JUSTICE COLLEGE PROSPECTUS
2019/2020

the doj & cd
Department: Justice and Constitutional Development
REPUBLIC OF SOUTH AFRICA
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MESSAGE FROM THE ACTING DDG: CORPORATE SERVICES

Mr D Mpholo

Justice College is a critical component within the Branch: Corporate Services and is viewed as central to developing human capacity and enhancing skills and capacity development for all officials.

The capacity of the DOJ &CD to deliver on its mandate lies in the ability of our employees to undertake their assigned responsibilities as public officials with the necessary skills, knowledge, experience and dedication.

This is essential to ensure that our officials are well trained with technical competencies to ensure that the department is achieving all goals of the Government transformation agenda and achieving the outcomes of the National Development plan (NDP).

Through continuous learning and development of our officials we strive to meet the expectations of our stakeholders to fulfill our mandate.

Justice College is tasked with the effective administration of programmes to ensure the provision of high quality learning and development interventions to address skills shortages within the department and the cluster.

Justice College will offer on demand programmes and is focusing on accessing accredited courses and full qualifications.

Justice College will forge closer relations with all stakeholders to ensure that our training initiatives will contribute to a responsive talent pipeline to meet the department’s skill and capacity development challenges.

The DOJ&CD supports Justice College in its mandate of becoming the legal service provider of choice in the public sector.

MESSAGE FROM THE HEAD OF JUSTICE COLLEGE

Our primary aim is to offer relevant training and development initiatives to create learning pathways for all officials. All our designed to offer functional skills that enhance the learners knowledge, skills and behavioural competencies in all aspects of work directed at legal learning, leadership and management and IT systems.

Justice College secured its accreditation and programme approval for a number of qualifications and skills programmes with the SASSETA, MICT SETA, SSETA and PSETA. A number of new initiatives, for example exploring the use of e-Learning will be gradually introduced with the intention of reducing the main cost drivers related to training and moving towards a blended training approach.

Through continuous learning and development of our officials and client departments, we strive towards meeting the expectations of stakeholders and supporting capacity building in line with the National Development Plan and other policy imperatives.

We will strive to improve our services and ensure that all learners will be treated professionally, equally and that training is relevant in developing one’s career, improving service delivery, assisting with transformation and creating learning opportunities.

The Justice College Team looks forward to your participation in our 2019/2020 programme offering. We are also grateful that the Development is still investing in Training and Development.

In conclusion, a special gratitude to all Lecturing and Administrative Support Staff.

SIGNED

DESIGNATION

DATE

14/03/2019
1.1 JUSTICE COLLEGE BACKGROUND & ETHOS

Justice College ensures access to Learning & Development (L&D) opportunities of the highest quality, leading to significantly improved learning and skills acquisition by learners. Justice College strives to be at the forefront of Legal L&D in the Justice, Crime, Prevention and Security (JCPS) Cluster.

Justice College will capacitate employees in the following key competency areas: Legal and Quasi-judicial L&D, Business Applications L&D, Leadership and Management L&D (including mentorship and coaching).

Justice College will be responsible for learning and development programmes with the objective of developing a professional, responsive and legally capable public sector workforce.

Justice College provides pertinent legal L&D programmes as part of our learning and development strategy. Intervention programmes will target systemic challenges identified through a robust analytical process that examines the workplace in line with its expected performance standards.

Justice College emphasizes intensive and targeted implementation support programmes focused on the DoJ&CD capacity to deliver and appropriately respond to its internal and external environment. Attention is given to management development and administration, as well as cross-cutting competencies for front-line service officials at different service points and levels of DoJ&CD interaction with users of Departmental services.

Justice College ensures that the skills capacity of the DoJ&CD and other client departments are enhanced in support of government’s outcomes-oriented performance approach.

1.2 JUSTICE COLLEGE VISION, MISSION & VALUES

VISION

Justice College aims to be the legal learning provider of choice in the Public Sector.

MISSION

Justice College will be responsible for learning and development programmes with the objective of developing a professional, responsive and legally capable public sector workforce.

A culture and ethos of service will be imbued throughout the public sector, meeting the expectations of stakeholders and communities, and based on policy commitments of government.

VALUES

Justice College will assist client Departments to continuously improve outcomes and impact by institutionalising effective legal learning L&D.

As the ultimate purpose of all the Justice College learning and development programmes there will be an organisational development focus in every aspect of design, development and delivery ensuring that capacity issues are approached holistically, developmentally and systematically.

Learning programmes will be designed to be dynamic and developmental; they will ensure access, relevant knowledge and develop critical, reflective, analytical and problem-solving skills that will enable them to be responsive to the needs and demands that confront the public sector.

Justice College will be grounded in the democratic ethos and values of the South African Constitution and contribute to institutionalising the values and principles of the public service it outlines.

These include the following:

- Integrity, Accountable, Committed, Responsive, Proactive, Continuous Learning, Rational, Team Work, Emotional Intelligence.

The work of the Justice College will be shaped by the following foundational values:

- Achieve excellence through collaboration;
- Lead by example;
- Innovate continuously;
- Flexible, responsive and needs-driven services.

1.3 JUSTICE COLLEGE STRATEGIC OBJECTIVES

- Expansion of accreditation and learning programme approvals;
- Quality improvement focus;
- Redress and access opportunities in fostering transforming of State Legal Services;
- Learning pathways & High Quality Learning opportunities;
- Optimal implementation of Research and Development initiatives;
- Systemic Capacity-Building aligned to the DoJ&CD HRD Strategy;
- Strengthening of the Institutional Governance, Management & Leadership of JC;
- Strategic Partnerships (NSG, SETAs, Professional Bodies etc.);
- Improving service delivery in the DoJ&CD by ensuring capacity development of frontline competencies and service delivery improvement plans;
- Enhancing business processes, decision rights and accountability by developing DoJ&CD employee capacity to improve and adhere to core public service processes such as financial management, monitoring and evaluation, and administrative justice;
- Development of leadership, management and administration competencies;
- Improving organisational systems and processes as part of the further transformation process towards a more responsive and efficient DoJ&CD;
- Establishing strategic partnerships that will facilitate knowledge exchange network through mutually beneficial partnerships nationally and transnationally.

1.4 JUSTICE COLLEGE LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Additional language support will be offered where possible.
1.5 **L&D MATERIAL**

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable). Consequently, there will be no requirement to purchase any additional prescribed materials.

1.6 **ACADEMIC SUPPORT**

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

1.7 **REGISTRATION**

Nominations are received directly by Justice College from Regions, Branches and Chief Directorates.

NB: Individual applications will not be administered by Justice College, as participation in programmes must be in line with an employee’s agreed PDP.

1.8 **TRANSFER-IN CREDITS (CREDIT ACCUMULATION TRANSFER - CAT)**

Justice College allows Learners with completed credits from recognised education institutions to apply for credit accumulation transfers.

Credit transfers will only be considered if accompanied by an original certified certificate and statement of results containing the SAQA specifications of programmes / qualifications achieved.

1.9 **JUSTICE COLLEGE ACCREDITATION**

Justice College is accredited with SASSETA for the following Qualifications & Skills Programmes:

<table>
<thead>
<tr>
<th>SAQA ID</th>
<th>NQF</th>
<th>Programme Description</th>
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<tbody>
<tr>
<td>50023</td>
<td>5</td>
<td>National Diploma: Legal Interpreting</td>
</tr>
<tr>
<td>50023</td>
<td>5</td>
<td>Credits: 240, NQF 5.</td>
</tr>
<tr>
<td>QL 97228, LP 49597, QL 5</td>
<td>5</td>
<td>National Certificate: Paralegal Practice. NQF 5, Credits 131.</td>
</tr>
<tr>
<td>50265</td>
<td>4</td>
<td>Credits: 150, NQF 4.</td>
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</tbody>
</table>

Justice College is accredited with the Services SETA for the following unit standards contained in SAQA 59201:

<table>
<thead>
<tr>
<th>SAQA ID</th>
<th>NQF</th>
<th>Programme Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>59201</td>
<td>5</td>
<td>National Certificate: Management</td>
</tr>
<tr>
<td>59201</td>
<td>5</td>
<td>Credits: 141.</td>
</tr>
</tbody>
</table>

Skills Programme:

<table>
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<tr>
<th>SAQA ID</th>
<th>NQF</th>
<th>Programme Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>252026</td>
<td>5</td>
<td>Apply a systems approach to decision making.</td>
</tr>
<tr>
<td>252021</td>
<td>5</td>
<td>Formulate recommendations for a change process.</td>
</tr>
<tr>
<td>252034</td>
<td>5</td>
<td>Monitor and evaluate team members against performance standards</td>
</tr>
<tr>
<td>264408</td>
<td>5</td>
<td>Manage and improve communication processes in a function</td>
</tr>
</tbody>
</table>

1.10 **POST L&D IMPACT ASSESSMENT EVALUATION**

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

The purpose of the L&D post impact evaluation is to measure the improvement in the Learner’s work performance after the completion of a Justice College programme.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.
1.11 JUSTICE COLLEGE FACULTY & ADMINISTRATIVE STAFF

OFFICE OF THE HEAD OF COLLEGE

Head of Justice College (Acting) Mr D. Moodley

LIBRARIAN
Ms T. W Kirkwood

Library Assistant Ms D. A Ollfant

FACULTY DIRECTOR: KNOWLEDGE MANAGEMENT AND INNOVATION

Director: Knowledge Management and Innovation Dr. S. Govender Ph.D.; LLM; LLB. B. Proc., B. Com (Hons).

FACULTY DIRECTOR: IT & BUSINESS APPLICATIONS L&D


FACULTY SUPPORT STAFF

Programme Coordinator Ms T. C Chawane

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Lecturer Mr R.F Motene B.Ed., (Hons); B.Ed.; Med.; PhD Candidate MMotene@justice.gov.za

Lecturer Mr. A. Gerber BA (Part); AndGerber@justice.gov.za

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Law Lecturer Ms L. S Lukoto LLB, B. Iuris Slukoto@justice.gov.za

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Law Lecturer Ms H. L. Moshidi LLB; Adv. Dip. Insolvency Law HLMoshidi@justice.gov.za

Lecturer - Legal Court Interpreting Ms L. Jali LJali@justice.gov.za

FACULTY DIRECTOR: PUBLIC MANAGEMENT

Director Public Management Mr C. S. Mooke MBA, N.H. Dip Chemical Engineering. Ph.D. (Candidate)

Secretary Mrs. S. E. Modisele EModisele@justice.gov.za

OFFICER
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Programme Coordinator Ms L. M. Monyane LMonyane@justice.gov.za

FACULTY DIRECTOR: LEGAL AND QUASI-JUDICIAL L&D

Director: Legal & Quasi Legal L&D Vacant

Administrator Vacant

LAW LEADERS

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Law Lecturer Dr. U.C.W. Schoeman BA (Hons); B. Iuris; B. Sc. Social Science; USchoeman@justice.gov.za

Lecturer - Legal Court Interpreting Mr A. Makhitha B.A Law TMakhitha@justice.gov.za

FACULTY DIRECTOR: PUBLIC MANAGEMENT

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Administration Clerk Ms D. E. Ndlovu DNDlovu@justice.gov.za

Administration Clerk Mr P. J. Bohoff PBohoff@justice.gov.za

Chief Registry Clerk Ms M. F. Matimbis MMatimbis@justice.gov.za

Chief Security Officer Mr. M. Naicker MNaicker@justice.gov.za

Messanger Mr. B. M. Motho MMothona@justice.gov.za

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Provisioning Administrative Officer Mr. M. Oosthuizen MOosthuizen@justice.gov.za

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Registry Clerk Ms V. L. Mutavhatsind i VMutavhatsind i@justice.gov.za

Security Officer Mr K. L. Raphadu KRaphadu@justice.gov.za

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Security Officer Mr. M. Motlatla MMotlatla@justice.gov.za

Security Officer Mr. L. C. Radingwana LRadingwana@justice.gov.za

Administration of Deceased Estates HMoshidi@justice.gov.za
2.1.1 ICMS MAINTENANCE - BA01

1. TARGET AUDIENCE
   • Maintenance Clerks, Maintenance Officers and Maintenance Investigators
   • Practical experience of Maintenance Matters is preferable and approval must be granted by supervisor
   • Officials must be working with the ICMS System
   • Must not have attended this course in the past two years

2. PROGRAMME PURPOSE
   After completing this course participants will be able to use the System

3. MINIMUM ENTRY REQUIREMENTS
   Basic computer literacy and knowledge of Maintenance Act. Attendees must be working as Maintenance Clerks.

4. DURATION OF STUDY
   The training programme is presented over 2 days.

5. TOPICS COVERED DURING THE PROGRAMME
   • What is ICMS: Maintenance?
   • Overview of the Maintenance Systems
   • Registering of New cases
   • Registering current cases on ICMS
   • Processing and finalizing different types of orders
   • Serving of documents and performing investigations
   • Registering post order applications
   • Processing and finalizing post order applications
   • Reports

6. PROGRAMME OUTCOMES
   When they have completed this course, participants must be able to:
   • Will have a practical understanding of ICMS: Maintenance system.
   • Will have a deeper understanding of work flow of the system.
   • Will have a better understanding of responsibilities of all role players in Maintenance process.
   • Will be able to capture new, current and post orders on systems.
   • Will be able to schedule hearings and print relevant documents.
   • Will be able to serve documents and perform investigations.
   • Will be able to provide members of the public with all the necessary.
   • Will be able to utilize reports functionality

7. LANGUAGE POLICY
   English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible

8. MODE OF DELIVERY
   The programme will consist mainly of facilitation, practical work in the CBT LABS, individual assessments and group discussions.
   The Delivery Model includes a Balance of Contact Learning, Self-Study and Workplace Learning.

Training methods will vary according to the nature of the topic. The programme will consist mainly of facilitation, teaching, case studies and group discussions. Participants will be encouraged to share their past experiences regarding the topic with each other.

9. MATERIAL
   Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable). Consequently there will be no requirement to purchase any additional prescribed materials.

10. ACADEMIC SUPPORT
   Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

11. ASSESSMENT
   Practical assessments during the course
   Assessment To: Practical assessment using the ICMS System
   Practical Assessment using the System during the works
   Assessment Standards:
   Compliance with the templates, check lists and control sheets provided during class
   Content of Portfolio of Evidence: NA

12. REGISTRATION
   Nominations will be received as per DoJ & CD normal procedures.
   Learners must be mindful of the entry requirements of the qualification.

13. TRAINING DETAILS
   The course will be limited to 20 delegates
   13.1 Date: 08-12 April
   Venue: TBC
   13.2 Date: 24-28 April
   Venue: TBC
   13.3 Date: 6-10 May
   Venue: TBC
   13.4 Date: 13-18 May
   Venue: TBC
   13.5 Date: 19-23 June
   Venue: TBC
   13.6 Date: 10-14 July
   Venue: TBC
Date: 12-16 August
Venue: TBC
Date: 16-20 September
Venue: TBC
Date: 21-25 October
Venue: TBC

2.1.2  ICMS DOMESTIC VIOLENCE - BA02

1. TARGET AUDIENCE
Domestic Violence Clerks
• Practical experience of domestic violence matters is preferable and approval must be granted by supervisor
• Officials must be working with the ICMS system
• Must not have attended this course in the past two years

2. PROGRAMME PURPOSE

MINIMUM ENTRY REQUIREMENTS
Basic computer literacy and knowledge of Domestic Violence act. Attendees must be working as ICMS Domestic Violence Clerks

3. DURATION OF STUDY
The training programme is presented over 1 day.

4. TOPICS COVERED DURING THE PROGRAMME
• What is ICMS Domestic Violence?
• Registering of cases
• Scheduling of hearing
• Finalizing cases
• Reports

5. PROGRAMME OUTCOMES
When they have completed this course, participants will be able to:
• Will have an in-depth understanding of the functionality of domestic violence system
• Will be able to register and updated cases correctly.
• Will be able to schedule hearings
• Will be able to utilize the reports functionality
• Discuss the requirements set in the Policy and Procedure Manual regarding appointments at Service Points
• Discuss the Recognition of Customary Marriages Act, 120 of 1998
• Discuss the marital property arrangement created by the Recognition of Customary Marriages Act.
• Determine who is a spouse and descendant for purposes of intestate succession
• Determine the identity of an intestate heir
• Determine the extent of the share of an intestate heir in an estate
• Appoint a Master’s Representative in an intestate estate

6. LANGUAGE POLICY
English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible

7. MODE OF DELIVERY
The programme will consist mainly of facilitation, practical work in the CBT LABS, individual assessments and group discussions

8. MATERIAL
Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable). Consequently there will be no requirement to purchase any additional prescribed materials

9. ACADEMIC SUPPORT
Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

10. ASSESSMENT
Practical assessments during the course

Assessment Tool:
Practical Assessment using the System during the workshop

Assessment Standards:
• Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:
NA

Follow-up Evaluation:
A participant must lodge a training effectiveness form with Justice College three months after completing the course. Both the participant and his or her supervisor must complete and sign the training effectiveness form. The purpose of the form is to measure the improvement in the participant’s work performance since attending the course. A participant will not receive a course certificate unless Justice College has received the training effectiveness form.

11. REGISTRATION
Nominations will be received as per DoJ & CD normal procedures.

Learners must be mindful of the entry requirements of the qualification.

12. TRAINING DETAILS
The course will be limited to 20 delegates.

Date: 27-28 May
Venue: TBC
Date: 27-28 June
Venue: TBC
Date: 25-26 July
Venue: TBC
Date: 26-27 September
Venue: TBC
2.1.3 ICMS FAMILY ADVOCATES - BA03

1. TARGET AUDIENCE
- ICMS Child Justice Clerks
- Practical experience of child justice matters is preferable and approval must be granted by supervisor
- Officials must be working with the ICMS System
- Must not have attended this course in the past two years

2. PROGRAMME PURPOSE
After completing this course participants will be able to use the System

3. MINIMUM ENTRY REQUIREMENTS
Basic computer literacy and knowledge and must be working as ICMS Family Advocate Clerks.

4. DURATION OF STUDY
The training programme is presented over 1 day.

5. TOPICS COVERED DURING THE PROGRAMME
- What is ICMS: Family Advocate?
- Functionality of ICMS
- Practical use of ICMS: Family Advocate in the workplace

6. PROGRAMME OUTCOMES
- When they have completed this course, participants will be able to:
  - Will have gained an in-depth insight into functionality of ICMS system
  - Will be able to correctly capture cases on system.
  - Will be able to schedule hearings.
  - Will be able to refer matters
  - Will be able to finalize and track cases
  - Will be able to use reporting functionality
  - Discuss the Recognition of Customary Marriages Act, 120 of 1998

7. TARGET AUDIENCE
- Clerks Family Advocate
- RESPONSIBILITY: Should be functioning as a clerk in family advocate

8. LANGUAGE POLICY
English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

9. MODE OF DELIVERY
The programme will consist mainly of facilitation, practical work in the CBT LABS, individual assessments and group discussions.

10. MATERIAL
Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable). Consequently there will be no requirement to purchase any additional prescribed materials.

11. ACADEMIC SUPPORT
Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the lecturer is in the region.

12. ASSESSMENT
Practical assessments during the course

Assessment Tool:
Practical Assessment using the System during the workshop

Assessment Standards:
Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:
Assignments: Participants will be expected to complete at least six assignments on intestate succession and five on issuing appointments.

Follow-up Evaluation:
A participant must lodge a training effectiveness form with Justice College three months after completing the course. Both the participant and his or her supervisor must complete and sign the training effectiveness form. The purpose of the form is to measure the improvement in the participant's work performance since attending the course. A participant will not receive a course certificate unless Justice College has received the training effectiveness form.

13. REGISTRATION
Nominations will be received as per DoJ & CD normal procedures.
Learners must be mindful of the entry requirements of the qualification.

14. TRAINING DETAILS
The course will be limited to 40 delegates
Date: 13-15 November 2019
Venue: TBC

Date: 19-21 February 2020
Venue: TBC

2.1.4 ICMS CHILD JUSTICE - BA04

1. PROGRAMME PURPOSE
After completing this course participants will be able to use the System

2. MINIMUM ENTRY REQUIREMENTS
Basic computer literacy and knowledge of child justice. act. Attendees must be working as ICMS Child Justice Clerks.

3. DURATION OF STUDY
The training programme is presented over 1 day.

4. TOPICS COVERED DURING THE PROGRAMME
- What is ICMS: Child Justice?
5. PROGRAMME OUTCOMES

At the end of this workshop the delegate:

- Will have gained an in-depth insight into functionality of ICMS system
- Will be able to correctly capture cases on system.
- Will be able to refer matters
- Will be able to finalize and track cases
- Will be able to use reporting functionality

When they have completed this course, participants will be able to:

- Use the ICMS System by capturing and registering cases.

6. LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

7. MODE OF DELIVERY

The programme will consist mainly of facilitation, practical work in the CBT LABS, individual assessments and group discussions.

8. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable). Consequently there will be no requirement to purchase any additional prescribed materials.

9. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

10. ASSESSMENT

Practical assessments during the course

Assessment Tool:
Practical assessment using the System

Assessment Standards:
- Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:
NA

Follow-up Evaluation:
- A participant must lodge a training effectiveness form with Justice College three months after completing the course.
- Both the participant and his or her supervisor must complete and sign the training effectiveness form.
- The purpose of the form is to measure the improvement in the participant’s work performance since attending the course.
- A participant will not receive a course certificate unless Justice College has received the training effectiveness form.

11. REGISTRATION

Nominations will be received as per DoJ & CD normal procedures. Learners must be mindful of the entry requirements of the qualification.

12. TRAINING DETAILS

The course will be limited to 20 delegates

Date: 7-11 October
Venue: TBC

Date: 20-24 January 2020
Venue: TBC

Date: 11-14 February 2020
Venue: TBC

2.1.5 QUALIFICATIONS: 49077: NATIONAL CERTIFICATE: INFORMATION TECHNOLOGY: END USER COMPUTING – BA05

1. PROGRAMME PURPOSE

After completing this course participants will be able to use various computer technologies while performing their duties.

2. MINIMUM ENTRY REQUIREMENTS

- Basic computer literacy is required before attendance of training

3. DURATION OF STUDY

The qualification is a 12 months programme is presented according to the following modules:

<table>
<thead>
<tr>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Orientation and Introduction to computers module (US 117925;116931;115391)</td>
</tr>
<tr>
<td>Project Management Fundamentals (US 10140; 10139; 10135) and MS Projects</td>
</tr>
<tr>
<td>Communication (US 110023; 119467,119472; 119465)</td>
</tr>
<tr>
<td>Mathematical Literacy (US 9010; 9012; 9013; 7456; 252435)</td>
</tr>
<tr>
<td>MS Word (Day 1 &amp; 2); MSOutlook (Day 3); MS PowerPoint (Day 4)</td>
</tr>
<tr>
<td>MS Excel (Day 1 &amp; 2); MS Access (Day 3 &amp; 4)</td>
</tr>
</tbody>
</table>

4. TOPICS COVERED DURING THE PROGRAMME

1 No new intake for the financial year 2019/2020 due to completion of the 2018/2019 cohort of learners, officials could either choose the skills programme which will articulate to the full qualification.
See Annexure A

5. PROGRAMME OUTCOMES

At the end of this training session the delegate will be able to:

See Annexure A

6. TARGET AUDIENCE

All Justice officials

7. LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible

8. MODE OF DELIVERY

The programme will consist mainly of facilitation, practical work in the CBT LABS, individual assessments, workplace assessments and group discussions

9. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable). Consequently there will be no requirement to purchase any additional prescribed materials.

10. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

11. ASSESSMENT

Formative and Summative Practical assessments during the course

Assessment Tool:
Class tasks
Completion of individual assessment in the CBT LAB

Assessment Standards:
Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:
Candidate details and assessment process
Evidence - portfolio building
Reports and evaluation

Follow-up Evaluation:
A participant must lodge a training effectiveness form with Justice College three months after completing the course. Both the participant and his or her supervisor must complete and sign the training effectiveness form.

The purpose of the form is to measure the improvement in the participant’s work performance since attending the course. A participant will not receive a course certificate unless Justice College has received the training effectiveness form.

12. REGISTRATION

Nominations will be received as per DoJ & CD normal procedures.

Learners must be mindful of the entry requirements of the qualification.

