

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Sheriffs

Registered by NSB 08, Law, Military Science and Security, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, subfields, **NQF** levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 14 February 2005***. All correspondence should be marked Standards ***Setting – Sheriffs*** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate in Law Enforcement: Sheriffing

SAQA QUAL ID	QUALIFICATION TITLE	
49336	National Certificate in Law Enforcement: Sheriffing	
SGB NAME	SGB for Sheriffs	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
LMS-5-National Certificate	National Certificate	Justice in Society
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
123	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

This qualification will contribute to the further development of the learner within the sheriffs' profession by providing recognition, further mobility and transportability. A person acquiring this qualification will be able to use it as an entry into the profession whilst being able to contribute to its professionalisation. The learner will have an understanding of civil law and its enforcement and show responsibility by independently and effectively managing themselves and others. The learner will be able to interact with a range of people within the diverse South African context and enhance professional service delivery.

This qualification both reflects the benchmark for sheriffing in Sub-Saharan countries and for the first time, allows the learner to obtain a nationally recognised qualification in Sheriffing in South Africa. This qualification will also assist in changing the perceptions in respect of the lack of good governance, professionalism and expertise within the sheriffs' environment that will improve the image and relationships between sheriffs and the community.

Qualifying learners will be able to:

- > Establish and manage effective workplace relationships utilising business skills and processes; and communication skills.
- > Contribute to the development of the workplace environment.
- > Function as a law enforcement officer by serving and executing all processes in compliance with relevant law.
- > Supervise workplace information, operations and systems to meet organisational requirements.
- > Manage personal work priorities and professional development.

The qualification will reflect that the person is capable of operating effectively in the specific culture of the sheriffs' environment and able to execute their duties as a sheriff within the framework of the law. The skills, knowledge and understanding demonstrated within this qualification are essential for a beneficial impact on the civil justice system, social and economic transformation and upliftment within the South African society. The qualification aims at developing a competent and professional work force to ensure the effective delivery of relevant and appropriate sheriffs products and services.

Rationale

In the Sheriffs' professional environment sheriffs are exposed on a daily basis to situations that necessitate thorough knowledge of the law and their responsibilities in executing court orders to avoid liability, negligence, infringements of human rights and transgressions of the Sheriffs Act, 1986 [Act 90 of 1986, as amended]. The sector has emphasised the importance and need to promote good governance, professionalism and the need for transformation. Transformation is a constitutional imperative to redress inequity through the provision of access to previously disadvantaged individuals as well as to advance

service delivery in the field. It is with this focus in mind that the design of this qualification includes elements of professionalism, human rights, law, financial accounting etc.

This qualification therefore reflects the workplace-based needs of the sector, justice in society, that are expressed by employers and employees, both for current and future purposes. It provides the learner with accessibility to be employed within the sector, with specific references to the sheriffing environment and provides the flexibility to pursue different careers in the broader law enforcement environment.

This qualification reflects the need of the sheriffing community *for* competencies that will enable the learner to take responsibility for the serving of documents and execution of judgements within the legal framework within which they operate. In addition, it will improve the quality with which sheriffs' duties are exercised and enhance the professional image of the sheriring community while contributing towards greater confidence in the sheriffs' profession as a core part of the civil justice system.

This qualification provides learners with opportunities for professional development and a career in **law** enforcement as a sheriff. The qualification will empower the **qualifying** learner to operate as an unbiased official of the court responsible for service and execution. The qualification also provides the learner with advancement opportunities within the broader law enforcement community.

This qualification allows for the further development of learners in the sheriffs' professional environment through vertical mobility to higher-level qualifications and horizontally to qualifications on the same level but in a different discipline. The qualification assists learners in critically evaluating information and exercising appropriate professional judgement. The level of flexibility within the range of electives will also allow the individual to pursue further specialisation within law enforcement.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

It is assumed that candidates embarking on learning towards this qualification are already **competent** in the following areas (which can also be achieved through RPL):

- > Computer literacy NQF Level **3**.
- > Basic Functional Computer literacy skills for electronic communication including creating and storing data.
- > Oral and written communication skills **NQF Level 4**.
- > Numerical skills NQF Level **3**.

This will facilitate the entry of the majority of our learners who have not had the benefit of a strong mathematical and science foundation.

Recognition of prior learning

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The learner should **be** thoroughly briefed on the mechanism to be used and support and **guidance should be provided**. Care should **be** taken that the mechanism used provides the learner with an **opportunity** to demonstrate competence and is not **so** onerous as to prevent learners from taking up the RPL option towards gaining a qualification.

QUALIFICATION RULES

- > Fundamental-Credits **18**
- > Core-Credits **85**
- > Elective-Credits **20**

EXIT LEVEL OUTCOMES

1. Establish and manage effective workplace relationships by utilising business skills and Processes; **and** communication skills.

Associative Unit Standards:

- > **14609** - Participate in management of conflict.
- > **11791** - Use language and Communication strategies for vocational and occupation learning.
- > **15234** - Apply efficient time management to the work of a **department/division/section**.
- > **12153** - Use the writing process to compose texts required in the business environment.
- > **10140** - Apply a range of project management **tools**.
- > **15238** - Devise and apply strategies to establish and maintain relationships.

