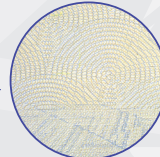


SECURITY FEATURES: UMALUSI CERTIFICATE



Umalusi logo is laser perforated in the top right corner.



The background fine line design includes guilloche lines and unique patterns in light blue and brown.



Umalusi logo incorporated in the entire paper as a watermark.



The word "RSA" integrated in background design.



Barcode with unique certificate number.



Unique exploding serial number printed with penetrating ink.



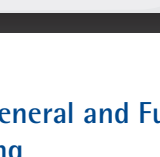
Micro text in light blue at the bottom of the background design: "SOUTH AFRICA"



White micro text in the blue frame: "COUNCIL FOR QUALITY ASSURANCE IN GENERAL AND FURTHER EDUCATION AND TRAINING SOUTH AFRICA"

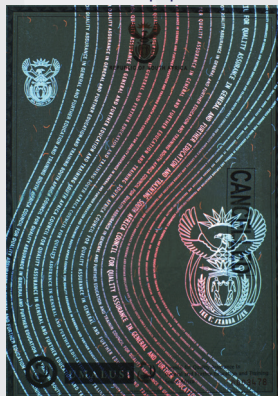


Blue micro text frame: "COUNCIL FOR QUALITY ASSURANCE IN GENERAL AND FURTHER EDUCATION AND TRAINING SOUTH AFRICA"



Secure foil which incorporates the Umalusi logo.

A design printed in rainbow fluorescent ink with the Coat of Arms and the text "COUNCIL FOR QUALITY ASSURANCE IN GENERAL AND FURTHER EDUCATION AND TRAINING SOUTH AFRICA" incorporated in the design. This feature will only be visible with a UV light. Fluorescent red and blue fibres are embedded in the paper.





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Editor's Note

Lucky Ditaunyane



Welcome to the first issue of *Makoya* for 2021. Umalusi, the Quality Council for General and Further Education and Training, has continued to implement its programmes under the different lockdown regulations of the COVID-19 pandemic. It has not been easy, but Umalusi staff has found innovative ways to still fulfil the organisation's mandate by, among other things, using online platforms to hold meetings and conduct workshops and webinars.

One of the silver linings of the COVID-19 pandemic has been the use of technology for efficiency. Some of the new habits will carry on beyond the pandemic because of their apparent benefits, such as cost efficiency and the effective use of resources. For this publication, we bring you stories that cover the work of the Qualifications, Curriculum and Certification Unit, which fulfils a critical aspect of Umalusi's broader mandate, which is the management of the General and Further Education and Training Sub-framework – the bedrock of Umalusi's mandate.

I wish to reiterate government's message that all citizens must exercise extreme caution during this time of uncertainty and trepidation. To minimise the spread of the virus, we need to go back to the basics of sound hygienic practices such as washing our hands regularly with soap and water or using hand sanitisers, wearing our masks, avoiding crowded places and maintaining social distancing. Enjoy reading this issue of *Makoya*.



From the CEO's Desk

Dr Mafu Rakometsi



I am delighted to write this introductory piece for our official newsletter, *Makoya*, which covers some of the work of Umalusi, the Quality Council for General and Further Education and Training. As I write this piece, the entire world, including South Africa, is still reeling from the unprecedented period of anxiety and uncertainty caused by the scourge of COVID-19.

The COVID-19 pandemic has disrupted our lives in ways that we could not have imagined. Therefore, we need to put our differences aside, rally together behind our national leadership, and perform our national duty of ensuring that COVID-19 does not decimate our nation during these genuinely perilous times. I also wish to take this opportunity to convey my sincere condolences to all learners, teachers, members of school management teams, education officials and stakeholders in the education sector who lost friends, relatives, colleagues and loved ones due to COVID-19.

One of Umalusi's national responsibilities is to quality assure all exit point examinations in line with the General and Further Education and Training Quality Assurance (GENFETQA) Act, Act No. 58 of 2001. To approve the release of examination results, we need to satisfy ourselves that the various assessment bodies have complied with all our quality standards as outlined in the relevant directives. Once again, Umalusi has delivered its quality assurance mandate after a gruelling period of quality assuring the examinations administered, conducted and managed by private and public assessment bodies.