13. TRAINING DETAILS

The course will be limited to 20 delegates

Disclaimer
This Fact Sheet is accurate at the time of publication.
# Annexure A

## Modules

### Section 1: Introduction to computers

<table>
<thead>
<tr>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>NQF LEVEL</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner</td>
<td>Level 2;3</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>Use a Graphical User Interface (GUI)-based web-browser to search the Internet</td>
<td>Level 2;4</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>Demonstrate an understanding of the principles of the Internet and the world-wide-web</td>
<td>Level 4;3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 10

### Section 2: Word Processing

<table>
<thead>
<tr>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>NQF LEVEL</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Use a Graphical User Interface (GUI)-based word processor to format documents</td>
<td>Level 2;5</td>
<td>5</td>
</tr>
<tr>
<td>Core</td>
<td>Use a GUI-based word processor to create merged documents</td>
<td>Level 3;3</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>Use a GUI-based word processor to enhance a document through the use of tables and</td>
<td>Level 3;5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits:** 14

### Section 3: Email and Presentation

<table>
<thead>
<tr>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>NQF LEVEL</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Enhance, edit and organise electronic messages using a Graphical User Interface (GUI)-based messaging application</td>
<td>Level 2;2</td>
<td>2</td>
</tr>
<tr>
<td>Core</td>
<td>Use electronic mail to send and receive messages</td>
<td>Level 2;2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits:** 14

### Section 4: Spreadsheet

<table>
<thead>
<tr>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>NQF LEVEL</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Use a Graphical User Interface (GUI)-based presentation application to prepare and produce a presentation according to a given brief</td>
<td>Level 2;5</td>
<td>5</td>
</tr>
<tr>
<td>Core</td>
<td>Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance</td>
<td>Level 3;5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits:** 14

### Elective

<table>
<thead>
<tr>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>NQF LEVEL</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 258898</td>
<td>Review and create documents using a Graphical User Interface (GUI)-based word processor</td>
<td>Level 3;7</td>
<td>7</td>
</tr>
<tr>
<td>ID</td>
<td>UNIT STANDARD TITLE</td>
<td>NQF LEVEL</td>
<td>Total Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>116937</td>
<td>Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets</td>
<td>Level 2; 4 Credits</td>
<td></td>
</tr>
<tr>
<td>116940</td>
<td>Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem</td>
<td>Level 3; 6 Credits</td>
<td></td>
</tr>
<tr>
<td>116943</td>
<td>Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet</td>
<td>Level 4; 3 Credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>NQF LEVEL</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>110023</td>
<td>Present information in report format</td>
<td>Level 04</td>
<td></td>
</tr>
<tr>
<td>119465</td>
<td>Write/present/sign texts for a range of communicative contexts</td>
<td>Level 03</td>
<td></td>
</tr>
<tr>
<td>119467</td>
<td>Use language and communication in occupational learning programmes</td>
<td>NQF Level 03</td>
<td></td>
</tr>
<tr>
<td>119472</td>
<td>Accommodate audience and context needs in oral/signed communication</td>
<td>Level 03</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>NQF LEVEL</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9010</td>
<td>Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant</td>
<td>Level 03</td>
<td></td>
</tr>
<tr>
<td>9013</td>
<td>Describe, apply, analyse and calculate shape and motion in 2- and 3- dimensional space in different contexts</td>
<td>NQF Level 03</td>
<td></td>
</tr>
<tr>
<td>9012</td>
<td>Investigate life and work related problems using data and probabilities</td>
<td>NQF Level 03</td>
<td></td>
</tr>
<tr>
<td>7456</td>
<td>Use mathematics to investigate and monitor the financial aspects of personal, business and national issues</td>
<td>NQF Level 03</td>
<td></td>
</tr>
<tr>
<td>252435</td>
<td>Apply basic invoicing and accounting principles</td>
<td>NQF Level 03</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. PROGRAMME PURPOSE

After completing this course participants will be able to use various computer technologies while performing their duties.

2. MINIMUM ENTRY REQUIREMENTS

- Basic computer literacy is required before attendance of training

3. DURATION OF STUDY

The training programme is presented as follows:

<table>
<thead>
<tr>
<th>Module</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Orientation and Introduction to computers module (US 117925;116931;115391)</td>
<td>5 days</td>
</tr>
<tr>
<td>MS Word (Day 1 &amp; 2); MS Outlook (Day 3); MS PowerPoint (Day 4)</td>
<td>4 days</td>
</tr>
<tr>
<td>MS Excel (Day 1 &amp; 2); MS Access (Day 3 &amp; 4)</td>
<td>4 days</td>
</tr>
</tbody>
</table>

4. TOPICS COVERED DURING THE PROGRAMME

- See Annexure A under 2.1.5

5. PROGRAMME OUTCOMES

At the end of this training session the delegate will be able to:

- See Annexure A

6. TARGET AUDIENCE

- All Justice officials

7. LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

8. MODE OF DELIVERY

The programme will consist mainly of facilitation, practical work in the CBT LABS, individual assessments, workplace assessments and group discussions.

9. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable). Consequently there will be no requirement to purchase any additional prescribed materials.

2 Officials may select to study individual Unit Standards as entailed in the Qualification.

10. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced lecturers to provide support to learners. Learners may contact lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the lecturer is in the region.

11. ASSESSMENT

- Formative and Summative Practical assessments during the course

Assessment Tool:

Class tasks

Completion of individual assessment in the CBT LAB

Assessment Standards:

- Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:

- Candidate details and assessment process
- Evidence - portfolio building
- Reports and evaluation

Follow-up Evaluation:

A participant must lodge a training effectiveness form with Justice College three months after completing the course. Both the participant and his or her supervisor must complete and sign the training effectiveness form. The purpose of the form is to measure the improvement in the participant’s work performance since attending the course. A participant will not receive a course certificate unless Justice College has received the training effectiveness form.

12. REGISTRATION

Nominations will be received as per DoJ & CD normal procedures.

Learners must be mindful of the entry requirements of the qualification.

13. TRAINING DETAILS

- The course will be limited to 20 delegates
- Schedule for individual Unit Standards will be drawn dependant on a minimum of 15 delegates
2.1.7 Business Continuity Management Training - BA07

Please Note:
- BCM training will be provided on the proviso that regions carry the costs
- Facilitation will be done by SHERQ and Business Applications Training Directorate

1. TARGET AUDIENCE
All officials inclusive of SMS members

2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that delegates will learn all rules, principles, case law and procedure in granting judgments and execution procedures.

3. MINIMUM ENTRY REQUIREMENTS
Learner must be:
- Must be employed as a clerk or registrar of the magistrate Court
- Must have communication skills at NQF Level 4.

4. DURATION OF TRAINING
3 DAYS

5. COURSE OUTLINE

6. PROGRAMME OUTCOMES
At the end of the workshop, the delegate:
- BCM awareness in terms of Circular 92 of 2013

7. MODE OF DELIVERY
Participatory approach (eg using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

8. MATERIAL
Learning material will be provided during registration of the training.

9. ACADEMIC SUPPORT
Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT
Practical competence will take place through classroom exercises

11. REGISTRATION/APPLICATION
Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

12. TRAINING DETAILS
- The course will be limited to 20 delegates
- Schedule for individual Unit Standards will be drawn dependant on a minimum of 15 delegates
3. PROGRAMMES

DIRECTORATE:
LEGAL & QUASI-JUDICIAL LEARNING
3.1.1 DEFAULT JUDGMENT TRAINING FOR CLERKS, ASSISTANT REGISTRARS AND REGISTRARS OF THE MAGISTRATE COURTS – LCP02

13. TARGET AUDIENCE
Clerks, registrars and court managers of the Magistrate Court

14. PROGRAMME PURPOSE
The purpose of the programme is to ensure that delegates will learn all rules, principles, case law and procedure in granting judgments and execution procedures.

15. MINIMUM ENTRY REQUIREMENTS
Learner must be:
• Must be employed as a clerk or registrar of the magistrate Court
• Must have communication skills at NQF Level 4.

16. DURATION OF TRAINING
5 DAYS

17. TOPICS COVERED DURING THE TRAINING
• Jurisdiction
• Parties in the dispute
• Locus Standi
• Summons
• Service of court process
• Steps in litigation process – Magistrate Court Rules
• Granting of default judgments
• Section 57 & 58 Judgments - Impact of National Credit Act
• Execution of immovable property
• Emolument Attachment Orders & Garnishee orders

18. PROGRAMME OUTCOMES
At the end of the workshop, the delegate:
• Will have learnt all rules, principles, case law and procedure in granting judgments, and execution procedures.
• Will have a basic knowledge of the relevant rules and provisions of the Magistrate court Act 32 of 1944 and the Magistrate court Rules.
• Will have knowledge of the relevance of the National Credit Act in the granting of Default judgments and issuing of Emolument attachment orders.

19. MODE OF DELIVERY
Participatory approach (eg using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc)

20. MATERIAL
Learning material will be provided during registration of the training.

21. ACADEMIC SUPPORT
Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

22. ASSESSMENT
Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

23. REGISTRATION/APPLICATION
Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

24. DATES OF TRAINING
• 20 – 24 MAY 2018 – GAUTENG
• 15 – 19 JULY 2019 – BLOEMFONTEIN
• 19 – 23 AUGUST 2019 – DURBAN
• 11 – 15 NOVEMBER 2019 – CAPE TOWN
• 9 – 13 MARCH 2020 – PORT ELIZABETH

3.1.2 EQUALITY COURT TRAINING FOR ASSISTANT REGISTRARS, REGISTRARS AND CLERKS – LCP04

1. TARGET AUDIENCE
• Clerks, registrars and court managers of the magistrate Court.
• Registrars of the High Court.

2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that Learners are able to apply the provisions of the Equality Act when processing Equality Court complaints.

3. MINIMUM ENTRY REQUIREMENTS
Learner must be:
• Must be employed as a clerk or registrar of the magistrate Court.
• Must be employed as a High Court registrar.
• Must have communication skills at NQF Level 4.

4. DURATION OF TRAINING
5 DAYS

5. TOPICS COVERED DURING THE PROGRAMME
• Jurisdiction
• Parties in the dispute
• Locus Standi
• Service of court process
• Social context
• Social Justice
• Social context
• Social Justice
• Relevance of Human Rights.
• Section 9 of the Constitution of the RSA
• Background, Purpose and Substance of PEPUDA
• Causes of action
• Steps followed in lodging a complaint & role of Equality court clerk
• Section 21 orders
6. PROGRAMME OUTCOMES

The Learner will:
• Be socially contextualized.
• Gained insight into the processing of Equality Court cases.
• Will have knowledge of the various forms and their importance in the Equality Court.
• Be able to assist the community members that approach the Equality Court.
• Be able to assist and facilitate the matters placed by members of the public.

7. MODE OF DELIVERY

Participatory approach (e.g., using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc)

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

11. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

12. DATES OF TRAINING

- 8 – 12 APRIL 2019 – GAUTENG
- 6 – 10 MAY 2019 – CAPA TOWN
- 29 JULY – 2 AUGUST 2019 – PORT ELIZABETH
- 16 – 20 SEPTEMBER 2019 – POLOKAWANE
- 21 – 25 OCTOBER 2019 – NORTH WEST

3.1.3 CONSUMER PROTECTION ACT TRAINING – LCP01

1. TARGET AUDIENCE

• Clerks, registrars and court managers of the magistrate Court.
• Any official that deals with members of the community (Consumers) at government level.

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that delegates will gain insight into all rules, principles, case law and procedures involved in the Consumer Protection Act.

3. MINIMUM ENTRY REQUIREMENTS

Learner must be
• Employed as a clerk or registrar of the magistrate Court
• Possess communication skills at NQF Level 4.

4. DURATION OF TRAINING

3 DAYS

5. TOPICS COVERED DURING THE PROGRAMME

• Background to Consumer Protection Law in South Africa
• Purpose & Application of the Consumer Protection Act 68 of 2008
• The relationship between the CPA & the NCA
• Section 9 of the Constitution of RSA, 1996
• Rights protected under the CPA
• Product Liability
• Enforcement of Consumer Rights

6. PROGRAMME OUTCOMES

At the end of the workshop:
• A learner will understand and be able to apply the principles involved in consumer protection Act
• As a consumer, a learner will know his/her consumer Rights and obligations.

7. MODE OF DELIVERY

Participatory approach (e.g., using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc)

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

11. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

12. DATES OF TRAINING

- 10 – 12 JUNE 2019 – GAUTENG
- 17 – 19 MARCH 2020 - DURBAN
3.1.4 HIGH COURT UNIFORM RULES (C.10.1/2019)

1. TARGET AUDIENCE

This training programme is aimed:

- Registrars and Assistant Registrars of the High Court.
- Registrars holding a law degree.
- Registrars and Assistant Registrars responsible for assisting the public and lawyers in using the Judge President’s Practice Manual.

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that delegates will gain insight into all rules, principles, case law, the procedure in applying the Uniform Rules in the High Court. Furthermore, that the learners distinguish between the Action and Application procedures, and the relevant Sections of the Practice Manual of their Judge President’s.

3. MINIMUM ENTRY REQUIREMENTS

Learners must be competent in:

- Communication at NQF Level 4 (a language at Grade 12);
- Mathematical Literacy at NQF Level 4;
- Computer Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME

- The Uniform Rules and the Judge President’s Practice Manual
- Overview of the High Court Civil procedure
- Stages of a dispute
- pre-litigation process
- Jurisdiction
- locus standi
- cause of action
- Citation of Parties
- Applications
- requirement for an Applications
- Ex parte Applications
- Urgent Applications
- Anton Piller applications
- Exceptions
- Rescissions
- Stages in the Action process
- Post litigation process
- Enforcement of Court orders
- interest
- Costs
- Practical Application

6. PROGRAMME OUTCOMES

At the end of the workshop:

- The delegate will know all rules, principles, case law and procedure in granting Applications or Actions
- Delegates will be introduced to the provisions of the Uniform Rules and the Judge President’s Practice Manual

7. LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

8. MODE OF DELIVERY

Participatory approach (eg using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

9. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently there will be no requirement to purchase any additional prescribed materials.

10. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced Lecturer to provide support to learners. Learners may contact the Lecturer by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

11. ASSESSMENT

Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

12. REGISTRATION

Nominations will be received as per DoJ & CD normal procedures.

Learners must be mindful of the entry requirements of the qualification.

13. DATES FOR TRAINING

30 September 2019 - 4 October 2019
Venue: Pretoria

3.1.5 TAXATION MAGISTRATES COURT: INTERMEDIATE (LCP 9)

1. TARGET AUDIENCE

This training programme is only open to Registrars and Clerks who are fully acquainted with Civil Procedure and who are going to commence with taxing bills of costs immediately after the course.
2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that delegates will have learnt all rules, principles, case law and procedure in granting judgments and execution procedures.

3. MINIMUM ENTRY REQUIREMENTS
Learners must be competent in:
- Communication at NQF Level 4 (a language at Grade 12);
- Mathematical Literacy at NQF Level 4;
- Computer Literacy at NQF Level 4;
- Delegates must know and understand civil procedure in the Magistrate Court;
- Delegates must have observed opposed taxations;
- Delegates must have conducted unopposed taxations.

4. DURATION OF STUDY
The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME
- Overview of the Magistrates Court Act
- The Purpose of Cost Awards
- Nature of Cost Awards
- Different Types of Cost Awards
- Party and Party Costs
- Attorney and Client Costs
- Attorney and Own Client Costs
- Comparative Costs Table
- Specific Cost Orders
- Nature and Process of Taxation
- Stages of Taxation
- Discretion of the Taxing Master
- Attendance of Parties at Taxation
- Form of Bill
- Content of a Bill of Costs
- The Allocutur, Signature, Liquidity of Bill
- Travelling Time
- Wasted Time
- Costs De Bonis Propriis
- Perusals
- Unnecessary Costs
- Correspondent and Instructing Attorneys
- Counsel’s Fees
- Case Law
- Magistrate Court Tariffs
- The Applicable Rules and Sections of the Magistrate Court Act
- Practical examples of Bills of Costs and application during contact time
- Practical training together with senior Taxing Masters

6. PROGRAMME OUTCOMES
At the end of the workshop, the delegate:
- Would have learned all rules, principles, case law, procedure and practical instruction in taxing bills of costs;
- Will have been updated with the latest case law and trends in taxing bills of costs.

7. TARGET AUDIENCE
This training programme is only open to Registrars and Clerks who are fully acquainted with Civil Procedure and who are going to commence with taxing bills of costs immediately after the course.

8. LANGUAGE POLICY
English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

9. MODE OF DELIVERY
Participatory approach (eg using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc)

10. MATERIAL
Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently there will be no requirement to purchase any additional prescribed materials.

Delegates will be provided with a manual on Law of Costs and Taxation, examples of bills of costs and tariffs.

11. ACADEMIC SUPPORT
Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

12. ASSESSMENT
Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

13. REGISTRATION
Nominations will be received as per DoJ & CD normal procedures.

Learners must be mindful of the entry requirements of the qualification.

14. TRAINING DETAILS

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
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<td>9-13 Sept 2019</td>
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<tr>
<td>16-20 Sept 2019</td>
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<td>Eastern Cape</td>
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3.1.6 TAXATION FOR HIGH COURT: INTERMEDIATE (LCP 7)

1. TARGET AUDIENCE

This training programme is aimed:

Registrars and Clerks of the Court who are fully acquainted with civil procedure and who are going to commence with taxing Bills of Costs immediately after the course

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that delegates will gain insight into all rules, principles, case law, procedure and practical instruction in taxing bills of costs

3. MINIMUM ENTRY REQUIREMENTS

Learners must be competent in:

- Communication at NQF Level 4 (a language at Grade 12);
- Mathematical Literacy at NQF Level 4;
- Computer Literacy at NQF Level 4;
- Delegates must know and understand civil procedure in the High Court;
- Delegates must have conducted a number of taxations.

4. DURATION OF STUDY

The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Different Types of Cost Awards
- Party and Party Costs
- Attorney and Client Costs
- Attorney and Own Client Costs
- Comparative Costs Table
- Specific Cost Orders
- Discretion of the Taxing Master
- Attendance of Parties at Taxation
- Content of the Bill
- Allocutur, Signature, Liquidity of Bill
- Travelling Time
- Wasted Time
- Costs De Bonis Propriis
- Perusals
- Unnecessary Costs
- Correspondent and Instructing Attorneys
- Counsel’s Fees
- Case Law
- High Court Tariffs
- The Applicable Rules and Sections of the High Court Act
- Review of Taxation and the Review procedure
- Practical Examples of Bills of Costs and Application During Contact Time
- Each Item of a Bill of Costs is Reviewed in Class Discussion
- Additional: Practical training together with Senior Taxing Masters

6. PROGRAMME OUTCOMES

At the end of the workshop, the delegate:

- Would have learned all rules, principles, case law, procedure and practical instruction in taxing bills of costs
- Will have been updated with the latest case law and trends in taxing bills of costs

7. LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

8. MODE OF DELIVERY

Participatory approach (eg using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc)

9. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently there will be no requirement to purchase any additional prescribed materials.

10. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

11. ASSESSMENT

Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

12. REGISTRATION

Nominations will be received as per DoJ & CD normal procedures.

Learners must be mindful of the entry requirements of the qualification.

13. TRAINING DETAILS

Date: 15-19 July 2019
Venue: Gauteng
Course No: LCP 7.1/2019

3.1.7 THE PREVENTION OF ILLEGAL EVICTION ACT AND THE EXTENSION OF SECURITY OF TENURE ACT (LCP 05)

1. TARGET AUDIENCE

This training programme is aimed:

- Registrars and Assistant Registrars of the High Court.
- Registrars holding a law degree.
- Registrars and Assistant Registrars responsible for assisting the public and lawyers in using the Judge President’s Practice Manual.
2. **PROGRAMME PURPOSE**

The purpose of the programme is to ensure that delegates will gain insight into all rules, principles, case law, the procedure in applying the Uniform Rules in the High Court. Furthermore, that the learners distinguish between the Action and Application procedures, and the relevant Sections of the Practice Manual of their Judge President’s.

3. **MINIMUM ENTRY REQUIREMENTS**

Learners must be competent in:

- Communication at NQF Level 4 (a language at Grade 12);
- Mathematical Literacy at NQF Level 4;
- Computer Literacy at NQF Level 4.

4. **DURATION OF STUDY**

The training programme is presented over 5 days.

5. **TOPICS COVERED DURING THE PROGRAMME**

- The Prevention of Illegal Evictions Act
- The Security of Tenure Act
- The Bill of Rights
- Overview of the High Court Civil procedure
- The achievement of long term security in land
- Balance of convenience
- Recognising of the right of the owner to apply for an eviction
- Fair procedure
- Preventing prejudice
- Judicial oversight
- Requirement for an Applications
- Ex parte Applications/Urgent Applications
- Duty of the landowner
- Role of the Sheriff;
- Enforcement of Court orders
- Practical Application

6. **PROGRAMME OUTCOMES**

At the end of the workshop:

- The delegate will know all rules, principles, case law and procedure in granting Eviction orders
- Delegates will be introduced to the provisions of the Uniform Rules and the Eviction legislation, Eviction orders and will improve or enhance Registrar’s current performance by keeping them updated with the latest developments in law relating to Evictions, the procedure and cost implications
- Delegates will be able to deal with matters relating to the Actions and Applications

7. **LANGUAGE POLICY**

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

8. **MODE OF DELIVERY**

Participatory approach (eg using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc)

9. **MATERIAL**

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently there will be no requirement to purchase any additional prescribed materials.

10. **ACADEMIC SUPPORT**

Justice College has appointed qualified and experienced Lecturer to provide support to learners. Learners may contact the Lecturer by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

11. **ASSESSMENT**

Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

12. **REGISTRATION**

Nominations will be received as per DoJ & CD normal procedures.

Learners must be mindful of the entry requirements of the qualification.

13. **TRAINING DETAILS**

Dates: 22 July 2019 – 26 July 2019
Venue: Pretoria

3.1.8 **TAXATION: MAGISTRATES COURT: BEGINNERS (LCP 8)**

1. **TARGET AUDIENCE**

This training programme is only open to Registrars and Clerks who are fully acquainted with Civil Procedure and who are going to commence with taxing bills of costs immediately after the course.

2. **PROGRAMME PURPOSE**

The purpose of the programme is to ensure that delegates will have learnt all rules, principles, case law and procedure in granting judgments and execution procedures.

3. **MINIMUM ENTRY REQUIREMENTS**

Learners must be competent in:

- Communication at NQF Level 4 (a language at Grade 12);
- Mathematical Literacy at NQF Level 4;
- Computer Literacy at NQF Level 4.

Delegates must know and understand civil procedure in the Magistrate Court and has observed taxations for a minimum of 1 week.

4. **DURATION OF STUDY**

The training programme is presented over 5 days.

5. **TOPICS COVERED DURING THE PROGRAMME**

- Discussion on Purpose of Cost Awards
- Nature of Cost Awards
- Different Types of Cost Awards
- Party and Party Costs
- Attorney and Client Costs
• Attorney and Own Client Costs
• Comparative Costs Table
• Specific Cost Orders
• Nature and Process of Taxation
• Stages of Taxation
• Discretion of the Taxing Master
• Attendance of Parties at Taxation
• Form of Bill
• Content of the Bill
• Allocutur, Signature, Liquidity of Bill
• Travelling Time
• Wasted Time
• Costs De Bonis Propriis
• Perusal
• Unnecessary Costs
• Correspondent and Instructing Attorneys
• Counsel’s Fees
• Case Law
• Magistrate Court Tariffs
• The Applicable Rules and Sections of the Magistrate Court Act
• Practical examples of Bills of Costs and application during contact time

NB: Each item of a Bill of Costs will be reviewed during the class discussions

6. PROGRAMME OUTCOMES

At the end of the workshop, the delegate:

• Would have learned all rules, principles, case law, procedure and practical instruction in taxing bills of costs.
• Will have been updated with the latest case law and trends in taxing bills of costs.

7. LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

8. MODE OF DELIVERY

Participatory approach (eg using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc).

9. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently there will be no requirement to purchase any additional prescribed materials.

Delegates will be provided with a manual on Law of Costs and Taxation, examples of bills of costs and tariffs.

10. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

11. ASSESSMENT

Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

12. REGISTRATION

Nominations will be received as per DoJ & CD normal procedures.

Learners must be mindful of the entry requirements of the qualification.

13. TRAINING DETAILS

Date : 13-17 May 2019
Venue : Cape Town
Course No : LCP 8.1/2019

Date : 20-24 May 2019
Venue : Gauteng
Course No : LCP 8.2/2019

Date : 3-7 June 2019
Venue : Bloemfontein
Course No : LCP 8.3/2019

Date : 10-14 June 2019
Venue : KZN
Course No : LCP 8.4/2019

Date : 12-16 August 2019
Venue : North West
Course No : LCP 8.5/2019

Date : 26-30 August 2019
Venue : Eastern Cape
Course No : LCP 8.6/2019

3.1.9 TAXATION FOR HIGH COURT: BEGINNERS (LCP 6)

1. TARGET AUDIENCE

This training programme is aimed:

• Registrars and Clerks of the Court who are fully acquainted with civil procedure and who are going to commence with taxing Bills of Costs immediately after the course.

