

# MAKUYA

IMPROVING THE QUALITY OF SOUTH AFRICAN EDUCATION  
OFFICIAL NEWSLETTER OF UMALUSI QUALITY COUNCIL

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## FROM THE CEO'S DESK



Dr Mafu Rakometsi

Umalusi Council is the cornerstone on which the country's educational aspirations and standards are anchored and built.

As such, the Council and staff are committed to ongoing improvement in standards and quality in general and further education and training. In order to issue learners with credible certificates, Umalusi, through its leadership and expert knowledge, develops and secures standards through:

- quality assuring qualifications and curricula;
- confirming that assessment is fair, valid and reliable;
- quality assuring the provision of education and training, and assessment providers; and
- grounding its work in research to ensure informed positions and approaches.

2012 was a year of great advances with record achievements. Umalusi faced many challenges but nonetheless achieved a lot despite the constraints. Besides carrying out its routine quality assurance functions, Umalusi participated in the further development of the NQF through its membership of the NQF CEO Committee. It developed a number of policies to support the management of the General and Further Education and Training Sub-framework of Qualifications, Recognition of Prior Learning, Credit Accumulation and Transfer, Quality Assurance of Assessment, and the accreditation of private providers and assessment bodies.

2012 saw the gazetting of the long-awaited accreditation policy and criteria for independent schools and private assessment bodies, which completes the suite of accreditation policies developed by Umalusi for the sectors it quality assures.

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## CEO'S DESK continued . . .

(The policy and criteria for the accreditation of private FET colleges and Adult Education centres were gazetted in 2010). This means that Umalusi can finally roll out the full accreditation process to all sectors for the first time, which it will be doing in 2013.

2012 also saw the successful hosting of an international education and training conference. This conference, entitled, "Standards in Education: The Challenge", hosted at Misty Hills, Muldersdrift, near Krugersdorp, attracted 250 delegates, with 304 papers delivered by a number of outstanding academics and speakers. Among the many highlights of the programme were the three keynote presentations. On the first day, Professor Jonathan Jansen delivered a hard-hitting overview of the South African education landscape. On day two, Professor Michael Young, of London University, provided deep insights into the field of vocational education, and on the final day Professor Catherine Snow, of Harvard University, delivered an address that detailed exciting developments in the field of language and multilingual educational research.

In 2013 Umalusi will use its time wisely and move forward as decisively and swiftly as it can. While there are many unresolved NQF matters that Umalusi will assist in resolving, its focus will be the consolidation of the General and Further Education and Training Sub-framework of Qualifications. This means developing and establishing the systems and processes to support the sub-framework, establishing new qualifications such as the National Senior Certificate for Adults (NASCA) and the National Independent Certificate (NIC), and improving and maintaining standards for existing qualifications, such as reporting on the quality of the Curriculum and Assessment Policy Statements for the various phases in schooling.

Umalusi's quality assurance processes for all the qualifications on the GFET Sub-framework of Qualifications will be improved and, in some cases, established for the first time. The annual quality assurance of assessments at exit points will be extended to include new qualifications; the newly regulated accreditation processes will be rolled out to a large number of private providers; and besides the more than 800 000 certificates that Umalusi issues annually, it will develop certification systems for the new qualifications. All of the above will be possible only with the continued dedication and teamwork of Umalusi staff. I would therefore like to thank the staff for their support, loyalty and hard work. 🙏

## RELEASE OF 2012 EXAMINATION RESULTS APPROVED

APPROVED



“ WE CAN DO BETTER, WE MUST DO BETTER ”

Professor Sizwe Mabizela, Chair of Umalusi Council

This was the underlying theme of Umalusi's pronouncements on approving for release the examination results of the National Senior Certificate (NSC), the National Certificate (Vocational) (NCV), the N3 Certificate and the General Education and Training Certificate for Adults (GETC), on 28 December 2012.