On 15 February 2021, Umalusi issued a media statement declaring the outcome of its 2020 quality assurance processes. That being said, for this publication, the focus will be on the work of the Qualifications, Curriculum and Certification Unit. The internal steering committee established by Umalusi's executive management for the internal management of COVID-19 is meeting regularly to assess the situation as it evolves. In the meantime, we urge all our stakeholders and the entire nation to take heed of government's advice on how to combat COVID-19. Enjoy your reading!



The Concept of Test Specifications: Towards Assessing the Newly Developed Curriculum

By Dr Stephan Mchunu



What are Test Specifications?

By definition, assessment specifications are blueprints that specify what needs to go into assessment guidelines before the examination question papers are set. Similarly, test specifications are blueprints that determine how the test or pool is constructed (Brennan, 2006). Bay-Borelli, Rozunick, Way and Weisman (2010) define test specifications as guidelines for developing sound and effective items and tests. McNamara (2000:31) define them as “a set of instructions for creating the test” and their purpose to “make explicit the design decisions in the test and allow new versions to be written in future by someone other than the test developer”. Brown (1994:387) simply calls them “practical outlines of your test”. According to Davidson and Lynch (2002), test specifications tell one the nuts and bolts of how to do the following:

- Phrase the test items;
- Structure the test layout;
- Locate the passages; and
- Make a host of difficult choices as test materials are prepared.

Test specifications should be developed deliberately and thoughtfully with input from numerous stakeholders before developing any assessment items or tests (Bay-Borelli et al., 2010). Bay-Borelli et al. (2010) further argue that a clearly articulated set of test specifications contributes to the improved reliability and validity of the assessment instrument (the question paper), thereby setting the groundwork for reliable standards-setting. Without that clear vision of the test and its parameters, it is impossible to develop the stimuli and items or build tests that will fairly and reliably measure student learning. Bay-Borelli et al. (2010) further state that curriculum standards alone are insufficient to define a sound

and reliable large-scale assessment programme; well-defined test specifications are also necessary. Test specifications tell us the rationale behind the various choices we make during a test construction (Davidson and Lynch, 2002; Ameri, 2015). Test specifications ensure that a test or assessment measures the content and thinking skills it intends to measure. Specifications have the role of a generative blueprint, from which many equivalent test items or tasks can be produced.

Why Test Specifications?

The National Senior Certificate for Adults (NASCA) is an example of a newly developed qualification for adults with curricula underpinning it. This qualification is in the General and Further Education and Training Qualifications Sub-framework (GFETQSF) in terms of quality assurance of assessments. The curricula underpinning this qualification have not been assessed.

In this regard, Umalusi and its quality assurance processes need to be ready before the qualification is implemented. Therefore, preparing a document on test or examination specifications for each subject in the NASCA qualification would be of great importance in preparing for implementing the NASCA qualification. This document will also guide assessors or examiners during the development of the examination question papers. The current focus is to engage with the assessment part of NASCA curricula to determine what would need to go into the test specifications documents for each of the NASCA subjects to guide examiners during the construction of summative assessments.

The test blueprints should be officially adopted by the assessment units or departments, as once test specifications for each subject are developed as the organisational blueprint, they become



policy documents. In this regard, test specification documents should be reviewed or updated regularly.

According to Brennan (2006), test specifications delineate the requirements for the subsequent stages of the development, review, field testing, assembly and evaluation of the end product. The specifications also outline the underlying architecture of the new assessments and characterise the content boundaries of the assessment programme (Bay-Borelli et al., 2010).

The purpose of test specifications is to provide direction for the construction of tests or examination question papers. On the other hand, the purpose of the test clearly influences test design, item development and how student performance will be reported. In the same vein, the design of the tests used in an assessment programme is influenced by numerous factors, such as the following:

- The relationship between the assessable curriculum standards and the test coverage;
- The modalities in which the test will be administered;
- The organisation of the test into reporting categories; and
- The purpose of the assessment programme.