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that delegates will gain insight into all rules, principles, case law, procedure and practical instruction in taxing bills of costs.

3. MINIMUM ENTRY REQUIREMENTS

Learners must be competent in:

• Communication at NQF Level 4 (a language at Grade 12);
• Mathematical Literacy at NQF Level 4;
• Computer Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME

• Discussion on Purpose of Cost Awards
• Nature of Cost Awards
• Different Types of Cost Awards
• Party and Party Costs
• Attorney and Client Costs
• Attorney and Own Client Costs
3.1.10 DEFAULT JUDGEMENT AND NATIONAL CREDIT ACT HIGH COURT (LCP 3)

1. TARGET AUDIENCE

This training programme is aimed:
- Registrars and Assistant Registrars of the High Court.
- Registrars holding a law degree.
- Registrars and Assistant Registrars responsible for granting default judgments.

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that delegates will gain insight into all rules, principles, case law, procedure in granting default judgments.

3. MINIMUM ENTRY REQUIREMENTS

Learners must be competent in:
- Communication at NQF Level 4 (a language at Grade 12);
- Mathematical Literacy at NQF Level 4;
- Computer Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Overview of the High Court Civil procedure
- Jurisdiction
- Parties
- Summons
- Service of Process
- Action and Application process
- Default Judgment Procedure
- National Credit Act
- Short, Medium and Long term agreements
- NCR certificates
- interest
- Costs
- Practical Application

6. PROGRAMME OUTCOMES

At the end of the workshop:
- The delegate will learn all rules, principles, case law and procedure in granting default judgments
- Delegates will be introduced to the provisions of the National Credit Act as well as the Regulations
- Course will improve or enhance Registrar's current performance by keeping them updated with the latest developments in law relating to granting default judgments, the procedure and cost implications
- Delegates will be able to deal with matters relating to the National Credit Act and Regulations and to apply its provisions to pre-existing agreements entered into in
terms of the repealed Credit Agreements Act and Usury Act

7. LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

8. MODE OF DELIVERY

Participatory approach (eg using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc)

9. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently there will be no requirement to purchase any additional prescribed materials.

10. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced Lecturer to provide support to learners. Learners may contact the Lecturer by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

11. ASSESSMENT

Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

12. REGISTRATION

Nominations will be received as per DoJ & CD normal procedures.

Learners must be mindful of the entry requirements of the qualification.

13. TRAINING DETAILS

Date : 03-07-2019 to 07-07-2019
Venue : Pretoria
Course No : LCP 02.1/2017

3.1.11 LABOUR LAW: INTRODUCTORY COURSE (LCP09)

1. TARGET AUDIENCE

This training programme is aimed:
- Designated Labour Relation Officers
- Heads of Office
- Supervisors
- Line supervisor
- Heads of Sections
- Managers

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that delegates will know how to apply the provisions of the Labour Relations Act, the Basic Conditions of Employment Act, the Codes of Good Conduct and Labour Act Regulations

3. MINIMUM ENTRY REQUIREMENTS

Learners must be competent in:
- Communication at NQF Level 4 (a language at Grade 12);
- Mathematical Literacy at NQF Level 4;
- Computer Literacy at NQF Level 4;
- Knowledge of ICMS

4. DURATION OF STUDY

The training programme is presented over 3 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Overview of the employment Agreement
- Overview of the Labour Relations Act and Regulations
- Unfair Labour Practices & dismissals
- Overview of the Basic Conditions Of Employment Act
- Employment Equity Act
- Basics of Arbitration
- Departmental labour policy
- Forms of hearings
- Organisational rights issues
- Rights issues
- Departmental Jurisdiction (jurisdictional determination and hearing)
- Issues not falling under the department’s jurisdiction and practical exercise
- Introduction to the DRI
- Waming requirements
- Discipline
- Forms of disputes
- Interim rulings

6. PROGRAMME OUTCOMES

At the end of the workshop, the delegate:
- Will know how to apply the provisions of the Labour Relations Act in adjudicating labour matters
- Will have gained insight into the three main forms of disputes and the consequences thereof
- Will be able to assist the fellow employee at hearings

7. LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

8. MODE OF DELIVERY

Participatory approach (eg using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc)

9. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently there will be no requirement to purchase any additional prescribed materials.

10. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or

11. TRAINING DETAILS

To be announced
3.1.12 LEGISLATIVE DRAFTING: INTRODUCTORY PROGRAMME, LCP11

1. TARGET AUDIENCE
Government legal officers engaged in legislative drafting at national or provincial level.
Municipal officers engaged in drafting.
Government officers involved in the development of legislation.

2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that delegates understand the basic principles of legislative drafting, development of legislation, importance of the Constitution, Constitutional Acts and Interpretation Act, the structure of and Act and certain specific provisions.

3. MINIMUM ENTRY REQUIREMENTS

DURATION OF STUDY
The training programme is presented over 5 days.

4. TOPICS COVERED DURING THE PROGRAMME
The Constitution and its relevance in legislative drafting. The importance of knowing the Constitution and drafting legislation that is constitutional.
The legislative process from the inception of legislation, policy formulation and the stages that legislation goes through in the system. This covers the Cabinet approval, certification and procedure through Parliament.
Structure of Bills and how the elements like Long Title, Preamble, purpose clause etc. are formulated and their relevance in the Bill. We also consider other provisions like definitions, powers and duties, entry search and seizure, presumptions, penal provisions, transitional and savings provisions.
Specific legislation like amendments, subordinate legislation, validating legislation and legislation incorporating international agreements, establishing statutory corporations and that providing for government finance.
Matters of drafting style and language.

5. PROGRAMME OUTCOMES
The learner will be able to:
Understand the basic principles of legislative drafting, development of legislation, importance of the Constitution, Constitutional Acts and Interpretation Act, the structure of and Act and certain specific provisions.

6. MODE OF DELIVERY
Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc).

7. MATERIAL
Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

8. ACADEMIC SUPPORT
Justice College Lecturers will provide learner guidance and support wherever possible. Learners may contact lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

9. ASSESSMENT
Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

10. REGISTRATION/APPLICATION
Interested candidates must please complete the attached course application form and fax it to Justice College.

11. FEES
Justice College provides the venue, material and facilitator free of charge to any person employed at any of the three levels of government. All other expenses (for example travel, accommodation, food, beverages, S&T allowance) are for the account of the candidate and his or her Department. Candidates must make their own travel and accommodation arrangements. Please note that due to cost cutting measures currently implemented at the Department of Justice, food and beverages will not be served as part of the conference. Participants must please make their own arrangements in this regard. We apologise for the inconvenience this may cause, but want to assure you the measure is due to necessity, not choice.

12. TRAINING DETAILS
The course will be limited to 35 delegates
Ad-hoc
3.2.1 DOMESTIC VIOLENCE FOR FAMILY LAW CLERKS PROGRAMME. LFA01

1. TARGET AUDIENCE
   - Clerks of the Domestic Violence Court.
   - Members of the SAPS.
   - Station Commanders (SAPS)

2. PROGRAMME PURPOSE
   The purpose of the programme is to ensure that Learners will have a practical understanding of the Domestic Violence Act, Regulations, National Instructions and prescribed forms.

3. MINIMUM ENTRY REQUIREMENTS
   - Communication at NQF Level 4.
   - Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY
   The training programme is presented over 3 days.

5. TOPICS COVERED DURING THE PROGRAMME
   - What is domestic violence?
   - Types of domestic violence
   - Domestic relationships
   - Overview of the Domestic Violence Act.
   - Overview of the Regulations
   - Overview of the National Instructions
   - Role of SAPS
   - Role of clerk of court
   - Role of magistrates
   - Applications for Interim Protection Orders
   - Applications for a Notice to Show Cause
   - Remedies available to the Applicant in a Protection Order.
   - Options available in the event of a breach of a protection order.
   - Dealing with trauma victims.
   - Compassion fatigue.

6. PROGRAMME OUTCOMES
   The Learner:
   - Will have a practical understanding of the Domestic Violence Act, regulations and prescribed forms.
   - Will have a deeper understanding of the various remedies available to applicants.
   - Will have a better understanding of the sensitivity required when dealing with traumatized members of the public.
   - Will have an understanding of the dynamics of domestic violence and how it impacts on society.
   - Will have an understanding of how to deal with effects of trauma on people.
   - Will be in better situation to practically apply the Domestic Violence Act, the regulations and to use the prescribed forms.
   - Will be able to provide members of the public with all the necessary information.
   - Will be able to interact with members of the public with more sensitivity.
   - Will have a greater understanding of the importance of their role in protecting victims of domestic violence.
   - Will have a better understanding of the need to take care of their own emotional needs.

7. MODE OF DELIVERY
   Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.).

8. MATERIAL
   Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT
   Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. REGISTRATION/APPLICATION
    Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

11. TRAINING DETAILS
    Date: 10 - 12 April 2019
    Venue: Limpopo
    Course No: LFA 01.1/2019
    Date: 8 – 10 May 2019
    Venue: Free State
    Course No: LFA 01.2/2019
    Date: 26 – 28 June 2019
    Venue: KZN
    Course No: LFA 01.3/2019
    Date: 3 – 5 July 2019
    Venue: Western Cape
    Course No: LFA 01.4/2019
    Date: 14 – 15 August 2019
    Venue: North West
    Course No: LFA 01.5/2019
    Date: 11 – 13 September 2019
    Venue: Mpumalanga
    Course No: LFA 01.6/2019
    Date: 23 25 October 2019
    Venue: Eastern Cape
    Course No: LFA 01.7/2019

3.2.2 PROTECTION FROM HARASSMENT ACT PROGRAMME. LFA08

1. TARGET AUDIENCE
   - Court Clerks.
   - Magistrates.
   - Members of the SAPS.
   - Station Commanders (SAPS).
2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Learners will have a practical understanding of the Harassment act and Regulations together with the distinction between the Protection from Harassment Act and the Domestic Violence Act.

3. MINIMUM ENTRY REQUIREMENTS

Communication at NQF Level 4.
Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 2 days.

5. TOPICS COVERED DURING THE PROGRAMME

• Definition of harassment.
• Differences between the PHA and Domestic Violence Act.
• Act and Regulations discussed.
• Types of harassment.
• Who qualifies as a complainant?
• Procedure in obtaining a protection order.
• Procedure when the respondent is unknown.
• Procedure when harassment occurs via anonymous electronic communication.
• Service.
• Variation/amendment of the order.
• Role of the magistrate.
• Role of the Clerk of the Court.
• Role of SAPS and the Station Commander.
• Breach of the protection order.
• Duty of SAPS when there is a breach.
• Directives to Clerks.
• SAPS National Instructions.

6. PROGRAMME OUTCOMES

The Learner will have a:

• Practical understanding of the Harassment Act and Regulations together with the distinction between the PHA and the Domestic Violence Act.
• Better understanding of what constitutes harassment and how a protection order is applied for.
• Working knowledge of the role of the clerk of court and SAPS.
• Working knowledge of what constitutes a breach of the protection order and what the role of SAPS is when there is a breach.

7. MODE OF DELIVERY

Participatory approach e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone after any L&D intervention. Face-to-face appointments may also be arranged where practicable.

10. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this qualification.

11. TRAINING DETAILS

Date: 16 – 17 May 2019
Venue: Limpopo
Course No: LFA 08.1/2019

Date: 13 14 June 2019
Venue: Mpumalanga
Course No: LFA 08.2/2019

Date: 11 – 12 July 2019
Venue: KZN
Course No: LFA 08.3/2019

Date: 1 – 2 August 2019
Venue: Eastern Cape
Course No: LFA 08.4/2019

Date: 19 – 20 September 2019
Venue: Free State
Course No: LFA 08.5/2019

Date: 03 – 04 October 2019
Venue: Western Cape
Course No: LFA 08.6/2019

Date: 07 – 08 November 2019
Venue:
Course No: LFA 08.7/2019

3.2.3 SEXUAL OFFENCES AND CHILD JUSTICE ACT FOR CLERKS PROGRAMME - LFA09

1. TARGET AUDIENCE

Court clerks dealing with matters where the Sexual Offences Act or Child Justice Act will be applicable.
Responsibility: Should be functioning as a Clerk of the Criminal Court, Sexual Offences Court or Child Justice Court.
SAPS Officials dealing with children
Probation Officers
Legal Aid Attorneys

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Learners will have gained an in-depth insight into relevant legislation, its practical applicability and sensitivity to the socio-economic climate experienced by the applicants.

3. MINIMUM ENTRY REQUIREMENTS

Communication at NQF Level 4.
Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 2 days.

5. TOPICS COVERED DURING THE PROGRAMME

• Sexual Offences Act.
• Overview of the Sexual Offences Act.
Definitions explained
Sexual offences against children
Sexual offences against the mentally disabled
Services for victims of HIV
Compulsory testing for HIV
Court procedures
National Register for sex offenders
Child Justice Act.
Rationale for a CJ A
Children under 10
Over 10 and under 14
Criminal capacity
Over 10 and under 18
Duty of SAPS
Duty of probation officers
Duty of the clerk of court
Assessment by PO
Preliminary Inquiry
Diversions
Trial
Discussion of other applicable legislation and case law.

6. PROGRAMME OUTCOMES
The Learner:
- Will have gained an in-depth insight into the relevant legislation, its practical applicability and a sensitivity to the socio-economic climate experienced by the applicants.
- Will have a better understanding of their role in dealing with members of the public.

7. MODE OF DELIVERY
Participatory approach (e.g., using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

8. MATERIAL
Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT
Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. REGISTRATION/APPLICATION
Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

11. TRAINING DETAILS
Date: 30 - 31 May 2019
Venue: tba
Course No: LFA 09.1/2019

Date: 25 -26 July 2019
Venue: Limpopo
Course No: LFA 09.2/2019
Date: 29 – 30 August 2019
Venue: Mpumalanga
Course No: LFA 09.3/2019
Date: 5 - 6 September 2019
Venue: KZN
Course No: LFA 09.4/2019

3.2.4 INTERMEDIARY INDUCTION
PROGRAMME - LFA02

1. TARGET AUDIENCE
Intermediaries
Social Workers
Psychologists
Child Care Workers
Teachers

2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that delegates gain a basic knowledge and understanding in dealing with vulnerable witnesses, their developmental phases, court procedure and assistance while testifying in court.

3. MINIMUM ENTRY REQUIREMENTS
Learners must be competent in:
All learners must qualify to act as an Intermediary according to the CPA, Section 170A.

4. DURATION OF STUDY
The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME
- Introduction to the legal system
- Court terminology and etiquette
- Role and function of the intermediary
- Social context training
- An introduction to child development
- Communicating with children in court.
- Effects of testifying on a child witness
- Use of anatomically detailed dolls
- Competency examination of the child witness
- Registers, reports and statistics.

6. PROGRAMME OUTCOMES
At the end of the workshop the delegate:
- Will have gained basic knowledge and experience in dealing with the vulnerable witnesses, their developmental phases, court procedure and assisting the child whilst testifying in court.
- Will demonstrate knowledge and understanding of the theory and practice of being an Intermediary and within this framework demonstrate applied and integrated knowledge and skills of the duties of an Intermediary.

7. LANGUAGE POLICY
English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

8. MODE OF DELIVERY
Participatory approach (e.g., using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.).

9. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently, there will be no requirement to purchase any additional prescribed materials.

10. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

11. ASSESSMENT

Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

3.2.5 BASIC INTERMEDIARY PROGRAMME - LFA03

1. TARGET AUDIENCE

This training programme is aimed at:
- Intermediaries
- Social Workers
- Psychologists
- Child Care Workers
- Teachers

2. PURPOSE

The purpose of the programme is to ensure that delegates gain an advanced knowledge and experience in dealing with vulnerable witnesses, their developmental, language and cognitive development and assisting the vulnerable witness while testifying in court.

3. MINIMUM ENTRY REQUIREMENTS

Learners must be competent in:
- Must have necessary qualifications and qualify to act as an Intermediary.
- Must have completed the Induction training of Justice College.
- Assignment on cognitive and language development.

4. DURATION OF STUDY

The training programme is presented over 3 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Advanced Court Child Development
- Advanced Language and Cognitive child development
- Concept of Cross-examination
- Analysis of practical examples questions asked in court

6. PROGRAMME OUTCOMES

At the end of the workshop, the delegate will have:
- Will have gained in-depth knowledge and experience in dealing with vulnerable witnesses, their developmental phases, cognitive and language development and assisting the witness in court.
- Will demonstrate knowledge and understanding of the theory and practice of being an intermediary and within this framework, demonstrate applied and integrated knowledge and skills to act as an intermediary for the vulnerable witness.

7. LANGUAGE POLICY

English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

8. MODE OF DELIVERY

Participatory approach (e.g., using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.).

9. MATERIAL

Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently, there will be no requirement to purchase any additional prescribed materials.

10. ACADEMIC SUPPORT

Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

11. ASSESSMENT

Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

12. REGISTRATION

Nominations will be received as per DoJ & CD normal procedures. Learners must be mindful of the entry requirements of the qualification.

13. TRAINING DETAILS

Dates: To be announced
Venue: To be announced

3.2.6 ADVANCED INTERMEDIARY PROGRAMME - LFA03

1. TARGET AUDIENCE

- Intermediaries
- Social Workers
- Psychologists
- Child Care Workers
- Teachers

2. PURPOSE

The purpose of the programme is to ensure that delegates gain an advanced knowledge and experience in dealing with vulnerable witnesses, their developmental, language...
and cognitive development and assisting the vulnerable witness while testifying in court.

3. MINIMUM ENTRY REQUIREMENTS
Learners must be competent in:
- Must have necessary qualifications and qualify to act as an Intermediary.
- Must have completed the Induction training of Justice College.
- Assignment on cognitive and language development

DURATION OF STUDY
The training programme is presented over 3 days.

4. TOPICS COVERED DURING THE PROGRAMME
- Advanced Court Child Development
- Advanced Language and Cognitive child development
- Concept of Cross-examination
- Analysis of practical examples and questions asked in court

5. PROGRAMME OUTCOMES
At the end of the workshop the delegate will:
- Have gained in-depth knowledge and experience in dealing with vulnerable witnesses, their developmental phases, cognitive and language development and assisting the witness in court.
- Demonstrate knowledge and understanding of the theory and practice of being an intermediary and within this framework demonstrate applied and integrated knowledge and skills to act as intermediary for the vulnerable witness.

6. LANGUAGE POLICY
English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible.

7. MODE OF DELIVERY
Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

8. MATERIAL
Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each Skills Programme. Consequently there will be no requirement to purchase any additional prescribed materials.

9. ACADEMIC SUPPORT
Justice College has appointed qualified and experienced Lecturers to provide support to learners. Learners may contact Lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the Lecturer is in the region.

10. ASSESSMENT
Assessments of theoretical and practical competence will take place through formative assessments (during the course of training).

13. REGISTRATION
Nominations will be received as per DoJ & CD normal procedures.
Learners must be mindful of the entry requirements of the qualification.

14. TRAINING DETAILS
Dates: To be announced
Venue: To be announced

3.2.7 SEMINAR FOR MAINTENANCE INVESTIGATORS: BEGINNERS PROGRAMME - LFA04

1. TARGET AUDIENCE
- Maintenance Investigators (Beginners).
- Maintenance Investigators appointed to carry out investigations on maintenance defaulters and performing other functions as contemplated in the Maintenance Act.

2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that Learners gain an in-depth insight into the Maintenance Act.

3. MINIMUM ENTRY REQUIREMENTS
- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY
The training programme is presented over 3 days.

5. TOPICS COVERED DURING THE PROGRAMME
- Maintenance Act.
- Social Context.
- Investigation of Maintenance Complaints.
- Receiving and evaluating evidence.
- Jurisdiction.
- Regulations and Forms.
- Mediation.
- Listening and Communication Skills.

6. PROGRAMME OUTCOMES
The Learner:
- Will have gained an in-depth insight into the relevant legislation, its practical applicability and sensitivity to the socio-economic climate experienced by the applicants.
- Will have a better understanding of the environment of maintenance investigations and the sensitivities around the issue of maintenance.
- Will be able to deal with both the complainant and the defendant with sensitivity and to carefully and
thoroughly document the evidence obtained during the investigation and to draft proper reports.

7. MODE OF DELIVERY

Justice College has appointed qualified and experienced Lecturers to provide support to Learners. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may also be arranged when a Lecturer is in your region.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

13. TRAINING DETAILS

The course will be limited to 35 delegates

Date:
Venue: EC, KZN, FS, NC & WC
(Venue to be confirmed)
Course No: LFA.04.1/2019

Date: 17 - 19 July
Venue: tba
Course No: LFA.04.1/2019

3.2.8 ADVANCED SEMINAR FOR MAINTENANCE INVESTIGATORS. LFA05

1. TARGET AUDIENCE

- Maintenance Investigators (Advanced).
- Maintenance Investigators appointed to carry out investigations on maintenance defaulters and performing other functions as contemplated in the Maintenance Act.

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Learners gain an in-depth insight into the Maintenance Act.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 3 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Maintenance Act.
- Social Context.
- Investigation of Maintenance Complaints.
- Receiving and evaluating evidence.
- Jurisdiction.
- Regulations and Forms.
- Mediation.
- Listening and Communication Skills.

6. PROGRAMME OUTCOMES

The Learner would have:

- Gained an in-depth insight into the relevant legislation, its practical applicability and sensitivity to the socio-economic climate experienced by the applicants.
- Understand the environment of maintenance investigations and the sensitivities around the issue of maintenance.
- Equipped to deal with both the complainant and the defendant with sensitivity and to carefully and thoroughly document the evidence obtained during the investigation and to draft proper reports.

7. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.)

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.
A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

13. TRAINING DETAILS

The course will be limited to 35 delegates
Date: 3 – 5 December 2019
Venue: To be confirmed
Course No: LFA.05.1/2019

3.2.9 FAMILY LAW SEMINAR FOR MAINTENANCE OFFICERS AND MAINTENANCE CLERKS PROGRAMME - LFA06

1. TARGET AUDIENCE
   • Maintenance Officers (Beginner & Intermediate).
   • Responsibility: Should be functioning as a Maintenance Officer in the Maintenance Section.

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Learners gain an in-depth insight in the Maintenance Act 99 of 1998.

3. MINIMUM ENTRY REQUIREMENTS
   • Communication at NQF Level 4.
   • Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 3 days.

5. TOPICS COVERED DURING THE PROGRAMME
   • Maintenance Regulations.
   • Prescribed Forms.
   • Discussion of other applicable legislation and case law.
   • Formal and informal enquiries (Conflict).

6. PROGRAMME OUTCOMES

The Learner will:
   • Gain an in-depth insight into the relevant legislation, its practical applicability and sensitivity to the social-economic climate experienced by the applicants.
   • Dealing with members of the public, completing prescribed forms, preparing documents for appearing in court.

7. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

   • Pre-Assessment on the first day of the programme.
   • Written assessment at the end of the programme.
   • Impact assessment within three months of the final day of the programme.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his/her supervisor must complete and sign the post impact evaluation and submit same to Justice College. A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

13. TRAINING DETAILS

The course will be limited to 35 delegates
Date: 21 – 23 May 2019
Venue: Free State
Course No: LFA.06.1/2019

Date: 25 – 27 June 2019
Venue: Eastern Cape
Course No: LFA.06.2/2019

Date: 02 – 04 July 2019
Venue: Western Cape
Course No: LFA.06.3/2019

Date: 13 – 15 August 2019
Venue: Limpopo
Course No: LFA.06.4/2019

Date: 20 – 22 August 2019
Venue: Mpumalanga
Course No: LFA.06.5/2019

Date: 04 – 06 September 2019
Venue: Kwa Zulu Natal
Course No: LFA.06.6/2019

Date: 11 – 13 September 2019
Venue: Gauteng
Course No: LFA.06.7/2019

Date: 01 – 03 October 2019
Venue: Northern Cape
Course No: LFA.06.8/2019

Date: 28 – 30 January 2020
Venue: North West
Course No: LFA.06.9/2019
3.2.10 MEDIATION TRAINING PROGRAMME
LFA07

1. TARGET AUDIENCE
Family advocates,
• Family law assistants,
• Family counsellors,
• Legal aid board attorneys,
• Traditional leaders,
• State attorneys,
• Family law clerks

2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that Learners will have a practical understanding of conflict, mediation and mediation in the new Children’s Act 38 of 2005 and family disputes.

3. MINIMUM ENTRY REQUIREMENTS
• Communication at NQF Level 4.
• Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY
The training programme is presented over 2 days.

