



Province of the  
**EASTERN CAPE**  
EDUCATION

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**ASSESSMENT & EXAMINATIONS DIRECTORATE**

Bundy Park, Schornville, KWT, \*Private Bag 4571\* KWT \* 5600  
REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)  
E-mail: [andile.ndzausei@edu.ecprov.gov.za](mailto:andile.ndzausei@edu.ecprov.gov.za)

Ref. No. 13/P  
Enquiries: Mr. A. M.Ndzause

Tel.: (043) 604 7712  
Fax: (043) 604 7786

**ASSESSMENT INSTRUCTION 48 OF 2015**

**TO: DEPUTY DIRECTORS-GENERAL  
CHIEF DIRECTORS  
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS  
CHIEF EDUCATION SPECIALISTS  
EDUCATION DEVELOPMENT OFFICERS  
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS  
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS (FET BAND)  
TEACHER UNIONS / ORGANISATIONS  
SCHOOL GOVERNING BODIES**

**DATE: 18 NOVEMBER 2015**

**2015 PROMOTION REQUIREMENTS: GRADES 10 -11**

**TABLE OF CONTENTS**

1. PURPOSE	2
2. INTRODUCTION	2
3. GUIDELINES FOR THE IMPLEMENTATION OF PROMOTION AND PROGRESSION REQUIREMENTS FOR GRADE (10 – 11)	3 - 10
4. PROMOTION REQUIREMENTS FOR GRADES 10 -11	11 – 12
5. ASSESSMENT IN GRADE 10 AND 11	12 - 13
6. RECORDING AND REPORTING	13 – 14
7. SUBMISSION OF SCHEDULES: DUE DATES	14
8. APPROVAL AND QUALITY ASSURANCE OF SCHEDULES	15
9. COMPLETION OF SCHOOL REPORTS	15 - 16
10.ADMISSION REQUIREMENTS TO HEIs	16 - 17
11. CONCLUSION	18

## 1. PURPOSE

The Regulation Pertaining to the National Curriculum Statement Grade R – 12, promulgated per Notice No. R1114 in Regulation Gazette No. 9886 of 28 December 2012, states that a learner may be retained only once in the Further Education and Training Phase in order to prevent the learner from being retained in this phase for longer than four years. This implies that a learner who has not met the promotion requirements in either Grade 10 or Grade 11, after repeating the grade, may be progressed to the next grade. The purpose of this Assessment Instruction is to align the regulations above with the minimum requirements of the National Senior Certificate to ensure that a learner who is progressed meets certain basic criteria, which will assist the learner to cope with the demands of the next grade.

## 2. INTRODUCTION

The promotion requirements for Grades R to 12 are nationally determined and clearly set out in the policy. The quality assurance processes of the 2014 Grade 11 promotion schedules reflect poor implementation of these requirements in the Province. This Assessment Instruction sets out the promotion requirements for Grades 10 & 11 and these requirements are to be implemented in each quarter when reporting a learner and school achievements. The policy stipulated in this Assessment Instruction 60 of 2014 applies to public ordinary and special schools, and those independent schools that offer the *National Curriculum Statement Grades R – 12*. This assessment instruction must be read in conjunction with the following policies:

- a) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and*
- b) *National Protocol for Assessment Grades R – 12.*
- c) *Regulations pertaining to the National Curriculum Statement Grade R – 12, Notice No R 1114 in Regulation Gazette No.9886 of 28 December 2012.*





### **3. GUIDELINE FOR THE IMPLEMENTATION OF PROMOTION AND PROGRESSION REQUIREMENTS FOR GRADE (10-12)**

#### **3.1 Introduction**

The purpose of this Guideline is to ensure that there is consistent and uniform application by all schools of the Regulations pertaining to the National Curriculum Statement Grade R – 12, promulgated as Notice No. R1114, in Regulation Gazette No. 9886 of 28 December 2012, which states that a learner may only be retained once in the Further Education and Training Phase in order to prevent the learner from being retained in this phase for longer than four years. This Guideline therefore is intended to support the implementation of the policy as further articulated in Assessment Instruction 60 of 2014 and proposes a consultative approach the schools can adopt to manage the progression of Grade 10 and 11 learners. Uniform application by all provinces is required to prevent discrepancies in interpretation and practice.

