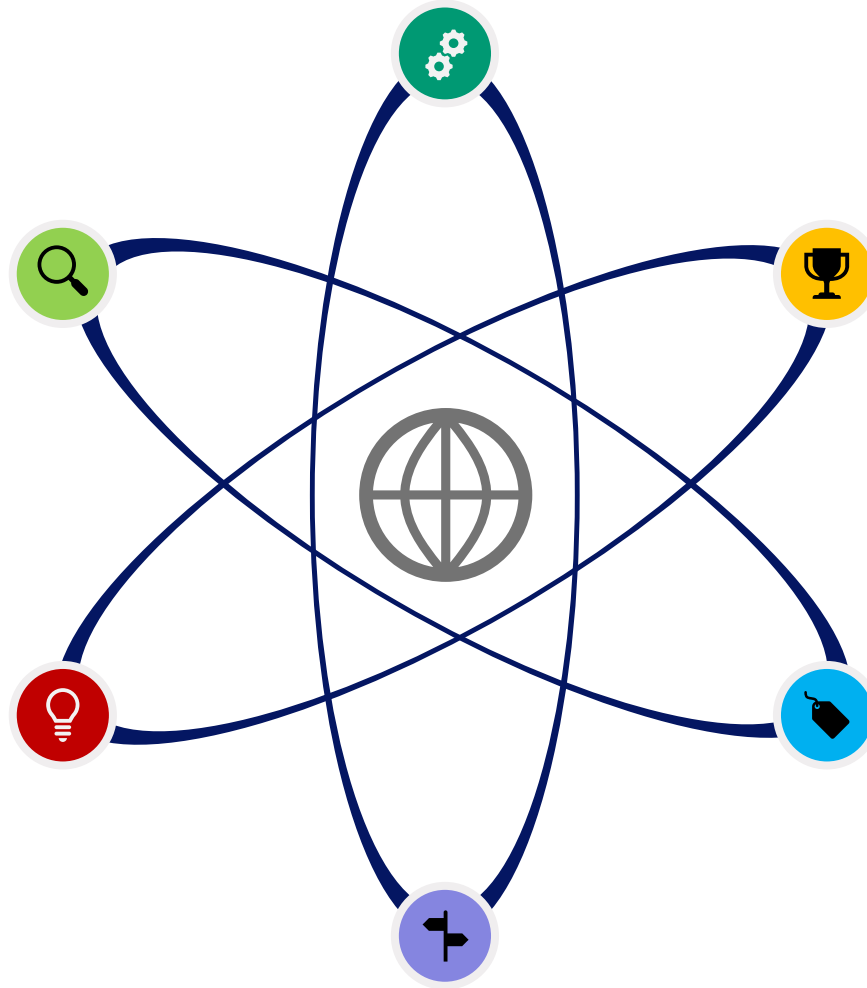NSC Post-Exam Analysis

Online education in South Africa

Quality assurance of new qualifications

Identify essential details and determine the comprehensibility level for examination guidelines

Mapping of the curricula of the NSC and NC(V)

Reviewing mandated quality assurance processes

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The standardisation mandate

Standardisation: Empowering section

01
Section17A(5) of the GENFETQA Act

(4) "The Council may adjust raw marks during the standardisation process."

02
Not a new practice

Umalusi's predecessor SAFCERT standardised results.

03
Standard maintaining

Umalusi has done this since it started work in 2002.

04
Final exam results

Of all the assessment bodies (DBE, DHET, IEB & SACAI) that examine subjects linked to the qualifications on the GFETQSF (NQF Levels 1-4).