Mr Vijayen Naidoo

Having considered all the evidence at hand on the management and conduct of the examinations conducted by the Department of Basic Education, the Independent Examinations Board and the Department of Higher Education and Training, and having satisfied itself that nothing had compromised the integrity or credibility of the examination processes, Umalusi declared the examinations fair, valid and credible.

Umalusi Council's approval meeting and subsequent approval announcements are the culmination of the quality assurance work which starts 12 to 18 months before the examinations and which demands great human resource and financial inputs.

Of the 61 National Senior Certificate subjects presented for standardisation by the Department of Basic Education (DBE), raw marks were accepted for 44 (72%). In the case of the Independent Examinations Board (IEB), raw marks were accepted for 76% of the 58 subjects presented for standardisation. A total of 221 NCV subjects across NQF levels 2, 3 and 4 were also standardised, with raw marks being accepted for 148 (67%) of the subjects. For the GETC (ABET) examinations, raw marks were accepted for 19 of the 26 learning areas. While Umalusi Council is pleased that the examination systems are stabilising and have reached

# RELEASE OF 2012 EXAMINATION RESULTS APPROVED continued . . .

a significant level of maturity – as evidenced by the high percentage of subjects for which raw marks were accepted during the standardisation process – it must nevertheless be emphasised that “we can do better; we must do better”, said Professor Sizwe Mabizela, Chairperson of Umalusi Council.

While the Council noted a general improvement in learner performance, it remains concerned with low levels of performance in some key subjects, particularly Mathematics. Professor Mabizela urged teachers, education officials and parents to raise expectations of learners – “they will rise to the challenge”.

Professor Mabizela concluded by advising that while we celebrate the many successes achieved in 2012 and build on them, “we need to move forward with renewed determination, a sense of purpose and commitment, and with great hope towards quality education for all”. 🙌



**“We can do better, we must do better.”**



## ASSESSING ASSESSMENT: UMALUSI'S WORK ON HOME LANGUAGE EXAMINATIONS

On 24 October 2012, Umalusi hosted a seminar, entitled “NSC Home Language Examinations: Comparability, Construction, and Cognitive Demand”. This seminar formed part of the ongoing seminar series jointly organised by Umalusi, the Centre for Education Policy Development, and the University of the Witwatersrand.



**Mr Marco Mcfarlane**

Some of Umalusi's recent research work was showcased and two related research reports were launched, 'The standards of the National Senior Certificate Home Language examinations: a comparison of South African official languages' and 'Developing a framework for assessing and comparing the cognitive challenge of Home Language examinations'. Both can be downloaded from the Umalusi website.



**Mr Biki Lepota**

The first speaker was Umalusi's Mr Biki Lepota, who provided an overview of Umalusi's work on the standards of the NSC Home Language examinations. He noted the main findings of Umalusi's ongoing research into the Home Language examinations, and set the scene for the various Umalusi research projects under way relating to these examinations. As an experienced researcher at Umalusi, Biki was able to walk the audience through the complexities of examination standards and issues of measurement that are central to the organisation's operation. The overall thrust of the presentation was to outline some of

# ASSESSING ASSESSMENT: UMALUSI'S WORK ON HOME LANGUAGE EXAMINATIONS continued . . .

Umalusi's concerns about the differences in performance profiles exhibited by the different Home Language examinations. If learners, on average, do not perform similarly in their Home Language examination to learners who wrote a different Home Language exam, it is likely that the different exams are testing different skills, or are pitched at different levels of difficulty. This is the problem that Umalusi has been tackling.



Ms Priscilla Ogunbanjo

Next on the programme was Ms Priscilla Ogunbanjo, a representative of the Department of Basic Education (DBE), who outlined the challenges that the DBE faces in the construction of examinations, especially in achieving comparability. As

Umalusi and the DBE both work to ensure that the national examinations are fair and credible, the institutions face similar challenges when dealing with the comparability and reliability of examinations.