It needs to be noted that given the promulgation of this regulation, all districts and schools are obliged informed their schools of this policy dispensation and have to ensure that this policy is appropriately applied. It is therefore necessary that the contents of this Guideline is brought to the attention of all schools in the province.

This Guideline provides a clear explanation of how and when this legislation needs to be applied and also details the criteria that needs to be applied in the implementation of this policy, coupled with the suggested consultative process that may be followed, the management of any appeals that may be presented and finally how these learners should be supported when progressed to the next grade.

#### **3.2 APPLICATION OF THE PROGRESSION LEGISLATION IN GRADE 10 – 11**

The legislation's intent is to uphold the best interest of the learner and to minimise unnecessary school dropout in the schooling system so that every learner has the opportunity to achieve an exit qualification such as the National Senior Certificate. Learner dropout can be attributed to frustration and loss of hope by learners who have experienced



chronic patterns of underperformance in the FET phase.

The basic principle relating to this policy statement is that a learner should not spend more than four years in the phase. However, the following criteria has been adopted as pre – requisites to allowing a learner to be progressed from either Grade 10 to Grade 11, or from Grade 11 to Grade 12 on the basis of Circular E35 of 2015:

- a) the learner must have failed to satisfy the promotion requirements of either Grade 10 or Grade 11, and repeated either Grade 10 or Grade 11;
- b) the learner must have passed the Language of Learning and Teaching (LoLT) and another three of the seven subjects offered;
- c) the learner must have attended school on a regular basis. Absenteeism in excess of 20 days, without a valid reason, will disqualify the learner from being progressed;
- d) the learner must have complied with prescribed School Based Assessment (SBA) requirements for that academic year.

**NB: The learner must satisfy all of the above criteria to be progressed to the next Grade**

### **3.3 CRITERIA FOR THE PROGRESSION OF LEANERS WHO FAIL THE PROGRESSION REQUIREMENTS IN GRADE 10 – 11 OR GRADE 10 - 12**

Each of the criteria listed above is elaborated in the following section:

- a) **Criteria 1: Failed to satisfy the Promotion Requirements of either Grade 10 or Grade 11.**

The following three scenarios would be relevant in this case:

#### Scenario 1

A learner repeats Grade 10 and does not meet the promotion requirements at the second year.



### Scenario 2

A learner has met the requirements for Grade 10, but is repeating grade 11 and does not meet the requirements.

### Scenario 3

A learner repeats Grade 10 but does not meet the promotion requirements. She / he is progressed to Grade 11 She / he does not meet the promotion requirements in Grade 11 in the first year.

- b) Criteria 2: Pass four of the seven subjects offered and one of the four subjects passed must be the Language of Learning and Teaching (LoLT).

The learner must pass the Language of Learning and Teaching (LoLT), which could either be English FAL or Afrikaans FAL. The rationale for the inclusion of the LoLT is based on the principle that for the learner to succeed in the next grade he has to be competent in the language, which is one of the key determinants of success from one grade to the other. One of the four subjects passed by the learner could be Life Orientation. This implies that the learner could pass three other subjects and Life Orientation.

- c) Criteria 3: Regular School Attendance

Regular school attendance will ensure that the learner has had exposure to the school curriculum for the duration of the school year. If the learner has been absent for more than 20 days, without a valid reason, this constitutes irregular attendance.

- d) Criteria 4: Compliance with the School Based Assessment (SBA) Requirements

Compliance with the SBA requirements will ensure that the learner has satisfied the assessment requirements of each of the subjects, and this will confirm the learner's commitments to the subjects. Despite the fact that the learner is required to pass only four of the seven subjects, he must satisfy the SBA requirements for all subjects, including the subjects he has failed. However, it needs to be noted that progression in Grade 10 – 12 does not guarantee the final certification of a learner in Grade 12. Such a learner must comply with the certification requirements as contemplated in paragraph



37(1) (a) of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grade R – 12 to enable him or her to obtain a National Senior Certificate (NSC), in order to ensure that he/ she satisfies the requirements of the NSC, which is conditional to the shelf life of the school based assessment.

