

Makoya

Official Newsletter of Umalusi

June 2022

Umalusi Policy and Criteria for the Development, Registration and Publication of GFETQSF Qualifications on the NQF

Credit accumulation and transfer in the General and Further Education and Training Qualifications Sub-framework (GFETQSF)

Curriculum evaluation: The Marine Sciences story

Re-issue of national certificates



UMALUSI



Quality Council for General and Further Education and Training

CONTENTS

2	From the Editor's Pen - by Dr Lucky Ditaunyane
3	From the CEO's Desk - by Dr Mafu Rakometsi
4	Umalusi Policy and Criteria for the Development, Registration and Publication of GFETQSF Qualifications on the NQF - by Mr Dennis Twala
7	Credit accumulation and transfer in the General and Further Education and Training Qualifications Sub-framework (GFETQSF) - by Dr Stephan Mchunu
12	Curriculum evaluation: The Marine Sciences story - by Mr Duma Sithebe
14	Re-issue of national certificates - by Mr Obakeng Babe

From the Editor's Pen

Dr Lucky Ditaunyane



Welcome to this issue of Makoya, Umalusi's official external newsletter. It is amazing that the first half of 2022 is already gone. This shows that, as the adage says, 'time and tide wait for no man'. While this is true, one can only maximise the use of time through careful planning and judicious implementation of the plan.

As a Quality Council for General and Further Education and Training, Umalusi remains committed to the achievement of its strategic objectives and goals in the medium to long term. To this end, the organisation can only achieve its goals if there is collaboration on different levels of the organisation. It is this teamwork that enabled the organisation to implement its strategic plan in the first six months of this year.

Once again, we are delighted to bring you stories that depict key moments in the work of Umalusi so far. This publication highlights, in the main, the work done by Umalusi's Qualifications, Curriculum and Certification Unit, whose primary purpose is to manage the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

As usual, Makoya contains vital information about the work of Umalusi. Over the years, Umalusi has positioned itself as one of the key stakeholders in education. We are constantly looking for opportunities to communicate significant, strategic messages about the mandate and work of the organisation to our external stakeholders. Makoya – Umalusi's official newsletter – is one of the platforms that we use to achieve this goal. Enjoy!

From the CEO's Desk

Dr Mafu Rakometsi



It gives me great pleasure to once again pen my thoughts regarding the work of Umalusi, the Council for Quality Assurance in General and Further Education and Training. Umalusi is a statutory body that was founded by an Act of Parliament, the General and Further Education and Training Quality Assurance (GENFETQA) Act No. 58 of 2001. Over and above the GENFETQA Act, the National Qualifications Framework (NQF) Act No. 67 of 2008 gives effect to the work and mandate of Umalusi as a Quality Council in general and further education and training.

There is no doubt that the work of Umalusi is constantly changing in tandem with the ever-changing landscape of our education system. The education system is inextricably linked to other systems such as political, economic, socio-cultural, technological, and legal systems. As a public entity and a significant player in education, Umalusi is constantly looking for ways to make itself relevant within the context in which it operates.

In the past four months I have travelled to various provincial education departments (PEDs) with the aim of sharing crucial information on Umalusi's work and mandate. In the main, the meetings with heads of PEDs focused on the mandate of Umalusi in relation to the work of PEDs, e.g. the nexus points between Umalusi's work and the PEDs; and the implications of Umalusi's quality assurance processes for their work. The information sessions also touched specifically on the standardisation of exit point results. This is an area of our work that needs to be explained to our stakeholders.

So far, I have visited the following PDEs: Free State, Eastern Cape, Gauteng, Limpopo and North-West. My aim is to take this advocacy campaign to the remaining PDEs and provincial legislatures. As a public entity, we are aware of our responsibility to account to the South African public on all aspects of our work, in particular issues pertaining to our legislative mandate.

One of the significant events in the past three months is that the term of Umalusi's fifth Council ended on 7 June 2022. The outgoing fifth Council under the competent leadership of Prof John Volmink has left a legacy of a public entity that uses public resources prudently and responsibly. Therefore, I thank all the men and women who served in the fifth Council for setting the overall strategic direction of the organisation, keeping management accountable, and ensuring that Umalusi meets its statutory obligations.