Ms Ogunbanjo welcomed the research that Umalusi has conducted, and spoke about the many difficulties that arise in the construction, moderation, and standardisation of examinations.



Ms Sarah Murray

The third speaker was Rhodes University lecturer Ms Sarah Murray, who is also one of the authors of the reports launched at the event. She described the history of home language tuition in South Africa and noted the

many difficulties inherent in an education system that favours English, a home language for just a small minority in the country.

It is extremely challenging to use English (in most cases) as the language of learning and teaching (LOLT) in South Africa, where most learners are learning English while simultaneously learning through English.

**“ . . . many difficulties are inherent in an education system that favours English . . . ”**

Finally, Dr Cheryl Reeves of the Cape Peninsula University of Technology presented the results of her work for Umalusi on developing a new instrument to evaluate Home Language examinations. She noted how important the NSC examinations were in the South African context, being the set of high-stakes examinations that can often determine a learner's future career and educational opportunities.

Given the importance of these examinations, it is essential that all role players in the system strive to ensure that the examinations are reliable, fair, and accurately differentiate learner ability in the various subjects. The instrument developed for Umalusi will, in future, inform both examination construction and evaluation.

The seminar was a great success but, more importantly, also another small step on the road to an improved education and assessment system. 🇿🇦



## UMALUSI WELLNESS DAY



Umalusi's first Wellness Day for 2013 on 8 March had the theme Road Safety. It was a fun-filled day with presentations about e-tolling, the Road Traffic Management Corporation and the Road Accident Fund. Additional activities for staff included making and tasting healthy 'Smoothies', a Virgin Active exercise session, a talk by a reflexologist, blood tests, body composition analysis and health screening. Umalusi staff received wide-brimmed cricket hats, as seen in the photographs above, as gifts. 🇿🇦

## A DELEGATION FROM UGANDA



**Umalusi Management with delegates from the Uganda Allied Health Examination Board.**

Umalusi had the pleasure of hosting a delegation from the Uganda Allied Health Examinations Board (UAHEB) from 28 January to 1 February 2013. The UAHEB's visit was aimed at forging new relations with Umalusi while collecting information about Umalusi structures and operations.

The Ugandan delegation had the opportunity to meet Umalusi staff (executive and senior managers) and they were also taken through a number of presentations on the work of various units at Umalusi.

Conversely, Umalusi used the debriefing session to learn from its Ugandan counterparts. Plans were made for the Ugandan delegation to visit other sister bodies: SAQA on Wednesday, 30 January 2013 and the QCTO on Friday, 1 February 2013.

Items for discussion were:

- the role and functions of Umalusi, the CHE, SAQA and the QCTO in the education sector;
- the general assessment of learners in examinations;
- the maintenance of quality assessments in examination processes;
- the achievements, challenges and prospects in relation to the UAHEB's mission and mandate;
- research areas and findings related to quality assurance in assessments; and
- how skills in health can be integrated in the National Qualifications Framework and Sub-Frameworks.

The Ugandan colleagues were pleased with how Umalusi received them and promised to keep in contact with relevant units.

## MEC DONALD GRANT VISITS UMALUSI



**MEC Donald Grant and Dr Mafu Rakometsi.**

The Western Cape MEC for Education, Mr Donald Grant, paid Umalusi a courtesy visit on Tuesday, 22 January 2013, to discuss current and crucial educational matters with Umalusi's senior management. Umalusi is pleased that the MEC made time in his busy schedule to drop in at the Umalusi offices in Pretoria to interact with colleagues. Among other issues, Mr Grant raised the importance of vocational education as a viable option for learners who have dropped out of the school system. He also impressed on Umalusi the significance of professional development in the FET college sector as a precursor to the potential massification of this sector. As part of the discussion, Umalusi provided the MEC with a synoptic presentation on accreditation, certification and quality assurance of national exams.