However, while legislation allows for progression, a parent / guardian may decide that the learner should be retained in the same grade because it is deemed in the best educational interest of the learner. This final decision by the parent / guardian must be based on substantive evidence of the learner's holistic performance at the school and through a consultative process involving the learner, the parent, the teachers involved and any other support professionals necessary.

### **3.4 APPROACH TO BE USED IN THE IMPLEMENTATION OF THE PROMOTION AND PROGRESSION POLICY**

In the case of a learner who qualifies to be progressed, the following consultative process is suggested to ensure that all persons are involved so that an informed decision is made.

#### **3.4.1 AT SCHOOL LEVEL: A PROMOTION / PROGRESSION MEETING WITH STAFF**

It is necessary for a school to hold a special meeting of relevant subject staff to evaluate each learner that has not met the promotion requirements more than once in grade 10 or 11 in order to decide whether the learner should be retained. Due consideration should be given to the following:

- a) Were parents/ guardians kept informed of the learner's poor performance on a regular basis despite continued underperformance by the learner?
- b) Establish whether the learner responded positively to the curriculum intervention and support strategies provided by the school, to assist low achieving learners to improve their performance.
- c) Evaluate the attendance history of the learner throughout the year to establish whether absence was with or without valid reasons





- d) Establish if the learner was absent from tests, examinations and other internal assessments, without a valid reason.
- e) Evaluate the general behaviour and attitude of the learner towards his / her school work.
- f) Consider any psychosocial support need that may have contributed to the learner's low levels of motivation and subsequent poor performance in grade 10 or grade 11.

Each learner's case must be evaluated holistically with supporting evidence collected by the subject teachers throughout the school year. This will enable the principal to advise the parent comprehensively, on the retention or progression of the learner concerned.

### **3.5 A CONSULTATIVE MEETING WITH THE PARENTS/ GUARDIANS**

If there is consensus among all subject teachers during the promotion/ progression meeting that the learner should be retained in the current grade, then a meeting must be held with the parent/ guardian so that the advice is carefully and clearly explained by the school and understood by the parent / guardian before the learner's school report is handed to them. This meeting should be held by the School Management Team and the meeting should include a discussion of the following:

- a) The conditions for retention must be presented to the parent / guardian and the learner. Provide enough detail and explain the performance of the learner with supporting evidence.
- b) The educational advantages of retaining the learner should be clearly explained to the parent / guardian.
- c) Present the option for the learner to change subjects. The implications of the subject changes must be clearly explained
- d) The differentiated academic support that will be provided by the school to the learner must be explained to the parent / guardian.
- e) Discuss the alternate or specialised support that the parent may want to access and provide for the learner to supplement the academic support provided by the school.
- f) The School Management Team must also provide details of the alternate pathways that may be followed by the learner. The benefits and implications of options available must



be followed by the learner. The benefits and implications of options available must be clearly explained.

- g) The signing of the Partnership Contract which emphasises the joint responsibility for the decision that has been taken. It stipulates the collaborative support, responsibility and commitment to ensure regular school attendance, completion of School Based Assessment Tasks and settings achievable target's to track the learner's progress. It must be printed in duplicate. Both copies must be signed by the learner, parent / guardian and a representative of the school. This document is an undertaking in good faith, of the key stakeholder's commitment to motivate the learner to succeed in his / her renewed efforts to make the required academic progress. One copy must be kept on file at the school and the other remains with the parent / guardian. It should be used as an accountability tool to monitor progress lapses made during the course of the year.