I also wish to thank Prof Volmink for leading Umalusi proficiently as the Chairperson of Umalusi for two consecutive four-year terms. Prof Volmink is an astute academic, a public servant par excellence, and a transformational leader who maintains a high work ethic in everything he does. He is truly an asset to the education sector in our country. Lastly, I welcome the sixth Council which has been appointed by the Minister of Basic Education, Honourable Angie Motshekga. The Minister has also appointed Prof Yunus Ballim as the new Chairperson of Council. I have no doubt that the sixth Council will continue the good work of the fifth Council under the capable leadership of Prof Ballim. Enjoy your reading!



UMALUSI POLICY AND CRITERIA FOR THE DEVELOPMENT, REGISTRATION AND PUBLICATION OF GFETQSF QUALIFICATIONS ON THE NQF

By Dennis Twala

Introduction

Umalusi has developed the Policy and Criteria for the Development, Registration and Publication of the General and Further Education and Training Qualifications Sub-framework (GFETQSF) Qualifications on the National Qualifications Framework (NQF).

This policy and criteria has been published for implementation. The development of the policy and criteria is in line with Chapter 5, section 27(h)(i) of the NQF Act (Act No. 67 of 2008), as amended, which enjoins quality councils to “develop and implement policy and criteria, taking into account the policy and criteria contemplated in section 13(1)(h)(i), for the development, registration and publication of qualifications” for their sub-frameworks. Umalusi uses the policy and criteria as an effective instrument to fulfil its mandate in ensuring that qualifications developed for its sub-framework are relevant, current and credible, and consistent with other legislation that supports the provision of quality education and training in South Africa.

As a quality council, Umalusi is responsible for the development and management of NQF Level 1 to 4 qualifications on the GFETQSF through several quality assurance processes. One of these processes is to ensure the development of new qualifications and to review existing qualifications, as well as new and existing curricula. Umalusi uses the policy and criteria to guide the process for the development or review of qualifications and curricula for its sub-framework and the sector for which it is responsible.