To this end, test specifications should include aspects such as source of validity evidence, test content domain, cognitive skills, levels of difficulty, distribution of content and cognitive skills, item types, test length, item scoring, test item weighting, alignment with curriculum standards, test administration modalities (on paper or online) and test delivery specifications. Policy-makers must clearly define the vision regarding what the test is designed to measure, as well as the purpose for which the resulting data regarding student performance will be used before test design and item development issues can be meaningfully addressed.

The development of test specifications should not be a one-person show. Bay-Borelli et al. (2010) recommend that all policy-makers, knowledgeable stakeholders and examiners must be involved in decisions about the mix of item types to be used in an assessment because of how significantly the combination of item types affects the overall test design, content validity of the test, item development, and the scoring and reporting of student achievement. They are further convinced that policy-makers and content experts need to develop the test blueprint together because the test blueprint reflects the content decisions.

Following the specification of test content and

cognitive skills, one of the test specifications' critical aspects involves identifying the type(s) of items to be developed (Brennan, 2006). According to Brennan (2006), the test developer needs to define the item format features that are required by the content and skills specifications, specify the item types that possess those features, and comparatively evaluate each item type to identify those that might be preferred for reasons of coverage, economy, precision, response time, development and scoring costs, delivery constraints or feasibility. It will be important to identify the item types that will meet the content and skills specifications and administered through the examination delivery platform.

In conclusion, test specifications provide item writers guidelines on what content may be tested and how items must be written. Specifications and blueprints further provide the consistency necessary for developing and administering assessments of knowledge and skills. More so, test specifications and blueprint documents are essential resources, not only for item writers and reviewers, but also for educators administering assessments and the general public interested in understanding the content and format of test items. Test specifications and blueprint documents are reviewed on an annual basis and become important documents of the organisation.

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Dialogue in Pursuit of Educationally Sound Development

By Ms Nonhlanhla Shozi



The year 2020 came with the unexpected physical closure of many organisations and institutions, including Umalusi's offices, due to the COVID-19 pandemic and the nationwide lockdown regulations. Umalusi continued to operate remotely. This unexpected closure inspired Umalusi's Qualification and Research Branch to organise virtual dialogues to enhance capacity development and explore other educationally sound alternatives.

The concept of dialogues was used as alluded to in Freire (1998), where he describes dialogism as the base of critical thinking that involves different people discussing issues that affect them. This article gives a synopsis of the dialogues. It addresses two topics that were discussed in the dialogues, which can contribute to improving Umalusi's practices and processes: indigenous knowledge systems (IKS) and action research.

Indigenous Knowledge Systems

The panellists in the Indigenous Knowledge Systems Dialogue were Ms Shilela Nkadimeng and Ms Tsholofelo Madise.

Indigenous knowledge systems refer to local knowledge that has been developed over centuries of experimentation and passed on, through cultural means, from generation to generation. This was found to be an important catalyst to sustainable development due to the direct connection to resource management and conservation (Ibañez, 2014).

African ways of becoming and knowing came into the spotlight during the COVID-19 pandemic when different countries on the continent practised traditional methods of fighting the virus, such as home schooling and the use of *Umhlonyane* and gum tree leaves for steaming. This practice showed the importance of reviving the silenced contribution of African knowledge and cultural relevance. The pandemic has facilitated the interrogation of current conceptualisations of education and educational

policies.

The prevalence of COVID-19 unearthed the need to review other alternative pedagogies, education policies and how society can contribute to facilitating education. South Africa has a challenge of inequalities and marginalisation, which cannot be solved within a short space of time. IKS is inclusive and fluid. It is also community and development-oriented. Therefore, it could be considered as another pedagogy that could contribute to knowledge construction and the facilitation of learning when it is correctly positioned and implemented.

Action Research for Educational Change

The panellists in the Action Research Dialogue were Mr Thabo Letsoalo and Ms Nonhlanhla Shozi.

