AN EVALUATION OF THE IMPLICATIONS OF REFRESHER TRAINING ON POLICE SAFETY

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Key terms:	Mareo a bohlokwa:	Amagama asemqoka:
Abilities	Bokgoni	Amkhono
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Education	Thuto	Imfundo
Methodologies	Mekgwatshepedišo	Izindlela zokwenza Omethodoloji
Police	Maphodisa	Iphoyisa
Refresher	Tsošološo	Ukuvuselela
Safety	Polokego	ezokuphepha
Skills	Botsebi	Amakhono
Tactical survival	Boitšhireletšo bja maemo a godimo	Isu lokuzivikela
Training	Tlhahlo	Ukuqeqeshwa Uqeqesho

Declaration

'I, George Dickinson, declare that <u>An Evaluation of the Implications of Refresher Training for Police Safety</u> is my own, original work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and are included in the List of References.

I further declare that I submitted the thesis to the prescribed originality checking software. A summary of the results is attached.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa or at any other higher education institution for any other qualification.'

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Date: 2021-02-08

LIST OF ABBREVIATIONS AND ACRONYMS

ATM	Automated Teller Machine
CDS:	Curriculum Development and Standards
CSC	Community Service Centre
EHW:	Employee Health and Wellness
ETD:	Education, Training and Development
FBI:	Federal Bureau of Investigation
FTO	Field Training Officer
HRD:	Human Resources Development
IBC	International Bioethics Committee
IGLC	Interpol Global Learning Centre
ISPD:	In-service Police Development
LEOKA:	Law Enforcement Officers Killed and Assaulted
NIJ:	National Institute of Justice
NIU:	National Intervention Unit
OHS:	Occupational Health and Safety
ORS	Operational Response Services
QCTO	Quality Council for Trades and Occupations
SAPS:	South African Police Services
SAQA	South African Qualification Authority
SCM:	Supply Chain Management
SDF:	Skills Development Facilitator
SHE:	Safety Health and Environmental Management
SOP	Standard Operating Procedure
STF:	Special Task Force
TRT:	Tactical Response Team
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	United States of America

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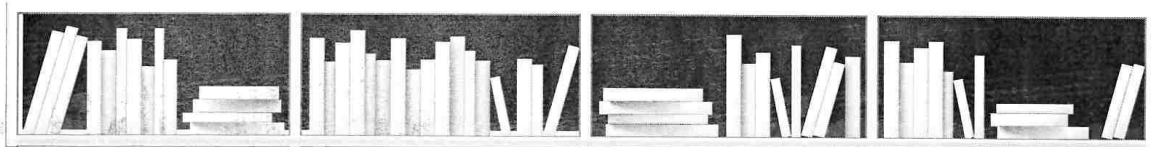BA (major in English); Hons (BA) (English); MA(Applied Linguistics) and MA (Higher Education Studies).

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SUMMARY

The research is based on the question of what the implications of refresher training are for police safety. The researcher wanted to determine whether refresher training could reduce or prevent police injuries and deaths while the members were on duty. Semi-structured interviews with five focus groups that comprised learners attending refresher courses, as well as nine individual interviews with the trainers presenting the courses was done. Literature based on international best practices in refresher training, pedagogies in police training, and police safety was studied. The results of the study in conjunction with the literature indicated that the concept of police safety is influenced by refresher training. Several other aspects namely (a) the lack of resources, (b) the dysfunctional structure of the organisation, (c) the failure to implement strategies and adhere to the legal guidelines of the organisation, (d) the lack of support provided to operational members, (e) corruption within the organisation and (f) the negative attitude of individual police officials due to the above-mentioned factors were also identified. More extensive, broader studies in this field are required to understand the concept of police safety.

AMAFUPHI

Ucwaningo lususelwe kumbuzo othi ngabe luchaza ukuthini uqeqesho oluvuselelayo (refresher training) mayelana nohlelo lwezokuphepha kwezamaphoyisa. Umcwaningi ubefuna ukuthola ukuthi mhlawumbe ngabe ukuqeqeshwa kunganciphisa noma kungavikela ukulimala kanye nokufa kwamaphoyisa ngesikhathi amaphoyisa asemsebenzini. Kwenziwe izinhlelo zezinhlolovo ezimbaxambili ezigxile kumaqembu aqondiwe aqukethe abafundi abahambela izifundo zokuvuselela, kanye nezinhlolovo zabantu abayisishiyagalolunye kanye nabaqeqeshi abethula izifundo knke lokhu kwenziwe. Umbhalo wobuciko osuselwa kwizingqubo ezingcono zokuvuselelwa koqeqesho, izinhlelo zokuqeqeshwa kwamaphoyisa, kanye nokuphepha kwamaphoyisa kuye kwacwaningwa. Imiphumela yocwaningo kanye nombhalo wobuciko kukhombise ukuthi igama elimayelana nokuphepha kwamaphoyisa ngempela linomthelela ovela kuqeqesho lokuvuselela. Ezinye izinto ezimbalwa ezibizwa (a) ukwentuleka kwemithombo yolwazi (b) isakhiwo senhlangano esingasebenzi, (c) ukwehluleka ukusebenzisa amasu kanye nokulandela imihlahlandlela yezomthetho yenhlangano, (d) ukwentuleka koxhaso olufanele ukunikezwa amalunga, (e) Inkohlakalo ngaphakathi

kwenhlangano kanye (f) nommoya omubi wesisebenzi ngasinye esiyiphoyisa yemithelelo edalulwe ngenhla nayo ikhonjisiwe. Ngaphezu kwalokhu, izifundo zocwaningo kulo mkhakha ziyafuneka ukuzwisisa ngokugcwele igama lezokuphepha kwamaphoyisa.

KAKARETŠO

Dinyakišišo di theilwe go potšišo ya gore ditlamorago tša tlhahlo ya tsošološo ke eng polokegong ya maphodisa. Modiradinyakišišo o be a nyaka go kgonthišiša ge eba tlhahlo ya tsošološo e ka fokotša goba ya thibela dikotsi tša maphodisa le mahu ge maloko a le mošomong. Dipoledišano tša go latela lenaneo la dipotšišo gannyane ka dihlophatebišwa tše hlano tšeo di nago le baithuti bao ba tsenelago dithuto tša tsošološo, le dipoledišano tša batho ka noši le bahlahli bao ba hlagišago dithuto tšeo di ile tša dirwa. Dingwalo tše di theilwego tirišong ye kaone ya boditšhabatšhaba mabapi le tlhahlo ya tsošološo, mekgwatirišo ya thuto tlhahlong ya maphodisa, le polokego ya maphodisa di ile tša ithutwa. Dipoelo tša thuto gammogo le dingwalo di laeditše gore kgopolo ya polokego ya maphodisa ka kgonthe e huetšwa ke tlhahlo ya tsošološo. Dintlha tše dingwe tše mmalwa e lego (a) tlhokego ya methopo, (b) sebopego se se sa šomego sa mokgatlo, (c) go palelwa ke go phethagatša maano le go obamela ditlhahli tša semolao tša mokgatlo, (d) tlhokego ya thekgo ye e fiwago go maloko a go dira mošomo, (e) bomenetša ka gare ga mokgatlo (f) maitshwaro a a fošagetšego a maphodisa ka noši ka lebaka la dintlha tše di boletšwego ka godimo le tšona di laeditšwe. Go hlokagala dinyakišišo tše di tseneletšego, tše di nabilego kudu lefapheng le go kwešiša kakanyo ya polokego ya maphodisa ka botlalo.

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1   INTRODUCTION

The study of any policing environment, especially of the dynamics of training for police, could prove to be one with many dimensions. The study introduces topics that are especially relevant to the purpose of this study.

During the introduction and background to this study the researcher discusses topics that explain the background to the study. Such topics include the actual background, problem statement, aims and objectives, as well as a summary of Chapter 1.

1.2   BACKGROUND

By carrying out this study, the researcher endeavours to evaluate the current refresher training programmes of the South African Police Services (SAPS) in order to determine the effect such training has in terms of police officer safety. There will always be debates about what the reasons are for the high death rate of police officers on duty; thus the real question should be "what is done to curb such occurrences"? One murdered police official is one too many when the value of the police officers' lives is measured on a scale. Firstly, a family loses a loved one in terms of the role he/she played in the family. He or she might have been the only breadwinner, or even the only person that a child could relate to. This covers only the direct household and does not even consider the exponential loss to family and friends. The relevant loss to the environment of policing. Not only does it cost thousands of rand to train and develop a police officer but years of experience just disappear at the death of a police officer. This begs the question whether the skills development programme of the SAPS sufficiently equips police officers to do their duty safely. The fact remains that a police officer that cannot even protect himself will not be able to do so for the citizens of South Africa. In this study, the researcher investigates the impact of the current skills development programme of the organisation. Questions such as "Is it effective and sufficient?" will be asked, as well as "How can it be done better in future to curb the disturbing rate of police officers killed and injured on duty"? The current background in terms of refresher training is

simply that a police official might attend only one refresher course in his/her career. The only refresher course that is currently presented after the police officials have completed their basic training is the Tactical Policing Level 2 course. Resources such as training academies and skilled trainers are also seriously lacking. Only three academies present tactical training to operational police officials for the entire SAPS. The current tactical training content originated in the 1970s and 1980s and is outdated. The bulk of the training and resources is allocated to the environment of specialized units, although they do not deal with the policing of everyday threats.

Police officials are dying, as seen in the table provided in section 1.3 of the Problem Statement. Part of the problem is the lack of skills, or rather the maintenance and updating of skills at regular intervals. Civil claim statistics have become staggering. Police officials often act indiscriminately due to a lack of not only skills, but also the application of their legal powers and limitations in terms of the law when using force. This in turn also has a negative impact on the confidence with which police officials execute their duties. This hesitation leads to danger and ultimately to injury or death.

In order to understand the background to this study better, a demographic layout of the nine provinces of South Africa is provided in Figure 1.1. The total number of police officials for each province is provided in Table 1.1.

Figure 1.1: South African Provinces

(Source: https://www.google.com)

Table 1.1: Personnel Strength (Manpower) per province (for 2018 / 2019 and 2019 / 2020)

	PROVINCE	NUMBER OF PERSONNEL 2018?2019	NUMBER OF PERSONNEL 2019/2020
1	Gauteng	32 749	31 967
2	Limpopo	11 349	11 048
3	North West	9 055	8 857
4	Mpumalanga	9 913	9 673
5	Free State	10 963	10 575
6	Kwa-Zulu Natal	23 844	23 322
7	Eastern Cape	18 652	18 197
8	Western Cape	20 535	20 146
9	Northern Cape	7 344	7 142

(Source: SAPS (2019d) (2020c) Annual Report for 2018 / 2019 and 2019 / 2020)

1.3   PROBLEM STATEMENT

In the problem statement, the researcher first explains the term problem statement. The problem statement follows and its relevance to the study is described and discussed briefly.

Welman, Kruger and Mitchell (2005) refer to the problem statement as an account of the research problem. That is the first step to take after the formulation of a research topic. The process requires the delineation of a problem and a description of one or more research problems. These authors also define the research problem or problem statement as synonymous with the research question in respect of research in the qualitative domain. The following questions are seen as key to determining the research problem: "What is the problem?" "What is the best way to solve the problem?"

De Vos, Strydom, Fouché and Delport (2011) also reflect on the problem statement as the research problem that must be defined in order to narrow down the focus of the study topic into a research question that can be addressed in the study. According to these authors, the research problem and its accompanying questions may be refined as the study progresses, thus suggesting that research statements, problems and questions could be flexible throughout the study.

McNabb (2002) notes that the first step in research is to identify a problem. The researcher must recognize that there is an issue or problem that is not understood, or that some aspect of the problem is not known. The researcher must therefore believe that the problem is important enough to be researched and to find out what it is.

In some countries in the world it is national news if a single police official is killed or attacked, as seen in an article on two men that were arrested after an attack on police officials Washington Post, (2020) (Jacobs & Guarino 2020). This article in the Washington Post was a national release, based on the incidence of protestors attacking and injuring police officers during protest actions. It stated that the perpetrators could expect as much as a 15-year jail sentence for this attack. In South Africa it is such a regular occurrence that South African police officials are murdered, that it does not even make the newspapers. However, it is not the

responsibility of the media to create awareness of police officers' safety. The SAPS as an organisation is responsible for that. Looking at the current statistics (refer to Tables 1.2 and 1.3) with regard to police officers being killed on duty, it is clear that the organisation is failing at the task of skilling its members sufficiently in order to be safe while protecting the public of South Africa. In the United States of America (USA), the total number of deaths in on-duty cases thus far for 2020 stands at 180 members, according to their Officer Down Memorial Page (US ODMP, 2020). In South Africa, SAPS (2020a) shows that the 2019/2020 number of deaths in the line of duty is 40.

Mlambo (2020) indicates in a report that Covid-19 has killed 113 police officials. That not only shows that police officials face danger from criminals but as frontline workers they are also continually exposed to situations such as the current Covid-19 pandemic. In this report, the National Commissioner of the SAPS, General Sithole also paints a bleak picture in terms of the crime statistics. The following crimes showed increases in totals from the previous year, namely murder, rape, hijackings, robbery and drug-related crimes. During this period 21 325 people were killed and 53 293 people raped. Unfortunately, most police officers have to deal with these situations in one way or another. SAPS (2017a), in official correspondence to the National Commissioner of Police regarding research, provide the statistics given in Table 1.2. According to these statistics there has been a reduction in the number of police killings in the last three years.

Table 1.2: REPORTED STATISTICS ABOUT POLICE MEMBERS KILLED AS A RESULT OF UNNATURAL CAUSES DURING THE 2013/2014 TO 2015/2016 FINANCIAL YEARS

| Unnatural deaths	2013 / 2014			2014 / 2015			2015 / 2016			2013 TO 2016
	ON DUTY	OFF DUTY	TOTAL	ON DUTY	OFF DUTY	TOTAL	ON DUTY	OFF DUTY	TOTAL	TOTAL ON DUTY
Murders	29	48	77	35	51	86	34	45	79	98
Motor Vehicle Accidents	37	85	122	39	63	102	34	63	97	110
Other Accidents	4	23	27	0	6	6	2	3	5	6
TOTAL	70	156	226	74	120	194	70	111	181	214

(Source: SAPS, 2017a)

SAPS (2019b) the approved Police Safety Strategy, show statistics of the on-duty attacks on police from 2013 / 2014 being 980 in total. The statistics for 2017 / 2018 was 1782 on-duty attacks, showing a steadily rising consistency each year. Table 1.3 below shows that on-duty attacks declined still further during the next two years and SAPS' Roll of Honour shows an even lower total of 27 for 2018/2019. However, the 2019/2020 year once again shows an increase, which is of concern and clearly indicates that the police are targeted. The SAPS management has developed and implemented the SAPS Safety Strategy (2019b) and the SAPS Safety Strategy Implementation Plan (2019c). The strategy is based on six pillars, of which the second pillar is Pro-active Intervention, with ten areas identified as priority areas. Priority 5, Deliverable 3, specifically addresses skills programmes and refresher training. The implementation plan of the strategy shows that there are short-term 2019-03-31, medium-term 2019/2020 and long-term 2024 implementation dates.

Table 1.3: REPORTED STATISTICS REGARDING POLICE MEMBERS KILLED AS A RESULT OF UNNATURAL CAUSES FROM 2016/2017 to 2019/2020 FINANCIAL YEARS

Unnatural deaths	2016 / 2017			2017 / 2018			2018 / 2019			2016 TO 2019
	ON DUTY	OFF DUTY	TOTAL	ON DUTY	OFF DUTY	TOTAL	ON DUTY	OFF DUTY	TOTAL	TOTAL ON DUTY
Murders	34	49	83	29	56	85	28	49	77	91
Motor Vehicle Accidents	27	42	69	30	16	78	25	39	64	82
Other Accidents	5	8	13	5	6	21	3	13	16	13
TOTAL	66	99	165	64	78	184	56	101	157	186

| Unnatural deaths	2019 / 2020		
	ON DUTY	OFF DUTY	TOTAL
Murders	35	38	73
Motor Vehicle Accidents	11	51	62
Other Accidents	7	10	17
TOTAL	53	99	152

(Source: SAPS (2019b) (2020b))

GRAPH 1.1: COMPARISON OF POLICE DEATHS ON AND OFF DUTY DURING A FOUR-YEAR PERIOD
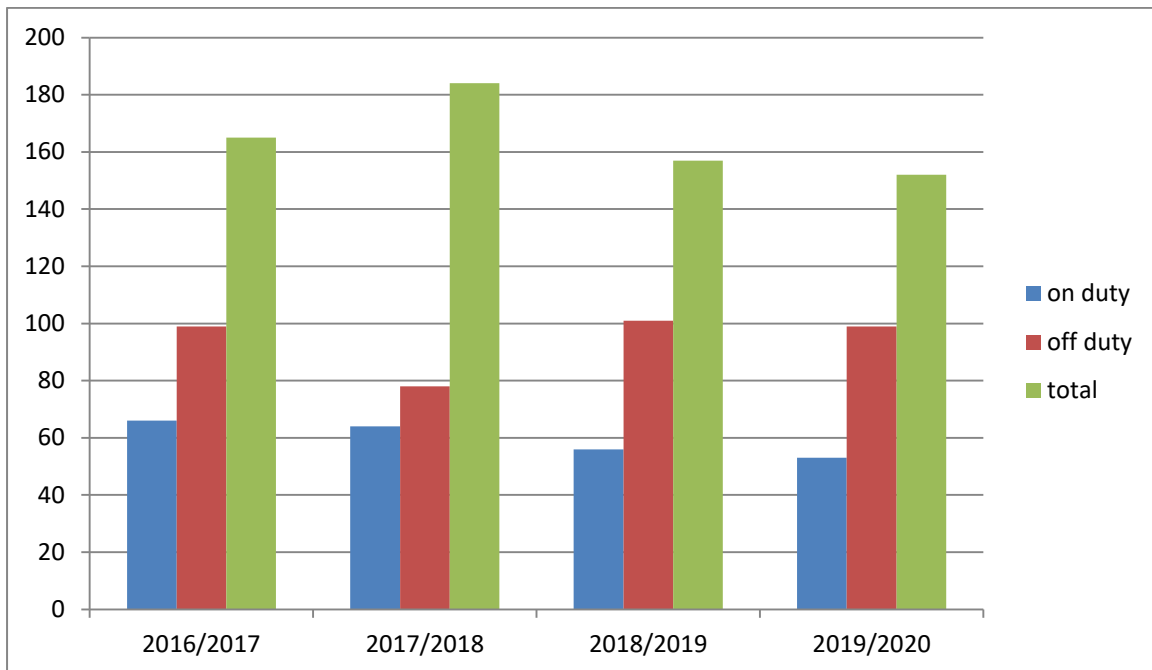
(Source SAPS (2017a) (2019b) (2020b))

GRAPH 1.2: COMPARISON BETWEEN POLICE OFFICIALS EMPLOYED AND TOTAL NUMBER OF MURDERS DURING A PERIOD OF FOUR YEARS
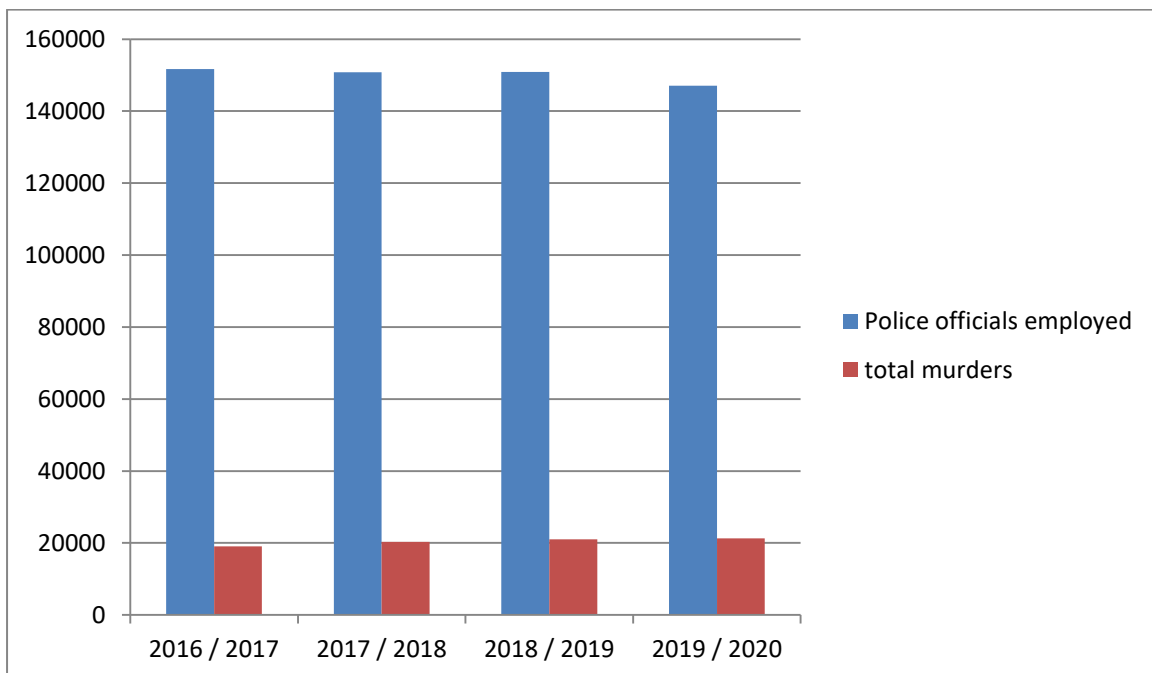
(Source: SAPS (2016) (2017d) (2018a) (2019d))

The researcher would like the focus of the study to be on the on-duty statistics and not the off-duty. It is, however, worth noting that the off-duty deaths significantly outweigh the on-duty deaths, as seen in Graph 1.1, which presents the statistics for a four-year period. The total number of police officials that were employed during the same period and the total number of murders reflected in the crime statistics are provided in Graph 1.2. These statistics show a very steady number of employed police officials and a slight increase in the murder rate. This thus proves that the increase in the murder rate and the employment totals do not have a significant impact on police deaths. Take note that these statistics do not include incapacitated and/or injured police officers, whether on or off duty. The question that the researcher wants to answer by means of this research is: "How effective are the skills development programmes of the SAPS to provide its members with the skills to enhance police safety, and thus to protect themselves and the members of the public that they serve?" The researcher also examines the specific skills such as firearm competency, arrest techniques, handling complaints, especially armed robberies, and entering/exiting buildings by using a tactical approach.

1.4   AIM AND OBJECTIVES OF THE RESEARCH

In this section of the research report the researcher describes the aim of the research. The researcher explains the actual aim of the research in terms of his intent with the specific research. The objectives of the research are stipulated and also discussed in depth.

De Vos et al. (2011) describe the aim of qualitative research as the approach to answer questions about complex phenomena. Welman et al. (2005) note that a research problem refers to either a theoretical or practical difficulty that the researcher wants to obtain a solution to, thus the aim is to identify the problem and find a solution to the problem. McNabb (2002) reflects that a researcher should be absolutely sure of the necessity of the intended research therefore the purpose; goals and objectives of the research determine the aim of the research.

1.4.1 The Aim of this Research

The aim of this research is to evaluate the implications of refresher training in specific survival skills for members of the SAPS. Does the current refresher training provide police officials with the necessary skills to survive during the execution of their duties?

1.4.2 Research Question

This topic describes the concept of a research question in relation to what other authors have written about the concept. The researcher then formulates the main research question.

Hammond and Wellington (2011) describe the research question as an encapsulating function of what the researcher is trying to find out and provides direction and shape to the research. Welman et al. (2005) talk about research problems and questions as being the same thing. The research question is shown as a description of the problem that led to the research. De Vos et al. (2011) refer to research questions as "the complex nature of phenomena that must be answered".

The question that the researcher would like to answer with this study is to determine the implications of refresher training for police safety, so as to ensure that police officers can keep themselves safe while conducting their daily duties.

1.4.3 Objectives of the Research

The researcher first describes the concept of the objective of the research by perusing available literature that describes the concept. The objectives are then defined as the researcher envisions the research goal.

MacNabb (2002) defines research objectives as statements of what the researcher wants to accomplish on completing the research activity. It can be said that the objectives are directly related to the research question. Welman et al. (2005) state that the research objective is to test a hypothesis that originated from a theory. It is therefore evident that the objective of the research is directly linked to the research question.

The following are the objectives of the research:

- To describe the current refresher training for police safety.
- To determine factors that compromise police safety.
- To make recommendations to the SAPS management how to improve police safety.

A discussion of the objectives of the research is more effective when reflecting on the purpose of the research in relation to existing literature. The various aims of the research will be tabulated.

Kreuger and Newman (2006) are referenced by De Vos et al. (2011) in their discussion of the purpose of a study as being exploration, description and explanation. Ruben and Babbie (2005) are also referenced by De Vos et al. and they reveal a fourth term, namely evaluation, as another purpose of research. Welman et al. (2005) describe the purpose of research in relation to a qualitative approach that deals with subjective data produced by the views of participants. Qualitative data are language and not numbers that allow the researcher to understand the significance that respondents attach to their environments. The authors (Welman et al., 2005) also state that the purpose of research is simply to find out how things are and why things are the way they are.

1.4.4 The Value of the Research

Before any research is done there should be a careful evaluation to determine the value of the intended research. This topic looks into the value of the intended research for the SAPS, community of South Africa and the body of academia.

1.4.4.1 Value of the research for the SAPS

SAPS (2017c) indicates that the cost of training a police official in the Basic Police Development Learning Programme only, also known as "basic training" for police officers entering into the SAPS amounted to R93 647,00 in 2017. This figure does not include any other costs to develop the police officer, such as the amount paid in salary for the years of service, or the other in-service development interventions that the SAPS pays to develop a member. This mentions only the financial implication of losing a member of the SAPS, and does not even indicate the experience and

knowledge that are lost, especially in the case of police officers with long-term service records. To answer the question of what the value of this research is to the SAPS, the researcher rather wants to ask what the value of the police officer's life is. This last statement alone should make the study of the skills development of police officers a priority for the SAPS.

1.4.4.2 Value of the research for the community of South Africa

The South African population is estimated to be 55,7 million, according to research done by Stats SA (2016). This does not include the population of foreign persons within the borders at any given time. The number of operational police services members in the field is estimated at fewer than 200 000. This implies that on average there are at least 250 persons per police officer. Every time the police loses a member, that total of citizens increases. It is also important to take note and keep in mind that all police officers have their own family and dependants. Ninety-eight police officers were murdered in the course of three financial years (refer to Table 1.2). Table 1.3 shows 163 murders in the next four years (2016/2017 to 2019/2020) (section 1.3).

1.4.4.3 Value of the research to academia

Welman et al. (2005) defines the research problem as narrowing down a bigger, identified problem by focussing it on a specific part of the topic to make it researchable. This is done by consulting literature in order to identify gaps in terms of knowledge about the topic. These gaps guide the researcher to original areas that can be researched.

De Vos et al. (2011) cite Saratakos (2005) when they refer to basic research as the process of finding and producing new knowledge, and thereby increasing the scientific understanding of the world, thus it is also referred to as "pure research". "Applied research", in turn, is based on the solving of problems in practice and has a strong emphasis on application.

The researcher has done an initial literature review and found that there was a significant gap when it comes to the comparison of skills development and police safety. This research creates new knowledge not only in the field of policing, but it

will also look critically at the application of skills development for the purpose of police safety.

1.5 CHALLENGES ENCOUNTERED DURING THE RESEARCH

The researcher is well acquainted with the field and thus also the environment in which the research was conducted. Three aspects were identified as challenges during the research. The specific venue provided was not a comfortable and inviting place, thus the participants could not fully distance themselves from their current situation in the training environment and give their full attention to the interview process. It took more effort to gain momentum in the interviews of the focus groups. Female participants were reluctant to participate fully in the focus groups. There was clear animosity from the female attendees toward the male attendees. This situation resulted in less data coming from the female participants than from the male participants. Lastly, the time frame for the scheduling of the interviews was too short. The interviews were closely scheduled in order to complete the planned five focus groups and nine individual interviews. This meant that if one interview was longer than the planned schedule, the other interviews had to be rushed to complete them in time.

1.6 SUMMARY

This chapter broached the topics of the background, problem statement, aims, objectives, the research questions and the value of the research for the SAPS, the citizens of South Africa and the body of academia. By looking at the topics mentioned, the focus of the intended study is clearly evident. The SAPS is a large, centralised policing organisation with a centralised approach to training. The question remains whether enough is done to secure operational police officials' safety while they are performing their duties. There is a need to determine not only the true impact of training in the SAPS but also the maintenance of the skills to such a standard that police officials will be ready to protect the public they serve as well as themselves.

