

**EVALUATING THE TRAINING TECHNIQUES IN THE
DETECTIVE LEARNING PROGRAMMES IN THE IN-SERVICE
TRAINING CENTRES OF THE WESTERN CAPE**

by

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DEDICATED TO

My husband, Vernon Scheepers for all his love and support through the years of studies

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A BRIEF RESUME OF THE RESEARCHER

The researcher matriculated in 1982 at Rustenburg High School. She was appointed in the South African Police on 20 December 1982. In 1995 she completed the Police Management course and in 1997 she attended a Field Training Officers course. In 1999 she achieved her National Diploma: Police Administration from Technikon SA. In 2001 she completed the Human Rights and Policing course and in 2002 an Investigators course. She achieved her Baccalaureos Technologiae: Policing. She attended and completed an OD ETD learnership during the period of 2005 to 2006. During 1990 to 2007 she completed various other courses, which are work related. She became a commissioned officer with the rank of Captain on 1 December 2005.

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ABSTRACT

The research project investigated the basic detective training courses presented in the two training institutions of the Western Cape Province namely Paarl Detective Academy and Philippi In-Service Training Centre. The two courses that were researched were the Detective Learning programme of Paarl and the Introduction to Crime Investigation of Philippi. The focus of the research was on the training techniques used in the facilitation of these programmes. The research was done with interviews of focus groups of learners that were attending the courses. Individual interviews were held with trainers of both the training institutions. Observation was done in the classes at the two training institutions during the facilitation of the courses. Although the training techniques could be more advanced, other aspects were identified that was of a bigger concern for the learners and trainers alike. The recommendations drawn from conclusions of the data obtained may offer some solutions to the identified problems.

Key terms:

Detectives

Training

Training techniques and methods

Interviews

Observation

Facilitation

Training, education and development

Adult learners and adult learning

Pedagogy and Andragogy

Learning preferences and styles

ACRONYMS

SAPS – South African Police Service

DLP – Detective Learning Programme

LAPD – Los Angeles Police Department

PBL – Problem-based learning

USA – United States of America

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CHAPTER 1

ORIENTATION AND INTRODUCTION

1.1 Background and Introduction

It is envisaged to research the current training techniques and standards and the shortcomings thereof in police training centres of the Western Cape. Recommendations will be made for new training techniques and standards where necessary. Training in the SAPS poses many challenges in the sense that it needs to be effective enough to enable police officials to do their work with impact.

In this proposal the problem statement will be given, the research aims and objectives will be specified and the value of the research stipulated. The method of data collection, target population and sampling as well as data collections and analysis are identified. It will also include the methods that ensure validity and reliability and the ethical considerations of the research. The problems that complicated the study are mentioned as well as the layout of the dissertation.

1.2. Problem statement

Training in any police service is important in order for police service members to be effective in their duties. Unfortunately, it seems as if training in the SAPS is treated as an afterthought. The thinking paradigm of SAPS concerning training appears to be reactive. It is seen as a quick solution on a short-term basis that in reality fixes nothing and rectifies none of the harm done.

An international problem exists within the policing environment in which it is thought that many trainers have gone off track with the training regime by ‘watering down’ the training (Weinblat, 1999:28-31). Police services are very tradition focused and do not always imply non-traditional business-focused strategies (Edenheimer, 2001:22).

The current training techniques used in SAPS are not as effective as they can or should be due to the transformational changes in the country as well as influences of these on SAPS as a whole. Just like the rest of South Africa, the skills and experience gap in the SAPS need attention and need to be addressed as a matter of urgency by any means that could help close the gap between skilled and unskilled SAPS members (Bosman & Frost, 1996:1). Van Dyk, Nel, Van Z Loedolff and Haasbroek (2001:191) substantiate this where they state that training can provide a worthwhile return on investment if it is relevant to the work. This will enable the learning experiences provided for the learners to be directly related to the duties and tasks that they will be performing in their work situations.

All courses in SAPS have theoretical classes, be it for a whole course or a part of a course. The presentation of such theoretical training leaves much to be desired (Bosman & Frost, 1996:2). Most of the training techniques used to present this type of training are still based on old techniques that are not effective anymore. Trainers are using the old “talk and chalk” method and find it difficult to make a paradigm shift towards the facilitation of adult learning.

Dwyer and Laufersweiler-Dwyer (2004:19) substantiate this where they state that although the content changes of courses have kept up to date with new knowledge and technology, the teaching methods seem to have lagged behind in many law enforcement academies. Although the article of Dwyer and Laufersweiler-Dwyer is a FBI Law enforcement article, it can be applied to the SAPS as both have a police foundation that forms the basis of their training courses. Van Dyk *et al.* (2001:325) confirm the importance of keeping up to date with training methods by stating that the quality and quantity of any training can be enhanced by improving the trainer’s efficiency and effectiveness by means of better training methods and the use of improved technology such as computers.

The trainers must realise that they are working with adults. This should be an indication to them that each trainee has a different learning style. Being aware of this, trainers must make sure that they keep up to date with new training and facilitation techniques to make a course more impact driven. The facilitator must make sure that the needs of a variety of learners are met (Milano & Ullius, 1998:34). Dwyer and Laufersweiler-Dwyer (2004:20) agree with this where they state that with the use of andragogy or adult learning, a new model of police education can be implemented. Due to this, trainers must make sure that their training techniques are continuously upgraded to stay effective.

The SAPS is challenged with the fact that a large number of experienced police officials have left the organisation, taking their skills and experience with them. To add to the problem the Police Service Act of 1995 and the Constitution of South Africa call for changes in the operational methods of policing and many members feel that they have not been provided with the necessary skills to meet the demands made on them (Klipin, 2002:3).

In the White Paper on Public Service Training and Education (1998:48) it is clearly stated that there is no flexibility in training to change training to local needs and circumstances; there is a void between the training course acquired and the actual competencies required to perform duties; lack of recognition of prior learning competencies or experience and a lack of cost effectiveness when competencies could be trained through less expensive forms of staff development. This was published in the Government Gazette of 7 August 1998 (1998:48), where the same statements were reiterated.

Training, education and development play a major role in policing. No matter in which concept, it is clear that training and education are essential to develop the officers and to enable them to do their work regardless of the position such officers hold (Haberfeld, 2002:35).

According to Charles (2000:71), continued training, education and development for police officers and administrators have become a reality. A few years ago a trainer was considered competent to train in all aspects of police work. Today it is furthest from the truth as the techniques and responsibilities towards providing better training increase with practically every year. It is necessary to reduce the distance between training and the actual application of what is learned (Charles, 2000:76). This can only be done if training techniques and methods are kept up to date with the change of time and evaluated on a continuous basis.

It is known that the Minister of Safety and Security, the SAPS National Commissioner as well as the Provincial Minister of Community Safety of Western Cape and the SAPS Provincial Commissioner of Western Cape are serious about improving service delivery in the SAPS (South African Police Service, Circular 11/1/3/1, 2006 & 2007a). Due to this, the problem is worthy of scientific research. With the evaluation of the effectiveness of in-service training being determined, it will form a clear picture to see whether the training was indeed effective to create a better service delivery of SAPS members to communities.

1.2.1 Research aims and objectives

Aim: To identify gaps in the training techniques and to make recommendations on improving the training techniques.

Objectives:

- To assess the current training techniques and methods used in training.
- To identify gaps in the training.
- To reflect on the outcome of the results of the research.
- To make recommendations on said results.

1.3. Value of the research

The value of the research will be important to SAPS trainers. All trainers will be able to use this research to enable them to enhance and improve the courses they are presenting. It will help them to make sure that all the trainees attending the courses will have the opportunity to learn. It will improve the knowledge, skills and attitudes of trainees and enable them to apply what they learn in the course in their line of duty. This will ensure that they are operationally effective in their duties and also organisationally prepared to do their duties and deliver professional service. The outcome of this research could lead to identify more effective training techniques that can impact on police officials having better knowledge, skills and attitudes in order to create better service delivery.

1.4. Key theoretical concept of training for this study

According to Chuda (1995:6), training is the delivery of information by a trainer so that the trainees can either develop a specific skill or reinforce it, and that the understanding of the skill can be evaluated by a test whether it is hands-on, oral or written. Haberfeld (2002:33) defines training as the focus on how effectively a task is done and that it is experiential and goal oriented and also narrow in scope. If these two definitions are taken into account, it can be said that training is the imparting of knowledge from one person to another to enable that person to do his or her work efficiently.

Whether training is done to prevent civil suits or to equip officers to do their work properly, it does not hide the fact that training is important for officers to do their work sufficiently (Chuda, 1995:3).

1.5. Research methodology

The researcher indicated what methodology is used to do the research. This will include the approach and design, target population and sampling, method of data collection, the data analysis, methods used to ensure validity and reliability and the ethical considerations.

1.5.1 Research approach and design

The researcher has made use of the qualitative approach in order to minimise the distance and obtain as much data as possible. This qualitative research was done in a relatively open and unstructured manner. This helped the researcher to be sensitive to unexpected events that might influence the data and enabled her to remain objective.

1.5.2 Target population and sampling

The target population was the two SAPS In-Service training centres in the Western Cape namely Paarl Detective Academy (hereafter called Paarl) and Philippi In-Service Training Centre (hereafter called Philippi). There were courses presented and the learners of those classes were included in the focus group interviews. The researcher was working at the provincial training office in the Western Cape. Due to the nature of her work she visited these two training centres frequently. During her visits to Paarl and Philippi she noticed that the training techniques used by the trainers were old techniques of “talk and chalk”. This made her realize that new training techniques had to be implemented in order to enhance the training presented to the learners. The method of and style of providing training for detectives is similar in all SAPS training centres in South Africa and these two identified institutions can be regarded as representative of the training techniques used.

Paarl Detective Academy has approximately 14 trainers and all of them are detective trainers. The trainers at the training centre present a total of 15 different detective courses but the main course being presented is the Detective Learning Programme (DLP). (See Appendix A). Classes range from 15 to 25 learners per class depending on the course being presented. The computer courses have 15 learners and theoretical courses have 25 learners.

The Philippi In-Service Training Centre has approximately 15 trainers. The trainers present a total of 12 different courses i.e. crime prevention, sector policing, Human Rights and policing, computer courses, domestic violence, etc. of which only 1 is a detective course namely the Introduction to Crime Investigation. (See Appendix B). Only 5 of these trainers are detective trainers. The other courses are for support services, crime prevention and visible policing personnel. The classes also range from 15 to 25 learners depending on the course being presented. The computer courses have 12 learners and the theoretical courses have 25 learners. The practical courses of K53 driver courses and the Tactical police (shooting) courses have 10 learners per course.

These two in-service training centres were chosen as they are the only in-service training centres in the Western Cape where detective courses are being presented. As the research was done in the basic detective training environment, they were the only places where information could be obtained during the data collection phase of the research. The Detective Learning Programme (DLP) that was presented at Paarl and the Introduction to Crime Investigation presented at Philippi were used during the research.

The sampling that was used was “convenience sampling”. The sampling was used due to the fact that the population group was known and demarcated. It was also a convenient sample due to the fact that the trainers and trainees were all in one place and easy to locate at the training centres (Technikon SA, 2001:53). The researcher had a period of 6 months in which to collect

the data for the research. She approached the two training institutions and found out which detective courses were presented in this time frame. The courses that were presented in this time frame was then identified and used as the target groups for the focus group interviews as she did not have to create her own focus groups with members who previously attended the courses. The researcher found out who the trainers were in the two training institutions and identified them all for the individual interviews. However, on the day the individual interviews were held two of them were not available due to the presentation of classes. This changed the sampling then to “critical sampling” as the two trainers could not be replaced.

The focus groups that were selected at each training centre were classes that received training in the detective training environment. Six trainers were selected at Paarl and five trainers were selected at Philippi. The researcher ensured that the trainers all presented the same modules in the detective courses. Semi-structured individual interviews were held with the trainers as well as the section head of each centre’s detective training. This gave a basic sample that was the same in most aspects.

1.5.3 Method of data collection

There are different forms of data collection of which observations, interviews, documents and audio-visual materials are the four basic forms of data collection in qualitative research. The researcher used focus group interviews, individual interviews and observation. These methods of data collection were used as the researcher could not obtain data from documents or audio-visual materials for the training techniques used during the presentation of detective courses. The researcher obtained permission to do the focus group interviews, individual interviews and the observation after writing letters to the two commanders of the training centres and asking for the necessary permission to do the research at the respective training centres. (See Appendix C).

1.5.3.1 Focus group interviews

Focus group interviews are a discussion under guidance of a facilitator that are designed to obtain perceptions in an area of interest in a non-threatening environment (Struwig & Stead, 2001:99). The researcher interviewed two focus groups with 25 learners at Philippi and three focus groups with 25 learners at Paarl. In the time frame set out for the collection of data only two courses were presented at Philippi and they were the only groups that could be used for the focus group interviews. During the same time frame three courses with 25 learners each were presented simultaneously at Paarl and all of them could be interviewed. The focus groups consisted of members that were undergoing detective training at both the training centres. The researcher ensured that the focus group interviews were conducted within the months of August, September and October 2005. The interviews were done with semi-structured open-ended questions. (See Appendix D). The interviews were recorded on a digital recorder and copied onto a computer.

1.5.3.2 Individual interviews

Semi-structured interviews were conducted with the identified trainers of both the training centres. These types of interviews are helpful in the exploratory research that will be conducted. This allows the person to be more forthcoming with information as he or she is not restricted with pre-determined questions (Struwig & Stead, 2001:99). Semi-structured interviews were conducted with six trainers from Paarl and five trainers from Philippi. The researcher ensured that the trainers presented the same courses.

Semi-structured interviews were conducted with each of the section heads of detective training of the two training centres. The interviews were conducted with semi-structured open-ended questions. (See Appendix E). The researcher ensured that the interviews of all the trainers and

the section heads were done in the month of July 2005. The interviews were recorded on a digital recorder and copied onto a computer.

During October 2007 the researcher had telephonic conversations with some of the trainers from both training centres as well as their training managers and all indicated that no changes had taken place. Due to this, the data obtained are still reliable and valid.

1.5.3.3 Observation

The researcher ensured that the observation was done from a distance (Struwig & Stead, 2001:101). The observation was done in the classes during the presentation of detective training courses. Two trainers of Paarl and three trainers of Philippi were observed presenting their respective training. It was done during September and October 2005. Each observation was done for a minimum period of two hours.

With each observation, the researcher introduced herself to the class and described what she would be doing and the reason therefore. The researcher took her place in the back of the room away from the learners. She did not address or approach the learners at any stage during the observation but only observed them. She made notes of what was seen and heard. She specifically concentrated on the methods of training used by the trainers and saw what effect it had on the learners. This enabled her to see what type of training techniques were used in the two Training Centres. The researcher made notes on a facilitator evaluation sheet that she obtained from an independent facilitator in the private sector. No changes were made to the evaluation sheet prior to the observation. (See Appendix F).

1.5.4 Data analysis

To analyse the data collected, the Tesch eight-step process of analysing was used by the researcher (Technikon SA, 2001:62).

The Tesch eight-step process:

- Get a sense of the whole.
- Pick a document from a transcribed interview, read through it carefully and identify its meaning.
- Make lists of topics and cluster them together.
- Code the same information.
- Categorize them by grouping them together.
- Make final decision and alphabetise the codes.
- Assemble same categories and do preliminary analysis.
- Recode if necessary.

This analysis was used due to the fact that all of the data was textual data. It was qualitatively analysed into manageable themes. The interviews were all recorded on tape and some parts of the interviews were then written in order to be able to analyse the data. Copious notes were made during the observation, which were analysed with the other data obtained.

1.5.5 Methods used to ensure validity and reliability

Reliability in qualitative research is synonymous with consistency (Struwig & Stead, 2001:133). Validity refers to trustworthiness and credibility in qualitative research. This is the degree to which one relies on concepts, methods and inferences of studies (Struwig & Stead: 2001:148).

To make sure that the study was valid and reliable, a qualitative approach was used in an exploratory way. The “convenience sampling” was applicable during this research for the focus groups, individual interviews and observations. The “critical sampling” was used in the individual interviews due to identified problems as stated later in this chapter. In the focus group semi-structured interviews were conducted where the same questions were asked and the learners were given a chance to voice their own opinions. The same was done in the individual interviews. The questionnaires used for the focus group interviews as well as the individual interviews was tested and discussed with an ex-police official that has a huge amount of experience in the SAPS and the training environment.

Other measures that were used to make sure the study was valid and reliable were methods relating to triangulation, the checking of members and that the chain of evidence was correct. The triangulation related to the focus group interviews, the individual interviews and the observation. The same questions were asked during the interviews for the focus groups and the individual interviews respectively and the same evaluation form was completed for every trainer during the observation. The Tesch technique was used to analyse data as it adheres to generally accepted scientific standards and has been proved to be reliable in various studies.

To further ensure validity regarding the research, the researcher had telephonic interviews with the trainers of both the training centres during November 2007 to ensure that the data were still reliable and valid for this research. The researcher also interviewed a senior member at the National training office during December 2007 who is involved with detective training (Chauke, 2007).

1.5.6 Ethical considerations

The ethical code of conduct regarding research by UNISA was adhered to. The researcher also adhered to the ethical code of conduct as stipulated in Articles 70 and 71 of the Police Act 1998. The identity of participants was kept anonymous and confidential by coding the interviews and focus group participants. The researcher made certain that the participants gave their consent by making an informed decision especially in the individual interviews where the interviews were recorded on a digital recorder. The participants were also informed that they could withdraw whenever they wanted.

1.6 Problems that complicated the study

The problems experienced by the researcher during the study and the remedies therefore are discussed briefly:

- During some of the focus group interviews and the individual interviews the digital recorder indicated that it has reached its capacity to carry data. The researcher was not close to her computer to download the data and continue the interviews. The researcher rectified this problem by continuing the interviews and making detailed notes of the interviewee's responses.
- Some of the trainers with whom interviews were scheduled could not do the interviews due to the presentation of their classes. These trainers could not be replaced because of the sampling method used. This changed the sampling then to "critical sampling".
- When the process for the collection of data started, the researcher determined that the training centres do not present the same detective courses. Paarl presented the Detective

Learning Programme of 14 weeks and Philippi presented the Introduction to Crime Investigation of two weeks. This was overcome by ensuring that the observation was done during the presentation of the same modules at both training centres. This problem did not have an influence on the interviews as the trainers are multi-skilled and present the same modules and the focus groups all attended the same modules in both the programmes.

- The first focus groups identified to assist with the focus group interviews were members from previously presented detective training classes. They were invited to attend a focus group discussion on a certain date but only one member arrived. The researcher rectified this by using members that were attending detective training in the training centres and thus all were in class at the time of the interviews.

Although the problems took place and were an obstacle at that time, they did not have an impact on the results of the data received or the outcome of the research.

1.7 Layout of dissertation

In Chapter Two the researcher will discuss the research problem in more detail. Training of police detectives in different countries will also be mentioned in order to obtain a holistic view of police training in general. This will assist the researcher to illustrate the problem better in order to understand the reasons for the research.

The researcher compiled Chapter Three with the literature that she had read widely in order to find previous studies done on the same subject. During this chapter different issues are discussed namely, training techniques, adult learning principles, learning styles and many more. This will lead to a more comprehensive view of police training in general. With the help of the literature the researcher will be able to determine the gaps in the current SAPS detective training. This

will give the researcher the necessary direction in order to compile relevant and up-to-date recommendations to improve the detective training programmes.

In Chapter Four the researcher gives a precise portrayal of the research findings. The researcher will explain on how the data were obtained by means of the focus group interviews, the individual interviews and the observation done in the classes. The researcher will also give a comprehensive discussion on what research results were obtained. The researcher will ensure that the data are substantiated by direct quotations from the interviews with the focus groups and the individual interviews.

Chapter Five will be used to indicate the interpretation of the data obtained during the research by comparing it to other research in the same field as well as the triangulation by comparing the results of the focus group interviews, the individual interviews and the observations. Through this interpretation the researcher will be able to determine where the gaps in the detective training exist.

Chapter Six will offer recommendations for the rectification of the problems or gaps identified. In this chapter the researcher will be able to determine where recommendations need to be made in order to improve the training. There will also be a complete summary of the research done and the results thereof.

CHAPTER 2

THE NATURE AND EXTENT OF DETECTIVE TRAINING

2.1 Introduction

Training of detectives in any police agency is critical as it affects service delivery. Detectives are crucial members of any police agency that deals directly with the communities. As such it is imperative that they receive the necessary training to enable them to do their work. Unfortunately this is not always the case. Although detectives do receive training, it is not necessarily enough to assist the detectives, and therefore, the training is not adequate to provide the necessary skills and knowledge to do the work.

The researcher will indicate in this chapter the historical perspective of training, detective training in other countries, nature and scope of detective training, entry requirements for detective training, and the effectiveness of detective training which will indicate the reasons for the research.

2.2 Historical perspective of training in the SAPS

Due to colonialization several policing agencies that were formed in South Africa were grouped into the South African Police during 1913 as a unified and centrally controlled police force. Training was considered to be important and the South African Training Depot in Pretoria-West was established in 1913. During those years the police was considered as a paramilitary force and training was used to train the police to fight wars in support of the military as they did in 1914 as well as in World War II that ended in 1948. Many policemen and women were only introduced to policing in South Africa during 1972. The training institutions at Hammanskraal,

Bishop Lavis and Chatsworth were then established during the doctrine of Apartheid in 1941, 1968 and 1991 respectively. The Bishop Lavis training institution was closed in 1998 and was reopened in 2005 and the Chatsworth training institution was closed in 1993 and reopened in 1994. These institutions today form part of the group of 21 training providers of the South African Police Service that provide developmental opportunities to all of the people interested in policing in a democratic South Africa (SAPS, 2007a:2).

During 1990 police training went through transformation when the African National Congress was unbanned and Mr. Nelson Mandela freed from imprisonment. The introduction of democracy influenced the police environment to such an extent that the outlook of training needed to change. The international community became involved and a new curriculum for basic police training was developed. The transformation of policing in South Africa with the amalgamation of 11 different policing agencies from the previous political dispensation also included police training. During 1995 National Commissioner George Fivaz appointed the heads of Basic Training, In-Service Training and Management Development within the Human Resources Management environment (SAPS, 2007b:3).

In South Africa transformation took place in education, training and development at the same time as the South African Qualifications Act, 1995 (Act number 58 of 1995) signaled the era of outcomes based training in the aftermath of the National Training Strategy Initiative. The redirection of the organisation also took place when National Commissioner Fivaz approved the unbundling of the Human Resource Management division in 1999. The Training Division was formed as an independent Division with the Divisions Career Management and Personnel Services (SAPS, 2007b:4).

Since 2003 major changes took place where emphasis was placed on service delivery and effective, efficient and transparent management. Research received due recognition and

expansion took place in the number of training institutions and the expansion of staff. Currently 22 National training provisioning institutions are in existence (See appendix H). An in-service training component also exists in each of the nine provinces where short courses are presented. The Division: Training also plays an increasingly important role in the region through the SARPPCP (South African Regional Police Chiefs Conference) as well as on the Continent at large (SAPS, 2007b:5).

Before the 1994 elections it was clear that no transition to democracy could take place if there was no substantial changes in the South African Police force (SAP now called SAPS). That was how steps were taken to encourage joint partnerships between the SAPS and other role players of security. This also started the principles of accountability, transparency, consultation and co-operation in improving policing in SA (Marks, 1998:1). Due to this, new training must also be concerned with the development of “soft skills” such as mediation and negotiation, which is all new to SAPS (Marks, 1998:2).

The SAPS started in 1913 and since 1988, significant changes have been made. In 1991 it was recorded that training in SAPS consisted of mandatory basic training, in-service training and optional academic training in police science. The basic training is woefully inadequate in preparing trainees for their real tasks that will be expected of them in police stations (Rauch, 1991:17-20). Due to this, a vast improvement in in-service training had to occur to rectify this short fall.

Just like in the rest of South Africa, the skills and experience gap in SAPS is obvious and needs to be addressed as a matter of urgency by any means that could help close the gap between skilled and unskilled SAPS members (Bosman & Frost, 1996:1).

Before 1994, South Africa had eleven (11) police agencies i.e. the SAP and ten (10) other to police “homelands”. The SAP was a well resourced service and spared no expense in the conducting of their primary functions, including training, whereas the other 10 agencies were under privileged, including their training. Some recruitment criteria were very different where even only two (2) years school education was an entry requirement. In the end after the amalgamation, many police officials were functionally illiterate. Such members will stay in SAPS up to 15 years. Increasing pressure was placed on Human Resources for training and development processes. The fact that all recruitment was blocked for up to three (3) years, as well as the illiterate SAPS members, a huge backlog of suitably trained and experienced police officials was created (Klipin, 2002:1-2).

The SAPS is also challenged with the fact that a large number of experienced police officials have left the organisation, taking their skills and experience with them. To make matters worse, a suspension of training programmes for a substantial period due to limited funds also took place, which created a backlog in training as well as a shortage of personnel (Klipin, 2002:3).

To add to the problem, the Police Service Act of 1995 and the Constitution of South Africa call for major changes in the operational methods of policing in order to enhance service delivery. Due to this many members feel that they have not been provided with the necessary skills to meet the demands made on them (Klipin, 2002:3).

2.3 Detective training in other countries

To be able to grasp the difference in detective training and the need to improve the training, a few international police agencies’ detective training are discussed. This will include Australia, the United Kingdom and New Zealand. This will indicate the contrast in detective training on an

international level as well as provide insight in possible changes to detective training in the SAPS that can be of benefit for the SAPS as a whole.

2.3.1 Detective training in Australia

Australia has a decentralized law enforcement that consists of police agencies, federal authorities and state or territory authorities (See Appendix I). Only two of the police agencies will be discussed namely the Victoria Police and the Western Australia Police. To become a detective within the Victoria Police, Australia members must be confirmed senior constables with at least 5 years service. The members must have completed the Field Investigation Course and obtained sufficient experience to sustain the application and interviewing process. When such a member has obtained a position at a CIU/Squad, the member must then complete the training package (preliminary portfolio of work and course attendance) at the School of Investigation (Detective Training School) to confirm the position as a qualified Detective (Australia, Wikipedia, 2007).

The Western Australia Police Academy provides training for the detectives from the start of their careers in the police. The Detective Training School presents training in the Professional Investigation Development Programme. These courses are given to recruits as well as current serving members ensuring that investigations are more professional, ethical and effective. The School presents specialized courses as well as the following courses as part of the Professional Investigation Development Programme (Australia, Western Australia Police Academy, Detective Training School, 2007):

- Recruit Investigation Training (level one) for uniform personnel – provides an introduction to the key areas of investigation
- Direct Entry and Accelerated Training (level two) for uniform personnel – provides former police members an introduction to the investigative practices of Western Australia

- Constable Investigation Training (level two) for uniform personnel – this forms part of the Operational Enhancement course that has subjects which include investigative practices, incident scene management, investigative interviewing techniques and search warrant execution
- Uniform Field Investigator (level three) for uniform personnel – this focuses on the major incidences relating to criminal activity and the solving thereof
- Introductory Course (level four) for detective personnel – provides specialist investigative practices that include conducting and managing investigations, conducting internal investigations, intelligence gathering and legal studies. It is the first stage for plain clothes investigators
- Evaluation course (level five) for detective personnel – for the evaluation of the performance of investigators during their two year probationary programme
- Advanced Course (level six) for detectives – this combines the two disciplines of project management and investigation
- Senior Investigating Officer Course (level seven) – provides those inspired with the responsibility of leading and managing major investigations with skill and knowledge to be effective.

