

ANNEXURE 8.2.2

# POLICY and PROCEDURE FOR THE REGISTRATION OF NSC INSTITUTIONS

DECEMBER 2024

**SACAI COMPREHENSIVE POLICY FILE (SCPF)**

***ANNEXURE 8.2.2***



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE  
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT

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## 1. PURPOSE

The purpose of this policy is to provide a protocol regarding the registration of assessment centres.

## 2 DEFINITIONS

<b>ABET</b>	Adult Basic Education and Training.
<b>AC</b>	Assessment Centre
<b>DEP</b>	Distance Education Provider. Institutions not rendering face to face tuition.
<b>PED</b>	Provincial Education Department
<b>FET</b>	Further Education and Training, from Grade 10 – 12.
<b>GET</b>	General Education and Training, up to Grade 9.
<b>GETC</b>	General Education and Training Certificate.
<b>NSC</b>	National Senior Certificate. Grade 12 qualification.
<b>SACAI</b>	South African Comprehensive Assessment Institute that assesses the NSC (Grade 12) qualification as well as the ABET GETC qualification.
<b>Umalusi</b>	Quality assurer for FET.

## 3 SCOPE

This policy prescribes to NSC officials the procedure for registering institutions who want to offer the NSC qualification.

## 4 TYPES OF EDUCATIONAL NSC INSTITUTIONS

SACAI registers independent schools, distance education providers (DEPs) and repeater centres.

Independent Schools need to provide the following:

1. EMIS number issued using the correct name of the independent school as well as the physical address. This proves that the Independent School complies with the South African Schools Act
2. Proof of Umalusi accreditation or proof of accreditation application submission.

DEPs are not accredited by Umalusi. SACAI can, however, apply for a concession for these institutions from Umalusi to write the NSC. DEPs need to compile and hand in a Self-Evaluation File. These institutions may be repeater centres (accommodating learners who already wrote the NSC examinations during a previous examination but wish to repeat one or more subjects), institutions accommodating part-time students who offer less than 7 subjects, or institutions with first time Grades 10 – 12 learners.

Repeater candidates may opt to redo their SBA tasks with a Distance Education Provider, or they can use the SBA marks obtained during the previous academic year. SBA marks do not have a shelf life.

It is important to note that registered and accredited Independent Schools may offer face to face lessons, whereas DEPs (including repeater centres) may not.

## 5 PROCEDURE WITH REGISTRATION OF NEW INSTITUTIONS

### 5.1 CORRESPONDENCE OF INTEND

Educational institutions may approach SACAI requesting more information with regard to the registration of such institution. The following email may be sent as reply:

Good morning/afternoon

Thank you for your enquiry concerning possible registration as a SACAI assessment centre.

Please note that our deadline for the registration of new institutions for 202.. is on ... October 202.... Also note that SACAI may only register and assess learners in the FET phase. If your institution is registered as a DEP, you may only register Grade 10 and 11 learners during the first year. If your application is approved and all SBA requirements are adhered to in the first year, you may proceed to Grade 12 learners in the following year.

Kindly tell us more about the institution that you want to register by completing the attached form and submitting it by email to [\\_\\_\\_\\_\\_@sacai.org.za](mailto:_____@sacai.org.za) (**ANNEXURE 8.2.2.D).**

1.

### 5.2 FEEDBACK FROM PROSPECTIVE APPLICANT

#### 5.2.1 If the institution functions like a school

When feedback is received, the SACAI official dealing with the enquiry must determine whether this institution functions as a DEP or as a school. In this regard, the information provided under Point 8 is of exceptional importance. If the respondent indicates that learners are taught in a classroom according to a fixed timetable, it means that the institution is functioning like a school and must be registered by the relevant provincial education department and seek accreditation from Umalusi.

The following wording could be used in the response to the enquirer:

Good morning/afternoon

Thank you for your email dated .....20..... and for the information provided.

Judging by the information provided under Point 8, your institution is functioning like a school and should therefore be registered with the provincial education department and accredited by Umalusi.

If you are registered with the department of basic education and have at least submitted an application for accreditation to Umalusi, please provide us with the EMIS number allocated by the department of basic education and a copy of the application for accreditation submitted to Umalusi.

Once we have received these, we would be able to assist you in registering your institution as an independent school for the SACAI NSC assessment programme.

#### 5.2.2. If the institution functions as a DEP

If the information under Point 8 shows that learners are, or would be receiving online tuition, or that pre-recorded lessons or any other form of tuition based on non-direct contact with learners will be used, the institution qualifies to be categorised as a DEP.