CHAPTER 2

AN EVALUATIVE LITERATURE REVIEW OF THE PERCEPTIONS AND PRACTICES IN POLICE TRAINING AS IMPLEMENTED GLOBALLY AND NATIONALLY, AS WELL AS THE FACTORS THAT IMPACT ON POLICE SAFETY

2.1   INTRODUCTION

Perceptions in terms of what police training should entail are a difficult and intricate topic that needs a lot of debate and discussion to establish such things as best practice methodologies. The fact still remains that no amount of education can prepare police officers that are executing their operational duties for the day when their lives are threatened while doing what is expected of them. It therefore becomes important to focus on what police organisations internationally and in South Africa are doing to prepare for this occurrence. Police officers are injured and killed to such an extent (refer to table provided in section 1.3) that campaigns to improve police safety have to be initiated by police management and even by government. The literature review, examines what is currently done internationally and internally in respect of police training regarding topics such as the global perception on police training, international best practices and the factors that impact police safety. The purpose of perusing the literature is to gain insight into what works and what possible solutions can be implemented once the findings of this study have been obtained.

The researcher elaborates on and discusses the following topics derived from the literature review: (a) International best practices in refresher training to determine the global perspective on police safety in relation to refresher training; (b) Pedagogies in police training for a holistic understanding of training methodologies used by policing agencies and (c) The factors that influence police safety, in order to determine all the relevant factors that might not be related to training or refresher training.

2.2   INTERNATIONAL BEST PRACTICES IN REFRESHER TRAINING

The training of police officials is a global phenomenon that warrants discussion for the purpose of this study. This section discusses the diverse approaches and perceptions of what police training should entail. The researcher looks into such perspectives as police training within smaller police departments to determine the impact of decentralisation on police training. Other relevant topics that are discussed are the skills approach, higher education, in-service training, and new dimensions in international police training, such as the involvement of Interpol and new technology in police training.

FBI (2020a) discusses the training academy situated in Washington DC by viewing the training and research aspects of their training as the leading best practices in police training worldwide. The academy provides resources such as shooting ranges, gym, dormitories, library and even a mock town for practical exercises. The academy provides training to a variety of entities, from specialised units to normal law enforcement departments. Training is thus standardised and available to all law enforcement officers. The programmes offered include field-training initiatives, comprehensive firearm training, tactical and emergency vehicle training, survival training and even executive management training programmes. The other ground-breaking and best-practice FBI product is the international partnership training initiative. By partnering and providing training to international agencies, the FBI not only shares but also gains experience and knowledge from partnering with agencies all over the world.

Auten (1973) evaluates police training by examining aspects of basic or recruit training, advanced and refresher training, and continuous in-service training. This approach by default implies that the policing model in itself is decentralised. This in turn makes training decentralised, as the department will be responsible for its own members' development. With the focus on continuous in-service training and advanced refresher training, it remains a fact that recruit and in-service training initiatives are not meant to discredit each other by following different approaches.   It is, in fact, essential that in-service training provides reinforcement of the methodology learned in recruit training. Recruit training often provides only the

outcome of preparing the police official with the basic skills to act in a desired manner. The more complex skills are addressed in continuous in-service and advanced-refresher type training. Refresher training that is regularly scheduled also presents a better depth of coverage in terms of the content provided, whereas continuous in-service training focusses more on a "shallow" scope of content that can be provided in sessions of 20 minutes each.

Boyd (1980) emphasizes the need for survival training in agencies as a crucial element. Smaller departments are often not exposed to many real-life situations of a serious nature. This in turn results in the level of experience of the officers at such departments to be lower in respect of dealing with serious cases. Police officials that are not constantly encouraged to maintain a standard of proficiency often become complacent and end up as victims of violence. If not continuously practised, skills become rusted, and good safety practices are forgotten, therefore no longer effective when needed. This often leads to unnecessary police injuries or, even more serious, loss of life.

Southgate (1988) remarks on the skills approach of training for police officials from the rank of constable up to inspector throughout England and Wales, as the director of the Home Office Central Planning and Training Unit, Poole deems improvement of the relationship with the general public as an important concern. The belief in the Home Office Central Planning and Training from England and Wales is that training should be concentrated on the acquisition of knowledge. A teacher-centred training model is therefore seen as suitable for tactical survival training of police officials. Most constables believe that their main responsibility is to provide a service of applying the law to any situation to resolve it. Skills are developed mainly through experience and not through any formal training system. The question has to be asked whether the academic training model is adequate for police training.

Southgate (1988) also states that policing is a task-based function and cannot be based on academic theory only. Skills that are based on experience gained must be included in police training to develop a well-balanced police official with the necessary interpersonal skills to solve problems and handle people effectively. Training strategies should include the following four elements of training, namely

skills, attitudes, understanding and knowledge. The approach should be more student–based, allowing for more interaction, discussion role-playing, simulations and problem-solving elements rather than focussing mainly on acquiring knowledge through theory.

Kratcoski and Das (2007) view the education system of Taiwan as having three dimensions. These are basic education, in-service training and advanced class training. Looking at their explanation of in-service training it becomes clear that the methodology behind it is to provide short-term training to enhance the professionalism and efficiency of police officials. Kratcoski and Das (2007) also refer to Angelides (2002), specifically on the aspect of in-service training. The importance of retraining currently employed police officials is emphasised and it is also stated that retraining should enhance skills acquired during basic training, as well as introducing skills in respect of new aspects. The in-service training methodology of Thailand, as discussed by Kratcoski and Das (2007), reflects on the fact that for non-commissioned officers, these training interventions are both general and specific. In-service courses are developed for all non-commissioned officers and include subjects such as fundamental police tactics, drug investigation, traffic control etc. In a comparison of four countries, namely Switzerland, Japan, Germany and France, Kratcoski and Das (2007) compare refresher training in these countries to determine the broader policing philosophy in police training. In Switzerland, police inspectors are expected to undergo firearm and computer training annually. It does; however, seem that the in-service system focusses on the development of management. Most in-service training concentrates on developing promotional candidates or developing officers that have received promotions. Japan focusses mostly on the development of officers. It is required that elite officers have university degrees. It is noted that the methodology is intended to give an educational foundation to its police force. In Germany, at the police command school, training consists of managerial skills (20%) and social sciences (80%). The available number of refresher courses offered to higher-ranking officers per annum is 50. These courses are presented four to five times a year.

In conclusion of the comparison, Kratcoski and Das (2007) assert that the overall direction of police training is to become more professional and focussed on social

needs. A greater emphasis is placed on the continued education and training of police officers. Social priorities have become part of the centred focus areas of police training.

Mcmanus (1970) discusses the subject of refresher training in the New York Police Department. The department provides refresher training in its unit's training programme. The unit training programme is therefore given enhanced status and prioritised. The responsible trainers are unit training sergeants assigned to the academy on a rotational basis. The unit sergeants remain active operational members, although greater responsibilities are assigned to them in terms of training. This traditional training methodology took a backseat in the early 1980s when the concept of community policing became relevant in all the major, large metropolitan policing agencies (Oliver 2004). Community policing is a concept that has proved to be difficult to define and thus has serious implications for training (Cordner 2001). Reaves (2009) indicates the scope of training in the contemporary style of police training by stipulating broad concepts such as legal, weapons/self-defence, community policing, operations and self-improvement. This indicates the dynamic nature of police training and ever-changing methodology in respect of training.

A subject that is also relevant to the in-service training approach is that of continuous training. Stanislas (2014) examines the methodology employed by the Canadian Police with regard to continuous training and discusses it as follows: Techniques used by police officers to control suspects need regular practice and re-practice in order to perfect them. Criminals are often able to pre-empt police officers' actions and how they conduct themselves. Police officials could learn from this skill that criminals possess and also attend training in the interpretation of body language. Such a skill would give the police official more confidence and enable him/her to detect lies. If a police official is confident and exerts authority, the criminal will often surrender and not challenge the skills of the police officials. The mistake that some officers make is to assume that their uniform and badge will give them that edge. Police officers should rather resort to studying anything that will help them to perform their duties safely and return home unharmed. Training should not be seen as a "now and then" issue but rather as the continuous development of skills and refreshing the acquired skills.

Haberfeld, Clarke and Sheehan (2012) discuss the involvement of Interpol in the training and development of member countries. (The elected Secretary General Ronald K Noble, (November 2000), stated that the key to safer societies is the development of well-trained and well-educated police officers . The objective of the intervention by Interpol was to assist the member countries in bridging the gaps between national and international police training. Through the sharing of knowledge, skills and best practices, the member agencies would be able to find solutions to the challenges of 21st century policing. The structure of the training approach was also influenced by the implementation of a training quality assurance structure, consisting of a number of steps. These steps are: needs analysis, design, delivery and evaluation, and they formed the cycle of training that improved the quality of training as well as the utilisation of resources.

Haberfeld et al. (2012) discuss an Interpol initiative that led to the launch of the Interpol Global Learning Centre (IGLC) in 2008. This Web-based learning platform provides access to international training methodologies and an e-learning database that could assist policing agencies with building capacity. Not only can police agencies access the database, but also contribute to it by adding information such as research reports and best practices in training methodology. The impact of this platform resulted in a blended method of training and by 2010, more than 6000 modules of training had been completed, amounting to more than 3 000 hours of training. Furthermore, this platform created a global learning community that could build lasting partnerships in the field of police training and policing across a broader spectrum. Currently, Interpol Global Learning Centre (2020) shows that it has in excess of 17 000 registered users and 60 learning programmes on e-learning platforms that can be accessed.

Shvets, Yevdokimova, Okhrimenko, Ponomarenko, Aleksandrov, Okhrimenko and Prontenko (2020:200-217) discuss the effect of professionalising the police organisation with regard to the approach to training methodology. The Ukrainian police organisation has been in the process of professionalising and legitimising itself. The training of police officials focusses strongly on producing professional and effective police official. The effort of police officials to become professional and be acknowledged as such does require a positive attitude towards this goal, and the

different personality types of each police official might not be conducive to this end-goal. To therefore speak of professionalization and to implement it might not be as easy as it sounds. However, this approach does create a police organisation, with the group of different individuals striving to reach the same goal of legitimised recognition as professionals.

Stanislas (2014) discusses one of the new trends in police training as the implementation and development of e-learning. Since 2007, the Police Sector Council of the Ukraine has developed learning packages that address the requirements for frontline operational policing. One of the advantages of this platform is that it is free and brings vast accessibility to the organisation and its training needs. For survival training, contact sessions will always be required. However, e-learning interventions that discuss survival guidelines and methodologies will go a long way towards helping the department that simply cannot release members to attend contact training sessions.

Boyd (1980) discusses the responsibilities regarding officer safety training as being at all levels of management in the organisation. All levels of management should not only instruct members to attend refresher training, but managers should rather be actively involved in the skilling and training of officials. There should be implemented strategies that guide and also mandate training at regular intervals. It happens far too often that attention is turned to officer safety training only after an incident where loss or serious injuries had occurred. The other contributing factor to the need for safety training is seen in the numbers of civil cases against the police, as discussed in the background section 1.2. Civil claims lead to a lack of confidence, which in turn leads to a lack of action. Police officers have to know how to protect their own safety within the ambit of the law. Taking the above-mentioned statements into consideration, it is evident that management of policing organisations cannot take training lightly and most certainly not ignore its importance.

Modise (2017:40-43) discusses the practice of adult learning by examining the theories of adult learning. The theories discussed are self-directed learning, experiential learning and workplace learning. Self-directed learning is a concept where the learner takes responsibility for his/her own learning. This includes the

planning, evaluation and execution of the learning in which the person wants to increase his/her knowledge and skills. Experiential learning is a concept of learning where the person learns through his/her experience by actually doing the task and acquiring the skill that the person wants to master. Thus it also involves the person planning and actively participating in the execution, then evaluating and coming up with conclusive perception on the skill outcome thus learning from experiencing the outcome. Workplace learning as a training concept is based on the same principle as experiential learning, when the person or the team learns the skills required to develop both the individual and the organisation by doing the work as part of the training, experiencing the outcomes, and gaining new knowledge and skills through this process.

In a study on workplace learning, Schwartz (2016) discusses adult learning theories such as andragogy, transformative learning theory, situational cognitive theory, action learning, experiential learning, self-directed learning, project-based learning and workplace learning. The theory discussed in depth is that of workplace learning, by looking at the growing importance of the theory. The basis of the subject of the growing importance of workplace learning is the fact that it is based on learning what you are doing under peer supervision. It is not defined as such but rather implied that the term remains a fluctuating concept that researchers constantly redefine and continuously study to understand fully. From this study it is clear that it has become a trend and growing in the world of training and education.

During this section the researcher discusses subjects such as the training function and changes in methodologies. Other subtopics that will be attended to are street survival training, firearm training, in-service training, field training, refresher training and blended-method training.

2.3   PEDAGOGIES IN POLICE TRAINING

Modise (2017: 44-46) examines the various critiques on the androgynous approach to training. Andragogy or adult self-directed learning, as opposed to pedagogy or rather controlled and teacher-/student-based learning, are concepts that differ because the anagogical approach is limited by the intended learners' ability to

function on their own without constant supervision. Learners could easily be overwhelmed by the sudden need to develop their own learning plan and strategy or develop a negative attitude by thinking that the methodology indicates laziness on the trainer's side. Adult learning is more suited to the driven-type tertiary learner. Thus the typical approach by policing organisations remains a pedagogical approach.

Haberfeld et al. (2012) give the following reference to Marenin (2004) on their perspective of effective training, which is supposed to reflect the reality of police duties. It must be strategically planned and evidence-based. Training should build the overall capacity of officers to deal with situations effectively, as well as create an environment of continuous learning and re-learning. Not only should police training address the rule of procedure and the laws that guide those procedures, but should guide police officers to apply the knowledge of these rules and laws in practice. Police officers must not only know how to use force but actually be able to apply it at the correct level and time.

Croal (2006) opines on problem-based learning by saying that it is an andragogic model of teaching. Thus it is the art of teaching adults because adults are aware of their needs that emanate from real-life situations. Adult learning programmes should be based on real-life situations and the learner's readiness to learn.

Looking at traditional police training, Birzer (2003) indicates that traditional police training consists mostly of a structured militaristic training methodology. This approach presents several problems such as creating a mentality of being a crime-fighting warrior. This could contradict the community service approach and also inhibit the ability to learn. The andragogic approach is described as a more dynamic approach to learning. It focusses on adult learning principles similar to other adult approaches. It becomes more effective through the assembly and integration of its principles and therefore distinguished from other methodologies as being resilient and adaptable.

Knowles, Holton and Swanson (2005) distinguish between adult learning andragogy and children's learning pedagogy by itemizing six categories. These categories are

(a) the need to know, (b) the learner's self-concept, (c) the role of the learner's experience, (d) readiness to learn, (e) orientation to learning and (f) the adult learner's motivation.

Auten (1973) speaks about the importance of evaluating training programmes. Learning programmes are measured by the level of achievement of the goals or objectives set for the programme. A good example used in this discussion is the goal of firearm training, described as students acquainting themselves with range-safety procedures and developing proficiency in the use of their side arms. It is, however, such a broad goal statement that the approach best suited to the evaluation of a programme would be to focus on the training unit of instruction within the programme. This directs the measuring to a very specific aspect of the training and will result in a much more detailed evaluation of the programme as a whole. Meyer (2016) discusses the necessity for the evaluation of learning programmes by considering the inputs and the outputs. During the discussion on the inputs, one of the points made is to evaluate whether the desired objectives have been achieved, in order to optimise performance of the organisation. Focussing on the management of what should be measured, Bassi and Cheney (1997) compare the effect of the measuring of training results to the management thereof. Training that is not measured effectively will be difficult to manage, especially in the workplace.

With regard to authors such as Albrecht (2006) and Schooly (2005), Haberfeld et al. (2012) emphasize the difficulty of describing the methodology of blended learning because there is no single definition characterising blended learning. Schooly (2005) refers to three consistent key concepts related to blended learning. These are: online self-paced learning, offline instructional learning, and on-line synchronous learning.

Haberfeld et al. (2012) discuss the main benefit of blended learning, such as described by Schooley (2005), Albrecht (2006) and Thorne (2003), as being the flexibility to change. Thorne (2003) also regards the ability of blended learning as offering a more experiential approach to learning that can accommodate more learning styles. These benefits are mostly reflective of the benefits to the organisation, but there are benefits to the learner as well. Albrecht (2006) and

Picciano (2006) also explain the advantage of accessing learning material at the most convenient time to the learner. Learners can then structure their time to accommodate all responsibilities equally.

According to Haberfeld et al. (2012), the success achieved through blended learning is directly related to the quality of the instruction. Schooly (2009) stipulates that the quality of the course, whether classroom-presented or on-line, must be linked to specific outcomes related to the learner's work. The manner in which the course content engages the learner is also a crucial aspect for the success of the learning programme.

Cao, Huang and Sun (2016: 531-542) discuss the Taiwanese police training system by explaining that it is a highly centralised and closed system that remains this way, even up to the present . However, the Taiwanese police place a high value on the level of qualification related to the level of responsibility. Academic degrees form an essential part of the traditional style of policing in the Taiwanese police organisation. The Chinese influence on Taiwanese police training methodology has also brought about the competitive examination system. The Taiwanese police comprise two categories of police officials. First there is the operational street police official, and second the command or leader-role police official. Both groups however, adhere to the strong tradition of formal education.

The Hong Kong Police Force, as described by Haberfeld et al. (2012) recognises four types of methodologies, such as coaching, tutoring, e-learning and lifelong learning. Coaching is described as an essential part of developing the skills of a younger generation of police officials. It utilizes the skills and experience of older police officials to achieve this goal. Tutoring takes place in the form of a four-week programme after officials have graduated from the police college. The programme is presented by a Tutor Police Constable specifically trained to carry out the tutor tasks. Traditionally, the programme would focus on practical policing skills, but recently it was improved by including a programme that addresses the shortcomings in the knowledge of young police recruits and also focusses on real-world policing challenges. The availability of training packages through the utilisation of e-learning has become an important tool in augmenting training. The easy access to

development through the police agency's Intranet system's learning portal has made it convenient and easy to self-develop and build competencies according to personal preferences. The concept of lifelong learning is foundationally built from the start of an officer's career. This is done through the continuous provision of formal seminars and subsidisation of the relevant studies by external providers. This is a good example of a working model for blended learning.

Trautman (1987) cites the need for survival training as a crucial element of the in-service development of police officials. Top-level management should regard all in-service training as a priority. Survival training is often seen as relatively simple. It should be done creatively and frequently to have a positive impact on the safety of police officials. No amount of training can ever be seen as 100% effective in preparing police officials for all possible eventualities. The best approach is to combine the five components of survival training. These are: firearm proficiency, survival-related knowledge, survival tactics, survival attitude, and physical ability. Looking specifically at shoot-out situations it has been found that police officials killed could have survived, had they understood the dynamics of shoot-outs. If their training had equipped them with the skills to evaluate the situation effectively, namely being able to anticipate situations before they occurred, it is also a valuable skill to have during shoot-outs. The appropriate survival skills can be mastered through repeated training.

Stanislas (2014) discusses proposed new training and education paradigms in firearm and self-defence training in Sweden. Administrators of policing units have to consider the basic tasks performed by police officers, as well the envisaged additional skills members would need. The administrators should provide the necessary equipment and training to members to enable them to acquire the correct level of skills required. These essential skills should be maintained throughout the official's career by means of the relevant continuous training. Stanislas (2014) discusses training principles related to firearm and self-defence training, such as systemic context-influence training, fire-arms training, scenario training, stress inoculation (stress exposure) and instructor training. All these principles have one aspect in common, and that is to design the training as close as possible to a real-life situation. Systemic tactical training is described by stating that the solution such as

relevant techniques, correct equipment and relevant decisions must be decided based on the problem and not the other way around.

When dealing with trainees failing firearm training, Mcmanus (1970) suggests an interesting approach. There is a system that supports trainees in raising their standard to pass fire-arm assessments. An important fact, however, is that the effort to pass trainees is not taken too far. No trainee should be allowed unlimited chances to pass firearm training. For instance, after the third failure, the trainee should be dismissed. Regarding the frequency of firearm training, most departments arrange a weekly or at least monthly in-service session. One of the biggest influences in terms of frequency is budget constraints. SAQA (2005) indicates the definition of formative assessments as taking place during the actual learning process. The objective of formative assessments is to show learners where there are shortfalls in their performance in order to improve their readiness for summative or final competency assessments. Lategan and Van Rooyen (1998) address the importance of evaluation to identify additional training needs such as follow-up training or additional duties in the workplace that are relevant to the required competency. SAPS (2017b) SAPS Education, Training and Development (ETD) Policy 4 of 2019 determines that the opportunity for reassessment should be limited, meaning that a learner should not be assessed over and over until found to be competent. The policy states that only one reassessment applies.

Police officials often have to engage in unarmed combat. This methodology is discussed by Stanislas (2014) as the art of judo. The sport of judo has been adapted to the environment of policing and has proven to be very effective in dealing with suspects that are mentally ill, intoxicated or under the influence of narcotics. This type of training has also helped police officials to prevent adopting the mentality of immediately resorting to the use of weapons such as batons and pepper spray. The most likely time for a police official to be attacked is during first contact and arrest. This mostly occurs as the suspect is handcuffed, especially if the police officer does not control the suspect correctly during this phase of the arrest. The training thus advocates the initial use of force at a lower level to avoid the use of more force at a later stage.

Regarding practicality in police training approaches, Stanislas (2014) discusses the training method of making combat training a more practical approach-based learning methodology. The Chinese police discovered that when it comes to teaching combat training, there should be more integration of practical aspects. This is achieved by the integration of research, the formal classroom and practical training sessions to achieve the best possible results in equipping frontline officers for their duties. In-service departmental training should, however, not be dismissed as an option entirely. It will always remain a main source for the provision of training to police officials. Two main approaches in this training domain are supervised on-the-job training and centralised institutional training. Both approaches have advantages and disadvantages. It would seem that the best approach remains a combination of the two approaches.

Boyd (1980) discusses refresher training in the American context by examining the requirements set by the state of California. Even veteran officers are required to complete a certain amount of refresher training every two to three years. During this training timeslots are allocated for the purpose of officer safety, where outdated safety techniques are addressed by implementing new and current techniques. The California Specialised Training Institute not only offers courses that provide officers with the means to guard against assaults from suspects, but also provide mini courses with the main focus being the update of skills with the newest techniques available. The State of California Commission on Peace officer Standards POST (2020) still indicates a rotational period of refresher training in most disciplines as being two years.

Yuille (1986) regards training opportunities and refresher training as an expanding concept in many countries. Training is no longer seen as singular events, but rather as a continuous concept, therefore refresher training is becoming a stronger concept around the world. Mcmanus (1970) discusses the use of media such as television to assist with the implementation of in-service training. In the USA, police academy staff produce 30 min training videos that are telecast at 16:00 to 16:30, Mondays to Fridays. This takes place during four consecutive weeks to afford every officer an opportunity to view the telecast at least once. For the next 30 min after the telecast there is a lecture on the subject matter that was telecast, followed by a discussion.

This is done nine out of twelve months of the year and the telecast is devoted to addressing specific topics related to police duties where problems are experienced.

2.4. FACTORS THAT INFLUENCE POLICE SAFETY

Police officials have the task of ensuring the safety of the community that they serve. Whether or not they try to do this peacefully, the fact remains that they face factors that will influence their safety on a daily basis. The FBI Law Enforcement Officers Killed and Assaulted (LEOKA) initiative indicated that as from 09/11/2020, a total of 37 police officials were unlawfully killed in 2020, of whom eight police officials were victims of ambush situations and two officials were killed unprovoked (FBI 2020b).

The question whether more police officials are being killed is asked by Tarm (2015) in this article there was an indication that six officers had been specifically targeted. The fact is that police killings have declined over the years from the early 1970s, showing that since the beginning of the 2000s, the average has been 29, whereas a total of 84 police killings took place in the year 1973. The total that makes for visibility of the problem regarding police official deaths is the number of names on the Washington memorial from 1791 to 2015 being 20 500 in the USA.

An interesting perspective is discussed by Tengpongsthorn (2017) on the effectiveness of performance in relation to the proper procedures that should be in place for police officials, such as rapid development and sustainable effectiveness. An effective police official is alert and motivated if these procedures are absent or not properly implemented, police officials may become ineffective, leading to inevitable situations that could endanger the police officials or their colleagues.

Gumani (2019) reflects on the effect that organisational and operational stressors have on the performance of police officials. The organisational stressors are shown to be elements such as lack of sufficient training, lack of follow-up with victims, as well as the constant exposure to traumatic events. Once again, this factor in itself does not directly cause the deaths or injuries of police officials. It is stated that the organisational stressors have a negative impact on the operational police official to function fully. This is where the risk factor for the police officer arises, such as if a

serious situation has to be dealt with, like armed suspects. In such situations unfocussed and underperforming police officials put themselves and their colleagues at risk.

Violanti (2014) addresses the factors that influence police safety by examining the stressors that police officials face on a daily basis. The hazardous exposure that police officials might deal with such as drug laboratories with chemicals, lead poisoning when using a firearm, especially at the shooting range, and corpses carrying diseases that could infect the police official. The normal health problems that police officials suffer from, i.e. such as sleeping disorders due to shift-working and long hours of stressful, traumatic situations when dealing with serious and gruesome crime scenes, depression and eating disorders leading to obesity etc. exacerbate the challenges police officials face. Few other work environments have such real and often detrimental health issues as those that police officials face daily.

The SAPS (2019b) released the Police Safety Strategy, indicating that over a period of five years, the prevailing reasons for police deaths were vehicle accidents and murder in violent circumstances. According to this strategy, the six pillars that the strategy is based on also reveal the factors that influence police safety. Governance is the first pillar, which is mostly concerned with developing and reviewing the national and provincial strategies. This implies that there are serious deficiencies in terms of those strategies. Pillars two and three are to be proactive, by focussing on issues such as operational readiness, conducting research and enhancing skills development where skills programmes and refresher training are mentioned under the specific ambit of tactical training and defensive driving training as deliverables. The other pillars are reactive interventions, namely safety of police stations, buildings and infrastructure, redress and support systems, and monitoring and evaluation. The strategy also discusses the critical factors for the success of the strategy, and that factors for success that have not been achieved become risks. Terms that stand out are resources, training and training facilities, financial support, command and control, policies and procedures and the human resourcing of the strategy. Once again, the statistics in the strategy do not point out the other reasons for off- duty deaths of police. Apparently those numbers exceed the on-duty deaths. In contradiction to

this, the number of attacks on police is higher on duty in relation to the off-duty attacks.

Faull (2018a) refers to an interesting phenomenon by indicating that in relation to the 34 murdered police officials in 2013 / 2014, there were 53 suicides. In 2017 / 2018, 11 were killed as a result of family violence and 33 950 officers sought Employee Health and Wellness (EHW) assistance. There is clear and present danger in policing, related to attacks from criminals; however, the hidden danger factor to police officials is their mental wellbeing.

Burger (2020) contemplates the state of the police service as a whole and the trust that the community has in the police. The underpinning factor is the large number of unscrupulous and poorly skilled police officials that undermine the work of dedicated officials. There is also the SAPS' inability to deal with these individuals effectively. This constitutes a serious risk factor for police officials because if the police official trust his/her partner apparently covering his/her back, how will they operate effectively? Management also comes under scrutiny as Burger (2020) ponders the fact that if there is effective, competent management the foundations will be aligned and also increases effectivity.

Faull (2018b) remarks on an interesting phenomenon regarding the deaths of police officials, indicating that there has been a steady decline in police murders. The main causes of police deaths are off-duty vehicle accidents, followed by off-duty murders. He also argues that the strong statements issued by management, based on their lack of understanding of the statistics provoke police officials to use those to justify violent actions committed by police officials, when in fact the statistics and media statements contribute to the cycle of violence that South Africa is already plagued with the fact that police officials spend a significant amount of time as part of their duties on the road is a much greater threat to the safety of police officers than criminal attacks. Refer to Tables 1.2 and 1.3 that indicate the statistics on police official deaths.

White (2020) discusses the phenomenon called "war on cops" by examining the factors that affect the safety of police officials. One of the main aspects that are

considered is the incidence of ambushes of police officers. It would seem that the 'war on police' concept is definitely associated with premeditated attacks, such as ambushes on police officials. However, the discussion displays some interesting facts such as the duties that the police officials were performing during attacks where multiple officers were shot and killed or injured. Since 1970 there has been a significant decrease in ambush-related attacks. However, there was a spike in 2016 and 2018, indicating a possible tendency of such type of attacks recurring. Since 2014, non-ambush-related attacks have also shown an increase, thus indicating that there might be some merits to the statement of "war on police". White (2020) believes that there might be other reasons for attacks, such as police serving warrants of arrest and the person attacking the police to escape capture, or even revenge killings which may be a contributing factor in police killings. However, the fact remains that any attack on the police resulting in injury or death, is a serious matter. The malice behind an ambush has severe psychological impacts on police officials.