5. TOPICS COVERED DURING THE PROGRAMME
• Definition of conflict.
• Sources of conflict.
• Advantages of ADR over litigation.
• Conflict moderators and aggravators.
• Parties to conflict.
• Consensus seeking processes and skills.
• Conflict Resolution.
• Mediator ethics and standards.
• Mediation Procedure.
• Divorce Mediation.
• Mediation in domestic violence.
• Mediation and the New Children’s Act: Chapter 3 and Chapter 4.
• Communication, negotiation and listening skills.

6. PROGRAMME OUTCOMES
The Learner will be able to:
• Practical understanding of conflict, Mediation and Mediation in the New Children’s Act 38 of 2005 and Family Disputes.
• Will be in a better position to understand conflict, have consensus seeking processes and skills.
• Working knowledge on how to mediate a dispute and assist parties to reach a parental rights and responsibilities agreement and create parenting plans.
• Better understanding of social context and diversity management.

7. MODE OF DELIVERY
Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

8. MATERIAL
Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT
Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT
• Pre-Assessment on the first day of the programme.
• Written assessment at the end of the programme.
• Impact assessment within three months of the final day of the programme.

11. POST L&D IMPACT ASSESSMENT/EVALUATION
Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his/ her supervisor must complete and sign the post impact evaluation and submit same to Justice College. A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION
Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

13. TRAINING DETAILS
To be confirmed
3.3.1 CRIMINAL LAW: BASIC PRINCIPLES OF CRIMINAL LAW P01

1. TARGET AUDIENCE

All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process.

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors have a proper understanding of the basic principles of criminal law.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

4. DURATION OF STUDY

The training programme is presented over 3 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Principle of legality
- Definitional elements
- Distinction between formally/materially defined crimes
- Causation
  o Exclusion of voluntariness of an act
  o Distinction between sane and insane automatism
  o Omissions
  o Examples of a duty to act
  o Circumstances and consequences
  o Justification
  o Defence of Impossibility
- Unlawfulness
  o Private defence
  o Distinction between culpability and unlawfulness
  o Ignorance of the law
  o Fault in statutory crimes
  o Defence of necessity
  o Difference between defence and necessity
  o Killing out of necessity
- Culpability
  o Contemporaneity
  o Criminal capacity
  o Mental illness
  o Diminished responsibility
  o Provocation
  o Provocation and negligence
- Intention
  o Knowledge as element of intention
  o Intention regarding unlawfulness
  o Mistake
  o Aberratio ictus
- Negligence
  o Negligence and subjective factors

6. PROGRAMME OUTCOMES

The Learner will:

- Know and be able to apply the basic principles of South African criminal law

3.3.2 CRIMINAL LAW: CHILD PORNOGRAPHY AND RELATED OFFENCES - P02

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process.
- Prosecutors in the NPA who predominantly prosecute such offences and/or are currently prosecuting such matters relating to child pornography must be prioritized.

2. REQUIREMENT FOR ATTENDANCE

All other non-priority target group training delegates, must upon return to the workplace be granted an opportunity to prosecute such an offence. Therefore, ample opportunity should exist for the training delegate to foster skills attained.

3. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors have an understanding of offences relating to child pornography.

4. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

5. DURATION OF STUDY

The training programme is presented over 3 days.

6. TOPICS COVERED DURING THE PROGRAMME

- The Films and Publications Act 65 of 1996 (pending new legislation)
- Sexual Offences against Children in terms of Sexual Offences and Related matters Amendment Act, 32 of 2007
  o General Provisions
  o Section 15 Acts of consensual sexual penetration with certain children
  o Section 16 Acts of consensual sexual violation with certain children
  o Section 17 Sexual exploitation of children
  o Section 18 Sexual grooming of children
  o Section 19 Exposure or display or causing exposure or display of child pornography or pornography to children
  o Section 20 Using children for benefiting from child pornography
  o Section 21 Compelling or causing children to witness sexual offences, sexual acts or self-masturbation
  o Section 22 Exposure or display or causing exposure or display of genital organs, anus or female breasts to children
- Investigation methods
Cybercrimes and technology
Search and Seizure
Chain of custody
The child witness
Prevention and Combating of Trafficking in Persons Act 7 of 2013
Intermediaries

7. PROGRAMME OUTCOMES

The Learner will be able to:

Know, understand and prove the following offences:
- Section 24A, 24B, 24C and 27A of the Films and Publication Act (pending new legislation)
- Section 15 Acts of consensual sexual penetration with certain children
- Section 16 Acts of consensual sexual violation with certain children
- Section 17 Sexual exploitation of children
- Section 18 Sexual grooming of children
- Section 19 Exposure or display or causing exposure or display of child pornography or pornography to children
- Section 20 Using children for benefiting from child pornography
- Section 21 Compelling or causing children to witness sexual offences, sexual acts or self-masturbation
- Section 22 Exposure or display or causing exposure or display of genital organs, anus or female breasts to children

Understand the investigation methods and new technology used in child pornography
Understand the impact of the Constitution on admissibility of evidence:
- Identify and deal with the Chain of Evidence during a trial
- Present the evidence of children in court
- Know and apply the provisions of the Prevention and Combating of Trafficking in Persons Act, 7 of 2013
- Apply for an intermediary and follow the correct procedure in the use of an intermediary

3.3.3 CRIMINAL LAW: CORRUPTION AND FRAUD OFFENCES - P03

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process
- Prosecutors in the NPA who predominantly prosecute such offences and/or are currently prosecuting such matters relating to Corruption and Fraud must be prioritized

2. REQUIREMENT FOR ATTENDANCE

All other non-priority target group training delegates must return to the workplace and be granted an opportunity to prosecute such an offence. Therefore, ample opportunity should exist for the training delegate to foster skills attained

3. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors know and are able to prove the elements of crimes applicable to corruption and fraud

4. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

5. DURATION OF STUDY

The training programme is presented over 5 days

6. TOPICS COVERED DURING THE PROGRAMME

- Documentary Evidence
- Search and Seizure
- Compilation of charge sheets
- Fraud
  - Elements of the crime
  - Theft as an alternative count
  - Cyber fraud
- Corruption
  - The Prevention and Combating of Corruption Activities Act 12 of 2004
  - Elements of the crime
  - Prosecution of corporations and members of associations

7. PROGRAMME OUTCOMES

The Learner will be able to:

Know and be able to prove the elements of the following crimes:
- Fraud and cyber fraud
- Various types of corruption in terms of the Prevention and Combating of Corruption Activities Act 12 of 2004
- Theft

And be able to:
- Identify and hand in documentary evidence
- Know how, by whom and in terms of which statute evidential material may be searched for and seized
- Compile charge sheets in regard to the abovementioned offences
- Be able to prosecute legal entities

3.3.4 CRIMINAL LAW: CRIMINAL CAPACITY - PSYCHIATRY / PSYCHOLOGY AND THE LAW - P04

1. TARGET AUDIENCE

All Prosecutors in the NPA

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors have an understanding of psychology and psychiatry in general

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

4. DURATION OF STUDY

The training programme is presented over 5 days
4. **TOPICS COVERED DURING THE PROGRAMME**

- Psychology (General)
- Psychiatrists / Psychologists and the Law
- Definitions
- Classifications
- No psychiatric diagnosis
- Psychiatric diagnosis
- Case study
- Mood disorders
- Psychiatric diagnosis: Mood disorder
- Amnesia, cognitive disorder, malingering
- Psychiatric diagnosis: None
- Case study
- Substance abuse / dependency
- No Psychiatric diagnosis: substance abuse
- Personality disorders, psychometric personality tests
- No Psychiatric diagnosis: Personality disorder
- Mental retardation / Psychometric Intellectual Functioning Tests
- No Psychiatric diagnosis: Mental retardation
- Case study
- Non-pathological criminal incapacity
- No Psychiatric diagnosis
- Case study
- Child and adolescent psychiatric disorders
- Visit to a maximum security / State patient rehabilitation ward / child and adolescent unit / administration office

5. **PROGRAMME OUTCOMES**

The Learner will be able to understand and apply principles of:

- Psychology in general
- The role of the Psychiatrists / Psychologists
- Mood disorders
- Amnesia, cognitive disorder, malingering
- Substance abuse / dependency
- Personality disorders, psychometric personality tests
- Mental retardation / Psychometric Intellectual Functioning Tests
- Non-pathological criminal incapacity
- Child and adolescent psychiatric disorders

3.3.5 **CRIMINAL LAW: CYBERCRIMES - P05**

1. **TARGET AUDIENCE**

- All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process
- Prosecutors in the NPA who predominantly prosecute such offences and/or are currently prosecuting such matters relating to Cyber Crimes must be prioritized

2. **REQUIREMENT FOR ATTENDANCE**

All other non-priority target group training delegates, must upon return to the workplace be granted an opportunity to prosecute such an offence. Therefore, ample opportunity should exist for the training delegate to foster skills attained

3. **PROGRAMME PURPOSE**

The purpose of the programme is to ensure that Prosecutors have an understanding of cybercrimes and applicable legislation

4. **MINIMUM ENTRY REQUIREMENTS**

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4;
- Computer Literacy at NQF Level 4

5. **DURATION OF STUDY**

The training programme is presented over 4 days

6. **TOPICS COVERED DURING THE PROGRAMME**

- Digital forensic investigations and gathering of evidence
- The Electronic Communications and Transactions Act 25 of 2002 (repeal of certain provisions)
- The Cybercrime Bill (awaiting promulgation)
- Important Definitions
- Cybercrime offences
- Unlawful access
- Unlawful interception of data
- Unlawful acts in respect of hardware or software tools
- Unlawful interference with data
- Unlawful interference with computer device, computer network, database, critical database, electronic communications network or National Critical Information Infrastructure
- Unlawful acquisition, possession, provision, receipt or use of passwords, access codes or similar data or devices
- Computer related fraud
- Computer related forgery and uttering
- Computer related extortion
- Child pornography
- Admissibility of Evidence: Data
- Jurisdiction
- Sentences
- Investigative techniques
- Search and seizure
- The Regulation of Interception of Communications and Provision of Communication-Related Information Act 70 of 2002
- Cellular phone evidence
- Indictments and charge sheets related to cyber-crime

7. **PROGRAMME OUTCOMES**

The Learner will be able to:

- Have a very basic understanding of information technology, the way in which a computer functions and the nature and extent of digital forensic investigations
- Know the most important definitions and offences in the ECT Act and be able to compile charge sheets in this regard
- Be able to identify statutory offences in terms of the new Cybercrimes Bill
- Know the principles pertaining to jurisdiction of cybercrimes committed inside and outside the borders of the RSA and the sentencing options
- Know and understand the provisions of the Act as it applies to the admissibility of computer generated documentary evidence
- Know the relevance of RICA
- Be aware of the impact of RICA on the individual’s right to privacy
- Know the exceptions relating to the general prohibition of interception of communications
- Be familiar with the specific legislation regarding search and seizure in cybercrime
- Understand the evidential value of evidence relating to the use of cellular phones in the commission of offences and know how to prove it
3.3.6 CRIMINAL LAW: ORGANISED CRIME - P06

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment-, observation, and/or Performance Assessment Process
- Prosecutors in the NPA who predominantly prosecute such offences and/or are currently prosecuting such matters relating to Organised Crime must be prioritized

2. REQUIREMENT FOR ATTENDANCE

All other non-priority target group training delegates, must upon return to the workplace be granted an opportunity to prosecute such an offence. Therefore, ample opportunity should exist for the training delegate to foster skills attained

3. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors have an understanding of the provisions of the Prevention of Organised Crime Act 121 of 1998

4. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

5. DURATION OF STUDY

The training programme is presented over 4 days

6. TOPICS COVERED DURING THE PROGRAMME

- Racketeering as defined in Section 2 of the Prevention of Organised Crime Act 121 of 1998 (POCA)
- Elements of Racketeering as identified in court judgments: the accused; POCA and Enterprise; the actus reus; mens rea, etc.
- Proceeds of Crime related offences as defined in Section 4 of the Prevention of Organised Crime Act 121 of 1998 (POCA)
- Elements of Proceeds of Crime related offences as identified in court judgments: the accused; proceeds of crime; the actus reus; mens rea
- Gang-related Offences as defined in Section 9 of the Prevention of Organised Crime Act 121 of 1998 (POCA)
- Elements of Gang related Offences as identified in court judgments: the existence of a gang; Pattern of criminal gang activity; accused; the actus reus; mens rea
- Asset forfeiture under the POCA legislation and how the provisions have been interpreted and applied by our courts
- The far reaching and intrusive nature of the provisions of the Prevention of Organised Crime Act 121 of 1998 vis-à-vis the Bill of Rights and the Constitutional guarantees
- Mutual Legal Assistance

7. PROGRAMME OUTCOMES

The Learner will be able to:

- Know and understand the provisions of the Prevention of Organised Crime Act 121 of 1998
- Understand how the provisions of the Prevention of Organised Crime Act 121 of 1998 have been interpreted and applied by our courts
- Understand the procedure being used to apply for the NDPP authorisation
- Know and understand how to guide a POCA investigation
- Know the requirements needed for Section 252A applications and the general guidelines in terms of this Section
- Have a basic knowledge of the provisions of the Regulation of Interception of Communication and Provision of Communication-related Information Act 70 of 2002
- Understand the purpose, function and operating procedures of the Financial Intelligence Centre
- Be aware of the challenges and best practices when dealing with organised crime cases
- Understand the purpose, function and operating procedures of the WPU
- Have a basic knowledge of the provisions of the MLA process

3.3.7 CRIMINAL LAW: “TRIO” CRIMES AND RELATED MATTERS - P07

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment-, observation, and/or Performance Assessment Process
- Prosecutors in the NPA who predominantly prosecute such offences and/or are currently prosecuting such matters relating to Trio Crimes must be prioritized

2. REQUIREMENT FOR ATTENDANCE

All other non-priority target group training delegates, must upon return to the workplace be granted an opportunity to prosecute such an offence. Therefore, ample opportunity should exist for the training delegate to foster skills attained

3. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors know and are able to prove the elements of the crime of robbery and matters pertaining to it and be aware of the relevant competent verdicts and minimum sentences

4. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

5. DURATION OF STUDY

The training programme is presented over 3 days

6. TOPICS COVERED DURING THE PROGRAMME

- "Trio Crimes"
- Residential robberies
- Vehicle hijackings
- Business robberies
- Assault (in all its forms)
- Theft
- Housebreaking with the intent to rob and robbery with aggravating circumstances
7. PROGRAMME OUTCOMES

The Learner will be able to:
- Know and be able to prove the elements of the following crimes and be aware of the relevant competent verdicts and minimum sentences:
  - "Trio Crimes"
  - Assault (in all its forms)
  - Theft
  - Housebreaking with the intent to rob and robbery with aggravating circumstances
  - Know what aggravating circumstances entail
  - Know how to prove that a firearm was used by the perpetrator in the commission of the offence and which offences are perpetrated
  - Understand and apply the requirements for common purpose
  - Know and apply the various types of evidence to identify the accused
  - Know how to lead the chain of evidence of an identification parade
  - Know how to lead cellular phone evidence
  - Know the law as to the admissibility of video and audio evidence and be able to lead such evidence

3.3.8 CRIMINAL LAW: STOCK THEFT AND RELATED OFFENCES - P08

1. TARGET AUDIENCE
- All Prosecutors in the NPA identified through the competency assessment-, observation, and/or Performance Assessment Process
- Prosecutors in the NPA who predominantly prosecute such offences and/or are currently prosecuting such matters relating to Stock Theft must be prioritized

2. REQUIREMENT FOR ATTENDANCE
All other non-priority target group training delegates, must upon return to the workplace be granted an opportunity to prosecute such an offence. Therefore, ample opportunity should exist for the training delegate to foster skills attained

3. PROGRAMME PURPOSE
The purpose of the programme is to ensure that Prosecutors know and apply the applicable legislation relating to stock theft

4. MINIMUM ENTRY REQUIREMENTS
- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

5. DURATION OF STUDY
The training programme is presented over 4 days

6. TOPICS COVERED DURING THE PROGRAMME
- The Stock Theft Act 57 of 1959
- Specific offences
- Competent verdicts
- Jurisdiction
- Penal jurisdiction
- Compensatory orders

The Animal Identification Act 6 of 2002
- Identification of animals
- Branding / Tattooing
- Duties of owners
- Registration of identification marks
- Prohibited marking of animals
- Offences

Animals Protection Act 71 van 1962
- DNA sampling and analysis
- Chain of evidence
- Practical exercise relating to the above topics

3.3.9 CRIMINAL LAW: VIOLENT PROTESTS AND INDUSTRIAL ACTION - P09

1. TARGET AUDIENCE
- All Prosecutors in the NPA identified through the competency assessment-, observation, and/or Performance Assessment Process
- Prosecutors in the NPA who predominantly prosecute such offences and/or are currently prosecuting such matters relating to Violent Protests and Industrial Actions must be prioritized

2. REQUIREMENT FOR ATTENDANCE
All other non-priority target group training delegates, must upon return to the workplace be granted an opportunity to prosecute such an offence. Therefore, ample opportunity should exist for the training delegate to foster skills attained

3. PROGRAMME PURPOSE
The purpose of the programme is to ensure that Prosecutors are able to effectively institute prosecution within the relevant courts in crimes involving and related to violent protests and industrial action

4. MINIMUM ENTRY REQUIREMENTS
- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

5. DURATION OF STUDY
The training programme is presented over 4 days

6. TOPICS COVERED DURING THE PROGRAMME
- Historical context if strike action
- Section 17 of the Constitution of the Republic of South Africa, 1996
- Limitations on the right to strike
7. PROGRAMME OUTCOMES

The Learner will:

- Be aware of the historical context and socio-economic factors involved in strike action
- Be informed of the provisions of Section 17 of the Constitution of the Republic of South Africa, 1996 as well as the limitations on the right to strike
- Be aware of the different forms of Industrial Action (Strikes, Work-to-Rule, Go-slow, Overtime bans, Callout bans, Lock-outs, Pickets, Gatherings and Demonstrations)
- Know the difference between protected strikes and unprotected strikes
- Know the role of essential services
- Understand the basic relevant principles and offences relating to the following common law offence and acts:
  - Assault (in its various forms)
  - Malicious damage to property
  - Arson
  - Incitement
  - Riotous Assemblies Act 17 of 1956
  - Regulation of Gatherings Act 205 of 1993
  - Firearms Control Act 60 of 2001
  - Dangerous Weapons Act 15 of 2013
  - Safety at Sports and Recreational Events Act 2 of 2010
  - Electoral Act 73 of 1998
  - Fire Brigade Services Act 99 of 1987
  - Intimidation Act 72 of 1982
  - Apportionment of Damages Act 34 of 1956
  - Common purpose
  - Bail
  - Charge Sheets
  - Identification of the perpetrators (eye-witnesses, Id parades, CCTV footage, cell phone evidence etc.)
  - Offences and penalties
  - Case law

3.3.10 ENVIRONMENTAL CRIMES:

ADVANCED PROGRAMME WITH EMPHASIS ON “GREEN” ENVIRONMENTAL ISSUES - P10

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process
- Prosecutors in the NPA who predominantly prosecute such offences and/or are currently prosecuting such matters relating to “Green” Environmental issues must be prioritized

2. REQUIREMENT FOR ATTENDANCE

All other non-priority target group training delegates, must upon return to the workplace be granted an opportunity to prosecute such an offence. Therefore, ample opportunity should exist for the training delegate to foster skills attained.

3. MINIMUM ENTRY REQUIREMENTS

Prosecutors must have previously attended the Basic Environmental Course and prosecuted an Environmental related matter.

NB: PRE-COURSE ASSIGNMENT

Each prosecutor attending the course has to complete and submit a pre-course assignment (questions only) before the commencement of the course in preparation for the course. These assignments (scenario / answers) will form the foundation for the training.

4. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors have an understanding of environmental crimes pertaining to “Green” issues and applicable legislation.

5. DURATION OF STUDY

The training programme is presented over 3 days.

6. TOPICS COVERED DURING THE PROGRAMME

- Critical concepts and approaches when prosecuting environmental crime
- Provincial Conservation Ordinance
  - Purpose
  - How it fits in with other legislation
  - The provincial listing approach
  - Key definitions
  - Offences
  - Penalties
- National Environmental Management Biodiversity Act (NEMBA)
  - Key definitions
  - Listed and restricted activities
  - Species listings (Ordinance / TOPS / CITIES)
  - NEMPAA (all protected species / relationship between Ordinance and National Parks)
- TOPS (Threatened and or Protected Species) regulations
  - Purpose
  - How it fits in with other legislation
  - The provincial listing approach
  - Key definitions
  - Offences
  - Penalties
CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora)
- Purpose
- How it fits in with other legislation
- The provincial listing approach
- Key definitions
- Offences
- Penalties
- Updating of the Appendix - COP

Dealing with challenges when Prosecuting Biodiversity Related Cases
- Rhino poaching related cases - key considerations, common pitfalls and typical weaknesses in cases, organized crime as well as POCA.
- Linking exhibits with suspects and the analysis and presentation of such evidence in court - chain of evidence
- Charge sheets
- Possible defences

7. PROGRAMME OUTCOMES
The Learner will be able to:
- Have sufficient knowledge of what “Green” issues are, what legislation is applicable and how these matters should be prosecuted
- Be able to present evidence on what the impact, or potential impact of these crimes are within society and on the environment

3.3.11 ENVIRONMENTAL CRIMES: Q ADVANCED PROGRAMME WITH EMPHASIS ON “BROWN” ENVIRONMENTAL ISSUES - P11

1. TARGET AUDIENCE
- All Prosecutors in the NPA identified through the competency assessment-, observation, and/or Performance Assessment Process
- Prosecutors in the NPA who predominantly prosecute such offences and/or are currently prosecuting such matters relating to “Brown” Environmental issues must be prioritized

2. REQUIREMENT FOR ATTENDANCE
All other non-priority target group training delegates, must upon return to the workplace be granted an opportunity to prosecute such an offence. Therefore, ample opportunity should exist for the training delegate to foster skills attained

3. MINIMUM ENTRY REQUIREMENTS
Prosecutors must have previously attended the Basic Environmental Course and prosecuted an Environmental related matter

PRE-COURSE ASSIGNMENT
Each prosecutor attending the course has to complete and submit a pre-course assignment (questions only) before the commencement of the course in preparation for the course. These assignments (scenario / answers) will form the foundation for the training

4. PROGRAMME PURPOSE
The purpose of the programme is to ensure that Prosecutors have an overall knowledge of what environmental crimes pertaining to “Brown” issues entail

5. DURATION OF STUDY
The training programme is presented over 3 days

6. TOPICS COVERED DURING THE PROGRAMME
- What is environmental crime and why should it be prosecuted?
- An overview of the relevant environmental legislation
- International Conventions
- The National Environmental Management Act 107 of 1998
- Important concepts
- Offences
- The National Environmental Management: Air Quality Act 39 of 2004
- Important concepts
- Offences
- The Mineral and Petroleum Resources Development Act 28 of 2002 (pertaining to environmental offences)
- The National Water Act 36 of 1998
- Important concepts
- Offences
- Brown prosecution
- Pollution, waste, environmental impact assessments and illegal developments
- Guiding factors in the decision to prosecute
- Drafting of charge sheets
- Case studies/summaries in relation to “Brown” issues
- Presenting evidence in the aggravation of sentence
- The interpretation of the potential impact that these crimes have within society

7. PROGRAMME OUTCOMES
The Learner will:
- Have sufficient knowledge of what the various “Brown” issues are, what legislation is applicable and how these matters should be prosecuted;
- Be able to present evidence on what the impact, or potential impact of these crimes are within society and on the environment

3.3.12 LAW OF EVIDENCE: BASIC PRINCIPLES OF THE LAW OF EVIDENCE - P12

1. TARGET AUDIENCE
- All Prosecutors in the NPA identified through the competency assessment-, observation, and/or Performance Assessment Process

2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that Prosecutors know and can apply the basic principles of Law of Evidence

3. MINIMUM ENTRY REQUIREMENTS
- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4;
4. DURATION OF STUDY
The training programme is presented over 4 days.

5. TOPICS COVERED DURING THE PROGRAMME
- Basic concepts
- Burden of proof
- Admissibility of relevant evidence
- Character evidence
- Similar fact evidence
- Opinion evidence
- Previous consistent statements
- Privilege
- Categories of evidence
- Real evidence
- Documentary evidence
- Viva voce
- Electronic evidence
- Self-incriminating statements
- Presumptions
- Judicial notice
- The impact of the Constitution of the Republic of South Africa, 1996 on the admissibility of unconstitutionally obtained evidence

6. PROGRAMME OUTCOMES
The Learner will:
- Know and apply the basic principles of the law of evidence
- Know and apply the rights in the Bill of Rights

3.3.13 LAW OF EVIDENCE: CONFESSIONS, ADMISSIONS AND POINTINGS OUT-P13

1. TARGET AUDIENCE
All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process.

2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that Prosecutors know the difference between a confession, an admission and a pointing out, know when these statements are admissible and when they are not and effectively lead this evidence in court.

