



Evaluation and Accreditation Unit

Report on

Accreditation and Monitoring of

Private Colleges

For the Period
01 April 2017 – 31 March 2018

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

EVALUATION AND ACCREDITATION UNIT

REPORT ON
ACCREDITATION AND MONITORING OF
PRIVATE COLLEGES

FOR THE PERIOD
01 APRIL 2017 – 31 MARCH 2018



Council for Quality Assurance in
General and Further Education and Training

CONTENTS

ABBREVIATIONS AND ACRONYMS	4
EXECUTIVE SUMMARY	5
1. BACKGROUND	6
1.1 Strategic objective	6
1.2 Purpose	6
1.3 The scope of the E&A Post School Qualifications (PSQ) sub-unit	6
1.4 Legislation underpinning the work of the E&A PSQ sub-unit.	7
1.5 Accreditation criteria	7
2. THE ACCREDITATION PROCESS	8
2.1 Letter of intent (LOI) to apply for accreditation	8
2.2 Quality Promotion Workshops	9
2.3 Self-evaluation report	10
2.4 Site visits	12
2.5 "Improvement" reports	13
2.6 Consolidated accreditation reports	14
2.7 "Window Period"	16
2.8 Accreditation letters issued	17
2.9 Monitoring	17
3. STAKEHOLDER RELATIONS	19
4 OTHER ACTIVITIES	20
4.1 Policy review	20
4.2 Training of evaluators and subject specialists	20
4.3 Review of accreditation instruments and key indicators	20
4.4 Reporting accreditation status of private colleges	20
5. GENERAL CHALLENGES AND RECOMMENDATIONS	21
6. CONCLUSION	22

TABLES

Table 1: LOI received	8
Table 2: Quality promotion meetings conducted	9
Table 3: Number of self-evaluation reports received and evaluated	11
Table 4: Site visits conducted	12
Table 5: Number of improvement reports evaluated and “follow up” site visits conducted	14
Table 6: Reports submitted to the ACC	15
Table 7: “Window period” letters issued	16
Table 8: Accreditation status granted to private colleges	17
Table 9: Number of accredited private colleges monitored	17

ABBREVIATIONS AND ACRONYMS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
ACC	Accreditation Committee of Council
A&C	Accreditation and Coordination
DBE	Department of Basic Education
CAPS	Curriculum and Assessment Policy Statements
E&A	Evaluation and Accreditation
FET	Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Qualifications Sub-framework
HEDCOM	Heads of Education Departments Committee
IAC	Internal Accreditation Committee
IS	Independent School
LOI	Letter of Intent
NATED	National Education Programme (Report 190/191)
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
NSC	National Senior Certificate
QP	Quality Promotion
PSQ	Post School Qualifications

EXECUTIVE SUMMARY

The Evaluation and Accreditation unit comprises sub-units dealing with the evaluation, accreditation and monitoring of Independent Schools, Private Further Education and Training (FET) Colleges, and Private Adult Education and Training Centres, offering the curriculum / programmes leading to a qualification registered on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF), and Private Assessment Bodies assessing these qualifications.

The accreditation process comprises a number of steps, namely, Letter of intent to apply for accreditation; attendance by the applicant of a Quality Promotion meeting; self-evaluation by the applicant; desktop evaluation of the applicant's self-evaluation report by Umalusi; site verification visit; consolidation of the reports into an accreditation report; consideration of the application by the Accreditation Committee of Council and their recommendation of an accreditation decision; and approval of the accreditation decision by the Umalusi Chief Executive Officer on behalf of Umalusi Council.

Accreditation decisions are based on criteria approved by the relevant Minister of Education for each specific sector. The outcome of an application for accreditation can be accreditation, provisional accreditation, or no accreditation. If an institution is found not to meet the minimum standards for accreditation, it is granted a reasonable period ("window period") to improve on its submission prior to the accreditation decision being made.

This report contains information on the following quality assurance of provision processes:

- Background and legislative information (Chapter 1);
- The accreditation process (Chapter 2);
- Stakeholder relations (Chapter 3);
- Other activities of the Post School Qualifications sub-unit (Chapter 4);
- General challenges and recommendations (Chapter 5).

1. BACKGROUND

1.1 Strategic objective

The Evaluation and Accreditation (E&A) unit falls within Programme 3: Quality Assurance and Monitoring. The strategic objective of the E&A unit is to quality assure the private provisioning and assessment of the qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