2.3.2 Detective training in the UK

The United Kingdom consists of four countries namely England, Wales, Scotland and Northern Ireland. Each has their own police service or agency. The Metropolitan Police form part of the police service in England and are responsible for the Greater London but excluding the City of London itself which is dealt with by the London Police (United Kingdom, Law enforcement in the UK, 2007). The Crime Academy forms part of the Specialist Crime Directorate for the Metropolitan Police Service (also known as Scotland Yard) in England in the United Kingdom. The Crime Academy provides a full range of courses of rank and role related skills and

knowledge based training. The Crime Academy has links with academic institutions such as the University of Westminster and other government agencies to advance accreditation standards of its courses. These links help raise the profile of the Academy courses and also serve to make their content the most up-to-date available. The Detective Training School forms part of the Crime Academy (United Kingdom, Metropolitan Police – Specialist Crime Directorate, 2007). .

The Detective Training School was opened in 1935 and offered one generic training course for detectives. Due to the complex world of detectives in the 21st Century the training course evolved into a total of 55 different courses of varying duration. Certain topics taught in 1935 are still valid and remained in the curriculum. Since 2006, successful completion of the Detective Foundation Course (the initial Crime Investigator Development Programme) can now lead to the award of a foundation degree in criminal investigation with the Crime Academy in conjunction with the University of Westminster (United Kingdom, Metropolitan Police – Specialist Crime Directorate, 2007).

2.3.3 Detective training in New Zealand

Entry to the Criminal Investigation Branch (CIB) is open to all serving the New Zealand police. There are 15 CIB modules in total over a 30 month CIB training period. The initial requirement for a candidate is to complete a training package of the first five (5) modules which contain planning enquiries, crime scene investigation, prosecution, search and investigative interviewing. After the successful completion of the five (5) modules the applicant must then be sponsored by the District CIB to attend the CIB training at the Royal New Zealand Police College. The applicant must successfully complete the Selection and Induction Course to commence employment in the CIB. Acceptance for this course signals the commencement of the 30 month CIB training regime (Hercok, M. 2007).

The Selection and Induction Course is a four week intensive residential course. It is an extensive training in law, policy, practice and practical application. If the candidate is successful he or she returns to their district to work in an operational role as a Constable “on trial”. During the following six (6) months they must complete another 4 of the 10 outstanding modules. These modules contain subjects of association offences, sexual offences, deception, evidence, violence, drugs, arson, homicide law, homicide practical and defenses. If the candidates are successful they will be appointed as detective constables for the remaining 24 months of the CIB training (Hercock, M. 2007).

In the remaining 24 months the candidate must complete the remaining six (6) modules that contain subjects such as preparing a High Court trial, giving evidence in court, managing a serious crime scene, handling exhibits, cultivating informants, interviewing offenders and interviewing victims. The candidate must also complete a CIB Workplace Assessment Programme which is a set of operational (practical) standards (Hercock, M. 2007).

If the candidates complete the 15 modules of CIB training successfully, they are then eligible to be nominated for the Detective Qualifying Course which is a three (3) week residential course. The course is a practical serious crime investigation with a particular emphasis on homicide investigation. All efforts are made to ensure that the candidates complete this course prior to the completion of their 30 month CIB training regime. On successful completion of this course the candidates are designated as Detectives. Qualified detectives can return to the Royal New Zealand Police College and undertake any specialist courses as needed for their work place (Hercock, M. 2007).

It was necessary to obtain information regarding detective training courses from other countries in order to gain a better view of the SAPS current basic detective training courses. All three the above countries’ detective training courses differ from each other and from the SAPS. This will

provide a broader perspective on detective training and possibly assist the researcher in making recommendations for improving the training techniques currently used in the SAPS.

2.4 The nature and scope of detective training in the SAPS

Currently there are two basic detective training courses being presented in the SAPS. The one is the Introduction to Crime Investigation which is two weeks in length. The other is the Detective Learning Programme (DLP) of 14 weeks in length. These two courses are attended by new detectives who have entered the field or by detectives who have not done a course even though they have been in the detective service for a long period.

There are numerous specialized detective training courses that range from one to three weeks in length that are being presented in the SAPS of which the under-mentioned are but a few :

- Investigation of Serious and Violent crimes Course
- Family violence, Child protection and Sexual offences Course
- Basic and Advance Fraud Course
- Psychologically Motivated Crimes Course
- Organised Crime Course
- Informer Handling Course
- Commercial Crime Investigation Course
- Vehicle Theft Investigation Course.

2.5 Entry level requirements for detective training

Currently there are no stipulations regarding entry levels for detective service. When a new recruit enter the SAPS he or she remains a student constable for two years. During these two

years the members will receive formal training which consists of six (6) months in college. The member receives detective related training in the college in module 10 of Conducting investigations, as part of the Basic Training Learning Programme. This includes the following study units (South African Police Service, Prospectus, 2007c):

- Study unit 1: Secure and control a scene
- Study unit 2: Preliminary investigation
- Study unit 3: Information gathering and recording at the scene
- Study unit 4: Interviewing and statement taking
- Study unit 5: Process a docket for investigation
- Study unit 6: Tracing techniques

After the six (6) months at a college, the member is then assigned to a station where he or she receives field training for six (6) months. These six (6) months include two (2) months in the Community Service Centre, two (2) months in crime investigation in a detective branch and two (2) months in the Crime Prevention unit. Thereafter the member is on one year probation at the same or a different station. After the probation is finished the member is then promoted. Only after the probation the member is appointed as a fully fledged constable (South African Police Service, Prospectus, 2007d).

Directly after the probation period the member can be placed at the detective service. In some instances the member is placed at detective service the moment he or she starts with their probation period. Due to this there are also no entry requirements for detective training. As soon as a member is part of a detective service he or she can be nominated to attend a basic detective training course. However, the member can only attend the DLP if he or she has already completed the Introduction to Crime Investigation course (South African Police Service, Prospectus, 2007e).

The member will receive training in the following modules for the two week Introduction to Crime Investigation course (South African Police Service, Prospectus, 2007e):

- Module 1: Fingerprints
- Module 2: Investigative interviewing
- Module 3: Giving evidence
- Module 4: Hints for the investigation of crime
- Module 5: Practical docket
- Module 6: Statements
- Module 7: Crime scene management
- Module 8: Training techniques
- Module 9: Crime intelligence.

The course outline for the DLP that the member will receive training in, is as follows (South African Police Service, Prospectus, 2007f):

- Theme 1: Introduction to crime investigation. This includes the subjects of Criminal Law and Elements of specific crimes, the Criminal Procedure Act and Law of evidence
- Theme 2: Investigation of crime. This contains the subjects Crime scene management, docket administration, hints for the investigation of specific crimes, inquest investigation and management of exhibits
- Theme 3: Interviewing of witnesses. The subjects discussed in this theme are investigative interviewing (statement) and witness protection
- Theme 4: Police networking. This theme deals with informer handling, introduction to crime intelligence flow and Interpol, surveillance and tracing techniques

- Theme 5: Judicial process. In this last theme the subjects that are dealt with are conducting a pointing out, giving evidence in court, grant and oppose bail and identification parades.

Taking the above-mentioned information into consideration, it is clear that a constable is given training in the detective environment but on a basic level. The constable will have a general idea what his or her duties are in the detective service but this does not give the constable the necessary experience or skills to do the work.

2.6 The effectiveness of detective training

In the White Paper on Public Service Training and Education (1998:48) it is clearly stated that there is no flexibility in training to change training to local needs and circumstances. There is a big void between the training course acquired and the actual competencies required to perform duties; lack of recognition of prior learning competencies or experience and a lack of cost-effectiveness when competencies could be trained through less expensive forms of staff development.

Present policy does not allow for the professional development of trainers and training units, thereby limiting the potential contribution of training and education to development and social empowerment (White Paper on Public Service Training and Education, 1998:29). This has made it difficult for trainers to contribute meaningfully to changing the ethos and culture of the public service and SAPS in particular.

According to the White Paper on Public Service Training and Education (1998:42), training leans too much towards “knowledge” than skills. Due to problems between appointments, promotions and training policies, officers with low productivity are promoted above members

who are more committed and use less of education benefits. This unfortunately leads to weak performance, poor service delivery and low staff morale.

Haberfeld (2002:43) identifies the following deficiencies in training programmes on an international level:

- Problem content not inclusive of human relations, communications and other topics. Currently in the SAPS this is also a problem. When it is realized, training intervention workshops are hastily created which are more often than not ineffective and a waste of money.
- Quality control of instructors. Training personnel appointed from the field do not know how to teach and tell stories instead of acting as instructors. They cannot communicate effectively. This is true of trainers in the SAPS as well. Due to hasty decisions of training that has to take place, experts in the field are appointed to train i.e. detectives for trainers in the Detective Learning Programme. There is no time to send them for Train the Trainer courses and poor training is given. When the learners are back at their stations, they can not apply what they have learned on the course.
- Training facilities are more like former military buildings than state of the art and do not have a good impact on training. This is true in the SAPS if one thinks of the basic training colleges i.e. Pretoria and Oudtshoorn. A strong military discipline is applied at both colleges, which has impacted badly on learning when a learner had to attend courses there. It is not a relaxed learning environment.
- Training equipment makes training boring if it is not used properly. Currently the SAPS is using old fashioned equipment i.e. black boards, projectors and flip charts, instead of

state of the art whiteboards and multi-media computer projectors. TV's and videos are also used which do not work properly or have a bad picture and sound. This causes the learners not to pay attention and important information is lost to them.

- Part-time personnel are a problem as they are not permanent trainers. This causes a problem for the SAPS as well. Part-time personnel do not have training at heart and present training interventions half heartedly with no excitement or commitment. Learners realize this and do not pay attention, which causes the learners to deliver bad assignments.
- Full-time attendance. Part-time learners lead to tired officers and half-trained learners that fall asleep. Currently all training interventions in the SAPS are done on a full-time attendance basis which enhances the learning process as the learners can concentrate on the interventions with their full attention and no other disruptions.
- Training before power. Training is mandatory before giving any power to police officers. This is not the case in the SAPS. More often than not, a person is appointed in a position and only after the appointment, is he or she trained in the skills necessary to do the work. This helps as the person attends the intervention with a little experience and can relate the given training to the work directly. The person will also ask more questions so that the skills learned can be implemented immediately after training.
- Follow-up evaluation. Follow-ups are needed to keep members up to standard. There is currently a big gap between the training and follow-up evaluations. Although the SAPS is currently training a few people to be assessors for follow-up evaluations, it has not yet been implemented in the SAPS.

- Field training officers and programmes must be effective and not just passing the time. Field training in the SAPS is not very effective. This is due to the fact that there are too many learners for one field training officer i.e. a station has 180 learners with only 5 field training officers. This causes ineffective training and although the learner passes his or her evaluation, the quality of work that the person will deliver will not be up to standard.

It is thought that many trainers have gone off track with the training regime by “watering down” the training (Weinblatt, 1999:28-31). Police services are very tradition-focused and do not always imply non-traditional business-focused strategies (Edenheimer, 2001:22).

Law enforcement has advanced over the years with the use of new technology. The simplest communication has changed to hi-tech computer-generated displays on crime scenes and linking data through departments’ records management system. No area has been left untouched which is especially true about training. The profession of SAPS is becoming more specialized and as such, officers have to be trained in sophisticated techniques and at the same time, basic training must be done for a whole new type of recruit which will be computer literate, better educated and who ask many “why” questions (Pilant, 1998:29). It needs to be remembered that even though the profession is becoming more specialized, the communications and records-keeping functions by computer, must still be trained to the everyday officer to entitle him or her to do the work effectively.

Currently there are no methods in place to measure the effectiveness of detective training in the SAPS. This creates the problem that although training is given, it is not clear whether the content of a course or the training techniques used were effective in order to close the gaps between the training and the obtaining of skills and knowledge to do the work. In this day and age, it is necessary to ensure that the detectives receive a high quality of training to enable them

to do their work properly and to ensure service delivery. It is of the utmost importance to ensure that learning takes place by ensuring that the correct training techniques are being used. This will assist the SAPS in closing the gaps between training and the work place that will enhance service delivery to the SAPS clients.

2.7 Summary

The need for research in the training environment was discussed in this chapter. It was established that training can be more effective if the correct training techniques are used. In the next chapter, the literature review will give a background on training and training techniques that will form the basis for the data analysis and recommendations.

CHAPTER 3

AN OVERVIEW OF TRAINING AND TRAINING TECHNIQUES

3.1 Introduction

Training in any police agency is a critical issue as it impacts directly on service delivery. A few of the critical areas identified over the years are finances for training, the necessity for training, needs driven training programmes to be presented and relevant training methods to be used. It must be remembered that police officials as adult learners will be attending training programmes that will be presented in any police agency, or in this case more specifically, SAPS. The effectiveness of such a training programme will depend on different critical areas of which some will be discussed or explored in this literature review. A few important factors to remember about any training programme that will be given is that it must be relevant and applicable, must be presented within an adult learning paradigm and that the training techniques or methods used must be effective to transfer learning from the trainer or facilitator to the learner and then to the work environment.

Limited research-based information regarding the South African position on training is available. Therefore research on an international level was sought. Due to the fact that all police agencies all over the world consist of the same basic rules and regulations, training in such police services will be implemented on the same basics even if the training techniques and methods differ. In this literature review an overview of training will be given on all important aspects of training i.e. paradigm shifts in training, the role of training, purpose of training, reasons for training, adult learners and adult learning, pedagogy and andragogy, focus of training, types of training and training techniques and methods.

3.2 Key concepts for this study

3.2.1 Training: Training is the delivering of information by a trainer so that the trainee either develops a specific skill or reinforces it, and that understanding of the skill can be evaluated by a test whether it is hands-on, oral or written (Chuda, 1995:6). Haberfeld (2002:33) states that training is the focus on how effectively a task is done and is experiential and goal oriented and is narrow in scope (Haberfeld, 2002:33). With these definitions, training can be seen as the imparting of knowledge from one person to another to enable that person to do his or her work efficiently.

3.2.2 Education: Education is the teaching of a subject or skill in a broad scope to enable people to think for themselves, to predict possible outcomes of solutions, to solve problems themselves by evaluating the different options against each other and reaching a conclusion (Haberfeld, 2002:32). According to Charles (2000:8), education encourages people to think for themselves and to reason and understand their tasks to enable them to do their work. Education is the process used to teach people to think for themselves and due to the thinking, be able to do whatever tasks they set out to do.

3.2.3 Facilitation: Facilitation is the focus of how people learn and to bring about the learning process by focusing the responsibility of learning with the learner and not facilitator who is there to lead the learner and not to teach the learner (Hart, 1996:2-6). Facilitation is known as the process of self-directed learning where the concern is how people learn and how to make the process happen (Heron, 1989:12). It is where the responsibility of learning lies with each learner to learn and to bring about the learning process.

According to the above definitions, there is a clear difference between the three concepts of training, education and facilitation. Although the three differ, all of them still form part of the

development process of a person who wishes to learn skills and knowledge. Training may be presented about a specific course or skill which a person must learn to be able to do a certain task but facilitation is the way in which such a module of the skill or knowledge is being presented to a learner that will enhance the learning process. In a manner of speaking both training and facilitation form part of education as education is the broader view of someone that will learn a certain course, programme or degree. All three these concepts form a whole for the development of a person to be able to do their work.

3.3 Training, education and development: a critical and theoretical perspective

Bosman and Frost (1996:2) indicate that the challenge for police education is by no means small and needs a new approach to close the gap between knowledge and skills. It is clear that education alone will never be able to eliminate the skills and experience gap in the SAPS while trying to align skilled and experienced police officials from a “force” to a “service” orientation. The role of education and more specifically, distance education is of the utmost importance. The distance education institutions will provide education on training opportunities that will help in police development and help transform the police. It is also quite clear that an effective police service will help in reducing crime and this can be reached by developing police officers’ skills.

Due to rationalization, amalgamation and transformation, a change in attitudes of society in terms of criminality and victimization is required. To be able to create this, a community based and supported police service, which in turn requires new skills and competencies, is needed. This can be reached by training, education and developing our police officials to enable them to break down barriers that have been erected between the community and police over many years and help them to change from an enemy to a “friend” (Bosman & Frost, 1996:2).

3.3.1. Paradigm shifts in learning

Over the years a radical change has developed in the theory and practice of higher education. This is specifically seen in the adult education world. As such, teaching has changed from being important and doing things for learners to being self-directing education (Heron, 1989:12). Heron also states that the focus has now changed from the old model way of teaching things to people to the new model about how people learn and how to bring about this change and make them (the learners) realize that learning is their own responsibility and only secondarily rests with the facilitator. This is in line with the adult learning paradigm, which will be discussed more thoroughly later in this document.

A good example of a paradigm shift is the length to which the trainers were prepared to go to change their training programmes (Murphy & Gascon, 2001:38). An example of this is the Department of Justice in the USA and the LAPD and the changes they brought to their police department. After the rampant corruption scandal, a huge review was done of the Department of Justice in the USA. It was clear that many changes had to be made to their training programmes. It was stipulated that training had to be increased in certain areas i.e. cultural diversity, duty to report misconduct, accurate report writing and Fourth Amendment issues. Orders of interactive exercises of handling ethical dilemmas were also received. New training mandates were placed on the LAPD in connection with use-of-force options, arrest and control, driving skills and tactical communications. This training was considered perishable skills training and all members had to undergo it every two years in order to receive a pay raise bonus.

This training placed a tremendous burden on their training personnel as some of this training had short deadlines for implementation. That was when the trainers began looking at a better way to solve this challenge. One of their biggest challenges was to create a training team that could facilitate this training. They created a programme called Problem-Based Learning. Scenarios

were designed with all necessary materials, including videos, to make them as realistic as possible. The trainers themselves, as lecturers, were difficult to convince, as they were not used to facilitating techniques. Only after they actually started facilitating the scenarios did they understand and acknowledge the value of PBL and were they rearing to go.

This is the same in the SAPS at the present moment. A huge amount of skills needs to be trained in SAPS in order to bring the police officer up to date with the Constitution of South Africa. Every week news bulletins broadcast the use-of-force by police officers that infringes on the human rights of the people of South Africa. By following the example of the LAPD in the USA and implementing this into the SAPS, a paradigm shift will occur that can create training programmes of inexpensive learning in the SAPS.

Another way to create a paradigm shift is to introduce police officers in management posts to new theories and policies. One of the ways to do this is to use facilitation instead of the “lecture” method, which could then lead to change in the lower ranks (Klipin, 2002:6).

Klipin (2002:9) also states that there is huge mounting pressure from top management in training that the style of training must revert back to the style of training used before 1994 because it is clear that less attention is being paid to crime prevention and human rights and more to functional training.

One way to establish this paradigm shift is that police managers must trust their officers and must have the trust of their officers. This authentic trust can make training or facilitating of training better in the long run as officers will be more eager to learn with better commitment and the sense of innovation and adventure rather than comfort (Edenheimer, 2001:23).

3.3.2 The benefit of training, education and development

According to Chuda (1995:7), a professional trainer or instructor will use a little of both skill building training and development of knowledge and attitudes through education. More than one method is usually used in any training programme. A programme that consists of computers, lectures, videotapes and hands-on development will motivate and educate even the most reluctant learner. Skill building is important for any training programme where the officer needs to demonstrate his or her skill to the trainer to ensure any successful completion of a programme. Chuda (1995:18) states that training is skill oriented where the learner has to demonstrate his or her knowledge of a certain subject or task or show the knowledge learned by means of the training.

Education is needed for an officer not only to perform the job tasks but also understand the reasons behind those tasks. It encourages thinking, reasoning and understanding which is a critical need for an officer. This will all lead to the development of the officer's skills to be able to do his or her job effectively (Chuda, 1995:8).

Chuda (1995:18) also states that education develops and expands the learners' ability to understand the reason why the procedure will be followed. It is also a way to force the management to do an assessment of what skills need to be developed by learners. These skills will then be able to be developed through training and education.

On the other hand, education is the learning of general concepts, policies, etc. and the goals include the teaching of people to recognize, categorize, evaluate and understand different types of phenomena. In other words, to communicate and interact, think for themselves and to predict certain outcomes. The subject is often much broader in scope than training (Haberfeld, 2002:32).

Table 3.1: The differences between training and education as well as their advantages and disadvantages:

ADVANTAGES	
TRAINING	EDUCATION
Prepares a person for a ready response in case of emergency. The learner is “programmed” with responses through intensive training	Skills can be used for various situations. A wider range of knowledge and more intelligent communication skills can be used.
The best responses are research.	Gives knowledge to create better training programmes.
Make people more confident.	With more worldly knowledge a better tolerance of differences is tolerated.
Leads to quick and efficient responses.	Prepares learner for wide range of occupations.
Creates more consistent responses in line with authority.	Gives better awareness of contemporary and historical events.
It is concentrated and inexpensive.	Provides better logical solutions.
Hands-on training creates better skills.	Gives problem-solving skills, critical thinking and communication skills.
Gives people alternative solutions for people with no interest to find own solutions.	
Decreases chances of being sued due to specific training for specific situations	
DISADVANTAGES	
TRAINING	EDUCATION
Too situation-specific as no two situations are the same.	Often expensive and has diffuse focus.

Difficult to improvise in situation is different from training.	Does not give specific technical training.
Correct responses change more than training does.	Programmes too long and people do not feel like finishing.
Eliminates creativity in responses.	No “pat” answers which is confusing.
People might be unhappy with responses created by training.	

Haberfeld (2002:33)

Although training and education is seen as two different concepts, it is not the way the people in authority feel about it. According to the White Paper on Public Service Training and Education (1998:48), the rigid distinction between education and training is rejected. This distinction comes from the past, which makes education part of knowledge acquirement and training part of operational skills development. It is now a national policy, supported by international trends and the White Paper on a skills development Act, that training and education are equal components at the entire learning and development process. This means that both are equal components of a holistic capacity building process that must be the foundation of all training and education programmes in the public service, irrespective of who is responsible for delivering them.

The conclusion one can reach is that although much has now been said about training and education, development must not be forgotten. Without training and education, development of any skills cannot be obtained. Development can be seen as the end result of training and education together in order to develop a learner. Through training and education the learner has then developed his or her skills. In other words the goal of training and education is to develop learners’ skills and as such development takes place. Such development of a learner takes place when a supervisor notices that a learner has a shortage of skill in a specific direction or subject.

3.3.3 The role of training, education and development in policing

Training, education and development play a major role in policing. Training gives officers the confidence to perform many of the tasks expected of them by providing unambiguous instructions. This causes the officers to respond more consistently and automatically, under emerging conditions.

Education helps officers to solve problems independently as well as to communicate and interact effectively with others. Both are actually needed in every position as officers often come in contact with a wide variety of people and considerable discretion in critical situations is needed e.g. arrests of people, shooting at suspects. This is even used in writing reports.

Middle and top-level officers also need development in certain areas, for example how to operate computers, use new software, what reporting procedures to follow or to familiarize themselves with new evaluation tools and research findings.

No matter in what concept, it is clear that training and education are essential to develop the officers and to enable them to do their work regardless of the position such officers hold (Haberfeld, 2002:35).

3.3.4 Importance of training

According to Charles (2000:42), there are few people that would argue the importance of police in society, irrespective of the form of government. It is interesting to note that the police serve diverse and frequently quite different roles depending on the government structure which has created them. In South Africa the police are expected to serve the public, protect the

Constitution and to protect the rights of the innocent and the guilty. The police in a democratic country are not intended for the government officials to maintain personal power.

The police are given a large amount of discretion which they should use to apply the law. There are specific codes, standards and values that they must adhere to. Due to this, it is necessary to recruit the correct candidates and make sure that they receive the correct training from the start. Although detective training is very constraint, it does not eliminate the fact that the best training must be given in core values and police practice (Charles, 2000:44).

Whether training is done to prevent civil suits and to equip officers to do their work properly, it does not hide the fact that training is important for officers to do their work effectively (Chuda, 1995:3).

The most effective way to obtain and maintain maximum proficiency of officers is by efficient and continuous training (Chuda, 1995:6). It is also a fact that personnel must be retrained for a number of reasons of which different positions, new technology and new crime tendencies are but a few. This means that training is important for officers to do their jobs.

Attitude change, knowledge of abstract ideas and concepts and skills are developed through training. The enhancement and development of knowledge, skills and attitudes is the primary goal of all training and this emphasizes the importance of training.

Every officer can be a leader and they can identify a career path through the right training. This increases job satisfaction and is more cost-effective in the long run (Pilant, 1998:33).

3.3.5 Purpose of training

A formal training course shows learners the standard accepted practices and a learners' performance and progress is measured against it. According to Chuda (1995:28), one of the purposes of all training is the production of change. Through training an officers' attributes change to the required attributes of a trained officer. Another purpose of training is to keep officers up to date with all changes and to help officers keep pace with the changes by training them (Pilant, 1998:30). Training can also be used with the purpose of training officers at local levels and to manage their stations better in order to reduce crime rates (Klipin, 2002:7).

According to Charles (2000:71), continued training, education and development for police officers and administrators has become a reality. A few years ago a trainer was considered competent to train in all aspects of police work. Today it is furthest from the truth as the techniques and responsibilities increase with practically every year. With continued improving, adaptation and maintained proficiency through training, members can keep up to date with their duties and responsibilities.

Chuda (1995:11) states that one of the aims of training is the benefits for the police service and officials through training namely for the supervisors supervision becomes easier because employees make fewer mistakes; economy of movements, and feeling of teamwork and confidence of officials to make independent decisions. For the official it also increases skills, opportunities for promotion, better relationships between officials and supervisors, improves job performance and improves productivity. For the police service it creates more flexibility of officials, better physical protection, fewer personnel used, less error and reduced losses, strengthening a case in court, uniform work habits, better attitudes and morale.

This is confirmed by Haberfeld (2002:41) who also states that training leads to positive action and motivates officers to get more individual learning by themselves. Charles (2000:76) also states that an aim for training is to reduce the distance between training and the actual application of what was learned.

Nowicky (2004:2) confirms this by stating that first line supervisors must learn the skills, knowledge and tactics to prepare them to observe their people and where needed, get them the training they need to manage any incident in which they get involved. It can also be used to help supervisors to evaluate their officers' performances and how to take corrective training action.

Training has to be done due to the fact that of all police officials, the police officer is at the lowest step of the ladder and usually is the least well trained and educated. The police officer has to exercise the greatest amount of discretion on criminal or possible criminal activities. He or she also has a great discretionary power to decide when, if, why and how he or she needs to intervene in private affairs. This great power can only be used effectively and to the community's advantage if he or she is trained properly (Feldes, 2002:52). Feldes (2002:55) also states that even though highly trained and educated officers and staff do not *per se* guarantee better service and communication, training and education is a *sine qua non* factor on the way to improve the quality of police work.