3. MINIMUM ENTRY REQUIREMENTS
- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

4. DURATION OF STUDY
The training programme is presented over 4 days.

5. TOPICS COVERED DURING THE PROGRAMME
- Confessions
- Admissions
- Pointing’s out:
- Statements regarding interview with a suspect
- Witness statements
- Witness statements that are admissible in terms of Statutory provisions, e.g. Section 212 and 213 of the CPA
- Unconstitutionally obtained evidence
- Search and seizure as background to the understanding of unconstitutionally obtained evidence
- The trial-within-a-trial procedure
- A practical trial-within-a-trial where a confession and/or admission and/or pointing out was made to a member of the public
- A practical trial-within-a-trial where a confession and/or admission and/or pointing out was made to a member of the South African Police Service and both the voluntariness and the constitutionality of the statement/s are in dispute
- A practical trial-within-a-trial where a confession and/or admission and/or pointing out was made to a Magistrate and both the voluntariness and the constitutionality of the statement/s are in dispute
- Cross-examination of the accused during the trial-within-a-trial
- Argument regarding the admissibility of the evidence
- Handing in of the statement once it has been found to be admissible
- Hearsay evidence
- Documentary evidence: Handing in of documents during the trial-within-a-trial;
- Prevention and Combating of Torture of Persons Act 13 Of 2013

6. PROGRAMME OUTCOMES
At the end of the workshop the Learner must be able to:
- Understand the provisions of Sections 209, 217, 218, 219, 219A of the CPA
- Know the difference between a confession, an admission and a pointing out
- Know when these statements are admissible and when not
- Identify and use evidential material in the form of statements that has been provided for in various statutes
- Understand the impact of the Constitution on the admissibility of statements
- Understand the basic principles and law applicable to search and seizure as background to the understanding of unconstitutionally obtained evidence
- Understand the purpose and procedure of the trial-within-a-trial
- Conduct a trial-within-a-trial where both the voluntariness and the constitutionality of the statement in dispute
- Conduct a trial-within-a-trial where a statement was made to a Magistrate, a member of the South African Police Service and a member of the public
- Cross-examine the witnesses for the defence during the trial-within-a-trial
- Argue on the facts and case law pertaining to admissibility of statements
- Hand in the statements by following the correct procedures
- Hand in documents by following the correct procedures
- Know and apply the provisions of the Prevention and Combating of Torture of Persons Act 13 Of 2013
3.3.14 LAW OF EVIDENCE: SOCIAL MEDIA EVIDENCE - P14

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process
- All Prosecutors in the NPA who are currently prosecuting matters where social media evidence forms part of the case must be prioritized

2. REQUIREMENT FOR ATTENDANCE

All other non-priority target group training delegates, must upon return to the workplace be granted an opportunity to conduct an information session to colleagues under the direction of the supervisor and be exposed to cases where such evidence presents itself.

3. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors have a basic overview of how to lead police investigations and to present such evidence in a court of law

4. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

5. DURATION OF STUDY

The training programme is presented over 3 days

6. TOPICS COVERED DURING THE PROGRAMME

- Section 14 of the Constitution of the Republic of South Africa, 1996
- Defining social media
- Importance of social media evidence
- Types of social media evidence
- Service providers
- Devices on which social media evidence can be stored and from which it can be obtained
  - Cellular phones
  - Computers
  - Email
- Admissibility of social media evidence:
  - Exclusionary rules
  - Relevance
  - Authenticity
  - Originality
  - Chain of evidence
- Means of proving social media evidence
  - Documentary evidence
  - Real evidence
  - Viva voce evidence
  - Judicial notice
- Probative value of social media evidence:
  - Inferences based on circumstantial evidence
  - Presumptions
  - Section 15 of the Electronic Communications and Transactions Act 25 of 2002
  - Case law
- Presenting social media evidence in court

7. PROGRAMME OUTCOMES

The Learner will:

- Be able to define social media and know its importance and types of social media
- Be able to identify relevant service providers
- Be able to identify the devices on which social media evidence can be stored and from which it can be obtained
- Know whether the social media evidence is prima facie admissible
- Know how to prove social media evidence
- Be able to argue on the probative value of social media evidence
- Be able to properly present social media evidence in court

3.3.15 TRIAL ADVOCACY: TRIAL ADVOCACY - P15

1. TARGET AUDIENCE

All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors are able to demonstrate all the important trial advocacy skills in an effective way

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF level 4
- Mathematical literacy at NQF level 4
- Computer literacy at NQF level 4

4. DURATION OF STUDY

The training programme is presented over 5 days

5. TOPICS COVERED DURING THE PROGRAMME

- The adversarial system
- The Oath
- The role of a prosecutor in court and in relation to the court
- Onus of proof
- Inferential reasoning
- Submitting a legal argument
- Report writing on nolle prosequi
- Address in terms of section 174 of the CPA
- Ethics and Etiquette
- Analysing skills in the screening of cases ready for institution of prosecution:
  - Identification of the offence
  - Evaluation of the evidence
  - Formulation of charge sheet/s
  - Formulation of strategy
- Openning address
- Skills regarding leading of evidence
- Planning of evidence in chief
- Leading of evidence in chief
- Communication skills
- Cross-examination skills
- Planning of cross-examination
- Exerting control during cross-examination
- Ethical conduct during cross-examination
- Objections
- Skills when advancing an argument (factual)
- Elements of the argument
- Format to be used for an argument

The Learner will:

- Know the impact of the right to privacy on the admissibility of social media evidence
6. PROGRAMME OUTCOMES

The Learner will be able to:

- Understand how our adversarial system is used to uncover facts and to acknowledge the role of the prosecutor within the system
- Understand the basic principles involved in conducting a criminal trial
- Have a proper knowledge of court ethics and etiquette
- Understand and apply the procedural and evidential principles of a guilty plea
- Address the court in terms of Section 150 of the CPA
- Identify the offence/s
- Evaluate the evidence
- Formulate a correct charge/s
- Formulate an effective strategy
- Plan and lead evidence
- Know how to deal with hearsay evidence in court
- Have enhanced communication skills
- Competently raise and respond to objections
- Cross-examine effectively
- Formulate persuasive and legally sound arguments
- Deal with an application for discharge in terms of Section 174 of the CPA
- To develop life skills in order to lead a positive life

3.3.16 TRIAL ADVOCACY - ADVANCED

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process
- All District Court Prosecutors in the NPA will be prioritized

2. REQUIREMENT FOR ATTENDANCE

State Advocate/s identified to attend the program should be granted an opportunity to conduct an information session to Regional / District Court Prosecutor/s upon return to the workplace, under the direction of the supervisor

3. MINIMUM ENTRY REQUIREMENTS

Two years practical Court experience at District Court level

4. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors are properly prepared to prosecute in the Regional and High Court

5. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

6. DURATION OF STUDY

The training programme is presented over 3 days

7. TOPICS COVERED DURING THE PROGRAMME

- Bail
- Ethics and Etiquette
- Cross-examination skills
- planning of cross-examination
- style
- exerting control during cross-examination
- ethical conduct during cross-examination
- Dealing with difficult witnesses in court
- memory refreshing
- the hostile witness
- the recalcitrant witness
- the discrediting of a witness
- Hearsay Evidence
- Argument
- Relevant Sections of the Constitution of the Republic of South Africa, 1996

8. PROGRAMME OUTCOMES

The Learner will be able to:

- Deal with a bail application
- Have a proper knowledge of court ethics and etiquette
- Cross-examine effectively
- Effectively deal with and negate the damage caused by difficult and hostile witnesses
- Know how to deal with hearsay evidence in court
- How to present an argument in court

3.3.17 TRIAL ADVOCACY: HIGH COURT

BRIDGING - P17

1. TARGET AUDIENCE

Prosecutors in the NPA who are about to progress to, or already have been prosecuting in the High Courts

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors are properly prepared to prosecute in the High Court

3. MINIMUM ENTRY REQUIREMENTS

Prosecutors must be competent in:
- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

4. DURATION OF STUDY

The training programme is presented over 4 days

5. TOPICS COVERED DURING THE PROGRAMME

- Court ethics and etiquette
- Opening Statement
- Section 220 of the Criminal Procedure Act (formal admissions)
- Cross-examination on the content of a document
- Admissibility of confessions, admissions and pointings out
- The trial-within-a-trial procedure
- Sentencing
- Appeals
- Drafting of heads of Argument
- Arguing Appeals
- Reviews
- Writing review opinions
- Motion court applications
- Rule 53
6. PROGRAMME OUTCOMES

The Learner will be able to:

- Conduct him/her in line with acceptable ethics and etiquette
- Address the court in terms of Section 150 of the CPA
- Cross-examine on the content of a document
- Make and correctly receive Section 220 formal admissions
- Lead evidence of confessions, admissions and pointings out
- Conduct a trial-within-a-trial
- Assist the court in reaching an appropriate sentence
- Be able to handle appeals, reviews and motion court proceedings in court
- Be able to draft Heads of Argument
- Be able to write review opinions
- Be able to prepare and argue a Rule 53 review

3.3.18 WITNESSES: STATE WITNESSES - GENERAL PRINCIPLES - P18

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment-, observation, and/or Performance Assessment Process
- Prosecutors in the NPA who require upskilling and/or have to demonstrate an ability to consult and/or lead a state witness during legal proceedings having his/her best interests at heart

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors are capable of correctly dealing with State witnesses before and during the Criminal trial

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

4. DURATION OF STUDY

The training programme is presented over 3 days

5. TOPICS COVERED DURING THE PROGRAMME

- Consultation and pre-trial preparation of the State Witness:
  - Competency to testify (Section 192 and 194 of the CPA)
  - Compellability to testify (Section 195 and 196 of the CPA)
  - Procedures to compel a witness to testify (Section 186 and 205 of the CPA)
  - Privilege not to testify (Section 198 and 203 of the CPA)
  - Refreshing the witness's memory from the witness statement
  - When, where and how to consult
- Leading the State Witness during the trial:
  - The oath, affirmation and admonition (Section 162 and 164 of the CPA)
  - Chronology and Structure of leading a witness
  - Memory refreshing when giving evidence
  - Re-examination
  - Protecting the witness during cross-examination by the defence
  - How to deal with a presiding officer descending into the arena
  - Indemnity against prosecution of a state witness (Section 204 of the CPA)
- Difficult State Witnesses:
  - Hostile witness (Section 190(1) of the CPA)
  - Recalcitrant witness (Section 189 of the CPA)
  - How to discredit your witness (Section 190(2) of the CPA)
  - Common law and Statutory Perjury (Section 319(3) of the CPA and Section 9 of the Justices of the Peace and Commissioners of Oath Act, 16 of 1963)
- Opinion Evidence:
  - Basic principles pertaining to admissibility
  - Practical Exercises

3.3.19 WITNESSES: THE CHILD AS A WITNESS - P19

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment-, observation, and/or Performance Assessment Process
- Regional Court Prosecutors who have to demonstrate an ability to regulate, control, direct, institute and conduct criminal proceedings within the Regional Court on behalf of the State in all matters where a child witness testifies and is required to prove the case beyond reasonable doubt
2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Prosecutors demonstrate the ability to consult and/or lead a witness during legal proceedings having his/her best interests at heart.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Computer Literacy at NQF Level 4

4. DURATION OF STUDY

The training programme is presented over 3 days.

5. TOPICS COVERED DURING THE PROGRAMME

The Learner will be able to:

- Demonstrate an ability to consult with a minor witness in his/her best interests.
- Effectively advocate for the child.
- Explain, in language understandable to the child, all legal proceedings in which the child is involved.
- Understand the South African accusatorial system.
- Understanding the trial-within-a-trial proceedings.
- Apply interviewing techniques with good observation skills and the ability to convey warmth, empathy and support to the child, while still remaining impartial and objective.
- Understand the purpose of appointing an Intermediary.
- Demonstrate an understanding of the court preparation programme.
- Understanding the role of the Intermediary and the Court Preparation Official.
- Apply and argue on the principles relevant to the cautionary rule.
- Demonstrate the ability to present the evidence of the child witness credibly before the court.
- Deal with Section 192 of the Criminal Procedure Act, 51 of 1977.
- Deal with Section 164 of the Criminal Procedure Act, 51 of 1977.
- Deal with Section 170A of Criminal Procedures Act, 51 of 1977.
- Protocols and Memoranda or Codes of Good Practice.
- Booklet 3: The courts and the protection of children (Social development and Unicef document).

6. PROGRAMME OUTCOMES

The Learner:

- Will be able to regulate, control, direct, institute and conduct criminal proceedings within the Regional Court on behalf of the State in all matters where a child witness testifies and is required to prove the case beyond reasonable doubt.
- Will demonstrate an ability to interact in such a way with a child witness that trust is built and a rapport is established.
- Will have the ability to consult fully with a child witness so that a proper charge sheet / indictment is drawn up.
- Will be able to apply interviewing techniques with a child witness to put his/her evidence fully and properly before the court.
- Will demonstrate an ability to present the evidence of the child witness credibly before the court.

3.3.20 WITNESSES: EXPERT FORENSIC

WITNESS - DNA EVIDENCE - P20

1. TARGET AUDIENCE

- All Prosecutors in the NPA identified through the competency assessment, observation, and/or Performance Assessment Process.
- Regional and High Court Prosecutors who are required to demonstrate an ability to regulate, control, direct, institute and conduct criminal proceedings in all matters where DNA evidence is required to prove the case beyond reasonable doubt.

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that the Prosecutors have a proper understanding of what DNA evidence entails and how to effectively present this evidence in court.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 3 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Section 12 of the Constitution of the Republic of South Africa, 1996
- Section 37 of the Criminal Procedure Act, 51 of 1977 (as amended)
- The DNA Expert.
- Basics of DNA profiling evidence in various forms.
- Interpreting, gathering, transporting and analysing DNA evidence.
- SAPS DNA Evidence Collection Kits.
- Chain of custody.
- Results of DNA analysis.
- Interpretation of the DNA report.
- Consultation with DNA expert prior to the trial.
- Expert witnesses.
- Presentation of DNA evidence in court.
- Section 212 of the Criminal Procedure Act, 51 of 1977.
- Forensic Fact File No 7 of 2011 and No 5 of 2013.

6. PROGRAMME OUTCOMES

The Learner will be able to:

- Understand the provisions of section 37 of the Criminal Procedure Act, 51 of 1977 (and relevant amendments), which provides for the admissibility of DNA evidence.
- Understand the basics of DNA evidence.
- Be able to understand the concept of touch DNA.
- Demonstrate an understanding of the identification, gathering, transporting and analysis of DNA evidence.
- Consult with the DNA expert prior to the trial.
- Understand the procedural systems of analysis and to interpret the DNA report.
- Prove the chain of custody.
3.3.21 NEWLY APPOINTED COURT INTERPRETERS (LI. 01)

1. TARGET AUDIENCE
Newly appointed court interpreters rendering services in district courts

2. PURPOSE
To ensure that learners attending the programme gain an understanding of the basic principles of court interpreting and be knowledgeable of the role as well as the functions expected of an official Court Interpreter. To prepare Court Interpreters to have the ability to deal with complex matters involving Criminal law, Criminal procedure, Civil law and Law of evidence. The training will focus on practical court interpreting methods and techniques.

3. TYPE OF PROGRAMME
This programme is occupationally directed.

4. MINIMUM ENTRY REQUIREMENTS
- Knowledge, comprehension and application of Communication at NQF Level 4.
- Knowledge, comprehension and application of Computer Literacy at NQF Level 4.
- Knowledge, comprehension and application of English and Mathematical Literacy at NQF Level 4.
- Knowledge, comprehension and application of at least one or two South African indigenous language at NQF Level 4.

5. DURATION OF STUDY
The programme duration is 2 weeks. The tuition is face-to-face and is offered during the week.

6. TOPICS COVERED DURING THE PROGRAMME
- Communication skills
- Constitution of a trial court
- Controlling the pace of a speaker
- Ethics and court etiquettes
- The role and functions of an official court interpreter
- Social context training
- Procedure at trial
- Interpreting the charge
- The pleas
- The rights of an accused
- The Oath
- Legal Concepts
- Medical terminology
- Intermediaries
- The art of interpreting and conveying the idea intended
- Traffic terminology
- Interpreting judgment and sentence
- Stress Management

7. MODE OF DELIVERY
Participatory approach (e.g. using facilitation, teaching, role-playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

8. TRAINING MANUALS
Justice College will provide all prescribed manuals, programme outline, time tables, assessment, workbooks (where applicable) and electronic study material for each skill programme.

9. ASSESSMENT
- Pre-Assessment on the first day of the programme
- Written assessment at the end of the programme

10. REGISTRATION/APPLICATION
Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.3.22 EXPERT EVIDENCE PROGRAMME FOR COURT INTERPRETERS. LI04 FACT SHEET 2018

1. TARGET AUDIENCE
Regional and High Court Interpreters.

2. PROGRAMME PURPOSE
The purpose of the programme is to ensure that Learners attending become self-confident and proficient Court Interpreters, and to cope with complex matters involving expert witnesses and opinion evidence.

3. MINIMUM ENTRY REQUIREMENTS
- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

4. DURATION OF STUDY
The training programme is presented over 2 weeks.

5. TOPICS COVERED DURING THE PROGRAMME
- Expert witnesses and opinion evidence.
- The chain of evidence.
- Medical Terminology.
- Medical evidence:
- The post-mortem report.
- The J 88 medico-legal examination form.
- Ballistic Evidence.
- DNA Evidence (blood, semen, saliva, hair).
- Disputed Documents.
- Fingerprint Evidence.
- Psychological and Psychiatric terminology.
- The role of the interpreter in matters pertaining to sexual offences.
- Intermediaries.
- HIV awareness.
- Social context training.
- Stress Management.
6. **PROGRAMME OUTCOMES**

The Learner:

- Will be equipped with the knowledge of how to deal with expert evidence derived from chemical, ballistic, biological and DNA analyses of evidence presented in court.
- Will understand the procedure that is to be followed in criminal trials, together with accompanying terminology and the sequence and importance of the chain of evidence that is presented during a trial.
- Will have good understanding of medical concepts used by experts in the field of medicine during a trial.
- Will be aware of the possibility of secondary victimisation of witnesses, complainants and accused who are alleged to be HIV positive.
- Will comprehend the role of the intermediary.
- Will know how to establish a correct rapport with the victims of sexual abuse.
- Will better understand the perspectives of the people he/she has to deal with and will have a better appreciation of the impact of the diversity in culture and linguistics.
- Be better equipped with methods of dealing with stress.

7. **MODE OF DELIVERY**

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

8. **MATERIAL**

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. **ACADEMIC SUPPORT**

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. **ASSESSMENT**

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

11. **POST L&D IMPACT ASSESSMENT EVALUATION**

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his/her supervisor must complete and sign the post impact evaluation and submit same to Justice College. A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. **REGISTRATION/APPLICATION**

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

13. **TRAINING DETAILS**

The course will be limited to 35 delegates
3.4.1 PROGRAMME FOR THE LIQUIDATION AND DISTRIBUTION ACCOUNT IN DECEASED ESTATES FOR MASTERS’ OFFICES MO01

1. TARGET AUDIENCE

This programme is aimed at Assistant Masters and Examiners attached to the Office of the Master of the High Court who supervise the work of executors relating to the Liquidation and Distribution Account.

2. PROGRAMME PURPOSE

Learners attending this programme are able to:
- Consider applications by the executor for extension to submit the Liquidation and Distribution Account.
- Decide on objections.
- Draft a liquidation and distribution account in terms of regulation 5.
- Make full use of the code examiners manual.
- Examine a liquidation and distribution account while ensuring that there is compliance with regulation 5.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 2 weeks.

5. TOPICS COVERED DURING THE PROGRAMME

- Extensions.
- The code examiners.
- Regulation 5.
- Deciding on objections.

6. PROGRAMME OUTCOMES

The Learner will be proficient in:
- Extensions.
- The code examiners.
- Regulation 5.
- Deciding on objections.

7. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.)

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

Assessment Tool:

Learners will be assessed on a portfolio of evidence.

Assessment Standards:
- Compliance with the Act and Regulations as interpreted by case law.
- Compliance with any Policy and Procedure Manual issued by the Chief Master.
- Compliance with the templates, check lists and control sheets provided during class.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.4.2 PROGRAMME ON APPOINTMENTS OF TRUSTEES IN INSOLVENT ESTATES AND LIQUIDATORS IN COMPANIES AND CLOSE CORPORATIONS IN LIQUIDATION. MO02

1. TARGET AUDIENCE

Assistant Masters and Examiners attached to the Office of the Master of the High Court who:
- Appoint trustees and provisional trustees in insolvent estates.
- Appoint liquidators and provisional liquidators in the estates of companies and close corporations in liquidation.

2. PROGRAMME PURPOSE

Learners attending this programme are able to:
● Appoint a trustee and a provisional trustee in a voluntary sequestration proceeding.
● Appoint a trustee and a provisional trustee in a compulsory sequestration proceeding.
● Appoint a liquidator and provisional liquidator in a members and creditors voluntary liquidation proceeding.
● Appoint a liquidator and a provisional liquidator in a compulsory liquidation proceeding.
● Follow the correct procedure when court orders are set aside.

3. MINIMUM ENTRY REQUIREMENTS

● Communication at NQF Level 4.
● Mathematical Literacy at NQF Level 4;

4. DURATION OF STUDY

The training programme is presented over 8 days.

4. TOPICS COVERED DURING THE PROGRAMME

● Overview of the administrative process of an insolvent estate.
● The role of the Master in insolvency.
● The appointment process in voluntary sequestrations.
● The appointment process in compulsory sequestrations.
● The appointment process in a members’ voluntary liquidation.
● The appointment process in a creditors’ voluntary liquidation.
● The appointment process in liquidations ordered by the High Court.
● Procedures to be followed when court orders are set aside.

7. PROGRAMME OUTCOMES

Learners attending this programme are able to:

● Give an overview of the administrative process of an insolvent estate.
● Discuss the role of the Master in insolvency.
● Appoint a trustee in voluntary sequestrations.
● Appoint a liquidator in a members’ voluntary liquidation.
● Appoint a liquidator in creditors’ voluntary liquidation.
● Appoint a liquidator in liquidations ordered by the High Court.
● Follow the correct procedure when court orders are set aside.

8. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

9. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme. Learners must bring their own copy of Meskin South African Law of Insolvency to the programme.

10. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

11. ASSESSMENT

Assessment Tool: Learners will be assessed on a portfolio of evidence.

Assessment Standards:

● Compliance with the Act and Regulations as interpreted by case law.
● Compliance with any Policy and Procedure Manual issued by the Chief Master.
● Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:

● Class tests. Learners will be informed on the first day of the programme whether a class test will be written.
● Assignments. Assignments will be set on specific topics. Assignments will assess the stated outcomes of the topic.
● A summative assessment exercise consisting of a case study.

12. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his/her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

13. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.4.3 PROGRAMME ON THE APPOINTMENTS AND SUPERVISION OF ESTATES UNDER TUTORSHIP, CURATORSHIP AND ADMINISTRATION. MO03

1. TARGET AUDIENCE

Assistant Masters and Examiners who appoint and supervise the work of tutors, curators bonii and administrators.

2. PROGRAMME PURPOSE

The purpose of the programme is to ensure that Learners attending this programme are able to:

● Appoint a curator bonis.
● Appoint a tutor.
● Appoint an administrator.
● Supervise the work of a curator bonis, a tutor and an administrator.

3. MINIMUM ENTRY REQUIREMENTS

● Communication at NQF Level 4.
● Mathematical Literacy at NQF Level 4.
● Learners will be assumed to know the general principles of the law relating to persons, the family (especially maintenance and marital property arrangements), succession, things and contract.
4. DURATION OF STUDY

The training programme is presented over 2 weeks.

5. TOPICS COVERED DURING THE PROGRAMME

- Appointments in respect of estates of minors.
- Appointments of curators, tutors and administrators.
- Appointment of curators for absent persons.
- Writing court reports.
- Section 80 applications.

The powers of the Master.

6. PROGRAMME OUTCOMES

Learners attending this programme are able to:

- Appoint a tutor or curator in the estate of a minor.
- Appoint a curator in the estate of an adult who requires assistance to exercise his or her legal capacity.
- Appoint an administrator in the estate of an adult who requires assistance to exercise his or her legal capacity.
- Appoint a curator in terms of the Prevention of Organised Crime Act.
- Appoint a curator to the estate of an absent person.
- Write court reports.
- Deal with applications in terms of section 80 of the Administration of Estates Act.
- Discuss the powers of the Master regarding the supervision of tutors, curators and administrators.
- Discuss the new developments regarding assisted decision making and indicate how these developments will impact on the Master.

7. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.)

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme. Learners will receive handouts on the topics covered. Learners will also receive copies of all statutes covered during the programme. Learners must bring their own copy of Meyerowitz on the Administration of Estates and Estate Duty to the programme. The latest edition was published in 2010.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

Assessment Tool:

Learners will be assessed on a portfolio of evidence.

Assessment Standards:

- Compliance with the Act and Regulations as interpreted by case law.
- Compliance with any Policy and Procedure Manual issued by the Chief Master.
- Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:

- Class tests - A class test may not necessarily be written on each or any topic. Learners will be informed on the first day of the programme whether a class test will be written.
- Assignments - Assignments will be set on specific topics. Assignments will assess the stated outcomes of the topic.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College. A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.4.4 APPOINTMENTS IN THE DECEASED ESTATES FOR SERVICE POINTS OF THE MASTER PROGRAMME, MO04

1. TARGET AUDIENCE

This programme is aimed at designated officers and their support personnel who issue Letters of Authority on behalf of the Master at Service Points of the Master of the High Court.

2. PROGRAMME PURPOSE

After completing this programme Learner will be able to appoint a Master’s Representative in an intestate estate.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Reform of Customary Law of Succession and Regulation of Related Matters Act, 11 of 2009 as far as it relates to intestate succession.
- Intestate succession (includes the determination of who is a spouse and descendant for purposes of intestate succession).
- Appointments in terms of section 18(3) of the Administration of Estates Act, 66 of 1965.

6. PROGRAMME OUTCOMES
Learners attending this programme are able to:

- Discuss the requirements set in the Policy and Procedure Manual regarding appointments at Service Points.
- Discuss the Recognition of Customary Marriages Act, 120 of 1998.
- Discuss the Impact of the Reform of Customary Law of Succession and Regulation of Related Matters Act, 11 of 2009 on intestate succession.
- Determine who is a spouse and descendant for purposes of intestate succession.
- Determine the identity of an intestate heir.
- Determine the extent of the share of an intestate heir in an estate.
- Appoint a Master’s Representative in an intestate estate.

7. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skill programme. Consequently, there will be no requirement to purchase any additional prescribed materials. Learners will receive the Policy and Procedure Manual for Appointments in Deceased Estates at Service Points of the Master and handouts on topics covered.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

Assessment Tool: Learners will be assessed on a portfolio of evidence.

Assessment Standards:

- Compliance with the Act and Regulations as interpreted by case law.
- Compliance with any Policy and Procedure Manual issued by the Chief Master.
- Compliance with the templates, checklists and control sheets provided during class.

Content of Portfolio of Evidence:

Assignments: Learners will be expected to complete at least six assignments on intestate succession and five on issuing appointments.

11. POSTL&D IMPACT ASSESSMENT/EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this qualification.

3.4.5 PROGRAMME FOR CLERKS IN THE MASTERS’ OFFICES, MO05

1. PROGRAMME PURPOSE

After completing this programme, Learners will be able to assist members of the public in reporting a deceased estate. Learners will also have a better understanding of:

- Their functions in the Masters’ Office.
- How their work contributes to service delivery to the public?

2. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

3. DURATION OF STUDY

The training programme is presented over 5 days.

4. TOPICS COVERED DURING THE PROGRAMME

- The purpose and functions of the Master’s Office.
- A brief overview of the administration of deceased estates.
- Intestate succession: a brief introduction
- Trusts: a brief introduction.
- Insolvency: a brief introduction.
- Curatorship and minors: a brief introduction.
- The guardian’s fund: a brief introduction.
- Corruption.
- Selective topics of Service Excellence.
- Official duties of administrative officials.

5. PROGRAMME OUTCOMES

Learners attending this programme are able to:

- Demonstrate the purpose and function of the Master’s Office in South African society.
- Know and understand their official duties as administrative officials.
- Treat matters with discretion and have respect for other people’s dignity and rights (especially the right to privacy).
- Use the filing system.
- Give a brief overview of the rules of intestate succession.
- Give a brief overview of the administration of deceased estates.
- Give a brief overview of estates under tutorship, curatorship and administration.
- Discuss the nature, purpose and validity of a trust briefly.
- Discuss the nature and purpose of the guardian’s fund briefly.
- Show that they understand the harm corruption does to the Master, society and to their personal lives.
6. **TARGET AUDIENCE**

- Clerks and administrative officers attached to the Office of the Master of the High Court.
- No legal knowledge or past experience working in the Office of the Master is required.
- Any clerk or administrative officer working in the Registration Department of a Master’s Office or in any sub-registry of the Master’s Office is welcome to lodge nominations.

7. **MODE OF DELIVERY**

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.)

8. **MATERIAL**

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable).

9. **ACADEMIC SUPPORT**

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. **ASSESSMENT**

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

**Assessment Standards:**

- Compliance with the Administration of Estates Act, the Insolvency Act, Mental Health Care Act and Trust Property Control Act and Regulations issued in terms of these Acts.
- Compliance with directives issued by the Chief Master.
- Compliance with the Batho Pele Principles.
- Compliance with the templates, check lists and control sheets provided during class.

11. **POST L&D IMPACT ASSESSMENT EVALUATION**

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his/her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. **REGISTRATION/APPLICATION**

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

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1. **TARGET AUDIENCE**

This programme is aimed at Assistant Masters and Examiners who appoint and supervise the work of tutors, curators bonii and administrators.

2. **PROGRAMME PURPOSE**

The purpose of the programme is to ensure that Learners attending this programme are able to:

- Draft an estate account in terms of regulation 7.
- Examine an estate account.

3. **MINIMUM ENTRY REQUIREMENTS**

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.
- Learners must have attended a Programme on Appointments and the supervision of estates under Tutorship, Curatorship and Administration.
- Learners must have a basic knowledge of the law of persons, family law and contracts.
- No knowledge of accounts is assumed, but learners will need basic mathematical skills and will need the ability to use a calculator.
- There is no pre-assessment required for admission and learners need not be computer literate to attend.

4. **DURATION OF STUDY**

The training programme is presented over 5 days.

5. **TOPICS COVERED DURING THE PROGRAMME**

- Drafting an estate account in terms of regulation 7.
- The examining of an estate account.

6. **PROGRAMME OUTCOMES**

Learners attending this programme are able to:

- Be able to draft an estate account in terms of regulation 7.
- Examine an estate account.

7. **MODE OF DELIVERY**

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.)

8. **MATERIAL**

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable). Learners will receive handouts on the topics covered. Learners will also receive copies of all statutes covered during the programme. **Learners must bring their own copy of Meyerowitz on the Administration of Estates and Estate Duty to the programme.**

9. **ACADEMIC SUPPORT**

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. **ASSESSMENT**

**Assessment Tool:**

Learners will be assessed on a portfolio of evidence.
Assessment Standards:
- Compliance with the Act and Regulations as interpreted by case law.
- Compliance with any Policy and Procedure Manual issued by the Chief Master.
- Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:
- Class tests. Learners will be informed on the first day of the programme whether a class test will be written.
- Assignments. Assignments will be set on specific topics. Assignments will assess the stated outcomes of the topic.
- A summative assessment exercise consisting of a case study.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.4.7 GUARDIAN’S FUND (FINANCIAL) PROGRAMME. MO07

1. TARGET AUDIENCE

All officials currently working in the Guardian’s Fund of the Master of the High Court, or those who will be working in the Guardian’s Fund in the near future.

2. PROGRAMME PURPOSE

Learners that have completed this programme will be able to:
- Process deposits.
- Process EFT payments.
- Compile a cash book.
- Compile and submit RFS to ISC Helpdesk.
- Calculate interest and verify the correctness.
- Report fraud and losses.
- Compile reconciliation statements and trial balances.
- Explain financial statements.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME

- EFT payments and day-end process.
- Finalizing cash book, month-end reporting, APP, RFS and calculations.
- Fraud and Losses, PIC, RECON, Trial balances.
- Financial Statements.

6. PROGRAMME OUTCOMES

Learners attending this programme are able to:
- Process deposits, clear the suspense account, attend to and finalize the day-end processes.
- Process EFT payments, attend to and finalize the day-end processes.
- Compile a cash book, attend to month end reporting, compile APP statistics.
- Compile and submit RFS to ISC Helpdesk.
- Calculate interest and verify the correctness of interest calculations in journals.
- Report fraud and losses, investing and withdrawal of funds to PIC.
- Compile reconciliation statements and trial balances.
- Explain financial statements.

7. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc. The Delivery Model includes a Balance of Contact Learning, Self-Study and Workplace Learning.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.
3.4.8 GUARDIAN’S FUND (LEGAL) PROGRAMME. MO08

1. TARGET AUDIENCE

Assistant Masters / Deputy Masters currently working in the Guardian’s Fund of the Master of the High Court, or those who will be working in the Guardian’s Fund in the near future.

2. PROGRAMME PURPOSE

Learners that have completed this programme will be able to:
- Consider / approve deposits.
- Consider / approve allowances and inheritances.
- Compile APP statistics.
- Consider / approve client and account details on GFS System and authorizes RFS to ISC Helpdesk.
- Report fraud and losses.
- Consider investments.
- Consider cancellation of Mortgage Bonds.
- Safekeeping of security documentation.
- Compile a report to exceed statutory limitation of R 250,000-00 out of capital.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Deposits, suspense account.
- Payments.
- Securities.
- APP, RFS, client and account changes on GFS system, and calculations.
- Fraud and Losses, PIC, RECON statement.

6. PROGRAMME OUTCOMES

Learners attending this programme are able to:
- Consider / approve deposits and authorize journals from the suspense account.
- Consider / approve allowances and inheritances.
- Compile APP statistics.
- Consider / approve client and account details on GFS System and authorises RFS to ISC Helpdesk.
- Report fraud and losses, investing and withdrawal of funds to PIC.
- Consider investments, downgrading of preference, bonds for reduction.
- Consider cancellation of Mortgage Bonds.
- Safekeeping of security documentation.
- Compile a report to exceed statutory limitation of R 250,000-00 out of capital.

7. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc. The Delivery Model includes a Balance of Contact Learning, Self-Study and Workplace Learning.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

Learners receive copies of all statutes and regulations covered during the programme. They also receive files with notes on the various topics presented. Individual lecturers may provide hand-outs pertaining to the topics which they present.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.4.9 THE APPOINTMENTS IN DECEASED ESTATES AND THE SUPERVISION OF THE ADMINISTRATION PROCESS FOR MASTERS' OFFICES. MO09

1. TARGET AUDIENCE

Assistant Masters and Examiners attached to the Office of the Master of the High Court who:
- Issue Letters of Authority, Letters of Executorship, endorse Foreign Letters of Appointment and authorise the transfer of shares from deceased estates; and
- Supervise the work of executors.

2. PROGRAMME PURPOSE

Learners that have completed this programme will be able to:
- Appoint a curator bonis.
- Issue letters of Authority.
- Issue letters of Executorship.
- Issue form J128.
- Sign and seal Foreign Letters of Executorship.
- Issue letters of Executorship in foreign estates.
- Supervise the work of an executor.
3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Learners must have a basic knowledge of the law of persons, family law and contracts.

4. DURATION OF STUDY

The training programme is presented over 2 weeks.

5. TOPICS COVERED DURING THE PROGRAMME

- Overview of the administration process of a deceased estate.
- The role of the Master in the administration of deceased estates.
- Managing the appointment process.
- Jurisdiction.
- Intestate succession.
- Appointing an executor testamentary and dative.
- Appointing a Master's Representative.
- Sign, seal and endorse Foreign Letters of Executorship.
- Appointment of an executor in Foreign estates.
- Issuing a J128.
- Removal of an executor.
- Extensions.
- Creditor’s claims.
- Section 42(2) endorsements.
- Testament succession.
- Redistribution agreements.
- Wills.
- Section 38 take-over.
- Marriage and maintenance claims.

6. PROGRAMME OUTCOMES

Learners attending this programme are able to:

- Provide an overview of the administration process of a deceased estate.
- Discuss the role of the Master in the administration of deceased estates.
- Manage the appointment process.
- Determine who has jurisdiction in a particular estate.
- Understand and apply the rule of intestate succession.
- Appoint an executor testamentary and dative.
- Appoint a Master’s Representative in terms of section 18(3) of the Administration of Estates Act, 66 of 1965.
- Sign, seal and endorse Foreign Letters of Executorship.
- Appoint an executor in Foreign estates.
- Issue a J128.
- Remove an executor following the correct procedure.
- Grant extensions for the lodging of liquidation and distribution accounts.
- Deal with creditor’s claims.
- Issue section 42(2) endorsements.
- Apply testament succession.
- Attend to redistribution agreements.
- Correctly deal with Wills lodged with the Master.
- Consider section 38 take-overs.

7. MODE OF DELIVERY

Participatory approach (e.g., using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc. The Delivery Model includes a Balance of Contact Learning, Self-Study and Workplace Learning.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

Learners receive copies of all statutes and regulations covered during the programme. They also receive files with notes on the various topics presented. Individual lecturers may provide handouts pertaining to the topics which they present. Learners will receive handouts on the topics covered. Learners will also receive copies of all statutes covered during the programme.

Learners must bring their own copy of Meyerowitz on the Administration of Estates and Estate Duty to the programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

Assessment Tool:

Learners will be assessed on a portfolio of evidence.

Assessment Standards:

- Compliance with the Act and Regulations as interpreted by case law.
- Compliance with the Administration of Estates Act as interpreted by case law.
- Compliance with any Policy and Procedure Manual issued by the Chief Master.
- Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:

- Class tests. Learners will be informed on the first day of the programme whether a class test will be written.
- Assignments. Assignments will be set on specific topics. Assignments will assess the stated outcomes of the topic.
- A summative assessment exercise consisting of a case study.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/ APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.4.10 THE GENERAL ADMINISTRATION PROCESS OF INSOLENT ESTATES PROGRAMME. MO10
1. TARGET AUDIENCE
Assistant Masters and Examiners who supervise the work of trustees and liquidators when administering an insolvent estate or the estate of a company or close corporation in liquidation.

2. PROGRAMME PURPOSE
After completing this programme, Learners will be able to supervise the work of a trustee or a liquidator.

3. MINIMUM ENTRY REQUIREMENTS
- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY
The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME
- Overview of the administrative process of an insolvent estate.
- The role of the Master in insolvency.
- Adopting resolutions.
- Section 386 of the Companies Act: the powers of a liquidator.
- Section 19 and 73 of the Insolvency Act: legal costs and their taxation.
- Making an order in terms of section 23(5) of the Insolvency Act.
- The liquidator's estate bank account.
- Considering claims.
- Dealing with friendly sequestrations.
- Dealing with meetings.
- Dealing with interrogations.
- Dealing with applications for rehabilitations.
- Deciding on objections.

6. PROGRAMME OUTCOMES
Learners attending this programme are able to:
- Give an overview of the administrative process of an insolvent estate.
- Discuss the role of the Master in insolvency.
- Consider an application to adopt resolutions.
- List and discuss the powers of a liquidator.
- Decide when legal costs are permissible deductions in the liquidation account.
- Tax legal costs.
- Make an order in terms of section 23(5) of the Insolvency Act.
- Appreciate the significance of the liquidator's estate bank account for the Master in regulating the activity of a trustee or liquidator.
- Consider claims.
- Deal with friendly sequestrations.
- Preside at an insolvency meeting.
- Deal with applications for an interrogation.
- Deal with applications for rehabilitation.
- Decide on objections against the liquidation and distribution account.

7. MODE OF DELIVERY
Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc. The Delivery Model includes a Balance of Contact Learning, Self-Study and Workplace Learning.

8. MATERIAL
Justice College will provide all prescribed Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable).

Learners will receive handouts on the topics covered. Learners will also receive copies of all statutes covered during the programme. Learners will need to bring their own copy of Meskin South African Law of Insolvency.

9. ACADEMIC SUPPORT
Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone after any L&D intervention. Face-to-face appointments may also be arranged where practicable.

10. ASSESSMENT
Assessment Tool: Learners will be assessed on a portfolio of evidence.

Assessment Standards:
- Compliance with the Act and Regulations as interpreted by case law.
- Compliance with any Policy and Procedure Manual issued by the Chief Master.
- Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:
Since Learners will be assumed to know the law, a class test may not necessarily be written on each or any topic. Learners will be informed on the first day of the programme whether a class test will be written. Assignments will be set on specific topics. Assignments will assess the stated outcomes of the topic. A summative assessment exercise consisting of a case study will be completed.

11. POST L&D IMPACT ASSESSMENT EVALUATION
Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/ APPLICATION
Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.4.11 LIQUIDATION AND DISTRIBUTION ACCOUNTS IN INSOLVENT ESTATES AND COMPANIES AND CLOSE CORPORATIONS IN LIQUIDATION PROGRAMME. MO11

1. TARGET AUDIENCE
This programme is aimed at Assistant Masters and Examiners who supervise the work of trustees and liquidators when...
administering an insolvent estate or the estate of a company or close corporation in liquidation.

2. PROGRAMME PURPOSE

After completing this programme, Learners will be able to supervise the work of a trustee or a liquidator.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Learners will need to know the law, especially the law of contracts and surety.
- Learners will need basic mathematical skills and will need the ability to use a calculator.

4. DURATION OF STUDY

The training programme is presented over 3 weeks.

5. TOPICS COVERED DURING THE PROGRAMME

- Drafting the liquidation and distribution account in an insolvent estate and company or close corporation in liquidation.
- Examining the liquidation and distribution account in an insolvent estate and company or close corporation in liquidation.

6. PROGRAMME OUTCOMES

Learners attending this programme are able to:

- Draft and examine a liquidation and distribution account in an insolvent estate and company or close corporation in liquidation.

7. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc. The Delivery Model includes a Balance of Contact Learning, Self-Study and Workplace Learning.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable). Learners will receive handouts on the topics covered. Learners will also receive copies of all statutes covered during the programme. **Learners will need to bring their own copy of Meskin South African Law of Insolvency.**

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

**Assessment Tool:** Learners will be assessed on a portfolio of evidence.

**Assessment Standards:**

- Compliance with the Act and Regulations as interpreted by case law.
- Compliance with any Policy and Procedure Manual issued by the Chief Master.
- Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:

Since Learners will be assumed to know the law, a class test may not necessarily be written on each or any topic. Learners will be informed on the first day of the programme whether a class test will be written. Assignments will be set on specific topics. Assignments will assess the stated outcomes of the topic. A summative assessment exercise consisting of a case study will be completed.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact assessment evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.4.12 APPLYING THE PROMOTION OF ACCESS TO INFORMATION ACT 2 OF 2000 IN PUBLIC BODIES PROGRAMME.

**MO3**

1. TARGET AUDIENCE

The course is aimed at Information Officers, Deputy Information Officers and their support personnel attached to public bodies.

2. PROGRAMME PURPOSE

The purpose of this course is to provide the target group with the knowledge, skills and attitude necessary to apply the Promotion of Access to Information Act, Act 2 of 2000 in practice.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME

- Interpreting the PAIA.
- The scope of the application of the PAIA.
- Public bodies.
- The right to access to information.
- The powers and duties of Information Officers.
- Grounds for refusing access to information.
- Third party notifications.
- Internal appeals.
- Case management.
- Decision making.
- Writing reasons for decisions to refuse or allow access.
6. PROGRAMME OUTCOMES

Learners attending this programme are able to:
- Explain the context in which the Promotion of Access to Information Act 2 of 2000 is applied and how that context impacts on the application of the Act.
- Explain the provisions of the Promotion of Access to Information Act 2 of 2000 and apply them to a given set of facts.
- Apply the Promotion of Access to Information Act in practice.

7. MODE OF DELIVERY

The Delivery Model includes a Balance of Contact Learning, Self-Study and Workplace Learning. Training methods will vary according to the nature of the topic. The programme will consist mainly of facilitation, teaching, case studies and group discussions.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable).

An assessment tool will be provided to the learners. The assessment tool will cover the following:
- Compliance with the Act and regulations as interpreted by case law and compliance with the Model SOP.
- Compliance with the Model SOP will be assessed based on the use of templates, checklists and control sheets provided during class.
- Content of Portfolio of Evidence:
  - The portfolio of evidence must contain a Learner’s course journal (completed every day after training is done) and the Learner’s response to a case study.
- Assignments:
  - Assignments will be set on specific topics. Assignments will assess the stated outcomes of the topic.
  - A summative assessment exercise consisting of a case study.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support where possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

10. ASSESSMENT

Assessment Tool:
Learners will be assessed on a portfolio of evidence.

Assessment Standards:
- Compliance with the Act and regulations as interpreted by case law and compliance with the model standard operating procedure (Model SOP).
- Compliance with the Model SOP will be assessed based on the use of templates, checklists and control sheets provided during class.

Content of Portfolio of Evidence:
- The portfolio of evidence must contain a Learner’s course journal (completed every day after the training is done) and the Learner’s response to a case study.

Assignments:
- Assignments will be set on specific topics. Assignments will assess the stated outcomes of the topic.
- A summative assessment exercise consisting of a case study.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.4.13 PROGRAMME ON APPLYING THE PROMOTION OF ADMINISTRATIVE JUSTICE ACT, ACT 3 OF 2000. MO13

1. TARGET AUDIENCE

This programme is aimed at primary decision makers in the Public Service (that is decision makers who make decisions that affect the rights, interests or legitimate expectations of members of the public).

2. PROGRAMME PURPOSE

The course will familiarize Learners with the provisions of the Promotion of Administrative Justice Act, Act 3 of 2000 and will provide them with the tools necessary to apply the Act in practice.

3. MINIMUM ENTRY REQUIREMENTS

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 1 day.

5. TOPICS COVERED DURING THE PROGRAMME

- The purpose of the PAJA and the policies the Act use to achieve the objective;
- Fair procedures: section 3;
- Reasons: section 5;
- Grounds for review: section 6;
- Remedies: section 8;
- Remedies: section 8;
- Case management;
- Decision making; and
- Writing reasons.

6. PROGRAMME OUTCOMES

Learners attending this programme are able to:
- Demonstrate how the contexts in which administrative decisions are made impact on the application of the Promotion of Administrative Justice Act, Act 3 of 2000.
- Analyse the provisions of the Promotion of Administrative Justice Act, Act 3 of 2000 and apply it to a set of facts; and
- Apply the Promotion of Administrative Justice Act to a given case.

7. MODE OF DELIVERY

The Delivery Model includes a Balance of Contact Learning, Self-Study and Workplace Learning. Training methods will vary according to the nature of the topic. The programme will consist mainly of facilitation, teaching, case studies and group discussions.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable).
Learners will receive handouts on the topics covered. Learners will also receive copies of all statutes covered during the programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

Assessment Tool:

Learners will be assessed on a portfolio of evidence.

Assessment Standards:

- Compliance with the Act and Regulations as interpreted by case law; and
- Compliance with the templates, check lists and control sheets provided during class.

Content of Portfolio of Evidence:

- The portfolio of evidence must contain a Learner’s course journal (completed every day after the training is done) and the Learner’s response to a case study.
- A summative assessment exercise consisting of a case study.

10. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his/her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

11. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.
3.5 PROGRAMMES SHERIFFING

3.5.1 Further Education and Training Certificate: Generic Management - Sheriffing, LP 64269, QL 57712. LS01 FACTSHEET 2019

PROGRAMME PURPOSE
The purpose of the programme is to develop skills for individuals appointed as Sheriffs or Sheriff’s Deputies. The skills, knowledge, and understanding demonstrated within this skills programme are essential for the creation of a talent pool of experienced and effective Sheriffs.

The focus of this skills programme is to enable Learners to develop competence in a range of knowledge, skills, attitudes, and values including:

- ID 252388: Explain and implement the writ of execution and enforcement process, Level 4, 10 credits.
- ID 252391: Explain legal concepts in respect of Sheriffing, Level 4, 7 credits.
- ID 252390: Demonstrate applied knowledge of financial administration in a sheriff’s office, Level 4, 7 credits.
- ID 252389: Explain and implement service in the civil justice system, Level 4, 7 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251660: Identify and describe disaster-related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.
- ID 110003: Develop administrative procedures in a selected organisation, Level 4, 8 credits.
- ID 116608: Demonstrate knowledge and application of ethical conduct in a debt recovery work context, Level 4, 6 credits. Enhancing the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit.

MINIMUM ENTRY REQUIREMENTS
- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.

In the event that an applicant has not completed Grade 11 or 12 they are required to complete an IEB (Independent Examinations Board) / UMALUSI Assessment Centre Evaluation (Placement Assessment).

TARGET AUDIENCE
Sheriffs or Sheriffs Deputy’s.