Action research in education is described as a process in which participants examine their educational practice systematically and carefully, using research techniques (Ferrance, 2000). Thus, the primary purpose of action research is to bring about change in specific situations and real-world environments that aim to solve real problems. These changes can improve collaborative, reflective and participatory partnership approaches to ensure that action researchers negotiate their plans and interpretation of the situation with other individuals involved (Mills, 2011; Carr and Kemmis, 1986).

Kurt Lewin (1930), known to be the father of action research, found that people change (take action) when they experience the need to change (reflect)



and will adopt new behaviour (new action) based on their values.

As implied in the term “action”, it is envisaged that action research can enable various stakeholders within the education fraternity to initiate a process of posing questions, gathering data, reflecting and deciding on a course of action to take. Engaging in such a process will motivate a change in practice and improve the quality and integrity of their work.

An action research approach allows participants to analyse occurrences in greater depth, resulting in a better level of involvement and understanding of the problem. Action research is conducted in phases that make it suitable to improve the performance of participants. These phases are as follows (McDonald, 2012:38):

- Plan to initiate change;
- Implement the change and observe the process of implementation and results;
- Reflect on the processes of transformation, re-planning, acting and observing; and
- Engage in reflection, which is never-ending.

Action research is a process that takes time. Therefore, it needs commitment, collaboration, teamwork and reflection. It focuses on taking action (intervention) and finding out whether the intervention works (reflection). It is an ongoing process as it is rooted in bringing change to the work environment.

Lessons to Draw from the Virtual Dialogues

Since learners were forced to be at home, there was a need for alternative pedagogies, of which online teaching was one. Learners from remote areas that do not have network connectivity relied on home schooling. Indigenous knowledge systems have been a vital source of fighting COVID-19 in the country and could have contributed to formal education immensely if infused in our education

policies. Umalusi can explore how to align and strengthen education policies in future IKS research.

Umalusi, as an organisation, can use action research to improve performance among units and sub-units. Individuals identify the area in which they would like to improve or do things differently. Once the area of focus is identified, the team is constituted.

One has to focus on this area of expertise and practice. The team came up with a plan to collect data and analyse information to solve or understand the problem. An action plan is then drawn up to solve the problem and reflect on each step to check if the desired results are achieved.

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Guidelines for the Introduction of New Subjects (Curricula) that Underpin Qualifications on the GFETQSF

Mr Duma Sithebe



All qualifications on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) are underpinned by curricula, as depicted in the various subjects. Assessment bodies, including education departments, may propose introducing a new curriculum or a review of an existing curriculum. However, members of the public or organisations can only do this through an assessment body. It is important for a would-be proposer of a new curriculum to first familiarise themselves with the contents of the Policy and Criteria for the Development, Registration and Publication of Qualifications on the General and Further Education and Training Qualifications Sub-framework.

The proposer of a new curriculum must first inform Umalusi, in writing, of the intention to introduce a new curriculum or the intention to review an existing curriculum. The letter of intent must be addressed to the CEO of Umalusi. The proposal must be supported by a report on the feasibility study conducted.

The feasibility study must, among other things, provide the following information:

- A justifiable need for the development of a new curriculum;
- Mapping that has been done against existing curricula (on the sub-framework and, if need be, on both or either of the other two sub-frameworks), which will provide information on the purpose of the proposed curriculum; how the purpose of the proposed curriculum differs from that of existing curricula, fitness for purpose and the relevance of the proposed curriculum concerning the envisaged learner group; how it would articulate with other qualifications on the GFETQSF (and/or the other two sub-frameworks of the National Qualifications Framework (NQF)); and its relationship to existing curricula on the sub-framework; and the reasons why existing curricula cannot fulfil the purpose of the proposed curriculum;
- The education institutional type that is envisaged to make provision for the curriculum;

- The number of learners that are likely to take the curriculum annually, and their institutional location (schools, colleges, adult education centres or community colleges);
- A draft comprehensive and coherent implementation plan for the proposed curriculum;
- If the proposer is not one of the departments of education, the costs that the proposer will incur in implementing the curriculum, and thus a detailed outline of the financial sustainability of the curriculum; and
- If the proposer is not one of the education departments, identifying the assessment body that will assess the proposed curriculum.