## THE REPORT FORMS OF GERMAN SCHOOLS ARE SIGNED



**Dr Rakometsi with Umalusi staff and representatives of the Federal Republic of Germany.**

The CEO of Umalusi, Dr Mafu Rakometsi, signed the report forms of the 2012 matric learners who were enrolled at German international schools. This follows an agreement, signed in May 2009, between the Government of the Federal Republic of Germany and the Minister of Basic Education. The agreement declared that, in due course, learners at the three international German schools in South Africa would, as a result of their final three years of schooling, have the possibility of being awarded both the Abitur (the German qualification) and the National Senior Certificate as a means of opening up the possibility of higher education in both countries.

# TRAINING OF EXTERNAL MODERATORS FOR THE 2013 NATIONAL SENIOR CERTIFICATE



Ms Confidence Dikgole

The Quality Assurance of Assessment (QAA), Schools Sub-unit, hosted a two-day workshop from 28 February to 1 March 2013 at the Protea Hotel, OR Tambo. This workshop, and similar workshops hosted in the past four years, has become an annual ritual, the purpose of which is to continue raising the bar in the quality of assessment for the National Senior Certificate (NSC).

**“You can only do better  
if you know what you are doing.”**

**Albert Einstein**

The 2013 National Senior Certificate external moderators' workshop was aptly framed around the theme “We can do better, we must do better”, the message conveyed by the Chairperson of Umalusi Council, Professor Sizwe Mabizela, when he approved the release of the examination results during the 2012 media conference.

**“The highlight of the workshop was a keynote address by Professor Sarah Howie, a professor in the Faculty of Education at the University of Pretoria.”**

The 2013 NSC external moderators' workshop opened with a quotation attributed to Albert Einstein: “You can only do better if you know what you are doing”. The workshop was intended to equip external moderators with the necessary knowledge



and skills to ensure that they know what is required of them so that, going forward, they can only do better.

The highlight of the workshop was a keynote address by Professor Sarah Howie, a professor in the Faculty of Education at the University of Pretoria and the director of the Centre for Evaluation and Assessment in Education and Training at the same university. Professor Howie is also a member of the Umalusi Assessment Standards Committee (ASC), which is a sub-committee of Council. Her presentation was on Moderation of assessment instruments: maintaining standards and ensuring consistency. She began by outlining the challenges of a dynamic and ever- changing education system; challenges which make it difficult to understand and determine a notion of quality.

**“The CEO expressed his appreciation for the work that the external moderators do for Umalusi, work that is of such national importance.”**



She identified as a major challenge that the intended curriculum was never what it was meant to be at the point of assessment. Emanating from this, she then emphasised the importance of using assessment frameworks and test blueprints when moderating assessment instruments, to ensure that the instruments addressed the basic principles of assessment: fairness, validity, reliability, avoiding ambiguity, bias and inconsistency. She further intimated that the Subject Assessment Guidelines (SAGs) were there to provide minimum requirements for assessment, and that external moderators had to aim for better – to raise the bar and go deeper into the issues of quality in assessment. This presentation was very well received and the external moderators were highly appreciative of the new insights.

**“We can do better, We must do better.”**

**Chairperson of Umalusi Council,  
Prof Sizwe Mabizela**

The following presentations were made during the workshop:

- The 2012 NSC exam standardisation decisions: this presentation brought the external moderators up to speed with how various subjects were dealt with during the standardisation process. Information was provided on the decisions made in respect of the Department of Basic Education's results and the Independent Examinations Board examinations.
- Strengthening the verification of marking: the emphasis was on the role that Umalusi external moderators should play at memoranda discussion meetings held by the Department of Basic Education and the Independent Examinations Board.
- Preparations for the assessment of the NSC under the new Curriculum Assessment Policy Statements (CAPS) –

what to expect: This presentation was made by an official from the Department of Basic Education. The purpose was to enlighten external moderators on what to expect in the coming “CAPS” question papers to be set for Grade 12 in 2014 and beyond. It was emphasised that CAPS was not a new curriculum but a re-packaging of curriculum documents to make them accessible to all users. It was, however, further indicated that there were changes introduced in a few subjects, e.g. Mathematics, Physical Sciences, Music, Mathematical Literacy, Economics, History and the language papers. The major change that would impact on the examinations was the inclusion of Mathematics Paper 3 (Probability and Geometry) into Papers 1 and 2, which make up the compulsory component of the Mathematics examination.

