



Guideline for the Registration and Accreditation of Independent Schools

August 2025



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

UMALUSI



Quality Council for General and Further
Education and Training

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ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statements
GENFETQA	General and Further Education and Training Quality Assurance Act
GFET	General and Further Education and Training
GFETQSF	General and Further Education and Training Qualifications Sub- Framework
HoD	Head of Provincial Education Department
MEC	Member of the Executive Council
NCS	National Curriculum Statement
NQF	National Qualifications Framework
NSC	National Senior Certificate
PED	Provincial Education Department
QC	Quality Council
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
SASA	South African Schools Act, 1996, as amended

DEFINITIONS

In this guideline, unless the context indicates otherwise -

"accreditation" means the outcome of a quality assurance process of evaluating, as contemplated in sections 17(1) and (2); 23(1) and (2) and 25(1) and (3)(b) of the General and Further Education and Training Quality Assurance Act, 2001

(a) an independent school to determine whether it has the capacity to offer a qualification or programmes on the General and Further Education and Training Qualifications Sub-framework;

"admission age" means age of admission of a learner to a school as contemplated in section 5(4) and 45A (a) of the South African Schools Act, 1996 (Act No. 84 of 1996) as amended

"assessment" means the process of identifying, gathering and interpreting information about a learner's achievement in order to-

(a) assist the learner's development and improve the process of learning and teaching; and

(b) evaluate and certify competence in order to ensure qualification credibility. Assessment includes national examinations, end-of-term and/or once-off end-of-year examinations in order to ensure a national standard across providers.

"assessment body" means a juristic body accredited by Umalusi Council to quality assure internal assessment and conduct external examinations and includes a department of education.

"compulsory school attendance" means the requirement for a learner to attend school as per the definition in the South African Schools Act, Act 84 of 1996.

"Council" refers to Umalusi, the Quality Council for General and Further Education and Training; as contemplated in the *National Qualifications Framework, 2008 (Act No. 67 of 2008)* and the *General and Further Education and Training Quality Assurance Act 2001, (Act No. 58 of 2001)*.

"curriculum"

A statement of the training structure and expected methods of learning and teaching that underpin a qualification or part-qualification to facilitate a more general understanding of its implementation in an education system.

The curriculum encompasses three components:

- a) The intended curriculum: an official guideline document which provides the core features, principles, topic areas, specified content and skills and levels of expected cognitive demands.
- b) The enacted curriculum: the enactment/implementation/delivery of the curriculum in an institution which includes leadership and management, the ethos and values, teaching and learning, extra-curricular activities, learner support, institutional performance and the management of quality towards improvement.
- c) The assessed curriculum: the internal assessment and the external examination of the intended curriculum.

"Curriculum and Assessment Policy Statement" (CAPS) A Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R - 12.

"Department of Basic Education" means the department established in terms of section 7(2), read with Schedule 1, of the Public Service Act, 1994 (Proclamation No. 103 of 1994), responsible for basic education

"examination centre" – means an independent school registered by the relevant Provincial Education Department and accredited by Umalusi, and registered by a public or accredited private assessment body as a venue for their candidates to write the National Senior Certificate examination; or a centre other than an independent school registered and managed by a private accredited or public assessment body in line with Umalusi's requirements, as a venue for their candidates to write the National Senior Certificate examination.

"external assessment" means assessment conducted by a public or accredited private assessment body, the outcomes of which count towards the achievement of a qualification.

"Foreign qualification" means a qualification offered by an awarding institution that is accredited or recognised in a national system other than South Africa and in accordance with the national policies, or generally accepted practice of that country.

"Further Education and Training" means all learning and training programmes leading to qualifications at Levels 2-4 of the National Qualifications Framework (NQF) which levels are above general education and training but below higher education.

"General Education and Training" means all learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework, which level is below further education and training;

"General and Further Education and Training Qualifications Sub-framework" means the sub-framework of the NQF for General and Further Education and Training that is developed and managed by Umalusi;

"Head of Department" (HoD) means the head of an education department

"Independent school" means a school registered or deemed to be registered in terms of section 46 of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"MEC" means the member of the Executive Council of the province who is responsible for education in that province;

"Minimum outcomes and standards" – means the minimum level at which a learner must attain the content and assessment requirements for all subjects listed in the *National Curriculum Statement Grades R – 12* as specified in the Curriculum and Assessment Policy Statements. It also includes the programme and promotion requirements for Grades R – 12 as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and in the *Curriculum and Assessment Policy Statements of all approved subjects*;

"Minister of Education" means the Minister of Basic Education;

"National Qualifications Framework" (NQF) is a comprehensive system approved by the Minister of Higher Education and Training for the classification, registration, publication and articulation of quality-assured national qualifications (*National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*);

"National Senior Certificate" means a certificate as contemplated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, published in *Government Gazette No. 34600* of 12 September 2011;

"Programme" means the same as curriculum as in the Act and in the GENFETQA Act and the Regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies

"Provincial Education Department" (PED) means the department established by section 7(2) of the Public Service Act, 1994 (Proclamation No. 103 of 1994), which is responsible for education in a province; (as defined in the SASA).