The person having submitted the information, must then be informed accordingly. The wording could be as follows:

Thank you for your email dated .....20.....

Please note that, should you successfully apply for registration for 202..., you will only be allowed to register Grade 10 and 11 learners during the first year of registration. If your institution then complies with the SBA requirements for Grades 10 and 11, you will be allowed to take in Grade 12s in 202.... Also note that the FET phase is a three-year qualification, namely Grades 10 to 12.

Herewith attached the following:

1. Fee Structure for 202.... (**ANNEXURE 8.2.2.B**)
2. Form for a self-evaluation by your institution (**ANNEXURE 8.2.2.C**). Please provide evidence in hard copy of all policies and procedures referred to in this document. Please do not copy documents from the internet, as this will not be a true reflection of your institution. All documents need to be filed in the same sequence as in the report.
3. The report with accompanying documents must reach the offices of SACAI on or before 1 October 202...

### 5.3 EVALUATION OF APPLICATIONS

#### INDEPENDENT SCHOOLS

Once the EMIS number of the prospective Independent School, as well as proof of accreditation or application for accreditation with Umalusi has been received, the official working on the application, must determine whether the specific school's EMIS number was issued for a FET school. It must be kept in mind that some schools are only high schools, some only primary and others possibly combined schools.

A click on this link could be helpful:

<https://www.education.gov.za/Programmes/EMIS/EMISDownloads.aspx>. Scrolling down a list of all EMIS schools in all provinces will appear. The information could be downloaded to determine the following:

1. Whether the particular school's name appears on the list. (Column E).
2. Whether the school provided the correct EMIS number according to the list (database) (Column A).
3. Whether the physical address as supplied by the prospective client corresponds with the physical address on the database (Column AE).
4. Whether the school is registered for FET (Column I).

Once this information has been verified, Umalusi must be contacted to determine the prospective school's status. This is important, as the status will influence the possibility of the institution to be registered as an examination writing centre for the final NSC examinations. Schools without Umalusi accreditation may still be registered, pending a decision by the SACAI Registration Committee.

If the information received supports approval of the application and approval is given by the Registration Committee, an MOA is sent to the prospective independent school (**ANNEXURE 8.2.2.A**)

## DISTANCE EDUCATION PROVIDERS (DEPs)

If the responses from the prospective client satisfy the criterion that no face-to-face classes will be conducted, the following may be done to double check the merits of the application:

1. Using the physical address provided, search the premises with the assistance of Google Maps. If it appears to be a school, the institution cannot be registered as a DEP.
2. Google the name of the prospective institution and do a search on Facebook. If finding anything untoward, care should be taken with registering the institution. It might be necessary to obtain additional information.

Once DEP status has been verified in all respects, the fee structure and self-evaluation form can be sent to the institution. Herewith screenshots of the self-evaluation checklist. It is also attached as **ANNEXURE 8.2.2.C** to this policy manual.

CRITERION 1: GENERAL	
CRITERIA	EVIDENCE REQUIRED (Supporting documents that must be included in the file.)
1.1 Institution overview	<ul style="list-style-type: none"> <li>▪ Founding document i.e. Memorandum of Incorporation or Constitution outlining the institution's vision and mission statements and institutional background.</li> </ul>
1.2 Leadership and governance  (Addendum 1A)	<ul style="list-style-type: none"> <li>▪ Names of Directors / members of Council.</li> <li>▪ Names, qualifications and SACE registration (if applicable) of senior management.</li> <li>▪ Names, qualifications and SACE registration of academic leadership (if different).</li> <li>▪ Organogram and relevant job descriptions.</li> </ul>
1.3 General institutional documents and policies	<ul style="list-style-type: none"> <li>▪ Products and services offered, including pricing structure.</li> <li>▪ Admission Policy</li> <li>▪ Application Forms</li> <li>▪ Contract between institution and parents/learner.</li> <li>▪ In the case of distance education providers, criteria for establishment of contact centre / assessment centre / invigilation centre. (If applicable)</li> <li>▪ In the case of distance education providers contracts between the provider and contact centre / assessment centre / invigilation centre. (If applicable)</li> <li>▪ Criteria for invigilators</li> <li>▪ Contract between institution and invigilators.</li> </ul>
1.4 Financial and administrative management	<ul style="list-style-type: none"> <li>▪ Audited financial statement for the previous year (if the institution was established more than 2 years ago).</li> <li>▪ Business plan outlining 3-year strategic plan with a projection of the budget.</li> </ul>