Umalusi will adjudicate the letter of intent and give feedback to the proposer within six months. The adjudication of the letter of intent will include the cost involved, and this will be communicated to the proposer. The adjudication can result in the acceptance or rejection of the proposal. If the proposal is rejected, the proposer may appeal the decision with the Umalusi Council.

On acceptance of the intention to develop a curriculum for an existing qualification, the proposer may proceed with the development of the proposed curriculum to understand that the curriculum must still be submitted to Umalusi for appraisal.



The appraisal of the curriculum will be concluded within 18 months of submission.

A curriculum entails more than just a list of the content to be covered. For that reason, a developer may use the following questions as a guide to assist in developing a comprehensive curriculum:

- Which theoretical framework should underpin the curriculum?
- What is the rationale for the curriculum?
- What is the intended purpose of the curriculum?
- What are the general aims of the curriculum?
- What principles are considered important to guide the structuring of the curriculum?
- Who are the learners for whom the curriculum is designed?
- How much time does the curriculum cover?
- What knowledge are learners expected to have acquired?
- What skills are learners expected to have acquired and be able to demonstrate?
- Does the curriculum allow for a good balance between depth of skill and knowledge and subject or discipline breadth?
- How are the content and skills weighted in relation to teaching and learning time, and is a similar weighting described in terms of the assessment requirements?
- What kind of proof or evidence will show that learners have achieved the expectations in the curriculum?

- What is the organising principle, in terms of the subject or discipline, that determines the coherence of the curriculum?
- What is the organising principle, in terms of the approach to teaching and learning, that shapes the curriculum?
- Does the curriculum show evidence that sequencing and progression have been adequately thought through within, say, a year, and, where required, across years covered by a single curriculum?
- What guidance is given in respect of the assessment of the curriculum?
- Who are the teachers for whom the curriculum is designed?
- What knowledge and experience are the teachers likely to bring to bear when using this curriculum document and translating it into classroom practice?

In conclusion, it must be noted that the introduction of a new curriculum for a new qualification must be submitted together with the qualification that it underpins. Both the qualification and the curricula will be subjected to appraisal before implementation. No curriculum may be implemented until Umalusi has appraised it and given the go-ahead. The implementation date will be stipulated in the response approving the curriculum.



Rationalising Curricula Underpinning Qualifications in the GFETQSF: A Succinct Appraisal of the NATED Curricula

By Katlego Leshabane



It has been said that a curriculum should be responsive — be able to adjust to the changes in the knowledge field, technology, conditions of the labour market, variations in the economy, or the needs of students¹. On the contrary, an unresponsive curriculum swiftly becomes outdated, potentially irrelevant, and consequently deems the students enrolled in the programme unemployed.

The Importance of Curriculum Responsiveness in the NATED Programmes



"Everything we use from day to day is as a result of engineering. As a mechanical fitter, I work on machines, sub-assemblies and manufactured parts. It is a challenging job ... but it keeps me (intellectually) sharp and physically fit." – Stella Maseeme, NATED Engineering Studies student

In vocational programmes such as the National Accredited Technical Education Diploma (NATED) Engineering N1-N3 programmes, questions have been raised about the programmes' relevance and fit in the General and Further Education and Training Qualifications Sub-framework (GFETQSF), including uncertainty regarding the phasing out of the programmes. The credibility of the NATED N1-N3 Engineering programmes depends on, but is not limited to, the programmes' responsiveness

to a range of socio-economic issues, systemic and specific articulation, shifts in technology, and the broader society's needs.

Changes to the NATED Engineering Studies Curriculum

The Department of Higher Education and Training (DHET) heeded the call for curriculum transformation and responsiveness, and submitted eight NATED N1-N3 Engineering curricula for Umalusi to appraise as part of its quality assurance mandate. This was a commendable feat as curriculum experts and the labour industry have for years been calling for the updating of the NATED curricula.

A comparative analysis of the following curricula was conducted:

- Bricklaying and Plastering N1-N2;
- Electrical Trade Theory N1-N3; and
- Motor Trade Theory N1-N3.