"qualification" means a registered national qualification, as defined in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*;

"quality assurance" means the process of measuring, evaluating and reporting on quality against standards, and monitoring for ongoing improvement in the qualification, the curriculum / programme, the assessment, the implementation and delivery of the curriculum and the capacity of the institution or assessment body to offer and/or assess the qualification;

"Quality Council" (QC) means a Quality Council contemplated in *sections 24* of the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*;

"registered qualification" - means a qualification registered on the National Qualifications Framework by SAQA in terms of *section 13(1)(h)* of the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*;

"registered independent school" – means an independent school registered by the provincial department of education in which the school is located in terms of *section 46* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"registration of an independent school" – means the process of registration that independent schools must undertake with Provincial Departments of Education in order to operate in South Africa in accordance with the requirements of the Constitution of South Africa and the *South African Schools Act, 1996 (Act No. 84 of 1996) as amended* .

PREAMBLE

1. Section 50 (1) of the South African Schools Act, 1996, as amended outlines the duties of the Member of the Executive Council (MEC) relating to independent schools, namely:
 - (1) The Member of the Executive Council must, by notice in the Provincial Gazette, determine requirements for-
 - (a) the admission of learners of an independent school to examinations conducted by or under the supervision of the education department;
 - (b) the keeping of registers and other documents by an independent school;
 - (c) criteria of eligibility, conditions and manner of payment of any subsidy to an independent school; and
 - (d) any other matter relating to an independent school which must or may be prescribed in terms of this Act.

Purpose of the guideline document

1. This guideline document aims to guide MECs in the development of matters relating to independent schools
2. Notwithstanding the registration of independent schools as a provincial competence, this guideline is intended to facilitate a common national standard for the registration of independent schools through:
 - a) An adoption of national requirements for the registration of independent schools;
 - b) An effective alignment of the 9 Provincial Gazettes with the *Policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies*. The amended policy was published by the Minister of Basic Education on 27 October 2017 in Government Gazette No. 41206;
 - c) An adoption of national requirements for the registration of independent schools as examination centres for examinations leading to qualifications on the General and Further Education and Training Qualifications Sub-framework;
 - d) In particular, this guideline is intended to facilitate an alignment of the registration of independent schools as sites of teaching and learning, their accreditation by Umalusi and their registration as examination centres by the state and by accredited private assessment bodies.

The scope of this guideline document

This guideline document is limited to the following scope:

- a) The registration of independent schools as sites of teaching and learning;
- b) The accreditation of independent schools; and
- c) The registration of independent schools as examination centres.

This guideline document is divided into four chapters as follows:

Chapter 1

This chapter focuses on the general context of the document; and provides an introduction, the legislative framework, the current situation and the purpose of the document.

Chapter 2

This chapter reflects on the registration of independent schools. The South African Schools Act, 1996 provides for the Head of a Provincial Education Department as the registrar of independent schools.

Chapter 3

This chapter focuses on the accreditation of independent schools, as contemplated by the General and Further Education and Training Quality Assurance Act, 2001 (as amended in 2008).

Chapter 4

This chapter deals with the registration of independent schools as examination centres. This applies to independent schools that have Grade 10 - 12 learners. Independent schools are registered as examination centres by public or accredited private assessment bodies. Private assessment bodies are accredited by Umalusi to manage the assessment of learner achievement regarding qualifications that are quality assured and certified by Umalusi.

CHAPTER 1

Introduction

1. This chapter relates to the registration of independent schools as sites of teaching and learning, their accreditation, as well as their registration as examination centres (by public or accredited private assessment bodies).
2. This chapter is premised on the following legislative positions:
 - (1) Provincial Education Departments (PEDs) are responsible for the registration of independent schools as sites of teaching and learning as determined in the South African Schools Act and provincial regulations;
 - (2) Umalusi is responsible, in terms of Sections 23(1) and (2) and 25(3)(b) of the General and Further Quality Assurance Act, 2001, as amended, for the quality assurance of independent schools, resulting in accreditation;
 - (3) Umalusi is responsible, in terms of Section 17A(2) of the General and Further Quality Assurance Act 2001, as amended, for the accreditation and monitoring of private assessment bodies; and
 - (4) Public and accredited private assessment bodies are responsible for the registration of independent schools as examination centres.