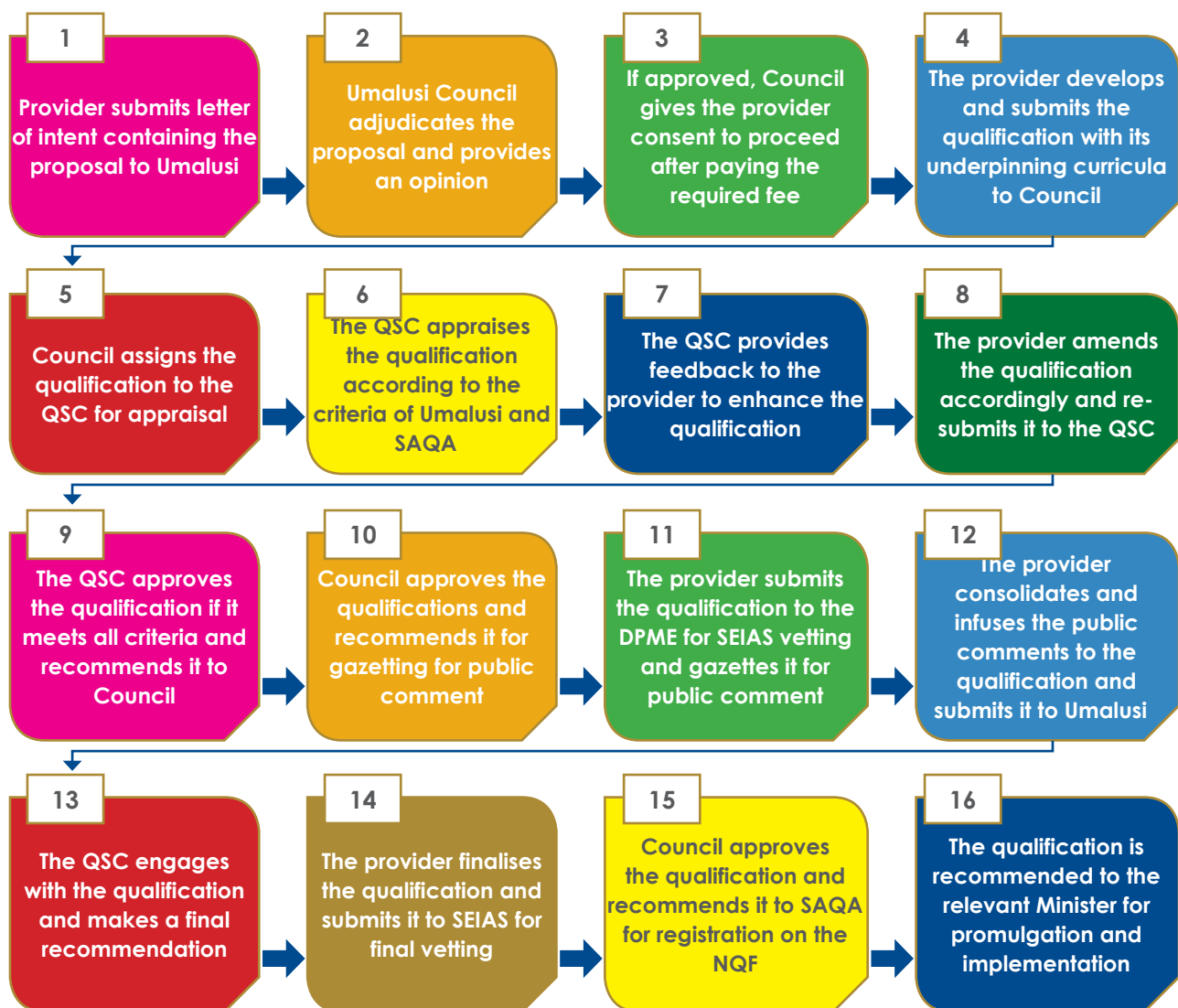
The purpose of the policy and criteria

Fundamentally, Umalusi neither develops nor reviews qualifications and curricula for its sub-framework, but rather oversees the process. If this were the case, Umalusi would be fulfilling the role of both player and referee, considering that it also has the responsibility to quality assure the same qualifications and curricula. The responsibility for developing and reviewing qualifications and curricula resides with the

providers. Therefore, the purpose of the policy and criteria is to ensure that stakeholders and providers of education and training of NQF Level 1 to 4 qualifications are informed of the correct processes and procedures for the development of qualifications and new curricula, review of existing curricula and introduction of new subjects. Furthermore, the policy and criteria seeks to unpack and clarify the roles and responsibilities of different agents involved in the development of the qualifications and curricula that Umalusi manages. The policy also provides guidance to providers to ensure that the qualifications developed and curricula introduced for the sub-framework meet the prescribed requirements for inclusion on the GFETQSF and registration by the South African Qualifications Authority (SAQA) on the NQF.

Process for the development of qualifications

The policy and criteria allows any provider, individual or entity, public or private, or provincial Department of Education, to propose a new qualification with its underpinning curricula and submit it to Umalusi for consideration. Umalusi will determine the need for such a qualification or curriculum for the sector and subject it to the sub-framework's policy requirements. The new qualification or curriculum will also be appraised according to the criteria provided for in the policy and criteria. The development of qualifications follows the process as outlined in the flow chart below:



Conclusion

The process above is undertaken with the understanding that Umalusi will quality assure the qualification and that the proposer has obtained approval from the assessment body responsible for the assessment of the qualification. It is the responsibility of the provider to ensure that the proposal is submitted in the format as prescribed in the policy and criteria, and complies with all requirements and criteria. Umalusi will provide all the necessary support and guidance to the provider to ensure that the process for the development of the qualification and associated curricula is credible, seamless and less cumbersome.

Umalusi is the custodian of all GFETQSF qualifications registered on the NQF. No qualification can be offered before it is approved by Umalusi and registered on the NQF. Finally, it is the prerogative of the relevant Minister to determine, by means of a gazette,

the date on which a registered qualification should be implemented in the education and training system.

Acronyms and abbreviations

DPME	: Department of Policy Monitoring and Evaluation
GFETQSF	: General and Further Education and Training Qualifications Sub-framework
NQF	: National Qualifications Framework
QSC	: Qualifications Standards Committee
SAQA	: South African Qualifications Authority
SEIAS	: Social and Economic Impact Assessment System



From left to Right: Dr Nkoloyakhe Mpanza, Dr Mary-Antoinette Dliwayo, Dr Lucky Ditaunyane, Dr Stephan Mchunu, Dr Mafu Rakometsi, Dr Nokuphiwa Mkhabela, Dr Gugulethu Nkambule, Dr Nonhlanhla Shozi, Dr Eva Sujee

About the cover picture, the CEO of Umalusi, Dr Mafu Rakometsi, recently requested all Umalusians with PhDs to come with their academic regalia to work to welcome new PhD graduates and motivate other colleagues. This proved to be a brilliant idea as all Doctors in the house painted the Umalusi House red with their stunning regalia.