White, Dario and Shjarback (2019) discuss the phenomenon of police officers dying on-duty over a period of over forty years (from 1970 up to 2016) in the USA. In this article, the fact that attacks on police officials are to be seen as serious is clear, however the studies shows inconsistency when it comes to non-criminal or accidental deaths of police officials. In a comparison matrix, the main cause of on-duty criminal deaths of police is indicated to be gunfire, which consistently represents 60% to 70% of the causes. Other causes are assault, stabbing, terror attacks, vehicle pursuits and vehicular attacks. The non-criminal deaths of police officials on duty are, however, considerably fewer than the criminal deaths. Vehicle and motorcycle accidents are at the top, representing 44% of the deaths. However, during the last decade from 2010 to 2016, the inclination was that the two curves were similar, even equal to each other. Because of the inconsistency in the data related to accidental or non-criminal deaths of police officials, it could even be that the number of criminal deaths might be lower than those of the non-criminal deaths.

Krieger, Chen, Waterman, Kiang and Feldman (2015:1-7) discuss the killing of police officials by asserting that it is a well-studied and very important phenomenon , as it portrays the danger and impact on the community where such attacks take place. In

2015, by mid-September, 26 law enforcement agents had been shot and killed in the line of duty, and of those 17 had been ordinary police officials. This shows that one of the biggest risks faced by police officials is firearms.

Burger (2015) discusses the actions of police officials during an incident in which a criminal was murdered by police officials after the suspect had been disarmed and no longer posed a threat to the police officials. The officials were arrested and criminally charged with murder after the incident. The actions of the SAPS in this instance were clearly wrong and also sparked criticism from the greater public. The crucial factor that emerges from this is that police are not just in danger from a criminal attack or any other but also from criminal liability in any given situation. Police officials spoke out about the danger that they face when criminals attack them without any remorse or moral obligation to the law. The question was raised how police should react. Section 49 of the Criminal Procedure Act was quoted as giving the police the right to protect themselves. The article then comments on the statistics that indicated that if the crime rate, or more specifically the murder rate, increases, police killings would subsequently also increase. Therefore, supporting the actions of the police officials to murder an unarmed and immobilised suspect comes down to promoting such phenomena as extra-judicial policing. This type of action in itself will not address police safety, but rather puts the police on the same level as the criminal.

The National Institute of Justice (NIJ) (2012) indicates that the lives of over 3 000 police officers had been saved by the wearing of body armour over the last three decades in the USA. The NIJ does not suggest that body armour is a 100% guarantee against injury or death where firearm or even knife attacks occur. However, the likelihood of an officer not wearing body armour and sustaining injuries that could cause serious harm or death is three to four times higher than that of the police officer wearing body armour. The (NIJ 2018) shows that the greatest threat to the police officer on duty is firearms attacks. From 1987 to 2015, more than 70 000 firearm-related attacks were made against police officials. Another essential safety factor is the quality assurance in respect of the body armour. The management of the quality should be set out in compliance standards that are strictly adhered to. Body armour has been proved to be one of the most vital pieces of protective

equipment for police officials. Research shows that police officers wearing body armour are 76% more likely to survive torso shots. This emphasises the significance of providing protective equipment to police officers. However, it would not be the case if the quality of the body armour is not regulated. Substandard body armour would drastically change this figure.

According to LaTourrette (2015), the leading factor in police officials dying on duty are vehicle accidents or being struck by a vehicle while performing static duties. Statistically, there are several conditions that increase the risk of injury during vehicle crashes, such as driving without seatbelts, emergency driving situations, the type of vehicle used during the crash, and visibility during static duties. One of the biggest concerns that the data produced remains that of driving without a seatbelt, clearly indicating how equipment, together with the official's attitude to safety regulations are both contributing factors to officer safety.

A study of relevant literature on police safety clearly indicates that officer safety is influenced by many factors. Apart from relevant and adequate raining, many factors such as the emotional state of police officials, the provision of quality equipment, motor vehicle accidents and gunfire incidents play a role. The skilling of police officials was discussed and was indicated as a contributing factor to police official safety. If the police officials are poorly trained, they will not be effective in protecting themselves or the people that they serve.

2.5. SUMMARY

The world of training is a diverse and complex system of methodologies and perspectives. Some international countries regard tertiary education as the primary training aid to promote professionalism and efficiency. It is, however, clear that a theory-based training methodology alone is not sufficient to train police officials in an ever-evolving society. Mentoring and in-service training, complemented by refresher training in skills acquired through other means of formal training, are also very important. Training programmes can thus not be founded on a single methodology. The responsibilities of the employer and the employee should also be mentioned. It is important that management takes responsibility for the training of police officials

and not put training on the back burner until an incident occurs where a police officer pays with his/her life, however, the responsibility and proper conduct of the police themselves cannot be negated. The fact remains that policing organisations around the world implement training by employing many methods and finding the solution best suited to their countries' requirements. However, a clear, golden thread runs through all these different approaches. Good training methodologies promote efficiency and, more importantly, officer safety. There are many other factors that influence the safety of police officers. One aspect that is most mentioned is the proper resourcing of police officials. While this might be a best practice in some first-world countries, it is a very serious problem in the SAPS.

CHAPTER 3
REGULATORY FRAMEWORK GUIDING TRAINING IN THE SAPS, INCLUDING TRAINING METHODOLOGY OF THE SAPS

3.1   INTRODUCTION

In order to understand the concept of training in the SAPS, it is important   to understand the regulatory framework that guides the process of training within the SAPS. There are several legislative and policy guidelines. The question, however, is whether those are substantial enough to regulate effective training in the SAPS.

The researcher looked into the legislation and organisational guidelines such as The Constitution, SAPS Act, Basic Conditions of Employment Act, Labour Relations Act, Skills Development Act and the ETD policy for the SAPS 3 of 2017, amended as SAPS 4 of 2019.

3.2   LEGAL FRAMEWORK

In an organisation such as the SAPS, training is a concept that must be guided by a regulatory framework in order for it to function correctly. The following aspects relate to the term "legal framework". These aspects include legislation such as the Constitution, SAPS Act, Basic Condition of Employment Act, and the Skills Development Act. Also included in this subsection are guidelines such as the ETD Policy and regulations for the SAPS. These topics will be discussed in relation to the relevant information regarding training in the SAPS

3.2.1 Legislation Relevant to Training in the SAPS

Legislation is the basis of order for any society. There is no reason for it to be different for an organisation such as the SAPS. Every component or division within such an organisation should be guided by legislation.   As such, training in the SAPS is guided by legislation such as the Constitution, SAPS Act, Basic Conditions of Employment Act and the Skills Development Act.

- **Constitution of the Republic of South Africa, 1996**

The SAPS obtains its mandate in terms of the Constitution of the Republic of South Africa, 1996, section 205 (3). In short, this paragraph in the Constitution determines that the South African Police Services should prevent, combat and investigate crime, maintain public order, protect and secure the inhabitants of the Republic of South Africa and their property, and uphold and enforce the law.

The Constitution does not refer to training in the SAPS in the narrow confines of Chapter 11, section 205 to section 208 of the Constitution. The Constitution deals only with the right to education in its Chapter 2. Section 29 (b) of the 1996 Constitution refers to education narrowly and very vaguely. Paragraph (b) states that the State has a responsibility to make further education available and accessible to everyone. This Act does not discuss education in terms of skills development, such as refresher training and the right of police officials in this regard, thus the Constitution does not dwell in such depth on matters such as those. Skills development is therefore guided by regulations and organisational policies such as the SAPS ETD Policy 4 of 2019.

- **SAPS Act 68 of 1995**

The SAPS Act 68 of 1995 serves to provide for the establishment, organisation, regulation and control of the organisation. This Act refers to training only in section 32. This stipulates that the National Commissioner shall determine the training that its members should undergo. In Regulation 24 of the Regulations, the minister may make regulations in respect of concepts relevant to the management of the SAPS. Paragraph (c) discusses training, conduct and conditions of service. The Safety and Security Regulations for the SAPS NO: R of 2008, are made by the Minister of Safety and Security. This regulation is as such the existing guideline in this regard in the SAPS. Paragraph (n) of section 24 stipulates the establishment and maintenance of training institutions in the SAPS and the training, instruction, control and discipline of members at such institutions.

During an interview with the Section Head of tactical development in the Division Human Resource Development, Brigadier PJ Breytenbach (2020) the following regarding the Act was highlighted. Thus the Act itself provides very few guidelines in terms of training in the SAPS. At the very least it should address the structure and processes of training. There are no guidelines in terms of what training should include. In an organisation guided by its own legislative Act, one would expect the concept of training to be defined and regulated clearly by the Act. This is unfortunately not the case and is sadly not treated with the seriousness it deserves. The other critical aspect that the Act should deal with is the safety of police officials. In this regard, the Act and the Regulation for the SAPS, as formulated by the minister, do not mention this concept even once. These legislative guidelines are supposed to serve as guide to police officials with regard to their duties and responsibilities, and by default should define penalties and sanctions in the case of non-compliance. However, when it comes to the safety of the police officer, there is no mention of the term "police safety".

- **Basic Condition of Employment Act 75 of 1997 and Labour Relations Act 66 of 1995**

It would seem a logical deduction that in terms of the Basic Conditions of Employment Act 75 of 1997, and the Labour Relations Act 66 of 1995, that training and skills development of employees should be a priority, to the benefit of both the employer and employee, therefore these aspects are included in legislation, such as the basic conditions of employment and labour relations. The second concept that is of importance would be police officer safety. The responsibilities of employers and the rights of employees in this regard are not discussed in these Acts. There may be a misconception that the Skills Development Act would address such issues. This is also not the case, as discussed in section 3.2.4.

- **Skills Development Act 97 of 1998**

The SAPS provides some training that is recognised as qualifications. These are the firearm competency training that is unit standard-based and the Basic Police Development Learning Programme that is a national Certificate in Policing. In terms

of the Skills Development Act 97 of 1998, the SAPS is regulated by Chapter 6c of the Quality Council for Trades and Occupations (QCTO) Act 97 of 1998. The only actual police training opportunities that are regulated by this Act are the Basic Police Development Learning Programme and the Firearms Competency Training that is also guided by the Firearms Control Act 60 of 2000.

The Skills Development Act 97 of 1998 broadly describes the structure of the qualification authority and its functions. It does not guide any of the in-service and refresher training arrangements in the SAPS. Thus the only relevance of the Act is to determine the processes when providing training that is based on qualifications.

3.2.2 Guidelines and Policies Relevant to Training in the SAPS

Legislation in itself is sometimes very broad in the direction that it provides in order to implement a function of an organisation or even a division or component of a division within such an organisation successfully. Policies, guidelines and regulations that specifically focus on guidance in terms of functionality then provide for a more comprehensive guideline. Such policies are the ETD Policy for Training in the SAPS and the Regulations as set out by the Minister of Police that are discussed below under suitable headings.

- **ETD Policy for the SAPS 4 of 2019**

In order to understand training within the SAPS, it is important that the policies that guide training should be discussed. SAPS (2019a) the EDT Policy 4 of 2019 is the main guideline and stipulates all the relevant aspects of training within the SAPS. There are other supporting guidelines and policies such as implementation guidelines on skills development in the SAPS, education and training development provision guidelines, assessment guidelines, moderation guidelines, Standard Operating Procedure (SOP) for workplace learning in the SAPS etc. For the purpose of narrowing down the discussion to make it relevant to this study, only the ETD policy is discussed. The other policies listed have no bearing on refresher training and its guidelines in the SAPS.

The ETD Policy 4 of 2019 briefly describes the guidelines for refresher training by defining the concept as short courses of which the objective is to recall and reinforce knowledge and skills acquired in previous training interventions. The purpose of refresher training is reflected as being to improve performance on-the-job. In paragraph (m) of the policy there is a brief discussion of four sub-paragraphs about refresher training. The definition or goal of refresher training is briefly described again as the sharpening of skills and the optimisation of performance. The second paragraph refers to what should be included in refresher training. It states that it should include previous and new courses that enhance technology and establish new methodologies. The third paragraph deals with the factors that would determine the need for refresher training. These indicators are as follows: deviation from processes by employees, audit reports, inspection reports, and changes in processes and equipment. The fourth paragraph only stipulates the capturing and record -keeping of refresher training.

Breytenbach (2020) stipulated that once again there is no mention of police safety especially when it comes to survival, firearm or tactical training. Simply trying to address members deviating from processes or addressing the deviation through policy is not always the answer. When police officials are injured or killed it cannot be that simplistic in its explanation. The point stipulating that members often deviate from procedures is relevant. It is a serious matter that police officials are injured or killed due to a lack of skills or maintenance of skills (ETD Policy 4 of 2019).

- **South African Police Service Employment Regulations, 2018**

This regulation was promulgated by the then Minister of Safety and Security, Minister C Nqakula. As stipulated in the SAPS Act 68 of 1995, section 24 (1); Chapter 4, part 6 of this regulation addresses training in the SAPS. Section 56 regulates the institutional arrangements regarding training, education and development. The section describes the responsibilities of SAPS management, from the National Commissioner to commanders of members and other senior managers in terms of subjects such as accreditation of institutions, funding, creating opportunities for members, and certification of training. Once again, training or refreshing of skills for the purpose of police official safety is not mentioned.

Section 57 of SAPS Regulation 2018 only discusses the authority of the National Commissioner to determine competencies required by members in the various occupational categories in the SAPS. Section 58 refers mostly to assistance for the purpose of higher education. Once again, it is evident that the safety of police officials is not seen as a priority when it comes to training. The focus of the legislation and regulations is vague, broad, and does not prioritise specific training needs such as firearm, survival and tactical training, especially refresher training in these skills.

In this section, the relevant legislative and organisational guidelines regarding training were discussed. It is obvious that the safety training of the SAPS members is not regulated sufficiently. Relevant legislation such as the Constitution of 1996, SAPS Act of 1996, the Skills Development Act 97 of 1998, and guidelines such as SAPS Regulation 2018 and the ETD Policy 4 of 2019 provide little, if any guidance regarding the concept of police refresher training to enhance police safety.

- **Approved Police Safety Strategy and Implementation Plan**

SAPS (2019b) and (2019c) report on the current status of the safety of police officials. The safety aspects are based on six pillars, of which pillar number two describes proactive interventions. Under this pillar, priority number five specifically refers to enhancing skills development (Training). The main deliverable number three indicates the exposure of members to skills programmes and refresher training, such as tactical training and defensive driving training. The implementation plan of the strategy shows short-term, medium-term and long-term deliverables. The strategy as a whole should be implemented by 2024, according to the long-term deliverable date.

3.3   SAPS TRAINING METHODOLOGY

In order to understand the methodology of training in the SAPS it is important that the following matters are discussed, such as structure, mandates components and types of training.

3.3.1 Training Structure in the SAPS

Breytenbach (2020) states that training in the SAPS is based on a centralised approach. All training in the SAPS, including provision, development and research, is managed by a single division, namely the Division Human Resource Development. Within the division there are four different components, namely ETD: Curriculum Development and Standards, In-Service Police Development, Basic Police Development, and Support. All the training institutions in SAPS are linked to two of the components, namely the In-service Police Development and Basic Police Development, which are the only the training institutions in the SAPS. The SAPS does not have the capacity to provide for all the needs and skills of the members, therefore some training is outsourced to external providers. Within the structure of the component In-service Police Development there are 12 institutions providing training to police officials. These institutions provide training in generic policing functions such as crime prevention, sector policing and K53 driver training, which takes place at Atteridgeville Academy, Benoni Academy and Thabong Academy. Junior, middle and executive management development takes place at the Paarl Management and Leadership Academy. Paarl Academy also provides a BA Police Practice (SAPS) Degree qualification in the field of policing. Training of K9 and equestrian disciplines is provided at K9 Academy Roodeplaat and Mounted Academy, Potchefstroom.

3.3.2 Training Mandate of the SAPS

The mandate of the SAPS Training Division is given by the National Commissioner and is normally guided by relevant legislative and policy guidelines such as SAPS Regulation R2008 and ETD Policy 4 of 2019 (SAPS 2019a). The Division Human Resources Development is mandated to provide for all the training needs of the SAPS. This includes tertiary development through its own institution and support to employees through bursary schemes. In-service Development provides for all developmental needs such as management and leadership training. International training interventions and internal courses address the needs of operational and support services. Basic Police Development provides for the new recruits and lastly, the provision of learning material development and research functions for all the

divisions within the SAPS. The only other division in the SAPS that is mandated to manage and provide training still resorts under the mandate of the Divisional Commissioner: Human Resources Development, is the Division Operational Response Services. This division is, however, not mandated to provide learning material development functions.

3.3.3 Training Components and their Functions in the SAPS

SAPS (2018b): indicates that there are four components in the Division Human Resource Development (Appendix B), namely (a) Education, Training and Development: Curriculum Development and Standards (b) In-service Police Development, (c) Basic Police Development, and (d) Support Services.

SAPS (2018b): the component Education, Training and Development: Curriculum Development and Standards (Appendix C) is responsible for the following function: The development of curricula for training provided internally in the SAPS. No other divisions are allowed to develop curricula in the SAPS. The curricula encompass entities from support services, such as fleet maintenances and financial management, to management development and operational training. To put the development in perspective, the structure of the component is attached Appendix B. There are two development legs within the component. The first leg develops learning programmes for operational policing functions. These include Visible Policing programmes such as Firearm Training, Rapid Rail course, K9 Training, Equestrian Training, Station Commanders' Learning Programme, Tactical Policing Level One and Two, Crime Prevention Learning Programme, Sector Policing Learning Programme, Basic Police Development, Detective courses, Forensic and Crime Intelligence Training courses. This list is not complete; however, it covers most of the development field. The second leg of development focusses on Management Development and Support Services. Leadership courses such as Junior Management Learning Programme, Middle Management Learning Programme and Executive Management Learning Programme are presented at academies such as Paarl Academy and Thabong Academy. Other support fields include Technology Management courses, Fleet Management courses, Supply Chain Management courses, e-learning courses, Crime Systems courses and other

administrative courses, such as report writing, financial management and discipline management courses. This list is also not complete; however, it covers the broad spectrum of what is developed within this leg of the development component.

The Component Education, Training and Development: Curriculum Development and Standards, is also responsible for standard and policy development (SAPS (2018b)). All organisational standards and guiding policies, such as the ETD Policy 4 of 2019 are developed by this component. The development and maintenance of quality through a comprehensive quality assurance process fall within the responsibilities of Education Training and Development: Curriculum Development and Standards (ETD-CDS). The support of members by means of the provision of bursaries and the research function of the division are also managed by the component. The library services of the SAPS and the establishment of partnerships with educational institutions are key performance areas of this component.

SAPS (2018b): there are two provisioning components, namely Basic Police Development (Appendix E) and In-service Police Development (Appendix D). The component Basic Police Development is primarily responsible for the provision of training to new recruits entering the SAPS. In comparison to the other provisioning component, it might seem unnecessary to establish a component responsible for a single learning programme. The magnitude and duration of the programme, together with the size of an intake, in itself justifies this component. The average intake from 2014 to 2018 was 3 500 learners (SAPS 2018a). Specific statistics regarding the totals are not made available in the specific environment of training. SAPS (2018a) reflects the total number of 77 843 attending training interventions in the SAPS as a whole during the 2017 / 2018 year, and according to SAPS (2019d) the number was 71 815 during the 2018 / 2019 year. The detail of this learning programme is discussed in section 3.3.4. The component In-service Police Development is responsible for the needs of all support and operational personnel in the employment of the SAPS. The courses are both soft skills and practical hard skills, including the provision of refresher training for courses as needed.

The last component is primarily responsible for the provision of support services to the provisioning and development components of SAPS (SAPS 2018b). This

component, however, also manages the office of the Skills Development Facilitator (SDF). This office is responsible for determining the training needs in The Division of Human Resource Development. Within every division and province in the SAPS there is an SDF office that is responsible for the development of its members. There are 13 different divisions in the SAPS, of which the largest is the Division Visible Policing. The following table (3.1) illustrates the spread of personnel within the 13 divisions:

TABLE 3.1: SAPS 13 DIVISIONS WITH MANPOWER NUMBERS

	DIVISION	PERSONNEL
1	Visible Policing	153 493
2	Operational Response Services	4 142
3	Protection and Security Services	5 068
4	Personnel Management	646
5	Supply Chain Management	1 366
6	Forensic Services	2 079
7	Human Resource Development Services	3 848
8	Human Resource Utilisation Services	153
9	Legal and Policy Services	116
10	Detective Services	NOT AVAILABLE
11	Crime Intelligence Services	NOT AVAILABLE
12	Technology Management Services	NOT AVAILABLE
13	Financial Management Services	DIVISION DISCONTINUED
	Total	170 911

Source: SAPS (2019)

The responsibility of these SDF offices is to provide the Division Human Resource Development with all their training for a financial year. This information is then compiled into a Training Provisioning Plan and comprises the core management process of all training that takes place in the SAPS. The SDF of Human Resource Development coordinates all training in the Division. This includes the provision of training by external providers. The provinces and their manpower strengths are discussed in Figure 1 and Table 1 in section 1.2

3.3.4 Types of Training in the SAPS

For the purpose of narrowing down this topic so as to be relevant to the study, only training provided internally by the Division Human Resources Development is discussed in this section. The first type of training provided by the SAPS as stipulated in the ETD Policy 4 of 2019 is Qualification-based Training. There are only two programmes that fall in this category and these are referred to as Unit Standard-based Learning programmes. The two learning programmes that resort under this category are the Firearm Competency Learning Programme and the Basic Police Development Learning Programme. The latter includes the Firearm Competency Learning Programme and in itself becomes a qualification, namely the National Certificate in Policing, if successfully completed. The Basic Police Development Learning Programme accommodates more than 5 000 learners per intake. The duration of the learning programme is eight months and the programme consists of six learning areas presented at nine academies all over South Africa. In this Learning Programme, Learning Area 6 is devoted to the practical skills required to conduct policing duties safely. These include topics such as unarmed combat, firearm training and competency, tactical survival skills and physical fitness, attending to complaints, Client Service centre, regulatory framework, arrest techniques and police administration. The magnitude of this intervention dictated that the Division Human Resource Development should devote a whole component to it. In-service Police Development Learning Programmes are based on support services, skills training and operational training. Support services are also referred to as "soft skills courses" that include computer skills, administrative duties, support services such as financial and logistical support and so forth. The operational courses provided are more practical by nature and include such training as firearms competency and maintenance, tactical survival and combat skills, and driving skills. Other specialised skills include investigative skills such as forensics and detective training, and specialised units training such as tactical response teams, and special taskforce training. Thus, the In-service Development Learning Component deals with all the training needs of employees in the SAPS, for both new and current skills development, including refresher training (Breytenbach 2020).

3.4   REFRESHER TRAINING THE SAPS

This concept comes closer to the core of the study with regard to examining subjects that include types of refresher training for police safety, the structure of refresher training in the SAPS and the frequency of refresher training in the organisation.

3.4.1   Types of Refresher Training in the SAPS for Safety of Officials

Breytenbach (2020) asserts that any training in the SAPS could contain refresher training as part of its content. The types of refresher training in the SAPS are very rarely, if ever, structured as official courses. In respect of the Basic Police Development Learning Programme, there is no formal refresher training with regard to the Learning Programme itself. The content in one of the learning areas is used for the Tactical Survival Techniques course that is used over a period of three working days to refresh the operational members stationed at police stations. This course is provided at one of the three tactical academies in the SAPS, namely Addo Tactical Academy in the province of the Eastern Cape, Moloto Tactical Academy in the province of Gauteng, and Thabazimbi Tactical Academy in the province of Limpopo. The course aims to teach police officials the art of solving serious situations, such as the current trends in South Africa that include cash-in-transit robberies, armed robberies and Automated Bank Teller (ATM) bombings by finding the least violent solution. Its main goal is to teach police officers to deal with dangerous situations without putting themselves in the line of fire. The basics of tactical movement such as approaching suspects in and around buildings and in vehicles are also addressed during the three-day course. However, the course is presented in less than half a day, and consists of four sessions that are forty-five minutes per session, since most of the time is required to attend to the scenario training. This course, however, is not by name a refresher course. The same situation applies when it comes to firearm training in the SAPS. Commanders can schedule their annual firearm competency sessions and in-between there can be shooting practice sessions. Once again, these are not by name scheduled as refresher training. The only other course available to police officials is the Tactical Policing Level 2 Refresher course and is actually by name a refresher course. This course is an adaptation of the original Tactical Policing Level 2 course. It is

presented at one of the three tactical academies. The content comprehensively addresses firearm proficiency and survival techniques such as tactical movement in buddy pairs in and around buildings, tactical approach to a suspect vehicle, dealing with ambush situations, grenade attack drill, and unarmed combat and arrest techniques. This course has been presented over the last three decades and the content has remained the same during this time. The content is outdated and not in line with the current trends police officials experience on a daily basis. The specialised units based within the Division Operational Response Services are more structured in terms of refresher training for their learning programmes. These units are based in two components within the division, namely Public Order Policing and Specialised Operations. Within the component Specialised Operations there are units such as the Tactical Response Team (TRT), Assets in Transit, National Intervention Unit and Special Task Force. Learning programmes in these units consist of three main learning areas and are called "phases", namely weapons phase, urban phase and rural phase. For each of these phases there is a structured refresher course that addresses all the most important skills required for operational members to be able to conduct their duties safely. The other component in this environment that has refresher training structured is the Public Order Policing environment. In this component, the training for police officials consists of the training of platoon members, platoon commanders and operational commanders. The only one of these training interventions that incorporates a structured refresher course that complements it is the crowd management training course for platoon members.

3.4.2 Structure of Refresher Training for Safety of Officials

Other than within the specialised units, there is no formal structure for refresher training, especially in terms of operational police officers at police station level. The structure is simply that there are two or three courses that can be provided to operational members. The commanders have the mandate to nominate members as they see fit. Members can structure refresher training in their performance agreements. However, it has to be said that the major structural deficiency is resources, including institutions, trainers, vehicles, even ammunition, and the availability of members. Refresher training is not something that is regarded as a

priority in the training environment. Police officials might attend only one refresher training course during their entire career. The mind set of management and police officials is that once police officials have been trained, they will retain the knowledge and skills throughout their careers (SAPS 2019a). This cannot be further from the truth if one considers the statistics in respect of police officials' deaths on duty as discussed in section 1.3.

3.4.3 Refresher Training Frequency in the SAPS

Breytenbach (2020) asserts that the same problem of mentality as described in section 3.4.2 is encountered in respect of the frequency of refresher training in the SAPS. A best practice for refresher training in the SAPS can be seen in the specialised unit environment. According to the directive for TRT Training, the frequency of refresher training in any of the training phases is once every year during the training phase. This is, however, not the case in reference to operational members at the police stations. The frequency of refresher training is determined only by management, and should it interfere with any performance measurement of the commander such as arrest statistics, it simply will not happen.

3.5   SUMMARY

Regarding the current regulatory framework, it becomes clear that there are several legal guidelines for establishing and managing training in the SAPS. Studying these guidelines has shown the lack of depth in terms of what is discussed. There seems to be a much higher priority placed on the conduct and sanctioning of conduct infringement by police officials rather than supporting official safety and proper skills development to empower officials in this regard.

CHAPTER 4

METHODOLOGY

4.1 INTRODUCTION

In the holistic process of research, the methodology used by the researcher to obtain the data has to reflect the findings of the research and should be well articulated. This is important not only for the transparency of the process but also so that future researchers can simulate the methodology to obtain reliable results in similar-type research projects.

The aspects that the researcher discusses in this chapter are the research design, the target population and sampling, data collection, data analysis and the trustworthiness of the data. These aspects are discussed in depth to explain and define the methodology.

4.2 RESEARCH DESIGN

The researcher followed a qualitative approach that generated a rich data set and assisted him in the research process. This study was conducted in order to collect data from the intended population in order to answer the research question. This method aims to understand the problem, rather than using worked-out formulas to explain the problem. The study proves that there is a problem, rather than merely stating it or defining the problem (De Vos et al., 2011). The main approach reflects the belief that reality should be interpreted through the meaning that research participants give to their real-life world. De Vos et al. (2011) employ a table from that of Schurink (1998), explaining the paradigm, ontology, epistemology, methodology, methods of data collection and analysis, and lastly, report-writing styles in relation to the three major research perspectives of objectivism, interpretivism and constructionism. The research designs of narrative biography, ethnography, phenomenology, grounded theory and case study are linked to each of the major perspectives as methodology. The worldview most suited to addressing the purpose of this study is the Pragmatic Worldview. Pragmatism is described as a research methodology that is based on a mixed method of research. This pragmatic worldview methodology is used by researchers when the problem is known and the research is

aimed at finding a solution to the problem. From the data contained in section 1.3, Table 1.2, it is clear that police officials are killed and injured while on duty, therefore this study does not concentrate on the proven fact that police officials are killed or injured on duty. According to the statistics, the main causes are known. The researcher rather focussed on finding possible solutions aimed at improving the effectiveness of training and, more specifically, the effect of refresher training on police safety. Babbie (2016) refers to research that indicates that ordinary survey research provides valuable data, but does not supply the special detail. Creswell and Creswell (2018) indicate that instead of trying to find the problem, the pragmatic worldview endeavours to understand and look for solutions to specific problems. Thus, the pragmatic approach considers the "what" and how" of research in order to obtain the result of a specific consequence .De Vos et al. (2011) stipulate the importance of the research question rather than the methodology or focus area in studying the problem, as the problem is probably known and a deeper understanding or rather solution is to be achieved.