- Moderation instruments and report writing – doing it better: The presenter shared challenges experienced with the consolidation of the 2012 NSC quality assurance reports submitted by external moderators. As a consequence of this presentation, a task team of five external moderators was established to review all the moderation instruments and reporting formats.
- Plans for quality assurance of the 2013 NSC assessment processes: the presentation outlined the quality assurance approach and requirements for the 2013 examination cycle. The climax of the workshop was a gala dinner, held on Thursday, 28 February, where the external moderators were awarded certificates of service by the CEO of Umalusi, Dr MS Rakometsi. The CEO expressed his appreciation for the work that the external moderators do for Umalusi, work that is of such national importance.

In closing, he urged them to continue serving Umalusi, their country and the nation with integrity. 🙏

# ACCREDITATION AND MONITORING OF PRIVATE EDUCATION INSTITUTIONS AND PRIVATE ASSESSMENT BODIES: THE UMALUSI PERSPECTIVE



Mr Chaile Makaleng

**Senior Manager:** Chaile Makaleng, **Unit:** Evaluation and Accreditation

Umalusi's founding Act, the General and Further Education and Training Quality Assurance Act of 2001, as amended in 2008, provides for the accreditation of private Further Education and Training (FET) colleges, private Adult Education and Training centres, independent schools and private assessment bodies. Private assessment bodies are mainly established to manage or administer assessment of learner achievement, including national examinations.

Umalusi's mandate as a Quality Council (QC) is established in accordance with the National Qualifications Framework (NQF) Act of 2008. This includes the accreditation and monitoring of private education institutions that offer qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF). This mandate extends to accrediting and monitoring private assessment bodies that assess learner achievement and administer examinations for qualifications registered on the GFETQSF.

In Umalusi's approach to its legislative mandate as a QC, the concept of accreditation is located within the broader discourse of quality assurance. Umalusi's view is that accreditation relates to the capacity of a private education institution to offer a qualification on the GENFETQSF, and the institution's implementation, at the required standard, of the curriculum in support of the qualification.

For private assessment bodies, accreditation refers to their capacity to assess a qualification on the GENFETQSF, as well as the quality and standard of the assessment services and products provided. Umalusi determines the capacity of private education institutions and private assessment bodies by applying criteria sets gazetted by the ministers of Basic Education and Higher Education and Training in 2010 and 2013 respectively. The involvement of two education ministers in Umalusi's work corresponds with the split of the then Department of Education in 2009. While the set of

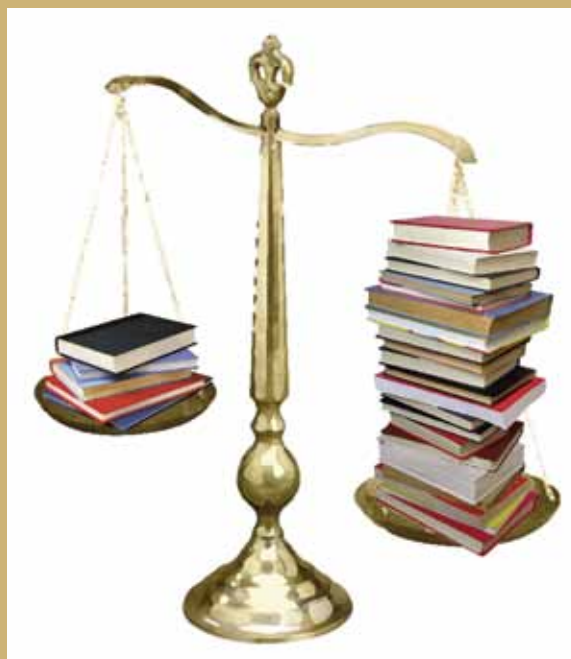
criteria for the accreditation and monitoring of independent schools and private assessment bodies was gazetted by the Minister of Basic Education, the set of criteria for the accreditation and monitoring of private FET colleges and AET centres was gazetted by the Minister of Higher Education and Training. The sets of criteria for private education institutions and private assessment bodies were designed to focus on the standard of input, process and output factors.