### 3.6 ARRIVING AT A FINAL DECISION

- a) The decision reached at this meeting must be reflected on the learner's report card. If the learner is retained, this must be confirmed in writing by the parent.
- b) Should the parent not agree to the retention of the learner, the learner must be progressed to the next grade and the report card must clearly reflect that the learner has not met the promotion requirements for the current year but has been progressed to the next grade.
- c) The conditions for progressing the learner must be fully discussed and agreed upon by the school, the parents/ guardians and the learner and should include the following conditions:
- The option for the learner to change subjects and implications of the subject changes must be clearly explained.
  - The Partnership Contract which stipulates the collaborative support, responsibility and commitment of both parties must be completed and signed
  - The differentiated support that will be provided by the school to the learner must be outlined so that the parent/ guardian can also consider supplementary interventions for the learner.





### 3.7 APPEAL PROCESS

A parent / guardian has a right to appeal the final decision made by the school to progress or retain a child. To appeal a progression or retention decision, the parent / guardian must submit a written request not later than three (3) days after the official opening of schools, to the school principal specifying the reasons why the progression or retention decision is being contested.

Within fourteen (14) working days of receiving a request to appeal, the Head of Department or his / her designee shall make a final determination in this regard. The onus shall be on the parent as the appealing party to show why the progression or retention decision should be overruled.

### 3.8 CURRICULUM SUPPORT FOR THE PROGRESSED LEARNER

District and schools must have clearly articulated intervention strategies that include an early identification of low achievers or at risk learners so that the school, district and province can develop and implement additional learning opportunities through meaningful extended day/ year – long programmes outside of regular school hours to build the self-esteem of these learners and facilitate their social adjustment, or facilitate their access to alternate career pathways that are available locally.

### 3.9 DISTRICT BASED SUPPORT TEAMS (DBST)

- Keep a register / database of progressed learners.
- The data base should reflect the subjects that placed the learner at risk.
- The data base should be monitored biannually (July / November) to monitor progress of the learners.
- Ensure that parents are informed (biannually or quarterly) of learners performance / progress and the proposed action to improve performance
- Co – ordinate a district wide support programme to assist learners at risk.



- Support schools to identify core content per subject that progressed learners should master as part of the remedial plan.
- Subject Advisors to assist teachers in crafting intervention strategies and improvement plans as per subject specifics.
- Offer ongoing training to schools and teachers on teaching communication and social and behavioural factors.

### **3.10 SCHOOL BASED SUPPORT TEAMS (SBST)/ INSTITUTIONAL LEVEL SUPPORT TEAMS (ILST)**

- Initial identification of learners at risk and compile a (quarterly/ biannual) database
- Monitor and report on progress of learners at risk / progressed learners
- Develop and implement remedial programme to support under – performing learners e.g. study guides, previous question papers and memoranda, extra classes during holidays or weekends
- Identify core content per subject that progressed learners should master as part of the remedial plan
- Ensure that there is regular testing and re – testing of subject content areas that challenge learners
- Inform parents (quarterly / biannually) of identified learners performance / progress and the proposed action to improve performance
- Offer regular meetings (quarterly / biannually) with parents to address progress and challenges
- Offer workshops for parents of identified learners to support teaching and learning.

### **3.10 ROLE OF PARENTS**

- Regularly control and monitor learner's tasks/ homework, preparation for projects and readiness for tests / examination
- Attend meetings as requested by School Management Teams
- Regularly visit the school to enquire about the progress of their children





- Where possible parents should arrange additional tuition in identified subjects based on the performance of the learner
- Parents must ensure that learners complete the remedial programmes successfully

#### 4. PROMOTION REQUIREMENTS FOR GRADES 10 – 11 (As per Assessment Instruction 60 of 2014)

4.1. Learners in Grades 10 and 11 will be promoted from grade to grade if they have offered and completed the School Based Assessment, Practical Assessment Tasks, where applicable, Oral Assessment Tasks and end of the year examination requirements in not fewer than seven (7) subjects as contemplated in the policy document, *National Protocol for Assessment Grades R-12* and the Curriculum and Assessment Policy Statements of the various subjects listed, (Refer to CAPS policy Annexure A).

4.1.1. Achieved **40% in three subjects, one of which is an official language at Home Language level, and 30% in three subjects**, provided the School Based Assessment component is submitted in the subject failed. See the table below.