Why standardisation?
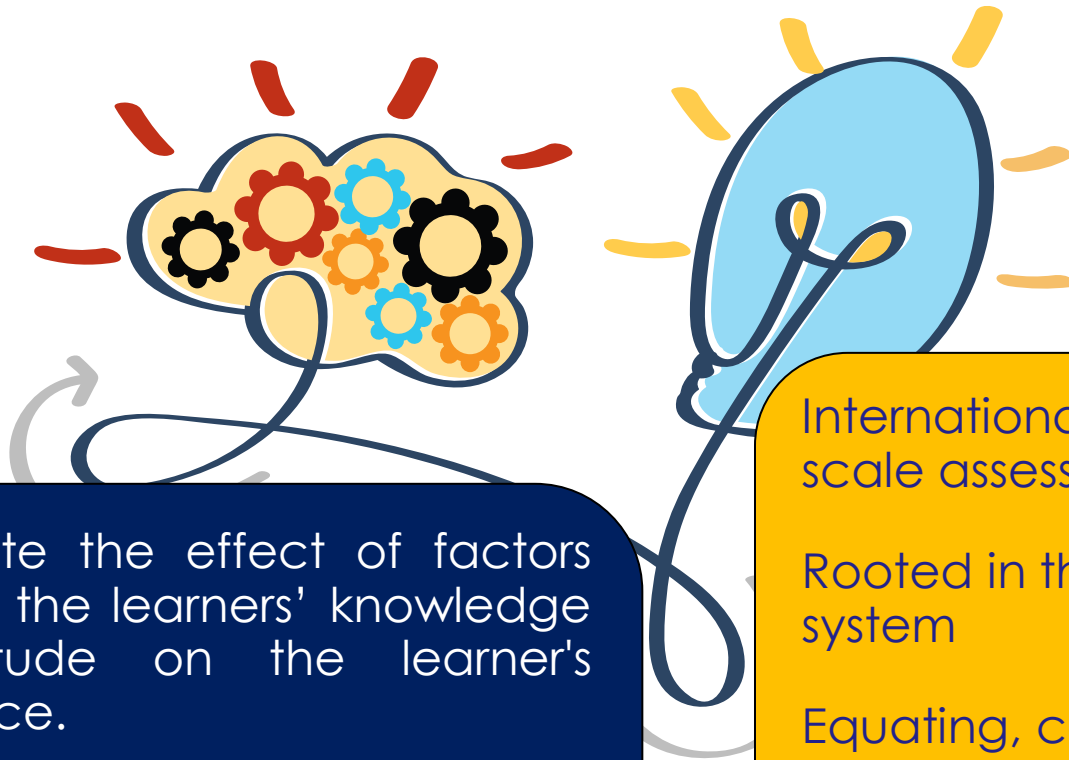
- To mitigate the effect of factors other than the learners' knowledge and aptitude on the learner's performance.

- Sources of variability – difficulty in question paper, undetected errors, learner interpretation of questions.

- To maintain standards within exams and overtime.

International practice – large scale assessment systems.

Rooted in the Cambridge system

Equating, comparable outcomes approach.

Setting grade boundaries.

The results standardised

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basic education — Department: Basic Education, REPUBLIC OF SOUTH AFRICA

- National Senior Certificate (NSC)
- Amended Senior Certificate (SC(a))

higher education & training — Department: Higher Education and Training, REPUBLIC OF SOUTH AFRICA

- National Certificate Vocational (NC(V))
- General Education and Training Certificate (GETC)
- National Certificate 2-3 (N2-N3)

SACAI — SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE / SUID-AFRIKAANSE KOMPREHENSIEWE ASSESSERINGSINSTITUUT

- National Senior Certificate (NSC)
- General Education and Training Certificate (GETC)

ieb — assessment matters

- National Senior Certificate (NSC)
- General Education and Training Certificate (GETC)

Who standardises results?

The role of standardisation of exam results is assigned to the Assessment Standards Committee (ASC) of Council.

They are independent experts in different subject fields such as education, mathematics, statistics, languages, etc.
They have years of experience working in South Africa's general and further education and training system (schools, colleges and adult education and training.

ASC members are not employees of Umalusi; they are drawn from various universities and research institutions and are some of the finest minds in our country.

In standardising exam results, the ASC relies on well-established principles and approaches, which are a matter of public knowledge.

Qualitative and quantitative inputs inform ASC decisions

Assessment Bodies

Evidence-Based Reports

Statistical info (standardisation booklets)

Assessment Bodies

Reports of chief markers
Reports of internal moderators

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Reports of external moderators

Reports of marking verifiers

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Reports from Post Exam Analysis (NSC)

Roles and Responsibilities

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Roles & responsibilities: Schools & Curriculum

Function	Responsible party	Role of Umalusi
Establishment of public schools	State	None
Design of curriculum	State (DBE & DHET)	Quality assurance
Establishment of private institutions (schools, FET colleges, AET centres)	Private entities	Accreditation
Registration of private institutions (schools, FET colleges, AETs)	✓ Schools: PEDs ✓ FET colleges: DHET	None
Appointment of teachers / lecturers	✓ DBE & DHET ✓ Accredited institutions	✓ Publics: None ✓ Privates: Ensure registration with SACE
Implementation of curriculum	✓ DBE & DHET ✓ Accredited institutions	✓ Publics: None ✓ Privates: Ensure policy compliance