Input factors relate to management and leadership, resources and all other enablers of an environment conducive to effective teaching, learning and assessment.

Process-related criteria assess the effectiveness of internal quality management and standards of curriculum implementation and assessment, as well as any other processes intended to lead to the achievement of the school's stated goals. Output-related criteria are designed to focus on the quality of assessment outcomes, or results, as well as other indicators of success. Umalusi has conducted provisional accreditation since 2002 in an effort to ensure that

private education institutions reach a state of readiness for (full) accreditation, as contemplated in the GENFETQA Act. Provisional accreditation focused only on the institutional capacity of accredited institutions to offer the programmes they were established to offer. It was not designed to attest to the quality of teaching and learning of the accredited institutions, the quality of assessment outcomes, or results, or other indicators of success.

Provisionally accredited institutions and private assessment bodies likened provisional accreditation to being "trapped in a revolving door", as Umalusi was unable to grant them accreditation as contemplated by the GENFETQA Act. This was mainly due to the protracted process of promulgating the necessary criteria and policy. In anticipation of the promulgation of the policies for the quality assurance, accreditation and monitoring of private education institutions and private assessment bodies, Umalusi piloted the feasibility







of the accreditation criteria and accreditation process. It also revised its accreditation approach, instruments and manuals in accordance with observations made during the pilot process. Umalusi is currently wrapping up phase 2 of its pilot projects, in anticipation of full accreditation roll-out.

From the beginning of the 2013 financial year, Umalusi will grant (full) accreditation to qualifying private education institutions and private assessment bodies. Umalusi established an Accreditation Committee of Council (ACC), which signalled a significant milestone in preparing for accreditation as contemplated in the GENFETQA Act. The ACC will carefully consider all applications for accreditation, with a view to advising Council on appropriate decisions to be made. The committee comprises 16 members: the Chairperson (a member of Umalusi Council), 11 members – appointed for their expertise in programme and institutional accreditation, high-stakes national examination systems, quality assurance and improvement in school education, vocational and adult education and training – and four ex-officio members. These are Umalusi's Chief Operating

Officer; the Senior Manager: Evaluation and Accreditation (Secretariat); the Senior Manager: Quality Assurance of Assessment; and a representative from either the DBE or DHET, as required. Umalusi is finalising transitional arrangements for the accreditation roll-out and will communicate these to all affected parties in due course. Arrangements focus mainly on ensuring that, for provisionally accredited institutions confirmed by Umalusi as (full) accreditation candidates, their transition to full accreditation is fair. These are private education institutions which were found, through verification site visits by Umalusi, to comply in all respects with the provisional accreditation criteria and monitoring requirements. In further preparing an enabling environment for the implementation of accreditation, Umalusi is finalising its internal accreditation and monitoring policies for private education institutions and private assessment bodies, as well as an appropriate funding model. Once these are concluded, Umalusi will consult private education institutions, provincial departments of education, associations of independent schools and other relevant parties. 🤝

## NEW LOOK FOR THE NATIONAL SENIOR CERTIFICATE



### Senior Manager:

Ms Liz Burroughs,

**Unit:** Qualifications,

Curriculum and Certification

The 2012 National Senior Certificate has been issued on new background paper. In an environment where there is a temptation to reproduce valued school-leaving certificates fraudulently, Umalusi recognises that it needs to incorporate further cutting-edge security features to the certificate. At the same time, the design features of the certificate are updated so that they resonate with the national ethos. Such regular enhancement of Umalusi's certificates forms an important part of the fight against widespread fraud, counterfeiting and sale of fake certificates.