1.5	Facilities to conduct core business	<ul style="list-style-type: none"> <li>Facility lease contracts or proof of ownership.</li> <li>Health &amp; Safety Certificate</li> </ul>
1.6	Data management system	<ul style="list-style-type: none"> <li>Protocol / Policy outlining learner management system architecture, infrastructure, software, security and backups.</li> <li>Policy / Protocol stipulating processes and system support for information management, subject changes, termination and capturing of marks.</li> <li>Protocol / Policy outlining availability and access control to portal.</li> <li>Protocol / Policy to ensure safety and security of learner profiles and learner data.</li> </ul>
1.7	Client communication	<ul style="list-style-type: none"> <li>Descriptions of how information on services and programmes offered are communicated to clients and examples.</li> <li>Website info / brochures provided to parents and learners regarding their role and responsibilities within distance education and clear communication regarding provider expectations</li> <li>Explanation of how client queries and problems are dealt with.</li> <li>Policy / Protocol stipulating procedures in dealing with learner appeals and grievance.</li> <li>Policy / Protocol outlining procedures in dealing with parent queries and complaints</li> </ul>
1.8	Human Resource management	<ul style="list-style-type: none"> <li>Organogram and job descriptions of staff responsible for the development and management of assessments and related material. To be included in Addendum 1A.</li> <li>Professional development plan for academic staff.</li> <li>An example of employment contracts with teachers / facilitators / assessors and authors delivering a service to the Institution.</li> </ul>

<b>CRITERION 2: CURRICULUM IMPLEMENTATION, ASSESSMENT AND SUPPORT</b>	
This criterion evaluates the extent to which the institution adequately ensures quality and standards in terms of curriculum implementation, internal and external assessment, secure and credible administration of site-based assessment, as well as accurate, reliable resulting and reporting through proper processes and systems for each subject that the institution offers.	
<b>CRITERIA</b>	<b>EVIDENCE REQUIRED (Supporting documents of each sub-criteria must be included in the file.)</b>
2.1 Curriculum Implementation	<ul style="list-style-type: none"> <li>Breakdown of work schedule per week, modules or themes to assist the learner with independent learning and self-study <b>per subject</b>. Include <b>all subjects</b>.</li> <li>Policy or protocol outlining method of curriculum delivery in terms of provision of limited contact sessions, virtual support such as call centre, Facebook, WhatsApp groups, virtual study groups, learning seminars, winter schools etc.</li> <li>Breakdown of assessment schedule with timeframes of submission of formal assessment tasks per subject.</li> </ul>
2.2 Assessment policy, procedures, planning and reporting	<ul style="list-style-type: none"> <li>Assessment policy of the Institution with specific reference to the management of the assessment programme, the protection of the integrity of SBA marks and ensuring examination conditions for formal assessment tasks and examinations.</li> <li>Procedures for the administration and management of internal assessments, including: <ul style="list-style-type: none"> <li>Management of submission of formal assessments tasks / assignments / projects.</li> <li>Marking and recording of marks (including examples of working mark sheets for three subjects).</li> <li>Outline of how assessment records are managed.</li> <li>Moderation of marking process and outcomes.</li> </ul> </li> <li>Procedures for dealing with assessment enquiries and complaints.</li> <li>Procedures for providing feedback to learners after marking and specifications on turn-around time.</li> </ul>
2.3 Invigilation and safety and security of papers	<ul style="list-style-type: none"> <li>Management, controls and security measures to ensure the integrity of assessment elements, including examination papers.</li> <li>Procedures to ensure credibility of assessment marking, resulting and results management.</li> <li>Policy on dealing with examination papers from assessment body.</li> <li>Invigilation prescriptions, requirements and training to ensure credibility.</li> <li>Policy on confidentiality and security of storage, archiving, records, schedules, learner assessment tasks (SBAs and examinations), teacher files, progress reports and mark sheets.</li> <li>Policy for dealing with irregularities, identification of irregularities and examples and reporting to SACAI.</li> </ul>
2.4 Quality assurance of assessments	<ul style="list-style-type: none"> <li>Proof that assessment elements are developed by competent assessors / teachers. Substantiate with list of names and qualifications. Supply proof of qualifications.</li> <li>Protocol outlining processes followed to set assessment tasks and papers.</li> <li>Protocol outlining the distribution of formal assessment tasks to learners and assessment centres / invigilators.</li> <li>Moderation policy outlining Internal and external assessment moderation processes, documentation and moderation reports.</li> </ul>
2.5 Learner performance	<ul style="list-style-type: none"> <li>Protocol for the analysis and reporting of learner results, the identification of at-risk learners, and the development of suggested improvement and support interventions.</li> </ul>
2.6 Dealing with diversity	<ul style="list-style-type: none"> <li>Policy outlining the management of concessions and accommodations.</li> </ul>
2.7 Learning / learner support	<ul style="list-style-type: none"> <li>Mechanisms for learner support.</li> </ul>