Promotion requirements	Percentage required	Rating
Subject 1: Home Language	40%	3
Subject 2	40%	3
Subject 3	40%	3
Subject 4	30%	2
Subject 5	30%	2
Subject 6	30%	2
Subject 7	0 - 29%	1



- 4.1.2. This norm for repetition is stipulated in paragraph 31 of the Admission policy for ordinary public schools, Government Notice 2432 in the Government Gazette, Vol. 400, No. 19377 of 19 October 1998, as one year per school Phase where necessary. **A learner may therefore only be retained once in the Further Education and Training (FET) Phase** in order to prevent the learner being retained in this phase for longer than four years.
- 4.1.3. Learners who offer a Music programme from the Associated Board of Royal Schools of Music or Trinity College of London or UNISA must obtain the following ratings:
- (i) The Associated Board of Royal Schools of Practical Music Examination Grade 7: at least 65%.
  - (ii) Trinity College of London Practical Music Examination at grade 7: at least 60%. (Refer Assessment Instruction 40 of 2013)
  - (iii) UNISA Practical Music Examination at grade 7: at least 50%.
- 4.1.4. Progression in Grades 10-12 does not guarantee the final certification of a learner in Grade 12 and such a learner must comply with the certification requirements as contemplated in paragraph 37 (1) (a) of the policy document, *National policy pertaining to the Programme and Promotion requirements of the National Curriculum Statements Grades R-12* to enable him or her to obtain a National Senior Certificate.

## 5. ASSESSMENT IN GRADE 10 AND 11

- 5.1. Learners will be assessed internally according to the requirements specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The School-Based Assessment marks allocated to assessment tasks completed during the school year will be 25% of the total mark, and the end-of-year mark 75% of the total mark.





5.2. The weighting for assessment in the subject Life Orientation in Grades 10 and 11 is an exception where the School-Based Assessment component will comprise 100% of the total mark. The School-Based Assessment will be externally moderated.

5.3. The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*.

## 6. RECORDING AND REPORTING

6.1. Seven levels of competence have been described for all the subjects in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 1 below.

**6.2. TABLE 1: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 10-12**

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

6.3. These descriptions are intended to assist teachers to assess learners and grade them at the correct level.

6.4. Teachers must record learners' results in marks and report them as percentages.

6.5. The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

## **7. SUBMISSION OF SCHEDULES: DUE DATES.**

7.1. All progression/promotion schedules for Grades 1 to 11 must be lodged by **schools** with the Education Development Officers (EDOs) by **Friday 11 December 2015**.

7.2. The schedules must be lodged by the **EDOs** with the District Examinations office by **Tuesday 15 December 2015**.

7.3. **No public school may close for 2015 without having submitted an accurate progression/promotion schedule showing the progression/promotion of all learners in Grades 1 to 11 in terms of policy.** (Government Gazette No 29467 dated 11 December 2006 – *National Protocol for Assessment Grades R-12*). Where this occurs and there is non-compliance consequence management will be applied to all relevant officials at the applicable school and within the district.

7.4. The schedules must be lodged by District Examinations with the Directorate Assessment and Examinations by Friday 18 December 2015.

7.5. **No Independent School that is registered to offer Grades 1 to 11 under the Eastern Cape Department of Education may not close for 2015 without having submitted an accurate progression/promotion schedule showing the progression/promotion of all learners in Grades 1 to 11 in terms of policy.** (Government Gazette No 29467 dated 11 December 2006 – *National Protocol for Assessment Grades R-12*). *Where this occurs and there is non-compliance, consequence management will be applied to all relevant officials at the applicable school and within the district.*





## 8. APPROVAL AND QUALITY ASSURANCE OF SCHEDULES

- 8.1. All schools are advised to utilise the SASAMS Schedule 12.9.15.6 and should be initialed on each page and signed in full, in the declaration section on the last page.
- 8.2. Once promotions have been processed on SASAMS, the Promotion Schedule 12.9.19 must be printed and signed for submission to the Department.
- 8.3. Education Development Officers (EDO) together with District Curriculum personnel (District Teams) must ensure that promotion schedules are thoroughly checked for compliance and corrected where required.
- 8.4. All promotion schedules are subjected to scrutiny at the Provincial office to ensure that learners promoted to Grades 11 and 12 have met the minimum promotion requirements. Where Departmental officials are found to have promoted or retained learners in error, these officials will be dealt with in terms of Section 17 of the Educators Employment Act 1998 (Act 78 of 1998).