The new background paper for the National Senior Certificate includes the following security features:


- When held to the light, the certificate paper shows the unique Umalusi watermark: this is probably the single most important security feature, and is the reason why it is best to request the original certificate to verify.

## NEW LOOK FOR THE NATIONAL SENIOR CERTIFICATE continued . . .

- When the border is viewed through a magnifying glass, it is made up of the word, Council, printed repeatedly.
- The National Coat of Arms is printed at the top centre of the certificate with Umalusi's logo at the bottom of the certificate.
- The national coat of arms appears in the background in grey.
- The certificate has a barcode, which matches the certificate number.
- Each certificate has a specific certificate sequence number printed as an exploding number (small to bigger font);
- The certificate reflects the signature of the CEO of Umalusi, and
- The certificate contains a rectangular block filled with the candidate's information in the background. Printed in light grey, the fill contains the personal information of the certificate holder as well as the relevant subject information.

The new certificates are being progressively introduced from April 2013. Certification usually takes place between April and June of each year as the final results for both the National Senior Certificate and the National Certificate (Vocational) become available from the Departments of Education. The printed individualised certificates are available for dispatch within seven working days of receipt of the correct data for printing.

The students of 2012 should remember to fetch their certificates from their schools in June or July. Candidates who wrote supplementary exams can expect to receive their certificates in August. Students going to collect their certificates must make certain that the information on the certificate is correct, as mistakes on certificates can only be changed in the six months after they have been printed. If a mistake has been made, and the personal information does not correlate with the information on the registration form, or if there appears to be a problem with the subjects and/or marks on the certificate, students must return the certificate to the assessment body, requesting a re-issue to correct the mistake(s).

Subject statements are issued to students who achieved passes in one or more subjects, but did not fulfil the requirements of the NSC qualification. The subject certificate is a valuable record of the subjects that have been passed, and these can, in due course, be combined with subjects that are passed later. The subjects are then combined by the assessment body, and a full National Senior Certificate is requested. The same practice applies with the National Certificate (Vocational), the Senior Certificate and the adult GETC at NQF Level 1. 

## NEW APPOINTMENTS



**Mr Desmond April**  
Appointed as Manager: QAA-AET  
with effect from 01 February 2013



**Mr Sphiwe Mtshali**  
Appointed as Admin Assistant  
in the PR and Communications  
Unit with effect from 01 March  
2013



**Mrs Ansophie Enslin**  
Appointed as an Accountant  
with effect from 01 April 2013



**Mr Lucky Ditaunyane**  
Appointed as Senior Manager: PR  
and Communications with effect  
from 01 December 2012



**Ms Rozaan van Wyk**  
Appointed as Senior Secretary  
to the CEO with effect from  
01 January 2013




**Ms Adelaide Cholo**  
Appointed as Admin  
Assistant: Supply Chain  
Management with effect  
from 01 April 2013



**Mr Philemon Letlape**  
Appointed as Admin  
Assistant: E&A Schools with  
effect from 15 January 2013

### UMALUSI SECURITY FEATURES



- 1 When the certificate is held to the light, the paper reveals an Umalusi watermark.
- 2 When looked at through the magnifying glass, the border displays the name of the Council continuously.
- 3 The National Coat of Arms will be printed top centre of the certificate with Umalusi logo at the bottom of the certificate.
- 4 The National Coat of Arms appears in the background in grey.
- 5 The certificate has a barcode, which matches the certificate number.
- 6 Every certificate has a specific certificate sequence number printed as an exploding number (small to bigger font).
- 7 The certificate contains a rectangular block filled with candidate information in the background, which is printed in light grey; it contains the personal information of the certificate holder as well as subject information.