Training is also necessary to integrate three core competencies, for instance: communication skills (verbal and tactical), risk management considerations (law and policies) and basic police activities (core integrity, community policing, problem solving). This will lead to more efficient and effective service (Murphy & Gascon, 2001:39).

3.3.6 Characteristics of effective training

Effective training programmes spell out clearly what it is and what learners will learn, help learners to get there and give learners enough time to master each task (Chuda, 1995:13). This is reached if the programme consists of the following:

- Focus on the learner learning and not on the teaching. Training in the SAPS has not developed into this way of training as yet. Although learners are concentrated on, it is not outcomes-based and as such, teaching is not as effective as it should be.
- Gives enough time for learners to master a task before moving on to the next one. This is especially true for the computer system programmes in SAPS. A huge amount of time is spent to make sure a learner can do a task before moving on.
- It breaks each task into segments to make it easier to learn. This is done in practical courses in SAPS e.g. shooting, Detective Learning Programme, identification of explosives and devices and dog training courses.
- The instruction is appropriate for both the learner and task to be learned.
- Allow learners to speed up or slow down their learning pace as required. In SAPS this is not always reached as classes sometimes have up to 30 learners and the fast learners are sometimes not tolerant with the slow learners.
- Gives information on what exactly learners must learn and how well it must be learned to master it. This is done at the beginning of each course in SAPS so that the learners know what is expected of them and what to do to pass the course.
- It helps learners when and where needed during the learning process. This is true, especially of the practical courses in SAPS where the learner can study or practice a certain lesson over and over again to make sure it is understood and can be done fluently by the learner.

- Learners spend most of their time actively learning. As the courses in SAPS are all full time attendance courses, learners spend most of their time learning in and out of the classes.
- Provides a way for learners to get feedback about their performance at critical points and allows time to correct performances when needed. This is very effective in SAPS as learners are evaluated weekly on a long course to see how they develop and there is a remedial part developed in each course to help the learner if necessary.
- Learners can master early learning tasks to master prerequisite tasks. Learners will develop a positive attitude about themselves and the programme. It will enable them to be prepared for later, more difficult tasks. This is true of the SAPS courses, especially the more practical courses i.e. shooting, identification of explosives, diving, etc. Without the basic training in these types of courses the learners will not be able to master the more difficult advanced training needed to do their work.

3.4. **Adult learners and adult learning**

It is of utmost importance in any training environment that the trainers realize they are working with adults. This is more so in the police environment where the training has to be linked specifically to the police official work environment for better service delivery. In the following discussions of working with adults, adult learning theories and learning preferences and styles this will be confirmed.

3.4.1 **Working with adults**

It is necessary to enhance the learning experiences of adult learners in police training. It is important that teaching and learning practices be designed with adult learners in mind. With the

help of pedagogical techniques, the andragogical techniques are recommenced in an adult learning model (Charles, 2000:72).

Changes must be done in order to be able to teach adult learners. In order to be able to do that, the content of courses as well as the method of teaching must change.

Class exercises can replace lectures that will lead to more learners' participation. This will enable the learners to do more work and be treated as adult learners as they respond to active inquiry rather than passive listening.

The adult learner can often serve as a teacher as much as an instructor and a good teacher would much rather be a coach, guide or facilitator. The adult learners have the need to be treated with respect, to make their own decision and lastly, to be seen as unique human beings. They will resent and avoid situations where they feel they will be treated as children (Charles, 2000:74).

When adult learners are in a traditional learning environment that reminds them of their childhood, they will tune out, settle back and will not be interested in the instructor and what he or she can teach them.

The facilitator needs to remember that there are four stages of learning when working with adults (Jeary & Gerold, 1999:98):

- Unconscious incompetence: learners do not realize that they do not know i.e. you think you can drive a car as you watch someone until you have to do it yourself. If the members attend the Detective Learning Programme in SAPS, they think they can 'read' a crime scene because they have watched an experienced detective do it.

- Conscious incompetence: the learner knows that he or she is incompetent i.e. you know you need to learn much about driving a car. Only after the members have attended the lecture on crime scenes and shown how to do it, what searching method to use and what to look for, they realize they still need to learn much crime scenes.
- Conscious competence: learner can perform a skill by concentrating a great deal i.e. you have to concentrate to drive a car properly. After the members have been taught and practiced how to do a crime scene, they can do it if they concentrate.
- Unconscious competence: learner performs task smoothly without conscious thinking i.e. when you have to stop at a stop sign, you stop automatically without needing to think where the brakes are. After attending the course and doing numerous real crime scenes at stations, they can do it subconsciously.

3.4.2 **Adult learning theories**

There are different theories on adult learning and what it should focus on. Some of the theories are as follows (Haberfeld, 2002:49):

- Individual autonomy theory: This theory focuses on characteristics that have implications for the learner as well as the facilitator. It is the thought that for learning to be effective, the adult learner should be allowed to choose whether to take the training or not. In SAPS it seldom happens that a learner can decide whether he or she wants to attend the training or not as it is their commanders who nominate them for courses as they see fit. That decision is made by looking at the individuals' duty performance. It will then occur that learners are negative about a course they do not want to be on which prevents them from learning properly and enhancing their skills.
- Internal development: this looks at how internal development into adulthood and the orientation towards the outside world is held. This is done by three (3) stages namely

expansion of competence, a period of reorientations and a change from active to passive. The internal development of a learner towards a certain subject of the intervention can be determined by a trainer by a pre-test before the course is started. This is actually done in courses i.e. human rights and crime prevention.

- Programmed values: This looks at the importance of having the right facilitator who knows about the different values and motivational factors of adults. It is assumed that most values are programmed into a person by 10 years of age. This is kept in mind by all trainers in SAPS, as they are made aware of it in the Train the Trainer and Training Official courses with lectures relating to different cultures and traditions.
- Career anchors: This is a combination of competence, motivation and values that no person ever gives up. It represents the self. The anchors must complement the work being trained for, for best results. Unfortunately, in SAPS it seldom happens that a person works in a department where he or she really wants to work. This infringes on the persons' motivation, values and competence in the duties to be done as well as learning ability on a course as he or she sees no reason why the skill should be learned.

It is important that all facilitation is based on adult learning. It implies that the courses should be very discussion based. It needs much group work and presentations make up a portion of the marks. No or few lecturing takes place, case studies take place and a wide range of interactive teaching methodologies are needed to create and foster adult learning (Klipin, 2002:8). These four theories are important if a trainer wants to make sure that all the learners are actively learning. By being mindful of the theories the training can obtain the best results from learners.

3.4.3 Learning preferences and styles

It is important to remember that adults learn in different ways. Everyone has his or her own learning preferences. The facilitator needs to be guided by principles that will ensure a variety in

his or her training so that he or she will be able to meet a variety of learning preferences. The facilitator must make sure that the needs of a variety of learners are met (Milano & Ullius, 1998:34).

The following must be kept in mind when the facilitator is working with various preferences (Milano & Ullius, 1998:34-35):

- Group behavior is described by theories and models and not individual behavior.
- Learning preferences of people stay the same over time, but immediate preferences are influenced by circumstances.
- Learning preferences only give a small piece of information about a learner.
- A person usually has more than one preference in learning style.

There are seven main intelligences or learning styles that will always be found in a class (Charles, 2000:76):

- Linguistic or learning through a language that is written or spoken.
- Logical-mathematical, which supports learning through conceptualization.
- Spatial is used by individuals to learn with the use of the ability to notice things through sight or mental images.
- Bodily-kinesthetic where learning takes place by performance of functions or learning by doing.
- Musical where learning takes places with the help of harmony or rhythm.
- Intra personal or learning through own perceptions, from peoples' moods, desires, motivations and so forth.
- Interpersonal or learning through understanding of oneself and how one thinks and feels.

The seven intelligences or learning styles are interwoven with each other in certain aspects. The linguistic learning, spatial learning and logical-mathematical learning are the same in some

instances as the learners have to see the written or spoken word in order to understand and learn. The musical, intra personal and interpersonal can be related in terms of how learners feel, their moods and sense of harmony. Bodily-kinesthetic learning differs from them all by learners that need to do the exercises physically in order to learn.

These seven learning styles are important for any trainer especially in the SAPS. They can be seen as the main learning styles although many others exist. Keeping these seven styles in mind, a trainer can make sure that all the learners learn the skills needed to do their work. Unfortunately, the current training interventions in the SAPS do not make provision for all seven learning styles. This causes some learners not to do their best but just enough to pass the intervention. This has the side effect of the learner not doing his duties properly and effectively, which in turn leads to poor service delivery.

According to David Kolb there are four basic learning styles (Milano & Ullius, 1998:35). The first is convergent - this style tries to bring together information into one correct answer. It does best in situations where there is only one single answer to a question. Secondly, divergent - it generates alternate ideas and implications. It does best where there is more than one answer to a question. Thirdly, assimilation - this style tries to create and understand theories that are logically sound and precise. It does best in situations where it is possible to question and clarify theories. Lastly, accommodative - responds to circumstances in which it finds itself and adapts and acts. It figures things out.

The four basic styles are being entertained in the current SAPS training interventions. With most of the courses, usually all four styles can be covered to enhance all learners' learning abilities. It is important for all trainers to make sure that their presentations of lectures cover these four styles. If not, the learner will be lost along the way, which could lead to negativity and disruption in classes.

The learning style inventory of Silver and Hanson (Milano & Ullius, 1998:36) is based on two preference dimensions. The first dimension is a preference between concrete and abstract information or sensing and intuition (“S” for sensing and “N” for intuition). The second dimension deals with the learners’ orientation of more rational and analytical or more person-centered (“T” for thinking and “F” for feeling). By combining these dimensions the learning styles are determined namely by sensing-thinking (ST) - learners are more practical and pragmatic in their approach to learning; like clear directions; frequently ask “how”; learn best at first hand experience. Sensing-feeling (SF) - learners like to work with other people; like to be useful to others and strive for harmonious relationships. Intuitive thinking (NT) - learners enjoy theory and abstract concepts; frequently ask “why”, and like to work independently. Intuitive feeling (NF) - learners enjoy freedom and creativity; motivated by personal interest, and prefer few restrictions.

Keeping these styles of sensing, intuition, thinking and feeling in mind, trainers can make sure that they are covered in the lectures. It can make the training interventions more interesting and fun for the learners and enhance learning. This is especially true of the new Detective Learning Programme training that has been developed in the SAPS. It is more practically based and a lot of time the sensing, feeling, intuition and thinking comes into play with the lectures, especially the crime scenes which are the basis of all detective work.

There is a connection between learning preference and brain dominance in terms of four quadrants of the brain, namely analytical, sequential, interpersonal and conceptual (Milano & Ullius, 1998:39). This leads to the VAK model of visual learners that learn through seeing; auditory learners that learn through hearing and kinaesthetic learners that learn through action.

Other learning styles according to Charles (2000:80) are non-reflective learning that is learning without reflectivity. This is simply learning what is presented without analyzing or questioning

what is being presented i.e. skills learning like firearms. Reflective learning is to think about what is being learnt as part of the learning process i.e. search and seizure, arrest and use of force. Primary experience learning is learning through simulation or work experiences such as on-the-job training and secondary experience learning is learning through typical training i.e. lectures, debates and conversation.

Reflecting on the above learning styles from Charles (2000:80), it can be said that reflective learning, primary experience learning and secondary experience learning will be the best suited and relevant to detective training. With reflective learning the detectives can learn the law applicable to their work. With primary experience learning they will be able to learn investigation through on-the-job training as they gain more work experience. They will be able to learn through secondary experience by attending workshops and seminars that are applicable to their work.

It is important to remember that all the learning styles can overlap each other. Most of the learning styles concentrate on learning through seeing, hearing and action. This is true of the learning styles of David Kolb, the VAK model and the other learning styles identified by Charles, where all of them indicate that some learners want to see to be able to learn, others want to hear and others want to do the work practically in order to learn the work. In some instances, learners are able to do two ways of learning together i.e. see and hear or hearing and doing. It will depend on the class being presented that will determine the way the learners learn the content best, although each learner will have their preferred learning styles.

Silver and Hanson's learning inventory differs from the learning styles of David Kolb, the VAK model and the learning styles identified by Charles as they deal more with sending and intuition and rational and analytical learning. However, it is necessary to remember that no learning

styles are more or less important than others and the trainers should treat all learners and the different learning styles the same.

It is necessary for the trainers to remember that due to the different learning styles of each learner, some learners will be able to learn quicker than others. This will be determined by the classes that are presented. For instance should a class be more theoretical in content, the learners that learn better by doing the work practically will not be able to learn as quickly as those that prefer to see and / or hear in order to learn.

The importance of knowing the different learning styles and being able to recognize them in the classroom cannot be emphasized enough. Knowing the styles and presenting the lectures to the best advantage of the different learning styles, enhances learning dramatically. This leads to more positive learners as they realize that they are doing well in the course and will then be willing to learn harder. This leads to correct and accurate duties done in the work place and overall better service delivery for SAPS.

3.5. Pedagogy and andragogy

According to Haberfeld (2002:52), pedagogy is the one-way transfer of knowledge usually done by means of lectures on facts during which a complete memorization of solutions is expected. This is the method used to teach children.

Andragogy, on the other hand, is the method used to involve instructors and adult learners in the learning process.

Table 3.2: Differences between pedagogy and andragogy:

PEDAGOGY	ANDRAGOGY
Children need to know what they will be taught by their teachers	Adults want to know why they need to learn something
Children are dependent	Adults are self-directing and take responsibility for themselves
Children have little or no experience and not considered. Methods such as lectures and reading are common	Adults have a rich background of experience that can be tapped by training techniques
Children are ready to learn because they are told to learn	Adults are ready to learn when they see the connection between subject and real-life situations
Pedagogy is subject-centered learning or subject matter content-directed	Adults are task or problem oriented. It will help them to deal with issues that effect their lives
Children are motivated by others to learn i.e. parents, teachers, grades	Although external factors like wages motivate adults, they are also motivated by internal drives that fulfil an inner need

(Charles, 2000:73)

In the police environment, training is difficult due to the constant changes that take place (Birzer, 2003:29-42). According to Birzer, police training is dependent on behaviourism even before pedagogy and andragogy come into play. This is especially true with the SAPS as members already have a certain way of behaving towards their clients from examples set by their commanders and peers. Training is a critical centerpiece in the police and if it is not handled correctly, no change will take place in the direction of community policing. Community policing is a fundamental and strategic change in policing both in service delivery and in the organisation. It is important for these changes to be reflected in training first.

There are some of those police trainers that still believe the things that have worked in the past should not be tampered with. If we look at the way training was conducted in the past, it is easy to call it the “traditional police pedagogy”. All training, especially the technical and procedural skills were trained in the pedagogy way. Trainers used to rely heavily on the teacher-centered approaches when teaching the neophyte (new recruit or detective) and veteran (experienced) police. This means that the effectiveness of neophyte or veteran police learning was not terribly extensive. Each police learner would approach learning in a different way that was not taken into account when writing the training manuals. Training was thus presented in a very uniform manner with little or no regard for the individual differences in learning.

It has long since been discussed that more effective training should take place (Birzer, 2003:29-42). The paradox that comes to mind is that the police work in a democratic society but still receive training in a very paramilitary, punitive and authoritarian environment. It becomes increasingly important that the training methods should change as policing is evolving into a more community-oriented and service delivery strategy.

Birzer (2003:29-42) states that taking into account that training in the police is actually the presenting of training to adult learners, andragogy has actually been seen as the best way to give training in a community-oriented police service. Self-directed learning should actually be initiated in a police college or academy. Police members or officials will be expected to solve problems they encounter, by working with the community. This self-directed culture can be initiated in training and using the theory of andragogy may be one way to do it.

It is clear that the way adults learn is drastically different from the way children learn or the traditional pedagogical approach. Self-directed learning and the teachers’ role as a facilitator in

the process of andragogy could be the best way to enhance training in a police college or in-service training environment.

This is confirmed by Knowles (1990:61) when he argues that “Adults are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with problems they confront in their life situations. Furthermore, they learn new knowledge, understandings, skills, values and attitudes most effectively when they are presented in the context of application to real life situations”.

This is due to the fact that older learners have more life experience and this needs to be the andragogical method utilized during training. Although much of the training curriculum will have to be changed to accommodate the andragogical applications to training, neophyte and veteran police officers will benefit from an environment that uses the andragogy model of learning (Birzer, 2003:29-42).

The gap between the training classroom and the skills and competencies to get the job done, and to apply the learnt material in the real world, needs to be an important goal of training. Andragogy is a way to present the police subjects in a real and experiential manner.

Although the andragogical approach to police training will solve many training problems by concentrating more on skills, problem-solving, cultural diversity, interpersonal communication skills and community organisation skills, there are limitations to the andragogy approach.

Resistance at management level against such a change can be a problem because keeping in with the *status quo* is better and cheaper than changing. The changing of training curriculums can be limited due to the mandated guidelines from training commissions and legal requirements. If

andragogy is seen as being connected to community policing, it may be difficult to implement due to the resistance shown to community policing. Fortunately, that is not the case in the SAPS.

The andragogical approach has a few advantages too that can benefit any training presented (Birzer, 2003:38). The andragogical approach emphasizes the skills of analysis and decision making through job-related problems. It gives a learning approach and not a teaching approach by planned and structured activities for the learner to acquire the knowledge needed to do the work. It is also a practical, job-based approach which reminds learners of the value of training programmes to themselves and their work.

It is clear that the changing police professions are bringing about a new vision of learning. It emphasizes interpersonal helping skills, community partnerships and problem solving. Andragogical training techniques can do much in closing the theory-to-practice gap that haunts the police-training authorities.

A last thing to remember is that insight, analysis and problem solving are important aspects of policing. Due to this it is possible to use both andragogy and pedagogy approaches. Andragogy can be effective in the developing of skills related to community-oriented philosophy and pedagogy can be effective for training where memorization of laws and behavioural techniques are important.

3.6 Modern police training

According to Haberfeld (2002:40), there are six philosophical flanks for modern police training. He indicated that motivation and an acquired skill lead to positive action which is true not only in the SAPS but all over the work environment. The second point he made is that learning is a complex phenomenon depending on a persons' capability, their norms of training groups, the

behaviour of trainers and the climate of the police department. His next point was that improvement on the job involves factors of individual learning, the shared expectations of workforce and the general climate of the department. He clearly indicated that training is the responsibility of the trainer, the police department and the trainee. His fifth point was that training is continuous and updates knowledge, attitudes and skills of members constantly. His last point is that training is a continuous process for consistent improvement in the capacity of individual officers to act as a team.

The future of police training seems to be a mix of technology, education and a more holistic attitude toward the profession (Pilant, 1998:35). The interest lies in the specialization of policing. Police training has never been at a higher standard than it is today which leads to a more highly trained police service than ever before (Feltus, 2003).

It is necessary for police training to be suited to a modern police agency that is constantly evolving and changing according to the way the society they serve changes. This will result in continuous in-service training to keep police officials up to date with developments inside and outside the police.

In the training curricula of a modern police service, it is important to remember that communication and conflict solution will form an integral part of the curricula with that of law, social sciences and police sciences.

In today's fast-paced world police managers must be able to cope with the changes that confront them daily. Strategies must be developed to plan, direct and control change. Problem oriented policing and community policing reflect the change of the philosophy of policing during the last years. This causes the whole structure of the police to change because the main structures of

leadership, the structure and the form of the organisation must change. This includes attitude, organisational and sub-cultural changes (Feltès, 2003).

The complexity of the workload not only increases but also changes with time and due to this, it is important for police training to be constantly on the move (Feltès, 2003).

Feltès (2003) indicated that the following points have to be remembered in order to stay up to date with police training. Contents and targets must be continuously changed and adopted for new circumstances. The coping with increases in volume, gravity and complexity can be difficult especially when it is aggravated by expanding international dimensions requiring new resources, connections and information exchange. Development of new technologies must be continuous to be effective in training. Bigger mobility of criminal organisations and access to larger markets and easier escape routes due to the abolition of borders and the availability of effective communication systems can cause problems in the police environment and the effectiveness of training. The unstable economic and social situation, economic crunch, massive unemployment and further migration waves from Third World countries can cause further problems for the police in future.

It is important to remember that: A fool with a tool is still a fool. Training which gives the tools but does not deliver the philosophy and understanding of one's own role as a police officer as a part of the community is not only useless but extremely dangerous for society (Feltès, 2003).

In police training international cooperation is necessary to provide mutual understanding and support in the business of police. This is true for the SAPS as the Swedish government as well as the European Commission is currently assisting the SAPS with training. Sweden has allocated funds to SAPS for First Aid training in the Northern Cape Province. The European Commission has allocated funds to the SAPS for a middle management training programme

called Emerging Leadership Programme, also known as ELP. This is currently being presented in all nine provinces for future middle management to assist them in their tasks. The SAPS has developed a South African Regional and Police Chief Co-operation Organisation (SARPCCO) Train the Trainer course to be presented to representatives of different countries in the southern region namely Botswana, Democratic Republic of the Congo, Malawi, Mozambique, Namibia, South Africa, Swaziland, Tanzania and Zimbabwe. The course content is on presentation skills, group dynamics, adult learning, self management, communication designs assessment and evaluation. This will assist the police of the different countries to be able to train their members effectively in the investigation and solving cross border crimes.

Leadership skills need to be developed at recruitment level in order for a police official to be a leader in problem solving ability. Those skills will also be needed as they move through the ranks to top management. In the SAPS the ELP is being presented for captains up to senior superintendent. Officers' courses are being presented as well as project management courses by UNISA. The old sergeant and inspector courses are being revised and updated for new courses. Courses are being presented for the Client Service Centre (CSC) commanders and Detective Commanders.

3.7 The focus of training

To be able to focus on training and what it entails, it is necessary to highlight certain facets of training. Without looking into the facets of training, it will be difficult to determine the gaps between the training and workplace of members.

3.7.1 Training models

Training models that can be applicable in the police service are a military, quasi-military and nonmilitary training environment (Charles, 2000:97).

A military environment is a military boot camp under command of the armed forces. Military drill, saluting superiors, standing at attention and not questioning orders is taught there. This entails a yelling atmosphere of a yelling drill sergeant, the demeaning of recruits, physical exercises, forced exercises and work details as punishment for misdemeanours. It is a totally controlled environment and monitored by trainers. It is an oppressive hierarchical environment where control is the ultimate aim of the superiors. No creative thinking or teaching decision-making takes place (Charles, 2000:98). Before 1994, all SAPS training including for detectives were done in this manner. It had the advantage of disciplined police officials placed at stations who did their duties according to orders given with no questions asked. The disadvantage was having police officials that could not think for themselves and making irreparable mistakes in their duties. No community policing took place, which caused the public to distrust the SAPS. Now, with the new democratic atmosphere of the country, such a military approach is unacceptable and causes huge problems if administered.

The quasi-military environment is like a boot camp for straitening young offenders. Discipline is taught with intimidation, punishments requiring physical exertion, demeaning behaviour by instructors toward recruits and a traditional approach to teaching. It is required of them to do only what they are told to do. They are treated as children (Charles, 2000:98). This environment had also taken place before 1994. It had the same effect as the military environment except that recruits and detectives as new police officials on stations, can now at certain instances, think for themselves. It still has the advantage of good discipline but does not allow the recruit or the detective to develop into his or her own person and to be creative in the work environment.

The nonmilitary environment requires an adult learning philosophy. No physical training and work details which were given as punishment for mistakes in training classes takes place. It involves recruits in the learning process and numerous training methods to present information better. Efforts are made to encourage creative thinking and problem solving. Recruits are shown situations and are taught to think for them, to analyse, evaluate and be self-directed as a professional police officer. They were treated with respect and encouraged to understand and to excel. This environment could be more disciplined than the military environment due to the self-control and obeying rules of each member of the group. They are treated as the adults they are (Charles, 2000:98). Training of all members of SAPS is slowly moving in this direction. It has the advantage of members feeling they are people unto themselves. They can use their own discretion at work and think for themselves.

Of the three training models, it can be clearly stated that the police have moved from the military model to the nonmilitary model with few aspects of the military model added for special training such as weapon training and drill. This enhances the current detective training which allow the detectives to learn and work at their full potential. Since 1994 the SAPS have turned into a more service orientated organisation and community policing has been initiated. This caused the relaxation of the strict military training to a more acceptable environment for detectives. Although military training still exists in training such as weapon skills and drill, it is thought that the “softer” training environment enhances learning better (Charles, 2000:98). The advantages are that detectives become people in their own right who can make their own decisions. They are more community oriented which caused the community to start working with the SAPS against crime. One of the disadvantages is that discipline has slackened over the years to such an extent that as a detective advances in his or her career, respect for older or higher ranked officers tends to fade and obedience to orders lessen. This could cause good service delivery to disappear as only minor steps can be taken to discipline a recruit who did something wrong.

The police have moved forward in a big way to be able to enhance adult learning in the workplace. This forms the recruit from an unsure, hesitant beginner to a full-fledged police officer with the necessary knowledge and skill to do the work expected of him or her. It creates confident and self-directed attitude from the police officer to the work, which creates a better service delivery and safer environment. The community will also depend more on the police knowing and experiencing the effect of the better or higher trained police official.

3.7.2 **Types of learning**

Due to the importance of detective training, it is necessary for trainers to know what types of learning exist. This will enable them to present training in such a way as to ensure that all the learners do learn when they attend a course. If the training is not presented to enhance learning most detectives will feel they waste their time in attending training interventions. The detectives might even become negative and want to transfer out of the detective environment.

Learning is done in four interdependent forms, which complement and support each other in different ways. This is the manifold learning (Heron, 1989:12). This form supports and enhances each other. It is an up-hierarchy with the ones higher being grounded into the bottom. Practical learning is on the top and experiential learning is at the bottom. The following steps are identified in this learning process and illustrated in the figure below:

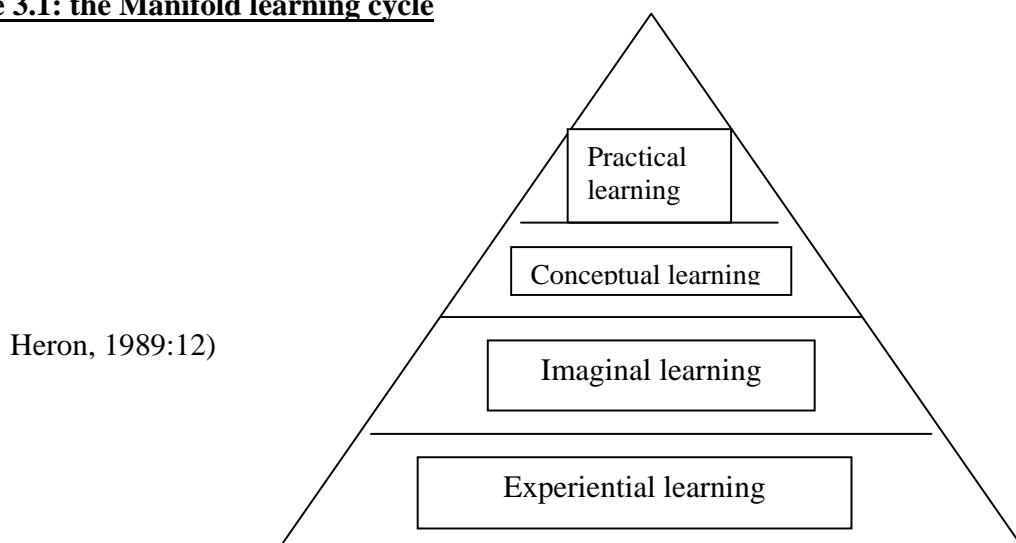
- Practical learning: this is when you learn how to do something. The acquisition of a skill is involved and is expressed in the competent practice of that skill. It is the will, as well as the physical level of learning, e.g. weapon skill, the knowledge of knowing your weapon and knowing how to shoot.
- Conceptual learning: it is the learning of some subject contents, learning that something is the case. It is expressed in statements and propositions. It is the intellectual, verbal-

conceptual level of learning, e.g. the learning of the laws of the country, which a police officer uses to do his or her work, for instance the law of evidence.