Roles & responsibilities: Assessment

Function	Responsible party	Role of Umalusi
School-based tasks	The tasks are set by assessment bodies (DBE; DHET; IEB & SACAI)	Umalusi performs external moderation to ensure adherence to standards
Question papers	The question papers are set by assessment bodies	Umalusi performs external moderation to ensure adherence to standards
Marking guidelines/ memoranda	Assessment bodies prepare & submit the guidelines / memo along with question papers	Umalusi performs external moderation to ensure adherence to standards
System readiness to conduct examinations	Assessment bodies prepare exam centres	Umalusi audits the level of readiness of the whole system
Administration of examinations	The examinations are administered by assessment bodies	Umalusi monitors the writing of examinations

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Roles & responsibilities: marking up to certification

Function	Responsible party	Role of Umalusi
Marking guidelines/ memo discussions	Assessment bodies arrange for markers to discuss the guidelines	Umalusi attend the meetings to ensure consistency of application
Marking of examination scripts	Assessment bodies mark the exam scripts	Umalusi verifies the marking process
Standardisation of marks: <u>norm-referencing</u>	Assessment bodies submit marks (**<u>external component</u>**) to Umalusi	The ASC of Umalusi Council standardises examination results
Approval of release of results	Assessment bodies present reports to Umalusi on the conduct of the examinations	The EXCO of Umalusi Council considers and approves the release of results
Certificates of achievements	Assessment bodies submit resulting data to Umalusi	Umalusi issues certificates to candidates

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Umalusi in SADC, Africa and beyond

Umalusi in SADC, Africa and beyond

01 **Active membership**

Southern Africa Association for Educational Assessment (SAAEA)

Association for Educational Assessment in Africa (AEAA)

International Association for Educational Assessment (IAEA)

SAAEA Activities

02

Umalusi takes part in the activities of the SAAEA Research Forum, hosted by the SAAEA Secretariat, to, amongst others:
- Provide a framework for harmonisation of education in the SADC region to allow easy student mobility.
- Develop common assessment standards.
- Establishment of a regional quality assurance body.

Benchmarking studies

Umalusi has to date conducted various benchmarking studies in relation to the GFETQSF qualifications, curricula and examinations in order to strengthen them using international best practice.

Comparability of standards

Africa

East Africa: Kenyan Certificate of Secondary Education

West Africa: Ghana Senior Secondary School Certificate

Southern Africa: Namibian National Senior Secondary Certificate; Zambian General Certificate of Education; Zimbabwean Forms 5-6 advanced level