1.2 Purpose

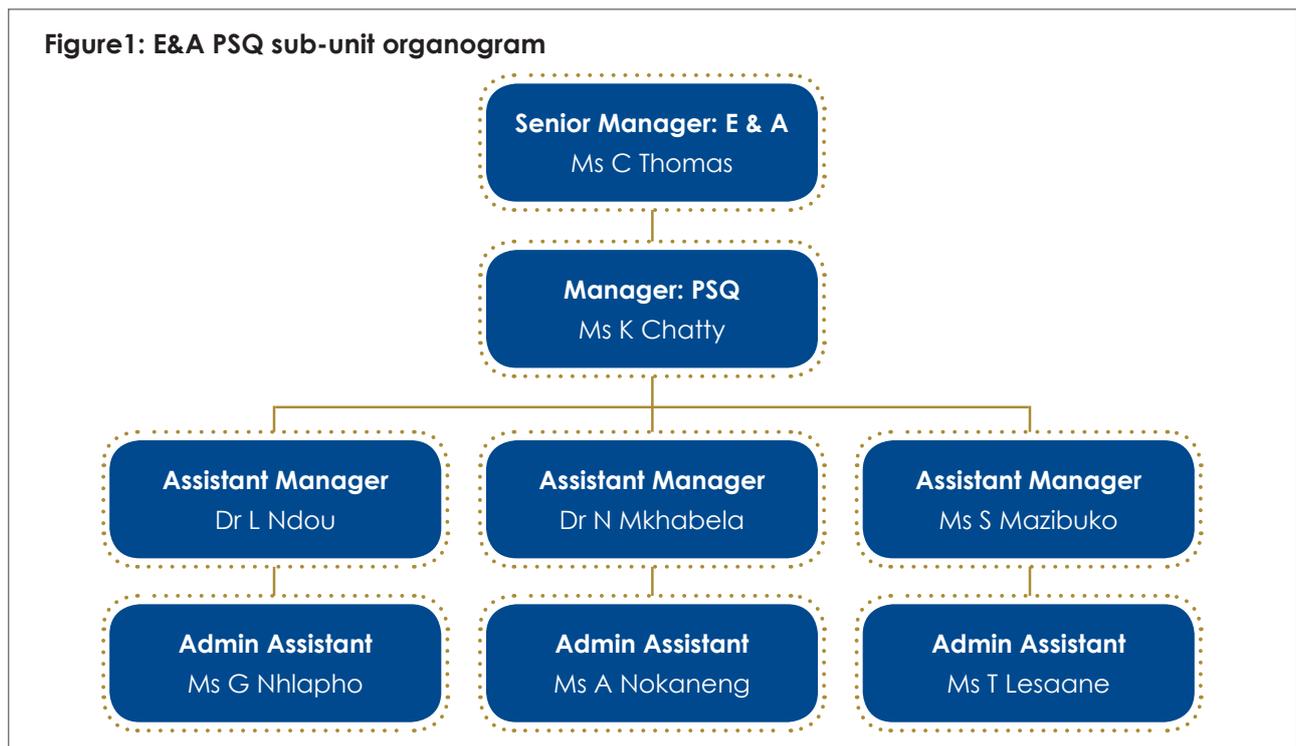
The purpose of Programme 3 is to ensure that the providers of education and training have the capacity to deliver and assess qualifications registered on the GFETQSF and are doing so to the expected standards and quality. The specific purpose of the E&A sub-programme is to provide for the quality assurance of provision through evaluation and accreditation of private assessment bodies and private institutions of education.

1.3 The scope of the E&A Post School Qualifications (PSQ) sub-unit

The E&A Post School Qualifications (PSQ) sub-unit deals with the evaluation, accreditation and monitoring of private colleges. This includes private Further Education and Training (FET) Colleges offering the NATED N1 to N3 Engineering Studies programme and the National Certificate (Vocational), as well as private Adult Education and Training Centres offering the General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) Level 4.

The Manager, Post School Qualifications, reports to the Senior Manager: Evaluation and Accreditation, who oversees the work of the unit and reports directly to the Executive Manager: Quality Assurance and Monitoring.

The organogram outlining the reporting structure within the E&A PSQ sub-unit is indicated in Figure 1 below.



1.4 Legislation underpinning the work of the E&A PSQ sub-unit.

The *Constitution of the Republic of South Africa* (Act No. 108 of 1996) provides for the establishment of independent education institutions that-

- a. Do not discriminate on the basis of race;
- b. Are registered with the state; and
- c. Maintain standards that are not inferior to standards at comparable public educational institutions.

The *National Qualifications Framework Act, 2008* (Act No. 67 of 2008) provides for the establishment of Umalusi as a Quality Council that is responsible for the development and management of a Sub-framework of qualifications at Levels 1-4 of the National Qualifications Framework and the related quality assurance processes.

- a. The said Act determines that the Quality Council must, in respect of quality assurance within its Sub-framework -
 - i. develop and implement policy for quality assurance;
 - ii. ensure the integrity and credibility of quality assurance; and
 - iii. ensure that quality assurance as is necessary for the Sub-framework is undertaken.

The *General and Further Education and Training Quality Assurance Act, 2001* (Act No. 58 of 2001, as amended in 2008) stipulates that the Council must in terms of sections 23(1) (2) and 24 respectively, develop policy and criteria for the quality assurance of private education institutions registered in terms of the applicable Acts, and notify the registrar of the accreditation and any conditions attached to the accreditation of private colleges.

Other legislation pertaining to the work of the E&A Post School Qualifications sub-unit includes:

- a. *Continuing Education and Training Act, 2006* (Act No. 16 of 2006), (hereafter referred to as the *CET Act*) as amended
- b. *Policy for the quality assurance of Private Adult Learning Centres, Private Further Education and Training Colleges and the Accreditation of Private Assessment Bodies in terms of Sections 17A(2)(a) and 23 of the General and Further Education and Training Quality Assurance Act, 2001* (Government Gazette 33237 of 28 May 2010).

1.5 Accreditation criteria

Accreditation decisions are made on the basis of private education institutions meeting minimum standards in terms of the accreditation criteria. The approved criteria for a private college (that is a private further education and training college and private adult learning centre) to offer a qualification registered on the GFETQSF are as follows:

- Mission directed leadership and management
- Teaching and training
- Learning and Assessment
- Learner support
- Achievement and results

2. THE ACCREDITATION PROCESS

2.1 Letter of intent (LOI) to apply for accreditation

The “Letter of intent” (LOI) to apply for accreditation is the private education institution's indication of its intent to apply for accreditation. It is an online process, which indicates to Umalusi whether the institution falls within Umalusi's mandate for accreditation. Applications from private colleges offering the following qualifications are accepted:

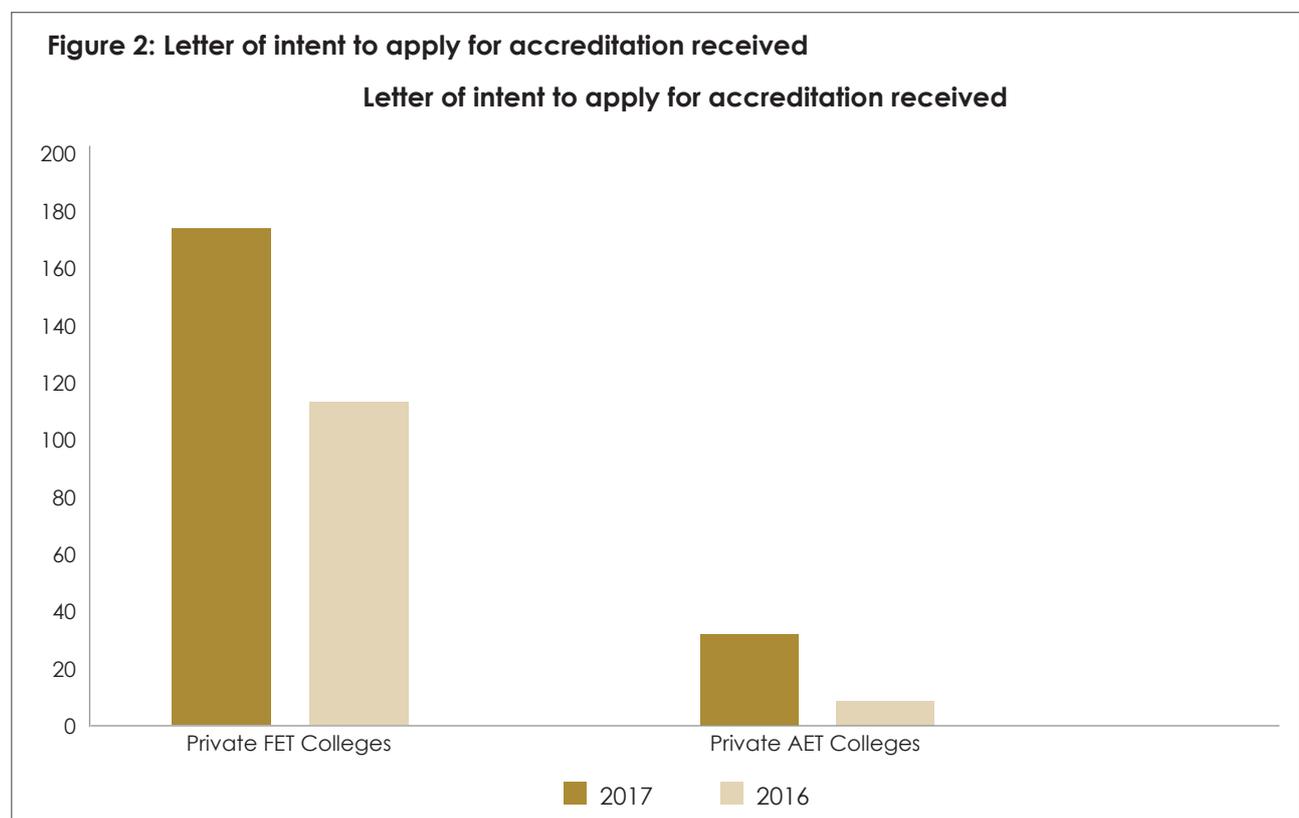
- The General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) Level 4
- The National Certificate (Vocational) - NC(V)
- NATED N1 – N3 Engineering Studies

Institutions which do not fall within Umalusi's mandate for accreditation are not able to continue with the accreditation process beyond this step.

Table 1: LOI received

	Private FET Colleges		Private Adult Education Centres	
	2017/18	2016/17	2017/18	2016/17
No. of Letters of intent to apply for accreditation received	Q1: 56 Q2: 62 Q3: 27 Q4: 34 179	112	Q1: 07 Q2: 05 Q3: 03 Q4: 17 32	08
Percentage screened within 7 days of receipt of payment for LOI	100%	100%	100%	100%

Figure 2: Letter of intent to apply for accreditation received



2.1.2 Areas of strength

- i. The process is online, therefore can be accessed from anywhere at any time.
- ii. Since it is an online process, documentation is stored electronically, which reduces the amount of paper based evidence which must be kept.

2.1.3 Areas of concern

- i. Some private education institutions have limited access to computer and internet facilities and have limited computer skills.
- ii. Incorrect contact details provided by the private education institutions therefore Umalusi is unable to communicate with them.
- iii. Since private education institutions are only invited to a Quality Promotion Meeting after completing the Letter of Intent (LOI) to apply for accreditation, those which do not understand the Letter of Intent process and requirements get stuck at that initial stage, especially with how to choose the subjects.

2.1.4 Recommendations for improvement

- i. Attendance of Quality Promotion (QP) workshops prior to submission of the Letter of Intent to apply for accreditation.
- ii. Establish a "help-desk" at Umalusi dedicated to assisting private education institutions with their accreditation applications.

2.2 Quality Promotion Workshops

As part of the accreditation process, private education institutions are required to attend a compulsory quality promotion workshop. At this workshop private education institutions are taken through the relevant legislation, accreditation process, the documents needed as evidence and all that is required for the self-evaluation report, as well as what will take place during the verification site visit. This is to better equip applicants for the accreditation process and gives them an opportunity to ask questions on what they may not be familiar with. Some colleges often realise after this workshop that they are offering qualifications which fall under a different Quality Council or even decide to cancel their applications if they believe that they will not meet the accreditation requirements.

Table 2: Quality Promotion meetings conducted

Quality Promotion Meetings held in Gauteng		
	2017/18	2016/17
20 April 2017	01	
08 May 2017	01	
08 June 2017	01	
02 August 2017	01	
28 September 2017	01	
29 November 2017	01	
09 March 2018	01	
Total	07	11

2.2.1 Areas of strength

- i. The information provided to institutions during the Quality Promotion workshops clearly explains the processes and minimum requirements for accreditation.
- ii. Feedback from delegates at these meetings has been, in the main, very positive, thanking Umalusi for the information provided.

Some of the feedback received:

<i>The workshop met the stated objectives of clarifying what is required from the provider.</i>
<i>We have a better understanding of what is expected per qualification in terms of teaching, resource and assessment requirements.</i>
<i>The material provided acts as a guide for reference when we start completing the self-evaluation.</i>
<i>Colleges will be better equipped to submit relevant evidence.</i>
<i>Very informative, need more workshops where information is shared.</i>

2.2.2 Areas of concern

- i. It is difficult to plan dates and venues for Quality Promotion workshops in advance for the financial year since invitation to a Quality Promotion workshop is preceded by submission of a LOI to apply for accreditation or enquiry about the accreditation process. Plans are therefore dependent on applications from private education institutions.
- ii. Quality Promotion workshops are generally held in main centres around the country, which means that delegates from private education institutions in remote areas incur great cost in attending the workshops, which are a compulsory step in the process.