- Imaginal learning: it is the learning configurations of form and process. It is the intuitive grasp of a whole, as shape or sequence. It is expressed in symbolism of line, shape, colour, proportion, succession, sound, rhythm and movement. It is the intuitive, image level of learning, e.g. the reading and correct assessing of a crime scene.
- Experiential learning: this is learned by encounter, by direct acquaintance, by entering into some state of being. It manifests through the process of being there, face-to-face, with the person, at the event, in the experience. It is the feeling, resonance level of learning, e.g. the repeated opening of a case docket makes a person know the work.

An explanation is that one encounters the world (experiential learning); identify patterns of form and process (imaginal learning); this is the development of language and knowledge (conceptual learning) which can be applied in a wide range of skills (practice learning). This whole hierarchy is known as experiential learning. It needs to be remembered that a formal learning cycle can take different routes through the four steps, e.g. a police officer visits a crime scene (experiential learning); he or she “reads” the scene and identifies the crime committed (imaginal learning); he or she uses his or her skill as officer to open a case docket (conceptual learning); and to use his or her skill to investigate (practical learning).

Figure 3.1: the Manifold learning cycle

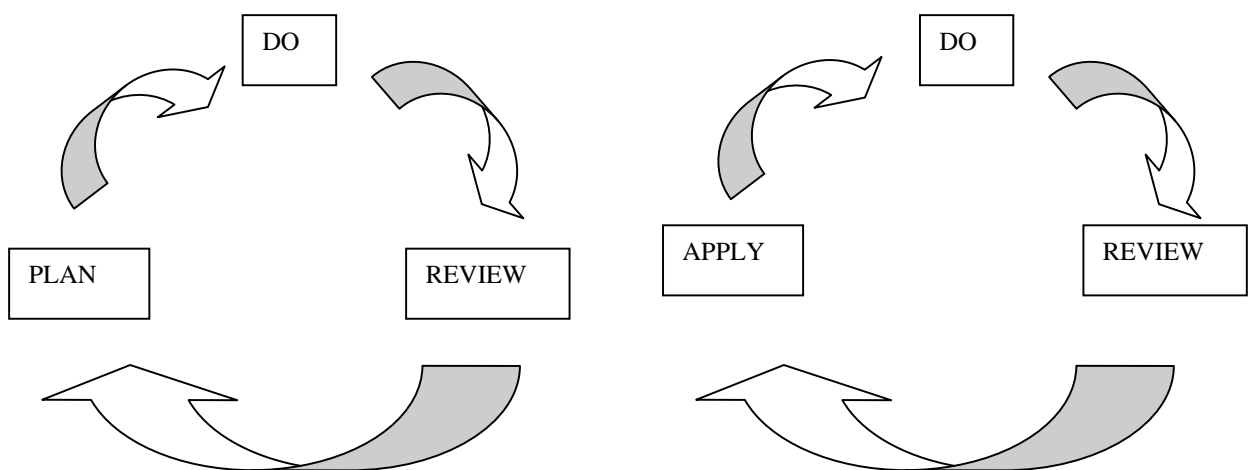


3.7.2.1 Experiential learning

Experiential learning is better known as “learning from experience”. This can be used by training facilitators when they refer to previous learning of trainees when they inadvertently learn from their experiences on the job i.e. shooting, incidences, arrests, crime scenes. This is a normal everyday process for most people.

Experiential learning cycles are used by Greenaway (1999) to illustrate the manner in which experiential learning takes place. Learning cycles can be anything from a two to a five stage learning sequence.

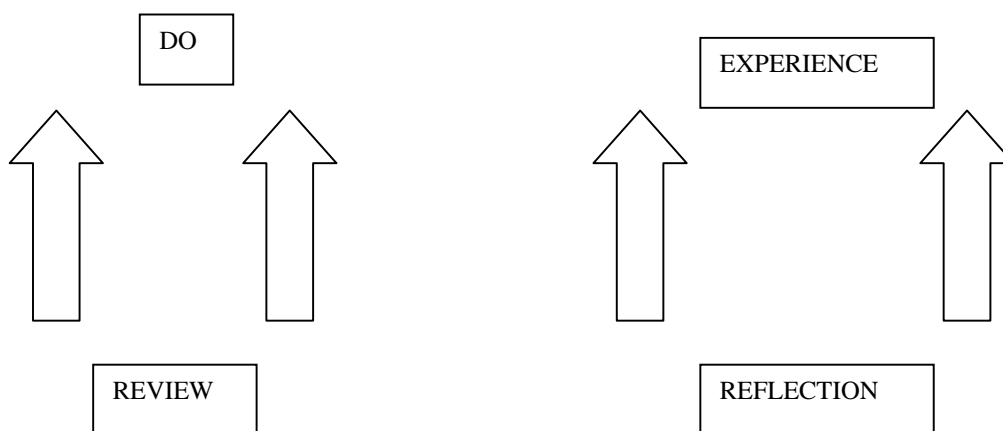
Figure 3.2: Experiential learning cycles



(Greenaway, 1999)

Although “learning cycles” are often thought of as being managed by a facilitator, they can also be self-managed or even managed as in everyday normal process. It is also true that learning cycles are about theories of how people learn and are not for training as schedules to follow.

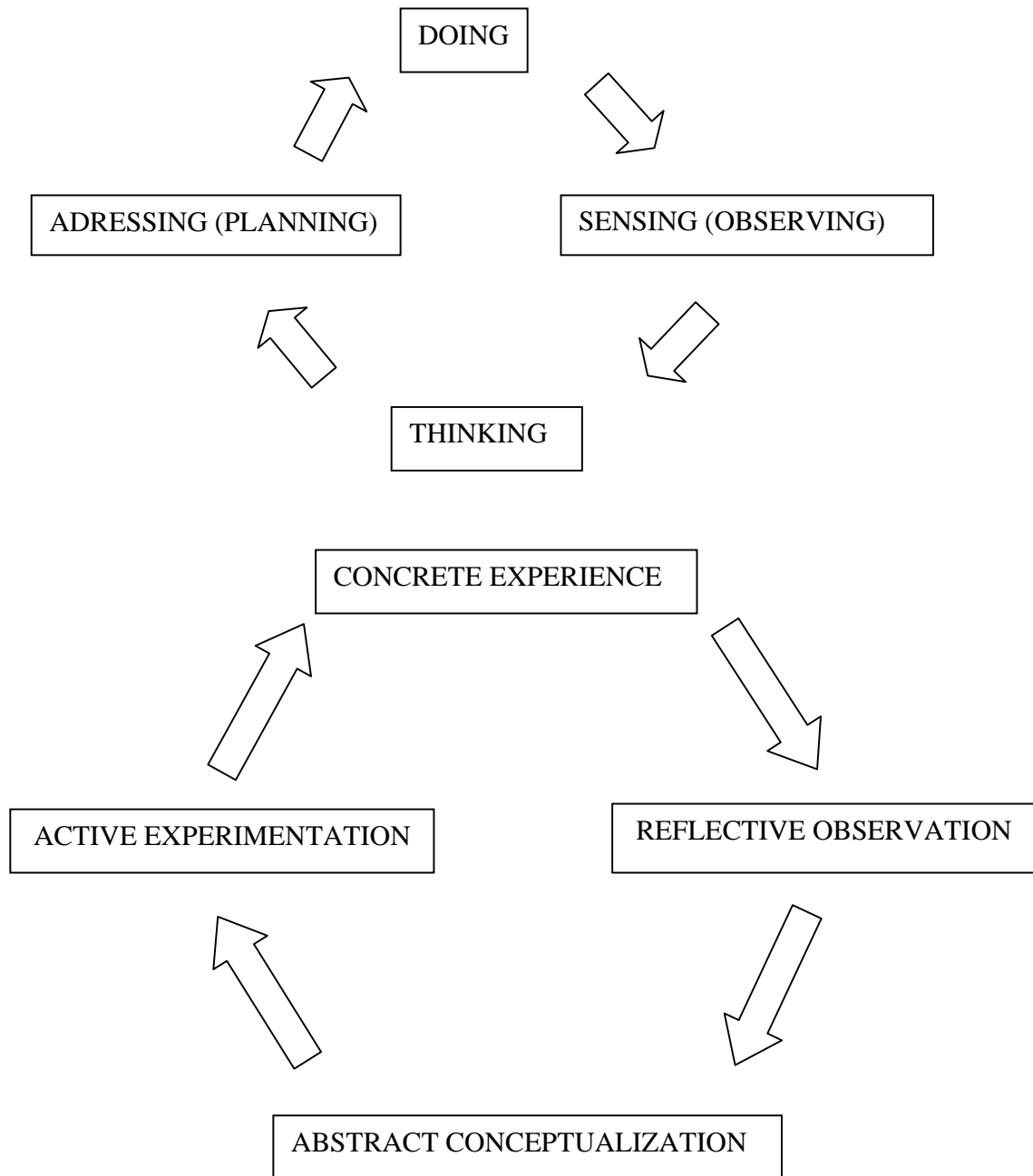
Figure 3.3: Two way learning cycles



(Greenaway, 1999)

Taking into consideration all the stages of learning, a 4-stage learning cycle seems to identify the best experiential theory. The two following examples of this show clearly how people can learn in different ways:

Figure 3.4: Two examples of Four-way learning cycles



(Greenaway, 1999)

All these cycles are at one stage or another, the way in which people learn. It gives a clearer overall picture of how learning is achieved and facilitators can use this to their advantage to enable learning during training sessions.

According to Edenheimer (2001:20), a big part of experiential learning is the practice of bench marking. This means that learning takes place through measuring yourself with best practices in any field even if it means industries different from yours.

Unfortunately, the use of bench marking and improving service delivery through it is an unfamiliar concept for the police service. The police are traditionally tradition-focus and did not employ non-traditional business-focused strategies. To gain knowledge from organisations outside the law enforcement was never contemplated and is less common. This bench marking or experiential learning from non-law enforcement agencies will open new possibilities for police officers. This type of bench marking is necessary to measure the police against many different industries in order to gain ideas of how to improve the quality of service delivery and the police organisation as a whole.

In order to conduct successful experiential learning managers must create an environment through which experiential learning can take place and also to allow risk-taking that will stress innovation and foster creative thinking in the police service.

A good example of experiential learning for SAPS is in the field of crime. A huge amount of banks have their own investigators for fraud. By bench-marking with banks the SAPS can gain valuable experience in the investigation of fraud cases where bankcards are used. Banks have access to unlimited funds for the best equipment and training, even international, of which the SAPS members do not. This will help the SAPS to learn all the new ways in which fraud is committed and enhance the investigation of such cases.

3.7.2.2 Competency-based training

The development of a competent workforce is the purpose of a competency-based training intervention (Fletcher, 1997:1).

In the United Kingdom, competence is seen as the expectations of employment and the focus is on work roles rather than jobs. In the USA, competence is seen as an underlying characteristic of a person that will lead to effective and or superior performance in a job. It reflects more the thought of required outputs than required inputs (Fletcher, 1997:1).

The difference between traditional training and competence-based training is the way in which the training cycle is operated. Competence-based training basis is explicit, measurable standards of performance which are outcomes-based. It also reflects the precise expectations of performance in a work environment.

If the new way of the competence-based approach is implemented, training becomes multidimensional in effect. This forces the trainer to think of work roles and to plan training that crosses traditional job barriers. This will place the focus on outcomes rather than inputs.

With the help of a competency-based approach the basis of current systems can improve. This can be illustrated by thinking about promotions in the SAPS, e.g. a constable can only be promoted to sergeant if he or she can prove that they have the competence to be a CSC commander. This can be done by doing the work, for instance completing of registers, opening case dockets, answering and helping public over the telephone. Accordingly, the manager can then make an informed decision if the constable is promotable.

3.7.2.3 Outcomes-based training

The problem exists that the training that officers do in the training intervention do not resemble the work in the field that they do. The fact that training is only for a week or two and the members are expected to be able to do the work properly afterwards, is unrealistic (Williams, 2001:82-85).

According to Olivier (2001:1), outcomes-based learning concentrates on the end results of learning and is not based on the “input” learning. It is achieved by the obtaining, mastering and employing of contextual knowledge, skills, values and procedural steps in order for the learner to do his or her work properly.

If outcomes-based training takes place, the way a person is evaluated must also change. This means that a trainee must be judged from the perspective of the outcomes of his efforts and not how he executed the work. It will then be just as if it was done on the job in real life. In other words, outcomes-based evaluation shows there is more than one way to solve a problem, as long as it is solved. If an officer can show that he or she can react and problem-solve under pressure of testing, it is a clearer view of future successes on the actual job.

At this stage the SAPS is only starting on the first steps of outcomes-based training due to the fact that legislation has been established. Through the SAQA Act a turn to a new direction with regards to learning took place. It changes the curriculums, learning programmes development processes, the way training occurs and how assessment takes place (Olivier, 2001:28).

The South African Qualifications Authority Act was promulgated on 5 October 1995 (SAQA). The aim was to develop and implement a National Qualifications Framework (NQF) for overall education, training and development in South Africa. The NQF is built by unit standards, credits

and qualifications submitted to SAQA via Standard Generating Bodies (SGB's). (See Appendix G).

SAQA is an authority to establish NQF levels that sees to the following (Olivier, 2001:11):

- Education and training is brought together as it was always seen as separate issues.
- Learning is recognized irrespective if it is done formally or informally.
- Learners can switch between education, training and work environment.
- Credit and qualifications are transferable between learning settings.
- Needs of learner and nation are addressed.
- That all qualifications gained by learners are recognized and accepted nationally and internationally.

Due to the SAQA Act and NQF levels, all training in SAPS has to be redeveloped and changed to fit the necessary guidelines as stipulated in the SAQA Act. Now police officials have the benefit of attending courses and knowing that it gives them credits, which can lead to a qualification.

There are three outcomes in SAQA, namely (Olivier, 2001:33):

- Critical outcomes, which are personal, thinking and life skills. It makes people more effective in executing their job, e.g. working effectively with others; communicating effectively; identifying and solving problems.
- Specific outcomes, which are the knowledge, skills and values of a person. They are context-linked and show how a person does his or her job.
- End-product outcomes, which shows the outcome of the learning where the clear purpose or end product of the learning is shown. It leads to a product, service or a decision.

According to Olivier (2001:102) there are huge differences between the traditional content-based learning and outcomes-based learning, which are as follows:

Table 3.3: The differences between traditional content-based learning and outcomes-based learning

TRADITIONAL CONTENT-BASED LEARNING	OUTCOMES-BASED LEARNING
Rote learning takes place	Critical thinking and reasoning takes place
Learners are mostly passive when exposed to content	Learners are active and involved in the learning process
Little communication takes place	Communication is critical
The syllabus is content driven and broken down into subjects	The learning is outcomes and process based and connects to real life situations
It is textbook or worksheet bound	It is learner and outcomes-centered
Teacher centered	Teacher is a facilitator
The syllabus is rigid and non-negotiable	Learning programmes act as guides
Emphasis is on what the teacher hopes to achieve	Emphasis is on the outcome and what the learner hopes to achieve
Curriculum development is not open to the public	Wider stakeholder involvement is encouraged

Olivier (2001, 102)

3.8 Training techniques and methods

The specific training techniques and or methods used during training are important. As the old saying goes: “It can make or break” the training intervention. With training techniques and

methods, the intervention can be made more interesting and informative. Certain methods may be suited to specific preferences but most methods can be changed to broaden their appeal for a variety of learning preferences (Milano & Ullius, 1998:40).

Due to this, a great number of methods and techniques exist that can be used to enhance a training intervention to make it more interesting. More than one method or technique can be used at one time.

It needs to be mentioned that a training method or technique is chosen for a purpose. Irrespective of this, the method selected will depend on the people to be trained. The type of facilities available and whether it is a learning environment must be determined. The cost needs to be measured against the funds allocated for the training. The instructional personnels' basic philosophy and the urgency of the situation must also be taken into consideration (Haberfeld, 2002:44).

Currently all training in the SAPS depends on the above factors. The way a trainer trains his or her class depends on the number of people present; the facility where the training is taking place e.g. classroom or in the field; cost of the training e.g. if funds are not available the training will not take place and the urgency with which the people must learn a specific course e.g. Provincial Commissioner orders, new methods of crimes being committed or a specific event that will be taking place.

Training techniques that managers use can be divided into five categories namely orientation, indoctrination, dissemination, skill acquisition and problem solving (Haberfeld, 2002:36).

There are quite a number of training techniques that are currently being used by SAPS. This is the use of orientation in the police colleges during basic training in Pretoria and Oudtshoorn to

give recruits a “feel” of real police work and what it entails. Dissemination is used in the training of specialized detective courses e.g. organised crime investigations. Skills acquisition is important when members are trained to master a specific skill e.g. weapon skills like shooting. Problem solving is applied where analysis is used to make decisions e.g. crime scenes to identify the type of crime that took place. According to Habermas (2002:44), there are more common methods that can be used namely On-the-job instruction, Classroom instruction, Self-directed study or self-instruction, Role-playing, Programmed learning (self study method), Job rotation and Law enforcement television network.

Table 3.4: Other training methods

TRAINING METHOD	PROS	CONS
1. Video or multimedia	- by using video tapes, you can present repetitive information in a predesigned format	- no audience interaction - cannot adjust spontaneously
2. Live presentation	- you can entertain the audience and adapt the programme by reading the audiences' response. A good live presentation cannot be beaten	- not much audience interaction - limited attention span on part of participants
3. Question and answers	- you can direct specific questions to individuals to liven the presentation	- cannot predict answers or involvement
4. Large-group discussion	- can have more interaction with the audience - can be used to energize a group	- may be dominated by one or two individuals
5. Demonstration	- as learners demonstrate something, the presenter can give feedback as appropriate	- many take too long and get too boring - doesn't involve everyone
6. Small breakout groups can include the following :		

- discussion	- free flowing and creative - lots of participant involvement	groups may : - lose focus - be dominated by one or two individuals
- case study	- focus on a specific case - lots of participant involvement	- may focus too much on content - may be dominated by one or two individuals
- role play	- good practice for the participants - lots of participants involvement	- shy participants may not want to participate (may be dominated by one or two individuals)
- report out	- participants give feedback from their small group and report to large group - involves a lot of participants and gives credible peer interaction	- hard to control the time involved - reporters can get carried away when they have the floor
- structured exercise	- usually fosters good participant involvement	- groups may lose focus on the specific exercise - may be dominated by one or two individuals

Jeary and Gerold (1999:119)

The SAPS use a multitude of training methods to ensure that a police official is trained properly to be able to do his or her work. The most common methods used are videos, classroom instruction, role-playing, on-the-job instruction, questions and answers, demonstration and structured exercise.

Training aids can be used during training in conjunction with methods in order to enhance training. The purpose of using training aids is to focus the trainees' attention on one thing. It

reinforces the message being delivered. It allows the audience to read as a point is made. It can emphasize the bulleted points during a presentation. It can make a complicated process simpler. A complex concept can be illustrated with a group. Most of all the audience will be more involved.

Training aids that can be used in an intervention to enhance the process are videotapes, handouts, flipcharts, props, slides, overheads and computers with LCD projectors.

Chuda (1995:134) confirms that videotape training is very effective. With videotapes, the objectives and the outline of topic are still given to learners before playing the videotape. The facilitator must still be present through the playing of the tape. He or she will be able to monitor the learners' body language that will enable him or her to ask questions afterwards i.e. what are the learners thinking, do they understand the process, etc. The training can be given to officers that are off sick during the presentation. The training can be given 24 hours a day, seven days a week for officers who work shifts.

Charles (2000:227) states that videotaping can be used in different ways. Through video taping the facilitator can monitor the progress of participants, especially during a practical exercise in another room. The facilitator and other learners can see how a group does the exercise and learn through that. It will help, as the practical exercise need not be interrupted.

Videos are commonplace in the SAPS and it can be said with confidence that one or more videos are shown in each training intervention.

According to Chuda (1995:136), computer training is a new dimension of training that can save time and money. With a computer, a printer and CD-Rom, the training can be given 24 hours a

day and seven days a week to any police officer that enters the programme any time they have the time to do so.

Charles (2000:233) indicates that computer aided instruction is important. It enables participants to learn new computer systems of the police service, which will take away their fear of computers as their ability to use them more efficiently increases.

Computers are a new world dimension and due to technology, information via computers is important, even more so in the SAPS where all crimes are reported and case dockets are registered on computer systems which allow management to gain statistics in order to make informed decisions about crime prevention. Quite a few training interventions are currently in SAPS regarding computers e.g. word processing, presentations, PERSAL, PERSAP, POLFIN, BI system, CAS system, etc.

Chuda (1995:139) also recommends the use of audiovisuals as a training method. It can enhance a lesson and performance of facilitator to capture the learners' attention and not be bored. Such audiovisuals can be transparencies, 35mm slides, flipcharts, handouts, models, posters, etc. Flipcharts and transparencies are a favourite of trainers to use in interventions in SAPS.

In order for training to take place within the confines of a restricted budget, the use of an organised and well structured roll call training is easy to implement and it is easy to document which officer received which training modules (Nowicki, 2003b:30).

Training is always the first budget to be slashed and funds can be saved when roll call training is done in 15 minute intervals over a period of time. This can lead to up to 40 hours of training a year. If each 15 minute training presentation is done in the line of a module, it is easy to

document which officer has done which module. Role call training is, as yet, not implemented in SAPS and it is unsure whether it will be an effective way of training in SAPS.

Other training methods that can be used on a low budget are department policy and procedure training where supervisors can test officers on various policies and procedures. Training articles can be handed out for officers to read and afterwards a short test can be written. In-house trainers can be identified. They can be trained on “train the trainer” training programmes. Such an in-house trainer can train members while they work which will reduce travel and other expenses. Sharing trainers of training institutions can also cut costs. This is achieved if trainers that know different subjects are exchanged instead of classes full of people being moved for training (Nowicky, 2003b:8). This is not used in SAPS currently and its effectiveness in the SAPS is thus unknown.

Another training method that can reduce the cost of training is the sharing of knowledge and facilities (Community College police training, 2003:22). For example, a local college can approach the police for presenting specific training i.e. computer training. The college in return needs to make sure their network administrator has about 200 hours of training. By training police in computers it will provide for the training of the network administrator. Through this money is saved on both sides and there may be the added advantage of buying computers at cheaper prices through bulk purchasing. This type of arrangement can be with other subjects as well i.e. self-defense and fitness with apparatus.

Such training is done in SAPS but unfortunately only on a small scale. This was done in the Northern Cape Province where the Nature Conservation rangers were trained by the SAPS trainers in detective skills like crime scenes, collection of evidence and the law of evidence. The rangers then trained the police officials about wild life and tracks for use during game theft cases.

Murphy (2001:40) identified another training method to stimulate learning. Problem-based learning (PBL) can be very effective. It will enhance job-specific knowledge and skills, improve problem-solving skills, reinforce teamwork and develop basic and advanced competencies. Scenarios and table top exercises are developed for learners to solve, which will enable the learners to solve the problems in real life situations too.

There are still numerous training methods and techniques out there to discover. The important thing to remember is to make the training intervention as interesting as possible to make sure all learners participate and most learning preferences are reached.

3.9 SAPS as a learning organisation

According to Skyrme (2003:1) learning organisations are the following:

“Learning organisations are those that have in place systems, mechanisms and processes, that are used to continually enhance their capabilities and those who work with it or for it, to achieve sustainable objectives - for themselves and the communities in which they participate.”

Characteristics of a learning organisation are as follows (Olivier, 2003:3):

- Learning culture: it has a climate that nurtures learning and has strong characteristics which are associated with innovation.
- Processes: it has processes in place that encourage interaction across boundaries e.g. infrastructure and development and management processes.
- Tools and techniques: it has methods that will aid individual and group learning such as creativity and problem solving techniques.

- Skills and motivation: it will learn and adapt.

According to the above, it is clear that the SAPS is not a learning organisation. Although changes are slowly taking place, for instance from “classroom training” to outcomes-based training, it is not enough and the SAPS still has a long way to go to become a learning organisation.

Further indication of this is that training is an abstract that is not seen or touched whereas computers and other resources can be seen and touched and are also needed. Due to this the training budget is usually the first budget to be cut to make allowances for other resources (Nowicky, 2003a:30). This is true in SAPS where courses have to be cancelled because no funds are available to present them.

3.10 **Summary**

From this literature review it is clear that there is still much ground to cover in connection with training. Even with the discussion on training, education and development - a critical and theoretical perspective; insight into adult learners and adult learning; information of pedagogy and andragogy; modern police training; the estimated focus of training; a limited discussion on types of learning and a thorough discussion on training techniques and methods and what learning organisations are, it is clear that there is still much work to be done to understand training and the effect it has in the police environment.

As Chuda (1995:30) states, it is clear that the primary contributor to poor job performance is inadequate training. Even if the need for training has been recommended for many years, the training of police members has always been pushed down the ladder of priorities in the organisation.

The challenges of training are immense especially if one looks to the future. The pressure is to provide better, faster and less costly training with the ability to use new and emerging technologies and to give realistic training that captures lessons that were learned in the field and to be able to incorporate them into training programmes. It is also necessary to find ways to mix training and education successfully to the benefit of all police officials.

CHAPTER 4

PRESENTATION OF THE RESULTS OF RESEARCH

4.1 Introduction

This chapter describes and illustrates data collected from the focus group and individual interviews as well as observations of the in-class learning process. Focus group interviews were held with five (5) groups of learners attending the detective courses presented at the two In-Service training centres i.e. two at Philippi In-Service Training Centre (hereafter called Philippi) and three at Paarl Detective Academy (hereafter called Paarl). The individual interviews were held with some of the detective trainers from the two above-mentioned training centres as well as their managers. All of the interviews were semi-structured. Observation was done in five classes of trainers presenting detective courses i.e. three at Philippi and two at Paarl. An observation sheet was completed during the observation in order to record the respective trainers' training techniques.