The researcher describes the term "research design" in accordance with the available literature on the concept. He then describes the intended design and approach to be followed during the research process.

Welman et al. (2005) refer to the concept of a research design as the plan to find participants and how to collect information from them and analyse it. Mason (2002) states that the research design should not be seen as the only guide to the processes, since the methodology of qualitative research is fluid and flexible. De Vos et al. (2011) cite Babbie (2007) and refer to research design as a set of decisions with regard to the issue to be researched, the population group, the methods and the purpose of the research.

De Vos et al. (2011) describe this part of the process as the decision, based on the suitability of the approach best suited to the intended research, to choose between the quantitative, qualitative or mixed-method research approaches. Welman et al. (2005) regard the difference between quantitative and qualitative as being the purpose of the research. Qualitative research attempts to generate subjective data produced from the minds of respondents or interviewees. Quantitative research, on

the other hand, uses data consisting of numbers to determine the causal relationship between variables.

4.3 TARGET POPULATION AND SAMPLING

The researcher uses and explains the terms "target population" and "sampling" in this section. His intended target population is subsequently defined and the sample that would be employed to address the research topic is described.

4.3.1 Defining Population and Sampling

De Vos et al. (2011) describe population by asking questions such as "who will the target population be in total? Can all the elements of the target group be identified? Should the answer be "yes", the follow-up question would be "how will this be achieved?" Welman et al. (2005) perceive the population as all the units of analysis about which the researcher wanted to draw a specific conclusion. Terre Blance, Durrheim and Painter (2006) describe the target population as the unit of analysis, stating that it could comprise individuals, groups, organisations or social artefacts.

Terre Blance et al. (2006) describe sampling as the process of selecting cases to be observed and selected to be interviewed from the larger population of the intended study. Welman et al. (2005) distinguish between two forms of sampling, namely "probability" and "non-probability" sampling. The main distinction between these is that probability sampling enables the researcher to determine the probability that any member of the target population can be included in the sample. Non-probability sampling, on the other hand, does not provide for the specific inclusion of any member of the target population. De Vos et al. (2011) assert that sampling means that a small group of respondents could represent the view of the total population.

4.3.2 The Actual Population and the Possible Sample Group

The researcher considered all operational police officials, whether in the visible policing or specialised operations environments, who have attended refresher training as the target population. Thus, the inclusion criteria for participants were that

the participant should be operational and attending or have attended a refresher course in the SAPS. The only exclusion was of police officials that are no longer operational and/or have left the SAPS. The reason for this selection of a target population is that the key concept of police safety plays a significant role in the execution of the duties of all these police officers. The intended sampling approach was non-probability sampling, and the sampling technique was purposive sampling, as this technique allows the researcher to select participants that possess most of the characteristics that are representative of the attributes that will best serve the study goal. The sample comprised of learners who are operational police officers who are attending the Tactical Policing level 2 courses and the TRT refresher course; as well as the trainers facilitating the presentation of the refresher course. In order to triangulate the findings, five focus groups were assembled, with nine participants in each focus group attending refresher courses at one of the three tactical academies in South Africa. The researcher subsequently conducted individual interviews with nine trainers of the course. The participants were sourced from the Training Administration System and individually contacted by the researcher.

4.4   DATA COLLECTION

The researcher used the method of interviewing participants and conducting focus group interviews. This was carried out by facilitating the focus groups, asking open-ended questions, and allowing participants to provide rich and valuable data. This method is regarded as the best way to gather the data required for the intended study. The process of collecting the data was by means of field notes that were related to a specific interview schedule (attached as Appendix A). This was drawn up in advance and was scrutinised thoroughly to ensure the relevance of all the formulated questions. Electronic recordings were made of the interviews, as well as the focus groups to compare to the field notes later in order to start coding and analysing the data (De Vos et al. (2011)). This is in accordance with guidelines by De Vos et al.(2011).

In order to gain perspective on the timeframes and the effectiveness of the interview schedule, it was important for the researcher to conduct a pilot study. During the

pilot study the envisioned research activities are conducted to test the outcomes and, if required, make amendments to the plan of execution and the interview schedule, should the pilot study indicate such changes. The researcher conducted the pilot study with the assistance of an identified participant by interviewing the respondent. The full process was followed by signing a consent form and then conducting the interview. The data were recorded and transcribed, and then analysed in conjunction with the supervisor of the study. The result of the pilot study was satisfactory and the researcher went ahead and carried out the actual research shortly after all aspects had been addressed that were highlighted during the pilot study. The interview schedule that was used is attached as Appendix A.

4.5 DATA ANALYSIS

De Vos et al. (2011) describe the process of qualitative data analysis as a process often viewed differently by the respective authors on the subject. It is also stated that the process should not be seen as a rigid formula for analysing data, but rather a guideline that may be changed and adjusted throughout the process. The process of data analysis displays a spiralling movement rather than a linear line of processes. There are several steps that can be identified. The researcher followed this approach in data analysis, as described by Creswell (2007) and called the "Creswell analytical circle":

- **Preparing and organising the data**

Sub-steps to this main activity were: planning with regard to recording of the data, the collection and preliminary analysis of the data, managing the data, and reading and writing of memos.

- **Reducing the data**

Sub-steps to this main activity were: generating categories and coding of the data, testing the emerging comprehension, searching for alternative explanations, and interpreting and developing typologies.

- **Visualising, representing and displaying the data**

This is the part of the analysis where the results of the data analysis were made visible through written words or presentations such as tables and graphs. The researcher endeavoured to display the results of the study in the most understandable and practical way.

4.6   TRUSTWORTHINESS OF DATA

Babbie (2014) comments on the matter of trustworthiness in terms of validity and reliability, and the weaknesses and strengths of qualitative research. The main strength of qualitative research lies in the depth of understanding that it creates. The flexibility of the research approach is also seen as a strength, as it allows for changes while the research is being conducted in order to follow up new discoveries. Leedy and Ormrod (2014) assert that the validity of the findings could be supported by strategies such as extensive time in the field, thick descriptions, feedback from others, and respondent validation.

De Vos et al. (2011) refer to the trustworthiness or quality of qualitative research by reflecting on the view of two prominent qualitative researchers. Lincoln and Guba (1999) state that the trustworthiness of qualitative research is determined by four alternative constructs, namely credibility, transferability, dependability and conformability.

Credibility as a construct implies that the researcher has used sufficient participants and sources to come to a reliable finding. It is also important that the researcher sets the boundaries of the research correctly as this will also strengthen the credibility of qualitative research. The researcher addressed credibility of the process through triangulation of sources in terms of literature and participants.

Transferability as a construct endeavours to determine whether the findings of the research can be transferred or compared in different situations and still produce similar results. This can be achieved only if the collected data are deep and rich in meaning, in order to understand the findings as a deeper perception by the participants. The researcher also did a pilot study to confirm the transferability of the findings and the concept of triangulation of sources also applied.

Dependability as a construct refers to both the methods used to collect data and how the data was preserved. Questions such as, "were all interviews recorded and linked correctly to field notes and transcripts" should be asked when the dependability of qualitative research is addressed. The view of researchers in the field of qualitative research is that the context of the original research can change as new information becomes available during the research process. The researcher digitally recorded all interviews with participants and kept field notes and transcripts of the interviews.

Conformability as a construct regards the objectivity of the researcher in terms of his knowledge and experience in the field of his research. The question can be asked whether the researcher has actually proved or confirmed the findings through a rigorous process of auditing and cross-checking.

The concept of bracketing is discussed by Gearing (2004) and described as being a methodology used by qualitative researchers to exclude certain parts of the research that could possibly be discovered by placing them outside of the bracket. This enabled the researcher to focus the study closer to the actual problem without unnecessarily clouding the data with complexities. The researcher has extensive knowledge in the field of survival training, since he has been involved in the presentation of firearm and survival training for nineteen years at Tactical Academy Moloto in the SAPS. For the past ten years, the researcher has developed tactical survival training for visible policing and specialised units such as the TRT, public order policing, national intervention unit, counter-assault team and special task force units. The researcher has 30 years practical and operational experience in the SAPS, working in the training and operational environments mentioned above. In order to maintain a neutral focus when doing the study, the researcher had to bracket all the experience he had gained outside of the research methodology, and also had to include this bracketing in the development of the interview schedules. All this gave the researcher the advantage of understanding the field to be studied and strengthened the conformability of the findings.

4.7   ETHICAL CONSIDERATIONS

Parts of the process as well as the ethical considerations are the applications that had to be submitted to be able to do research in the SAPS. More importantly, the anonymity and consent were addressed through the official process of signing informed consent forms, assuring participants of their anonymity throughout the process.

The researcher indicated his awareness of the Unisa policy on ethics for research, and committed to following these guidelines rigorously to ensure the integrity of both the University and the researcher. The Unisa (2016) policy on research ethics contains four basic principles regarding any research that involves human participants. These are listed as autonomy mainly speaking to the autonomy (free will to choose) rights and dignity of the selected participants. The contribution of the research should be beneficial to the welfare of people, meaning overall beneficence should be considered at all times. One of the most important principles in human research is non-maleficence, which means that no harm should come to any participant in the research project. Research in itself aims to benefit a portion or the whole of a target group. On the other hand, there is a consideration that researchers should be aware of and that is that some risks will always be present. The fair distribution of both the benefits and the risks can be called "the research justice principle".

De Vos et al. (2011) describe several ethical issues such as avoidance of harm, voluntary participation, informed consent, violation of privacy and anonymity as only a few ethical principles to consider during research. These all corroborate the Unisa policy on research ethics. The most important ethical principles that the researcher regards as relevant to his study are avoidance of harm, consent and anonymity. The researcher at all times requested written consent from participants and was sensitive during data collection to check the comfort levels of the participants on a regular basis. The researcher ensured that no personal details of respondents were revealed in any documents, and ensured the strict safekeeping of notes and recordings. Interviews and focus groups were conducted completely voluntarily, and if participants felt that they did not want to continue the interview or partake in the focus group at any time, they would be allowed to exit immediately.

The issue of informed consent is addressed in Appendix F. Consent was discussed by the United Nations Educational Scientific and Cultural Organisation (UNESCO) during the discussion of the Bioethics Committee of UNESCO (IBC) on consent. The researcher provided clear indications to the participants in terms of their complete consent and also their right to exit the interview at any given time. Personal details were kept to a minimum when the consent form was signed by the participants, and no participant was allowed to partake unless the necessary consent was explicitly agreed on. The consent forms were locked away in a secure facility that only the researcher had access to. Once the research is completed and the necessary timeframe has elapsed, the documents will be correctly disposed of. In accordance with the stipulations of UNESCO, the process followed to obtain and record consent was followed and strictly adhered to.

It was important for the researcher to obtain gatekeeper permission. This is the body or organisation in which the researcher intended doing the planned research. The importance of gatekeeper permission is to ensure that none of the organisation's privacy policies and other restricted information would be accessed without permission, since that could lead to compromising the study as a whole. A large organisation that is also a legal entity, such as the SAPS, is strictly regulated in terms of access to its information. If the researcher accessed information without the necessary permission, it would have serious legal repercussions. The gatekeeper permission letter is attached as Appendix H. The Ethical Clearance Committee from the College of Law also issued an ethical clearance certificate, attached as Appendix G and the certificate number is ST 76 of 2019.

4.8 SUMMARY

Aspects such as the research design, target population and sampling, data collection, data analysis and the trustworthiness of the data were discussed in detail. The importance of ethics and the dimensions of ethics in the study were also discussed. The purpose was to demonstrate transparency in the researcher's methodology as well as to allow future researchers in the same field to employ similar methods to obtain similar type results. Any research project has to be approached with scientific preciseness as discussed in this chapter.

CHAPTER 5

PRESENTATION OF THE FINDINGS

5.1   INTRODUCTION

Conducting research in the field of policing presented the researcher with a vast array of topics that indicated the evident lack of police safety. The quality of training definitely contributes to the lack of safety. There are, however, several other major issues that were highlighted during the data collection. The direct verbatim quotes of the focus groups and the trainers often display the use of a typical cultural language slang that is indicative of a unique organisational culture in the SAPS.

The researcher discusses the following major topics as part of this chapter: The nature and extent of refresher training, resources, organisational structure, the role of the individual police official, and the legal framework.

5.2   THE NATURE AND EXTENT OF THE REFRESHER TRAINING

The elements of refresher training in terms of the extent, as well as its nature necessitate discussion of the following sub-elements that stood out during the interviews with the participants. These include recurrence, level, specialised units vs station level, correct nominations, up-to-date content, international standards, trainers' competencies, level of experience, defining refresher training, re-establishment of field training officers system and the recruitment of new police officials.

5.2.1 The Recurrence of Refresher Training within the SAPS

In the SAPS, the timeframe linked to the time that elapses between refresher training interventions is referred to as the "recurrence of refresher training", which the individual police official attends in the course of his/her career, thus the indicator for currency of training would be a timeframe in terms of weeks, months or even years. There is no formal structure in the SAPS to guide the frequency of refresher training; and therefore each individual will have a unique profile regarding this aspect of his/her career. One may encounter an individual that will attend refresher courses

as frequently as once or twice a year. On the other hand, the next police official may have attended only one refresher course in a twenty-year career.

The current view of individual trainer participants and the focus group participants is unanimous that refresher training in the SAPS in terms of frequency is insufficient. Most of the respondents refer to timeframes of 5 to 10 years. This long timeframe diminishes the effectiveness of the refresher training, rendering it to be of little, if any, value. In fact, it is no longer regarded as refresher training, but rather as new training or retraining.

The following are verbatim statements from the participants. Their replies have not been altered or corrected:

Learner Focus Group Five:

> *"And then how much time are we doing this refresher training? Some of us we come from college 5 to 10 years ago it is the first time we come here"*

Individual Trainer One:

> *"So, you cannot do a refresher on something that you learned 10 years later, then it's not a refresher, it's something new again, because the person has lost that skills"*

Some even refer to members who attend any type of training only twice in a 20-year period. The impact of not keeping abreast with new developments etc. by means of refresher courses or training has a negative effect on the individual as well as the team members that have to work with such a police official. Safety is severely compromised, as a result of the lack of skills that such a member may display in a life-threatening situation.

Learner Focus Group Two:

> *"someone he has the 20 years' service and he has 2 course"*

The overall view is that the frequency of refresher training should be at least once a year. Some even regarded that as insufficient.

Learner Focus Group Two:

"You can't do it once in 12 months it's not enough. At least if they were saying once in three months it was going to be better"

When it comes to firearms training, the situation is much more serious. Police officials often run away from life-threatening situations because they do not have confidence in their own abilities with the firearm they carry on a daily basis. Firearm training was increased when the compulsory yearly maintenance shooting was implemented. However, firearm training once a year is not nearly enough.

Learner Focus Group Five:

"You know that sometimes we stay two years without shooting it is a challenge"

Learner Focus Group Two:

"That's why most of the members when they see when they come across battles outside like gun fire and everything some of them they end up running away because they forgot how to use a fire arm"

Learner Focus Group Two:

"Then you find in the other year that you have to go you find that you have lost the plot. Maybe you use to be a sharp shooter but because you only shoot once it's no longer in you"

Refresher training of physical fitness was also mentioned as a real issue with regard to the effect physical fitness has on the ability of a police official to execute his/her operational duties effectively and safely. Physical fitness is essential, as members coming on a course are expected to gain a certain level of fitness in a very short period of time to be able to deal with the physical requirements of the training. There is also a view that refresher training should be less formal. References were made to the reimplementation of the Field Training Officer (FTO) system, including the decentralisation of physical training such as fitness and others like tactical and firearm training.

Learner Focus Group One:

"Refresher training should me much more informal regarding fitness and other basic skills. As regularly as weekly"

Learner Focus Group One:

"then from there you are going outside for a certain period then now you work there with the guidance of the FTO so that they must make it as a refresher also"

Learner Focus Group Five:

"Because when you come here first week they have to push you that you develop that mussels and which is wrong you can't just develop it within 5 days."

Learner Focus Group One:

"In 9 years I only did one fitness assessment"

There is also a view that links the shortage of resources to the lack of frequent refresher training. These include the availability of training facilities, such as the most critical of all, namely sufficient shooting ranges. The shortage of qualified trainers, especially in the tactical and firearm training field, is also a contributing factor to the current situation.

Learner Focus Group Two:

"And then the thing of training. Yes they should really try harder so that we can get maybe 4 or 5 per month or they should just implement this thing of building in house shooting ranges"

Individual Trainer Six:

"Yes, we would love to have a course that is running every week. But on the other hand we don't have a lot of manpower as trainers as well"

The SAPS also has no functional structure to determine the frequency of members' attendance of refresher courses. Members are randomly nominated for courses,

instead of using an organised system to determine the actual need in accordance with a specific member's situation and number of refresher courses attended. Members are often nominated for courses which do not address their actual development needs. Some are selected only because they are favoured by management. There is thus a fundamental problem with the nomination of members to attend refresher courses.

Learner Focus Group One:

"When there is a course there is an old warrant officer who is nominated even he is on leave but the guise on the ground who are attending complaints are not recognised."

Learner Focus Group Three:

"They will tell you that no that course it's not relevant to you. We're not going to send you there. So now they decide for us."

Learner Focus Group Four:

"The call up the policy or the procedure they use to call-up members is wrong."

Learner Focus Group Three:

"You not gonna do this you not gonna and the same people used to go to the same courses."

Chapter 1 provides the background to the study. There are only three academies in South Africa that provide tactical training (section 1.2.). The number of members in the operational environment of Visible Policing, totalling 153 493, as depicted in Table 3.3 of section 3.3.3, clearly indicates the inability of the SAPS to provide police officials with sufficient and effective refresher training to ensure that members can cope with the demands regarding the dangers that they face on a daily basis. Section 3.4.3 also shows the frequency of refresher training, clearly emphasising the lack of frequency as a major problem. In section 2.3, a study in respect of the California state police indicates that it is an obligation to do refresher training every

two to three years, thus the rotational period to attend refresher training for most disciplines is estimated to be two years.

In order to put all the responses into perspective, one should first acknowledge that the overall view of members that are functioning operationally and trainers presenting refresher training is that they regards the rate of currency as insufficient. The causes of this lack of adequate refresher courses are deemed to be lack of resources, lack of qualified trainers and the unavailability of operational members to attend courses. The absence of a structured tracking system to determine the frequency of training of individual members also contributes to the problem. Police officials might probably attend a refresher course only once during the course of their careers. Firearm training is currently governed by the Firearm Control Act 60 of 2000 and is stipulated to occur once a year. However, this is not sufficient to ensure the maintenance of proper firearm skills. Members are not assisted to enhance their skills such as fitness and tactical techniques in informal ways. The decentralisation of training is not in effect in the format of on-the-job training through previously existing interventions such as Field Training. Thus the SAPS is failing in providing its members with sufficient refresher training in order to function safely in operational environments.

5.2.2 The Standard and Current Relevance of the Level at which Refresher Training is presented in the SAPS

Refresher training in the SAPS is founded on aspects of tactical techniques, procedures and firearm competency. The standard at which the training is presented is not always sufficient to ensure that police officials are able to execute their duties safely. The respondents often referred to training that dates back several years which also does not conform to the standards required of specialist teams such as the Specialised Operations environment in the Division Operational Response Services. The level at which training is presented is often determined by the availability of members from the Visible Policing environment, as well as the availability of resources. Comments also made about the level of proficiency criminals often have versus that of the SAPS officials. Police officials do not have the confidence to confront criminals because of the perception that criminals are highly skilled regarding their tactics and firearm proficiency. Police officials believe they

cannot compete because of their lack of competence in comparison to that of criminals. These are all concepts that indicate a real deficiency in the standard of tactical and firearm training presented to operational members of the SAPS at station level.

There are, however, some respondents who regarded the current level of refresher training as sufficient, based on the benefits they gained from new knowledge and techniques.

The SAPS is more often than not left behind when the standard of training received is compared to the threats they face on a daily basis. Not only do criminals possess supreme firepower, but they have also superb skills in terms of how they operate when attacking and killing police officials. One of the issues is the differentiation between station level police officers and police officers at specialised units such as TRT.

Learner Focus Group Two:

> *"We are carrying R5 and then we are fighting someone who is carrying AK 47"*

Learner Focus Group Two:

> *"I won't fight this person because he's carrying a bigger machine"*

Individual Trainer Eight:

> *"For the side of TP2 it is not enough it's not enough"*

Individual Trainer Eight:

> *"We can bring that particular guy to the level of TRT. Because now he will be able to can now when he is confronted by anything"*

The standard of training often involves the current relevance of the training. The question may be asked: "Is police training in line with the current trends and situations that they deal with in the operational environment?" Criminals' skills and cunning are evolving at an eye-blinding pace, and policing agencies are

not keeping up with this evolution; especially in relation to the content currently presented to police officials regarding safety.

Learner Focus Group Three:

"They mustn't only focus on refresher courses they must also introduce new courses"

Learner Focus Group Three:

"The courses that we have done it with old warrants old captains from 1992. The new members are still doing the same refresher courses and remember that the criminals are always one step or two steps ahead of police."

Learner Focus Group Three:

"Because the same course that we have done 1992 and 2005 is still the same courses that we are doing now"

Learner Focus Group One:

"Remember criminals are also advancing criminals are also advancing so we also have to take two steps while they are taking one step trying to catch up with us so it's important that we keep up with them."

The structure of refresher training is discussed in section 3.4.1. In this chapter, the types of refresher training available and other elements such as the relevance of the material are discussed. The observation made is that the current TP 2 Course consists of content that has been presented since the 1970s, making it more than 30 years old. The material is outdated and does not provide police officials with current, up-to-date skills to protect themselves. This obsolete content does not promote police safety and it is clearly a risk factor that urgently needs attention. Section 2.2 discusses the diversification of police official training by scrutinizing courses that assist police officials with the interpretation of the body language of suspects. The other aspect that was examined is the practicality of the training that police officials receive. Training should be balanced with regards to theory and real-life practical situations. Another initiative of the 20th century is collaborations between police

agencies. Considering Interpol and the FBI that often lead such initiatives, it would serve the SAPS well to keep up to date with current and relevant international training techniques. Section 2.3 indicates a strong direction towards an approach of self-directed adult learning, allowing the individual to plan and direct his/her own development.

The current standard of police training does not equip officials to execute their duties safely and securely. The current training has been presented over the last few decades and has not evolved to deal with the current levels of violence and skills that criminals display. Criminals are better equipped and skilled in comparison to the police officer in the patrol vehicle. Specialised units are well-equipped and trained, but do not deal with the everyday situations that station police officers deal with. The first responders are almost always the patrol police officer from the station.

5.2.3 Specialised Units versus Station Police Officers Level.

The SAPS specialised unit capacity is of a very high standard and could probably compete with any other country. This is also true when it comes to the training of these units. The training structure in these units is highly effective in terms of the quality, level, equipment and frequency of the training. However, when it comes down to the level and frequency of training of the police officer from the station, such is not the case. Police officers at police stations have very limited access to training which is, in any case on a much lower standard level. When and if a police official is nominated, the training does not come close to the standard that specialised units receive. The educational level of new recruits is also a relevant factor but will be discussed below. This presupposes that the level of training that a new recruit receives, or a station police officer that has only received basic training, cannot be too high. If the bar is set too high, the official will not cope with the demands of the expected level and will fail the provided training.

Unit members of TRT and trainers also responded to the skills shortcomings of police officials at station level by acknowledging that their training is on a too low level. Station police officials are the first responders and often walk right into a situation at its most dangerous.

Learner Focus Group One:

"I would say it is not only us TRT that deserve a training like this one. The person that are at the station because they are the ones mostly attending scenes then TRT will come at a later stage because they have to travel a long distance"

Learner Focus Group One:

"Specialised environment it is enough but station level after basic training? No it is not enough"

Individual Trainer Two:

"STF that are highly skilled, the NIU who are also highly skilled, TRT: Skilled, but when you go down on the members on the ground, they are not on the same level as the three"

Individual Trainer Three:

"for instance the TP 2 course is not up to standard"

The police official at station level responds to high-risk crimes such as cash-in-transit robberies and Automated Teller Machine (ATM) bombings. The perpetrators of these crimes are often very heavily armed and also well-trained. These crimes are delegated to the high-risk environment in the Division ORS: Specialised Operations, where units such as the Special Task Force will deal with these situations. This unit receives regular high-level training and the best possible equipment to deal with the crimes mentioned. The first responders remain the police officials from the station.

Learner Focus Group Two:

"Ok special taskforce they are great. They are there but us the ground men we are the first one to see each and every complaint. ATM bombing starts with us."

Learner Focus Group Four:

"Even if I get there I identify that thing and I do not have the skill nor the resource to be able to execute my duties. And I get on that radio and I say

organise me the special taskforce. They should be able to get back in the quickest time as possible not to be told by maybe provincial JOC that no those people are not available."

Learner Focus Group Two:

"But tomorrow special taskforce is trained we must wait for them to come there."

Learner Focus Group Three:

"Even if you look at any development they focus on the teams and forget about those members that are mostly in danger"

Sections 3.4.1 and 3.4.3 show a clear distinction regarding the concept of refresher training between specialised units and police officials in the Visible Policing environment. It is evident that the specialised units receive much more attention in terms of the structures, as well as the frequency of refresher training. When the Division Operational Response Services (ORS) is compared with the Division Visible Policing (section 3.3.3, Table 3), there is a serious discrepancy with regards to the number of members. The argument may be that the specialised units function at a higher level in view of their mandates. However, the first responder to the high–risk cases is mostly the police official at ground level in the Visible Policing environment. Section 2.2 considers the centralisation system of training in the FBI. This system provides a centralised training academy and collaboration efforts all over the world to standardise training. There are and always will be specialised units and thus the levels of training will always be different. However, this does not mean that the ordinary police official should not be afforded the same quality of training and facilities.

There is a clear distinction between the police official at station level and that of members that are stationed at specialised units such as the Special Task Force, National Intervention Unit and the Tactical Response Teams. One of the major contributing factors is the fact that specialised units are more readily available to attend refresher training. Specialised units also have a clear structure with regard to the frequency of the training of their members. The first responders at station level do not have the time available and thus the managers do not allow them to attend

regular training. This practice leaves members lacking in skills and thereby the operational safety of members is seriously compromised.

5.2.4 Trainer Competencies and Level of Experience

Taking a look at the trainers that present tactical training in the SAPS, it becomes clear that there are certain deficiencies. Trainers often lack training experience in terms of their presentation skills, as well as practical experience in the operational field. Much criticism is levelled at training as a result of these deficiencies. The development of trainers presents the same problems as those of operational members regarding the availability of development programmes to enhance the skills of trainers. It should also be mentioned that there is a serious shortage in the number of trainers that present training, thus trainers are often over-extended and as a result, managers cannot release trainers for development due to this situation.

SAPS trainers stationed at the training institution do not have the practical experience of what happens operationally at station level. This results in the trainer lacking the ability to make the training presented "real" in relation to actual policing issues experienced by operational members.

Individual Trainer Two:

> *"We should enable the trainers who are conducting the training for tactical policing to also go down on the ground and sometimes when we are not having courses. To go and experience what is it that a what are the current challenges of the members on the ground. So that when they come back and present the concept to the trainees so that it can be on the same level with what is happening outside"*

Trainers that have the skills and experience often stay too long in the training environment. These trainers then occupy positions that could be filled by younger trainers with more energy and enthusiasm to train others. Yet, the younger generation also does not seem to be interested in training. When older members retire or eventually just leave the training environment, it leaves a skills gap that is not easily filled in terms of experience.

Individual Trainer Three:

"We need more professional trainers at the end of the day. Most of the trainers now a day are old. They are moving away. They are getting retired or retirement and so forth. The youngsters are not interested in training"

Individual Trainer Three:

"They are not all skilled enough. Most of your trainers they do what they see. And they do not want to address the new issues and techniques and facilities that is available to them. They are in that comfort zone of just carrying on."

Individual Trainer Seven:

"So to get our training staff up to standard and everyone speaking the same language first"

Individual Trainer Six:

"But on the other hand we don't have a lot of manpower as trainers as well"

Individual Trainer Nine:

"and then also the trainers. We are not a lot and then the academies I think we only have four tactical academies in South Africa"

Learner Focus Group Five:

"To add they can add more trainers and the institution. Tactical one especially because I think it's all for the whole South Africa so I think it's not enough. I think each and every province might have one it might assist us"

There are only three training academies, dealing with more than 150 000 police members to provide tactical training, as seen in section 3.4.1, therefore it stands to reason that there is also a serious shortage of tactical trainers. The same section also discusses the outdated content of the learning material, the outdated skills and

competencies of the current tactical trainers. The sheer magnitude of the training needs simply cannot be addressed by the current human resources available to do so. Section 2.2 reveals the new direction that training is moving towards. The terms "adult learning", "self-directed learning" and "experiential learning" show promising possibilities regarding the shortages of trainers, as these types of training interventions and others such as andragogy and on-the-job learning imply that training is taking place while officials are working. Academy trainers are also shown to be operational members that rotate to provide training at the academies. This means that the trainers are operational members with a realistic perspective of what recruits and in-service trainees will face in the streets. Section 2.3 refers to the difference between andragogy and pedagogies in police training and the controlled teacher-student approach. Trainers should take a serious look at the professionalization of methodologies used in order to renew themselves and alleviate the pressure of having to train so many police officials with too few resources.