> **14155** - Create and maintain positive workplace relationships.

2. Contribute to the development of the workplace environment in line with Constitutional imperatives.

Associative Unit Standards:

> **15093** - Demonstrate insight into democracy as a form of governance and its implications for a diverse society.

> **15233** - Harness diversity and build on strengths of a diverse working environment.

3. Function as a law enforcement officer by serving and executing all processes in compliance with relevant law.

Associative Unit Standards:

> **117983** - Serve process, notice or document by the Sheriff of the Court.

> **117984** - Execute court judgements in line with relevant law.

> **15225** - Identify and interpret related legislation and its impact on the team, department or division and ensure compliance.

> **11979** - Identify and apply relevant law in general relating to policing.

4. Supervise workplace information, operations and systems to meet organisational requirements.

Associative Unit Standards:

> **110531** - Plan, organise and control the day-to-day administration of an office support function.

> **15236** - Apply financial analysis.

> **7468** - Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.

> **110526** - Plan, organise, implement and control record-keeping systems.

> **7866** - Plan, organise and monitor work in own area of responsibility.

> **114272** - Analyse complaints and reports relating to referred disputes and select appropriate resolution process.

5. Manage personal work priorities and professional development in line with sheriffing and related professions.

Associative Unit Standards:

> Any **20** credits from the Elective unit standards.

ASSOCIATED ASSESSMENT CRITERIA

1.

> Information to achieve work responsibilities is collected from appropriate sources.

> The methods used in communication is appropriate to the audience and takes into account social and cultural diversity.

> People are treated with integrity, respect and empathy regardless of culture, gender, class, "race" and belief systems.

> The organisation's social, ethical, and business standards are used to develop and maintain positive relationships aligned to human rights.

> Problems are identified and analysed during conflict resolution and action is taken to rectify the situation with minimal disruption to performance.

2.

> Democratic principles are applied and its implications reviewed or analysed in a diverse society.

> Diversity is harnessed and the strengths of people are used to improve the work environment.

> Work processes and procedures reflect the diversity of the workplace in line with labour requirements.

> The financial aspects of personal, business and national issues are investigated and monitored through the use of mathematical skills.

3.

> Different aspects of the law impacting on the functions of the sheriff are applied in accordance with the law and prescribed professional values and ethics.

> Processes, notices and documents are served and judgements are executed according to relevant legal prescripts.

> The duties of service and execution are performed with due regard for a human rights and inclusivity culture as contained in the bill of rights.

> All administrative requirements are performed according to internal policies and statutory provisions.

- > Specialised functions relating to execution are performed and recorded according to statutory provisions.
- > Related legislation are identified and interpreted to measure impact on the team, department or division and ensure compliance to regulations
- > Conflict is managed for improvement of relationships according to the labour relations law as set out by office practices.
- > Efficient time management is applied in meeting objectives.

4.

- > An office support function is provided through planning, organising and controlling the day-to-day administration.
- > Financial analysis is applied to ensure sound financial practices in the preparation and maintenance of financial records and statements in accordance with (GAAP) General Accepted Accounting Practices.
- > Record-keeping systems are planned, organised, implemented and controlled in line with sheriffing requirements.
- > Own work area is planned, organised and monitored to ensure maximum contribution and professionalism which reflect the roles, responsibilities and the accountabilities of a sheriff.
- > Complaints and reports are analysed relating to referred disputes and appropriate resolution process is selected in accordance with guidelines and requirements
- > Strategies to establish and maintain relationships are devised and applied to meet organisational requirements and adjusted to diverse social and cultural contexts.

5.

- > Personal qualities and performance serves as a role model through using the sheriff's code of conduct.
- > Competing demands are prioritised by using personal, team and the organisation's goals and objectives
- > Technology is used efficiently and effectively to manage work priorities and commitments in line with office requirements.
- > Feedback from clients and colleagues is used to identify and develop ways to improve competence in respect of Batho Pele service excellence principles.
- > Management development opportunities suitable to personal learning styles are selected and used to develop competence in sheriffing and related professions.

Integrated Assessment

Assessors need to include a variety of assessment methods that can determine practical abilities, theoretical understanding and the ability to integrate information.

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate is able to take responsibility for the delivery of sheriffing products and services by generating ideas through the analysis of information, command specialised technical skills, undertake planning and designing processes and utilise diagnostic skills to execute judgements across a broad range of functions.

The effective use of responsibility to independently and effectively manage themselves and others must be assessed. In addition, the learner will be able to demonstrate communication skills through the production of relevant and appropriate products and services and interaction with a range of people. Furthermore the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies assessment methods and tools to determine the whole person development and integration of applied knowledge and skills.

Applicable assessment tool(s) to establish the foundational, reflexive and embedded knowledge to problem solving and application of the world as a set of related systems within the professional sheriffs environment.

A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

The qualification is subject to summative assessment and moderation processes by qualified and registered assessors and moderators within the workplace.