## 9. COMPLETION OF SCHOOL REPORTS

- 9.1. School reports are used to report to parents on the achievements and promotion of learners to the next grade. These reports must reflect the same results that are recorded on the promotion schedule signed by the Education Development Officer (EDO). No reports may be finalised BEFORE the promotion schedule is approved by the EDO.

**NB:** Original reports should be seen by EDO when promotion schedules are signed.

**No public school may close for 2015 without having submitted an accurate promotion schedule showing the promotion of all learners in Grades 10 and 11 in terms of policy.** (*National Protocol for Assessment Grades R – 12, Government Notices No. 722 and No. 723, Government Gazette No. 34600 of 12 September 2011 and amended as: Government Notice No. 1115 and No. 1116, Government Gazette No. 36042 of 28 December 2012*).



**No independent school that is registered to offer Grades 10 to 12 with the Eastern Cape Department of Education may close for 2015 without having submitted an accurate promotion schedule showing the promotion of all learners in Grades 10 and 11 in terms of policy. (National Protocol for Assessment Grades R – 12, Government Notices No. 722 and No. 723, Government Gazette No. 34600 of 12 September 2011 and amended as: Government Notice No. 1115 and No. 1116, Government Gazette No. 36042 of 28 December 2012).** Where there are instances of non-compliance, consequence management will be applied to all relevant officials at the school and within the district.

## **10. Minimum Admission requirements for Higher Certificate, Diploma and Bachelor's Degree Programme requiring National Senior Certificate. Higher Education Act, 1997 (Act No. 101 of 1997).**

### **10.1. Higher Certificate**

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi. Institutional and Programme needs may require appropriate combinations of recognized NSC Subjects and levels of achievements.

### **10.2. Diploma**

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of:

- **4 x 40%- 49% or better (4 x Level 3 including Home Language)**

Institutional and Programme needs may require appropriate combinations of recognized 20 credit NSC Subjects and levels of achievements.

### **10.3. Bachelor's Degree**

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of:

- **4X50%-59% or better (4 x Level 4s Including Home Language)**





Institutional and Programme needs may require appropriate combinations of recognized 20 credit NSC Subjects (which will be known as the designated subject list) and levels of achievements.

#### 10.4. Designated Subjects

NSC Subjects which carry 20 credits are known as Designated Subjects.

Accounting	Engineering Graphics and Design	Mathematics
Agricultural Science	Geography	Mathematical Literacy
Business Studies	History	Music
Consumer Studies	Information Technology	Physical Science
Dramatic Arts	Languages	Religion Studies
Economics	Life Sciences	Visual Arts
Technical Maths	Technical Physical Sciences	

#### 10.5. Non-Designated Subjects

Life Orientation	Electrical Technology
Agricultural Management Practice	Mechanical Technology
Agricultural Technology	Computer Application Technology
Dance Studies	Hospitality Studies
Design	Tourism
Civil Technology	

Adequate Achievement (50% - 59%) (Level 4) in four designated NSC subjects provides the primary basis for admission to a Bachelor's Degree programme. An institution is entitled to specify an appropriate level of subject achievement for a particular programme.

## 11. CONCLUSION

District Teams shall be set up to ensure checking for compliance to all promotion requirements before approval is granted.

The promotion requirements outlined in this Assessment Instruction are mandatory and must be fully complied with as stated. All office and school-based personnel, especially school Principals and EDOs, are expected to ensure compliance with National policy on promotion and progression.

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**MR R TYWAKADI**  
**DDG: INSTITUTIONAL OPERATIONS MANAGEMENT (IOM)**