The project was an inter-unit collaboration led by the Qualifications, Curriculum and Certification Unit and the Statistical Information and Research Unit of Umalusi. External Umalusi moderators performed an appraisal of selected subjects from the NATED N1-N3 Engineering Studies programmes from the Quality Assurance and Monitoring Branch.

Several findings emanated from the brief appraisal of the NATED curriculum.

¹ Wedekind, V. & Mutereko, S. (2016). Employability and curriculum responsiveness in post-school education and training. Pretoria: Labour Market Intelligence Partnership (LIMP) 22.



Electrical Trade Theory N1-N3



This subject aims to equip students with relevant theoretical knowledge to integrate meaningfully into electrical apprenticeships and learnerships and the industrial and power utility environment.

The evaluation team identified the following new topics to be included in the revised curricula:

- Renewable Energy;
- Transformers;
- Programmable Logic Control;
- Batteries; and
- Electrical Reticulation.

There was an average of almost a 5% change in the N1 curriculum and a 20% change across the N2-N3 curriculum. The evaluators agreed that these new topics are responsive to the changes taking place in the industry.



"A sensible change in the curriculum is the introduction of Turbocharger and Supercharger modules in N1. The manufacture of cars with big engines that use six and eight cylinders is declining. Cars with big engines require cars with big bodies to accommodate them, resulting in higher fuel consumption. The introduction of smaller engine(s) using turbochargers and superchargers is on the rise, as they can match cars with big engines in terms of efficiency and power."

– Dr John Matea, Motor Trade Theory Specialist

Motor Trade Theory N1-N3

In the new Motor Trade Theory curricula, evaluators found a coherence of knowledge as the modules' contents were rearranged across the three levels (N1-N3) for alignment. Outdated modules have been removed from the curriculum as these modules were deemed irrelevant to the subject and trade and are more administrative than automotive.

These outdated modules are the following:

- Workshop Layout;
- Reception;
- Repair Contracts;
- Parking; and
- Supervision.

They have been replaced with the following new modules:

- Electronic Fuel Injection;
- Electronic Ignition Systems;
- Hybrids;
- Computer-based Diagnostic.

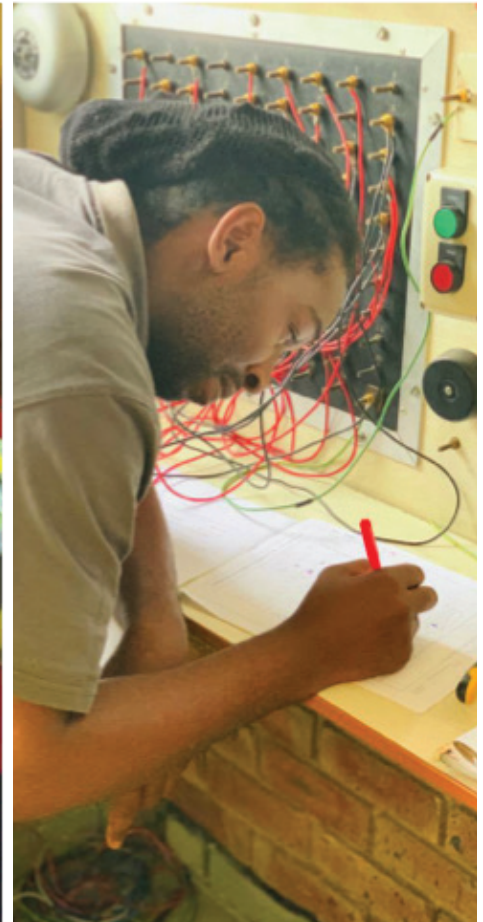
These new topics have become necessary due to the changing nature of the trade, which ensures that learners will be engaging in relevant learning.



Learners at the ERGO Training Centre as part of the practical requirements for the NATED Engineering Studies.

Bricklaying and Plastering N1-N2

The general aim of the curriculum is to equip students with the theory needed to become part of the mainstream construction industry. The curriculum also prepares students to communicate their understanding by identifying machines, tools, methods and processes related to civil construction activities.