Permission for the interviews and observation was obtained from the training centre managers in writing. (See annexure D). At the start of all the interviews the learners and trainers were informed of the anonymity of the interviews as well as the fact that they could withdraw at any time.

Quite a few categories emerged out of the data collected which were divided into learning styles, training techniques, mentoring for detectives, trainers of the detective courses, duration of the detective courses, subjects of the detective courses, learners' views on training and knowledge of prosecutors regarding detective work.

4.2. Learning styles

It is important to know that each adult learns in a different way. Each person has his or her own learning preference. Learning styles are determined by the way in which a person receives the message presented through the facilitation. Learning can be done by adults through visual learning, auditory learning or kinaesthetic learning.

From the focus group discussions, the individual interviews and the observations it was clear that the trainers are aware of the fact that all learners have different learning styles.

According to the focus group discussions in both the training centres, it was indicated that the learners feel they learn a lot. It was clear they were of the opinion that they learn from the practical way the lessons are presented as well as in the group discussions. According to the learners they are given enough time to practice the skills during the presentation of the lessons. In this way, should they make mistakes the trainers are there to assist them in rectifying the mistakes and thus learn from their faults. They are also given enough time during group discussions to work out the problems regarding the identified problems given by the trainers. This enables the learners to learn from each other during the group discussions.

During the individual interviews the trainers indicated that they kept that in mind when preparing their training. Most of the trainers identified that the learners as groups learn better in practical work and with interaction in class.

The trainers from Paarl feel that they are more facilitators than presenters. They tend to guide the learners through the learning process with the practical work and group discussions. This was indicated in the following quote:

“First thing of all, we are busy with adult learning and adult training so we must realize that adults’ needs differ from those of school children. They bring with them experience and knowledge and that they also want to participate in their learning and that we must adhere to those principles and not think that we are better than what they are. As I said they bring in the experience and they really are looking forward to taking responsibility for their training as well. That is how I see adult training, that is how we perceive adult training and that is why we give them more case studies, more group work so that we can see in the groups that they are which of those are the leaders in the group, which of those are more the followers but at the bottom line we adhere to the principles of adult learning.”

The trainers from Philippi indicated during the interviews that they use group discussions to get members to participate and learn. According to the trainers many of the learners tend to learn when using open discussions in class, forcing the learners to participate. The level of learning taking place is determined by questioning the learners and a test written on the next day. This is confirmed by the following quote:

“I would interact, use group discussions and use the learners own ideas ...”

The trainers used practical work and group discussions in the training process. During the practical work and group discussions, the individuals that struggle or do not participate are identified and given extra assistance after hours. This is done by extra lessons in a specific subject or exercise. Some trainers even give extra reading to assist the learners in the subjects. Some of the trainers use the learners’ own experience to illustrate the lessons given. This is done by discussing a specific point on the subject given. The learners are then asked to give an example from their experience in the field as detectives and illustrate the discussion or point.

From the observation done by the researcher it was clear that the trainers are doing their best to

accommodate as many learning styles as possible to ensure that all the learners can learn. This was done by combining practical, theoretical and visual training techniques as much as possible during the presentation of the classes.

4.3 Training techniques

Training techniques are the methods used in which training is presented or facilitated in order to enhance training. This can happen with different equipment i.e. videos, transparencies, multi-media projectors, role plays, group work, etc.

In some of the focus groups in Paarl it was indicated that the theory presented in the law subjects was good. The learners also feel they learn much from the practical work and that it will help them in their workplaces e.g. crime scenes. This is indicated by their answer to the question during the interview where they said:

“... more practical work will be more effective to learn something.”

However, one specific group did not feel the same. It was felt that the techniques used in the training were not sufficient. They were of the opinion that what is presented in the Detective Learning Programme does not relate to “outside”. The book theory cannot be applied “outside”. The crime scenes are man-made and not real. They indicated that the trainers need to present reality as detectives use other training techniques “outside”.

They felt that it would be more useful to go to real crime scenes during the learning of the crime scene module. This will assist them in putting what is learnt directly in the work place. In this way they will not forget how to apply the techniques learnt in the module.

This group also found the training to be more theoretical than practical as the learners know the crimes and suspects according to the scenarios and it is not like that at their work places. They also felt that they were going backwards with information received as the answer sheets of tests were marked according to a memorandum and not their experiences gained as detectives. Although the trainers ask for examples of their experience during the presentation and discussions of the modules, their experience as detectives does not come into consideration during the answering of the questions during the tests. They feel they are being disadvantaged due to this. This is illustrated by the following quotes:

“... there is no way we can go along with this book. We use other techniques outside not these book things ... we work with crooks outside and cannot go along with this book. Here using the scenarios all the crimes are always solved, outside is a different story ...”

“...they mark it according to a memorandum and not according to your experience ... they are going according to what the book says ...”

“Some of the lecturers do present the lectures very well ... at the end of the lecture you know what is going on but some read to you from the book ...and you gain nothing out of it...we prefer more practical work”

The focus groups from Philippi indicated that although they consider the training to be good and practical, they needed more practical work. The course is only two weeks and this prevents proper practical work from taking place due to the lack of time.

In the individual interviews it came to light that the trainers use different training techniques. In Paarl the trainers use various techniques such as theory and practical combined, case studies, group discussions, videos, assignments and transparencies. According to them, the training

techniques that will be used in a specific lecture/module will depend on the subject. For instance in the law subjects more transparencies and videos will be shown, but in crime scenes practical scenes and scenarios will be used. According to the trainers, this is due to the fact that the law subjects are fact related that cannot be taught in a practical manner. However, the crime scenes can be done practically. This will enable the learners to learn how to do them and apply knowledge gained directly at their work places, as said by a trainer:

“It will depend on the particular lecture.... I like practical oriented learning where people do the thing themselves practically so that they can be able to relate in the workplace...I don’t want to speak in the theory as it is there to guide on how the work must be done in the workplace...”

The trainers from Philippi use mostly practical work. They work on the assumption that practice makes perfect. They also use group discussions but to a lesser degree as they have noticed that the practical applications are better for the learners. This was realised time and again during the presentation of the subjects. The learners could reply to questions much quicker and more accurately every time a lesson was done practically. Their answers given in a test were also good. However, when a lesson was done with more theoretical work, the learners could not give such quick feedback on questions and they did not do so well in their tests. This was confirmed by the following answer from a trainer:

“...I do a little bit of talk and chalk and then let them discuss in groups and tell them what I want from them. They discuss it themselves, give me feedback and then you know this person can do it. He’s not hiding behind anybody else, he is on his own, he is doing the same thing as he understands it ...”

During the observation of the trainers presenting training, it could be seen clearly what training techniques were used. Each trainer had his or her own way of presenting the training and

keeping the learners interested and ensuring that the learners do learn.

The first trainer that was observed by the researcher was from Paarl. This trainer has a very relaxed way of training. He walks around in class to keep the learners' attention. He explained the objectives of the module to the learners. He used open ended questions to ensure participation in the class. He has a broad knowledge of the work. He rarely glances at the trainers guide and speaks freely. He also related the learning to the workplace by making use of work-related examples when explaining the lessons.

He made use of typed transparencies and wrote on the whiteboard and flipcharts with a clear and legible handwriting. He encouraged discussion on the subject to ensure participation and learning. He gave questions to be discussed in groups in order to make sure that all learners participate in the learning process. A wide variety of role plays were used to enhance the learning process. He insisted on the use of work-related examples when feedback from group discussions was given in order to relate the learning to the work of the learners.

He commented on good questions and answers given. He treated the learners as equals and made sure all learners felt part of the learning process. He ensured everybody kept up to date with the subjects in the learning guide by referring to it on each new lesson. He also made sure everybody learned by summarising and recapping after each lesson.

The observing of the second trainer also took place in Paarl. He explained the learning objectives of the module to the learners. He wrote the key words of the lessons on the whiteboard with neat handwriting. He discussed each one in turn and marked them off. He referred to previous work experience to enhance the learning points and to relate them to work situations.

He stood still behind the lectern and presented the lessons from there. He tended to let the discussions of lessons wander to general things before calling it back to the subject. He referred the learners to the learning guide regularly to keep them on track with how the lesson was progressing.

He made sure all participated by using group discussions or open class discussions. He praised the learners where needed and gave compliments. During review of the lesson he used different scenarios and asked questions to check the learning process.

The third trainer that was observed by the researcher was from Philippi. She had a friendly and relaxed manner. She tended to walk around with the learning guide in her hand and referred to it frequently for the learners to keep track of the lesson. It was clear that she had a broad and good knowledge of the subject. She used many open-ended questions to ensure participation. She addressed the learners by name to ensure that passive learners were also participating. She made use of group work. Learners in groups had to take turns to give feedback to ensure all learnt. She summarised and reviewed the lesson after a break to test whether learning took place. She used flipcharts to draw diagrams to enhance learning and used legible, clear handwriting.

The observation of the fourth trainer took place in Philippi. He walked around in the class to keep the learners attention. He talked freely and did not refer to the learners guide at all. He used neat handwriting on the whiteboard to illustrate points. He ensured participation by asking open questions and calling passive learners by name to answer them. He mostly used role plays to enhance the learning process. The role plays also linked the subject to the workplace. It was clear that he had a good knowledge of the subject.

The fifth trainer to be observed was from Philippi and he opened his subject with a quiz. This gained the learners' attention and kept them interested. He reviewed the previous days' lesson

with open ended questions. When learners deviated from the point of discussion, he referred them back by saying that it was not the point of discussion. He complimented learners when good answers were given or good comments were made. He ensured that learning took place by keeping it as an open discussion and not giving a lecture. It was surprising to see that all members participated and there were no passive learners. He has good knowledge and experience of the subject. He referred to the learner guide to illustrate or emphasize specific points or facts. He drew much from personal experience to link the lesson to the workplace.

It was clear that the trainers considered the training techniques important to enhance the learning experience of the learners. Although some focus groups did not agree on the training techniques, it was determined that they still learn a huge amount of work irrespective of their bad feelings. However, quite a few training techniques can be added that will ensure better participation by the learners. It was clear to the researcher that although the trainers train the learners to the best of their abilities with the available equipment and training techniques to be used in the courses, it is sometimes not enough for the learners to ensure that they deliver a good service to the communities or their commanders.

The researcher had telephonic conversations with the trainers during November 2007 to determine whether any changes have taken place in the training techniques they use to present the classes. The trainers of both Paarl and Philippi indicated that they are still training learners with the same training techniques as no changes were made to the content of the two courses in the last two years.

4.4 Mentoring for detectives

Mentoring for detectives can be described as where a detective with experience guides, assists and directs new detectives in the field on the way in which the work is done. This can be done

by leading by example, showing the new detective how to do certain tasks and introduce him or her to the relevant role players that they will be working with, for instance the prosecutors and fingerprint experts. The mentor can also give direction on the administration of dockets and the computer system.

The questions surrounding mentoring of detectives were received enthusiastically by the focus groups as well as the individual interviews. Everyone thought the same about mentoring. They all thought that mentorship for detectives will be a good thing. They felt mentors will be a great asset to the detective services. By guiding young detectives, mentors will be able to teach detectives more than the courses as it will be done in the workplace in real situations and cases. As one of the trainers said:

“I’m very crazy about that. I did that when I was in Brackenfell...I really am crazy about this because you take the learning to the learner. ...You give him a task to do and you are there to ensure he is doing it and you can check on it.”

The senior member of National Training office said the following:

“It is a long process ... currently there is a member on stations that you can call a mentor but in a layman’s’ language he is called a group leader ...”

They indicated that the mentor should be someone with a lot of experience and be a good and effective detective. The mentor should not carry dockets. The mentoring should be done in the way field training is done for the new police recruits i.e. training on the job according to a programme. Mentors must also be able, committed and willing to do it. Mentors will also cut out the sense of being dumped into the deep end and getting confused with wrong advice from co-workers.

4.5 **Trainers of the detective courses**

The success of any training intervention is dependent on the trainers. This is especially true of the detective courses where it is important for the trainers to have the necessary skills, knowledge and experience in order to ensure that the correct information is being taught to the learners. Due to this, it is important to know that trainers have the necessary experience from the field, that the trainers keep up to date with changes in the work environment and that the image they portray is of a good quality.

The experience of trainers became an issue during one focus group discussion. The Philippi focus groups did not have a problem with their trainers. They indicated that they were happy with the way the trainers present the classes as well as the assistance they receive from the trainers. This cannot be said of the Paarl focus groups. They feel the trainers do not have enough experience. They consider the trainers not equipped to train them. According to the learners, most of the trainers do not have detective service experience. As such the trainers are asked questions and cannot answer them. It was also indicated that the trainers keep asking the learners to read their books and do group discussions as if they do not know how to present the classes. According to the learners, the practical work is also a problem as the trainers do not know more than what is written in the books. This was said by a focus group:

“... I find that some of the lecturers are not really equipped to present the particular subject so that at the end of the day you are more confused than at the beginning. When you ask them a question that is not covered by the book they do not know what to answer you.”

During the individual interviews it became clear that the trainers from Paarl have a mixture of experience. Some of them are only at training for four years while others are there for more than

seven years. The problem exists that only a few of them actually had experience in the detective service before joining the detective training. They are all presenting the Detective Learning Programme.

The following was said by the senior member at the National training office regarding the experience and or criteria for a detective trainer:

“You know, they must be committed ... they must have a qualification ... they must have the know how ... it is good to have real experience and in the form of qualification.”

The Philippi trainers are all detectives from the field with detective experience of between nine to eighteen years. All of them have presented the Detective Learning Programme and are now presenting the Introduction to Crime Investigation course. They all started together at training and have been trainers for 10 months.

During the observation process it was indicated that the trainers from both Paarl and Philippi did know their subjects well. The trainers from Philippi used many examples from their detective service experience. The trainers from Paarl were well prepared in their subjects and also used examples of detective service but not their own experiences.

Keeping in touch with changes in the work environment at the training institutions and the detective branches is challenging for the trainers. Transformation had a huge effect on training in the South African Police Service. Before transformation, only white and coloured members were trainers in both the training centres. With transformation in place, black members are also being appointed as trainers. The down side is that members are being appointed that do not have any knowledge of training and have to be trained in all aspects.

Before transformation, few black members were nominated for courses. Now, the majority of a nomination list must be black members to enable them to receive the training they need for their work. This took place in all courses in the SAPS and not only in the detective courses. It enhances training as it leads to better discussions on the courses as the variety of groups have more different views on the subjects.

The change has also improved the courses themselves by taking the militaristic effects out and making them more learner friendly training. The learners can now interact better with each other and the trainers during class and share ideas and use own initiatives. Views by trainers on the subject:

“Transformation had the effect that some of the good trainers left the training and that some other trainers from other race groups came in with very little knowledge of training.”

“I think that training is not up to scratch yet with the service, some of the things that we do are still old things as some of the modules we do were compiled some time ago...”

“We were the first people as black officials to be included in top positions in the institution and that is transformation...”

According to the interviews with all the trainers, it is difficult to stay up to date with new changes in the detective environment. They try to keep up to date with staying in contact with old colleagues and friends in the detective environment. They try to do their own research or to visit or work in stations during off-peak times but it is not always possible. It is clear that it can sometimes be embarrassing if the learners rectify a trainer on specific points during a lecture concerning procedures that have changed. Apparently this happens quite often as the learning material is older than five years and changes occur frequently. A trainer said the following:

“We get the opportunity to work outside, I have worked outside for two months now and we picked up a lot of new knowledge, and did a lot of practice outside, doing scenes again and implementing new forms outside that we did not know about... You have to, for a trainer that is important to stay on par.”

The senior member of the National Office confirmed this by stating:

“During the time of holiday they must be deployed to different stations. They call it detached duties where they get information ...”

The overall image portrayed by all the trainers was good. During the observation in all the trainers’ classes, they were dressed neatly with ties. They spoke clearly and loudly. They projected themselves professionally. All of them portrayed confidence and the willingness to assist the learners where needed.

4.6 The length of the detective courses

The Detective Learning Programme (hereafter DLP) was a six week course but was lengthened to a fourteen week course on instructions of the National Commissioner of South African Police Service, Comm. Selebi. With the longer course, a few problems arose that were mentioned during the focus group discussions as well as the individual interviews at Paarl.

The focus groups at Paarl indicated that the course is too long. According to them much time is wasted during the presentation of the modules. Long breaks are given between the periods of class. They also indicated that the trainers wasted time in the class with group discussions. They feel a subject that is being presented in four days can be presented in one day. The focus groups

indicated that due to time wasted in between the course, it could be shortened to ten weeks. The fact that they are away from home creates problems i.e. the spouses start with affairs, the spouses have problems regarding the payments of debtors, spouses become sick and nobody can look after the children. One focus group said the following on the subject:

“... it is too long. They can shorten this course because there is much time wasted. They can deal with the subject within one day but drag it out to three to four days so instead of 14 weeks it can be a course of 10 or 12 weeks”.

According to the individual interviews, the fourteen week DLP actually improved the teaching of the detectives. Learners that fall behind or do not understand work can now be given more time to be taught. Due to the new length, more subjects could be added that was an improvement on the old course e.g. identification parades, law subjects and pointing out of crime scenes and crime intelligence. This was imperative as most of the learners did the subjects during their basic training and never again. It also provides the time for two dockets to be compiled during the course for the learners to gain experience in order to know how to investigate and administrate dockets correctly.

The trainers indicated that there is also a down side to the DLP due to its length. The learners are away from home during the full time of the course. This caused a few problems. Two members committed suicide because of problems at home. Quite a few of the learners started affairs during the course which caused a problem in the learning centre. The trainers of the DLP are only five and as such, they cannot always present a specific class as they are already presenting another one. It was indicated that they will prefer more experts from the field to present certain modules i.e. fingerprint experts and crime scene experts. This will ensure that only the latest information is taught to the learners.

It is the feeling of the trainers that the course should be divided into two parts i.e. seven weeks in class, one month at the work place and then the last seven weeks in class. This will give the learners time to practice their newly acquired skills in the workplace and review mistakes when they return to class. It will also give the learners a chance to rectify things at home. The following quotes will justify the point:

“I feel if we have a break in between ... they come back with a fresh mind and fresh ideas and learning can take place ...”

“ ... must make a few changes like learner support ... the programme is too long ... first of all learner support ... they are taken away from their families ... we have seen marriages break up ... we had two suicide cases while busy with this 14 weeks programme ... I would suggest that they can go on with training as it is but that they go 6 weeks, break for a month and continue for 6 weeks ... members can do work place assessment and return with that workplace assessment, everything is settled at home ... he will put in more effort and want to stay now for the last 6 weeks.”

“... the biggest problem I have with it is the time and accommodating the learners ... they cannot get away every weekend ... they have to finance it themselves which for some people is difficult ... the last few weeks the members become negative ... especially if they are picking up family problems ...”

The National Training Office senior member indicated the following:

“I for one think it is a long period. My suggestion is that if they are there for a month then they go out to practice what they have learned and then they come for another month ... one month in, one month out, again one month out, one month in ...”

The Introduction to Crime Investigation course at Philippi is only two weeks long. This creates a problem that it is too short to train a learner properly. This course is only used to give a baseline to a new detective and to familiarise him/her with the detective environment.

The focus groups of Philippi also indicated that the course is too short for them to actually learn anything. It does give them a broad sense of what is to be done during investigations but not exactly how to do them. A new detective of six months will gain from this course but not other detectives. The following was indicated by a focus group:

“... the course must be longer as it will give us more time for practical work ...”

During the individual interviews the trainers indicated that the shortness of the course does not give them enough time to really train a detective. All the subjects have to be rushed through in order to finish on time. No dockets are done on the course which leads to poor docket administration at the workplace. There is no time to do subjects practically to ensure that all understand and will be able to work in the workplace. There are currently no assessment tools in place. No law subjects are done in the course which is the basis of detectives i.e. knowledge of definition of crimes, when to arrest, the rights of a person, Art 49, etc. The trainers feel that the course should be three weeks. This will enable them to give better and more practical training. This will ensure that a new detective knows what he has to do in his line of work. A trainer said the following on the subject:

“I would suggest make it more practical ... I would say look up to three weeks and you can add another week, you can put in more practical things to do ... you really have to push for time if you are presenting ...”

From the above, it is indicated that the length of the two programmes are a problem which causes concern with the learners and trainers alike. Telephonic conversations were held with the trainers at Paarl and Philippi during November 2007 and all indicated that no changes have taken place with the lengths of the two training courses in the last two years.

4.7 Subjects of the detective courses

The subjects that are being presented at the two training institutions during the detective courses were discussed during interviews and it became apparent that the trainers and learners were not satisfied with the subjects. It was clear in the interviews that subjects needed to be added or removed from the two courses.

The learners stated the Pointing Outs could be removed from the DLP as well as the Tracing Techniques as they do not use it in the workplace. According to the learners of DLP, subjects such as computer skills (systems), shooting, physical training (PT) and self defence should be added to enable them to do their work better. They also have a need for forensics as some stations are too far from the Forensic Laboratory to benefit from their experience on crime scenes. The trainers of the DLP also agreed that subjects such as Pointing Outs could be withdrawn as the learners do not do it themselves at the workplaces. A focus group noted the following:

“We lack shooting, we have got a shooting range ... physical fitness is needed and computer training, we haven’t got computer training ...”

“Computers especially circulation ... shooting and fitness and communication subjects that all the units must work together for crime. We need to be practically shown how to collect evidence and cordon off scenes ... how to handle a crime scene ...”

“If I understand you correctly at this stage you want the circulation to be added, the computers and the shooting and more forensic stuff ...”

In the Introduction to Crime Investigation course interviews, the learners of the course stated that they thought subjects such as computer skills (systems), shooting, search and seizure and self defence should be added to enhance their work in the workplace. The trainers indicated that extra days should be spent on the modules Statement Taking, Identification Parades, interviewing and evidence in court. The trainers also felt that law subjects should be added to the course. A trainer indicated the following:

“There are no law subjects which are the basis of detective work ... I would suggest make it three weeks and add law subjects ...”

The senior member of the National Training Office indicated as follows:

“they are updated ... to climatize to change ... next year there will be another one ...”

According to the above it is quite apparent that changes need to be made to the curriculum of the two courses in order to make them more efficient and effective to close the gaps between training and the work place. The researcher had telephonic conversations during November 2007 with the trainers from both the training institutions and was informed that no changes regarding the subjects of the courses have taken place in the last two years.

4.8 The learners' views on training

All the focus groups are of the opinion that training is important not only to them but also to the

organisation. They feel training is essential as each department of the SAPS needs different skills. Without training no member will be able to do his/her work. The communities have different characters and complaints and the learners must be experts to be able to deal with the work. Training enables them to do just that. The learners also feel that young members find it resourceful. They share experiences with all the members and learn much from each other and not just the trainers. They also indicated that the SAPS must put something in place to help traumatised members to cope with the traumas and day-to-day lives thereafter. The focus groups indicated the following:

“Firstly to the younger members it is very resourceful course, we as a group share our knowledge ... we can share a lot of experience with each other ...”

“We have different playgrounds in the SAPS and most of the people come from basic training and do not know what is expected of them, they must be trained ... our clients the community are different characters ... it is expected of us as police officials to be experts ...”

Although the learners indicated that they were unhappy about the courses in certain instances, they definitely considered training essential for the execution of their duties. Without training they will only be floundering around and not able to assist or be of any use to the organisation or the communities they serve.

4.9 The knowledge of prosecutors regarding detective work

All the focus groups indicated that prosecutors needed some sort of training from the SAPS regarding the administration of dockets. Most of the time dockets come back from court in shambles as all documents were loosened. The prosecutors request information or statements that are already in the dockets. They felt prosecutors needed training in docket administration.

Prosecutors also do not read information in dockets regarding bail oppositions. The learners felt that prosecutors are there to make their work load more as they give instructions instead of realising that they need to work together to get convictions. It was the general consensus that prosecutors must work with detectives for at least a week to get to know the work better and so gain the detectives' co-operation. The feelings of the learners are the following:

“...they must learn warning statements and documents in dockets like the bail opposition.”

“...they need to learn the correct filing of documents and must leave notes for queries, not give instructions ...”

“They need to work with the police for a week to get to know the work better to know docket administration and hints on investigation of crime.”

Taking the above into consideration, it is clear that the learners view the prosecutors they work with in a negative light. This should be dealt with in a productive and speedy manner in order to gain better work relations between the SAPS members and the prosecutors. This will automatically lead to more convictions and the reduction of crime in South Africa.

4.10 Summary

Data were collected in various ways namely by doing individual interviews with five trainers of the detective courses at Paarl Detective Academy and Philippi In-Service Training Centre respectively. Focus group interviews were done with five classes of learners attending the detective course. Observation was done in five classes where detective trainers presented training. The data were summarised in this chapter.

The interviews were recorded on a digital recorder and transcribed later. The observation was done by sitting in the back of a class and completing an observation sheet regarding the training techniques used by the trainers. The data were described in a systematic and quantitative manner. The data indicate that changes need to be made to the curriculum of the courses and that the trainers are not efficient in their training. The research findings will be interpreted in the next chapter.

CHAPTER 5

INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

In this chapter the data obtained using the focus groups and individual interviews as well as observations are interpreted and compared to other research in the field. The two training institutions namely Paarl Detective Academy (hereafter called Paarl) and Philippi In-Service Training Centre (hereafter called Philippi) will be discussed with the necessary theoretical references. They will be compared with each other in order to determine the effectiveness of their training. The categories that will be discussed are learning styles, training techniques, mentoring of detectives, the Detective Learning Programme and the Introduction to Crime Investigation Course and the knowledge of prosecutors regarding detective work.

5.2 The learning styles

It was clear during the research done at both training institutions that the trainers are experts in their field. They are well versed in the different subjects they present. It was evident that the trainers are aware of the fact that they are training adults and the different learning styles the learners have. They did their best to accommodate all or most of them during a training intervention.

During the observation done at both the training institutions it was clear that the trainers are doing their best to accommodate as many learning styles as possible. Haberfeld (2002:49) indicated some theories of adult learning but most of the theories cannot be accommodated in the

SAPS, i.e. a learner cannot decide whether he or she should attend a course but is instructed to do so.

According to Milano and Ullius (1998:34-35), a facilitator must keep in mind that group behaviour is influenced by theories and not individual behaviour. Although learners have different learning preferences that stay the same over time, such preferences can be influenced by the immediate circumstances on a temporary basis. All the trainers are clearly aware of the fact that learning styles or preferences can be influenced for a short time and use it to the learners' advantage by presenting the classes in a way to accommodate as many learners as possible.

Although there are seven main learning styles (Charles, 2000:76) that will always be present in a classroom, not all the learning styles can be accommodated at one time due to the fact that the content of a specific module in both the detective training courses determines the training techniques to be used. At best, the learning styles that are in line with visual learning, auditing learning and kinesthetic learning (Milano & Ullius, 1998:39) can be accommodated at one time as the modules are presented in that way. However, the fact that this is actually working was confirmed during the focus group discussions by the learners at both the training institutions when they indicated that they feel they learn much.

Unfortunately, to actually ensure that learning does take place and all learning styles are accommodated to close the gap between the learning and doing the work, changes need to be made to the courses. This can be done by initiating self-directed learning in the courses. According to Birzer (2003:29-42), using the theory of andragogy can be one way of initiating the self-directed culture.