2.2.3 Recommendations for improvement

- i. Key people involved in submitting the evidence for the self-evaluation report for a college must attend the Quality Promotion workshops prior to starting the accreditation process, so that they are aware of the process and requirements for accreditation.

2.3 Self-evaluation report

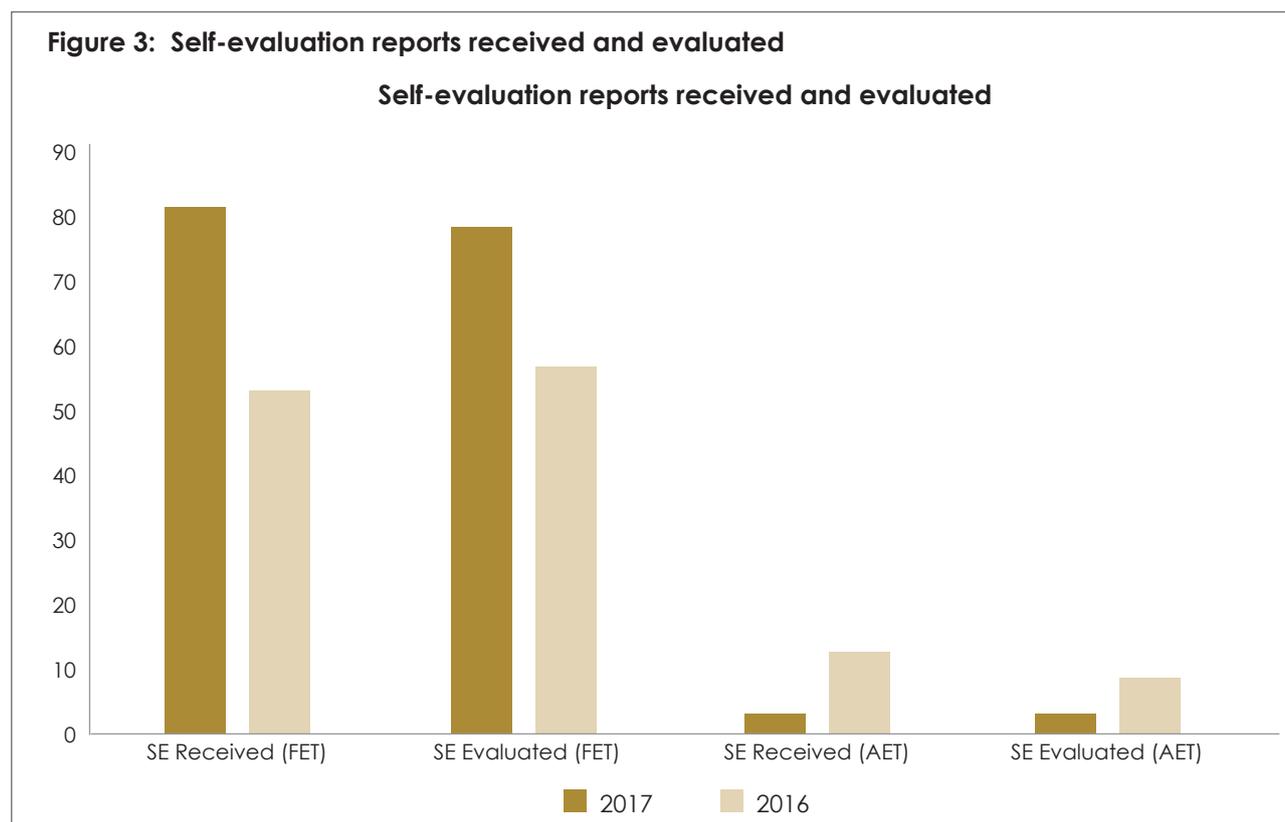
Following acceptance of the letter of intent to apply for accreditation and attendance at a Quality Promotion workshop, private education institutions are required to complete an online self-evaluation report and upload an accompanying portfolio of evidence to demonstrate their compliance with the minimum criteria for accreditation. The self-evaluation instrument is only available to a private education institution once a representative of the institution has attended a Quality Promotion workshop, during which the entire process and requirements are explained.

Once the self-evaluation report has been submitted to Umalusi, trained evaluators and subject specialists are allocated specific criteria to evaluate online. If the submission by the institution is found not to meet the minimum requirements, the submission is returned to the institution to give them an opportunity to submit further relevant evidence, at the fee approved by Umalusi Council. The submission may be returned to the institution a maximum of two times. If the evidence still does not meet the minimum requirements for accreditation after the two additional submissions, the application will be rejected. If the private education institution still seeks accreditation with Umalusi, they will be required to make a new application and pay all the relevant fees.

Table 3 below indicates the number of self-evaluation reports received and evaluated in each sector during the period 01 April 2017 and 28 February 2018.

Table 3: Number of self-evaluation reports received and evaluated

	Private FET Colleges		Private Adult Education Centres	
	2017/18	2016/17	2017/18	2016/17
No. of self-evaluation reports received	Q1: 12	53	Q1: 2	13
	Q2: 25		Q2: 1	
	Q3: 20		Q3: 1	
	Q4: 25		Q4: 0	
	82		04	
No. of self-evaluation reports evaluated	Q1: 06	57	Q1: 2	10
	Q2: 31		Q2: 1	
	Q3: 20		Q3: 1	
	Q4: 21		Q4: 0	
	78		04	



2.3.1 Areas of strength

- i. The online system is secure; confidential information cannot be accessed by unauthorised persons.
- ii. The self-evaluation process enables private education institutions to reflect on the processes, procedures and policies in place and can lead to improvement within the institutions.
- iii. The use of contracted, trained officials to evaluate self-evaluation reports provides the required capacity to deal with the number of applications.

2.3.2 Areas of concern

- i. The instrument is cumbersome for private education institutions to upload.
- ii. If the self-evaluation report is completed by different people to those who attend the Quality Promotion workshops, they do not have the background information provided at the workshop, which often leads to submissions not meeting the requirements.
- iii. Private consultants (not endorsed by Umalusi) who charge colleges exorbitant fees and submit unsatisfactory self-evaluation reports.

2.3.3 Recommendations for improvement

- i. The self-evaluation process in colleges must be overseen by management of the college and the people from the college who attended the Quality Promotion workshops.