The evaluators identified the following new modules in the curriculum, among others:

- Health and Safety;
- Walls and Floor Tiling
- Quantities of Materials;
- Bar Chart Planning;
- Shoring;
- Ceiling-Plaster Mouldings;
- Roof Cladding Materials; and
- Paving Blocks.

Overall, the evaluators found an average of almost 26% change in the Bricklaying and Plastering N1-N2 curriculum. The aforementioned inclusions portray the new curricula as progressive, innovative and in line with recent developments.

Towards a Rationalised and Credible Qualification

Overall, the most significant change in the new curricula across the different levels is shifting from a content list to an organising principle informed by learning outcomes. The learning outcomes enable the lecturer to select appropriate teaching and assessment methods and further inform the learning process by clarifying what is expected of them during assessment.

The DHET should be applauded for taking such great strides to make the NATED curriculum more responsive to industry needs. In the words of Paulo Freire: "Knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world and with each other".

The succinct appraisal of eight NATED curricula was a success. In essence, Umalusi, as the Quality Council for General and Further Education and Training, will be better positioned to understand and rationalise the qualification to improve its quality assurance processes.



Reissue of a National Certificate

By Mr Obakeng Babe



The Council gazetted the Reissue Policy through the Minister of Basic Education in Government Gazette No. 41738, Notice No. 642, dated 29 June 2018. The Reissue Policy became active with effect from 1 July 2018. The policy made provision for changes to previously issued certificates, provided the submission of the required documentation associated with each type of request, as described below, was done. The original certificate issued by Umalusi must accompany all requests for the correction of information.

The process to amend the Reissue Policy is in its final stage, with only final gazetting remaining. This will see the clarification of procedures and concepts and the addition of more conditions to further accommodate and assist candidates in complex reissue cases.

Procedure for Reissuing Certificates

The assessment bodies (the Department of Basic Education with its nine provincial education departments, the Department of Higher Education and Training, the Independent Examination Board (IEB), the South African Comprehensive Assessment Institute (SACAI) and Benchmark) are responsible for requesting certificates for the learners enrolled with them.

Therefore, the candidate must request a reissue through an assessment body. The candidate must return the original certificate and provide all the required supporting documentation and evidence to the assessment body. The assessment body must submit, on request by Umalusi, the supporting documentation within seven working days to Umalusi. Should Umalusi not receive the requested supporting documentation within seven days, all the transactions for that specific run will be rejected. A new request will have to be created for all the applications.

The policy makes provision for the reissue of a National Certificate for several reasons.

Amendment of personal details due to administrative errors

Administrative errors should be identified and corrected as soon as possible after the candidate has received the certificate. If administrative errors occurred, the following is required:

- An application form detailing the change requested to the assessment body;
- A detailed affidavit indicating the change requested, the reason for the request, and the reason for the error not having been detected and corrected before issuing the certificate;
- A certified copy of an ID document or birth certificate issued before the writing of the examination (the certified stamp on the copies should not be older than three months). An ID document or birth certificate issued after the writing of the Grade 12 examination will not be considered;
- The original Umalusi certificate; and
- An affidavit from the assessment body, indicating how the error was identified, what steps were taken to address the error and what steps have been taken to prevent future occurrences of the same nature.

Reissue due to a change in marks or mark adjustment

A certificate may be reissued where a change in a mark is requested within six months after the



certificate was issued. Such requests need to be submitted by the assessment body on behalf of the candidate and within six months after certification. The following is required:

- An application form submitted by the assessment body on behalf of the candidate;
- A copy of the mark sheet, audit trail, or the answer book record's front page indicating the changes effected. Audit trails from the 2020 exam onwards will, however, not be accepted;
- A copy of the ID book or birth certificate;
- The original Umalusi certificate; and
- The affidavit from the assessment body, indicating how the error was identified, what steps were taken to correct the error and what steps have been taken to prevent future occurrences of the same nature.

Amendment of personal particulars due to voluntary changes by the candidate

Umalusi has established a Memorandum of Understanding with the Department of Home Affairs (DHA) to access its records. This will ensure that Umalusi can verify each confirmation letter received from candidates. This process will curb the possible number of fraud cases detected from time to time.