Credit accumulation and transfer in the General and Further Education and Training Qualifications Sub-framework (GFETQSF)

Dr Stephan Mchunu

Background

The Umalusi Council has approved the reviewed Policy for Credit Accumulation and Transfer (CAT) for gazetting for public comment. Umalusi had a Credit Accumulation, Exemption and Transfer (CAERT) Policy in the past and it was applied. However, although the policy was mostly aligned, minor gaps were identified in the 2017 National Qualifications Framework (NQF) Impact Study report published by the South African Qualifications Authority (SAQA) in March 2019. Hence, a need was identified to review the policy. The purpose of the review was to address those issues that were required to align the policy to the SAQA Policy and Criteria for CAT within the NQF to close the gaps identified in Umalusi's Policy for CAT by the 2017 NQF Impact Study report.

What is credit accumulation and transfer?

Credit accumulation and transfer, along with recognition of prior learning (RPL), is an important mechanism within the national education and training system that facilitates articulation. Credit accumulation and transfer is the practice of accumulating credits from one or more cognate learning programme from a provider, and transferring these credits for recognition of a qualification or part-qualification offered by the same or a different provider. Credits previously obtained may be recognised as meeting the requirements for a different qualification and, subject to identified limits, credits achieved towards one qualification may be recognised as meeting part of the requirements for another qualification. Credits here refer to the learning required for a qualification or part-qualification, whereby 1 credit is equal to 10 notional hours

of learning. In addition, credit accumulation will mean the sum of the relevant credits required to complete a qualification or part-qualification.

Credit accumulation relates to the process of achieving subject statements or certificates progressively (i.e. not in a single academic year) towards a qualification. Provided that the subjects achieved over the extended period conform to the rules of combination for the qualification, the full qualification is awarded upon request. Not all subjects will automatically be considered for recognition or credit accumulation and transfer. Acceptance is determined by the nature and structure of the desired qualification and is established by an evaluation of equivalence at curriculum level.

Purpose of the Policy for Credit Accumulation and Transfer

The Policy for CAT is intended to promote learners' articulation or learning pathways and lifelong learning, their access to new learning and the avoidance, where possible, of the repetition of learning they have already acquired.

Credit accumulation and transfer from the NSC to the NC(V) qualification

Government Gazette 35036, published on 13

February 2012, deals with selected subject credit recognition and transfer between the National Senior Certificate (NSC) and the National Certificate (Vocational) (NC(V)) qualifications. This gazette is an amendment of the NC(V) qualifications policy, and allows recognition to be granted for the following NSC subjects for the NC(V) Level 4 qualification:

- English Home or First Additional Language (passed at 40% and above)
- Mathematics (passed at 30% and above)
- Mathematical Literacy (passed at 30% and above)
- Physical Sciences (passed at 50% and above)
- Life Orientation

The NSC subjects listed above are only recognised for the awarding of the NC(V) Level 2, 3 and 4 qualifications if the percentage has been obtained as indicated above – these are the minimum pass percentages for the subjects listed above in the NC(V) Level 4 qualification.

Credit transfer is not a myth

Table 1 shows credits transferred from NSC to NC(V) from 2012 to 2022.

Table 1: Number of credits transferred from NSC to NC(V) from 2012 to 2022

Dates checked	Numbers as on 22 March 2019	Numbers as on 4 May 2020	Numbers as on 23 June 2021	Numbers as on 10 June 2022
Exam dates				
November 2012	101	128	148	152
March 2013	22	24	26	26
November 2013	45	118	140	151
March 2014	10	20	26	27
November 2014	19	87	109	121
March 2015	5	9	11	12
November 2015	21	75	93	101
March 2016	1	2	4	5



Dates checked	Numbers as on 22 March 2019	Numbers as on 4 May 2020	Numbers as on 23 June 2021	Numbers as on 10 June 2022
Exam dates				
November 2016	6	35	40	47
March 2017		1	1	2
November 2017	3	53	60	62
March 2018		11	14	14
November 2018		63	74	79
March 2019		1	1	1
November 2019			24	45
March 2020			1	3
November 2020				14
March 2021				2
Total	233	627	772	864

The statistics in **Table 1** reflect the status for examinations from November 2012 to March 2021 in terms of credit transfer from an NSC qualification to an NC(V) qualification. The information is based on the dates indicated in each column.