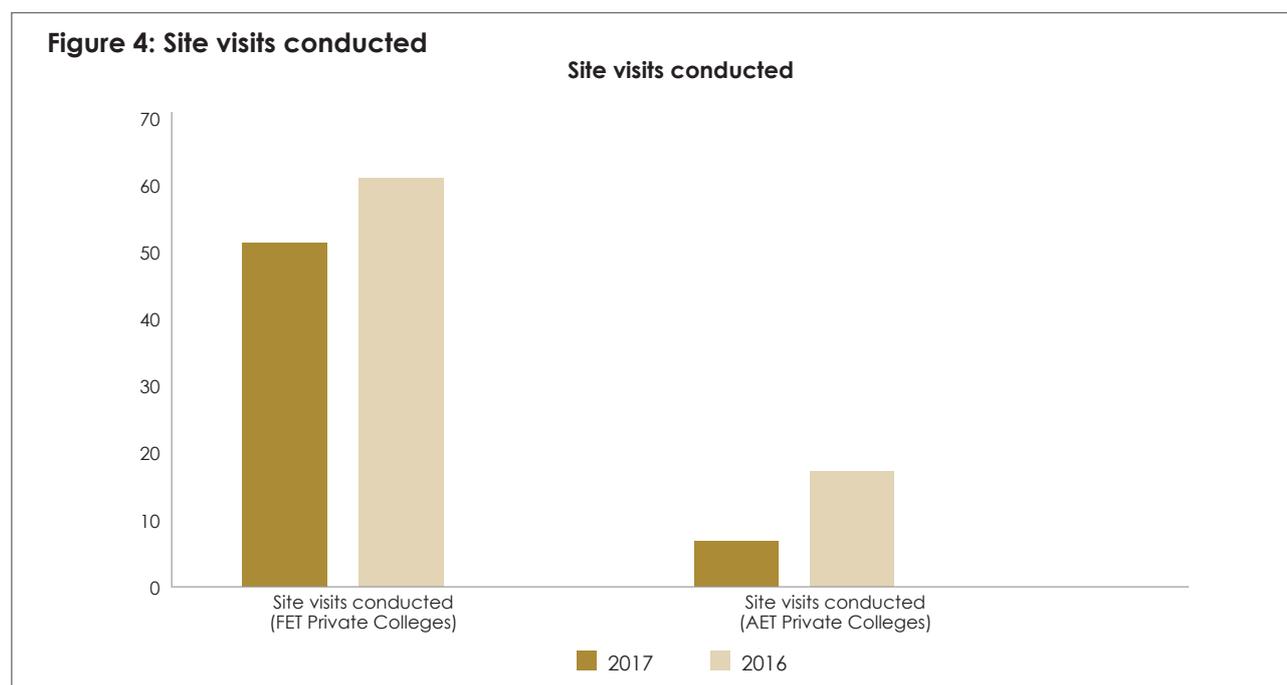
2.4 Site visits

The reports written during the desktop evaluation process are used as the basis for the site verification process. Site visits are conducted by trained evaluators and subject specialists to verify the information provided by the institution during the self-evaluation process pertaining to policies and procedures, curriculum content and delivery, assessment practices, structures, facilities, and equipment in place at the institution. The implementation of the qualification at the required standard is also verified by observing teaching and conducting interviews with learners, teachers and management.

Table 4: Site visits conducted

	Private FET Colleges		Private Adult Education Centres	
	2017/18	2016/17	2017/18	2016/17
No. of verification site visits conducted	Q1: 11 Q2: 07 Q3: 19 <u>Q4: 15</u> 52	61	Q1: 05 Q2: 00 Q3: 00 <u>Q4: 02</u> 07	17

The number of site visits conducted in 2017/18 dropped compared to 2016/17 as site visits have to be conducted only once private education institutions pay for the site visit. Despite numerous reminders, private education institutions take a long time to settle invoices and this delays the conduct of site visits. Fewer applications also result in fewer site visits.



2.4.1 Areas of strength

- i. Evaluation teams conduct the site visits in a professional manner.
- ii. The majority of institutions provide positive feedback about the site visit after undergoing a site visit.

Some of the feedback provided:

<i>The arrangements for the actual site visit were excellent and we were accommodated on very short notice.</i>
<i>The evaluation team was professional in how it conducted the entire site visit.</i>
<i>The process of verifying pieces of evidence was clear to us.</i>
<i>Receiving the day plan was very helpful as we could also make sure we have all our arrangements on track, especially the time slots allocated to the different activities were helpful.</i>
<i>The site inspection which was carried out was conducive and it encouraged above teaching and assessment, safety, hygiene practice and assisted the college to understand in depth about the importance that OHS (Occupational Health and Safety) and general maintenance of premises.</i>
<i>This focus group interview was intensive, developmental, advisory and informative in every aspect possible. It assisted the principal and his management team to learn new strategies as to how to manage the college, implement policy extensively and do quality monitoring so as to promote nothing less than quality all throughout the institution.</i>

2.4.2 Areas of concern

- i. The safety of team members travelling around the country is of great concern.
- ii. Site visits can only be conducted once an institution has paid the required fee. This makes advance planning very difficult as it is dependent on the action of the applicant.
- iii. The site visit captures the situation at an institution at one given point in time. There is great potential for “window dressing” in the model used, however, this is addressed in the “follow-up” site visits which are conducted “unannounced”.
- iv. In terms of private colleges, there are limited dates available for site visits to be conducted, especially for NATED because of the nature of the trimester calendar.

2.4.3 Recommendations for improvement

- i. The safety of team members should be a major consideration in the travel arrangements for site visit team members.
- ii. Establish regional teams of evaluators to reduce the travel costs associated with site visits.