Legislative framework

3. Section 29 (3) (b) of the Constitution of the Republic of South Africa (Act 108 of 1996) provides for the registration of independent schools by the state.
4. The National Education Policy Act (No. 27 of 1996), as amended, provides for determination of national education policy by the Minister of (Basic) Education.
5. Section 46 of the South African Schools Act (Act No. 84 of 1996) as amended provides for the registration of independent schools by the HoD of a provincial education department. The section further provides for the Member of the Executive to determine and publish (through a Provincial Gazette), grounds for the registration or withdrawal of the registration of independent schools.
6. Section 6A of the South African Schools Act (Act No. 84 of 1996) as amended requires the Minister to determine, by notice in the Government Gazette, a national curriculum statement indicating the minimum outcomes or standards and a national process and procedures of learner achievement that are applicable to public and independent schools.
7. Section 3 of the National Qualifications Act (Act No. 67 of 2008) requires that every qualification or part-qualification offered within the Republic by education institutions be registered on the National Qualifications Framework.
8. The General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001) as amended (GENFETQA) makes provision for the establishment of the Quality Council (QC) for General and Further Education and Training. As a QC, Umalusi is required to, among other things:
 - (1) Develop and manage its sub-framework, and make recommendations thereon to the Minister of Education;
 - (2) Advise the Minister of Education on matters relating to its sub-framework;
 - (3) Develop and implement policy and criteria, taking into account the policy and criteria for the registration and publication of qualifications;
 - (4) Develop and implement policy for quality assurance;
 - (5) Ensure the integrity and credibility of quality assurance; and
 - (6) Ensure that such quality assurance as is necessary for the sub-framework is undertaken.

9. The object of the GENFETQA Act (No.58 of 2001), as amended in 2008, is to enhance the quality of general and further education and training. To that end, the GENFETQA Act provides for, among other things, the quality assurance and accreditation of independent schools in accordance with the policy and criteria determined by the Minister of Basic Education.
10. The policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies (Government Gazette No. 41206 notice number 1142) and the Regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies (Government Gazette No. 41206 notice number 1143) provide for, in the main:
 - (1) The accreditation criteria for independent schools and private assessment bodies; and
 - (2) The alignment of the registration and accreditation of independent schools and registration of independent schools as examination centres.
11. The Regulations pertaining to the conduct, administration and management of the National Senior Certificate Examination (Government Gazette 31337 of 29 August 2008, and as amended) as stated in paragraph 2(2), apply to both public and independent assessment bodies assessing and examining the National Curriculum Statement Grades R-12. The objectives of the regulations are to regulate and control the administration, management and conduct of the National Senior Certificate examination and assessment processes.
12. The Regulations pertaining to the National Curriculum Statement Grades R-12 (Government Gazette 36041 of 28 December 2012, and as amended) define the minimum outcomes and standards of the National Curriculum Statement, published by the Minister in accordance with the *National Education Policy Act (No. 27 of 1996), as amended*. These regulations apply to independent schools offering the *National Curriculum Statement Grades R-12* (paragraph 1).

Application of the guideline document

13. This guideline document applies to:
 - (1) The Department of Basic Education;
 - (2) Umalusi, as a QC for general and further education and training;
 - (3) Provincial Education Departments, as provided for in the South African Schools Act (SASA), 1996, as amended;
 - (4) Independent schools as defined in the SASA, 1996, as amended.
 - (5) Accredited private assessment bodies assessing the qualifications on the GFETQSF.