Based on the Reissue Policy, Umalusi will consider reissuing certificates due to amendments on the population register as a result of the following:

- Gender change; or
- Change of name and/or surname.

The following documentation is required:

- An application form submitted by the candidate detailing the change requested;
- A detailed affidavit indicating the change requested and the reason for the request;
- A certified copy of an ID document or birth certificate issued before the writing of the examination;
- A certified copy of the candidate's new ID document indicating their new ID number and names;
- The original Umalusi certificate; and
- A letter from the DHA confirming that it has, on behalf of the person in question, acted in terms of section 27(A) of the Births and Deaths Registration Act, 1992, and has effected the changes to the population register.

Reissues due to corrections on the national population register resulting in changed names, ID numbers and dates of birth

Changes to a candidate's name, ID number or date of birth on the national population register should be distinguished from changes to personal details due to administrative errors. Requests for a reissue due to amendments to the national population register must be addressed to Umalusi with the submission of the following supporting documentation:

- An application form submitted by the candidate detailing the change requested;
- A detailed affidavit indicating the change requested and the reason for the request;
- A certified copy of an ID document, birth certificate or other identifying document issued prior to the writing of the examination;
- A certified copy of the ID document indicating the candidate's new ID number and names;
- The original Umalusi certificate; and
- A certified copy of the legal document issued by the DHA confirming the changes to the population register.

Processing of applications for reissues

- Candidates requesting reissues must apply to their provincial education department or private assessment body;
- All supporting documents, as prescribed in the Reissue Policy, must be submitted to the assessment body on application;
- Provincial education departments or assessment bodies must create a reissue dataset and submit it electronically to Umalusi;
- The assessment body must submit the application form plus evidence at the request of Umalusi;
- The dataset must be registered on Umalusi's system;
- The dataset must be uploaded and evaluated on Umalusi's system;
- A list of error-free records must be generated and submitted to the provincial education department or assessment body requesting the evidence;
- Supporting documentation for a reissue must be submitted to Umalusi within seven working days;
- The provincial education department or assessment body must ensure that the candidates submit all the required documents as prescribed in the Reissue Policy;



- Umalusi's official responsible for the provincial education department or assessment body will receive supporting evidence for the reissue and assess it;
- The Internal Certification Committee meets weekly to hear presentations for reissues submitted by each official responsible for the provincial education department or assessment body;
- The committee will approve or reject the application or request a reissue;
- The official responsible for the provincial education department or assessment body will then implement the decision taken by the committee on the system and indicate the reason for its rejection if not approved; and
- All rejected applications will be returned to the provincial education department or assessment body.

Appeals procedure

The candidate can appeal to the CEO of Umalusi via the assessment body. The appeal is submitted to Umalusi electronically on a dataset. Supporting documentation requested from the assessment body must be submitted to Umalusi within seven working days of the submission request. Supporting documentation will be submitted to the Appeals Committee for further processing. The Appeals

Committee's decision will then be implemented on Umalusi's certification system, and the assessment body will receive feedback. The assessment body will communicate the decision on the appeal to the candidate.

Umalusi is also responsible for reissuing certificates that were issued by its predecessor with effect from November 1992. Reissues, where a candidate's surname has changed due to marriage, are not considered.

Conclusion

A National Certificate's reissue remains a sensitive and critical issue, especially when fraud is so rife in our country. Umalusi will continue to evaluate the applications with rigour and make an informed decision for each application received. Umalusi is mandated to ensure that candidates are correctly certified and will continue to adhere to the Ministerial mandate and guidelines. Misrepresentation of qualifications is still an overarching problem countrywide, and Umalusi is expected to play a significant role in curbing the current practice. Umalusi is required to submit misrepresented qualifications to the South African Qualifications Authority (SAQA) monthly. On average, 19 out of 100 records are misrepresented. In light of the above, Umalusi is committed to continuing to issue certificates within the specified time frame to ensure efficient and effective service delivery to all beneficiaries.

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