The number of credits transferred per examination date is accumulative, meaning that numbers increase from left to right according to

the dates checked. **Table 1** shows that, as on 10 June 2022, 864 credits were transferred from the NSC to the NC(V) for examinations from November 2012 to March 2021.

Table 2 shows the number of candidates who transferred credits from 2012 to 2022.

Table 2: Number of candidates who transferred credits from NSC to NC(V) between 2012 and 2022

Dates checked	Numbers as on 22 March 2019	Numbers as on 4 May 2020	Numbers as on 23 June 2021	Numbers as on 10 June 2022
Total number of candidates	226	468	533	552

Table 2 indicates that, as on 10 June 2022, 552 candidates had transferred subject credits from the NSC qualification to the NC(V) qualification for examinations written between November 2012 and March 2021. The breakdown of this figure is that, on 22 March 2019, 226 candidates had transferred credits. This number increased to 468 when the records were checked on 4 May 2020. When the records were checked on 23 June 2021, the numbers were found to have increased from 468 to 533, and further increased

to 552 when they were checked on 10 June 2022. The increase in the number of candidates who had transferred credits is accumulative in this regard.

Table 3 shows the number of subject credits used during the period 2012 to 2022.

Table 3: Number of subject credits used between 2012 and 2022



Dates checked	Numbers as on 22 March 2019	Number as on 4 May 2020	Number as on 23 June 2021	Number as on 10 June 2022
Subject				
English First Additional Language	200	382	430	444
English Home Language	4	59	70	72
Mathematics	72	93	105	108
Mathematics Literacy	98	216	234	245
Physical Sciences	9	10	10	10
Total	383	760	849	879

Table 3 shows that, as on 10 June 2022, 879 subject credits had been used from 2012 to 2022. Five subjects were used for this purpose. This figure is accumulatively broken down into the following numbers per dates indicated: On 22 March 2019, 382 subject credits had been used; on 4 May 2020, 760 subject credits had been used; on 23 June 2021, 849 subject credits had been used; and on 10 June 2022, 879 subject credits had been used.

Table 3 further indicates subject credits used per subject. The accumulative number of subject credits according to the last date checked (10 June 2022) per subject is as follows: 444 English First Additional Language credits, 72 English Home Language credits, 108 Mathematics credits, 245 Mathematical Literacy credits and 10 Physical Sciences credits.

The number of subject credits used accumulate as per the date checked from left to right per subject. The number of subject credits used are backdated from 2012.

A testimony of the transfer of credits – credit accumulation and transfer between the NSC and NC(V)

Meet Lucy, who tells the story of her credit transfer from the NSC qualification to the NC(V). Her testimony can also be found in a five-minute video clip on YouTube.

Meet Lucy: Credit accumulation and transfer between the NSC and NC(V) is possible

Lucy has just completed matric and she couldn't be more excited to begin her new life journey. Lucy has always wanted to do something meaningful in her life. She has a passion for cooking and wants to pursue a career in the hospitality industry. She applied to enrol at a public technical and vocational education and training (TVET) college, where she can study Hospitality Studies for free.

For Hospitality Studies, Lucy needs an NC(V) Level 4. Note that NC(V) Level 2 and 3 must also be obtained as a prerequisite for Level 4.

Lucy always reads the Makoya newsletter, which explains that she can get credited for some of the NSC subjects she has passed, but she is confused as to how this can be done.

If you are like Lucy, this video will explain everything you need to know about credit accumulation and transfer between the NSC and NC(V). Remember to subscribe to the channel and click on the notification button.

Did you know?

Umalusi is mandated by the National Qualifications Framework Act to develop and implement policy and criteria for assessment, credit accumulation and transfer.

1. What is credit accumulation and transfer and why is it necessary?

Credit accumulation and transfer is an arrangement whereby the diverse features of credit accumulation and credit transfer are combined to facilitate lifelong learning and access. This means that learners who have obtained credits in specific subjects in the NSC will be regarded as meeting the requirements for specific subjects in the NC(V) Level 2, 3 and 4. Such candidates, like Lucy, will be exempted from taking these subjects.