By implementing the self-directed learning more learning will take place as confirmed by Knowles (1990:61), where he argued that adults are motivated to learning something that will help them perform their duties. They will learn more when training is presented in context of application to real life situations.

5.3 Training techniques

The training techniques differed much between the individual trainers at each training institution as well as between the training institutions as a whole. However, at both Paarl and Philippi it was clear that the trainers are aware of the differences of pedagogy and andragogy. The trainers knew they were working with adults and individually their training techniques reflected that.

The trainers at Paarl and Philippi used various techniques to enhance the learning process as mentioned in the chapter of research findings (Chapter 4). During the observation and the individual interviews, it was clear that each trainer used his or her unique techniques to ensure that they keep the learners interested and that learning took place.

Most of the trainers made use of experiential learning where they used the different experiences of the learners to enable them to learn from each other. All the trainers at Paarl and Philippi used group discussions and open class discussions to ensure that all the learners participated in the class and that they learnt something.

It became obvious during the research that the trainers have a very good knowledge of the different training techniques. They are doing their best to use them and to ensure that all the learners pay attention in class and learning takes place. However, the curriculum of the two courses has fixed training techniques that must be used. This restricts the trainers to use other better-equipped training techniques to enhance the training and make the courses more

interesting. This is confirmed by Milano and Ullius (1998:40) where it is stated that different training techniques used ensure that most learning preferences are addressed.

To ensure that better training techniques are used to enhance training, the presentation of the classes or modules needs to change by doing away with fixed and prescribed training techniques. This gap can be made smaller by introducing a bigger variety of training techniques that are more updated than what is currently being used.

Training techniques that can be added are the andralogical approach that emphasizes the skills of analysis and decision making through job-related problems (Birzer, 2003:38). This will increase the learning approach of a course by planned and structured activities for the learner and the learner will acquire more knowledge. The andralogical training techniques can do much in closing the theory-to-practice gap that currently exists in the DLP and Introduction to Crime Investigation courses.

Another training technique that can be added is experiential learning. Although this is currently being utilized by the trainers, it can be enhanced in order to be more effective especially when the experiential learning cycles by Greenway (1999) as noted in Chapter 3, are kept in mind.

Competency-based training can also be added as it reflects more on required outputs than required inputs (Fletcher, 1997:1). This is especially true where the detectives need to investigate their dockets in such a way as to have more conviction rates. Competency-based training will enable the detectives to reflect precise expectations of performance in the work environment.

Another training technique that can be utilized is outcomes-based training. Currently training does not resemble the work in the field that the detectives do as confirmed by Williams

(2001:82-85). With outcomes-based training the focus is on the end results of training not on the “inputs” learning (Olivier, 2001:1). This will lead to better evaluation of a detective on training that will indicate that the detective can actually do the work practically not just theoretically. This will have a huge impact on closing the gap between learning and the work place.

5.4 Mentoring for detectives

During the interviews it became clear that a great need exists for mentors of detectives in the workplace. Especially the new detectives have difficulty in handling the work. During the research discussions with the trainers it was indicated that the South African Police Service is in the process of identifying mentors. The mentors will be experienced detectives where the detectives of the DLP are stationed. Part of the DLP assessments is the completion of a Portfolio of Evidence by the detective / learner that attended the DLP. With a mentor at the stations it will be much easier for the learner to complete and understand the detective environment and the work that is expected of him or her.

Schalekamp (2005:1) states that there are benefits for the mentors and the mentees (learner) as well as the organisation during the mentoring process. The learner gains self-confidence in his or her work and feels that he or she is valued as an employee. The mentor also gains experience and knowledge in the mentor process. The organisation gains from an improved morale and creates career satisfaction from employees. This will lead to the transfer of managerial skills for future managers in the organisation. The mentoring process also improves the competence of both the mentor and learner and this will have a direct influence on the organisation’s efficiency and improves staff morale.

The above is especially true in the SAPS and more so in the detective environment. The mentorship can be effectively used with a variety of training techniques and that can enhance

training. If mentorship is used with competency-based and outcomes-based training, it will have a huge effect on the detective environment. The mentor as well as the branch commander or supervisor of such a detective can see first hand the improvement of work delivery. The detective will feel more confident in doing the work and will not hesitate or be too inhibited to ask for assistance when needed.

5.5 The Detective Learning Programme (DLP)

The DLP was seen as both positive and negative depending on who was being interviewed. The trainers considered the DLP to be effective in training the learners. There was time for extra work to ensure learning took place especially where learners needed more time to understand something. It also ensured that more practical work was done which will help the learners when they are back at their stations. However, the learners saw the DLP as negative. The reasons given by the learners for this are stated in section 4.6 in Chapter 4, but the main reason is the length of the programme.

The learners and some trainers were of the opinion that some subjects needed to change as learners do not use all the modules. Learners did not pay attention in class during the presentation of those modules, which led to poor results during tests.

Another aspect of the DLP that can be a problem in the future is the experience of the trainers. Although the trainers were in the training environment for between 4 to 7 years, few of them actually have work experience in the detective environment. This created a negative influence between the learners. Some learners felt they are not gaining anything by being on the course. When the trainers are asked questions some of the trainers could not answer them. The learners are referred to their textbooks, which are out dated. In some cases this can make learners

negative and they ‘switch off’. Charles (2000:74) confirms this when stating that learners will resent and avoid situations when they feel they are treated like children.

It is obvious that changes need to be made to the DLP that will ensure that learning takes place and a more positive attitude towards the DLP is created in order to be successful. The length of the course, the change of subjects as well as the experience of the training can be rectified by doing the necessary changes in the structure of the DLP.

5.6 The Introduction of the Crime Investigation course

The trainers saw this course as an important entry-level requirement for new detectives. This ensured an immediate understanding of the work that was expected of them. However, they also indicated that the course was too short to leave any lasting impressions. Work had to be dealt with quickly in order to present all the modules.

There was no time to linger on certain important aspects to make the work understandable for the learners. This only created an overview of what was expected of the learner at the station. This also left no time in which to do dockets practically, which leads to poor administration back at the stations. Due to the shortness for the course, there are no assessment tools in place. During the focus group discussions with the learners, it was also their concern that the course was too short.

Both the trainers and learners were of the opinion that some subjects had to be changed as learners had a bigger need for certain subjects at this entry level. This will enable them to be better in their respective work places and deliver a better service.

All trainers have previous detective experience between 9 to 18 years. This helped the learners especially when something was explained with an original work example. The trainers also

gained the learner's respect when they hear that the trainers have previous experience of their own in the detective environment.

With the indication that the length of the course and certain subjects are problems for trainers and learners alike, a change needs to be made in order to make the course more effective.

5.7 The knowledge of prosecutors regarding detective work

It was clearly indicated by the learners that they consider prosecutors are undermining their work processes. The learners were of the opinion that prosecutors do not know how the administration of dockets work. This caused problems as the dockets are received back from the prosecutors and all the documents are filed differently or placed back in the docket without any consideration of the correct filing of such documents.

The learners also felt negative when a prosecutor gave an instruction in the investigating diary of a docket concerning documents that the prosecutor requests or even bail opposition documents. Such entries can be made as a request and not an instruction as they are supposed to work together in order to gain convictions. The prosecutors do not read the dockets or even look at the final entries made by learners that indicate certain aspects of the case that can assist the prosecutors, for instance the bail oppositions or information regarding witnesses or evidence.

This is a clear indication of the poor working relationship between detectives and prosecutors. This needs to be rectified in order to improve the work relationship as well as improving the possibility of more convictions that will have a positive impact on the crime rates.

5.8 **Summary**

The data obtained through the research were analysed. The themes that were dealt with were learning styles, training techniques, the Detective Learning Programme, the Introduction of Crime Investigation course and the knowledge of prosecutors regarding detective work. The mentoring of detectives was also discussed, as it is an exciting new venture in the detective environment. Where possible the necessary theoretical references were given to confirm statements. In Chapter 6 the recommendations generated from the findings in this chapter will be discussed.

CHAPTER 6

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

In this chapter a summary is given of the chapters and recommendations are made according to the interpretation of the data received during the research. The recommendations focus on the possible solutions to the problems identified during the focus group interviews, the individual interviews and the observations done by the researcher.

6.2 Summary

Chapter One provided an introduction to the research topic of the evaluation of training in the detective learning programmes in the Western Cape. Training is important to any police agency but more so for the South African Police Service (SAPS). Especially when the history of the SAPS from before 1994 and thereafter is taken into account. After 1994 the transformation process had an influence in the SAPS which impacted on the training environment.

The aim of the research was to assess the current training techniques and methods used and to identify the gaps for rectification in order to make sure that police officers are more effective in their duties after receiving training.

The outcome of the research will be of value to the SAPS trainers and if the recommendations are implemented, more effective training techniques can be identified that will impact on police officials having better knowledge, skills and attitudes in order to create better service delivery.

The SAPS as a whole will benefit as less complaints and civil suits will be brought against the SAPS or members. More money will then be available to improve or develop more training interventions.

The target population and sampling was the two SAPS In-Service training centres in the Western Cape Province namely Paarl Detective Academy (Paarl) and Philippi In-Service Training Centre (Philippi). The learners of current training interventions that were presented at these institutions were used for focus group interviews. Three of these focus group interviews took place at Paarl and two at Philippi. The researcher ensured that the focus groups received training in the same modules. These interviews were done in a semi-structured way and were recorded on a digital recorder, which was later copied to a computer. Individual semi-structured interviews were held with six trainers at Paarl and five trainers at Philippi. These interviews were also recorded on the digital recorder and copied to a computer.

Observation of the three trainers in Philippi and the two trainers at Paarl were done during the presentation of their modules. Copious notes were made on an observation sheet. The researcher used triangulation and the Tesch Technique to analyze the data obtained in this qualitative research. The researcher did experience problems in conducting this research but managed to find solutions to overcome them. These have been described in Chapter 1 section 1.6.

In Chapter Two a broader outline of the existing difficulties in training of detective courses were discussed. A historical perspective of the SAPS and training was given. Detective training from other countries was discussed. The nature and scope of detective training in the SAPS, entry levels to detective courses and the effectiveness of detective training were described.

In Chapter Three a theoretical overview of training was provided in detail. Important aspects of training were discussed namely paradigm shifts in training, role of training, purpose of training, reasons for training, adult learners and adult learning, pedagogy and andragogy and training techniques and methods.

Chapter Four was used by the researcher to summarize the data that were collected through the focus group interviews, individual interviews and the observation held. Out of the above three methods of data collection different categories emerged which were discussed under the headings of learning styles, training techniques, mentoring of detectives, trainers of the detective courses, lengths of the detective courses, subjects of the detective courses, learners views on training and knowledge of prosecutors regarding detective work.

Chapter Five was used to interpret the research findings. The data obtained from the focus group interviews, individual interviews and observations done were interpreted and the problems identified will be dealt with in the recommendations.

6.3 Recommendations

The research indicated a couple of shortcomings within the training techniques utilized within two detective courses at the two training institutions. If those shortcomings are addressed, it will enhance the learning process for the trainers and the learners alike. It will also ensure better service delivery at the learners' work places. The recommendations are made on the basis of a new training model developed by the researcher for basic detective training that will be called the New Facilitator's Guide for Detective Trainers for the purpose of this research.

6.3.1 Training techniques

Irrespective of the modules or content of a course, it is the training techniques used to present the course that make a success of a course or not. Although the trainers do their best to use the training techniques as instructed in the DLP and the Introduction to Crime Investigation, it is not enough to keep the learners interested and to ensure that learning takes place. A variety of training techniques should be implemented in the two courses to ensure a success. Such training techniques can be the use of more modern equipment, for instance multi-media projectors instead of transparencies. The videos shown to the learners can be updated. The videos could be changed to DVDs and the content could be more up to date instead of old scenes, for instance use of more modern equipment for the scenes of the videos as learners will find the videos amusing instead of learning something.

The monotonous routine of the courses and the giving of lessons should be interrupted to keep the learners interested. This can be done by showing DVDs that are not work-related but can boost the learners, for instance motivational DVDs of international or national speakers. This will give the learners a break from the work but at the same time encourage them to work harder in the course and their work places. Speakers can even be invited to the courses to motivate learners, especially people that are successful in their own right and well-known, for instance senior detectives who have high success rates in the solving of their cases and that are well-known to the rest of the detective environment.

6.3.2 Mentoring of detectives

It is of importance that the process of establishing mentors is put on the fast track. It is clear that the new detectives will gain a great deal with mentors at their respective stations. If mentors are

identified and placed at all stations in the SAPS, all detectives, not only the new ones will gain from the mentorship of such mentors.

With the mentors in place, all new detectives can already be trained with on-the-job training at their work places. This will lessen the pressure on the training institutions to train all the new detectives. The backlog of the untrained detectives will lessen. The new detectives will be able to give good service delivery quicker and not have to wait long to attend a training course. In this way mentorship can enhance training and the new detectives will not feel as if they are left on their own to struggle until they can attend a training course.

6.3.3 The duration of and training techniques in the Detective Learning Programme (DLP)

A few problems arose out of the interpretation of data of this course. The length of the course appears to be the biggest obstacle of the programme. The detectives are not always positive to attend the course as they are away from their homes a long time. The length of the programme also has an influence on the station as the station might become short staffed if a detective or two are on a course at the same time, whether it is the same courses or not.

It is recommended that the length of the programme should be shortened or be divided into different modules that are presented over a longer period of time with more breaks in between. This can be done in a variety of ways that can enhance learning.

It is further recommended that the subjects presented in this programme be changed. It is the view of the researcher, learners and trainers that certain subjects are of an advanced nature and are not used by the new detectives at their stations. Such subjects are the Pointing outs that are

usually done by senior officers, tracing techniques that are usually done by the more specialized units and crime intelligence gathering that is used by Interpol.

Subjects that are really necessary and need to be included in the programme are as follows:

- Shooting practice as some detectives have not fired their weapons since doing basic training at college.
- Computer training in CAS, Circulation and INKWAZI are important for the day to day work of detectives. They will not be able to process dockets, circulate stolen property or be able to link the suspects with other cases without this knowledge.
- Basic self defense is needed as more often than not, the suspects are aggressive towards the detectives and the detectives need to know how to defend himself or herself during an attack or in times of resisting arrests.
- Physical fitness or training needs to be added at least for two or three times a week. Some detectives are unfit and cannot pursue suspects if they run away. By doing Physical Training in the course it can inspire the detectives to keep it up at home and improve their overall health.
- Basic training in Forensics is important to a detective on a crime scene. It will assist them to collect the correct evidence for a case as well as to prevent contamination of evidence from other officers at a crime scene. This is especially true of the detectives stations at small, far away stations that cannot depend on the forensic expert to attend the crime scene quickly before a crime scene is contaminated. This basic forensic module should include the taking of photographs, lifting of fingerprints and collecting of other evidence to prove the case i.e. murder weapons, clothes, glass, etc.

The last recommendation for the DLP concerns the trainers of the programme. It is recommended that no member be appointed as a trainer for this course without at least having detective experience of four years or longer. This will enable the trainers to be better trainers by

using their own experiences as part of a presentation. They will also be better equipped in answering work situation questions from the learners. Learners will be more positive about the trainers and the course if they realize the trainers have detective work background. It is also recommended that when new instructions regarding detective work are issued by the National Office, they are sent to the training institutions as well. This will prevent the embarrassment of a trainer being rectified by learners and the learners losing interest in the presentation done due to the lack of knowledge of the trainer.

6.3.4 The duration of and training techniques in the Introduction of Crime Investigation

It is recommended that the length of the course also be changed. It is a two-week course, which is too short for a new detective to learn anything sufficiently to implement it at the work place. It is suggested that the course be made at least a three weeks or at most four-week course. This will enable the trainers to spend more time on certain subjects. If the course is lengthened, more practical work can be done and dockets can be done on the course as part of the assessment. More attention can also be paid to subjects i.e. statement taking, interviewing skills and evidence in court which form the basis of detective work.

With the longer course, subjects can be added that are important for a new detective, for example computer training in CAS, a shooting practice, law subjects especially search and seizure, and self defense can be added as an afternoon compulsory session three times a week. All these added subjects make a new detective more equipped to do his or her work at their stations.

6.3.5 Knowledge of prosecutors regarding detective work

It is recommended that prosecutors attend a docket administration workshop of two or three days. This will enable them to understand dockets and be able to gain the necessary information.

With this knowledge they will be able to work better and more closely with the detectives to achieve convictions. It will also prevent unnecessary postponing of cases in court. It will in effect lessen their workload as well. The court will not be over worked due to the huge amount of postponements because a case is finalized. It will also improve the working relationship between the detectives and the prosecutors as a whole.

6.4 The New Facilitator's Guide for Detective Trainers – training model

The researcher drafted a training model for detectives trainers that can address all the identified shortcomings from the data collected during the research, namely the training techniques, the lengths of the courses as well as the subjects therein. It is envisaged that this training model can be used as the only basic detective training that replaces the current DLP and Introduction to Crime Investigation. The training model consists of five modules over a period of one year. The five modules will each be approximately four weeks long with one month open in between. Four of the five modules are indicated in red in Figure 6.1 in order to differentiate between them and module 5 which is green which provides an overall view of the integrated assessment. Modules 1 to 4 have specific subjects that will be presented as four week residential modules. The training techniques and assessments to be used in the modules are indicated in Figures 6.2 to 6.5. Module 5 is the module in which a combined final assessment will be done of all the work as well as determining the competency of the learners as shown in Figure 6.6.

Due to the content of the modules, a wide range of training techniques can be used. Self-directed training can be used when the learner is doing the work place assignments and the portfolio of evidence. The trainers / facilitators can use experiential learning during the presentation of the classes. The knowledge questionnaires, assignments and portfolios of evidence all lead to outcomes-based training. The competency-based training can be implemented in the modules where the learners need to do the practical

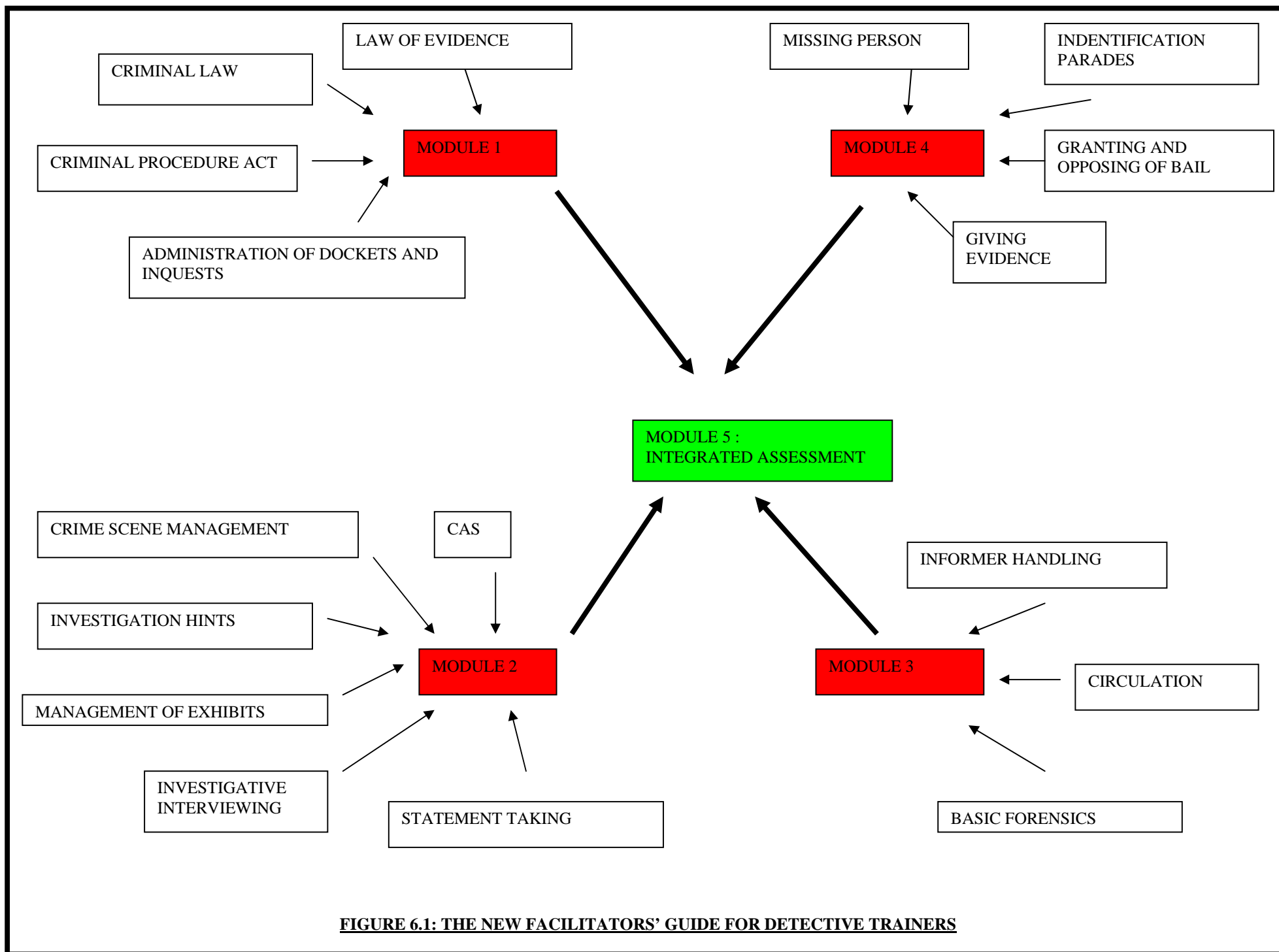


FIGURE 6.1: THE NEW FACILITATORS' GUIDE FOR DETECTIVE TRAINERS

FIGURE 6.2: THE TRAINING TECHNIQUES FOR MODULE 1

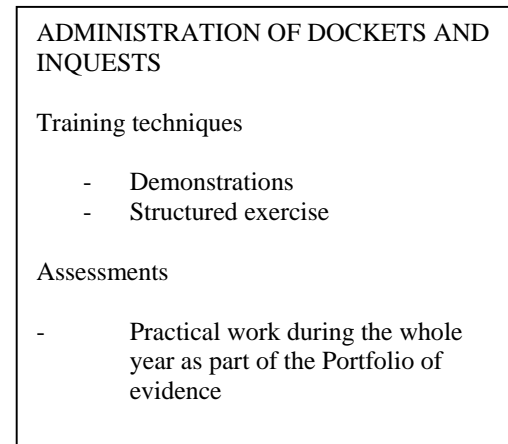
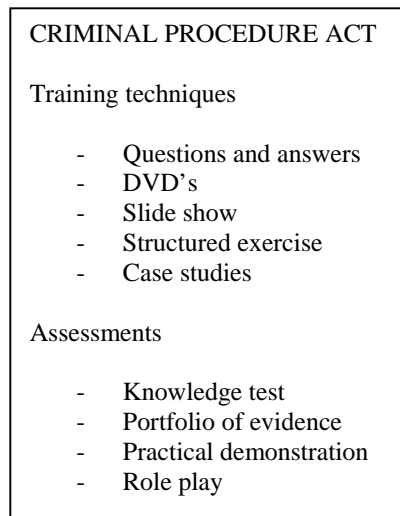
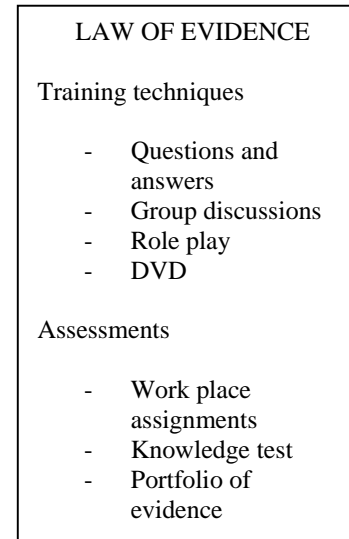
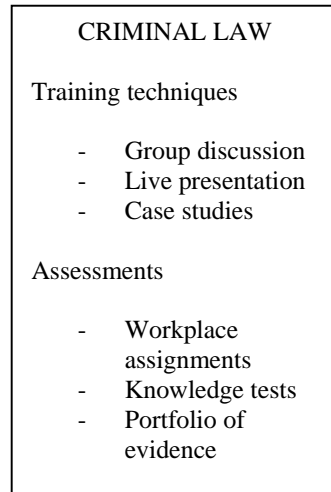