TRANSFER-IN CREDITS (CREDIT ACCUMULATION TRANSFER - CAT)
Justice College allows Learners with completed credits from recognised education institutions to apply for credit accumulation transfers. Credit transfers will only be considered if accompanied by an original certified certificate and statement of results containing the SAQA specifications of programmes / qualifications achieved.

DURATION OF STUDY
The skills programme comprises if thirty (30) % contact learning and seventy (70) % workplace learning.

The programme is presented over twelve months.

RECOGNITION OF PRIOR LEARNING (RPL)
Recognition of Prior Learning (RPL) is the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development (SAQA; 2013:05).

RPL consists of a range of educational and training activities and services through which the principle of RPL is applied and Learners are supported in different contexts as they go through the RPL process. Admission of RPL Learners will be considered individually by the Justice College Academic Committee based in Pretoria in consultation with respective Branches.

Learners will be required to present a Portfolio of Evidence (a file of evidence submitted by the RPL candidate and which is assessed for competency purposes (DPSA, 2012). A Portfolio of Evidence will validate the applicant’s learning by providing a collection of materials that reflect prior learning and achievements (Cohen, in Harris, 2000: 148-149).

PROGRAMME ASSESSMENT
Learners must obtain a minimum of fifty percent (50%) in the knowledge (summative) assessment and demonstrate competence in all the outcomes of the experiential assessment for the same skills programme to be found competent overall.

Learners will be allowed two additional opportunities to be reassessed if they are Not Yet Competent.

In the event that the Learner is unable to achieve a unit standard or the skills programme after the third attempt, the Learner will be required to repeat the unit standard or skills programme. Cost implications will be specified in the DoJ & CD Bursary Policy and the Justice College Assessment Policy.

TYPES OF ASSESSMENTS
This Skills Programme has a formative assessment which assesses the Learner’s readiness for the summative assessment. A Learner may only write the summative if s/he achieves fifty percent (50%) or more for the formative assessment.

If not, a further formative assessment must be written. This Skills Programme has a summative assessment and an experiential assessment. These are both compulsory and together give the final result for the Skills Programme. Learners are required to complete formative and summative assessments in both knowledge and experiential aspects. At the end of the programme, the Learner is required to write a final summative assessment; on condition s/he has successfully completed the module.

1 Formative assessment is an assessment conducted as a developmental tool, to assess whether the Learner is ready to write the summative assessment.
2 Summative assessment is an integrated assessment conducted, usually at the end of a module, to assess whether the Learner has achieved the outcomes of the module.
3 Experiential assessment is an integrated assessment that assesses the Learner’s ability to apply the knowledge and skills to practical situations and to reflect and demonstrate understanding.
This final assessment determines whether the Learner will qualify for the National Certificate: Paralegal Practice. The competency requirement for this final assessment is fifty percent (50%).

PORTFOLIOS OF EVIDENCE (POE)
All occupational qualifications require a Learner to compile a Portfolio of Evidence (PoE) which contains personal information, (copies of ID, certificates, CV etc.) as well as all the evidence (Assessments) compiled over the duration of the programme.

It is the responsibility of each Learner, with administrative assistance from Justice College to ensure his/her PoE is complete and compliant in all respects and contains all the work s/he has produced during the programme. The PoEs must be kept securely at the Regional Office but the Learner will have access to them for revision purposes and to add evidence.

Failure to submit the required forms, to supply all the necessary ‘evidence’ or to sign off work as required will result in Learners’ portfolios being rejected or in unnecessary delays in moderation and certification.

MODERATION AND CERTIFICATION
Upon successful completion of the curriculum and the compulsory workplace experience, the skills programme is subject to both internal and external moderation.

Completed Portfolios of Evidence (PoEs) will be internally moderated by Justice College.

Hereafter, the SSETA (QCTO’s Learning and Quality Assurance) (LQA) body conducts External Moderation. Results are only final after Justice College has received the external moderation report from SASETSA. Justice College will liaise with SSETA regarding uploading of Learners’ results and issuing of official Certificates and Statements of Results from SASETSA.

Learners need to be mindful that, as there are several processes to take place, both internal and external, moderation and certification can take up to six months to complete. Justice College will issue an interim statement of credits whilst the SSETA finalises their processes.

MODE OF DELIVERY
Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

MATERIAL
Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

ACADEMIC SUPPORT
Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

REGISTRATION/APPLICATION
Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

3.6 PROGRAMMES FOR STATE ATTORNEYS

The State Attorneys training will be determined by an adhoc committee setup for this purpose and will be published as an addendum to the prospectus at a later stage.

3.6.1 ALTERNATIVE DISPUTE RESOLUTION: STATE ATTORNEYS. LSA03 FACT SHEET 2019

PROGRAMME PURPOSE
The purpose of the programme is to ensure that Learners have an understanding of ADR and their position and obligations as a State Attorney.

MINIMUM ENTRY REQUIREMENTS
- LLB degree and a minimum of 4 years post degree experience.
- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

DURATION OF THE STUDY
The skills programme is presented in 5 days.

TOPICS COVERED DURING THE PROGRAMME
- Introduction to ADR, history and ADR practice.
- International trends on ADR.
- The difference between mediation within a civil and a criminal context.
- Methods of ADR applicable to the Office of the State Attorney.
- Advantages/disadvantages of ADR.
- Applicable ADR policies.
- The ADR process.
- Comparison of ADR, Arbitration and Negotiations.
- Settlement agreements.
- Applying the “LISTEN” principles.
- Costs.
- Checklist for ADR.
- Checklist for Arbitration.
- Checklist for Negotiation.
- Case studies.
- Best practices, to be followed in respect of the ARD procedures and processes.

PROGRAMME OUTCOMES
- Identify which procedures and practices were the correct steps in the matters placed before them.
- Understand the consequences of the agreeing to ADR.
- Understand the principles of negotiations.
- Understand the principles of “LISTEN”.
- Understand the cost implication.
- Be able to draft settlement agreements.
- Understand the DOJCD policies applicable to ADR.

TARGET AUDIENCE
Officials of the State Attorney’s Office.

MODE OF DELIVERY
Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc.

3.6.1 ALTERNATIVE DISPUTE RESOLUTION: STATE ATTORNEYS. LSA03 FACT SHEET 2019
MATERIAL
Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

ACADEMIC SUPPORT
Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone after any L&D intervention. Face-to-face appointments may also be arranged where practicable.

ASSESSMENT
- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

POST L&D IMPACT ASSESSMENT EVALUATION
Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

REGISTRATION/APPLICATION
Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.
4. PROGRAMMES

FACULTY DIRECTORATE:
PUBLIC MANAGEMENT
4.1.1 MANAGEMENT DEVELOPMENT PROGRAMME (MDP), L05

1. TARGET AUDIENCE
MMS Members.

2. PROGRAMME PURPOSE
The purpose of the programme is to develop managerial skills for first line managers MMS Members.

The skills, knowledge and understanding demonstrated within this skills programme are essential for the creation of a talent pool of experienced and effective first line managers.

The focus of this skills programme is to enable learners to develop competence in a range of knowledge, skills, attitudes and values including:

- Initiating, developing, implementing and evaluating operational strategies, projects and action plans, and where appropriate, recommending change within teams and/or the unit so as to improve the effectiveness of the unit.
- Monitoring and measuring performance and applying continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.
- Leading a team of first line managers, by capitalising on the talents of team members and promoting synergistic interaction between individuals and teams, to enhance individual, team and unit effectiveness in order to achieve the goals of the entity.
- Building relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes.
- Enhancing the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit.

3. SKILLS PROGRAMME DETAILS
This skills programme is aligned to the National Certificate: Generic Management, SAQA 59201, and NQF Level 5. The skills programme consists of the following unit standards:

- Apply a systems approach to decision making. SAQA: 252026, NQF level 5, 6 credits.
- Formulate recommendations for a change process. SAQA: 252021, NQF level 5, 8 credits.
- Monitor and evaluate team members against performance standards. SAQA: 252034, NQF level 5, 8 credits.
- Manage and improve communication processes in a function. SAQA: 264408, NQF level 6, 3 credits.

Total Credits: 25.

4. SKILLS PROGRAMME OUTCOMES
Apply a systems approach to decision making. SAQA: 252026, NQF level 5, 6 credits.

- Apply a systems approach to decision making;
- Applying critical and analytical skills to analyse and develop solutions;
- Engage with stakeholders in analysing the issue/problem and developing solutions;
- Selecting feasible solutions through a systems approach;
- Formulating and communicating the decision.

Formulate recommendations for a change process. SAQA: 252021, NQF level 5, 8 credits.

- Formulate recommendations for a change process;
- Demonstrate knowledge of and insight into the need for change within a context of environment change;
- Analysing an area requiring a change process;
- Selecting a model for implementing a change management process;
- Formulating recommendations on implementing the change process.

Monitor and evaluate team members against performance standards. SAQA: 252034, NQF level 5, 8 credits.

- Monitor and evaluate team members against performance standards;
- Formulating performance standards for team members in a unit;
- Establishing systems for monitoring performance of team members;
- Preparing for performance review of a team member;
- Conducting performance review interviews.

Manage and improve communication processes in a function. SAQA: 264408, NQF level 6, 3 credits.

- Manage and improve communication processes in a function;
- Establish communication processes to promote positive relationships within the policies and procedures of the entity;
- Evaluate the effectiveness of the communication process;
- Recommend improvements to the effectiveness of communication processes.

5. MINIMUM ENTRY REQUIREMENTS
- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.

In the event that an applicant has not completed Grade 11 or 12 they are required to complete an IEB (Independent Examinations Board) / UMALUSI Assessment Centre Evaluation (Placement Assessment).

6. TRANSFER-IN CREDITS (CREDIT ACCUMULATION TRANSFER - CAT)
Justice College allows learners with completed credits from recognised education institutions to apply for credit accumulation transfers.

Credit transfers will only be considered if accompanied by an original certified certificate and statement of results containing the SAQA specifications of programmes / qualifications achieved.

7. DURATION OF STUDY
The Management programme comprises of thirty (30) % contact learning and seventy (70) % workplace learning.

The skills programme is presented in two (2), five (5) day periods (phase 1 & phase 2).

8. RECOGNITION OF PRIOR LEARNING (RPL)
Recognition of Prior Learning (RPL) is the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development (SAQA; 2013:05).

RPL consists of a range of educational and training activities and services through which the principle of RPL is applied.
and Learners are supported in different contexts as they go through the RPL process. Admission of RPL Learners will be considered individually by the Justice College Academic Committee based in Pretoria in consultation with respective Branches.

Learners will be required to present a Portfolio of Evidence (a file of evidence submitted by the RPL candidate and which is assessed for competency purposes (DPSA, 2012). A Portfolio of Evidence will validate the applicant’s learning by providing a collection of materials that reflect prior learning and achievements (Cohen, in Harris, 2000: 148-149).

9. PROGRAMME ASSESSMENT

Learners must obtain a minimum of fifty percent (50%) in the knowledge (summative) assessment and demonstrate competence in all the outcomes of the experiential assessment for the same skills programme to be found competent overall.

Learners will be allowed two additional opportunities to be reassessed if they are Not Yet Competent.

In the event that the Learner is unable to achieve a unit standard or the skills programme after the third attempt, the Learner will be required to repeat the unit standard or skills programme. Cost implications will be specified in the DoJ & CD Bursary Policy and the Justice College Assessment Policy.

10. TYPES OF ASSESSMENTS

This Skills Programme has a formative assessment which assesses the Learner’s readiness for the summative assessment. A Learner may only write the summative if s/he achieves fifty percent (50%) or more for the formative assessment.

If not, a further formative assessment must be written. This Skills Programme has a summative assessment and an experiential assessment. These are both compulsory and together give the final result for the Skills Programme. Learners are required to complete formative and summative assessments in both knowledge and experiential aspects. At the end of the programme, the Learner is required to write a final summative assessment; on condition s/he has successfully completed the module.

This final assessment determines whether the Learner will qualify for the National Certificate: Paralegal Practice. The competency requirement for this final assessment is fifty percent (50%).

11. PORTFOLIOS OF EVIDENCE (POE)

All occupational qualifications require a Learner to compile a Portfolio of Evidence (PoE) which contains personal information, (copies of ID, certificates, CV etc.) as well as all the evidence (Assessments) compiled over the duration of the programme.

It is the responsibility of each Learner, with administrative assistance from Justice College to ensure his/her PoE is complete and compliant in all respects and contains all the work s/he has produced during the programme. The PoEs must be kept securely at the Regional Office but the Learner will have access to them for revision purposes and to add evidence.

Failure to submit the required forms, to supply all the necessary ‘evidence’ or to sign off work as required will result in Learners’ portfolios being rejected or in unnecessary delays in moderation and certification.

12. MODERATION AND CERTIFICATION

Upon successful completion of the curriculum and the compulsory workplace experience, the skills programme is subject to both internal and external moderation.

Completed Portfolios of Evidence (PoEs) will first be internally moderated by Justice College. Hereafter, the SSETA (QCTO’s Learning and Quality Assurance) (LQA) body conducts External Moderation.

Results are only final after Justice College has received the external moderation report from SSETA.

Justice College will liaise with SSETA regarding uploading of Learners’ results and issuing of official Certificates and Statements of Results from SSETA. Learners need to be mindful that as there are several processes to take place, both internal and external, moderation and certification can take up to six months to complete. Justice College will issue an interim statement of credits whilst the SSETA finalises their processes.

13. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc).

14. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

15. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone after any L&D intervention. Face-to-face appointments may also be arranged where practicable.

16. ARTICULATION OPTIONS

The scope of generic management covers five domains: leadership, managing the environment, managing relations, managing knowledge and the practice of management.

This skills programme is part of the National Certificate: Generic Management, NQF Level 5, which allows Learners as part of a learning pathway of management qualifications across various sectors and industries. It is specifically designed to develop management competencies required by Learners in any occupation, particularly those who manage first line managers.

17. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.
18. **TRAINING DETAILS**

Dates: to be announced
Venue: To be announced

4.1.2 **SERVICE EXCELLENCE PROGRAMME**

L06

1. **TARGET AUDIENCE**

Front-line employees (levels 2-8), including but not limited to reception, security, clerks, supervisors, PAs, secretaries, etc.

2. **PROGRAMME PURPOSE**

The purpose of the programme is to ensure that the front-line staff/supervisors are given the knowledge and practical know how in terms of how to deal with clients/customers, complying with policies, circulars and instructions in the functions.

Service Excellence uses a holistic approach and does not focus on the work related issues only but on personal issues as well, as these have a bearing on the individual’s performance.

The approach used is unique to Service Excellence and takes officials on a journey of self-discovery, self-knowledge, understanding of self, self-acceptance, identification of one’s attitude and dealing with that attitude.

3. **MINIMUM ENTRY REQUIREMENTS**

- Learners must be competent in:
- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.

4. **DURATION OF STUDY**

The training programme is presented over 5 days.

5. **TOPICS COVERED DURING THE PROGRAMME**

- Towards service excellence.
- Service excellence through performance management.
- Service excellence through fluency.
- Effective communication.
- Telephone etiquette and techniques.
- Office etiquette.
- Time management.
- Conflict management.
- Stress management.
- Emotional intelligence.

6. **PROGRAMME OUTCOMES**

The Learner will be able to:
- Deliver services to both internal and external clients timeously.
- Improved relationship with both self and both clients.
- Apply the Batho Pele principles.
- Basic knowledge and understanding of own KRAs and the interrelatedness of same to the strategy of the component/unit and DoJ &CD.

7. **MODE OF DELIVERY**

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences. The delivery model includes a Balance of contact learning, self-study and workplace learning.

8. **MATERIAL**

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. **ACADEMIC SUPPORT**

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone after any L&D intervention. Face-to-face appointments may also be arranged where practicable.

10. **ASSESSMENT**

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

11. **POST L&D IMPACT ASSESSMENT EVALUATION**

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his / her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. **REGISTRATION/APPLICATION**

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

13. **TRAINING DETAILS**

Dates: to be announced
Venue: To be announced

4.1.3 **SERVICE DELIVERY IMPROVEMENT PROGRAMME (LEAN TOOLS AND TECHNIQUES). L01**

1. **TARGET AUDIENCE**

All clerks or administrative personnel in the Courts, Family Advocates, Masters Offices and State Attorneys.

2. **PROGRAMME PURPOSE**

The purpose of the programme is to:
- Develop knowledge and skills required by employees working at the operational facilities in order to meet the service standards and performance levels.
- Develop frontline staff to know how to identify and solve problems in their function.
- Teach frontline staff the LEAN Principles, tools and techniques.
- Enable the individual employee to be self-aware of their capabilities, talents, and goals, theirs and the department.
3. MINIMUM ENTRY REQUIREMENTS

- Learners must be competent in:
  - Communication at NQF Level 4.
  - Mathematical Literacy at NQF Level 4.

4. DURATION OF STUDY

The training programme is presented over 5 days.

5. PROGRAMME OUTCOMES

The learner will be able to:

In service delivery:
- Understand and analyse the functions of a specific business.
- Understand and analyse the focus of a specific business.
- Differentiate between the types of management structures.
- Identify and utilise the resources of a specific business.
- Understand that legislation governs your business.
- Understand the importance of effective service delivery.
- Recognising customer needs.
- Implementation of customer service models.

In Self-Management:
- Understand the concept Self-Management
- Understand the difference between responsibility and accountability.
- Understand the importance of trust.
- Understand the importance of values and ethics.
- Identify personal goals.
- Develop effective time management skills.
- Understand and manage stress.

In Lean Principles, Tools, Techniques and DMAIC Problem Solving Methodology:
- Apply critical and analytical skills to analyse an issue or problem.
- Learn and apply lean tools and techniques such as process mapping, fishbone diagrams, Pareto charts, check sheets, affinity diagrams.
- Develop measurement systems.
- Data collection and analysis techniques.
- Formulate solutions to the problem and develop action plans.

6. CASE STUDY AND PRESENTATION BY TEAMS

- Identify a case study.
- Implement the DMAIC methodology.
- Prepare and present the report.

7. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences. The delivery model includes a balance of contact learning, self-study and workplace learning.

8. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

9. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact lecturers by e-mail or telephone after any L&D intervention. Face-to-face appointments may also be arranged where practicable.

10. ASSESSMENT

- Pre-Assessment on the first day of the programme.
- Written assessment at the end of the programme.
- Impact assessment within three months of the final day of the programme.

11. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his/her supervisor must complete and sign the post impact evaluation and submit same to Justice College.

A Learner will not receive a programme certificate unless Justice College has received the referenced post impact assessment evaluation.

12. REGISTRATION/APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this programme.

13. TRAINING DETAILS

Dates: to be announced
Venue: To be announced

4.1.4 COMPULSORY INDUCTION PROGRAMME L02

1. TARGET AUDIENCE

DoJ&CD employees (levels 1-12) who joined the Public Service after 01 July 2012.

2. PROGRAMME PURPOSE

The directive on the implementation of the compulsory induction programme in the Public Service is issued by the Minister for Public Service and Administration in terms of Chapter 1, Part IX (C1) of the Public Service Regulations, 2001.

The overall purpose of the Compulsory Induction Programme (CIP) is to induct new entrants into the Public Service. The programme is aimed at building a public service cadre that demonstrates developmental values, zeal, knowledge, skills and commitment to serving the ordinary citizens of South Africa. The programme challenges new entrants to embrace the values and mandate of our democratic state.

The programme aims to challenge public servants to live the Batho Pele principles and to instil knowledge and understanding of the intrinsic values and building blocks of our democratic state.

These values and building blocks of our democracy represent the:
- Cornerstone of our Constitution;
- Bill of Rights and related legislation; and
- Legislative frameworks, such as the Public Service Act, Public Finance Management Act and the Bill of Rights.
The CIP seeks to enable new recruits to work professionally and understand:
- The intent of our Constitution and the implementation of the government policies, legislation and regulations;
- The expectations and needs of citizens;
- The common purpose and collective vision of our nation;
- The structure of Government and the application of the administrative apparatus of the State;
- Human, financial, and physical resources; and
- Diversity and inclusivity in the workplace.

It is mandatory that all new entrants to the public service attend the CIP during the first twenty-four months of employment. Successful completion of the CIP will result in confirmation of permanent appointment in the public service, and eligibility to qualify for an annual pay progression.

The pay progression of new entrants to the public service appointed after 01 July 2012 is linked to successful completion of a Compulsory Induction Programme. The new official will be eligible for confirmation of probation once Module One of the CIP is successfully completed.

3. DURATION OF STUDY

The CIP programme is organised into five modules of 5 days each. Periodic reviews of the CIP curriculum take place annually in collaboration with departments, state academies and other relevant stakeholders.

4. MODE OF DELIVERY

Participatory approach (e.g. using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences). The delivery model includes a balance of contact learning, self-study and workplace learning.

5. MATERIAL

Justice College (under licence of the NSG) will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme. Materials will be printed regionally on demand.

6. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone after any L&D intervention. Face-to-face appointments may also be arranged where practicable.

7. ASSESSMENT

Assessments are administered as required by the NSG.

8. POST L&D IMPACT ASSESSMENT EVALUATION

Learners must lodge a L&D post impact assessment evaluation with Justice College within three months of completing a programme. Both the Learner and his/her supervisor must complete and sign the post impact evaluation and submit same to Justice College MSekwakwa@justice.gov.za.

9. REGISTRATION/APPLICATION

Training for the CIP will be arranged directly by your Region or Branch with Justice College. The Faculty Directorate:

Public Management is responsible for all administration of NSG programmes.

All DoJ&C D employees may register themselves online using the NSG homepage

10. TRAINING DETAILS

Dates: to be announced
Venue: To be announced

4.1.5 NATIONAL CERTIFICATE: PARALEGAL PRACTICE. SAQA QL 97228, LP 49597. CREDITS 131, NQF 5, LQ 01

1. TARGET AUDIENCE

This qualification is meant to prepare qualifying Learners for supervised practice as paralegal assistants in all sectors of the industry, which includes:
- Community-based paralegal Advice Offices.
- Non-governmental organisations.
- Public institutions.
- Commercial institutions.
- Private practices.

2. PROGRAMME PURPOSE

The purpose of the qualification is to provide the qualifying Learner with a basic knowledge and understanding of the South African legal system, fundamental laws, their application and social context so as to enable the Learner to provide supervised support and assistance in a paralegal environment.

The focus of this skills programme is to enable Learners to develop competence in a range of knowledge, skills, attitudes and values including:
Qualifying Learners will be able to:
- Apply fundamental knowledge and understanding of law to a specific problem within the South African legal context.
- Communicate with internal and external clients in a paralegal or legal workplace.
- Assist in solving problems in a paralegal context by working in a team and individually.
- Exercise ethical conduct, values and professionalism when dealing with all clients.

Paralegal assistants play an important role in providing support services to legal and paralegal practitioners, as well as limited assistance to members of the public. This results in a greater capacity to address the growing social demand for legal services and limited legal assistance as South Africans embrace democracy and seek to protect their rights.

This qualification will produce qualified and competent assistants to ensure that primary legal services are more accessible and affordable to the public. It includes legal, administrative and social knowledge and skills, although the emphasis is on providing support or supervised practice. It intends to equip the Learner with the necessary life skills and has an integrated approach on critical cross-field outcomes. This certificate establishes minimum standards and contributes to quality service provision; as a result,
community will receive assistance in compliance with ethical and professional standards.

This qualification will provide a career-path for those qualifying Learners intending to further their studies in all sectors of the paralegal or legal profession. The portable unit standard format allows specific unit standards to contribute to qualifications in the legal, development, public administration and commercial fields. This qualification will facilitate the accumulation of credits through institutionalised and workplace learning. The qualification also provides Learners who have gained relevant experience in the workplace with an opportunity to gain credits through a RPL process.

3. EXIT LEVEL OUTCOMES
The qualifying Learner will be able to:
1. Apply fundamental knowledge and understanding of law to a specific problem within the South African legal context.
2. Apply appropriate technology in order to conduct legal research on behalf of a legal or paralegal practitioner.
3. Communicate with internal and external clients in a paralegal or legal workplace. Range: Communication refers to both written and oral communication.
5. Assist in solving problems in a paralegal context by working in a team and individually.
6. Provide administrative and organisational support in an office environment.
7. Exercise ethical conduct, values and professionalism when dealing with internal and external clients.

4. CRITICAL CROSS-FIELD OUTCOMES:
- Identify and solve problems in which responses display that responsible decisions, using critical thinking, have been made.
- Work effectively with others as a member of a team, organisation or legal community.
- Organise and manage the Learner and the Learner's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical, and language skills in the modes of written and oral presentation.
- Use technology effectively and responsibly.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving in the legal and paralegal context does not exist in isolation.
- Demonstrate an awareness of their role in participating as responsible citizens in the life of local, national and global communities.
- Demonstrate an awareness of their role in generating sensitivity to diversity and culture across a range of social contexts.
- Please note: Examples of specific assessment of the above Critical Cross-Field Outcomes are described in each Unit Standard.