2. What is Umalusi's responsibility in the credit accumulation and transfer process between NSC and NCV?

Umalusi accepts and approves applications received from the Department of Higher Education and Training (DHET). Umalusi's directives for certification regarding credit transfer will assist an assessment body to submit data concerning the NSC and NC(V) subjects for certification.

3. What does the credit accumulation and transfer process between NSC and NCV involve?

Credit accumulation and transfer between the NSC and NC(V) only applies to the following subjects in the NSC:

English First Additional Language

English Home Language

Mathematical Literacy

Mathematics

Physical Sciences

Note that the credit accumulation and transfer process does not apply between the Senior Certificate and the NC(V). The NSC has been offered from 2008 and the Senior Certificate has been offered from 1992.

4. Who should apply and when?

Learners who have already achieved credits in the applicable subjects in the NSC must apply during the registration process at the beginning of the academic year (Level 2). Learners should contact the respective college administrator and indicate that they want to be exempted from one or more of the subjects.

5. What documents do I need to apply for credit accumulation and transfer?

A learner who wants to apply for credit accumulation and transfer should produce their subject statement or NSC, issued by Umalusi, which has a certificate number, to the college administrator. Learners should also indicate which subjects they want to be credited for.

6. What is the waiting period? How soon can Lucy get credited for her NCV subjects?

Credits are granted at registration. There is no waiting period. These credits can be used for NC(V) Level 2 to 4.

7. What are the fees involved?

Credit accumulation and transfer is free. So, Lucy can study the NC(V) programme of her choice without paying for the credit transfer of her NSC subjects

Conclusion

Lucy should contact the college administrator during the registration period and inform them that she wants to be credited for her NSC subjects so that she can study the programme of her choice: Hospitality Studies. If you are like Lucy, please contact your respective college for more information.

Don't forget to like the video and subscribe to the Umalusi Channel, click on notifications, and drop your questions in the comments section.

Conclusion

A powerful and constructive credit accumulation and transfer system is essential to deal with the realities facing thousands of South Africans who have dropped out of school, failed matric or fared poorly in their final examinations, or who may need to start from scratch. As a quality council responsible for the General and Further Education and Training Qualifications Sub-framework (GFETQSF), Umalusi strives to foster credit accumulation and transfer as a means of enhancing access and promoting lifelong learning.



Curriculum evaluation: The Marine Sciences story

By Duma Sithebe

The inaugural Marine Sciences Grade 12 examination has come to pass. Grade 12 candidates sat for this examination for the first time in November 2021. This happened after Umalusi had subjected the curriculum to rigorous quality assurance regimes. We congratulate the Department of Basic Education (DBE) and the Two Oceans Aquarium for their hard work in developing this curriculum.

The journey that culminated in this subject being included in the suite of subjects for the National Senior Certificate (NSC) qualification commenced in 2016. The DBE, working in conjunction with the Two Oceans Aquarium, approached Umalusi seeking guidance with regard to the introduction of a new subject in the NSC. The Two Oceans Aquarium had a draft Marine Sciences curriculum that they had

developed, and believed it would be suitable for learners in the further education and training (FET) phase of schooling. Umalusi played a crucial role in guiding the DBE and the Two Oceans Aquarium on the proper procedures to follow. First, regard was to be taken of the NSC Qualification Policy and the National Curriculum Statement (NCS), currently referred to as the Curriculum and Assessment Policy Statement (CAPS). Therefore, the DBE and the Two Oceans Aquarium had to rework the draft curriculum to conform to the structure of CAPS. Further, Umalusi provided guidance regarding the curriculum requirements as stipulated in the Umalusi Directives for Quality Assurance of Curricula. Once this was done, the proposed curriculum had to be submitted to Umalusi for appraisal.

In August 2017, the proposed FET Marine Sciences curriculum was submitted for appraisal. Umalusi conducted the appraisal to establish whether this curriculum could be recommended for recognition and approval as part of CAPS for the FET phase.

The appraisal sought to establish the following:

- Whether the curriculum had been developed at a content depth focus comparable to that of other FET CAPS curricula, such as Geography, Life Sciences and Physical Sciences.
- Whether Marine Sciences should be located within the approved subject organising fields of the National Qualifications Framework (NQF).
- Whether Marine Sciences satisfies the curriculum specification to be a stand-alone subject or whether it aligns well with content of the FET CAPS curricula for Geography, Life Sciences, Physical Sciences, Nautical Sciences and Maritime Economics.