CHAPTER 2

REGISTRATION OF INDEPENDENT SCHOOLS

Minimum criteria for registration

14. SASA, Section 45 determines that any person may, at his or her own cost, establish and maintain an independent school.
15. SASA, Section 46 (1) determines that no person may establish or maintain an independent school unless it is registered by the Head of Department. Any person who contravenes subsection (1) is guilty of an offence and liable, upon conviction, to a fine or to imprisonment for a period not exceeding 12 months, or to both a fine and such imprisonment [Section 46(4)]
16. In accordance with SASA Section 46(2), a provincial MEC for Education must, by notice in a Provincial Gazette, determine the grounds on which the registration of an independent school may be granted or withdrawn by the Head of Department.
17. Section 46(3) of the SASA provides for a provincial HoD of education to register an independent school if he or she is satisfied that the:
 - (1) standards to be maintained by such a school will not be inferior to the standards in comparable public schools;
 - (2) admission policy of the school does not discriminate on the grounds stipulated in the Constitution; and
 - (3) school complies with the grounds for registration as determined by the provincial Member of the Executive Council for Education by notice in the Provincial Gazette.
18. These provincially determined grounds for registration (as per SASA Section 46(3) (c)) upon which the registration of an independent school may be granted or withdrawn by the Head of Department should, as a minimum, include consideration of the following:
 - (1) Constitution
 - (a) A constitution or founding document of the school and relevant policies that cover aspects such as ownership, mission, aims, governance, funding, language and admission. The constitution should demonstrate compliance to relevant legislation, including the *Regulations for school safety measures at public schools, Government Gazette 22754 of 12 October 2021, as amended in Government Gazette 29376 of 10 November 2006, and "Regulations relating to safety measures at independent schools"* (Government Gazette 26663 of 20 August 2004) as prescribed in the South African Schools Act;
 - (2) Infrastructure
 - (a) The infrastructure must meet the minimum norms and standards for public school infrastructure. Building, Grounds, Equipment and Proximity should comply with the *"Regulations relating to minimum uniform norms and standards for public school infrastructure"* (Government Gazette 37081 of 29 November 2013).
 - (b) Security of tenure over the proposed school buildings and grounds which have been certified by the relevant authorities in terms of meeting their minimum health and safety requirements; which have been appropriately certified in terms of zoning and occupancy; and which meet the minimum requirements of relevant municipal by-laws.
 - (c) In the interest of stability critical for teaching and learning, security of tenure (not to disrupt learning during relocation, change of ownership or expiry of contract) for a minimum period of one year from the date of commencement of the academic year.

- (d) The Head of Department must be notified in writing prior to any intended change of premises. The new premises must be compliant in terms of 2(a), (b) and (c) above.
- (3) Staffing
- (a) Principal and educators employed must be qualified as stipulated in the Employment of Educators Act, 1998, especially the Personnel Administrative Measures (PAM), and must be registered with the South African Council for Educators for employment purposes.
 - (b) In addition, non-South African educators must have a valid work permit.
 - (c) All foreign qualifications must have been evaluated by SAQA; and
 - (d) All staff must be employed in terms of a legal contract that complies with the stipulations of the Basic Conditions of Employment Act, 1997, as amended.
 - (e) All staff must be legally vetted.
- (4) Learners
- (a) The admission policy of the school must not discriminate, directly or indirectly, on the grounds stipulated in the Constitution.
 - (b) A minimum number of learners as determined by the HoD for education taking into account the definition of an independent school, must be enrolled.
 - (c) The provisions relating to the admission age as well as the provisions relating to compulsory school attendance as stipulated by the SASA, 1996, as amended, are complied with; and
 - (d) Non-South African learners must comply with the relevant legislative requirements prior to enrolment.
- (5) Financial viability
- (a) In line with Section 45 of the SASA, the school must demonstrate financial viability, as evidenced through bank statements for the most recent three months.
 - (b) The owner/s of the school must not have been declared as unrehabilitated insolvent.
- (6) Curriculum
- (a) The HoD must approve the curriculum to be offered by the school in line with Section 6A of the SASA.
 - (b) The outcomes of a curriculum for learners in the various school phases must meet all the requirements of the curriculum for the qualification;
 - (c) The qualification offered must be registered on the NQF in terms of the NQF Act.
 - (d) Any changes to the approved national curriculum that an independent school wishes to introduce must be approved by the Head of Department and must be in line with the registration on the NQF of the qualification that the curriculum leads to.
 - (e) Independent schools must ensure that appropriate learning and teaching materials are in place.
- (7) Administration and record keeping
- (a) Demonstrated capacity to comply with provincially-determined minimum financial management practices as well as administrative record keeping relating to educators, learners and finance.
 - (b) Adherence to information and data management standards as required by the DBE.

- (c) The following documentation must accompany applications for admission: A certified copy of the learner's birth certificate / ID / permit / study permit / asylum permit. All required immunisation certificates for foundation phase learners; and, where applicable, the promotion report of the learner from the previous school. (Note: In the case of an undocumented child, a child may be admitted to an independent school with an alternative proof of identity such as an affidavit, or a sworn statement deposed to by the parent/care giver or guardian, or a court order.)
- (8) Information and monitoring
- (a) Schools must agree to provide such information about the school as is reasonably required by the Head of Department.
 - (b) Authorised officials from the Department of Basic Education and Provincial Education Departments should inspect premises and facilities to monitor compliance with the registration requirements. Where practical, written notice for these visits should be provided in advance of the intended visit and should include details of any documentation which needs to be provided at the time of the visit.
- (9) Accreditation
- By the end of 12 months of operation after registration has been granted, an independent school must apply for accreditation with Umalusi.