DEPs need to submit an application form and a self-evaluation file which includes all evidence required. Once these documents have been received, the following is done:

1. A database is created which contains the following fields:
  - a. Name of the DEP
  - b. Contact person
  - c. Email address(es)
  - d. Contact number
  - e. Physical address
  - f. Criteria numbers as indicated on the self-evaluation checklist
  - g. Comments.
2. The SACAI official dealing with the application ensures that all policies, procedures, and other documents in the file are arranged according to the self-evaluation checklist. A tick is made under each criterion if evidence is found in the file. See the example below:

Self Evaluation Checklist: Applications for 2022																					
Date	Name of Institution	Contact Person	Email	Phone number	Criteria											Comments					
					1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	2.5	2.6	2.7		

3. If documents are missing, work on the file is halted and an email is sent to the applicant indicating the evaluation cannot be done. The applicants need to fetch the file to correct it. This is noted in the "Comments" column. Each policy is checked for correctness, taking into account that each institution's policies will differ as these will be tailor-made depending on the kind of institution.
4. It is recommended that a Google search be done to determine whether these policies were plagiarised or not. Should it be found that a policy was plagiarised, an email is sent to the applicant indicating that a complete evaluation cannot be done. They need to fetch the file to either correct it or retract their application. This is noted in the "Comments" column.

After perusal of the self evaluation file, it is discussed during a meeting of the registration committee. Once approved, an MOA for DEPs is sent to the prospective distance education provider (**ANNEXURE 8.2.2.E**).

## 6 PROCEDURE WITH RE-REGISTRATION OF INSTITUTIONS

### 6.1 REMINDER

All registered institutions will receive an email from SACAI with the following:

- a. New MOA
- b. Fee Structure and
- c. Invoice schedule

Institutions are reminded to renew their registration with SACAI.

### 6.2 REGISTRATION COMMITTEE

The Registration Committee will review the institution and will decide on the possible re-registration of such institution based on, but not limited to:

- a. Adherence to SBA Moderation requirements
- b. Financial History
- c. Submission of requested information and/or documents to SACAI
- d. If a school, the accreditation status with Umalusi

e. General communication with SACAI

The Committee consists of the following SACAI officials, but not limited to:

- a. CEO
- b. Head of NSC
- c. Head of Support Services
- d. Financial Administrator
- e. Coordinator: SBA Moderation
- f. Any other SACAI Official working with the registered institutions on an *ad hoc* basis.

The committee convenes when needed and discusses the applications for both independent schools and DEPs as well as the re-registration of institutions. The database concerning the prospective clients is made available to all members of the Registration Committee at least five (5) days prior to the meeting. During the meeting, the following, but not limited to, is discussed:

1. If a DEP: any indication that this institution might be functioning like a school.
2. Indications that the prospective DEP might be supporting any tutor centre, cottage school or home-school centre.
3. Any history of the prospective client with SACAI. If there is, was this resolved?
4. In the case of an independent school, the EMIS number and accreditation status with Umalusi.
5. Registration of the educators at an Independent School with SACE.
6. Whether a Google search was done and if so, the outcome thereof.

The Registration Committee needs to be unanimous in its decision.

The decision of the Registration Committee is final, and no correspondence will be entered into.

### **6.3 FEEDBACK TO INSTITUTIONS**

#### **6.3.1 CEO'S COMMUNICATION**

The CEO will communicate with the prospective re-registrant regarding the following:

- a. SACAI's decision to re-register and
- b. Possible concerns regarding the specific institution.

#### **6.3.2 SIGNING OF MOA**

Once both parties are satisfied, SACAI will send the signed MOA to the institution.

#### **6.3.3 REGISTRATION DETAILS OF INSTITUTION**

SACAI will send an electronic link to the institution to capture the following:

- a. Name, address and phone number of institution
- b. Contact person(s)
- c. Candidate registrations
- d. Subject registrations

SACAI will then generate an invoice to be settled by the end of January of the next year.

## 7 REGISTRATION CERTIFICATE

SACAI provides proof of institution registration in the form of a registration certificate. SACAI hosts a Client Forum annually in February.. As soon as SACAI receives the original, signed document, a registration certificate for the specific academic year is sent to the registered institution.

## 8 IN SHORT

The registration process for DEPs and independent schools can be illustrated as follows:

**This will change**