Trainers at the institutions are over-extended due to the lack of manpower, and new trainers are not being recruited regularly due to a lack of interest of operational police officers, as well as motivation as a result of the criticism that trainers must face at institutions. The quality of the training presented is directly related to the quality and quantity of the trainers available to present the training. It is clear that in the skills, experience and manpower departments a serious deficiency exists. This in turn leads to low quality and quantity of tactical training, which affects the ability of police officials to execute operational duties safely.

5.2.5 Nominations for Courses

The nominations of operational members to attend training such as refresher courses are determined by several challenges. These include the availability of members working operationally, due to a lack of manpower. The nomination of members from different units that leads to impaired team cohesion at their respective stations is also a problematic situation. Officers that do not perform well in the working environment are often nominated to attend courses as a means of getting rid of them. All of these challenges currently exist at station level and seriously hamper the capacity to skill operational members. Another challenge involves the negative

attitude of members towards training. Some members will do almost anything to avoid attending the courses. In some cases, members will just refuse to attend and go as far as obtaining sick notes from a doctor.

There is a tendency of management at station level to nominate members who are not supposed to attend certain courses. This practice is often due to an inability to manage the skills audit of the station, or as a method of dealing with unwanted members. There is also a tendency to regard training as an administrative function. Often the task of managing the skills development is left to a clerk that has no real idea of the actual skills shortage. There are instances where members on sick leave are nominated for courses. Part of the strategy of management is to withhold training from good performers in order to allow them to enhance and preserve operational statistics such as arrest rates.

Learner Focus Group Five:

"Some of the members they don't want to come. They said it straight that I won't go there"

Individual Trainer Three:

"You do get members here. But they don't want to be here and my biggest concern is the members are negative"

Learner Focus Group Five:

"Management it is their duty to see that these stations they can see on the sap96 that this station or this members they have got this courses and other members they don't have those courses"

Learner Focus Group Three:

"You will find out the commanders they send out to this kind of courses people who are not doing work. Like people who are booking of sick more often. You'll find that a guy will be given a call-up instruction in his sick leave because they don't want a member that is operational who is always on duty."

Learner Focus Group Two:

"Because now if you can check in our stations those who are nominating us to come for courses are clerks. You cannot have a clerk nominate me to come to I need a police to nominate me to go to a course refresher course. because these clerks are withholding information you understand. They don't want us to come and do these things"

There is definite value in terms of theoretical knowledge when different people from various environments are trained together when it comes to physical training such as tactical survival techniques. Training police officials together that work in the same team is highly beneficial for the team cohesion of those officials. In fact, it becomes critical when the one has to depend on the actions of the other for safety.

Learner Focus Group Five:

"Out of fifteen members who are working outside it is only two who are trained others nothing"

Learner Focus Group Four:

"One member of the station is nominated and then other stations get nominated one or two members. If you are gonna nominate a station then people that you nominating must be working together or at least working closely together in relation to either being sector members or crime prevention members"

Learner Focus Group Four:

"I'm working with warrant officer here. I have got the skill he does not have the skill. I will be able to protect myself but then he might put my life in danger"

Individual Trainer Seven:

"So if I can take my whole section of 12 guys of a police station and go train them together, we're going to be able to make such a big difference"

The attitude within the SAPS regarding training is often negative and can also be regarded as a reason for the poor course attendance. Police officials are nominated to go on course. The seat for that member is reserved and cannot just be filled by any other member. The officials often do not want to go on courses and just do not show up for the course. A member who would have benefited from the course and wanted to attend the course is deprived of an opportunity.

Learner Focus Group Two:

"We can all say that ok SAPS members need to do these courses regularly. But sometimes you also find that us as members we are lazy to attend these courses"

The nomination of members regarding the attending of refresher training is mandated to their commanders. It is stated in section 3.4.2 that commanders can nominate members as they see fit. This practice unfortunately lends itself to mismanagement and members not being sent on courses, due to the commander focussing on statistics and not the safety of the members. Members might attend only one refresher course during the complete span of their careers. This in itself is a serious deficiency and a big risk for the safety of police officials. Section 2.4 discusses the safety factors influencing police officials on the job. Complacency of police officials is one of the contributing factors that makes nominating them difficult, as nominations are often not accepted and followed up.

With regards to nomination process and the response from the participants it would seem that there are major issues when it comes to nominating members to attend refresher training in the SAPS. The management of and a proper system used to manage training of police officials are deficient and in some cases completely absent. When members are nominated, it is done randomly and the process is not controlled by means of the available skills tracking system in the SAPS, such as the Training Administration System. Members are also nominated in isolation from other members in their direct environment. This leads to unskilled versus skilled members in a section or shift, which leads to division and a breakdown in group cohesion, as well as leaving members vulnerable to the dangers they face on a daily basis. The attitude of members towards training is also a big concern. Members simply refuse to be sent on training, while others use medical conditions as an excuse by obtaining

doctors' certificates. This also leads to members being unskilled and vulnerable when operational.

5.2.6 Defining Refresher Training

The question of what refresher training comprises frequently reveals the reason why members do not want to attend refresher courses. In some instances, members might even ask questions such as why assessments should take place during refresher training. In order to understand the concept of refresher training, it is important to understand what exactly it is. In the specialised unit environments, refresher training is often used to determine the operational status of the police officials attending. This misuse of refresher training defies the whole purpose of refresher training. Often, refresher training is not used to refresh previously learned skills but as a first-level skilling course. This practice is also not in line with what the aim of refresher training should be. Refresher training should be given to sharpen the police official's skills already learned. It is thus the function of refresher training to maintain learned skills.

Environments often determine the necessary criteria for their respective members to be maintained. This will be used to allow members to be operational in a certain environment. The specialised units have adopted this practice to force members to attend the various refresher courses. The specialised units do succeed in having a high level of currency in terms of members attending refresher training. The TRT environment has captured this in policies such as national instructions and their applicable SOPs on training.

Individual Trainer Nine:

> *"So in the TRT environment it is compulsory to do certain refresher training. Each year there is refresher training but twice a year you do operational standard assessments. Which is also basically refresher training"*

Individual Trainer Five:

> *"TRT. They do training in depth, then they refresh their members"*

Individual Trainer Six:

"But for example TRT, they do a weapon phase, and then they do refreshers that we do with them. They were find competent and not yet competent on a refresher. Now, I don't think that's right. Because a refresher is to enhance your skill of what you already know"

Refresher training, as responded to by focus group participants and trainers, is described as a multi-dimensional concept. Most responses indicate that refresher training is based on physical skills acquired before. It is often described as a concept of skills that the police official has forgotten and needs to be refreshed on. The maintenance of standards and keeping up with the expected outcomes of standard operational procedures is also regularly mentioned by participants. Some respondents refer to refresher training as a recap of what was taught during basic training. Some participants see refresher training as an opportunity to be updated with new information and skills. Skills referred to are tactical movement, use of cover, fitness and firearm handling. There is also a view that refresher training should not contain any form of competency assessment. The overall opinion of the participants is that refresher training is based on knowledge of processes and skills previously acquired, and these have to be maintained at an effective operational level.

Learner Focus Group One:

"Refresher training is more of a process where you have to refresh your mind of let me say the basics"

Learner Focus Group Two:

"It is the renewal of what we have learned previously"

Learner Focus Group Two:

"So I belief that refresher training takes me back to college where by I start back at basic training for police"

Learner Focus Group Three:

"I think it is maintaining the standards"

Learner Focus Group Three:

"It should also give you an introduction of new things. New ideas of how to approach certain situations"

Individual Trainer Eight:

"Now you are bringing him on par also with new things and also refreshing on how things are now working"

Individual Trainer One:

"The member comes back for a shortened version of that specific course where we reinstall the necessary skills or knowledge"

Individual Trainer Two:

"Members must constantly and continuously be able to refresh their knowledge and skills"

Individual Trainer Seven:

"The right word I'm looking for, uhm, it's got a shelf life. If you don't practice regularly, you degenerate in your skill, even your knowledge"

Individual Trainer Four:

"So for me very important is the tactical movement"

Learner Focus Group One:

"So whereby you have to come back to check your fitness level to activate your mind again"

Individual Trainer Six:

"Every policeman should shoot at least once in 3 months, or once in 6 months"

The ETD policy 3 of 2017, revised as ETD policy 4 of 2019, defines the term "refresher training" in Chapter 3, section 3.2.2.1. The concept is simply defined as recalling or reinforcing learning that has already taken place. The purpose and goals

of refresher training are also briefly described by the ETD policy in this paragraph. The main goal of the concept "refresher training" is to enhance performance. The fact is that officer safety is not mentioned in this policy where the term "refresher training" is discussed. This in itself shows how SAPS neglects to make and implement policies and guidelines to ensure that police officials are given the necessary skills to be safe. Section 2.2 discusses refresher training as the practice and re-practice of techniques, and also states that refresher training should reinforce the foundation laid by means of recruitment training.

The concept of refresher training can be defined as a process of training members in respect of knowledge and skills that had previously been obtained during a training intervention. In order to maintain knowledge and skills, regular retraining in the same content should be carried out. When skills and knowledge have faded as a result of time lapsed, such skills have to be re-established by training in the same content, but in a condensed format.

5.2.7 Field Training Officers Re-establishment

The FTOs in the SAPS were initially established at station level as operational members. The purpose of the FTOs was to train and mentor police officials during the execution of their operational duties. Such training was directed at student constables emerging from basic training and completing the practical phase of their basic training. The FTOs played an informal role in mentoring and skilling operational members at station level. FTOs were officially trained by attending the Field Trainers Learning Programme. The FTO programme was abandoned, because training became a centralised function when the Division Training was established. FTOs were either integrated back into the operational environment or placed at training institutions to become fulltime trainers. The management of the SAPS is considering revival of the FTO programme as a workplace exposure programme.

The trainee focus group participants referred to the re-establishment of the FTO programme. The police officials at station level are aware that there are trainers that work as operational police officials. The notion that these police officials could train members where they are working was reflected by participants.

Learner Focus Group One:

"Not like in the olden days when there were FTO's then you must be refreshed. Step by step because you start there by the CSC they give you those things you were doing there at the college so that you can do it practically now"

Learner Focus group Five:

"There are trainers at these stations they can do those course there. They can do those courses to train us there."

Section 2.3 discusses the two main training approaches, namely as supervisory on-the-job training and centralised institutional training. The SDF training system in the SAPS was focussed on the training of student constables as part of their basic training. However, there is no reason why this methodology could not be extended to be a supervisory on-the-job-type training intervention. In section 3.3.1 it is clearly stated that the SAPS approach is based on centralised training. As a result of the limited resources this has become a serious crisis in terms of addressing all the needs of the police officials at operational level, thus having a big impact on the skills required to ensure the safety of police officials. Section 2.2 also reflects on the current approach to self-directed, on-the-job training. The FTO's involvement in such initiatives is very important as guidance, when the learner is doing the tasks the FTO is still needed even if it is adult-based learning. Thus the mentoring system for learners on the job plays an integral role in the members' development.

In the past, the SAPS did have the capacity to do training at station level. This capacity was, however, lost due to the centralisation of training in the SAPS. Many of the FTOs still exist within the SAPS. These police officials are either operationally deployed or stationed at training academies in the SAPS. Another problem with the FTO programme was that it focussed only on the skilling of student constables. If it is re-established, it will serve to assist operational members only if the mandate is extended to provide in-service training.

5.2.8 Recruitment of New Police Officials

The recruitment of new police officials involves several dimensions that determine the safety of police officials who are out in the operational field. Being a police official is a calling. It can be a good career in terms of the opportunities in the SAPS. However, it starts with the correct person for the job. There is a tendency that people will be employed in the SAPS with a specific job description as Public Service Act members. Often these persons are somehow taken up into the police service as police officials, even though they are administrative personnel, as defined in the Act. These police officials now have to function in an operational environment. Most of the time these are senior appointments, which means that the person will be appointed at managerial level, never having done ground-work policing and now having to manage members at ground level. The other dimension is the recruitment of entry-level police officials. First, if this was the only way into the Police Service Act (Police official) environment, the managerial concerns would be fewer. Over and above this concern, the recruitment criteria and the placement of new recruits are a deficient. The entry-level criteria for police officials are often not adhered to. These result in the recruit struggling with the basic training and subsequently as an operational member at station level. In addition, there are the new recruits that are already qualified at tertiary level. You will find in an intake that you have recruits that are basically illiterate next to a university graduate. The last dimension is that of placement in accordance with interest and specific aptitude. One may encounter a police official of high intellect and analytical abilities with a keen interest in statistics who could serve well in the crime intelligence environment. Yet this person is placed in operational policing, and is highly frustrated and demotivated.

When considering the recruitment of new recruits, the only criteria should not be to have a Grade12 certificate and a driver's licence. Areas of excellence should also be considered, as well as areas of interest even going as far as tertiary qualifications.

Learner Focus Group One:

> *"I can be in the SAPS but I'm not interested in fighting crime. Basically I'm here just to earn a salary and I specialise say maybe in IT which is there as a department maybe you can go and work in that environment"*

Learner Focus Group One:

"For instance when they are recruiting the basic police. When they are doing those things. They must not only check on you matric level"

The placement of new recruits is another critical factor. Simply placing a member in the operational environment due to manpower shortages is a dangerous decision that compromises the new police official's safety. Members should start at administrative level, such as working in the Community Service Centre (CSC) before being exposed to the operational environment.

Learner Focus Group One:

"Now they have changed now the criteria of how to recruit because now when we started. I belief all of us here when we started. We knew that when you are out of the college. You go straight to the CSC. Now the CSC is the heart of the police. Meaning that is where now the strength should be."

Learner Focus Group Four:

"SAPS is just saying you are ten five go this way five goes that way. And then if I go to the division that I don't want to be in I won't be safe. Also its risky for my safety as well. Because I won't participate fully or 100%."

Learner Focus Group Four:

"So if they can check how to place the member where according to their skill set it will be better. They will be more focused on preventing crime"

To be an operational police officer is not just about being educated and having at least Grade 12 (matric). Being a police official in the real sense of the word is a calling. The attitude of applicants should be tested before accepting them into the basic training.

Learner Focus Group One:

"Even though it was not matric to be in the police just because it is a job opportunity ill go there. Now you must understand that in the police or

*were ever anything that has to do with physical. It goes with the heart.
You have to have the heart for it then you end up doing it"*

Learner Focus Group Two:

*"We should also be mentally strong. In a senses that if your not mentally
strong then your not gonna do this job"*

Individual Trainer Three:

*"We must get the pride back into the police service. Not just people that
want to come to the police service to get a job.*

Individual Trainer Four:

*'That means according to me I am wondering what type of a police is that
on. If you want to be in this uniform without a firearm. That is the main
thing. That this is not the right mind"*

Recruitment into the SAPS does not take place only from the entry level of student constable. There are recruitment processes in the SAPS that allow people to come into the SAPS laterally. The problem is that this is usually at a certain rank level which could be on managerial level. In addition, this person, once recruited into the SAPS, will eventually want to advance in terms of promotion, which will then remove the person from the environment that was originally earmarked for the person's specific qualification to an operational level where the person is then expected to manage operational policing. Given the fact that this particular person has little or no experience in the organisation, this is simply a recipe for disaster. There is an unfortunate tendency in the SAPS that very high-level movement or promotion is often done as a result of a political agenda. This leads to a lack of knowledgeable leadership in the police that cascades down into the lower ranks, when appointments are made into posts based on the senior management's biased relationship with the appointees.

Learner Focus Group Two:

*"Because you cannot come and tell me to roll while you yourself you have
never rolled in your life you see"*

Learner Focus Group Two:

"That person has to have a background of being a police officers. You can't take a politician and put that person to lead a police organisation"

Learner Focus Group Two:

"They give their people the ranks in order for them to be protected nicely at home."

Learner Focus Group Two:

"So if we are a member who are going to be a member of police. At least do have the back ground of being a police or something"

Learner Focus Group Two:

"But being a politician being chosen. Where you are seated at home doing nothing then you being chosen"

Learner Focus Group Three:

"They normally recognise people from outside the police and that is brining most problem to us. You will notice that a certain general who is brining those instructions to us was never a constable."

Learner Focus Group Four:

"It's of no use when every single general comes in with his crew"

Learner Focus Group Four:

"You find that there is a post being advertised. And then they hire people coming from outside for the lack of a captain"

Learner Focus Group Four:

"They applied for the post. A lot of them came here with warrant officer post. Now nobody knows what to do with those people. Some have been put into operational environment. Because he is a warrant officer. Some got captain ranks but the person was never a police man"

One of the most neglected aspects of recruitment is the screening of applicants. No person with any type of criminal record should ever be accepted into the SAPS. Yet, the reality is that police officials are being arrested for criminal involvement.

Learner Focus Group Three:

> *"Some of those dangerous criminals that we are facing outside they are coming from this organisation. They know the strategies that are used her or that was used when they were here now they are gone because they were chased away"*

One of the serious issues with regards to the recruitment strategies in the SAPS is recruiting members to address the shortage of manpower instead of addressing the competency of the member, and thereby enhancing the member's performance.

Individual Trainer Two:

> *"Instead currently the organisation is currently prioritising. Instead of them refreshing somebody who has already been trained and comparing from recruiting someone on the ground and then so that they can have more manpower in the organisation. Which one is priority?"*

Section 3.3.3 indicates the intake of new recruits to be an average of 3500 new recruits over a period of 5 years. What is not reflected is the number of applications that are processed to finally be able to recruit the number of 3500 learners. The recruitment process in itself is dealt with by the Division: Human Resource Management, and the Division: Human Resource Development does not have the mandate to be part of this process, and hence cannot really determine the quality of the new recruits that arrive at the Basic Training Academies. Section 2.2 discusses the professionalization and the attitude of the individual towards this goal. It indicates that, due to the different personalities of people, not all individuals might be suited for this occupation, therefore not every person can be a police official. Section 2.3 shows that there is a strong inclination to professionalise by focussing on formal academic education. Even the ordinary police official is focussed on academic degrees, thus emphasising the fact that to be a police official, a person needs a certain personality and attitude.

The recruitment of new police officials into the SAPS is an enormous contributing factor when it comes to the subject of police safety. There are many dimensions to this problem, starting from the top management of the organisation that recruits managers with little or no experience into critical posts. The recruitment strategy in respect of new members at entry level also presents several problems. There is a serious deficiency in the screening for criminal records and psychological evaluation of applicants with regard to their suitability as police officials. In addition, the physical quality of applicants is ignored in favour of matching the baseline criteria such as having a Grade 12 certificate and a driver's licence. The physical placement of new police officials in accordance with their qualifications and interests is another aspect that needs the attention of the recruitment personnel.

5.3   RESOURCES

Resources can be divided into two main categories, namely human resources and physical resources, such as equipment. The resources allocated to police officials are of critical importance when it comes to safety. Furthermore, the training of police officials to enable them to operate equipment efficiently is very important. More often than not, the police official at station level is neglected in respect of the availability of resources. This is true not only with regard to equipment but also man-power. Another serious aspect is the degree to which police equipment measures up to international standards. The question can be asked that if equipment is replaced, does the replacement equipment satisfy the needs of police officials in comparison to what the criminal has at his disposal, or is the SAPS lacking, thus exposing the police official to danger by providing them with equipment that is inferior to that of the criminal? The equipment that is mostly referred to as problematic are bullet-proof vests/jackets, firearms, and vehicles. Supporting equipment such as the holsters and belts to carry firearms are also often mentioned by participants as being inferior.

5.3.1 Manpower and Equipment of Specialised Units versus those of the Police Official at Station Level

In the environment of specialised units, police officials execute duties in teams. Often these teams are made up of four, six or eight members. This is an advantage when it comes to dealing with high-risk situations such as robberies. At station level, the entire shift sometimes consists of only two members. That means that one member

is deployed in the charge office and one member is doing patrols in the vehicle. Should this police official on patrol encounter a high-risk situation such as cash-in-transit heist or an ATM bombing, he/she is in serious danger

Learner Focus Group Three:

"Man power in some cases is too little for instance in the csc two people are on duty one is working in the csc the other is doing patrols"

Learner Focus Group Two:

"Then when it comes to K9 or flying squad. There are 4 members then in the car there and 2 R 5's. you see with those members they have got 4 members thy have more manpower than those who have got two members"

Learner Focus Group One:

"We at TRT we are working as a team"

Learner Focus Group Two:

"We are not sleeping you will find at the station only two or three members are working"

Specialised units in the SAPS are often well-equipped in respect of the safety and operational capability of these units. This is unfortunately not the case for police officials at station level. The current standard-issue bullet-proof vests for police officials at station level are very heavy and uncomfortable, especially when the officials get in and out of their patrol vehicles. International organisations use much better bullet-proofs and currently only the specialised units in the SAPS are mandated to procure such bullet-proofs. The vehicles issued to station police officials are often small, commercial-type vehicles such as the Nissan NP 200. Police officials with equipment such as standard-issue bullet-proof vests struggle to get into these vehicles which may compromise their safety during an attack.

Learner Focus Group Two:

"If you look at the task force TRT's the CAT. Firstly the have got helmets to protect their heads. They have got knee guards when they go down to kneel. The amount of equipment and firepower they carry is sufficient enough to sustain and protect them"

Learner Focus Group Three:

"You will find that you get different units that use different type of specialised weapons or bullet proofs"

Learner Focus Group Two:

"They should stop this thing of buying this NP 200 it's not never never ideal for a police official to be operational with that vehicle because some of us. I have got two hostels in my stations and the roads they cannot move with that NP 200"

Learner Focus Group Two:

"No especially in Soweto we are always crying each and every day that this holster are killing us"

The refresher training in the specialised units is guided by specific official strategies such as directives written for these environments, for example TRT, thus it stands to reason that they also get the spoils with regard to the human and physical resources such as equipment. This is explained in Chapter 3 section 3.4.3. On the other hand, the operational environment of Visible Policing does not have the same strategy. In section 2.2, the FBI demonstrates the value of a centralised approach to ensure that the foundational training is at a very high standard and that every police official or agent has access to the same standard of training and equipment. Section 2.4 reflects specifically on the issue of protective gear such as body armour. Not only do all police officials get standardised but proper quality-controlled body armour and other important and needed equipment.

The police official at station level executes duties and is at a disadvantage of not having a team of members as back-up, or the luxury of state- of- the -art equipment that can compare with that of the criminal. Unfortunately, this seems to be standard

practice in the SAPS. The desired practice of sufficient equipment and enough manpower is limited to the special units, whereas the station police official is the person who has to respond to high-risk situations first. The situation is even worse in some instances where police officials are deployed operationally without a partner. When that police official ends up in a dangerous situation, there is no back-up in the police precinct, and even the neighbouring station precincts are often not able to respond in time to assist the police official who is in trouble. This is one of the biggest concerns of all the participants and clearly has a profoundly negative influence on the safety of police officials operating at station level.

5.3.2 Replacement and Upgrading of Equipment to International Standards

Two of the most critical issues commented on by participants are the bullet-proof vests and vehicles that police officials use daily to execute their duties. These cannot be seen as additional equipment such as firearm holsters or carry belts for such holsters. The other major primary resources are firearms and ammunition. These are primary safety and operational equipment required by police officers to execute their daily duties. Not only is the equipment not made available, but proper maintenance of the equipment is seriously neglected. When essential equipment such as bullet-proofs is procured, such equipment is issued to non-operational managers such as generals, instead of issuing them to the members doing the work at ground level. Vehicles are driven until they are not roadworthy anymore and when this is reported, managers report the statistics rather than attending to the procurement of basics, such as new tyres for vehicles. Probably the worst of all the shortcomings is the shortage of ammunition in the SAPS.

Learner Focus Group Two:

> *"Because there is a shortage of equipment when it comes to ammunition firearms and bullet proofs and stuff like that"*

Learner Focus Group Two:

> *"For example looking at the point of equipment they bought a bullet proof that is 35000 and they were given to the generals."*

Learner Focus Group Two:

"One vehicle outside. And they expect to fight the crime"

Learner Focus Group One:

"I can refuse from my commander to say this vehicle the tyres are worn out. We made application two weeks ago. There is no tyres. You take the same vehicle you drive out you are attending complaints. He's happy. You get involved in an accident it comes back to you"

Learner Focus Group One:

"The SAPS is out of the ammunition"

Learner Focus Group One:

"They buy their own boots and they buy their own equipment like your holsters and your belts because of if you check the belts that the police also give us they chow your waist."

The SAPS cannot allow its members to be exposed to danger when there are so many options to intensify police safety. It is evident that the SAPS is deficient in this regard when compared to the international policing community. Not only do international countries invest in the safety of their police officials, but they also do research and determine what the real needs are in order to provide the best possible protection to their police officials. International police agencies have started to use armoured windshields to provide better protection to police officials when ambushed.

Learner Focus Group Three

"They don't want to wear it. If you go compare our plates to those that are worn by police in New Zealand or USA. They are much lighter than and more safer than ours"

Learner Focus Group Three:

"And also trying to find out from outside countries on how they deal with some of such matters. In other countries they try to gather the information and then try to improve on it."

Learner Focus Group Four:

"You are approaching there with your NP 300 Nissan bakkie. Those guys have got high powered rifles. You need to put on blue lights of the vehicle/ they gonna shoot at you. And your windscreen it's not bullet proof"

Learner Focus group Five:

"They are not safe. Some of them they are old. Improvements that can be made are like maybe if they can make the bullet proof windows something like that because there is something like that"

The background to the study, Chapter 1, paragraph 1.2, stipulates that the causes of the high rate of police officials' deaths on duty can be debated. Section 2.4 addresses the fact that police officials often get killed in vehicle accidents. This could be as a result of the lack of training, as well as the poor quality of the vehicles provided. The standardisation and quality control of equipment indicated in this section are a very important aspect of police management. Section 2.2 shows that the FBI provides defensive and emergency training to all levels of police officials.

In an organisation such as the SAPS, one of the main concerns of management should be to ensure that police officials are properly equipped to do their duties safely. This is, however, not the case when the current situation is closely examined. Recently, the SAPS reported a shortage of ammunition. Vehicles and equipment such as bullet-proofs are substandard. International countries use good practices such as determining critical needs and then implementing the findings. It seems as if the SAPS fails dismally at this basic managerial function.

5.3.3 Inadequate Equipment of Police in Comparison to Well-equipped Suspects.

The fact that the SAPS fails to provide its police officials with the necessary resources such as equipment to keep them safe when performing operational duties also has the negative consequence that criminals literally outgun police officials. Criminals have better vehicles and firearms, and therefore often gain the upper hand in situations such as firearm battles and vehicle chases.

Learner Focus Group Five:

"Resources like having a new bullet proof, firearm all the equipment that we use on a daily basis. 33:52 the vehicles that we are driving are not safe. They are not and they are too slow. They are not advanced compared to the suspect's vehicles."

Learner Focus Group One:

"You are giving police members a vehicle such as a Nissan hard body and people commit crimes with BMW's and A 3's Audi's out there and yet at the same time you can't keep up with them out there"

Learner Focus Group One:

"Remember criminals are also advancing criminals are also advancing so we also have to take two steps while they are taking one step trying to catch up with us so it's important that we keep up with them"

Learner Focus Group Two:

"I won't fight this person because he's carrying a bigger machine. So I think they must start to change so that at least they can equip us with maybe R 1 or maybe R 5s"

The fact that criminals have superior equipment, especially vehicles and firearms, is a serious concern related to police safety. Section 2.3 addresses the reality of police training in relation to situations found in the streets. This also means that the equipment used during training should be of the same standard as the equipment issued operationally. Such equipment should not only give the police official an equal chance, but also superior positioning, especially the firearms used by the police compared to those of criminals.

The participants' responses clearly indicated that they feel overpowered that criminals seem to have superior equipment such as firearms and vehicles. It must be reiterated that police do not require secondary pieces of equipment because they are seldom used. These are the most essential and important equipment essential for police officials to perform their duties efficiently and, most importantly, safely.