The registration process

19. All registered independent schools must be allocated an EMIS number by the provincial Head of Education Department.
20. The registration process comprises the following:
 - (1) An application for the registration of an independent school is made in writing to the Head of Department on the prescribed form(s) by 1 April of the year preceding the start of the academic year in which the school proposes to start functioning as a school.
 - (2) The application for registration must be for either a primary school or secondary school, and not a combined school, in line with the minimum norms and standards for infrastructure.
 - (3) The application must be accompanied by documentation as determined by the Head of Department.
 - (4) The Head of Department must, within 90 days of receipt of the application, provide, in writing, notice, with reasons, of his/her approval or non-approval of registration.
 - (5) If the application for registration is approved, the school must be informed of its obligation to apply to Umalusi for accreditation by the end of 12 months after registration.
21. A registration certificate will be issued by the PED to an independent school whose registration has been confirmed by the HOD. The registration certificate should, as a minimum, include:
 - (a) The EMIS number from the provincial Head of Education Department;
 - (b) The physical site address that is approved for registration;
 - (c) The grades the school is registered to offer at the registered address;
 - (d) The curriculum the school is authorised to offer;
 - (e) The name(s) of the owner(s) / juristic person(s);
 - (f) Whether the school is authorised to offer boarding facilities; and
 - (g) Approval by the Head of Department.

22. The registration certificate should be accompanied by an Addendum containing the full names and identity number/s (passport number in the case of non-South African citizens) of the owner/s which should be available for inspection for official purposes.
23. On an annual basis at the end of September, the Provincial Education Department must publish the names and physical addresses of registered schools in the province on their website.
24. Where an independent school has failed to comply with all requirements for registration then the school will not be registered.
25. In the case of provisional registration, the registration letter must indicate the outstanding areas which must be met and the date by which those areas must be met, failing which the provisional registration shall lapse, and a fresh application can be made for registration.
26. The owner of an independent school may appeal to the Member of the Executive Council within 30 days against the decision of the Head of Department not to register such independent school.
27. The Member of the Provincial Executive Council must within 90 days of receipt of the appeal inform the appellant of his/her decision.
28. All registered independent schools that offer a qualification that is registered on the General and Further Education and Training Qualifications Sub-framework must apply for accreditation with Umalusi within twelve months of operation after registration being granted. Proof of application must be provided to the Head of Department. Failure to apply for accreditation may result in the withdrawal of the school's registration.
29. Umalusi will inform the Head of Department of the outcome or status of the application of an independent school for accreditation.
30. If the Umalusi decision is that an independent school has failed to meet the accreditation criteria, the Head of Department will review the applicant's registration status and determine whether reasonable grounds exist for the withdrawal of registration. The process of the withdrawal of the registration of an independent school must be compliant with the prescripts of the Section 47 of SASA and the Promotion of Administrative Justice Act, 2000.
31. If the HoD's decision is not to withdraw the school's registration, the HoD should inform Umalusi about the decision, and the reasons for the decision. The HoD must also inform the school to re-apply for accreditation within 30 days after notification.
32. A flowchart outlining the registration process and how it relates to the process of accreditation is attached to this document as Addendum A.

Withdrawal of registration of an independent school

34. Should the school no longer be adhering to the conditions of registration, the registration may be withdrawn.
35. Suspension/expulsion of learners during the academic year due to non-payment of fees may lead to withdrawal of registration. The process of the withdrawal of the registration of an independent school must be compliant with the prescripts of the Section 47 of SASA and the Promotion of Administrative Justice Act, 2000.
36. Failure of the school to achieve accreditation by Umalusi within five years of operation after registration may lead to withdrawal of registration as an independent school by the HoD.
37. The process of the withdrawal of the registration of an independent school must be compliant with the prescripts of the Section 47 of SASA and the Promotion of Administrative Justice Act, 2000.
 - (1) In accordance with Section 47, subsection (1) No withdrawal of the registration of an independent school is valid unless:
 - a) The owner of such independent school has been furnished by the Head of Department with a notice of intention to withdraw the registration, stating the reasons why such withdrawal is contemplated;
 - b) The owner of such independent school has been granted an opportunity to make written representations to the Head of Department as to why the registration of the independent school should not be withdrawn; and any such representations received have been duly considered.
 - (2) The owner of an independent school may appeal to the Member of the Executive Council against the withdrawal of the registration of such independent school.

CHAPTER 3

Accreditation of independent schools

38. The GENFETQA Act provides for the quality assurance and accreditation of independent schools in accordance with the policy and criteria approved by the Minister of Basic Education.
39. The policy and regulations referred to in the paragraph above were approved and Gazetted by the Minister of Basic Education on 27 October 2017 in Government Gazette No. 41206.