After this initial appraisal, Umalusi provided directives to the DBE and the Two Oceans Aquarium to strengthen the proposed Marine Sciences curriculum. After incorporating these directives, the proposed curriculum was resubmitted to Umalusi for final recommendation for approval by the Minister of Basic Education. The final appraisal found that the curriculum could be recommended to the Minister. The recommendation for the Minister to approve the inclusion of Marine Sciences in the suite of subjects for the NSC was duly made in 2018 and the curriculum was implemented for the first time in Grade 10 in 2019, culminating in the first Grade 12 examination in November 2021.

It must be remembered that the prerogative for the provision and approval of curricula in basic education resides with the Minister of Basic Education. Umalusi, as a quality council in general and further education and training, recommends the approval of a proposed curriculum to the Minister. This only takes place after the proposed curriculum has been appraised.

The interest in offering this subject is gaining momentum. The Independent Examination Board (IEB) is one of the assessment bodies that is developing a Subject Assessment Guideline (SAG) for Marine Sciences. This is in anticipation of the IEB assessing the subject. The intended curriculum, as developed by the DBE, will continue to be the underpinning curriculum. Only the SAG will differ from one assessment body to another. However, before the IEB or any other assessment body can implement the SAG, Umalusi has to appraise it.

Offering Marine Sciences as a subject in the NSC qualification will go a long way in contributing to the South African government's intention to grow the Oceans Economy. Umalusi is proud to have contributed to the realisation of this goal by ensuring that the quality and standard of this curriculum is where it is supposed to be.





Re-issue of national certificates

By Obakeng Babe

Introduction

The process of amending the Policy for the Re-issue of National Certificates has been finalised. The reviewed policy was gazetted in Government Gazette 45275 on 8 October 2021. The first policy was gazetted on 29 June 2018.

Umalusi undertook research in 2016 on the re-issue of certificates to investigate practices in other countries such as Australia, Botswana, Cameroon, England, India, Kenya, Lesotho,

Namibia, Nigeria, Swaziland, Tanzania, Zambia and Zimbabwe. The findings from the research revealed that the re-issuing of certificates to change personal details on certificates already issued is not permitted in these countries, mainly because of the possibility of fraud.

The countries mentioned above indicated that, where candidates have changed their personal particulars, it is up to them to support their claim of ownership of the certificate.

Context within South Africa

South Africa has a quality council, Umalusi, unlike other countries that have examination councils. These examination councils are responsible for all processes related to examinations, from the registration of candidates for the examination to the issuing of a certificate. Umalusi receives data from different sources (assessment bodies). Therefore, there could be human error when data is collected at registration. The following reasons for changes to personal details were detected with the implementation of the policy:

- Administrative errors with the registration of learners at a school, at the provincial Department of Education or at the assessment body. Administrative errors include an incorrectly captured date of birth, identity number, name(s), surname or even marks.
- Grandparents who look after children may register them using their nicknames.
- Children growing up in rural areas may not have any formal documents or may not have been registered with the Department of Home Affairs.
- Legally adopted children may not have the confirmation document(s) issued by the Department of Home Affairs.
- Delays may have been experienced with the Department of Home Affairs in terms of issuing a correct birth certificate, ID document or passport.
- ID numbers on the National Population Register may have been duplicated or may be shared.
- Amnesty and asylum seekers, and refugees may not have the documents granted to them by the Department of Home Affairs.
- An ID number may have the wrong gender indicator.
- A candidate's parents may have separated and they may be using their

mother's surname instead of that of their father. Candidates may even have written matric using their biological father or mother's surname, and may wish to correct this after matric.

- Legal changes may have taken place on the National Population Register, such as changes in surnames, christian names, ID numbers and/or dates of birth.

Reasons for the re-issue of national certificates for which provision is made in the policy

Administrative errors

The amendment of personal details due to administrative errors at registration for examination

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

- An application form detailing the change or amendment required.
- A detailed affidavit indicating the change or amendment requested, the reason for the request, and the reason for the error not having been detected and corrected prior to issuing the certificate.
- A certified copy of the candidate's ID document or birth certificate issued prior to the writing of the examination. The certifying stamp on the copies should not be older than three months after application. An ID document or birth certificate issued after the writing of Grade 12 will not be considered for correcting administrative errors. In the event of the ID document or birth certificate being issued after completing matric, the following documents can be submitted as evidence of an administration error:



- The admission register from the candidate's secondary or primary school reflecting their correct personal particulars.
 - The preliminary schedule of results reflecting the correct personal particulars.
 - The examination entry form reflecting the correct personal particulars.
 - The South African School Administration Management System (SASAMS) or Central Education Management Information System (CEMIS) record reflecting the candidate's correct personal particulars.
- The original Umalusi certificate.