FIGURE 6.3: THE TRAINING TECHNIQUES FOR MODULE 2

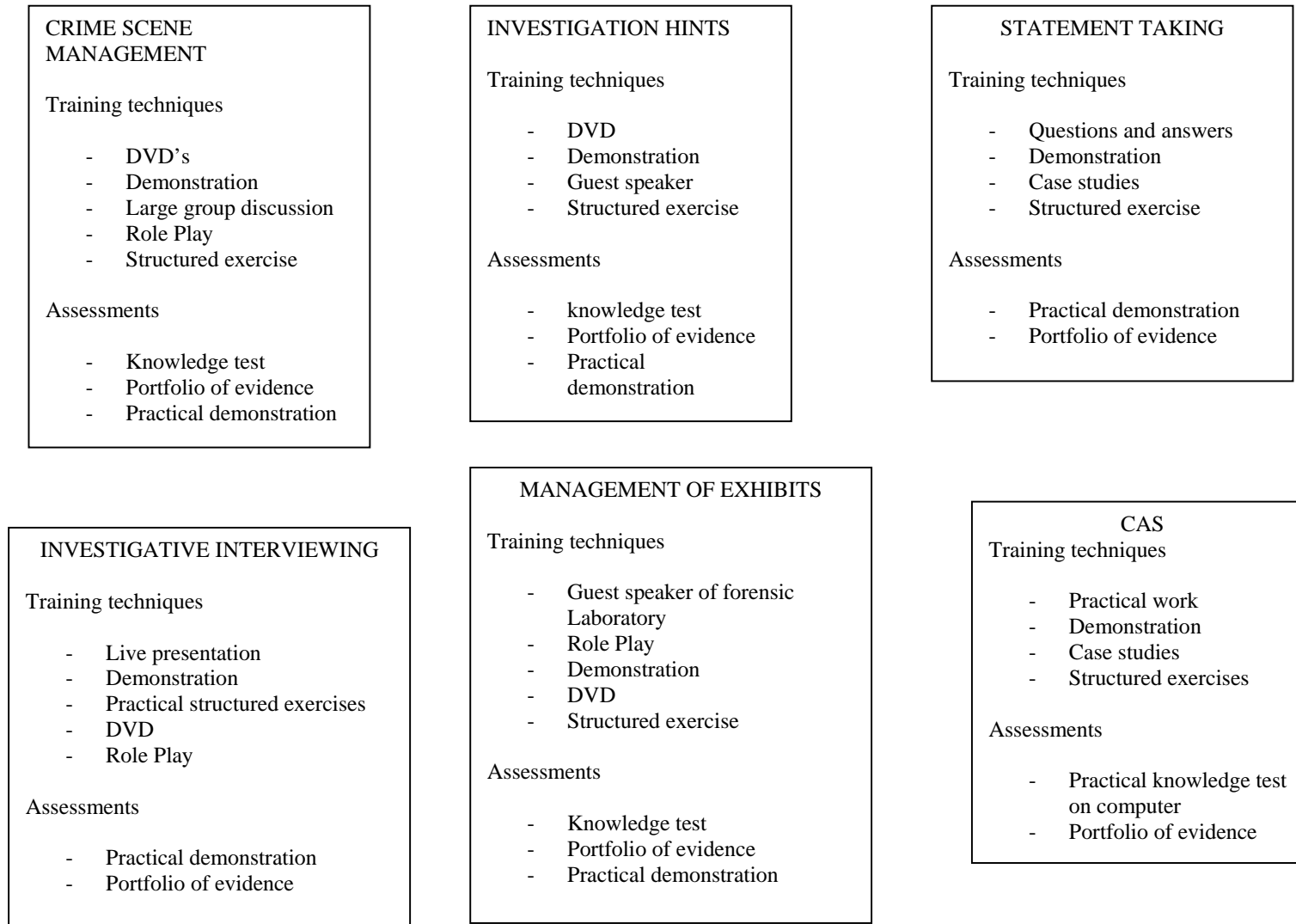


FIGURE 6.4: THE TRAINING TECHNIQUES FOR MODULE 3

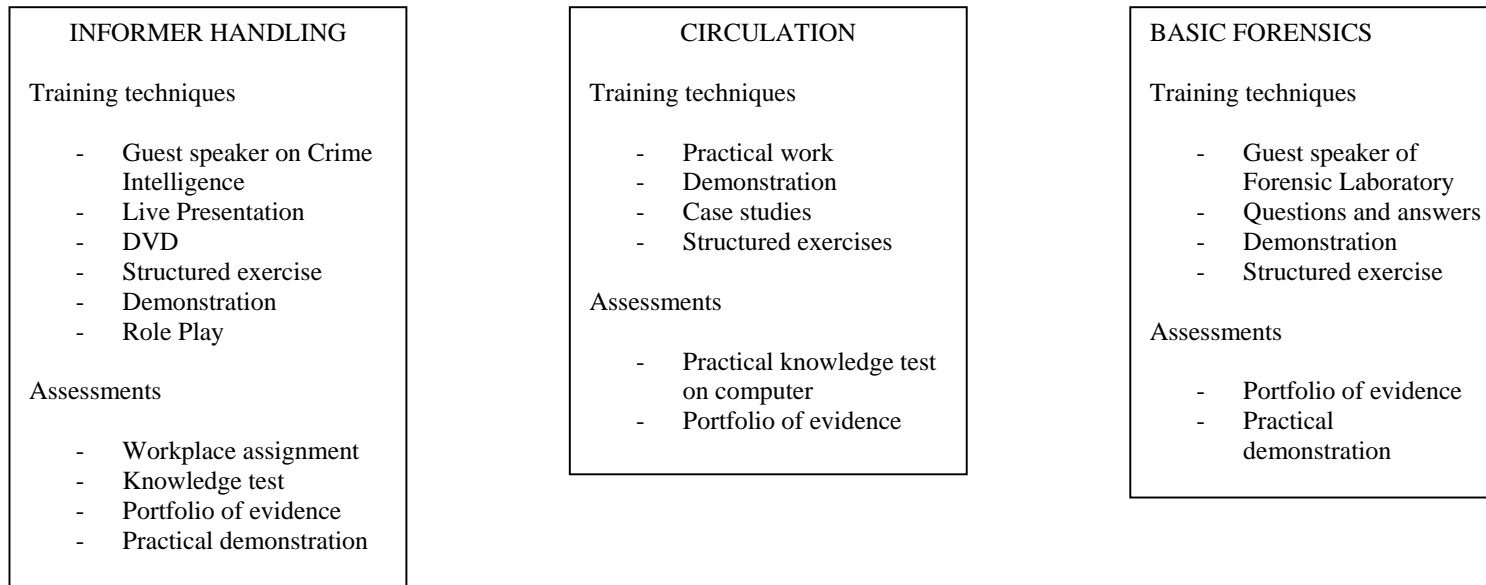


FIGURE 6.5: THE TRAINING TECHNIQUES FOR MODULE 4

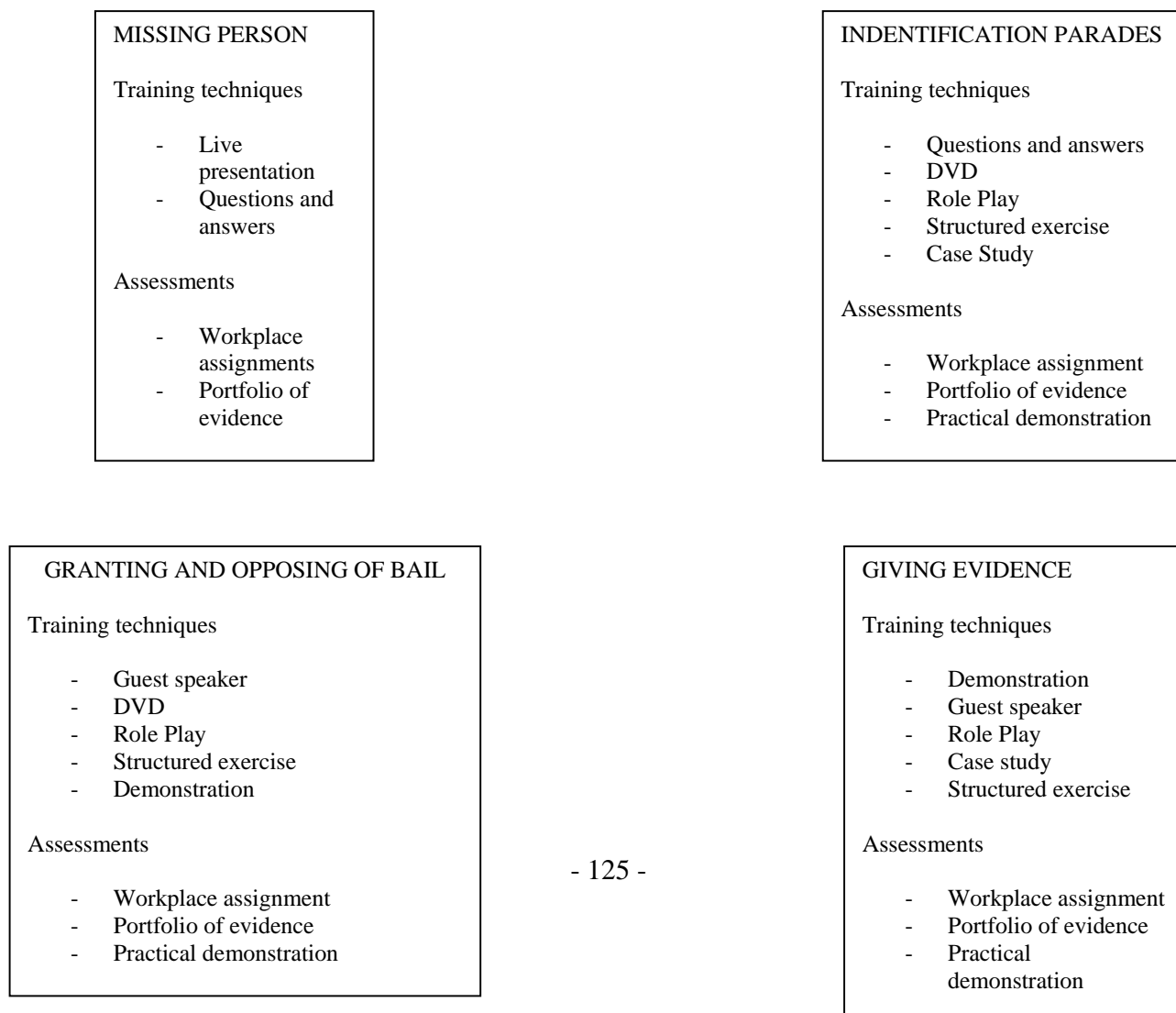
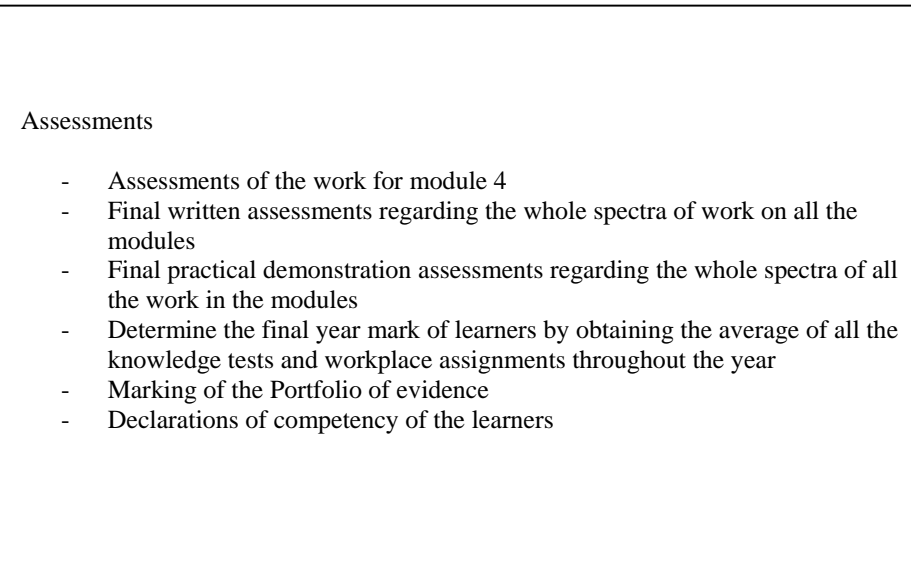


FIGURE 6.6: THE INTEGRATED ASSESSMENT FOR MODULE 5



assessments. Overall it is important that the training model is andragogical based to ensure that the learners are treated as adults.

Other training techniques that can be used to enhance learning during the presentation of the modules are mentioned in Chapter 3 section 3.8 especially Table 3.4 as indicated in the mentioned chapter. This table indicates training techniques such as demonstrations, case studies, role plays by learners and many more. The training aids that can be developed and implemented are up to date DVDs, props and specific hand-outs that can be added with the manuals that is given to the learners. All work that has to be presented in a lecture format can be done by digital projector slide shows that will make the work more interesting for the learners and emphasized with pictures that can make the learning more interesting. To further motivate learners to do their best guest speakers can be arranged during each module to motivate the learners. This can be done with DVDs of international speakers or even senior detectives that are well-known for their successes in the detective environment.

Between the modules the learners will be at their workplaces for one month. During this month the detectives will be expected to complete assignments and/or portfolios of evidence. The content of each module will determine whether assignments and/or portfolios of evidence should be completed as an assessment for the particular module. These assignments or portfolios will then be handed in on the first day of the next module. The detectives will also be doing a knowledge questionnaire of the previously attended module on the first day of the next module as a second assessment instrument. During the presentation of each module the learners will also need to attend physical training sessions at least twice a week to ensure that they are kept fit and healthy for their duties.

In order for the model to be successful the learner will need to identify a mentor for the duration of the training. The mentor will be expected to give guidance and direction to the learner in

order to complete the work place assessment instruments. The mentor will also be giving the learner assistance in the investigation of dockets during the normal working hours. It is envisaged that this mentor-learner relationship will develop in a life long relationship where both the mentor and learner will benefit from it.

It is also of great importance that the manuals that will be used are professionally bound and in colour for better motivation of the learners to learn. The training equipment to be used must be of the highest quality and technology to ensure that it can enhance training i.e. multi-media projectors, DVDs etc. There also need to be a format of the way in which the learners are to compile the portfolios of evidence in order for them to be motivated and eager to complete the training. This will also indicate to the learners that the SAPS are serious about training the detectives.

6.4.1 The training techniques and assessment instruments of module 1

Module 1 will consist of the subjects Criminal law – 5 days; Law of evidence – 5 days; Criminal Procedure Act – 3 days and Administration of dockets and inquests – 3 days and shooting practice – 1 day. The training techniques to be used are indicated in Figure 6.1. During the presentation of Criminal Law the group discussions can be used where groups are requested to discuss a certain part of the subject and to present feedback to the class. The live presentation can be done by a guest speaker, for instance an advocate or lawyer to make it interesting for the class. The case studies can be dealt with in terms of groups by discussing what sections of criminal law can be used when dealing with the case study.

The subject Law of Evidence can be made interesting to the learners with a question and answer session and group discussion according to specific indications by the trainer. The role play can

deal with a specific section in the Law of Evidence and a DVD can also be played for the learners to indicate to them how to use the Law of Evidence when investigating a docket.

Criminal Procedure Act can be presented with questions and answers from the facilitator to the learners. A DVD can be shown in order for the learners to see how the Act should be interpreted with specific situations. The trainer can use a slide show with a computer and multimedia projector instead of transparencies. The trainer can create a structured exercise for the learners to do to be able to understand the Act. The learners can be asked to discuss case studies and find answers in the Act.

The administration of dockets and inquests can be presented by demonstrations from the trainer and structured exercises that the learners can learn first hand how to do the necessary work in the dockets and inquests.

The assessment instruments will be a knowledge questionnaire on the first day of module 2 pertaining to all the subjects as a whole as well as assignments at the work place that will form part of a portfolio of evidence with the docket and inquest dockets. In some instances the learners can be requested to do a practical demonstration or role play to indicate that they understand the work. The docket and inquest docket will be carried over for the whole year in order to add new information as the subjects are learnt. The assignments will be marked and the mark obtained will create a year mark with the results of the rest of the modules' assessments. It is suggested that prosecutors also attend the training that consists of the administration of dockets in order to ensure that they are familiar with the way dockets are handled in the SAPS. With them present the learners and prosecutors alike might be able to form a better viewpoint of each others' work that can improve the working relationship between them.

6.4.2 The training techniques and assessment instruments of module 2

Module 2 will contain the subjects of Crime Scene Management – 4 days; Investigation Hints – 3 days; Management of Exhibits – 3 days; Statement Taking – 2 days; Investigative Interviewing – 5 days and CAS – 5 days. The training techniques recommended are indicated in Figure 6.3. The subject Crime Scene Management can be dealt with by showing a DVD wherein a crime scene is being handled by professionals. A large group discussion can follow the DVD to determine the differences of opinion regarding the DVD presentation and the correct way in which to deal with a crime scene. This can also lead to a role play which includes a structured exercise for the learners to do.

Investigation Hints can be presented also with a DVD or demonstration. A guest speaker who is experienced in the field of investigating can present his or her knowledge. A structured exercise can be given to the learners to make sure they understand the contents of the subject.

Statement Taking can start with a question and answer session to determine the depth of knowledge by the learners. A demonstration can follow that is given by the trainer. The learners can be asked to do a case study to make sure they understand the work.

Investigative Interviewing can be done by a live presentation by the trainer or another expert in the field. A demonstration can be presented as well as a DVD that can be played for the learners. The learners can be asked to do a practical structured exercise or a role play to ensure learning takes place.

The Management of Exhibits can be presented by a guest speaker from the forensic laboratory to ensure the interest of the learners. The learners can then do a role play, demonstration or a

structured exercise. A DVD can then be shown as the last item of the subject that can indicate the correct way in which the management of exhibits should be done.

The CAS is the Crime Administration System that is used on a computer to ensure the fluency of work on a docket. This subject can only be presented on the computer and it is recommended that the presentation thereof is done with a multimedia projector in order for the learners to see how to work the system and not be told verbally to do so.

The assessment instruments will be a knowledge questionnaire on the first day of module 3 containing information regarding all the subjects. The learner will also need to add information to his or her portfolio of evidence. The learner will need to complete a practical assessment on all the subjects in this module during the first week of module 3.

6.4.3 The training techniques and assessment instruments of module 3

Module 3 will include the subjects Informer Handling – 4 days; Circulation – 5 days; Basic Forensics – 3 days. The training techniques to be used are indicated in Figure 6.4. Informer Handling can be presented in many ways to make the subject interesting to the learners. A guest speaker from Crime Intelligence can present the subject or the trainer can do so. A DVD can be played or a demonstration or role play can be given to the learners to do or be presented to them. The learners can be asked to do a structured exercise.

Circulation is a system on a computer used by the SAPS to circulate all suspects, missing persons, vehicles or other items that have serial numbers and are stolen or lost. It is recommended that the training be presented with a multimedia projector to enable the learners to see the screen of the system and not just be told what to do.

Basic Forensics can be presented by a guest speaker of the forensic laboratory. This can then lead to a question and answer session. The guest speaker can give a demonstration and the learners can be asked to do a structured exercise.

The learner will do workplace assessments on the Informer Handling. A knowledge questionnaire on the first day of module 4 will also be done. A portfolio of evidence must be done to be handed in during module 4. This module has fewer subjects due to the practical assessments that learners need to do from the previous module on all the subjects.

6.4.4 The training techniques and assessment instruments for module 4

Module 4 will include the subjects Missing Persons – 1 day; Identity Parades – 3 days; Granting and Opposing of Bail – 3 days; Giving Evidence – 2 days; Self Defense – 3 days and Shooting Practice – 1 day. The training techniques recommended are indicated in Figure 6.5. The Missing Person subject can be done with a live presentation from the Missing Persons unit or trainer which can then be followed with a question and answer session.

Identification Parades can be started with a questions and answer session to determine the knowledge of the learners. A DVD can be played to show the exact way in which an identity parade should be held or alternatively the learners can do a role play or a structured exercise with a case study.

The Granting and Opposing of Bail can be done by a guest speaker or a DVD can be shown to the learners. The learners can then do a structured exercise with a role play or demonstration. The learners can even go on a field trip to court to see how it is done.

The Giving of Evidence can be done by a demonstration or a guest speaker. The learners can do a role play with a case study or a structured exercise. The learners can also go on a field trip to court to see exactly how evidence should be given in court.

For the assessment the learners need to do workplace assignments on all the subjects. The learners need to add further information to the portfolio of evidence and do assignments. The learners will do practical assessment on the Identification Parade, Granting and Opposing Bail and Giving of Evidence during the first week of module 5.

6.4.5 The integrated assessment for module 5

Module 5 will be the module to be used for the final assessment of the learners as indicated in Figure 6.6. During the first week the learners will do a practical assessment of the work of module 4. A knowledge questionnaire will need to be completed that ranges over the whole spectra of the training received. A final practical assessment containing work of all the modules will also be completed and the portfolios of evidence will be marked. A final mark will be determined from the year mark obtained throughout the modules and the final assessments. Only after the learners have been declared competent during this module, will they be able to be appointed as detectives.

To ensure that the New Facilitators' Guide for detective trainers deals with the current backlog of detective training, all the detective training institutions can present training using this new Facilitators' Guide as the only basic detective training. To ensure that detectives are motivated and eager to attend this training, the modules can be developed according to unit standards which can be recognized at tertiary institutions for further studies.

6.5 Conclusion

This chapter summarizes Chapters One to Five. Recommendations are presented to solve the identified problems with the structure of a new facilitators' guide for detective trainers in mind. Should the recommendations be implemented, the improvement of detective work will take place and this could lead to better service delivery to the clients. It is clear that much research still has to be done to appreciate the training environment in a police service and to reap the benefits thereof. It will take many years to master the full potential of training in the police environment and to use it to its full potential especially as it can be said that training changes daily and it is necessary to keep up with the changes in order for it to stay effective.

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DETECTIVE LEARNING PROGRAMME (DLP)

APPENDIX A

DLP : ASSESSMENT PLAN : 2007-08-19 TO 2007-11-23						
STUDY UNIT		ASSESSMENT METHOD	ASSESSMENT DATE	FEEDBACK DATE	RE-ASSESSMENT DATE	PRACTICAL ASSESSMENT DATE
1.	Criminal Law	Knowledge Questionnaire	2007-08-27	2007-08-29	2007-08-30	-
2.	Law of Evidence	Knowledge Questionnaire	2007-09-03	2007-09-05	2007-09-10	-
3.	Criminal Procedure Act	Knowledge Questionnaire	2007-09-06	2007-09-11	2007-09-13	-
4.	Docket Administration		-	-	-	2007-10-03 & 2007-10-12
5.	Crime Scene Management		-	-	-	2007-09-28 TO 2007-10-03
6.	Investigation Hints	Knowledge Questionnaire	2007-09-25	2007-09-27	2007-10-02	-
7.	Management of Exhibits	Knowledge Questionnaire	2007-09-28	2007-10-02	2007-10-04	-
8.	Witness Protection		-	-	-	2007-10-11
9.	Tracing Resources, Missing Persons and Informer Handling	Knowledge Questionnaire	2007-10-29	2007-10-31	2007-11-01	-
10.	Conducting a Pointing Out		-	-	-	2007-11-06
11.	Identification Parades	Knowledge Questionnaire - Practical	2007-11-13	2007-11-15	2007-11-16	-
12.	Granting and Opposing Bail	Knowledge Questionnaire	2007-11-19	2007-11-21	2007-11-22	-
13.	Giving Evidence		-	-	-	2007-11-20 TO 2007-11-22

☺ Please take note that brunch will be served at 11:00 ☺

DETECTIVE LEARNING PROGRAMME

APPENDIX A

WEEK 1					
DATE / TIME	20 August 2007	21 August 2007	22 August 2007	23 August 2007	24 August 2007
07:30 - 08:00	COURSE ADMINISTRATION CLASS SUPERVISOR AND TRAINERS <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett	THEME: Applied Law for Police Officials Module: Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp Olsen	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen
08:10 - 08:40					
08:50 - 09:20					
09:30 - 10:00	OPENING OF COURSE: CONFERENCE ROOM 1				
10:00 - 10:45	BRUNCH	BRUNCH	BRUNCH	BRUNCH	BRUNCH
10:45 - 11:15	COURSE ADMINISTRATION: CLASS SUPERVISOR AND FACILITATORS — Portfolio of Evidence — Layout of Course (Holidays & Long Weekend([SO (F) 41 (n)]) — Institution Rules and Discipline	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen
11:25 - 11:55					
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	COURSE ADMINISTRATION: CLASS SUPERVISOR AND FACILITATORS NAME LISTS AND STATISTICS	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen
14:10 - 15:00					
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 2										
DATE / TIME	27 August 2007		28 August 2007		29 August 2007		30 August 2007		31 August 2007	
07:30 - 08:00	ASSESSMENT: Criminal Law <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlettssen		Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		FEEDBACK - Criminal Law <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		Law of Evidence <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	
08:10 - 08:40										
08:50 - 09:20										
09:30 - 10:00										
10:00 - 10:45					BRUNCH		BRUNCH		BRUNCH	
10:45 - 11:15	BRUNCH: 10:15 to 12:00		Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		Law of Evidence <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	
11:25 - 11:55	THEME: Applied Law for Police Officials Module: Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen									
12:05 - 12:35										
12:45 - 13:15										
13:15 - 13:30	TEA		TEA		TEA		TEA		TEA	
13:30 - 14:00	Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		Law of Evidence <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		Law of Evidence <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki Criminal Law: Re-Assessment (Starts at 15:10) <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	
14:10 - 15:00										
15:20 - 16:00	FITNESS EXERCISE		FITNESS EXERCISE		FITNESS EXERCISE		FITNESS EXERCISE			