Accreditation Criteria

40. The following accreditation criteria were approved by the Minister of Basic Education as part of the *Policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies* (Government Gazette 41206) and *Regulations regarding the criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies* (Government Gazette 41206) and are:

(1) **Leadership, Management and Communication**

- (a) The school's leadership is instructive and provides strategic direction and governance oversight based on acceptable practices.
- (b) The school is sufficiently resourced and sustainable.
- (c) The management strategies, policies and processes are effective in facilitating the achievement of the school's stated objectives and national objectives, and in raising school performance.
- (d) The management manages, monitors and continuously improves the capacity of the school as well as the quality and standard of the implementation and delivery of the curriculum/programme.
- (e) School resource, financial and management records, as well as learner records are comprehensive, authentic and reliable.
- (f) The school leadership and management consult and communicate effectively with all stakeholders in respect of strategic and management related matters.

(2) **School Ethos**

- (a) The school gives expression to an ethos that promotes and is not in conflict with the values of the South African Constitution and displays values that reflect the specific character of the school, as articulated in the school's vision and mission statement, with specific attention to safety and discipline as required in the South African Schools Act, 1996 (Act No. 84 of 1996).

(3) **Teaching and Learning**

- (a) The school is professionally staffed to support the qualifications it offers; i.e. institutions are expected to appoint professionally qualified teachers as contemplated by the Employment of Educators Act, 1998 and the South African Council for Educators Act, 2000.
- (b) The school implements the curriculum/programme and assessment requirements at the required standard and in accordance with the policy requirements of the qualifications registered on the General and Further Education and Training Qualifications Sub-framework.
- (c) The school provides appropriate learner support.
- (d) The school manages and conducts internal continuous assessment of an acceptable standard and provides developmental feedback to learners.

- (e) Where appropriate, the school is registered as an examination centre that undertakes external assessment in compliance with the directives of the national policy that governs the qualification; the policies and directives of Umalusi Council and the relevant assessment body.
- (f) An appropriate and developmental extra-curricular programme is implemented.

(4) School Results

- (a) The quality of school performance is evaluated and used to inform continuous improvement in the quality of provision with specific reference to the quality of learner achievements and assessment outcomes, and stakeholder satisfaction levels.

Accreditation decisions and accreditation decision-making process

- 41. Depending on the relevance, quality and sufficiency of evidence provided by the applicant in his/her effort to demonstrate compliance with the accreditation criteria, Umalusi grants accreditation, or provisional accreditation for two years or no accreditation.
- 42. Provisionally accredited institutions are required to address areas of non-compliance within two years. Unaccredited schools may re-apply for accreditation.
- 43. Schools granted no accreditation have the right to appeal the decision taken by Umalusi. An appeal must be lodged within ten (10) working days of being notified of the outcome of their accreditation application.
- 44. Umalusi's accreditation decision making process is aligned to the registration of independent schools as well as the registration of independent schools as examination centres.
- 45. The status of the accreditation application must be communicated by Umalusi to an independent school within one month of the finalisation of the outcome.
- 46. Umalusi must notify the relevant Head of Department of the outcome of the accreditation application.
- 47. The accreditation decision making process takes approximately 18 months and it is outlined through a flow chart diagram that is attached to this document as Addendum B.
- 48. Umalusi must publish the names and physical addresses of accredited schools on their website.

CHAPTER 4

Registration of independent schools as examination centres

49. This chapter applies to independent schools that have enrolled Grade 10 – 12 learners.
50. In order for an independent school to be registered as an examination centre by either an accredited private assessment body or the state, such a school, besides being registered as a school, must also be accredited by Umalusi.
51. An independent school that has complied with registration by the relevant Provincial Education Department and accreditation by Umalusi, must apply to the relevant assessment body for registration as an examination centre under their own name.
52. The independent school must show evidence that it has acquired registration by the PED, as well as obtained at least provisional accreditation status from Umalusi before it can be registered as an examination centre.
53. If at the end of the provisional accreditation the school gets an outcome of no accreditation, the examination centre registration will be withdrawn.
54. The registration of an independent school as an examination centre is also determined by the fulfillment of the requirements of the assessment body, which is either the public or a private assessment body accredited by Umalusi.
55. An independent school must apply for registration as an examination centre on an annual basis by the end of October of the year prior to the examination.
56. The PED or accredited private assessment body must conduct a physical audit of the school facilities before examination centre registration can be considered.
57. An independent school offering an examination leading to a qualification on the General and Further Education and Training Qualification Sub-framework (GFETQSF) must enter into a contractual agreement with the provincial assessment body or accredited private assessment body concerned.
58. An independent school may enter into a contractual agreement for registration as an examination centre for an examination leading to a qualification on the GFETQSF with only one assessment body per qualification assessment cycle.
59. The contract between the independent school and a PED or accredited private assessment body will be valid for one year.
60. Once the contractual agreement between the school and the assessment body has been signed, the examination centre will be registered by the assessment body in accordance with the *Regulations pertaining to the conduct, administration and management of the qualification*, and an examination centre registration number will be issued by the PED or private assessment body.
61. The school must provide evidence that the Grade 12 learners registered for the NSC examination have met the requirements of Grades 10 and 11.
62. The school must provide the PED or accredited private assessment body with proof that all the enrolled grade 12 learners have been registered for the examination and that the number of learners to be accommodated does not exceed 500 per examination sitting.
63. In accordance with the *Regulations pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination* (Government Gazette 31337, as amended) an examination centre may be deregistered after due process is followed if there is evidence that the integrity of the examination is being undermined at that centre.