Australia: New South Wales: Higher School Certificate

Canada: British Columbia: Foundation Phase Curricula
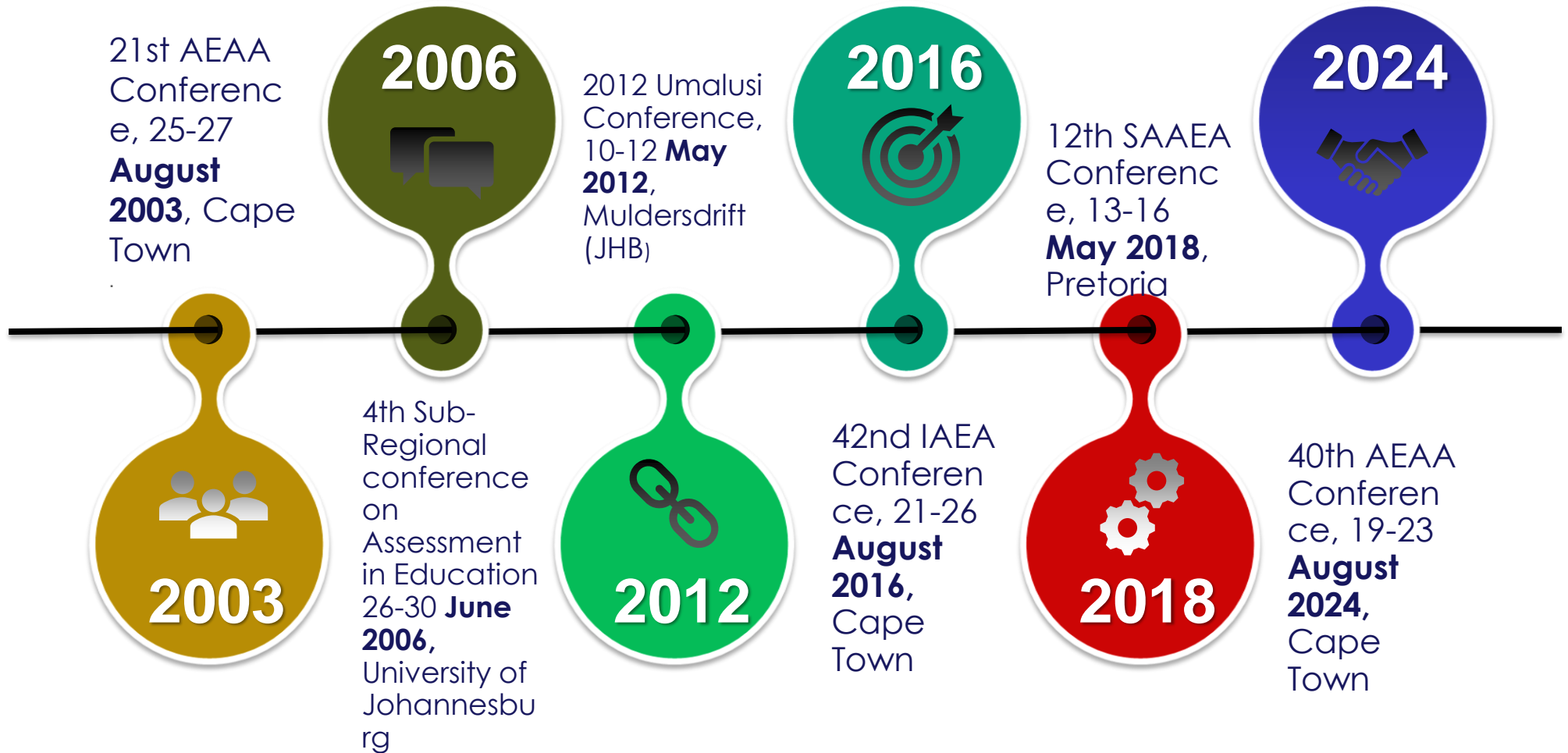
Singapore: Foundation Phase Curricula

Cambridge International Education (AS & A Levels)

International Baccalaureate Diploma Programme (SL & HL)

International General Certificate of Secondary Education/IGCSE (O-Level)

Beyond Africa

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Hosting of Conferences

21st AEAA Conference, 25-27 **August 2003**, Cape Town

2006

2012 Umalusi Conference, 10-12 **May 2012**, Muldersdrift (JHB)

2016

12th SAAEA Conference, 13-16 **May 2018**, Pretoria

2024

2003

4th Sub-Regional conference on Assessment in Education 26-30 **June 2006**, University of Johannesburg

2012

42nd IAEA Conference, 21-26 **August 2016**, Cape Town

2018

40th AEAA Conference, 19-23 **August 2024**, Cape Town

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25

A call for abstracts for the 40th AEAA conference

THEME: REIMAGINING EDUCATIONAL ASSESSMENT IN THE AGE OF MULTIPLE DIMENSIONS OF LEARNING IN A GLOBAL SOCIETY

1. Accessibility, credibility and accountability through digital assessments.
2. Assessing and quality assuring non-traditional learning experiences.
3. Ensuring assessment data security and maintaining ethical standards.
4. Partnership strategies for enhancing learning outcomes and accessibility.
5. Transitioning to digital assessment in high-stakes examinations.
6. Research and policy for improvement of assessment practices.
7. The role of assessment in improving accountability and quality of education provision.

Important dates
- Conference dates: **19-23 August 2024**
- Submission of abstracts: **29 March 2024**
- Registration deadline for presenters: **28 June 2024**
- Close of online registration **31 July 2024**

Bottom Line

Umalusi endeavors to remain:

- A trusted authority in fostering high education standards for the GFETQ Sub-Framework

In resonance with the name Umalusi, **meaning the herder,** we are dedicated to elevate and uphold the integrity of South Africa's treasured educational qualifications within our Sub-Framework.

Our commitment to efficient administration and elevated standards solidifies us as a respected council in the education sector, **Africa and beyond.**

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THANK YOU!

Contact details

Email: Matsie.Mohale@umalusi.org.za
Direct line: +27 (12) 030 0960

Conference website: https://www.umalusi-online.org.za/UmalusiEvents/

Info@umalusi.org.za

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