5.4 HUMAN RESOURCES: MANPOWER AT STATION LEVEL VS SPECIALISED UNITS

One of the biggest concerns regarding the safety of police officials who work operationally at police stations is the capacity in terms of the manpower. One of the most important aspects of effective and safe policing all over the world remains human resources. It is not acceptable that a police station is manned by two police officials for an entire shift. Although it may be regarded as an HR management problem, the shortage of manpower often causes serious problems at station level. When studying the situation at specialised units, it is often completely different. At these units, the police officials operate in teams of four, six or even eight members, which gives police officials the necessary confidence that is to operate freely, even in dangerous situations. The other issue related to the utilisation of human resources is the correct placement of police officials, especially new recruits, in accordance with their respective talents and interests. Police officials who are dedicated and committed to the police can also assist with the professionalising of the SAPS if they are allowed to acquire tertiary qualifications. The correct utilisation of this methodology regarding the management of human resources will also contribute to not only professionalism, but also to higher levels of motivation, resulting in police officials executing their duties more diligently. In turn, the organisation will be able to focus on the safety of its members, as negativity, often causing unnecessary absenteeism, will be reduced.

5.4.1 Placement of Members in Accordance with Skills and Interests

There are many concerns about the placement of members in the SAPS. Often members end up frustrated and unfulfilled because of the position they are placed in. As a result of the shortage of manpower in the SAPS, when a member has been placed, commanders will not easily release such members to join other departments in the SAPS. Such a situation results in police officials behaving in ways that compromise not only their own safety, but also that of fellow police officials. Absenteeism rates will escalate and members will adopt a "don't care" care attitude, leaving themselves vulnerable to dangerous situations. The demographic placement of members is also a contributing factor, as the deployment strategy of the SAPS often places members in accordance with where the biggest manpower needs are.

The members' place of origin is not considered, often leaving new recruits alone and discouraged by the responsibility of financial independence and self-actualisation as an adult.

The participants often stated that they believed that the placement of members would also influence the safety of members in the field. The SAPS, when recruiting new members, should consider their interests and even the performance of these recruits to determine which school subjects they excelled in. Members who are deployed in an environment that does not interest them or if their skills may be useful in other departments in the SAPS, often lose motivation and may then stay away from work.

Learner Focus Group One:

"Basically I'm here just to earn a salary and I specialise say maybe in IT which is there as a department maybe you can go and work in that environment"

Learner Focus Group One:

"He is not interested in that field but then at the same time he is there. He can't move out because the commanders are not listening they are not taking into consideration"

Learner Focus Group One:

"They must not only check on you matric level. For instance he has a distinction in mathematics. He loves and excelled in mathematics and physics and those things. Now meaning that in the police because I know that in the police there are many branches"

Learner Focus Group One:

"Now when you are recruiting them you must recruit this person according to what he is good at"

Learner Focus Group One:

"Then in this way you are going to curb this thing of compromising safety because if you put him in his place he is not going to perform. He is just going to be saying no ag im not going to work. Now that is compromising safety as well"

Learner Focus Group Four:

"Now the SAPS is just saying you are ten five go this way five goes that way. And then if I go to the division that I don't want to be in I won't be safe"

Learner Focus Group Four:

"Because my heart I want to work with detective now they put me in vispol. So if they can check how to place the member where according to their skill set it will be better."

The responses of the participants clearly reveal that the deployment model of the SAPS is deficient. Members are placed randomly and no consideration is given to the interest of these members, or even the special skills or qualifications that members may have.

It is also worth mentioning that placement of people recruited into the SAPS at a higher level, especially senior management, also influences the safety of the members at ground level. The SAPS has adopted a practice of recruiting high-level management members into the police that do not have any or very little experience of policing.

Learner Focus Group Three:

"Because if you look at our most of senior post in the management. They normally recognise people from outside the police and that is brining most problem to us."

Learner Focus Group Three:

"You will notice that a certain general who is brining those instructions to us was never a constable."

Learner Focus Group Two:

"You can't take a politician and put that person to lead a police organisation. That person does not know anything about policing in the first place."

Learner Focus Group Four:

"So the point being you have to be a police man to understand the police"

Learner Focus Group Four:

"You find that there is a post being advertised. And then they hire people coming from outside for the lack of a captain. Outside this person was working as a teacher or whatever"

Regarding Table 1 in Chapter 1 that indicates the nine provinces, it is clear that the physical demographics of Gauteng province do not reflect the manpower numbers in that province. Recruits are often placed according to the greatest need and do not reflect the need with little or no regard for their origins, field of interest or even qualifications.

The SAPS fails with regard to the way that recruitment takes place. New recruits are not placed correctly, due to the policy that recruits are randomly placed where they are needed. The skills of new members and their various fields of interest are not considered, leaving new recruits discouraged and demotivated. Recruitment at higher levels also creates negativity among police officials. The practice of recruitment for political reasons or because of certain qualifications creates gaps in the management capability of the SAPS. Decisions made at higher level often compromise the safety of members at ground level, as the decision-maker does not have the knowledge or experience to determine the consequences of the decisions made.

5.4.2 Professionalising the SAPS through Tertiary Education

Education is often directly related to professionalism, as discussed in the literature review (refer to section 2.2). In the SAPS this has also become a trend for police officials to obtain a tertiary qualification. The focus of the individual police official is often on a higher qualification to increase his chances for promotion. The organisation itself has also, started investigating professionalising strategies, and one such strategy was to encourage members to obtain a tertiary qualification. Currently, the SAPS runs an annual bursary system to encourage members to obtain tertiary qualifications. Members that obtained tertiary qualifications after 2013 also qualify for a once-off cash bonus if the qualification is related to the SAPS. The SAPS has also started the process of presenting the BA Police Practice (SAPS) degree at the Management and Leadership Academy Paarl in the Western Cape.

The link between professionalism and tertiary education was mentioned by only a few participants. The individual trainers mostly responded to professionalism as people attending good-quality tactical courses. One of the focus groups reflected on knowledge of the law and the possibility of the SAPS providing bursaries for police officials to be able to study if funding is available. It is expensive and often beyond their financial capacity for police officials to enrol at a university such as Unisa.

Individual Trainer Eight:

"To make sure that we are doing our work in a professional. It means that now they doing that refresher. You are going to do your work in a professional way"

Learner Focus Group Two:

" And now the other thing if you are a police officer. You supposed to know the law"

Learner Focus Group Two:

"Let them provide us with bursaries so that we can go to school and study. Because police officers we lack knowledge of law honestly speaking. And adding on that when i went to register for let's say a degree at UNISA or anywhere. It's too expensive"

Section 2.2 indicates that part of the methodology of professionalization in international policing agencies is regarded as tertiary education. Section 3.3.1 points out that one of the training academies in the SAPS provides a degree in policing. The SAPS has been talking about professionalization for a long time. However, most police officials that have obtained tertiary education have done so privately, using their own time and money. Section 2.3 explains that the Taiwan police focus on the acquisition of academic degrees as a means of professionalizing the police agency.

The SAPS is currently taking steps to professionalise its image through the education of its members. It would, however, seem that the members themselves are not that much aware of the systems and processes available for them to use. The question can thus be asked whether management is doing enough to communicate the availability of such systems and processes to members on ground level. A tertiary qualification will empower members with the confidence to execute their duties and not hesitate at crucial moments, exposing their own weakness, and ultimately endangering themselves. However, members do want to study and obtain tertiary qualifications, but the financial burden is the biggest deterrent

5.5 ORGANISATIONAL INFRASTRUCTURE

When considering the critical issue of police safety, the aspect of the organisational infrastructure cannot be ignored. The main aspects of organisational strategies that will be examined are the safety strategies and their implementation in the command structure of the SAPS. The fact is that even if an organisation has the best written safety strategies in the world and they are not implemented correctly by means of aspects such as proper management and control, such strategies will mean very little for safety. Thus the command structure of the SAPS will also have to be implemented and managed correctly to achieve the effective implementation of the safety strategies. The concept of management infrastructure will also have to be considered as a major contributing factor to police safety. The main aspects in this concept will be management's involvement at ground level and the operational status of management.

5.5.1 Implementation of Safety Strategies

The implementation of safety strategies in the SAPS is one of the most important factors with regard to securing the safety of operational police officials. An aspect that is important when this subject is considered is the way management and control influence the implementation of the safety strategies. Another important aspect is the non-compliance factor and the related consequences for management and members. One of the biggest strategic tendencies of the SAPS is the pre-occupation with crime statistics/targets as opposed police safety and the actual task of crime prevention. The SAPS also follows approach of going into overdrive to implement safety strategies after serious incidents have occurred, in other words, the management of the SAPS often displays an "action after disaster" mentality, for instance after police killings. There is a structure in the SAPS that is supposed to provide not only physical support to police officials, but also mental and spiritual support. These structures are support environments such as EHW and Occupational Health and Safety (OHS).

The management and control of safety strategies and the implementation of these are often viewed by some participants, namely the individual instructors, as a disciplinary problem. Terms such as management should "enforce" or "instil" discipline are used. Some participants even asserted that management should "grow a spine". The overall perspective is that management is responsible to implement safety strategies such as the wearing of bullet-proof vests or the adherence to safety conduct guidelines. The view is, however, that management is not doing it satisfactorily and has to improve on what is currently being done. There are some participants that regard management and control as a function of supporting and motivating members.

Individual Trainer Six:

> *"Now I think these, all the directives, SOP's, should be brought from the management down to the learners. If the management don't put their foot down on their subordinates I think these things will never work."*

Individual Trainer Three:

"But its starts from management. The people on the ground they cannot really do it. Accept if they are informed then they will start doing it. So as far as management is concerned they should grow a spine"

Individual Trainer Seven:

"Commanders are supposed to correct what is reported to them, or put measures into place, so that members can correct what is being done, but the buck still stops just at the reporting level"

Individual Trainer Five:

"So that is my perception on that we have lost this management so that discipline can be instilled down to the ground level"

Individual Trainer Five:

"You need to have somebody who can be able to motivate, encourage these guys"

The participants from learner focus groups responded to this aspect by indicating that management is responsible to enforce the safety regulations. The command and control aspect of management to enforce safety regulations was also mentioned. The participants frequently remarked on management leading by example when it comes to the implementation of safety policies. If members on the ground should wear bullet-proofs, then so should management. If this is not done, the credibility of management and the policies is in jeopardy. Members might even see these safety strategies and policies as punishment and have a negative perception as a result of the example that management displays. The participants also commented on the importance of the communication of safety strategies. It should not be handled in passing as a message over the radio but as a regular, structured event during events such as duty parades.

Individual Trainer Four:

"The managers police senior managers they must enforce this and say. If you are a police you need to have a firearm for you to have a firearm you need to attend this course"

Learner Focus Group One:

"Let us adhere to the safety regulation act. The most important thing again is the command and control is very important"

Learner Focus Group Two:

"The management has formulated this guidelines to supress the members. That is why most of us. It goes back to what my colleague has said. That is why most of the members they are demotivated."

<u>Learner Focus Group Five:</u>

"I think that will be the duty of the senior members to make sure that. I'd say each and every shift when they start they come with the strategies."

Learner Focus Group Five:

"Not only hear it on the radio control when you book on duty. You find that brigadier coming saying no guys you must be fully equipped all those stuff"

With regard to the implementation of safety strategies, the consequences of non-compliance are not always clear in terms of the action taken by management when members do not adhere to the rules. There are obvious consequences that cannot be avoided if safety is neglected. The individual instructors and the focus groups responded that management is non-reactive when it comes to non-compliance. However, as a result of non-compliance, members are injured and even die. Another consequence is the possibility that there will be civil claims instituted against the SAPS. This in turn has a negative influence on the image of the SAPS, as well as the budget that is diminished by such claims.

Learner Focus Group Three:

"Unlike people dying out there. If we keep dying it means that our safety is not well thought of when they are strategizing up there the management"

Individual Trainer Five:

"One factor is non-attendance. It tells you, people are not coming. Then if you are not coming it goes back to what is the management saying. If there is a course, there is a nomination, there's a call-up, then somebody is not coming. What are they saying?"

Learner Focus Group Four:

"I mean look at the civil claims I think was it last year Eastern Cape was running on something like a hundred million civil claims that they have paid."

Individual Trainer Six:

" It should come from top management. You drive around, you see a road block, are they using their bulletproof vests? Certain things that's in the SOP that's supposed to be something that's supposed to be done, is not being done. Now at the end of the day, for example, a policeman gets killed,"

Individual Trainer Five:

"Now who's fooling who there? Because members are not coming but what this management doing with these people not coming."

The SAPS has also adopted a strategy to focus on the statistics or success rate of police officials by issuing mandatory compliance stats that must be achieved. The participants view these as a serious obstacle in terms of police safety and the mandate of the police to prevent crime before it occurs. Police are expected to record a certain number of arrests per shift and are even expected to respond to complaints within a certain timeframe. Commanders force police officials to use un-roadworthy vehicles just to achieve the required stats without any regard for the safety of the police officials.

Learner Focus Group Two:

"You cannot say I have to attend a crime within 15 minutes. I get the complaint I go there I give a standing of that him here now. 15 minutes you cannot solve domestic violence it's not reasonable"

Learner Focus Group One:

"This thing of fighting crime with statistics also hampers in the safety. You get a vehicle that is not road worthy. But because it's a marked vehicle it cannot be stopped"

Learner Focus Group One:

"You take the same vehicle you drive out you are attending complaints. He's happy. You get involved in an accident it comes back to you"

Individual Trainer Four:

"Commanders, they want to see people on duty. They are worried about They are chasing statistics. They must stop chasing statistics"

Learner Focus Group Four:

"It seems the police have become target orientated. It's less about how well we can reduce crime but how well we can produce target how well we can proof successes in the arrest that we make"

The individual trainer participants, as well as the focus groups responded to the situation that the SAPS tend to become active in implementing safety strategies only after tragedy has occurred. Police officials have to be killed before something is done. This strategy is reactive by nature and does not serve to protect the police officials that are operational. It is rather a poor attempt to look like a caring organisation.

Individual Trainer Nine:

"They are only relevant when a member dies. That is my experience. But they don't enforce it while a members is still alive. They don't better it when a members is still alive"

Learner Focus Group Two:

"In order for SAPS to act one member must die or two or whatever before they act. Why not do this things before they happen?"

Learner Focus Group Two:

"Yes they do take time SAPS and SAPS has this tendency of wanting to do things when maybe things are going bad. That's when they start to want to act"

Learner Focus Group Two:

"They should speak different things so that they can cover their own backs. Because that is what they are doing. They wait for something to happen then they learn."

Within the SAPS there are several structures that deal with the working conditions of employees. The participants mentioned the two main structures as being OHS, often referred to as SHE management, and EHW. These two structures in the SAPS deal with safety in the work situation and the emotional or spiritual wellness of employees. The participants regarded these structures as important for police official safety when on duty. The participants were of the opinion that these structures exist and should be used by management to assist members by providing safe working conditions as well as emotional support. The trend, however, is that it is not happening. Members are left to their own devices to cope with the stress of the policing environment and when it comes to safe conditions, the OHS part of it is neglected or not there at all.

Learner Focus Group One:

"There must be safety officers in the police. There must be its important. I mean at the station let's say that every station has a safety officer. A person who monitors the members."

Learner Focus Group One:

"The most important thing we forget is the EHW If we can have the EHW personnel attending to members at the stations it can work for us.

Because of when you check sometimes we attend different scenes being involved in a heist and everything. You will think you are strong but as time goes by. That thing comes back to you."

Individual Trainer Nine:

"I think SHE management plays a big part on that. SHE management that I have noticed it only concentrates more on office people. Not on the people who is working outside."

Individual Trainer Nine:

"they get exposed to a lot of dangerous things and they are not protected. They don't get overalls they don't get certain safety shoes and goggles to protect themselves."

Individual Trainer Nine:

"This people of EHW and all this people to. Because if a members mentality is not right he is not safe outside. So and the police should also look at that aspect as well."

Individual Trainer Five:

"SAPS have got this EH..what what WA, got all those structures to support these guys."

Chapter 3 discusses the regulatory framework related to refresher training. It is clear that there are many strategies directed by law regarding the safety of police officials. The SAPS is a highly regulated organisation that is guided by its own Act, namely SAPS Act 68 of 1995, and official directives such as National Instructions and Standard Operating Procedures (SOPs). The problem is not that there are no strategies, but rather the implementation of these strategies. Section 2.4 specifically discusses the strategy in the SAPS that deals with police official safety and the implementation plan that runs concurrently with it. This strategy was released in 2019; however, the implementation did not take into consideration the Covid-19 pandemic, thus in this section the strategies focus on police officer safety in terms of attacks on police.

The conclusion that can be drawn from the responses of the participants indicates that there are existing safety strategies in the SAPS. The biggest problem with the safety strategies is the implementation. The problem with the implementation is not only that strategies are not implemented, but rather that the implementation is not done correctly. In terms of management and control, managers do not consider the opinions or inputs of ground-level operators. The non-compliance has serious implications, such as police officials getting murdered, and many civil claims are instituted against the SAPS. The strategy of putting statistics such as arrest rate and response time to complaints against the wellbeing of the police officials is fundamentally flawed and also causes serious risks to police officials. The SAPS is reactive in implementing safety strategies by waiting for serious occurrences such as police officials being killed before management takes appropriate action to implement strategies. The institution (the SAPS) that should assist with improvement of the working conditions of police officials is always on the back-burner. The SAPS dismally fails to implement strategies that are there to protect the police officials who are protecting the public. This constitutes a serious safety risk.

5.5.2 Command Structure of the SAPS

The command structure of the SAPS influences the management of the safety of police officials. The main aspect that determines the management is the involvement of management at ground level and the operational status of management. The question could be asked whether management is still aware of what the members are facing in the field or operational environment. The instructions given to members are often given without consideration of the inputs of the members, and this is usually the result of management being uninformed or even incompetent, due to a lack of experience.

Participants responded to the first main aspect of this concept related to the command structure of the SAPS by commenting on the fact that management is not aware of what is happening at ground level. Police officials will have more trust in a manager that comes to ground level to see and feel what the members are feeling and experiencing. Participants also stated that in order for managers to motivate members to attend courses, the managers themselves should attend courses. Managers in the SAPS have become complacent and only manage from the comfort

of their offices. This does not instil the members with confidence in management. Management operating at ground level will also be able to hear the opinions and inputs from members in terms of what works and what does not work. Police officials at ground level have lost faith in the SAPS management. When managers do venture into the field, it is often to attend to personal needs such as shopping and other activities not related to policing.

Individual Trainer Five:

"This officers they are sitting in a saloon, putting their bags/ putting their backs (????), doing hairs. Now, he's on duty, he's doing hairs, a senior, and he's got this thing working outside."

Individual Trainer Five:

"Our conduct as managers influence the conducts of a subordinate."

Learner Focus Group Three:

"He will just give orders not knowing what is expected of you as a person who is doing the job on the floor. Because he was never there. He is coming from the department of agriculture"

Individual Trainer Four:

"I think the police managers must be an example. They must also be going to the courses so that they can be able to push the lower ranks to go to the courses"

Learner Focus Group Four:

"Once in a while the powers that be needs to go back to ground level and engage with the members you know"

Learner Focus group Four:

"They should place themselves in our shoes. Come and work with us. Come and see what it is that we are having to deal with. And then take our perspectives into the strategies. And then implement the strategies"

Learner Focus Group Two:

"You yourself sitting there. You must come down to the ground and see what we are facing on the ground before you implement something because you have experienced"

Learner Focus Group Two:

"You must not be a boss. You must be a leader. You must be within a pack. You are pushing us while you are there in front. So that's what im trying to say they must come down also with us to the same level. We respect the rank but be with us there"

The other main aspect of the command structure of the SAPS commented on by the participants is the operational status or competency of management. This aspect is one of the main aspects that cause police officials at ground level to lose confidence in management. Someone who does not know the inner workings of the SAPS cannot give instructions and expect them to be followed; even when strategies that could work or would be a positive contribution to police safety are given. Police officials will disregard them because of the lack of trust in the ability or competence of management. Participants expressed themselves about the way some management officials are appointed. Some managers were once efficient police officials, but many years ago, and they are uninformed about what the police are currently dealing with. The operational status of management can be directly linked to the involvement of management at ground level, as discussed previously. Leading by example when it comes to the wearing of operational equipment such as firearms and bulletproof vests is also mentioned as a suggestion for improvement by members. The tendency is that office-bound officers do not wear firearms and when being deployed will also not wear protective equipment such as bullet-proofs. Not only is this a poor example for members but it puts the manager at risk.

Learner Focus Group Four:

"So the point being you have to be a police man to understand the police. And to run the police"

Learner Focus Group Four:

"They don't know what is happening in the streets. Just because they have got qualification and those ranks then they take decision"

Individual Trainer Four:

" If they can be an example and say ok as long as you are a police officer you are wearing the uniform whether working in the office you wear a bullet proof."

Individual Trainer Four:

"They don't know you are an officer like captain a colonel. They just see you like any other police officer. So if they see you they can shoot at you. But you are not carrying a firearm"

Learner Focus Group Three:

"Because for me it does not help to take a office working man of a officer to take him to the tactical environment refresher and come back and sit in the office"

Learner Focus Group Five:

"But in the station level you are working together. That's where they jack up in between. Everyone must participate. No matter you are officer or what"

Learner Focus Group One:

"Implementing operational strategies are in forced or implemented by complying with operational states or your taken of operational duties"

Individual Trainer Eight:

"if you check at the rank of a warrant officer upward they are not doing refresher course"

Individual Trainer Five:

> *"if there's no leadership, and this leadership lack integrity and commitment. So, there's no way this guys they can perform"*

Chapter 3, section 3.4.2, discusses the mandate of managers regarding the nomination of members to attend courses. Decisions when nominating members to attend courses are often taken randomly. This indicates that the manager does not know his/her members, and that involvement at ground level is non-existent or very little. This in turn causes the manager to have a very poor perspective of the development needs of police officials and may result in a skills deficiency that leads to gaps in police safety strategies and their implementation. In Chapter 2, paragraph 2.3, several authors (Boyd 1980; Trautman 1987 and Stanislas 2014). comment on the responsibility of management regarding officer safety training, Section 2.4 shows that the implementation plan of the SAPS holds sectors of management directly responsible for the implementation of the safety strategy. This is a positive direction in the organisation; however, the year 2020 taught us that even the best prepared plan can be influenced heavily by unforeseen circumstance (refer to section 1.3). Up to date there had been 113 police deaths due to Covid-19.

The involvement of managers at operational level, as well as the operational status or competency of the managers in the SAPS has serious implications for the morale and safety of police officials at ground level. Managers do not come down to ground level to experience first-hand what members are dealing with on a daily basis. Managers often implement strategies that have a negative effect on members. Managers are often not operational, due to a lack of updated training, and cannot manage the basic operations that the police officials perform on a daily basis. Management in the SAPS does not lead by example, for instance in implementing safety strategies such as wearing bullet-proofs and firearms when in uniform. Police officials at ground level have lost trust in the management of the SAPS and thus often ignore implementing the instructions of safety policies. In turn this leads to police officials being exposed to unnecessary danger and unsafe working conditions.

5.5.3 The Role of the Individual Police Official

The individual police official plays an integral role in the organisational structure, especially when it comes to safety. The mind-set of a police official determines his/her ability to think clearly and tactically in dangerous situations. Several factors influence the mind-set of police officials, such as a negative attitude, lack of motivation because of a scarcity of promotions and other financial benefits such as danger allowances, which in this case are unrealistically low, especially when compared to those of specialised units. Being a police official in this day and age takes a lot of courage and tenacity. However, once police officials lose track of what policing entails and the importance of what they are doing, everything else is left behind. The critical aspect of personal safety and the safety of other police officials is one of the first objectives that is neglected. This has serious consequences when it comes to what is happening to police officials on and off duty. Distractions such as negative attitudes lead to police officials missing important danger signs and ending up being injured, or worse, being killed. The other side of the aspect of a negative attitude is complacency and regarding policing as just another job.

The participants indicated that negative attitudes in and about the police are caused mainly by two perceptions. The first one is people with "don't care" attitudes when someone joins the SAPS. The mind-set is to get a job, collect a pay cheque, and that is it. This causes members to do only what is absolutely necessary such as sitting in the charge office, becoming fat and lazy.

Individual Trainer Three:

> *"And if you do not have that trots (Pride) what pride then you not gonna be a safe policeman out there you gonna be a lamsak (lame/ lazy person)"*

Individual Trainer Three:

> *"Get the pride back into the police service. Not just people that want to come to the police service to get a job"*

Individual Trainer Four:

> *"That is the first thing there attitude their mind set is not there."*

Individual Trainer Five:

"New recruits there is this type of thing where they just cook under the tree"

Individual Trainer Four:

"They have that I don't care attitude. And that is where we are dying. Because if you are not focussed if the patrol vehicle will pass here now you will find the driver driving but the crew is on the phone"

Individual Trainer Six:

"Meaning by fat, they are building a castle there by the station, they sit in the CSC, they don't want to learn more, because they are happy by what they are doing."

The next concept is more complex and has several dimensions. This is the motivation of police officials. Several aspects were mentioned in this regard. Participants from the individual trainers and the focus groups spoke about police officials being scared to do their jobs for fear of prosecution due to constraints that the law puts on them.

Individual Trainer Nine:

"Members feel restricted and unable to effectively execute their duties effectively and don't have confidence to act even in the worst situations"

Learner Focus Group One:

"You end up being now the criminal. Because now they are hammering on you now instead of them standing with you they hammering on you"

Learner Focus Group *One*:

"You'll end up drinking every day, use sleeping tablets every day. These things they are effecting us as police"

When police officials are nominated to attend courses to develop their skills in safety and tactical policing, they often do not attend. Members will go as far as booking off

sick to avoid attending. Commanders also have a tendency to nominate the non-performers, leaving behind the members who actually do the work. These members are the ones that need training the most, yet they are not nominated, in order to preserve the statistics, which are more important than training.

Individual Trainer Three:

"Nominating members you do get members here. But they don't want to be here and my biggest concern is the members are negative"

Learner Focus Group One:

"The fact is that it differs from individual to individual how take the training. If you came and learn to fail then it's gonna be a problem"

Learner Focus Group Two:

"I have a member who is my colleague at the station I'm working with him. He didn't do the course he is 25 years in the service"

Learner Focus Group Three:

"You will find out the commanders they send out to this kind of courses people who are not doing work. Like people who are booking of sick more often. You'll find that a guy will be given a call-up instruction in his sick leave because they don't want a member that is operational who is always on duty."

Participants also remarked on the motivational factor of incentives such as promotions, and financial remuneration in the form of danger allowances, and once again there was the comparison of visible policing versus specialised units. Police officials are not recognised for their efforts or fairly remunerated for the level of danger they face on a daily basis. Members of specialised units are promoted for doing guard duties.

Learner Focus Group One:

"But then it is only focussed on specialised units. And even it is now taken to people who are chosen but if ever it can start from the ground level up

that it doesn't matter what unit you are working in if it was going to be just general then it was going to be fine"

Learner Focus Group One:

"And I think also salary is part of it. Because if you are stagnant on one rank for how long and yet you supposed to be positive about what you are doing"

Learner Focus Group One:

"Mean while our lives are worth 400 rands the danger allowance. We are working night shift. If we are working outside for 400 rands"

Learner Focus Group Two:

"There is those guys from PSS they were given ranks for just sitting there and opening gates for ministers. Us we are here on the firing line. We are useless to them."

Learner Focus Group Two:

"Let them call that specialised unit to come. Because we are not recognised. We are not motivated. There is no motivation in fact there are no policies that deals with motivation of members"

Learner Focus Group Two:

"And you find upon everything they must increase they must increase police salary. It is too little. Too many things are costing while you find we are earning R4, 97 per night just imagine. 12 hours I go to work for R4, 97. It's pathetic"

Learner Focus Group Two:

"You will correct me if I'm wrong. If a policeman is shot in the line of duty. The family gets R 250 000. If somebody get hit by a car. Let's say in the road. The road accident fund you find somebody get one point something million. Where is the motivation in that?"

The rate at which police officials are dying is indicated in section 1.3 in Table 1.2, and reveals a bleak picture. Yet when it comes to taking care of our police officials who put their lives on the line on a daily basis, it would seem that the SAPS as an organisation does not demonstrate consideration for the safety of those police officials. The cost of training a police official and the cost of losing the police official is discussed in Chapter 1, section 1.4.4. It is clear that the loss of police officials have detrimental consequences, yet when it comes to motivating the officials; the SAPS strategies are limited and even those are poorly implemented. Section 2.3 discusses the professional inclination and attitude of the police recruit and police official and emphasises that not everyone is cut out to be a police official. Section 2.4 also the impact of real life on a police official. More than 30 000 police officials needed assistance from EHW, indicating a very high level of work-related stress.

The morale of police officials is very low in the SAPS and this has a strong impact on their mind-sets. Police officials feel neglected and betrayed by the very organisation that they have sworn to serve in order to protect this country and its citizens. Police officials feel that they often become the victims of persecution and even mention that they feel like they have become the criminal, as the SAPS does very little to provide support, such as legal protection. The SAPS is failing its members, and it is due to poor management and lack of implementation of strategies that will motivate members to function productively. Police officials that are demotivated will not do their duties diligently and correctly. Corruption will find its way in and the police officials who do not participate will find themselves victimised and negative to a point that substance abuse and even suicide become realities. Negativity also leads to police officials being relaxed and neglecting aspects such as diligence and tactical awareness. This may result in to police officials exposing themselves to dangers that they are not aware of until it is too late to act or even react, and the results may be tragic.