2.5 “Improvement” reports

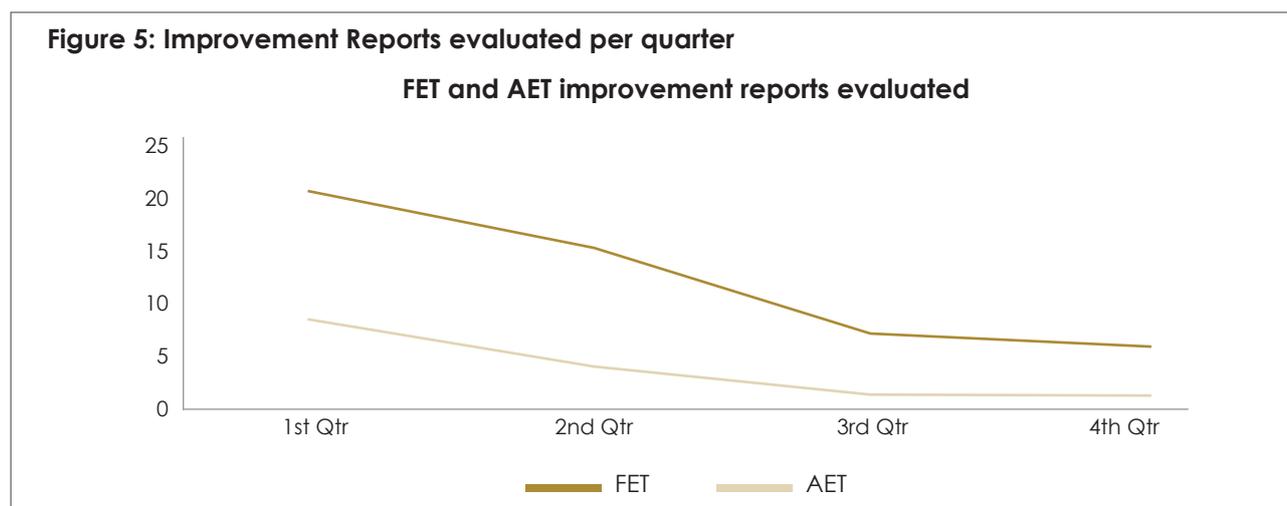
When an institution has been through the accreditation process and found to not meet the minimum requirements for accreditation, it is given a period within which to meet specific conditions. This is either a “window period” to improve, or a period of provisional accreditation. Once the institution submits evidence in compliance with the specific conditions and pays the required fee within the specified period, the evidence is evaluated by evaluators appointed by Umalusi. These submissions are referred to as “improvement reports”. Follow-up site visits are conducted by trained evaluators to verify the information provided by the institution in the “improvement report” pertaining to policies and procedures, curriculum content and delivery, assessment practices, structures, facilities, resources and equipment in place at the institution. A follow-up site visit is also conducted in cases where accredited private education institutions move premises and submit an application for a “change of site”. The premises are visited to verify whether the new facilities and resources still meet the minimum requirements for quality provision of the qualification.

The table below indicates the number of improvement reports evaluated and follow-up site visits conducted in each sector during the period 01 April 2017 to 31 March 2018.

Table 5: Number of improvement reports evaluated and “follow up” site visits conducted

	Private FET Colleges		Private Adult Education Centres	
	2017/18	2016/17	2017/18	2016/17
No. of improvement reports evaluated	Q1: 21 Q2: 16 Q3: 08 <u>Q4: 07</u> 52	14	Q1: 09 Q2: 05 Q3: 02 <u>Q4: 02</u> 18	01
No. of “follow up” or “change of site” verification site visits conducted	Q1: 02 Q2: 00 Q3: 01 <u>Q4: 07</u> 10	03	Q1: 00 Q2: 00 Q3: 00 <u>Q4: 01</u> 01	02

The number of private colleges being granted a “window period” to improve and two years provisional accreditation outweighs those receiving seven years accreditation because the colleges either do not meet the minimum requirements for accreditation, or because they have not yet been able to demonstrate the implementation of teaching, learning and assessment at the required standard since they are not yet operating. This leads to an increase in the number of improvement reports being evaluated.



2.6 Consolidated accreditation reports

The reports written during the desktop evaluation and site verification visit are consolidated into one accreditation report. It is at this stage when all the reports have been consolidated, that a recommendation can be made as to the outcome of the institution's application for accreditation. The level of compliance by the institution is measured against specific indicators to determine whether the institution meets the minimum criteria for accreditation.

The consolidated accreditation reports are moderated and approved within the sub-unit prior to being submitted to the Accreditation and Coordination sub-unit, where they undergo another moderation process. Once accepted, reports are allocated to Accreditation Committee of Council (ACC) members to ensure that the accreditation process is fair and that the decisions are consistent with the evidence found.

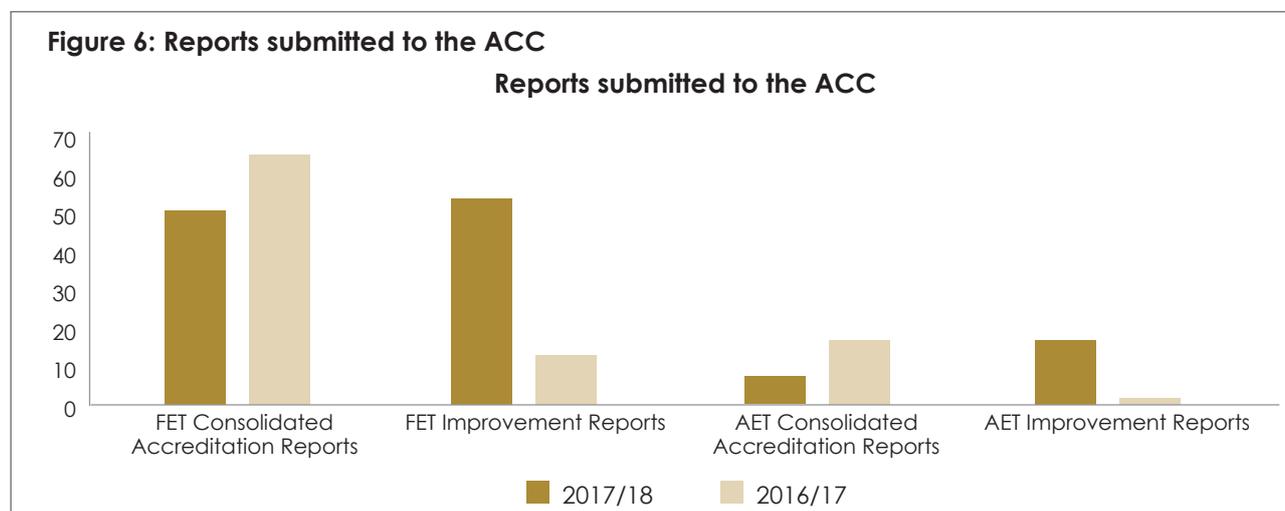
ACC members have access to the evidence provided by the private education institution, as well as the source reports together with the consolidated accreditation report. Each ACC member is required to write a report on the institutions allocated to him/her, with recommendations as to whether to accept or amend the accreditation recommendation by the secretariat (the Evaluation and Accreditation unit), along with supporting reasons for their recommendation.