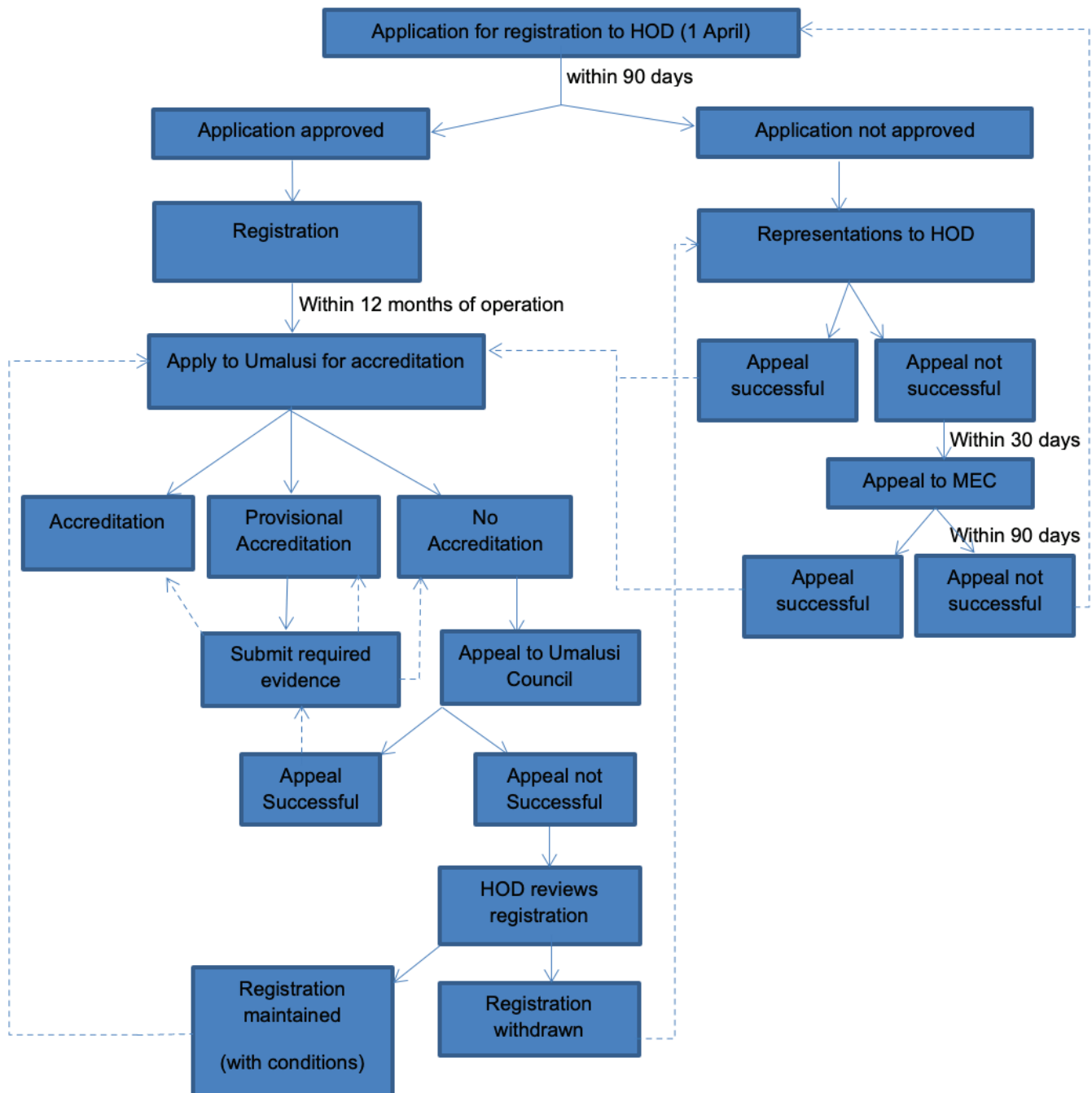
TRANSITIONAL ARRANGEMENTS

64. Provincial Education Departments must evaluate their current registration criteria and process against the minimum requirements as determined in this guideline document and, where necessary, gazette the appropriate amendments.
65. Existing independent schools' registration status remains unchanged but will be reviewed pending the outcome of their accreditation process.
66. Provincial Education Departments must inform existing registered schools offering a qualification on the General and Further Education and Training Qualifications Sub-framework which have as yet not applied for accreditation, to do so.