5. ASSOCIATED ASSESSMENT CRITERIA
For award of the whole qualification, candidates must achieve the required number of credits as well as the criteria specified for integrated assessment. Competence will be evident when:

i. **Apply fundamental knowledge and understanding of law to a specific problem within the South African legal context.**
   - Relevant facts within a specific problem are identified.
   - Relevant fundamental law applicable to a specific problem is indicated.
   - Options for specific problems from fundamental law are explained.
   - Problems that fall outside fundamental law are recognised.

ii. **Apply appropriate technology in order to conduct legal research on behalf of a legal or paralegal practitioner.**
   - Legal related software is used within paralegal administrative environment.
   - Appropriate technology for legal research is applied.
   - Relevant sources of legal information are identified.
   - Legal research is conducted.
   - Research findings are appropriately presented to legal or paralegal practitioners.

iii. **Communicate with internal and external clients in a paralegal or legal workplace.**
   - Relevant law is communicated to the client.
   - Relevant legal procedures are communicated to the client.
   - Appropriate legal or paralegal solutions are communicated to the client.
   - Information services are provided to clients in time.
   - Support services also include referral to appropriate practitioners with relevant follow up.

iv. **Guide and refer clients in a paralegal context.**
   - Problems are defined and related solutions are identified.
   - Information services are provided to clients in time.
   - Support services also include referral to appropriate practitioners with relevant follow up.

v. **Assist in solving problems in a paralegal context by working in a team and individually.**
   - Sources of South African law and other selected subjects or laws are examined to identify the relevant legal principles.
   - Options to problems are pursued according to the relevant legal principles.

vi. **Provide administrative and organisational support in an office environment.**
   - Payments are processed in accordance with the organisation's policies and procedures.
   - Records are kept and maintained in accordance with the organisation's policies and procedures.
   - Administrative systems are implemented in accordance with the organisation's policies and procedures.

vii. **Exercise ethical conduct, values and professionalism when dealing with internal and external clients.**
   - The concept of accountability is understood.
   - Confidentiality of clients is maintained.
   - Ethical and professional principles are demonstrated when assisting clients.
   - The principles of integrity and honesty are understood.

6. MINIMUM ENTRY REQUIREMENTS
- Communicate at NQF level 4.
- Numeracy skills at NQF level 4.
- Computer skills at NQF level 3.

In the event that an applicant has not completed Grade 11 or 12 they are required to complete an IEB (Independent Examinations Board) / UMALUSI Assessment Centre Evaluation (Placement Assessment).
7. TRANSFER-IN CREDITS (CREDIT ACCUMULATION TRANSFER - CAT)

Justice College allows Learners with completed credits from recognised education institutions to apply for credit accumulation transfers.

Credit transfers will only be considered if accompanied by an original certified certificate and statement of results containing the SAQA specifications of programmes / qualifications achieved.

8. DURATION OF STUDY

The Management Skills programme comprises of thirty (30) % contact learning and seventy (70) % workplace learning.

This qualification may be completed in 12 months.

9. UNIT STANDARDS

<table>
<thead>
<tr>
<th>Type</th>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>NOF LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>115855</td>
<td>Create, maintain and update record keeping systems</td>
<td>Level 5</td>
<td>5</td>
</tr>
<tr>
<td>Core</td>
<td>119503</td>
<td>Demonstrate an understanding of procedure in courts and other fora</td>
<td>Level 5</td>
<td>20</td>
</tr>
<tr>
<td>Core</td>
<td>119508</td>
<td>Demonstrate an understanding of South African law and the legal system with specific emphasis on Paralegalism</td>
<td>Level 5</td>
<td>15</td>
</tr>
<tr>
<td>Core</td>
<td>115823</td>
<td>Gather and manage information for decision-making</td>
<td>Level 5</td>
<td>5</td>
</tr>
<tr>
<td>Core</td>
<td>119509</td>
<td>Guide and refer clients in terms of legal enquiries</td>
<td>Level 5</td>
<td>10</td>
</tr>
<tr>
<td>Core</td>
<td>7865</td>
<td>Improve service to customers</td>
<td>Level 5</td>
<td>6</td>
</tr>
<tr>
<td>Core</td>
<td>8663</td>
<td>Plan and conduct a research project</td>
<td>Level 5</td>
<td>6</td>
</tr>
<tr>
<td>Core</td>
<td>110531</td>
<td>Plan, organize and control the day-to-day administration of an office support function</td>
<td>Level 5</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>14505</td>
<td>Apply the principles of ethics and professionalism to a business environment</td>
<td>Level 6</td>
<td>6</td>
</tr>
<tr>
<td>Core</td>
<td>116104</td>
<td>Use technology effectively in the practice of law</td>
<td>Level 6</td>
<td>6</td>
</tr>
<tr>
<td>Fundamential</td>
<td>119505</td>
<td>Apply fundamental legal concepts, principles, theories and values within a paralegal sector</td>
<td>Level 5</td>
<td>20</td>
</tr>
<tr>
<td>Fundamential</td>
<td>8647</td>
<td>Apply workplace communication skills</td>
<td>Level 5</td>
<td>10</td>
</tr>
<tr>
<td>Fundamential</td>
<td>11994</td>
<td>Monitor, reflect and demonstrate understanding</td>
<td>Level 5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective</th>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>NOF LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>13484</td>
<td>Perform successful event administration</td>
<td>Level 5</td>
<td>8</td>
</tr>
<tr>
<td>Elective</td>
<td>356220</td>
<td>Understand and apply the principles and rules relating to the admissibility and proof of the contents of a document</td>
<td>Level 5</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>356185</td>
<td>Apply the Promotion of Access to Information Act 2 of 2000 in Public Bodies</td>
<td>Level 6</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>356199</td>
<td>Apply the Promotion of Access to Information Act 3 of 2000</td>
<td>Level 6</td>
<td>10</td>
</tr>
</tbody>
</table>

10. PROGRAMME ASSESSMENT

Learners must obtain a minimum of fifty percent (50%) in the knowledge (summative) assessment and demonstrate competence in all the outcomes of the experiential assessment for the same skills programme to be found competent overall.

Learners will be allowed two additional opportunities to be assessed if they are Not Yet Competent.

In the event that the Learner is unable to achieve a unit standard or the skills programme after the third attempt, the Learner will be required to repeat the unit standard or skills programme. Cost implications will be specified in the DoJ & CD Bursary Policy and the Justice College Assessment Policy.

11. TYPES OF ASSESSMENTS

This Qualification has a formative1 assessment which assesses the Learner’s readiness for the summative2 assessment. A Learner may only write the summative if s/he achieves fifty percent (50%) or more for the formative assessment.

If not, a further formative assessment must be written. This Skills Programme has a summative assessment and an experiential assessment. These are both compulsory and together give the final result for the Skills Programme. Learners are required to complete formative and summative assessments in both knowledge and experiential aspects.

At the end of the programme, the Learner is required to write a final summative assessment; on condition s/he has successfully completed the module.

This final assessment determines whether the Learner will qualify for the National Certificate: Paralegal Practice. The competency requirement for this final assessment is fifty percent (50%).

12. INTEGRATED ASSESSMENT

1 Formative assessment is an assessment conducted as a developmental tool, to assess whether the Learner is ready to write the summative assessment.
2 Summative assessment is an integrated assessment conducted, usually at the end of a module, to assess whether the Learner has achieved the outcomes of the module.
3 Experiential assessment is an integrated assessment that assesses the Learner’s ability to apply the knowledge and skills to practical situations and to reflect and demonstrate understanding.
Applied competence (practical, foundational and reflexive competencies with regard to legal administrative and social knowledge and skills) of this qualification will be achieved if a candidate can integrate the various unit standard outcomes to be able to perform as a Paralegal Assistant in any of the paralegal sectors.

Ongoing formative assessment is required so that Learners are given feedback on their progress in the achievement of specific learning outcomes. Summative assessment is concerned with the judgement of the learning in relation to the exit level outcomes of the qualification, which tests the Learner's ability to integrate legal administrative and social knowledge and skills and paralegal values. The assessment methods must include observation (e.g., during client referral), product evaluation (e.g., research report) and questioning (oral and or written) to provide sufficient opportunity to the Learner to demonstrate applied competence.

Integrated assessment at the level of this qualification provides an opportunity for Learners to show they are able to integrate concepts, ideas, skills, values and actions across unit standards to achieve competence that is grounded in and coherent in relation to the purpose of the qualification. When guiding or referring a client a paralegal assistant must understand legal and non-legal knowledge that addresses the client's problem; use communication skills to maintain a database of suitable referral organisations and address the case with professional and ethical conduct. An assessment of the guidance and referral of a client (e.g., simulation) would thus examine competence in range of unit standards.

Integrated assessment must judge not only the quality of the observable performance but also the thinking and understanding that underpins it. Assessment tools must also encourage Learners to give an account of the thinking and decision-making that forms the basis for their demonstrated performance. An integrated mix of task-oriented and theoretical assessment tools should be used with the ultimate focus being on the assessment of applied competence.

In other words, the assessors must use a range of tools to test demonstrated competence in a practical situation (e.g., simulation or Learnership on (para)legal practitioner support) as well as oral or written examination (on application of fundamental legal knowledge), that integrates the assessment of all specific outcomes for all the unit standards. Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

13. PORTFOLIOS OF EVIDENCE (POE)

All occupational qualifications require a Learner to compile a Portfolio of Evidence (PoE) which contains personal information, (copies of ID, certificates, CV etc.) as well as all the evidence (Assessments) compiled over the duration of the programme.

It is the responsibility of each Learner, with administrative assistance from Justice College to ensure his/her PoE is complete and compliant in all respects and contains all the work s/he has produced during the programme. The PoEs must be kept securely at the Regional Office but the Learner will have access to them for revision purposes and to add evidence. Failure to submit the required forms, to supply all the necessary ‘evidence’ or to sign off work as required will result in Learners’ portfolios being rejected or in unnecessary delays in moderation and certification.

14. MODERATION AND CERTIFICATION

- Moderation includes both internal and external moderation of assessments. Moderation of assessments will be overseen by the relevant ETQA according to the moderation guidelines and agreed ETQA procedures. This qualification can be internally assessed by assessors of the provider and moderated by a moderator registered by the relevant ETQA. Moderation shall comply with SAQA requirements.
- Anyone assessing a Learner or moderating the assessment of a Learner against this qualification or its unit standards must be registered as an assessor with the relevant ETQA.
- Completed Portfolios of Evidence (PoEs) will first be internally moderated by Justice College.
- Hereafter, the SASSETA (QCTO’s Learning and Quality Assurance) (LQA) body conducts External Moderation. Results are only final after Justice College has received the external moderation report from SASSETA.
- Justice College will liaise with SASSETA regarding uploading of Learners’ results and issuing of official Certificates and Statements of Results from SASSETA.
- Learners need to be mindful that, as there are several processes to take place, both internal and external, moderation and certification can take up to six months to complete. Justice College will issue an interim statement of credits whilst the SASSETA finalises their processes.

15. ARTICULATION OPTIONS

Learners who have achieved the Certificate in Paralegal Practice will have access to the Diploma in Paralegal Practice.

This qualification articulates horizontally with the following qualifications:
- National Diploma - Service Management (Court Management).

Competence in individual Unit Standards will be retained by the Learner who exits the qualification before completion.

16. MODE OF DELIVERY

Participatory approach (e.g., using facilitation, teaching, role playing, simulations, case studies, group discussions, peer learning, sharing of experiences, etc).

17. MATERIAL

Justice College will provide all prescribed manuals, programme outlines, timetables, assessments, workbooks (where applicable) and electronic study material for each skills programme.

18. ACADEMIC SUPPORT

Justice College Lecturers will provide Learner guidance and support wherever possible. Learners may contact Lecturers by e-mail or telephone. Face-to-face appointments may be arranged if practicable.

19. REGISTRATION / APPLICATION

Nominations will be received from regional HR Directorates, Branches and Heads of Office. Learners must be mindful of the entry requirements of this qualification.
4.1.6 PROJECT MANAGEMENT (US ID 120380, 120388 & 120378 @ NQF 5) – BA PM10

1. TARGET AUDIENCE
All Justice Officials

2. PROGRAMME PURPOSE
To provide foundational, practical and reflexive competency to effectively apply project management principles in the workplace

3. MINIMUM ENTRY REQUIREMENTS
This course is intended for officials on level 7 and above involved in project related work (Supervision). If the above criteria are not met a motivation must be submitted by the line manager for consideration

4. DURATION OF STUDY
The training programme is presented over 5 days.

5. TOPICS COVERED DURING THE PROGRAMME
- Overview of PM
- Project management process groups and knowledge areas
- Project Planning
- Project Budgeting
- Project Risk Management
- Project management tools
- Developing various PM graphing techniques such as PERT Gannt Chart
- PM communication and reporting
- Developing of WBS

6. PROGRAMME OUTCOMES
At the end of this training session the delegate will be able to:
- Understand what a project is all about
- Plan and develop a PM schedule
- Develop a statement of work, project charter and a business case
- Develop a project schedule
- ID project risks and develop a project management risk plan
- Develop a communication plan
- Develop project status reports
- Use various PM tools and techniques
- Develop a WBS.

7. LANGUAGE POLICY
English is the language of communication, instruction and assessment at Justice College. Language support will be offered where possible

8. MODE OF DELIVERY
- Participatory Approach (e.g. facilitation, teaching, simulations, group discussions, peer learning, and individual assessments)
- Using multi-disciplinary approach
- Using both cognitive and experiential training techniques

9. MATERIAL
Justice College will provide all prescribed manuals, course outlines, timetables, assessments, workbooks (where applicable). Consequently there will be no requirement to purchase any additional prescribed materials.

10. ACADEMIC SUPPORT
Justice College has appointed qualified and experienced lecturers to provide support to learners. Learners may contact lecturers by e-mail, or alternatively telephonic appointments. Face-to-face appointments can also be arranged but these will be by appointment only and will take place when the lecturer is in the region.

11. ASSESSMENT
- POE is compulsory, and the must be submitted as per the stipulated date.
- Individual and group activities will take place during the course

Class test Assessment Tool:
- Class test, individual and group activities

Assessment Standards:
- Learners must be found compliant against the identified unit standards 120380, 120388 and 120378

Content of Portfolio of Evidence:
- Submission of POE is compulsory

Follow-up Evaluation:
- A participant must lodge a training effectiveness form with Justice College three months after completing the course. Both the participant and his or her supervisor must complete and sign the training effectiveness form. The purpose of the form is to measure the improvement in the participant's work performance since attending the course. A participant will not receive a course certificate unless Justice College has received the training effectiveness form.

12. REGISTRATION
Nominations will be received as per DoJ & CD normal procedures. Learners must be mindful of the entry requirements of the qualification.

13. TRAINING DETAILS
The course will be limited to 25 delegates

5. ACRONYMS, DEFINITIONS

LEGISLATIVE FRAMEWORK

5.1 ACRONYMS

<table>
<thead>
<tr>
<th>ACRONYM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE</td>
<td>Council on Higher Education</td>
</tr>
<tr>
<td>DHET</td>
<td>Department of Higher Education and Training</td>
</tr>
<tr>
<td>DOJ &amp; CD</td>
<td>The Department of Justice and Constitutional Development</td>
</tr>
<tr>
<td>DOL</td>
<td>Department of Labour</td>
</tr>
<tr>
<td>DPSA</td>
<td>Department of Public Service and Administration</td>
</tr>
</tbody>
</table>
5.2 DEFINITIONS

Access
To provide ease of entry to appropriate level of education and training for all prospective learners in a manner this facilitates progression (SAQA; 2004:28).

Advanced Standing
Advanced standing” means the status granted to a learner for admission to studies at a higher level than the learner’s prior formal studies would have allowed, including exemption where applicable. (SAQA; 2013:04).

Assessor
An assessor is “anyone who assesses for the purposes of making a judgement about an achievement that will result in credits towards unit standards or qualifications” (SAQA, 2001:47).

The person who is registered by the relevant Education and Training Quality Assurance Body in accordance with criteria established for this purpose to measure the achievement of specified NQF standards or qualifications.

Assessment
Is the process of gathering and evaluating evidence in order to determine whether candidate has demonstrated competence in outcomes specified in part qualifications and/or qualifications registered on the NQF (DPSA, 2012).

The generic assessor standard registered by SAQA entitled ‘Plan and conduct assessment of learning outcomes’ outlines the process in detail. The management of assessment is the responsibility of training providers (DPSA, 2012).

Assessment Methods
Interviews, Debate, Presentation, Performance testing, Examination, Oral examination, Essay, Examples of work done or performed or designed, Portfolio, Book review, Annotated, Special projects, Reports, critiques, articles (SAQA; 2004:57).

Assessment Plan
Refers to the plan that outlines the RPL assessment process and indicated the resources required per method or assessment. Candidates are involved in the compilation of the assessment plan as part of their assessment preparation (DPSA, 2012).

Assessment Support
Support provided to candidates to complete assessments and deal with any remediation and/or during the RPL process after the initial workshop. The persons who provide the support are generally SMEs and technical experts in the RPL processes (DPSA, 2012).

Candidate Preparation
The process of preparing candidate for the RPL assessment. Candidate/learner must be advised of method of assessment, date for assessment, resources required, appeals procedure and provided with sufficient time to prepare. Appropriate preparation document must be completed (DPSA, 2012).

Certification
To certify credits attained for the purposes of a qualification (SAQA; 2004:28).

Competence
The knowledge, theory and practical skills of a person. This includes the ability to apply the knowledge and skills to a variety of circumstances and contexts (DPSA, 2012).

Credits
The credit value of a unit standard or qualification is based on the number of ‘notional’ hours it takes an average learner to achieve the outcomes of that unit standard. One credit is equal to 10 notional hours. Notional hours are those hours a learner spends on the acquisition of the competence (DPSA, 2012).

Credit Accumulation
Credit accumulation means the totalling of credits required to complete a qualification or a part qualification (SAQA; 2013:04).

The totalling of credits required to complete a qualification or a part-qualification (DPSA, 2012).

Credit Accumulation and Transfer (CAT)
Credit accumulation and transfer (CAT) system means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace (SAQA; 2013:04).

An arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace (DPSA, 2012).

Credit
The vertical, horizontal or diagonal...
<table>
<thead>
<tr>
<th>Transfer</th>
<th>Relocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, departments or institutions (DPSA, 2012).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Cross Field Outcomes (CCFO)</td>
<td>Refers to those generic outcomes that inform all learning. There are 8 CCFOs which include working effectively with others as a member of a team, collecting, analysing, organising and critically evaluating information, communicating effectively etc. (DPSA, 2012).</td>
</tr>
<tr>
<td>Education Training and Quality Assurance Body ETQA</td>
<td>A body accredited in terms of section 5(1) (a) (ii) of the SD Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications (DPSA, 2012).</td>
</tr>
<tr>
<td>EIDP</td>
<td>Education, Training and Development Practices, covering the broad spectrum of interventions in the skills development arena (DPSA, 2012).</td>
</tr>
<tr>
<td>Exit Level Outcome ELO</td>
<td>Those broad outcomes to be achieved by a candidate in order to achieve a qualification (DPSA, 2012).</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>Knowledge and/or skills learned through experience, rather than through a formal course or instructional learning. This could be accumulated in the workplace as part of the daily duties (DPSA, 2012).</td>
</tr>
<tr>
<td>Feedback</td>
<td>The process of providing the candidate with feedback regarding his/her assessment and discussing areas and methods of remediation should it be applicable. Feedback to the candidate must be conducted in a fair, unbiased and confidential manner and documented appropriately (DPSA, 2012).</td>
</tr>
<tr>
<td>Fifty Percent HE Residency Clause</td>
<td>Credit transfer between institutions of higher Learning. A HE learner, having been granted credits through an RPL process in terms of a recognised qualification, must still complete at least 50% of the learning programme with the institution regardless of whether the credits granted exceed 50% of the requirements, or even fulfil all the requirements of the qualification (SAQA; 2004:12).</td>
</tr>
<tr>
<td>Formal Learning</td>
<td>Learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part-qualification registered on the NQF (DPSA, 2012).</td>
</tr>
<tr>
<td>Informal Learning</td>
<td>Informal learning means learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning (SAQA; 2013:05).</td>
</tr>
<tr>
<td>Informal Learning Outcomes LOs</td>
<td>A learning outcome is what a person will know and/or be able to do after successfully learning something. In other words, outcomes explain the skills, knowledge and values that will be assessed. The learning outcomes are the basis of the learning (DPSA, 2012).</td>
</tr>
<tr>
<td>Informal Learning Programme</td>
<td>A learning programme means a purposeful and structured set of learning experiences that leads to a qualification (SAQA; 2013:05).</td>
</tr>
<tr>
<td>Informal Learning Lifelong Learning</td>
<td>Learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective. It includes learning behaviours and obtaining knowledge: understanding; attitudes; values and competences for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability (DPSA, 2012).</td>
</tr>
<tr>
<td>Mentor</td>
<td>A person who acts as a counsellor and/or guide to another individual. A mentor is usually a more experienced individual who assists another in personal and/or professional development.</td>
</tr>
<tr>
<td>Moderating Body</td>
<td>Means a body specifically appointed for the purpose of moderation (DPSA, 2012).</td>
</tr>
</tbody>
</table>
| Moderation | The process of ensuring that assessments have been conducted in line with agreed practices, and are fair, reliable
and valid (DPSA, 2012).

### National Qualifications Framework (NQF)
National Qualifications Framework (NQF) means a comprehensive system approved by the Minister of Higher Education and Training for the classification, registration, publication and articulation of quality-assured national qualifications (SAQA; 2013:05).

The NQF is a framework for the registration and publication of articulated and quality-assured national qualifications at specific levels and developing learning paths between them. It has ten levels and is divided into three sub frameworks:
1. General and Further Education and Training Qualifications Framework
2. Higher Education and Training Qualifications Framework
3. Occupational Qualifications Framework

### National Co-Ordinating Mechanism for RPL
A national facility empowered to coordinate, research, support, and advocate and oversee the mainstreaming of RPL (DPSA, 2012).

### Non-Formal Learning
Non-formal learning means planned educational interventions that are not intended to lead to awarding of qualifications or part qualifications (SAQA; 2013:05).

Learning which is embedded in planned activities not explicitly designated as learning towards a qualification or part-qualification; it is often associated with learning that results in improved workplace practice, but does not necessarily lead to the awarding of credits (DPSA, 2012).

### Organising Framework for Occupations (OFO)
The Organising Framework of Occupations (OFO) is a tool for having a common language for collecting and analysing labour market information. It is a skills-based, coded classification system which captures all jobs in the form of occupations and groups occupations based on similarity of:
- Skills specialisation
- Skill level

### Organising Framework (OFO) Descriptors
Occupations are classified according to the functions performed in the occupation. E.g. 132201 - Finance Manager. The description of the minimum functions are called occupation descriptors Plans, organizes, directs, controls and coordinates the financial and accounting activities within an organization (DPSA, 2012).

### Part Qualification
Part qualification means an assessed unit of learning that is registered as part of a qualification (SAQA; 2013:05).

An assessed unit of learning that is registered or to be registered as part of
- Relative scarcity which pertains to geographical location, equity considerations, and replacement demand;
- Absolute scarcity which refers to new and/or emerging occupations where there are few, if any, people in the country with the specified skills (DPSA, 2012).

<table>
<thead>
<tr>
<th>Sector Education and Training Authority (SETA)</th>
<th>Sector Education and Training Authority of which there are currently 21. The SETA for the Public Services Sector is PSETA (DPSA, 2012).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development Facilitator (SDF)</td>
<td>The person in the organisation who has the responsibility of ensuring that skills development initiatives take place. This person is also responsible for the development and submission of the Workplace Skills Plan, the Annual Training Report and the Pivotal Training Report to the relevant SETA (DPSA, 2012).</td>
</tr>
<tr>
<td>South African Qualifications Authority (SAQA)</td>
<td>The stakeholder body that registers qualifications and standards on the NQF and ensures that the education and training that is delivered enables learners to reach these qualifications and standards (DPSA, 2012).</td>
</tr>
</tbody>
</table>

### 5.3 LEGISLATIVE FRAMEWORK

<table>
<thead>
<tr>
<th>Batho Pele Principles</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NSDS III</td>
<td>National Skills Development: Strategy III.</td>
</tr>
</tbody>
</table>
6. JUSTICE COLLEGE CONTACT DETAILS

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