The ACC meets a minimum of four (4) times a year to discuss applications for accreditation. Each member presents his/her findings on the reports allocated to him/her, and the committee makes a decision as to the final recommendation of the outcome of the institution's application for accreditation. Six (6) meetings of the Accreditation Committee of Council were held in the financial year under consideration.

Table 6: Reports submitted to the ACC

	Private FET Colleges		Private Adult Education Centres	
	2017/18	2016/17	2017/18	2016/17
No. of consolidated accreditation reports submitted to the ACC	Q1: 14 Q2: 11 Q3: 05 <u>Q4: 22</u> 52	66	Q1: 02 Q2: 01 Q3: 04 <u>Q4: 02</u> 09	18
No. of "improvement reports" submitted to the ACC	Q1: 21 Q2: 16 Q3: 09 <u>Q4: 08</u> 54	14	Q1: 09 Q2: 05 Q3: 03 <u>Q4: 00</u> 17	01

Figure 6: Reports submitted to the ACC



The number of consolidated reports submitted to the Accreditation Committee of Council is linked to the number of site visits conducted. A decrease in the number of applications and site visits conducted results in fewer reports being submitted to the ACC.

2.6.1 Areas of strength

- i. The current format of the consolidated reports directs reporting, ensuring that key information is provided for the purpose of making a recommendation on the accreditation decision.

2.6.2 Areas of concern

- i. The consolidated accreditation report involves an intensive process of collating information from the desktop evaluation reports and the site visit reports on a particular institution. This demands specialised report writing skills and is a time intensive process.

2.6.3 Recommendations for improvement

- i. The online reporting system must be adapted to be able to consolidate the information from the separate reports into one consolidated accreditation report. This will reduce the time period in which reports can be finalised, and also reduce costs in terms of paying a report writer to consolidate all the reports.

2.7 “Window Period”

Chapter 3 clause 25(2) of the GENFETQA Act States:

“If a private education institution fails to comply with the policy, the Council must

- a. Notify the private education institution in writing and set out the nature and extent of the failure; and
- b. Determine a reasonable period within which the private education institution must comply with the policy.

25(3) further states “At expiry of the period contemplated in subsection (2)(b), the Council –

- a. “must evaluate the steps taken by the private education institution to comply with the policy and take into account any submissions made by the private education institution; and
- b. “May affirm the accreditation of the private education institution or withdraw the accreditation as from a date specified by Council”.

In terms of this legislation, if an institution is found not to meet the minimum standards for accreditation at the first presentation of the report to the ACC, it is granted a reasonable period (“window period”) to improve on its submission prior to the accreditation decision being made. Institutions are issued with a letter indicating that they have not met the minimum standards for accreditation, and the conditions to be met within a specified period in order to meet the minimum requirements for accreditation. The period granted to improve is informed by any risks which may become evident during the evaluation process. The greater the risk, the less time is given to an institution to improve, in order that the learners and staff at the institution are not unduly placed at risk. The table below indicates the number of “window periods” issued to private colleges in the current and previous financial years.

Table 7: “Window period” letters issued

	Private FET Colleges		Private Adult Education Centres	
	2017/18	2016/17	2017/18	2016/17
No. of “window period” letters issued	12	28	5	4

2.7.1 Areas of strength

- i. The “window period” fulfils the legislative requirement of informing the institutions of the areas where they have not met the minimum requirements and giving them a reasonable period to improve in those areas.

2.7.2 Areas of concern

- i. Including this extra step which involves evaluation and verification of evidence, increases the human resources needed to conduct the evaluation, verification and reporting processes.
- ii. Some institutions change their contact details during the accreditation process without informing Umalusi. The letters notifying the institution of the areas to be improved and the due date for submission of evidence supporting the improvement are in some cases then not delivered timeously to the institutions.

2.7.3 Recommendations for improvement

- i. Institutions must update their details on the Umalusi website as soon as there is a change.

2.8 Accreditation letters issued

Accreditation letters, signed by the Chief Executive Officer of Umalusi, are issued to institutions once a decision regarding their status has been made. Private colleges are awarded one of the following statuses:

- 7 years accreditation
- 2 years provisional accreditation
- No accreditation (following a "window period")

The table below indicates the number of private colleges granted each status in the 2017/18 and 2016/17 financial years.

Table 8: Accreditation status granted to private colleges

	Private FET Colleges	Private FET Colleges	Private Adult Education Centres	Private Adult Education Centres
	2017/18	2016/17	2017/18	2016/17
Total Number of accreditation letters issued	70	73	16	10
7 years accreditation	24	10	5	4
2 years provisional accreditation	33	57	6	6
No accreditation	13	6	5	0

2.9 Monitoring

Compliant private education institutions are accredited to offer a qualification on the GFETQSF and the related curriculum/programme. Accredited private institutions are subject to monitoring to ensure maintenance and improvement of standards. Monitoring takes place at least every two years after accreditation, but an institution can be monitored more often if Umalusi feels there is a need to monitor the private college more closely.

If a private college is found to no longer meet the minimum requirements for accreditation, the accreditation status may be withdrawn after following due process.