ADDENDUM A:

Flow chart of the registration as an independent school process

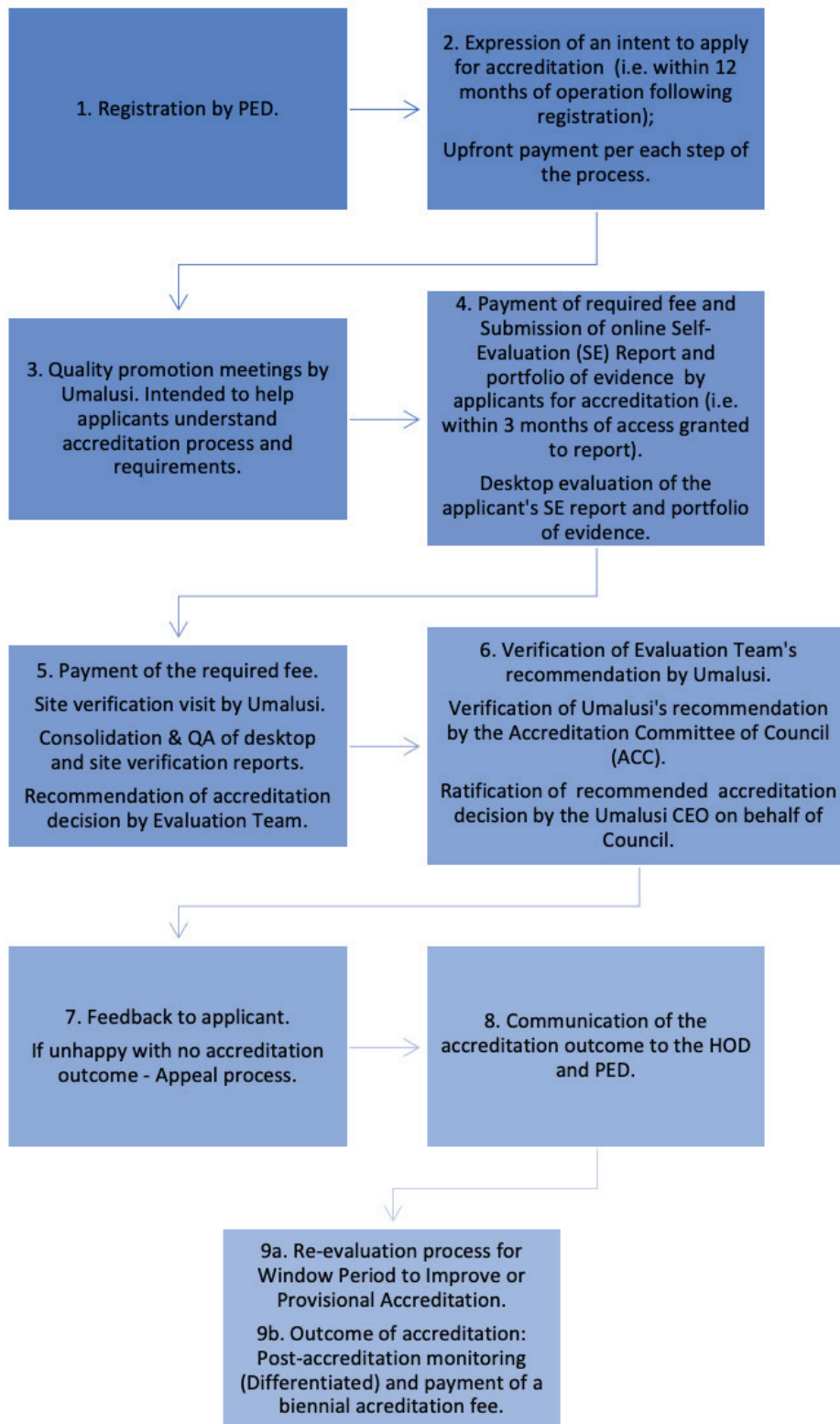
(and how it relates to accreditation)



ADDENDUM B:

Accreditation flow chart

The following flow chart illustrates the accreditation process of Umalusi.





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