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 3					
DATE / TIME	03 September	04 September 2007	05 September 2007	06 September 2007	07 September 2007
07:30 - 08:00	ASSESSMENT: Law of Evidence <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Criminal Procedure Act <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	FEEDBACK - Law of Evidence	ASSESSMENT: Criminal Procedure Act <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Statement Taking <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki
08:10 - 08:40			<i>Facilitator:</i> Capt(f) Mtikitiki		
08:50 - 09:20			Criminal Procedure Act		
09:30 - 10:00			<i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki		
10:00 - 10:45	BRUNCH: 10:15 to 12:00	BRUNCH	BRUNCH	BRUNCH	BRUNCH
10:45 - 11:15	THEME: Applied Law for Police Officials Module: Criminal Procedure Act <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Criminal Procedure Act <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Criminal Procedure Act <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	THEME: Interviewing of a Witness Module: Statement Taking <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Statement Taking <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki
11:25 - 11:55					
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	Criminal Procedure Act <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Criminal Procedure Act <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Criminal Procedure Act <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Statement Taking <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Statement Taking <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki
14:10 - 15:00					
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	Law of Evidence: Re-assessment (Starts at 15:10) <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 4					
DATE / TIME	10 September 2007	11 September 2007	12 September 2007	13 September 2007	14 September 2007
07:30 - 08:00	FEEDBACK: Criminal Procedure Act <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	THEME: Investigation of Crime Module: Inquest Investigation <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen Hand out: Task 1 to 4/4 (Inquest)	Inquest Investigation <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	THEME: Investigation of Crime Module: Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen
08:10 - 08:40	THEME: Investigation of Crime Module: Docket Administration <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki				
08:50 - 09:20					
09:30 - 10:00					
10:00 - 10:45	BRUNCH	BRUNCH	BRUNCH	BRUNCH	BRUNCH
10:45 - 11:15	Docket Administration <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Inquest Investigation <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Inquest Investigation <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen
11:25 - 11:55					
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	Docket Administration <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Inquest Investigation <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Inquest Investigation <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen
14:10 - 15:00					
				Re-assessment: Criminal Procedure Act (Starts at 15:10) <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 5					
DATE / TIME	17 September 2007	18 September 2007	19 September 2007	20 September 2007	21 September 2007
07:30 - 08:00	Crime Scene Management <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Crime Scene Management SIMULATED CRIME SCENE DEMONSTRATION <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	THEME: Investigation of Crime Module: Hints for the Investigation of Specific Crimes <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Hints for the Investigation of Specific Crimes <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Hints for the Investigation of Specific Crimes <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>
08:10 - 08:40					
08:50 - 09:20					
09:30 - 10:00					
10:00 - 10:45	BRUNCH	BRUNCH	BRUNCH	BRUNCH	BRUNCH
10:45 - 11:15	Crime Scene Management <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Crime Scene Management SIMULATED CRIME SCENE DEMONSTRATION <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Hints for the Investigation of Specific Crimes <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Hints for the Investigation of Specific Crimes <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Hints for the Investigation of Specific Crimes <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>
11:25 - 11:55					
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	Crime Scene Management <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Crime Scene Management SIMULATED CRIME SCENE DEMONSTRATION <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Hints for the Investigation of Specific Crimes <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Hints for the Investigation of Specific Crimes <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Hints for the Investigation of Specific Crimes <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>
14:10 - 15:00					
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 6					
DATE / TIME	24 September 2007	25 September 2007	26 September 2007	27 September 2007	28 September 2007
07:30 - 08:00	PUBLIC HOLIDAY	ASSESSMENT: Hints for the Investigation of Specific Crimes Forensic Experts Host: Insp(f) Olsen Co-facilitator: Capt(f) Mtikitiki	Management of Exhibits Forensic Experts Host: Insp(f) Olsen Co-facilitator: Capt(f) Mtikitiki	FEEDBACK - Hints for the Investigation of Specific Crimes <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki Hand in Task 4 of 4: Inquest	ASSESSMENT: Management of Exhibits <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki
08:10 - 08:40				Management of Exhibits <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	
08:50 - 09:20					
09:30 - 10:00					
10:00 - 10:45					
10:45 - 11:15		BRUNCH: 11:15 to 12:00	BRUNCH	BRUNCH	BRUNCH 11:15 to 12:00
11:25 - 11:55		THEME: Investigation of Crime Module: Management of Exhibits Forensic Experts Host: Insp(f) Olsen Co-facilitator: Capt(f) Mtikitiki	Management of Exhibits Forensic Experts Host: Insp(f) Olsen Co-facilitator: Capt(f) Mtikitiki	Management of Exhibits <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki Docket Administration: Hand out Task 1 of 8
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30					
13:30 - 14:00					
14:10 - 15:00		TEA	TEA	TEA	TEA
		Management of Exhibits Forensic Experts Host: Insp(f) Olsen Co-facilitator: Capt(f) Mtikitiki	Management of Exhibits Forensic Experts Host: Insp(f) Olsen Co-facilitator: Capt(f) Mtikitiki	Management of Exhibits <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki
15:20 - 16:00		FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 7					
DATE / TIME	01 October 2007	02 October 2007	03 October 2007	04 October 2007	05 October 2007
07:30 - 08:00	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett Insp(f) Olsen	Feedback: Management of Exhibits <i>Facilitator:</i> Insp(f) Olsen	Docket Administration: Hand out Task 2 of 8	THEME: Interviewing of a witness Module: Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen
08:10 - 08:40		PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Insp(f) Olsen	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett		
08:50 - 09:20					
09:30 - 10:00					
10:00 - 10:45	BRUNCH	BRUNCH	BRUNCH	BRUNCH	BRUNCH
10:45 - 11:15	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett Insp(f) Olsen	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen
11:25 - 11:55					
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett Insp(f) Olsen	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett	PRACTICAL ASSESSMENT: Crime Scene Management <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen
14:10 - 15:00					
				Re-assessment: Hints for the Investigation of Specific Crimes (Starts at 15:10) <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Re-Assessment: Management of Exhibits (Starts at 15:10) <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 8					
DATE / TIME	08 October 2007	09 October 2007	10 October 2007	11 October 2007	12 October 2007
07:30 - 08:00	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Hand in Task 1 - 4 of 4: Inquest	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	THEME: Interviewing of a witness Module: Witness Protection <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Docket Administration: Hand in Task 2 & 3 of 8
08:10 - 08:40		Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen			THEME: Police Networking Module: Tracing Resources <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett
08:50 - 09:20					
09:30 - 10:00					
10:00 - 10:45	BRUNCH	BRUNCH	BRUNCH	BRUNCH	BRUNCH
10:45 - 11:15	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Witness Protection <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Tracing Resources <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett
11:25 - 11:55					
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Investigative Interviewing <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Docket Administration: Hand out Task 3 of 8 <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen	Witness Protection <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt(f) Mtikitiki	Tracing Resources <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett
14:10 - 15:00			Feedback: Task 4 of 4: Inquest <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Insp(f) Olsen		
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 9					
DATE / TIME	15 October 2007	16 October 2007	17 October 2007	18 October 2007	19 October 2007
07:30 - 08:00	Tracing Resources <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt Bartlett</i>	Missing Persons <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt Bartlett</i>	Crime Information Gathering and INTERPOL <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Crime Information Gathering and INTERPOL <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Docket Administration: FEEDBACK: Task 2 & 3 of 8 Hand out Task 4 of 8
08:10 - 08:40					
08:50 - 09:20					
09:30 - 10:00					THEME: Police Networking Module: Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>
10:00 - 10:45	BRUNCH	BRUNCH	BRUNCH	BRUNCH	BRUNCH
10:45 - 11:15	THEME: Police Networking Module: Missing Persons <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt Bartlett</i>	THEME: Police Networking Module: Crime Information Gathering and INTERPOL <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Insp(f) Olsen</i>	Crime Information Gathering and INTERPOL <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Insp(f) Olsen</i>	Crime Information Gathering and INTERPOL <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>
11:25 - 11:55					
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	Missing Persons <i>Facilitator: Insp(f) Olsen</i> <i>Co-facilitator: Capt Bartlett</i>	Crime Information Gathering and INTERPOL <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Insp(f) Olsen</i>	Crime Information Gathering and INTERPOL <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Insp(f) Olsen</i>	Crime Information Gathering and INTERPOL <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i>	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>
14:10 - 15:00					
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 10					
DATE / TIME	22 October 2007	23 October 2007	24 October 2007	25 October 2007	26 October 2007
07:30 - 08:00	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	THEME: Police Networking Module: Surveillance <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i> <i>Insp(f) Olsen</i>	Docket Administration: Hand in Task 4 of 8
08:10 - 08:40					PRACTICAL ASSESSMENT: Surveillance <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i> <i>Insp(f) Olsen</i>
08:50 - 09:20					
09:30 - 10:00					
10:00 - 10:45	BRUNCH	BRUNCH	BRUNCH	BRUNCH: 11:15 to 12:00	BRUNCH
10:45 - 11:15	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Surveillance <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i> <i>Insp(f) Olsen</i>	PRACTICAL ASSESSMENT: Surveillance <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i> <i>Insp(f) Olsen</i>
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Informer Handling <i>Facilitator: Capt(f) Mtikitiki</i> <i>Co-facilitator: Insp(f) Olsen</i>	Surveillance <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i> <i>Insp(f) Olsen</i>	PRACTICAL ASSESSMENT: Surveillance <i>Facilitator: Capt Bartlett</i> <i>Co-facilitator: Capt(f) Mtikitiki</i> <i>Insp(f) Olsen</i>
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 11					
DATE / TIME	29 October 2007	30 October 2007	31 October 2007	01 November 2007	02 November 2007
07:30 - 08:00	ASSESSMENT: Informer Handling, Tracing Resources and Missing Persons Capt Tuswa Insp(f) Slabbert Insp Watts	PRACTICAL ASSESSMENT: Surveillance <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki Insp(f) Olsen	FEEDBACK: Informer Handling, Tracing Resources and Missing Persons	PRACTICAL ASSESSMENT: Investigative Interviewing <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki	PRACTICAL ASSESSMENT: Investigative Interviewing <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki
08:10 - 08:40			PRACTICAL ASSESSMENT: Investigative Interviewing <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki		
08:50 - 09:20					
09:30 - 10:00					
10:00 - 10:45	BRUNCH	BRUNCH	BRUNCH	BRUNCH	BRUNCH
10:45 - 11:15	PRACTICAL ASSESSMENT: Surveillance <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki Insp(f) Olsen	Docket Administration FEEDBACK: Task 4 of 8 Hand out Task 5 of 8 <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki Insp(f) Olsen	PRACTICAL ASSESSMENT: Investigative Interviewing <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki	PRACTICAL ASSESSMENT: Investigative Interviewing <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki	PRACTICAL ASSESSMENT: Investigative Interviewing <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki
11:25 - 11:55					
12:05 - 12:35		THEME: Interviewing of a witness Module: Investigative Interviewing PRACTICAL ASSESSMENT: <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki			
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	PRACTICAL ASSESSMENT:	PRACTICAL ASSESSMENT:	PRACTICAL ASSESSMENT:	PRACTICAL ASSESSMENT:	PRACTICAL ASSESSMENT:

14:10 - 15:00	<i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki Insp(f) Olsen	<i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki	<i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki	<i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki Re-Assessment: Informer Handling, Tracing Resources and Missing Persons (Starts at 15:10)	<i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Capt(f) Mtikitiki
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 12					
DATE / TIME	05 November 2007	06 November 2007	07 November 2007	08 November 2007	09 November 2007
07:30 - 08:00	Docket Administration: Hand in Task 5 of 8 Hand out Task 6 of 8	Pointing Out <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Docket Administration: FEEDBACK: Task 5 of 8 <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	Identification Parade <i>Facilitator:</i> Insp(f) Olsen	Identification Parade Hand in Task 6 of 8 <i>Facilitator:</i> Insp(f) Olsen
08:10 - 08:40	THEME: Judicial Process Module: Pointing Out <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen		THEME: Judicial Process Module: Identification Parade <i>Facilitator:</i> Insp(f) Olsen		Identification Parade <i>Facilitator:</i> Insp(f) Olsen
08:50 - 09:20					
09:30 - 10:00					
10:00 - 10:45	BRUNCH	BRUNCH	BRUNCH	BRUNCH	TEA
10:45 - 11:15	Pointing Out	Pointing Out	Identification Parade	Identification Parade	Identification Parade
11:25 - 11:55	<i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	<i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	<i>Facilitator:</i> Insp(f) Olsen	<i>Facilitator:</i> Insp(f) Olsen	<i>Facilitator:</i> Insp(f) Olsen
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	Pointing Out	Pointing Out	Identification Parade	Identification Parade	Identification Parade
14:10 - 15:00	<i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	<i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Insp(f) Olsen	<i>Facilitator:</i> Insp(f) Olsen	<i>Facilitator:</i> Insp(f) Olsen	<i>Facilitator:</i> Insp(f) Olsen
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 13					
DATE / TIME	12 November 2007	13 November 2007	14 November 2007	15 November 2007	16 November 2007
07:30 - 08:00	Docket Administration: FEEDBACK: Task 6 of 8 Hand out Task 7 of 8	ASSESSMENT: Identification Parades <i>Facilitator:</i> Insp(f) Olsen	Docket Administration: Hand out Task 8 of 8 <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	Feedback - Identification Parades <i>Facilitator:</i> Insp(f) Olsen	Docket Administration Hand in Task 7 & 8 of 8 Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki
08:10 - 08:40	PRACTICAL ASSESSMENT Identification Parade <i>Facilitator:</i> Insp(f) Olsen		Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	
08:50 - 09:20					
09:30 - 10:00					
10:00 - 10:45	BRUNCH	BRUNCH: 11:15 to 12:00	BRUNCH	BRUNCH	BRUNCH
10:45 - 11:15	PRACTICAL ASSESSMENT: Identification Parade <i>Facilitator:</i> Insp(f) Olsen	THEME: Judicial Process Module: Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	THEME: Judicial Process Module: Giving of Evidence <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett
11:25 - 11:55					
12:05 - 12:35					
12:45 - 13:15					
13:15 - 13:30	TEA	TEA	TEA	TEA	TEA
13:30 - 14:00	PRACTICAL ASSESSMENT: Identification Parade <i>Facilitator:</i> Insp(f) Olsen	Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	Giving of Evidence <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett
14:10 - 15:00					
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	Re-assessment: Identification Parades (Starts at 15:10) <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett

DETECTIVE LEARNING PROGRAMME 7/2007: 2007-08-19 TO 2007-11-23

WEEK 14						
DATE / TIME	19 November 2007	20 November 2007	21 November 2007	22 November 2007	23 November 2007	
07:30 - 08:00	ASSESSMENT: Granting and Opposing Bail <i>Facilitator:</i> Capt Bartlett <i>Co-facilitator:</i> Capt(f) Mtikitiki	PRACTICAL ASSESSMENT: Giving of Evidence & Granting & Opposing Bail <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett	FEEDBACK: Grant and Opposing Bail <i>Facilitator:</i> Capt Bartlett	Re-assessment: Granting and Opposing Bail <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett	Class Administration Keys, name lists and inventories Workplace Assessment <i>Facilitator:</i> Capt(f) Mtikitiki <i>Co-facilitator:</i> Capt Bartlett Insp(f) Olsen	
08:10 - 08:40			PRACTICAL ASSESSMENT: Giving of Evidence & Granting & Opposing Bail <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett	PRACTICAL ASSESSMENT: Giving of Evidence & Granting & Opposing Bail <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett		PRACTICAL ASSESSMENT: Giving of Evidence & Granting & Opposing Bail <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett
08:50 - 09:20						
09:30 - 10:00						
10:00 - 10:45			BRUNCH	BRUNCH		BRUNCH
10:45 - 11:15	BRUNCH: 11:15 to 12:00	PRACTICAL ASSESSMENT: Giving of Evidence & Granting & Opposing Bail <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett	PRACTICAL ASSESSMENT: Giving of Evidence & Granting & Opposing Bail <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett	BRUNCH: 11:15 to 12:00	Departure of Learners	
11:25 - 11:55	FEEDBACK: Task 7 and 8 of 8 (Docket Administration) <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett Giving of Evidence <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett			Class Administration Discussion - Portfolio of Evidence <i>Facilitator:</i> Capt(f) Mtikitiki		
12:05 - 12:35						
12:45 - 13:15						
13:15 - 13:30	TEA			TEA		TEA
13:30 - 14:00	Giving of Evidence <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett	PRACTICAL ASSESSMENT: Giving of Evidence & Granting & Opposing Bail <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett	PRACTICAL ASSESSMENT: Giving of Evidence & Granting & Opposing Bail <i>Facilitator:</i> Insp(f) Olsen <i>Co-facilitator:</i> Capt Bartlett	Class Administration Discussion - Portfolio of Evidence: Workplace Assessment <i>Facilitator:</i> Capt(f) Mtikitiki		
14:10 - 15:00	Docket Administration: Hand in Task 7 and 8 of 8					
15:20 - 16:00	FITNESS EXERCISE	FITNESS EXERCISE	FITNESS EXERCISE	(All other outstanding re-assessments to be completed)		

Introduction to Crime Investigation course				APPENDIX B	
Week 1	Monday, 2007-06-18	Tuesday, 2007-06-19	Wednesday, 2007-06-20	Thursday, 2007-06-21	Friday, 2007-06-22
07:30 - 08:00	Welcoming & Opening D/Capt Stramrood	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
08:00 - 08:30	Welcoming & Opening D/Capt Stramrood	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
08:30 - 09:00	Welcoming & Opening D/Capt Stramrood	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
09:00 - 09:30	Welcoming & Opening D/Capt Stramrood	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
09:30 - 10:00	Welcoming & Opening D/Capt Stramrood	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
10:00 - 10:30	TEA				
10:30 - 11:00	Investigative Interviewing D/Insp Cloete	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
11:00 - 11:30	Investigative Interviewing D/Insp Cloete	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
11:30 - 12:00	Investigative Interviewing D/Insp Cloete	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
12:00 - 12:30	Investigative Interviewing D/Insp Cloete	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
12:30 - 13:00	LUNCH				
13:00 - 13:30	Investigative Interviewing D/Insp Cloete	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
13:30 - 14:00	Investigative Interviewing D/Insp Cloete	Investigative Interviewing D/Insp Cloete	Crime Scene Management D/Insp Cloete	Docket Administration D/Insp Robertson	Hints for Investigation of Specific Crimes D/Capt Stramrood
14:00 - 14:30	Investigative Interviewing D/Insp Cloete	Physical Training	Crime Scene Management D/Insp Cloete	Physical Training	Hints for Investigation of Specific Crimes D/Capt Stramrood
14:30 - 15:00	Investigative Interviewing D/Insp Cloete	Physical Training	Crime Scene Management D/Insp Cloete	Physical Training	Hints for Investigation of Specific Crimes D/Capt Stramrood
15:00 - 15:30	Investigative Interviewing D/Insp Cloete	Physical Training	Crime Scene Management D/Insp Cloete	Physical Training	Hints for Investigation of Specific Crimes D/Capt Stramrood
15:30 - 16:00	Investigative Interviewing D/Insp Cloete	Physical Training	Crime Scene Management D/Insp Cloete	Physical Training	Hints for Investigation of Specific Crimes D/Capt Stramrood

Week 2	Monday, 2007-06-25	Tuesday, 2007-06-26	Wednesday, 2007-06-27	Thursday, 2007-06-28	Friday, 2007-06-29
07:30 - 08:00	Statements D/Insp Cloete	Statements D/Insp Cloete	Tracing Techniques D/Capt Stramrood	Knowledge Questionnaire D/Capt Stramrood	Giving Evidence D/Insp Robertson
08:00 - 08:30	Statements D/Insp Cloete	Statements D/Insp Cloete	Tracing Techniques D/Capt Stramrood	Knowledge Questionnaire D/Capt Stramrood	Giving Evidence D/Insp Robertson
08:30 - 09:00	Statements D/Insp Cloete	Statements D/Insp Cloete	Tracing Techniques D/Capt Stramrood	Knowledge Questionnaire D/Capt Stramrood	Giving Evidence D/Insp Robertson
09:00 - 09:30	Statements D/Insp Cloete	Statements D/Insp Cloete	Tracing Techniques D/Capt Stramrood	Knowledge Questionnaire D/Capt Stramrood	Giving Evidence D/Insp Robertson
09:30 - 10:00	Statements D/Insp Cloete	Statements D/Insp Cloete	Tracing Techniques D/Capt Stramrood	Knowledge Questionnaire D/Capt Stramrood	Giving Evidence D/Insp Robertson
10:00 - 10:30	TEA				
10:30 - 11:00	Statements D/Insp Cloete	Informer Handling D/Insp Robertson	Tracing Techniques D/Capt Stramrood	Giving Evidence D/Insp Robertson	Course Evaluation D/Capt Stramrood
11:00 - 11:30	Statements D/Insp Cloete	Informer Handling D/Insp Robertson	Tracing Techniques D/Capt Stramrood	Giving Evidence D/Insp Robertson	Course Evaluation D/Capt Stramrood
11:30 - 12:00	Statements D/Insp Cloete	Informer Handling D/Insp Robertson	Tracing Techniques D/Capt Stramrood	Giving Evidence D/Insp Robertson	Certificates & Closure D/Capt Stramrood
12:00 - 12:30	Statements D/Insp Cloete	Informer Handling D/Insp Robertson	Tracing Techniques D/Capt Stramrood	Giving Evidence D/Insp Robertson	Certificates & Closure D/Capt Stramrood
12:30 - 13:00	LUNCH				
13:00 - 13:30	Informer Handling D/Insp Robertson	Informer Handling D/Insp Robertson	Balistics Expert Guest Speaker	Giving Evidence D/Insp Robertson	Departure of learners
13:30 - 14:00	Informer Handling D/Insp Robertson	Informer Handling D/Insp Robertson	Balistics Expert Guest Speaker	Giving Evidence D/Insp Robertson	Departure of learners
14:00 - 14:30	Informer Handling D/Insp Robertson	Physical Training	Balistics Expert Guest Speaker	Physical Training	Departure of learners

14:30 - 15:00	Informer Handling D/Insp Robertson	Physical Training	Balistics Expert Guest Speaker	Physical Training	Departure of learners
15:00 - 15:30	Informer Handling D/Insp Robertson	Physical Training	Balistics Expert Guest Speaker	Physical Training	Departure of learners
15:30 - 16:00	Informer Handling D/Insp Robertson	Physical Training	Balistics Expert Guest Speaker	Physical Training	Departure of learners

INSP S SCHEEPERS
PROVINCIAL TRAINING
WESTERN CAPE
CAPE TOWN

2005-06-16

- A. Supt Govender
Philippi In-Service Training Centre
PHILIPPI
- B. Supt Hauff
Paarl Detective Academy
Paarl

RESEARCH FOR MTECH: POLICING DEGREE

I am a student enrolled at UNISA and am busy with my research module in completion of my Masters degree in Policing.

My research focus is the effectiveness of training in the SAPS. Training in the SAPS is a matter that affects all members in the SAPS as it has a direct impact on the way the members do their duties. Through this research I aim to make a positive contribution in the manner in which courses are being presented in the SAPS.

The focus area of the study is the manner in which detective training is being presented at the Detective Academy as well as the Philippi In-Service Training Centre. The target group in the comparative study is the detective trainers. I am requesting the opportunity to have interviews with at least 5 of the trainers currently involved in the Introductory Investigation of Crime course presented at your institution. I also need to do observation in the classes that they are currently presenting for the purpose of triangulation of data.

Your assistance will have a huge impact on the validity and reliability of the data collected which will lead to well informed conclusions with regards to the detective training in the SAPS.

Thanking you in anticipation of your response.

Kind regards

INSP
S SCHEEPERS

QUESTIONNAIRE: FOCUS GROUP INTERVIEWS

The original questions are as follows:

QUESTION 1:

How do you see training? Do you see it “watered down”?

QUESTION 2:

How is adult learning taking place? Do you feel that you are learning something during the course?

QUESTION 3:

What skills do you learn in this training to meet the demands of your work?

QUESTION 4:

How is the training or learning directly related to your work?

QUESTION 5:

How do you find the training techniques used during the presentation of the course?

QUESTION 6:

There is currently a lot of talk of implementing a detective mentorship system in the SAPS. What are your thoughts on the issue?

The following questions were added after the answers were received on the questions above.

QUESTION 7:

All of you have contact with public prosecutors at some stage during your investigation of cases. What do you experience in your dealings with them and what do you think they need to be aware of with issues related to your work?

QUESTION 8:

What suggestions can you make to improve the current training programme you are attending?

QUESTION 9:

What is in the course that you will not be able to use in the line of your duties? What do you consider irrelevant in the current training programme you are attending?

QUESTIONNAIRE: INDIVIDUAL INTERVIEWS

The original questions are as follows:

QUESTION 1:

What effect did transformation have on training?

QUESTION 2:

Did you attend the original Detective Learning Programme? In what way does it differ from the current Detective Learning Programme?

QUESTION 3:

What learning styles do you remember during facilitation?

QUESTION 4:

How do training techniques differ now in relation with the past?

QUESTION 5:

Why did you decide to join training?

QUESTION 6:

Do you have any training suggestions about the training course that you currently are presenting?

The following questions were added after receiving the answers to the above questions.

QUESTION 7:

How do you feel about the implementation of a detective mentorship system in the SAPS?

QUESTION 8:

What are your feelings with regards to the length of the current detective course that you are presenting?

QUESTION 9:

How do you stay in touch with the changes of detective work in the field? How are the new changes kept up to date?

FACILITATOR EVALUATION FORM

Facilitator	
Observer	
Workshop/Client	
Date	

Prepared by:

Marisa Robinson

Tel: 021 788 5329

Mobile: 084 294 9117

e-mail: mmgr@zsd.co.za

Dear Client

In order to ensure that I consistently deliver a quality service to you, I ask that you take some time after the session to complete the following evaluation form. This will provide me with formal, documented feedback on the displayed skill during the training intervention, which will in turn give me structured feedback on my strengths and development areas.

Rating is according to the following grading scale:

- 1. Significantly under-achieved (poor performance)**
 - 2. Under-achieved (needs improvement)**
 - 3. Achieved (met expectations)**
 - 4. Over-achieved (excellent performance)**
 - 5. Exceptionally achieved (exceptional performance)**
-

INTRODUCTION

DID THE FACILITATOR:	Comments
1. Start the course on time	
2. Introduce self and learners	
3. Enquire about the completion of pre-course activities where applicable	
4. Enquire about the completion of pre-course Briefing Form.	
5. Cover hygiene factors (recreation area, toilets, canteen)	
6. Put learners at ease	
7. Gain the learners interest	

DEVELOPMENT OF THE COURSE CONTENT

DID THE FACILITATOR:	1	2	3	4	5	Comments
1. Enquire about learners' expectations and experience						
2. Link learners' expectations to the course						
3. Show the benefits of the course to the learners						
4. Display the course objectives <ul style="list-style-type: none"> ▪ Link learning objectives from Briefing Form to course objectives. 						
5. Relate the subject matter to the learners' background						
6. Use learners' own experience to highlight examples						
7. Facilitate the use of the Participants'/Learner's Guide						
8. Use summaries/recaps/self checks where appropriate						
9. Involve learners in the learning process						
10. Answer questions to the satisfaction of the learners						
11. Display a suitable level of knowledge and understanding of the subject matter						
12. Draw on personal experience						

TECHNIQUE

DID THE FACILITATOR:	Comments
1. Generate discussion	
2. Guide unrelated comments back to the topic under discussion	
3. Acknowledge learners' contributions	
4. Use appropriate questioning techniques	
5. Maintain the self esteem of each learner	
6. Involve passive learners	
7. Pitch the course at the appropriate level	
8. Pace the course correctly	
9. Show a comfortable, relaxed style	
10. Note unanswered questions	
11. Get back to learners with answers to noted unanswered questions	

CONSOLIDATION AND EVALUATION

DID THE FACILITATOR:	1	2	3	4	5	Comments
12. Accomplish the learning objectives of the course						
13. Check that learners' expectations had been met						
14. Deal appropriately with any expectations not met						
15. Ask learners feedback and suggestions						
16. Leave learners with a positive impression of the learning experience						

GENERAL

WAS THE FACILITATOR:	Comments
1. Suitably prepared	
2. Active (not sitting/standing in one position)	
3. Clear and audible (good voice projection - pitch, tone clarity and modulation)	

DID THE FACILITATOR:	Comments
1. Project a professional image (appearance, dress, manner of speech)	
2. Use creativity and initiative to get the learning points across	
3. Deviate from the original course material	

FLIPCHART:	Comments
1. Was handwriting legible	
2. Were diagrams clear (where applicable)	
3. Were they displayed for later reference	
4. Could everyone see	

O.H.P.:	Comments
1. Was the OHP switched off when not in use	
2. Was the OHP properly positioned so that everyone could see	
3. Were transparencies legible and clear	

(Use this template and add the content specific to your intervention)

CHECK LIST ON CONTENT –

DID THE FACILITATOR	1	2	3	4	5	Comments
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
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18.						
19.						
20.						

THE FUNCTIONS OF THE STANDARDS GENERATING BODIES (SGBs)

SGB's are registered bodies responsible for the generation of qualifications and/or standards.

Their functions include the following:

- Generate qualifications and standards – undertake the generation of qualifications and standards including processes designed to consolidate the inputs of the many qualifications and standards generating initiatives underway in South Africa
- Initiate qualifications and standards generation where there are sub-fields
- Update and review standards
- Recommend qualifications and standards to NSBs
- Recommend criteria for the registration of assessors and moderators or moderating bodies
- Ensure that all major users of their products endorse and/or adapt them
- Perform such other functions as may from time to time be delegated by its NSB

<http://www.saga.org.za>

Website for standards of DLP and Introduction of crime investigation:

<http://www.saga.org.za/unitstandards>

APPENDIX H

POLICE TRAINING INSTITUTIONS IN SOUTH AFRICA



http://www.saps.org.za/training/tpi.html_txt_mapsa_cmp.gif

Law enforcement in Australia

Police agencies:	Australian Capital Territory Police • Australian Federal Police • New South Wales Police Force • Northern Territory Police • Queensland Police • South Australia Police • Tasmania Police • Victoria Police • Western Australia Police
Federal authorities:	Australian Commission for Law Enforcement Integrity • Australian Competition and Consumer Commission • Australian Crime Commission • Australian Customs Service • Australian Hi-Tech Crime Centre • Australian Quarantine and Inspection Service • Australian Securities and Investments Commission
State/Territory authorities:	Corruption and Crime Commission (WA) • Crime and Misconduct Commission (QLD) • Independent Commission Against Corruption (NSW) • New South Wales Crime Commission • Office of Police Integrity (VIC) • Police Integrity Commission (NSW)

<http://en.wikipedia.org/wiki/TemplateLawenforcementinAustralia>