Table 9: Number of accredited private colleges monitored

	Private FET Colleges	Private Adult Education Centres
	2017/18	2017/18
Total no. of institutions due to be monitored	1	4
Total no. of institutions monitored	Q1: 0 Q2: 0 Q3: 0 <u>Q4: 1</u> 1	Q1: 0 Q2: 0 Q3: 0 <u>Q4: 4</u> 4
No. of monitored institutions meeting the minimum requirements	1	4
No. of monitored institutions needing to improve	0	0

2.9.1 Areas of strength

Monitoring highlights changes in staff and college performance. Results submitted indicate the performance of the college.

2.9.2 Areas of concern

Monitoring at regular intervals may lead to “window dressing” in order for an institution to be seen to meet the minimum requirements to maintain their accreditation status.

2.9.3 Recommendations for improvement

- i. Conducting unannounced monitoring site visits minimises “window dressing”.
- ii. The sub-unit should work closely with the Quality Assurance of Assessment Post School Qualifications unit in conducting monitoring of accredited private colleges.

3. STAKEHOLDER RELATIONS

- 3.1 The sub-unit engages with the Department of Higher Education and Training (DHET) registration and examination directorates with regard to accredited colleges. Quarterly meetings are held to discuss latest developments, legislative issues and to overcome challenges. The sub-unit has embarked on joint site visits together with the DHET in order to facilitate the process of registration of private colleges and examination centres.
- 3.2 The sub-unit has also engaged with the Quality Council for Trades and Occupations (QCTO) in regard to their processes and qualifications. A workshop was held with some of the accreditation staff from both Quality Councils to discuss the accreditation processes of both Councils. The possibility of aligning accreditation processes and extension of scope processes between the two Councils is being discussed.

4 OTHER ACTIVITIES

4.1 Policy review

- 4.1.1 The *Policy for the quality assurance of private adult learning centres, private further education and training colleges and the accreditation of private assessment bodies*, Government Gazette 33237 of 28 May 2010, has been reviewed, and gazetted for public comment on 5 January 2018 under the title: *Policy for the quality assurance of private colleges for continuing education and training, offering qualifications registered on the General and Further Education and Training Qualifications Sub-framework, and the accreditation of private assessment bodies*. (Government Gazette No. 41370 of 5 January 2018). The comments have been considered and relevant amendments made to the policy, which was presented to Umalusi Council in February 2018. The policy has been submitted to the Minister of Higher Education and Training for consideration of approval and gazetting.
- 4.1.2 Regulations for the quality assurance of private colleges for continuing education and training, offering qualifications registered on the General and Further Education and Training Qualifications Sub-framework, and the accreditation of private assessment bodies have been developed alongside the development of the reviewed policy. The Regulations have been approved by Umalusi Council for submission to the Minister of Higher Education and Training for approval for gazetting for public comment.

4.2 Training of evaluators and subject specialists

The sub-unit conducted training during November 2017 to appointed ad hoc evaluators and prospective AET evaluators. These training sessions served as a refresher on latest developments and updated instruments to be used. Experienced evaluators and subject specialists had an opportunity to interact with the newly appointed evaluators and subject specialists. The role plays and group activities allowed evaluators and subject specialists to learn from each other. The training was conducted in four provinces, namely Gauteng, KwaZulu Natal, Limpopo, and Eastern Cape.

4.3 Review of accreditation instruments and key indicators

The sub-unit has engaged in the review of instruments, as well as the key indicators of the minimum requirements for accreditation of private colleges.

4.4 Reporting accreditation status of private colleges

In line with the *GENFETQA Act No. 58 of 2001*, as amended, Umalusi reports accreditation decisions to the Registrar in the Department of Higher Education. All accredited private colleges are indicated as having a "green" status (accredited or provisionally accredited). The private colleges which are not accredited are indicated as having a "red" status.

5. GENERAL CHALLENGES AND RECOMMENDATIONS

- 5.1 Many colleges send staff who are not key to the operations of the college to the Quality Promotion workshop and as such cannot make meaningful contributions when they go back to their colleges. It is recommended that the appointed campus manager should attend the Quality Promotion workshop.
- 5.2 Many private colleges which are accredited to offer the NATED then offer grade 12 subjects and function as matric rewrite centres. These colleges are not accredited as independent schools and there is therefore no quality assurance of this provision of subjects.
- 5.3 The current requirement is that private colleges must be accredited prior to being registered. Accreditation attests to the capacity of an institution to deliver a qualification. Registration is in essence a license to operate. Since a private college may not operate without being registered, and currently may not be registered without being accredited, a private college is not able to demonstrate capacity to deliver the qualification or programme during the first stages of the accreditation process. The amended *Policy for the quality assurance of private colleges for continuing education and training, offering qualifications registered on the General and Further Education and Training Qualifications Sub-framework, and the accreditation of private assessment bodies* addresses this conundrum.
- 5.4 In terms of the amended *Continuing Education and Training Act*, Adult Education and Training centres are now required to register with the Department of Higher Education and Training as private colleges. All new applicants are therefore informed of this new requirement during Quality Promotion workshops. Adult Education and Training centres which already have 7 years accreditation are required to provide evidence of registration with the DHET during the monitoring process.
- 5.5 Many learners are falsely led to believe that the GETC: ABET Level 4 is equivalent to a Grade 12 certificate. Greater advocacy must be conducted to make the public aware that the GETC: ABET Level 4 is a qualification at NQF Level 1 and is not equivalent to a Grade 12 certificate.

6. CONCLUSION

The purpose of accreditation is to ensure quality provision of a qualification registered on the GFETQSF. Umalusi executes its mandate to quality assure private education institutions and private assessment bodies through the rigorous processes of accreditation and monitoring. The unit is continuously reviewing and updating its procedures to ensure a faster turnaround time and more efficient quality assurance processes. Great effort is made to ensure that the quality assurance of private education institutions and private assessment bodies is fair, efficient and reliable so that quality education and assessment is provided to learners.

ISBN 978 1 928445 11 1



9 7 1 9 2 8 4 4 5 1 1 1

37 General Van Ryneveld Street,
Persekor Technopark, Pretoria

Tel: +27 12 349 1510

Fax: +27 12 349 1511

E-mail: Info@umalusi.org.za

Web: www.umalusi.org.za

 UmalusiSA |  @UmalusiSA

UMALUSI



Council for Quality Assurance in
General and Further Education and Training