Re-issue due to change in or correction of marks

A certificate may be re-issued when a change in a mark is requested within six months after a certificate was issued. Such requests need to be submitted by the assessment body on behalf of the candidate within six months after certification. The following documents are required:

- A copy of the mark sheet, audit trail or the front page of the answer book record indicating the changes effected. Audit trails from the 2020 examinations onwards will, however, not be accepted.
- The original Umalusi certificate.
- A letter from the Head of Examinations indicating how the error was identified, what steps were taken to correct it and what steps have been taken to prevent any future occurrence of the same nature (please refer to the policy for full details).

Amendment to the National Population Register

Amendment of personal particulars due to voluntary changes by the candidate

This condition allows the changing of personal details on a certificate when a candidate voluntarily changes personal details such as their name, surname or gender status, and this has been effected on the National Population Register.

Corrections on the National Population Register that have resulted in changed names, ID numbers and dates of birth

Should errors in personal identification documents be discovered that are corrected on the National Population Register, the candidate can also apply for a re-issue of the national certificate to effect these corrections on their certificate.

Note: Umalusi verifies each confirmation letter received from candidates who have requested changes to a national certificate issued by Umalusi due to amendments of personal particulars on the National Population Register.

Based on the Policy for the Re-issue of National Certificates, Umalusi will consider re-issuing certificates due to amendments on the National Population Register because of the following:

- A gender change
- A change of name and/or surname
- A change of ID number or date of birth

The following documentation must be submitted to Umalusi:

- An application form detailing the change requested.
- A detailed affidavit indicating the change requested and the reason for the request.
- A certified copy of the ID document indicating the new ID number and names.
- The original Umalusi certificate.

- A letter from the Department of Home Affairs 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 National Population Register.

Appeals procedure

- An institution, assessment body or person may lodge an appeal with the Council of Umalusi.
- The assessment body determines the appropriateness of the appeal request and the completeness of the supporting documentation.
- If the assessment body determines that such an appeal falls outside the scope of this policy, the candidate should be advised appropriately on further steps to be taken.
- If the assessment body determines that the appeal warrants submission to Umalusi, the request is registered on its IT system.

Note: Umalusi is also responsible for re-issuing certificates that were issued by its predecessor with effect from November 1992. The re-issue of a national certificate where a candidate's surname has changed due to marriage is not considered.

Umalusi is currently developing an online system for the replacement of lost certificates. The objective of this system is to provide an alternative to candidates applying directly to Umalusi for the replacement of a certificate that has been lost. This online system, which is being developed by Umalusi, will not require the Department of Basic Education (DBE) to abandon the current process where candidates

apply for a replacement certificate through the DBE as not all candidates have access to the resources needed for the online system. Umalusi is currently still testing the system. There will be advocacy on the online system once it is ready for full implementation.

If certificates were lost or destroyed during floods, like the KwaZulu-Natal floods, or fire, or have been lost, a replacement (duplicate) must be requested and not a re-issue, as per the directives.

Candidates must go to the assessment body (provincial Department of Education, Department of Higher Education and Training (DHET) or private assessment body (such as the Independent Examinations Board (IEB) or the South African Comprehensive Assessment Institute (SACAI)) and apply for a replacement certificate (duplicate).

Conclusion

The re-issue of national certificates remains a sensitive and critical issue, especially when fraud is so rife in our country. Umalusi will continue to evaluate the applications it receives with rigour and make an informed decision for each and every application received. Umalusi is mandated to ensure that candidates are correctly certified and will continue to adhere to the Ministerial mandate and guidelines. The misrepresentation of qualifications is an overarching problem countrywide, and Umalusi is expected to play a major role in curbing this practice.

Considering 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.

Talk to us

37 General van Ryneveld Street, Persekor Technopark, Pretoria

Tel: +27 (12) 349 1510 Email: info@umalusi.org.za Website: www.umalusi.org.za



UmalusiSA



@UmalusiSA



Anti-fraud
Hotline

0800 408 409

UMALUSI



Quality Council for General and Further
Education and Training