5.6 POLICE CORRUPTION

The concept of police corruption is a very serious and sensitive issue in the SAPS. The fact of the matter is that the SAPS from top to bottom is badly affected by the corruption that is happening within the organisation. The focus of this study is on police safety and the determining factors relevant to this topic. Corruption was not discussed in depth; however it did surface in the participants' responses. Police corruption ranges from the wrongful appointment of people in the police into ranks and positions that they are not qualified for, down to the police official at ground level taking bribes and even being involved in criminal activity. Criminals even join the SAPS specifically to infiltrate the organisation.

Participants did not comment much on corruption. The elements that were discussed or mentioned are aspects such as wrongful appointments, where people are appointed into posts because they are known to the powers that be. Criminality in the SAPS, such as members being involved in criminal activity, was also mentioned.

Learner Focus Group Two:

"I think the removal of policies in the organisation. It was done intentionally to open the door to corruption and to kill the service delivery."

Learner Focus Group Three:

"But now politicians they are giving them money to go and defend themselves. While they steal the state money. They are given legal protection"

Learner Focus Group Five:

"Or maybe there is resources but because of this disease called corruption."

Individual Trainer One:

"Corruption! Because a lot of information is handed out freely and that information is power"

Individual Trainer Nine:

"There is no more respect between the community and the police. They see the police as a normal person. And also corruption plays a big role in all this things."

Learner Focus Group Three:

"And lastly I belief that is why there is a high rate of corrupt police official. Because they see and they decide. You know what is the point of being straight and working hard if things are like this"

Section 2.2 discusses the effort that the Ukrainian police service are expending to re-establish credibility in the society they serve. Professionalization is discussed as the strategy used to achieve this set goal. The history of corruption and bad conduct has had a strong effect on the credibility of the Ukrainian police organisation.

Corruption is a reality in the SAPS. Although it was not part of the focus of the goal of this study, it is still evident nonetheless, thus showing what a massive problem it is in the SAPS. Corruption hits at the heart of what a Law Enforcement Agency such as the SAPS should be. It tarnishes the image of the SAPS and detracts massive amounts of credibility and respect from the individual police official. The police official therefore also has to be concerned with the opinions of the general public. The criminal is a known danger to the police official but a society that does not respect a police official will ultimately turn on the police official in any situation. This puts a huge dent in the confidence that police officers should have in the ability to protect themselves from danger and being able to function safely during their daily duties.

5.7   LEGAL FRAMEWORK

The SAPS is a highly regulated organisation. The powers that police officers have are determined in terms of all the legislation, regulations and policies in the SAPS such as Official Directives, National Instructions and SOPs. Within the scope of this legal framework there are strategies embedded that guides the actions of police officials. The perception that police officials have is that they are there to regulate and even serve to prosecute the police official for doing their jobs instead of securing

police powers. This perception is not completely misguided. While the legal framework guides police officials' actions, there are no direct references to the safety of police officials themselves. The specific concept that has a direct influence on police safety is the powers that police have, or rather the perception of police powers. In order to better understand the problem, the following aspects are considered: The main concept is the focus on police powers and the law with regard to the justice system, legal guidelines or policies such as national instructions and SOPs, SA law versus international law, and the SAPS' legal statutes and involvement.

5.7.1 Police Powers

The powers of police officials can be defined as the mandate that they have to perform tasks within the confines of a complex regulatory framework. These tasks are mandated by Section 205 (3) of the Constitution that states that the police should prevent, combat and investigate crime. In South Africa, that means there will be force involved. However, that is not the only power allowed to police officials. The use of force under certain circumstances such as searching property or persons, breaking certain traffic laws, carrying an exposed firearm and restricting the movement of a person by means of arrest are but a few of the powers that police officials possess. The question can, however, be asked whether powers are enough to allow police officials to perform their duties freely without fear of being prosecuted.

Most participants from the focus groups responded negatively to the concept of police powers when it comes to the law. There were not a large number of responses directly referencing the law. However, some views were expressed that regarded the powers as enough, while some felt that the powers should be increased. Some participants even asserted that before the 1994 democracy, the police operated better and was better protected by the law. Police officials in some instances felt that criminals have more rights than the police. Criminals are even arrogant when addressing police officials, threatening them with retaliation. Some respondents opined that training such as refresher training should include information about the law in order to refresh the police officials that attend.

Learner Focus Group One:

"To remind yourself of how the let me say the criminal procedure act remind yourself of all the work that is entitled into training"

Learner Focus Group Five:

"You must also think that refresher course about that. Constitution criminal procedure act. Ja the knowledge of the law should rather be increased".

Learner Focus Group Two:

"those strategies. Like ja when you talking some things like the law like section 49 whatever."

Learner Focus Group Two:

"Those laws will have to guide us right and when they guide us. They will actually now be telling us what is it that we need to do and what is it that we need not to do"

Learner Focus Group Two:

"Atleast if we get those powers that the criminals. Now the criminals that criminal will tell you that I get arrested and tomorrow I will be out and I will come for you"

Learner Focus Group Two:

"Especially the people who know who say they know the law. They will be telling you about you don't have a right to come to my house to search my house"

Learner Focus Group Two:

"I personally think that in terms of the powers. The ones that we have in a constitutional democracy. They are enough"

Learner Focus Group Two:

"Though my point is if they give or can change certain definitions of the crimes especially crimes that are perpetrated against the police. Any person who kills a police official should be treated not as a murderer but should be treated as a one that has committed a treason a crime against the state"

Individual Trainer One:

"Our constitution only allows for certain actions to take place and to amend the constitution will definitely take a bit longer than trying to amend the SAPS act"

Individual Trainer Four:

"The legislation the powers everything it is right. On paper we are fine. But doing it physically we are not there"

Individual Trainer Two:

"The guidelines sometimes are too difficult for an ordinary police official to interpret the law and again to be able to be able to execute his duties diligently because of the terminologies and the difficulty in interpreting the law."

Individual Trainer Two:

"Yes, I think the functions of the police officers should be extended without the quiting march on what the Apartheid regime was able to do"

The participants shared their views on the safety strategies and policies of the SAPS by mentioning the Standing Orders, National Instructions and SOPs. However, the compilation of these strategies and the implementation and even the members' understanding of what the official guidelines mean and how to interpret them, were discussed and mentioned as an issue. Some respondents also felt that these concepts are sufficient but indicated that availability is a concern sometimes. The official directives that guide the SAPS such as standing orders and some policies are not reviewed regularly and are sometimes decades old.

Learner Focus Group Five:

"For instance each and every member there was a standing order that said each and every member before they go on duty must wear a bullet proof"

Learner Focus Group Four:

"I don't know every standing order and I don't know every national instruction"

Learner Focus Group Four:

"Because it is more ignorance of what already exists than wanting to amend what is there"

Learner Focus Group Four:

"They send such standing orders or national instructions to members to read and understand. So I belief the powers that we have they are enough"

Learner Focus Group Four:

"Most of us we only hear about no were not supposed to do this this. Standing order amendment of 2019 is saying this. We don't know about it."

Individual Trainer Three:

"But looking at the legal document and it's not really explained to you. Do they really understand what is going on?"

Individual Trainer Three:

"If you think about most of these documents especially your SOP I mean you're standing orders. When last were they reviewed? We are working on standing orders from 1970"

Individual Trainer Four:

"There is SOP's where we need to follow the procedures. We don't follow them. They are good on paper if you can follow them. Changes will be there but they are not followed"

Participants commented on international law versus South African law and how different the level of protection is in countries such as America. There were participants that mentioned the fact that South Africa is unique and that laws and directives should be reflective of the unique needs of the South African context.

Learner Focus Group Two:

"Where have you ever seen law enforcers being attacked by the community. Only in South Africa. It only happens in south Africa. You can travel anywhere in the world. Even African countries. Police get respect but not in South Africa. So I don't know should we break our constitution or what"

Learner Focus Group One:

"I love the law of America. Because now that's where now the police are being respected. If a police official has said to a criminal stop there. The criminal will stop because he knows what is the powers of the police"

The participants spoke about the ability of the SAPS to provide legal protection and the involvement of the SAPS legal services. The SAPS instituted the practice of employing legal representatives directly a station level to advise and assist police officials on legal matters. However, police officials mostly were of the opinion that the SAPS fails them in this regard. The legal support statutes of the SAPS provide very little, if any, protection for members that perform their duties in the operational environment.

Learner Focus Group Four:

"SAPS they did try to appoint the legal service. But let's be honest it is very poor. It doesn't defend the police"

Learner Focus Group Four:

"It was a whole lot of people that have just finished their law qualifications. They applied for the post. A lot of them came here with warrant officer post."

Learner Focus Group Three:

"The police does not give you a legal representative in a case like hat. They say that you must provide your own legal representative"

Chapter 3 deals with the legal framework with regard to refresher training in the SAPS. From the findings on this subject, it becomes clear that the legal framework in terms of what it provides regarding guidance related to working mandated and responsibilities is not as important as how it is understood and interpreted. The legal framework of the SAPS, according to section 2.4 now contains an official directive in the form of a safety strategy together with an implementation plan. Sections 2.2 and 2.3 often refer to self-directed learning and on-the-job training, as well as mentoring and coaching. These sections also refer to a balance between the theory of training and its practical aspects. Law, regulatory framework, directives and other official guidelines can be taught from any platform. The professional police official is an informed police official.

The SAPS is regulated by a complex set of legal guidelines, ranging from law, guidelines such as directives, National Instructions, Standing Orders and SOPs. It remains a question why police officials still struggle to understand and interpret their powers. It is clear from the participants' responses that their knowledge and understanding of the legal framework that guide their actions are very limited. This inevitably leads to many uncertainties and ultimately causes police officials to lose faith in the SAPS. The result of this is that police officials are just going through the motions on a daily basis, exposing themselves to danger and consequences that lead to the diminishing of their safety.

5.8   SUMMARY

In examining the findings from the perspective of any police official it becomes evident that there are serious concerns regarding the safety of police officials in the operational environment. The researcher focussed on the main goal of the study, which was to determine the implications of refresher training for police safety. The research results showed several important aspects that determine the safety of police officials. In this chapter, the concepts that were discussed are the nature and extent of refresher training, human resources, organisational structure, police corruption and the legal framework relevant to the study. Through these concepts a better understanding was gained of the complexity of police safety and the factors that influence it.

CHAPTER 6

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1   INTRODUCTION

This research project was conducted to determine the impact that refresher training in the SAPS has on the safety of police officials. The researcher conducted the research to study the field and find the facts behind issues regarding police safety.

The report is summarised by giving a brief overview of each chapter. Recommendations are suggested to the relevant bodies that have a vested interest in the safety of police officials. The chapter ends with the conclusion, which makes a final reflective statement about the study.

6.2   SUMMARY

The purpose of this section is to give a brief overview of each chapter contained in the study, which comprises a background section, literature review, discussion of training within the SAPS regulatory framework and structure, the research methodology, and the findings, including the interpretation of the findings.

6.2.1 Introduction and Background to the Study

In the introduction and background to the study, the researcher focussed on the current situation regarding its impact on police safety. The problem statement defined the situation; using statistics sourced from SAPS official data, and provides an overview in respect of the deaths of police officials over a seven year period. Police officials are murdered, both on and off duty. However, murder is not the only cause of the deaths of police officials. During a period of more than seven years, on-duty deaths indicate that 224 police officials had been murdered and 203 officials had died in motor vehicle accidents. The aim of this research was therefore to determine the implications that refresher training had for the safety of police officials. The objectives of the research were set in such a manner as to direct the research in order to answer the research question based on the aim of the research.

The objectives were as follows:

- To describe the current refresher training for the purpose of police safety.
- To determine factors that compromise police safety.
- To make recommendations to the SAPS management how to improve police safety.

The researcher also discusses the value of the research by reflecting on the SAPS, the community as a whole, and academia. First, the SAPS is overwhelmed by the ratio of community members in relation to operational members. Second, the SAPS have made a financial investment in each and every police official that is lost without any compensation to the organisation when an active member dies. Third the community loses the protection and safety provided by the police official, and his family loses a provider. The gap in the literature is also clear, thus the academic community could gain by obtaining statistics and knowledge made available on this matter.

6.2.2 An Evaluative Literature Review on the Perceptions and Practices in Police Training, as implemented Globally and Nationally, including Factors that compromise Police Safety

During the study of the literature, the researcher focussed on the perceptions and practices that determine training globally and in the SAPS. The literature on factors determining the safety of police officials was also studied. When it comes to police practice in terms of the training of police officials, the focus was directed towards best practices internationally and nationally, as well as the perceptions on pedagogies in training.

Looking at international and national best practices, several methods are discussed in the literature, which include collaboration initiatives by organisations such as the FBI and Interpol. The link between recruit training and refresher training was also described as important. Professionalization of police organisations by means of training methodologies focussing on the factors that promote the concept of effectiveness and addressing social needs of the public was addressed by examining the concept of continuous training and not regarding training as an

isolated event that takes place every now and then. The responsibility of the management of police organisations and the operational status of trainers were also discussed as important factors for training quality. The use of e-learning initiatives as a platform from which to reach police officials, to at the very least increase their knowledge where contact sessions are difficult, was also offered as an alternative. Last, the concept of adult learning indicates that methods such as andragogy, self-directed learning, experiential learning and on-the-job learning are becoming more and more popular, due to the fact that these can be carried out in the workplace, while doing the job.

The literature on pedagogies in police training shows that the pedagogical approach is still the typical approach implemented in police organisations around the world. Training of police officials is based on a structured and militaristic methodology, with a centralised, closed approach. The results of the training should be measurable and be controlled by management through continuous evaluation of the results. The training is often outcome-based and should reflect the ability to do the job and not just be a display of theoretical knowledge. The implementation of more practical aspects into the training was also indicated as an important factor in the practicality of the training, thus making it task–oriented instead of only knowledge-based. Other training strategies that were identified are coaching, tutoring, e-learning and lifelong learning. These are more self-directed adult learning initiatives that are mostly successful if the intended learner displays the willingness and correct attitude to learn. Training is also described as an ongoing process and not consisting of a few isolated incidents. The availability of training platforms could, however, be a concern, since some agencies indicate a rotation of two to three years regarding refresher training. Training based on assessing the learner in terms of his/her competencies should not excessively focus on declaring the learner competent. Ultimately, training is about equipping the learner to do certain jobs, and if the learning does not do this, the objective has not been achieved and the competency declaration is meaningless. Lastly, additional platforms that can be used to promote training initiatives are e-learning or media-directed programmes such as television.

In order to answer the question whether police safety is related to refresher training, the researcher studied literature based on factors that influence police safety. According to studies carried out, international and national indicators disclose that

the main cause of on-duty deaths is murder, of which in some instances 60% to 70% is firearm-related. The other major factor is vehicle-related. Either the officers were involved in a vehicle accident or struck by a vehicle when on static duties. There are other factors that are also related to police deaths on duty, such as accidents, for example the officer falling off a structure when chasing suspects, of even bomb explosions. Considering the off-duty causes, vehicle accidents represent the leading cause. Another contributing factor such as the mental state of the police officials is also mentioned. Regular and quality training plays a major role in safety, especially in cases where police develop an attitude of complacency because they are not exposed to danger on a daily basis. Insufficient and/or sub-standard equipment, or negligence when wearing or using equipment is also indicated as a factor contributing to a lack of police safety. The physical and mental fatigue that officers endure from working shifts and facing traumatic events also contributes to the ability of the officer to perform at full capacity. The lack of access to counselling provided to officers when trauma has been experienced and the absence of management's involvement to ensure the physical and mental wellbeing of officials also contribute to a lack of safety. Safety strategies that are available are often just written documents and not correctly implemented or not implemented at all. Having a strategy and implementing it are two different matters. The literature therefore addresses many of the contributing factors related to police officials' safety. Refresher training is only one of these factors. However, in respect of the main causes of on-duty deaths, training implemented correctly could have a positive impact on the safety of police officials.

6.2.3 Regulatory Framework Guiding Training and Training Methodology in the SAPS

The SAPS is a highly regulated organisation by means of an intricate regulatory framework. The ambit of training in the SAPS is thus also regulated and guided by means of the law and organisational guidelines. The researcher discussed the regulatory framework that governs training in the SAPS by examining two aspects, namely the law and guidelines. Within the law, the specific aspects that were considered were the Constitution of South Africa (2006), the SAPS Act 68 of 1995, the Basic Conditions of Employment Act 75 of 1997, the Labour Relations Act 66 of 1995, and the Skills Development Act 97 of 1998. The laws discussed were found to

be vague and lacking in terms of specific guidelines for implementation of training in the SAPS. The guidelines that were discussed are the ETD Policy for the SAPS 4 of 2019, Regulation for SAPS R2008, and the Approved Police Safety Strategy and Implementation Plan for the strategy. These guidelines outline the mandate of the SAPS in terms of the provision of training; nevertheless in respect of specifics, such as the implementation of refresher training in terms of recurrence and standards, the mandate is also vague and limited.

The methodology of training in the SAPS is also discussed in this section. The researcher presented aspects of training and, more specifically, the aspect of refresher training in the SAPS. The structure of training in the SAPS was discussed and shown to be centralised around the Division: Human Resource Development (HRD), with four components, namely ETD: Curriculum Development and Standards, In-service Police Development, Basic Training, and Support Services. These departments of the Division HRD develop, provide and manage all the training that is conducted in the SAPS. The mandate that guides the Division HRD to provide training is the Regulation SAPS R2008 and the ETD Policy 4 of 2019. The types of training in the SAPS Division HRD range from qualification-based basic training for new recruits to support services training interventions, as well as the operational training courses that include such training as tactical survival and firearm training. Within this ambit the refresher training requirement is supposedly addressed. Refresher training was discussed in more detail as it forms part of the main subject of the research, by considering the types of refresher training, structure of refresher training, and the frequency thereof in the SAPS. The discussion indicated that the types of training for specialised units are well developed but that the police official at station level attends only one course, namely the TP2 Course, and its frequency is not referred to in any of the training guidelines, and neither is the structure to manage refresher training within the environment of police stations.

6.2.4 Research Methodology

The methodology of the research describes how the researcher did the research. The design used by the researcher was based on a qualitative approach, in turn based on the pragmatic world-view. The main reason for this was that the problem of police officers deaths was already known and the research was aimed at

determining the extent to which refresher training could prevent and diminish the problem. The sampling approach used is non-probability sampling, with the purposive sampling technique that allowed the researcher to select participants who possess the most suitable characteristics to best serve the study goal. Five focus groups of learners attending the TP2 and TRT refresher courses were recruited for the study and nine individual interviews with trainers presenting these courses were conducted to collect the required data. The data analysis was processed by preparing and organising the data, abridging, and finally visualising, representing and displaying the data. The trustworthiness of the data was tested, based on the credibility, transferability, dependability and conformability of the data. Last, the researcher followed the guidelines as stipulated in the Unisa Policy on Ethics of 2016, and also consulted the UNESCO guidelines on consent. All the necessary guidelines to acquire the necessary permission from Unisa and the gatekeeper were adhered to.

6.2.5 Presentation and Discussion of the Data Findings

The researcher displays the findings acquired during the research in this section by showing verbatim quotes from the participants and then discussing the findings by comparing and evaluating them in relation to the statistics and literature discussed in Chapters One, Two and Three. The findings were based on the following topics:

The nature and extent of refresher training in the SAPS were discussed in-depth by considering aspects such as the recurrence of refresher training, the standard and relevance of the level at which refresher training is presented, members of specialised units versus the station police official, competency and level of trainers, nominations for courses, definition of refresher training, FTO re-establishment, and the recruitment of new police officials. The main finding relevant to this subject was that there are serious deficits in terms of the current system for refresher training of police officials at station level in all the aspects listed above.

Resources were discussed in-depth by considering the aspects of manpower and equipment of specialised units versus those allocated to police officials at station level, the replacement and upgrading of equipment related to international standards, and police equipment in relation to what the well-equipped modern criminals have in their possession. This is one of the areas that were mentioned by

probably every individual and in every focus group interview. This is an aspect of serious concern to operational members, and the SAPS is failing its members on ground level in this regard.

The human resources allocated to specialised units compared to those at station level were also discussed. Aspects reviewed were the correct placement of members in accordance with their skills and the professionalization of the SAPS through tertiary education. The manpower shortages, especially when it comes to dealing with first-responder situations to serious crime, were highlighted several times. Members are not deployed in their fields of interest or in accordance with their skills, ultimately making them complacent and negative. With regard to tertiary education, the SAPS is involved on a limited scale, and members who want to study to improve their qualifications for promotional opportunities mostly fund their own studies. A bursary scheme does exist, but it is very limited in relation to the number of members that qualify for this. Support in terms of affording members study leave is available, but members are also required to use their vacation leave to supplement the very limited provision made by the SAPS.

When considering the organisational structure, the aspects that stood out were the implementation of safety strategies, the command structures in the SAPS, and the role of the individual police official in the organisation. There are several written strategies which are not implemented in the SAPS, thus the problem is related to poor communication channels. The command structure of the SAPS is too heavy, and appointments are made in a questionable way. Certain police officials view the SAPS as only job and do not have the passion and a sense of responsibility required of an individual to be a dedicated police official.

Corruption in the SAPS was discussed and even though it was not the main focus of the study, was nevertheless shown to be a serious aspect for police safety. Not only is it linked to what police officials do to survive but that the criminal element has seemingly infiltrated the SAPS.

Considering the legal framework that governs the SAPS, it was previously mentioned that the SAPS is a highly regulated organisation. There are laws, Acts and a Constitution that mandate and regulate the police as organization. The members on ground level are of the view that the law protects the rights of the criminal more than

those of the police official. This view is based on the fact that police officials are afraid to act in many situations, as the powers provided to them by law are often negated in court, resulting in civil claims, dismissal and even criminal charges against police officials, sanctioned by courts of law. It is also evident that there is lack of knowledge by police officials regarding their rights and the application of the law in practice.

6.3 RECOMMENDATIONS TO THE RELEVANT ROLE-PLAYERS IN SAPS

Based on the findings recounted in Chapter 5, the researcher identified the relevant offices in the SAPS that could make a significant impact on the safety of police officials. These offices include the Office of the National Commissioner of the SAPS, Office of the Divisional Commissioner: Visible Policing, Office of the Divisional Commissioner: Human Resource Development, Station Commanders and Training Academy Commanders. The findings referred to the efforts of individuals, such as trainers and individual police officials at station level. This section of the research recommended possible solutions to the problems highlighted in the findings and are directed at the various offices and individuals as described above.

6.3.1 Office of the National Commissioner of the SAPS

The National Commissioner of the SAPS is the highest office in the organisation and thus responsible for all strategic management aspects. These include approval of and supervision of the implementation of official guidelines such as national instructions and policies. Placement of the most senior management such as the Divisional Commissioners and Provincial Commissioners is within the mandate of the Commissioner's office and should ultimately enhance the safety of police officials in all the strategic decisions of the organisation.

- **Strategic Placement of Senior Management**

The correct strategic placement of top management defines the difference between a successful and a struggling organisation. The single largest division in the SAPS is that of Visible Policing. Section 5.5.2 describes the command structure of the SAPS by discussing the competency and operational status of management. The

recommendation to the Office of the National Commissioner is to appoint a Divisional Commissioner with an operational background. This will allow the incumbent to not only make informed decisions, but ones based on experience, and with the necessary consideration of the impact on members on the ground.

- **Policy Approval and Implementation**

Official directives such as national instructions and policies are approved by the office of the National Commissioner. The two main aspects evident from the findings are the realistic implementation of the official directives and the communication of such new directives to ground level. As referred to in section 5.5.2, even if the policy to be implemented is realistic, the members might not accept it, due to their lack of trust in the competency and understanding of management about what is really happening at ground level. The findings indicate that official guidelines are often written and not implemented, due to the fact that the guidelines are unrealistic. Section 5.5.1 shows the main deficiency in the implementation of strategies to be in the communication channels down to ground level. It is recommended that the National Commissioner should request additional information such as research that supports the implementation of official guidelines before approving them.

6.3.2 The Office of the Divisional Commissioner: Visible Policing

The Office of the Divisional Commissioner: Visible Policing is responsible for the largest number of operational police officials in the SAPS. The nine Provincial Commissioners, as shown in section 1.2, Table 1.1, also report to this office. Issues relevant to the Office of the Divisional Commissioner: Visible Policing that the researcher detected were such as outdated and poor quality of equipment, management structures, recruitment processes and policies, review of policies, and motivational structures and policies. Recommendations made by the researcher are based on the above-mentioned issues.

- **Equipment Capacity and Quality Control**

The research consistently indicated that one of the most profoundly impacting issues regarding police officer safety to be the lack of equipment and the quality of said equipment. Two types of equipment that were mentioned the most were the vehicles that are provided to police officials and the current bullet-proof vests in use by the

SAPS. The NIJ (2018) shows that international agencies conduct proper research on the type of equipment required by police officials in order to do their duties effectively and safely, as seen in section 2.4. Section 5.3.2 of the study indicated that when new equipment is introduced, ends up with members of senior management that are not operationally exposed, while members on the ground never receive the equipment. Another issue that was raised by the study is the difference between what is provided to the specialised units in comparison to what the police official at station level receives. It is therefore recommended that the Office of the Divisional Commissioner regularly supervise progress by ensuring that equipment requirements are met by conducting comprehensive research into the actual need and also benchmarking with international standards. The standardisation of equipment should be carried out by using quality control systems that are implemented especially with regard to critical safety equipment such as bullet-proofs and operational equipment, i.e. vehicles. Lastly, specialised units are provided with quality equipment, even though the police official at station level is the first responder to what is happening at ground level. It is recommended that the equipment of all units be standardised throughout the SAPS.

- **Management and Structure of the Division: Visible Policing in the SAPS**

The perceived divide between operational members and police management emerged as a critical issue in the SAPS. Sections 5.5.1 and 5.5.2 indicated that managers often have unrealistic expectations as they themselves have not experienced the real-life situations that police officials deal with daily. It is recommended that managers in operational positions are appointed with the prerequisite of operational experience. Such managers should take part in the regular daily duties of their members in order to understand the challenges that their subordinates face daily. It is also recommended that managers be instructed to attend operational courses and maintain operational status such as firearm competency.

- **Recruitment of New Police Officials**

The two main issues with regard to recruitment of new police officials are first the vetting processes and second the placement of new recruits in accordance with their skills and interests. In sections 5.4.1 and 5.6 it was indicated that criminal infiltration

into the SAPS has become a serious problem because recruits are not screened properly during the whole process. Criminals apply to be recruited and thus gain access to the organisation and its strategies. The other issue is the utilisation of new recruits in the fields that they are best skilled in and also interested in. Specialists such as legal experts are often appointed in the SAPS and then deployed in positions that do not allow them to contribute at the level of expertise that they were appointed. It is recommended that the screening process used for the recruitment of new police officials be conducted comprehensively, especially in respect of the background and criminal record screening part of the process. Applicants found to have criminal records should not be employed in the SAPS. It is also recommended that the SAPS implement a system that will specify the applicant's field of skills, qualifications and interests, to deploy the official optimally.

- **Policy Review, Implementation and Communication**

The study revealed that one of the problematic factors are the policies used by the SAPS. In section 5.5.1, aspects that were discussed are the relevance and the currency of the policies, the implementation of the policies, and communication of the policies down to operational level. Policies are often obsolete and no longer serve their original objectives. When policies are reviewed, the communication process often does not allow for the information to be distributed to the members. It is recommended that policies especially safety policies, be reviewed regularly, for instance at least once every three years. The communication of policies must be cascaded to all levels, right down to the police official at ground level. Feedback systems regarding the implementation and effectiveness of policies must be developed and managed continuously from the highest ranks. The SAPS should explore platforms other than the current system, such as e-mails. International best practices, for example using media such as television, the internet and effective knowledge management modules that are available from the Interpol initiatives should be used, as mentioned in section 2.2.

- **Motivational Strategies: Promotion Policy and Remuneration**

Police officials at ground level display an extremely negative attitude about the implementation of motivational strategies into the SAPS. In section 5.5.3, specific aspects that were highlighted are promotions and remuneration for special areas,

e.g. danger pay. This was also compared to the remuneration of specialised units in the SAPS. Another aspect is the matter of compensation to families when members are killed on duty. It is recommended that the promotion policy be reviewed in terms of the criteria that members should comply with in order to be considered for a post. Promotions should be based on career path development and not on fulfilling the equity quota. The promotion of equity serves a very important role in rectifying the past injustices of the organisation, but should not take priority over service delivery. The impact of promoting a person without the necessary skills and experience is devastating for the morale of members and detrimental to service delivery and ultimately the safety of police officials. It is also recommended that the remuneration system be reviewed in terms of allowances for scarce skills, and that the danger allowances of operational police officials be brought into line with those at specialised units. The implementation of a fixed amount system for families of police officials killed in the line of duty must be amended to reflect the real value of the police official to both the organisation and the family that lost a bread winner and in some cases the sole breadwinner.

6.3.3 Divisional Commissioner: Human Resource Development

The mandate for the Divisional Commissioner: Human Resource Development is to develop and implement all training in the SAPS. This includes the management of all the training resources of the SAPS and the implementation of such aspects as refresher training. Sections 3.2 and 3.3 indicate the guidelines and structure of the Division. The researcher makes recommendations on topics such as the official structure of refresher training in the SAPS, policy development specifically focussed on refresher training, capacity building of resources and trainers, and other methods of training provision such as the reimplementation of the FTO programme, as seen in the following four bulleted subsections.

- **Official structure for refresher training**

In section 3.4.2 it is stated that other than those of specialised units, there is no official structure for the management of refresher training in the SAPS. This sentiment is also repeated in section 5.2.1 of the findings. This section asserts that refresher training is not well structured in terms of who is nominated and how regularly it should be attended. The recommendation is that the structure of refresher

training should be turned into an official document. The policies guiding training state only how refresher training is defined. This recommendation will be discussed under the next sub-topic. This recommendation is that physical resources and structures at the Divisional Commissioner's Office be dedicated to refresher training. Specific training academies should address this need. In section 5.2.1 it is also indicated that international police agencies use a rotational system of two years for refresher training and it is therefore recommended that the SAPS also follow this guideline. It is further recommended that the standard of refresher training be aligned to that of specialised units in terms of the standard and the equipment used.

- **Policy development, including comprehensive implementation of refresher training**

Policies are the road maps to the implementation of strategies. If policies are lacking in terms of the specific areas of concern, those areas will be not be addressed. This is unfortunately the case when it comes to refresher training in the SAPS. The training policy and all other related guidelines do not reflect the official structure and implementation of refresher training. Section 5.2, comprehensively discusses the concept of refresher training and shows the biggest issue is that the directive to guide refresher training has to be compiled. It is recommended that the policy that guides training be reviewed to at least makes provision for recurrent timeframe of refresher training and that a Standing Operational Procedure be developed to direct the structure and implementation of refresher training in the SAPS.

- **Capacity building of training resources and trainers**

One of the aspects that were stressed in the findings as provided in section 5.2.1 was the availability of resources in relation to the number of police officials that must be trained. Section 5.2.4 highlights another aspect in the findings, namely the human resources factor regarding trainers and their competencies, as well as operational status. If physical resources, in the form of academies and qualified trainers are not available, the implementation of the best strategy in the world will not succeed. The view in the two sections mentioned above is that these aspects were the most important contributing factors responsible for the absence of proper refresher training in the SAPS. The recommendation terms of the facilities are that academies be upgraded to accommodate more learners at one course. The recruitment of younger

and more trainers with relevant experience and competencies should receive priority when new posts are advertised in the division. Clear guidelines in terms of the development and operational status of trainers should be reflected in relevant policies and even in advertisements for posts.

- **Other methods of training**

Police safety training is a difficult subject to present to include alternative methods apart from contact sessions or official attendance of courses. The very nature of safety training and refresher training in respect of police safety is physical and practical by nature. This does not mean that there are no alternatives to the current status quo of official courses. Section 5.2.7, discusses the re-establishment of the FTO programme. This programme was focussed only on the development of new recruits during their field-training phase of the basic police development training programme. The recommendation is that this programme be re-established, with the added mandate to be involved in the refresher training of operational members. This will have a big impact on at least the refreshment of basic tactical skills and firearm proficiency. It will also assist with the overwhelming amount of official training that will be required to address the actual need in the SAPS, and thus the establishment of a training capacity at station level that is decentralised from the Division HRD. The quality control measures and training of the trainers' FTOs can still be controlled and managed by the Division HRD.

6.3.4 Training Institution Commanders

The training institution commander is the link between the trainer and the management of the Division HRD. As much as it is the responsibility of the Divisional Commissioner: HRD, to provide resources to the academies, it is the responsibility of the commander of every academy to comply with the processes of procuring resources and informing the necessary management structures of challenges. The attitude of the commander often determines the attitude of the personnel under his command. The two main aspects of relevance to command and control at training academies are the development and operational status of trainers and the building of capacity and resourcing.

- **Trainers' development and operational status**

Section 5.2.4, details the trainer competencies and operational experience of trainers. This section highlighted a high level of incompetence and the non-operational status of trainers. This implies that the trainers do not know what is really happening outside the academy and thus cannot make training relevant to the experiences of the police attending the training. It is recommended that commanders be involved in the quality control processes of the division, as structured in the official directives. This should, however, not be used in order to remove trainers. Rather use the processes to identify deficits and address them by means of the correct development processes. Commanders should endeavour to utilise competent trainers to develop those that do not possess sufficient competencies, by mentoring and providing on-the-job training.

- **Capacity building and resourcing**

The commander of an institution cannot provide the entire SAPS with capacity and resources. Section 5.2.4 contemplates the development of trainers and section 5.2.1 suggests the recurrence of refresher training. Commanders who focus on the holistic picture will become overwhelmed with the task at hand and lose interest. Trainers' average age at academies has increased to an extent that they have become unable to cope with the physical demands of tactical training, since resources at the academies have become dilapidated and unusable. The recommendation to commanders is that they focus on the capacity and resourcing of their own academies. Energy should be focussed on communication to the relevant command structure at head office level to ensure that capacity and resource needs are met. Commanders must be actively involved in the utilisation of resources to ensure that the latter are not misused and over-utilised. This can be achieved by means of a positive attitude and being proactive in identifying issues such as aging resources.

6.3.5 Individual Trainers

The academy commander is the link to Head Office for the personnel and trainers at the academy. The individual trainer is the link between the knowledge and skills and the learner. This is where the police official attending the training intervention obtains the required skills to work safely in the operational environment. The trainer is thus a

very important link between the learner and the management. The attitudes of the individual trainer as well as self-development are issues that are discussed in this subsection, since these issues have a significant impact on the delivery of quality training.

- **Individual attitudes**

Section 5.2.4 depicts a very important factor that relates to the individual attitudes that individual trainers demonstrate. The development of trainers is often neglected because of the lack of qualified trainers which results in the over-utilisation of the available trainers, thus excluding these trainers from other development opportunities. This leaves the trainers negative and makes them fall into a predictive and familiar pattern of just doing what it takes to get by. The effort that the trainer exerts, and the passion for development are smothered beneath an overload of work and negativity. The recommendation to the individual trainers is to look at alternative methods of presenting training. Think outside the box by using media devices to create interesting and exciting class environments by employing new methodology. Doing research on the subject that the trainer will be presenting gives him the edge to show learners how to research the topic and do self-development beyond the ambit of official training interventions such as attending courses. The key recommendation is to rethink your approach and reinvent your methods. This renewal could ignite new passion that will create an exciting and motivated training environment.

- **Self-development**

Section 5.2.4 points out the lack of opportunity for official development interventions of trainers. This is often due to the trainers being overloaded with work by their commanders, because of a shortage of trainers. The solution is also linked to professionalising the SAPS through tertiary education, as discussed in section 5.4.2. The development of an individual starts with himself /herself. If the expectation of the individual trainer persists that the SAPS is responsible for their development, the trainer will always remain at a disadvantage. The recommendation is to take responsibility by applying the principle of self-directed learning. Self-development by studying at a tertiary institution is within the ambit of the individual police official's

responsibility. Do research to stay informed and up to date with new knowledge in your field of interest.

6.3.6 Operational Members

The operational police official is the one that faces the task of making society safe and secure for all citizens of the country. The police official is often the one that takes the back seat when it comes to development, equipment and even emotional caretaking. This is why the attitude of operational members is a very important factor when it comes to their safety. With the correct attitude, the police official will take responsibility for his/her own development. As stated in section 6.3.5 above, with regard to the attitude of individual trainers, self-development research and complying with relevant safety strategies as well as a positive attitude are required, and these are the aspects that the researcher discusses in this subsection.

- **Personal attitude**

Section 5.5.1 discusses the support system of EHW available to members of the SAPS. Police officials often refuse to acknowledge they are in need of assistance in dealing with emotional difficulties. It is perceived as a weakness and thus avoided. The recommendation to individual police officials is to make use of the official structures in the SAPS such as EHW. There are specific social workers allocated to the wellbeing of every environment. Speak up and enquire about the contact detail of social workers if you are not coping. Emotional instability could lead to missing a danger signal and ending up as another statistic.

Section 5.5.3 addresses the aspects that influence the attitude of police officials, such as a "don't care" brashness, indicating, that the police official might not have joined the organisation out of a passion or sense of responsibility, but solely as a job opportunity. Another issue is the poor remuneration and reward systems of the SAPS, especially with regard to aspects such as danger allowance and remuneration when injured and/or killed on duty. The recommendation to the individual police official is to consider the holistic responsibility inherent to the occupation that they have chosen. This is a very personal recommendation but it has to be made as such. Consider the notion of being a police official and what the

intent was when choosing the SAPS, and then decide to commit fully or consider a change in career.

Section 5.6 reflects on police corruption and the influence that it has on the safety of police officials. Corruption may give criminals access to the operational methodology of the police organisation, exposing loyal and exemplary police officials who are in the organisation to serve and protect danger. The recommendation to the individual police official is to be brave and be aware that corruption that is condoned, may cause your or another police official's death. Take a stand against corruption by exposing it by informing the authorities dealing with this issue.

- **Self-development: take responsibility**

Section 5.4.2 discusses the concept of professionalising by means of tertiary education. The individual police official can take control by applying the principle of self-directed learning. The recommendation is to enrol and become educated in order to qualify for advancement in terms of promotions. Apply for a bursary if funding is a problem. The SAPS provides bursary funding on an annual basis to police officials enrolling at tertiary institutions. Enquire about bursary opportunities at the relevant institutions, as there are many such opportunities.

- **Research police powers and comply with relevant safety strategies**

Section 5.7.1 reflects on the powers of police officials and the impact that such powers have on police safety. The two aspects that stood out clearly are that the SAPS is a highly regulated organisation and that police officials are often ignorant how and where to access the regulatory framework of the SAPS. This is also due to a lack of resources, especially at rural police stations. Once again, the responsibility to inform oneself starts with the individual. Waiting for the management of the organisation will only lead to frustration and could result in a situation of not acting correctly due to a lack of knowledge. The recommendation is that police officials should use personal resources to access information systems. The SAPS has a comprehensive Web site and access to the Internet within the digital era it is no longer an excuse for not using the resources. Last, once informed about the regulatory framework, share the information with fellow police officials and then

comply with the said guidelines such as safety regulations. Be better informed than the arrogant criminal that is trying to use the law against police officials.

The work of a police official is one of great sacrifice and needs a special kind of person to be able to step into the blue. Individual effort needs the support of several critical environments to be effective and, more importantly, safe. Without proper, updated training and management through informed command and control structures, the individual police official is doomed to fail. Being a highly trained individual without the resources that match the training such as protective and operational gear, the effort will end up falling short of achieving the goal of safely securing stability in the society that the individual police official serves. The stress of daily policing often leads to psychological and physical exhaustion. Support in this regard is thus of the utmost importance to the police official working operationally. So many factors lead to an unsafe environment, and it starts with the office at the top of the organisation and cascades down to the person putting on the uniform and strapping on the firearm in the morning. The SAPS as an organisation is highly regulated and almost every aspect is written into guidelines. This serves no purpose if the police official does not have access to or is not informed and/or trained in these guidelines. More importantly, if management at all levels does not implement these guidelines themselves and adhere to them; this level of regulations might as well be nothing at all and not exist. Last, it has to be said that if all the resources and training are available and all the policies and guidelines have been implemented in a highly functional management environment, but the individual does not have the correct attributes, and more importantly, the right attitude, the organisation will fail at its mandate to make society safe and secure for all.

6.4   CONCLUSION

The death of a police official is one too many. In 2019, a safety strategy was implemented that specifically addresses this problem, and shows that the management of the SAPS acknowledges this situation as a problem that must be addressed. The research question asked what the implication of refresher training is for police safety. Refresher training is implicated as a crucial factor in the safety of police officials; however, it is not the main issue. The study indicated that it is only

one of many contributing factors. However, it is not the only one or even the main factor that influences the safety of police officials. The study highlighted even more prominent factors such as resources, a lack of manpower, the inability to provide protective and operational equipment, management deficiencies, failure to implement policies, the dysfunctional structure of the organisation, little or no access to support systems for operational members, as well as corruption. The problem of police safety is therefore much more complicated than just one aspect of policing. The solution to the problem lies in a holistic and comprehensive approach to lead and manage the organisation in all aspects, protect police officials and keep them safe, both on and off duty.

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Regulatory Framework:

The Constitution of the Republic of South Africa, 1996

South African Police Service Act 68 of 1995

Skills Development Act 97 of 1998

Basic Condition of Employment Act 75 of 1997

Labour Relations Act 66 of 1995

APPENDICES

Appendix A: Interview Schedule

Appendix B: South African Police Services: Division Human Resource Development Management Structure.

Appendix C: Division Human Resource Development: Component ETD Curriculum Development and Standards Management Structure.

Appendix D: Division Human Resource Development: Component In-service Police Development Structure.

Appendix E: Division Human Resource Development: Component Basic Training Development Structure.

Appendix F: Informed Consent Form

Appendix G: Ethical Clearance Certificate

Appendix H: Gate Keeper Permission.

An evaluation of the implications of refresher training for police safety

USER

The purpose of this document is to provide the researcher (interviewer) with guiding questions. These guiding questions are formulated as abstract, and provides the participant the opportunity to define, to delimit and to deal with the question from his own perspective and life situation. These questions are also formulated in such a fashion that they address the fundamental issues raised by the research question. As the interview is semi-structured in nature, the researcher is free to use additional probing and clarifying questions, not contained in this interview schedule, to explore and clarify the participant's perceptions, opinions and experiences.

DEPARTMENT: SAPS

REF. NUMBER: ST 76___ / *of*____ / *2019*___

DATE: 2019___ / *08*___ / _____

VENUE: Moloto Tactical Academy

TIME: *From: ___: ___Till ___: ___*

GROUP: 1 / *2* **or individual: No** ___

INDIVIDUAL PARTICIPANT DETAILS: Trainers presenting refresher training x 9

GENDER: *Male / Female*

DIVISION: Human Resources Development/ Operational Response Services/ Visible   Policing

OR:

FOCUS GROUP: Composition

GROUP 1 Visible Policing: Operational members - 2 focus groups x 9 participants	18	GROUP 2 Operational Response Services: Operational Members - 3 focus group	27

1. OPENING

OBJECTIVE: *To formally open the interview, and familiarise the participant with the purpose, potential consequences, and obligations that may arise from the interview.*

- **The researcher opens the interview by introducing himself to the participants.**

- **Explain the purpose of the research to the participants.**

- **Explain to the participants the role that they are expected to play in this research.**

- **Explain to the participants the rights that they have in relation to this research.**

- **Present the researcher / participant informed consent form to the participants for their signature.**

- **Participants to receive a copy of the signed informed consent form.**

2. OPEN-ENDED QUESTIONS

OBJECTIVE 3: *To probe the participant's understanding of the police approach in relation to police safety and refresher training solutions to provide skills in this regard; • (To make recommendations to the SAPS management on how to improve police safety)*

2.3.1 How do you think the SAPS should engage in ensuring police safety?

    (Give full range and indicate most important aspects)

2.3.2 How do you think the SAPS should engage in refresher training?

    (Give full range and indicate most important aspects)

2.3.3 How do you think the SAPS should engage in implementing safety strategies?

    (Give full range and indicate most important aspects)

2.3.4 Would you say that these concepts are interwoven (related) with each other?

2.3.5 Do you think these concepts are currently engaged with in an effective manner?

2.3.6 What characteristics do you think SAPS should display when engaging with these concepts to be considered safe and skilled?

2.3.7 Do you think these concepts can be used to enhance police safety?

2.3.8 Do you think that the functions and powers of SAPS should be extended?

2.3.9 How will this extension enable SAPS to engage with their mandate functions more effectively?

OBJECTIVE 1: • *To describe the current refresher training for police safety*

2.1.1 What does refresher training mean to you?

2.1.2 What would you say is the value of refresher training for police safety?

2.1.3 Would you say that the SAPS provide effective and sufficient refresher training? (Why? / Why Not?)

2.1.4 **Considering your notion of refresher training, do you think there are any key characteristics regarding refresher training a police organisation operating in South Africa should display?**

OBJECTIVE 2: • *To determine factors that compromise police safety*

2.2.1. **What is your understanding of police safety?**

2.2.2. **In order for a police organisation to ensure operational members safety, it must adhere to certain guidelines. What in your opinion are those guidelines?**

2.2.3. **In your opinion, what are the core features a police organisation should display regarding its members' safety?**

2.2.4. **How do you think these guidelines and features apply to the SAPS?**

Closing: *Formally close the interview.*

- **Thank the participants for taking the time to participate in this study.**

- **Provide the participants with details of how and when they can obtain feedback in relation to this study.**

- **Reassure the participants again that all necessary precautions are being taken to ensure anonymity and confidentiality.**

- **Formally close the session.**

SAPS Division Human Resource Development Executive Management Structure as approved by The National Commissioner.

Note: Executive management range from the Rank of Lieutenant General down to Brigadier.

National Commissioner: SAPS

Divisional Commissioner: Human Resource Development

Component Head: ETD CDS
- Section head: ETD Curriculum Development: Policing
- Section head: ETD Curriculum Development: TMS and Support
- Section Head: ETD Policy and Standards
- Section Head ETD Research and Quality Management
- Section Head ETD Skills Development

Component Head: In-service Police Development
- Section Head: General Development and Support
- Section Head: Tactical Policing Development
- Section Head: Crime Detection Development
- Section Head: leadership Management anf International Development
- Commander: SAPS Academy Paarl
- Commander: SAPS Academy K9 Roodeplaat

Component Head: Basic Police Development
- Section Head: Basic Police Development
- Section Head: Ceremonial Discipline and Sport Management
- Commander: SAPS Academy Tshwane

Component Head: Support Services
- Section Head: Support Services
- Section Commander: HRM
- Section Commander: Financial and Administration
- Section Commander: SDF
- Section Commander: SCM

SAPS Division Human Resource Development Management Structure of The Component: ETD Curriculum Development and Standards

Note: Management range from the Rank of Major General down to Colonel.

Divisional Commissioner: Human Resources Development

The Component Head: ETD Curriculum Development and Standards

Section Head: ETD CDS
ETD Curriculum Development: Policing

Section Head: ETD Curriculum Development: TMS and Support

Section Head: ETD Policy and Standards

Section Head: ETD Research and Quality Management

Section Head: ETD Skills Development

Section Commander: Curriculum Development Visible Policing

Section Commander: Curriculum Development Tactical Policing

Section Commander: Policy and Guidelines Development

Section Commander: Research and Impact Studies Coordination

Section Commander: Skills Audit Coordination

Section Commander: Curriculum Development Tactical Policing

Section Commander: Curriculum Development Technology Management

Section Commander: RPL and Assessment Coordination

Section Commander: Quality Assurance and Quality Control Coordination

Section Commander: SAPS Financial Aid Coordination

Section Commander: Curriculum Development Crime Intelligence and Detective Services

Section Commander: Curriculum Development Management and support

Section Commander: ETD Standards Coordination

Section Commander: Monitoring and Evaluation

Section Commander: Youth Development and Leadership Coordination

Section Commander: Curriculum Development FSL and CRC

Section Commander: Curriculum Development Knowledge Management

Section Commander: Library Services

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SAPS Division Human Resource Development Management Structure of tThe Component: In-service Police Development

Note: Management range from the Rank of Major General down to Colonel.

Divisional Commissioner: Human Resource Development

The Component Head: In-service Police Development

Section Head: Generic Policing and Support Development

- Section Commander: Visible Policing Development Coordination
- Section Commander: Support and Generic Development Coordination
- Commander: SAPS Academy Atteridgeville
- Commander: SAPS Academy Benoni
- Commander: SAPS Academy Thabong

Section Head: Tactical Policing Development

- Section Commander: Tactical and Firearm Development Coordination
- Section Commander: Public Order and Protection Development Coordination
- Commander: SAPS Tactical Academy Thabazimbi
- Commander: SAPS Tactical Academy Mankwe
- Commander: SAPS Tactical Academy Moloto
- Commander: SAPS Tactical Academy Addo

Section Head: Crime Detection Development

- Section Commander: Detective Development
- Section Commander: Intelligence and Forensic Development
- Section Commander: Operational System Development Coordination
- Commander: SAPS Academy All Saints

Section Head: Leadership Management and International Development

- Section Commander: External Support Leadership and Management Development
- Section Commander: International Development Programmes Coordination
- Section Commander: ISPD TPP and External Support Coordination
- Commander: SAPS Academy Arcadia

Commander: SAPS Academy Paarl

- Section Commander: Training Provisioning
- Section Commander: Monitoring and Evaluation
- Section Commander: Support Services

Commander: SAPS K 9 Academy Roodeplaat

- Section Commander: K 9 Training Provisioning
- Section Commander: Provisioning and Disposals
- Section Commander: Monitoring and Evaluation
- Section Commander: Support Services
- Commander: SAPS Mounted Academy Potchefstroom

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SAPS Division Human Resource Development Management Structure of tThe Component: Basic Police Development

Note: Management range from the Rank of Major General down to Colonel.

Divisional Commissioner: Human Resource Development

The Component Head: Basic Police Development

Section Head: Basic Police Development

Section Head: Ceremonial Discipline and Sport Management

Commander: SAPS Academy Tshwane

Section Commander: Police Development Coordination

Commander: SAPS Academy Oudshoorn

Commander: SAPS Academy Mthatha

Commander: SAPS Academy Bishop Lavis

Commander: SAPS Commander Graaf Reinet

Commander: SAPS Academy Phillipi

Commander: SAPS Academy Hammanskraal

Commander: SAPS Academy Bisho

Commander: SAPS Academy Ulundi

Section Commander: Ceremonial Discipline and Protocol Management

Section Commander: SAPS Bands

Section Commander: Sports and Recreational Services

Section Commander: Fitness Management

Section Commander: Training Provisioning

Section Commander: Monitoring and Evaluation

Section Commander: Learner Support

Section Commander: Support Services

Appendix F

PARTICIPANT INFORMATION SHEET

Ethics clearance reference number: ST 76 of 2019

Research permission reference number: 3/34/2

2019-08-20/21/22

Title: An evaluation of the implications of refresher training for police safety

Dear Prospective Participants

My name is George Dickinson and I am doing research with Professor R Snyman in the Department of Police Practice towards a Master's degree in Criminal Justice at the University of South Africa. We have funding from the University of South Africa for conducting research in the South African Police Services. We are inviting you to participate in a study entitled An Evaluation of the Implications of Refresher Training for Police Safety.

WHAT IS THE PURPOSE OF THE STUDY?

I am conducting this research to investigate the implications of refresher training in specific survival skills of the SAPS to provide police officials on duty with the necessary skills to survive during the execution of their duties. The research will focus on these main objectives.

•   *To describe the current refresher training for police safety.*

•   *To determine factors that compromise police safety.*

•   *To make recommendations to the SAPS management on how to improve police safety.*

WHY ARE YOU BEING INVITED TO PARTICIPATE?

In order to determine outcomes for the above-mentioned objectives, the requirement is to interview operational police officials from Visible Policing and Operational Response Services who have attended refresher training courses in survival, such as tactical techniques.

You have been selected from the Training Administrative System with the permission of the Divisional Commissioner: Research in the South African Police Services. The number of participants will be 45 members that will be interviewed in five focus groups of nine participants each, and nine individual interviews with trainers in Human Resources Development.

WHAT IS THE NATURE OF YOUR PARTICIPATION IN THIS STUDY?

Participants will be expected to partake in a semi-structured interview in the context of a focus group. A focus group is, simply put, an interview session with more than one participant at the same time. The interview will be guided by an interview schedule containing interview questions. The questions will endeavour only to gather facts such as the actual impact of the refresher training that was attended, as well as the frequency of refresher training attended. The interview will be recorded for the sole purpose of transcribing the data correctly and as comprehensively as possible. The participant will be expected to be available for one hour but no longer than two hours.

CAN YOU WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participate. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written, informed consent form. You are free to withdraw at any time and without giving a reason. Do take note that the collected data will be used only to address the objectives of the intended research. However, take note that once the data has been captured and has become part of the research, the participant cannot afterwards withdraw statements and information.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There are no physical benefits for participating in the study that amounts to financial or time due benefits. However, participating in this study will benefit all operational police officials in the South African Police Services by making the shortfall in terms of refresher training visible to the management of the organization. This in turn will assist the operational police officials to acquire the much-needed skills to execute their duties safely and be able to return to their families every day.

ARE THEIR ANY NEGATIVE CONSEQUENCES FOR YOU IF YOU PARTICIPATE IN THE RESEARCH PROJECT?

This study does not require any actions that can cause risk to the participants. The participant's personal details and anonymity will be protected and it is not necessary to reveal personal detail for the purpose of this study Accessed on: 2020-09-15

WILL THE INFORMATION THAT YOU CONVEY TO THE RESEARCHER AND YOUR IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name not be recorded anywhere and that no one, apart from the researcher, will know about your involvement in this research. Furthermore, your name will not be recorded anywhere and no one will be able to connect you to the answers you give Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to the researcher and his supervisor

The researcher will implement all the possible methods to ensure confidentiality and anonymity. The research may, however, be published in other academic documents such as articles or international publications.

As stated previously, a focus group is an interview conducted with several participants at the same time. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, request and encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group.

HOW WILL THE RESEARCHER PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the offices of the Divisional Commissioner: Human

Resources Development for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to a further Research Ethics Review and approval, if applicable. Information will be destroyed if necessary. This will be done as follows: Hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL YOU RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no financial or time due benefits to any participants and no cost will be encountered by participants.
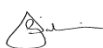
HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Law Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL YOU BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact George Dickinson on 0824567333 or e-mail 37953540@mylife.unisa.ac.za.   The findings are accessible from 2020 June until 2021 June. Should you require any further information or want to contact the researcher about any aspect of this study, please contact George Dickinson on 0824567333 or e-mail 37953540@mylife.unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact Professor Rika Snyman on 012 433 9464, or at RSnyman@unisa.ac.za. Contact the research ethics chairperson of the Unisa CLaw Ethics Review Committee, Prof T Budhram on 012 433 9462 if you have any ethical concerns.

Thank you for taking time to read this information sheet and for participating in this study.

George Dickinson

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential, unless otherwise specified.

I agree to the recording of the focus group interview

I have received a signed copy of the informed consent agreement.

Participant's name and surname…………………………………………
(please print)

Participant's signature…………………………………………….. Date…………………

Researcher's name and surname……………………………………
(please print)

Researcher's signature…………………………………………….. Date…………………

APPENDIX: G

UNISA | university of south africa

UNISA CLAW ETHICS REVIEW COMMITTEE

Date 20190715

Reference: ST 73 of 2019

Applicant: G Dickenson

Dear G Dickenson

Decision: ETHICS APPROVAL

FROM 01 July 2019

TO 01 July 2022

Researcher: George Dickenson

Supervisor: Prof R Snyman

An evaluation of the implications of refresher training on police safety

Qualification: LLM

Thank you for the application for research ethics clearance by the Unisa CLAW Ethics Review Committee for the above mentioned research. Ethics approval is granted for 3 years.

The CLAW Ethics Review Committee reviewed the **low risk application** *on 15 July 2019 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was ratified by the committee.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the CLAW Committee.

Open Rubric

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.

7. No research activities may continue after the expiry date 1 June 2022. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number ST77 of 2019 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,

PROF T BUDHRAM
Chair of CLAW ERC
E-mail: budhrt@unisa .ac.za
Tel: (012) 433-9462

PROF M BASDEO
Executive Dean : CLAW
E-mail: MBasdeo@unisa.ac.za
Tel: (012) 429-8603

URERC 25.04.17 - Decision template (V2) - Approve

APPENDIX: H

SUID-AFRIKAANSE POLISIEDIENS **SOUTH AFRICAN POLICE SERVICE**

Privaatsak/Private Bag X 94

Verwysing/Reference:	3/34/2
Navrae/Enquiries:	Lt Col Joubert
	AC Thenga
Telefoon/Telephone:	(012) 393 3118

THE HEAD: RESEARCH
SOUTH AFRICAN POLICE SERVICE
PRETORIA
0001

The Divisional Commissioner
HUMAN RESOURCE DEVELOPMENT

PERMISSION TO CONDUCT RESEARCH IN SAPS: AN EVALUATION OF THE IMPLICATIONS OF REFRESHER TRAINING ON POLICE SAFETY: UNIVERSITY OF SOUTH AFRICA: MASTERS DEGREE: RESEARCHER: G DICKINSON

1. The above subject matter refers.

2. The researcher, Mr G Dickinson, is conducting a study with the aim *to investigate whether refresher training in specific survival skills of the SAPS provides police officials on duty with the necessary skills to survive during the execution of their duties.*

3. The researcher is requesting permission to interview Learners (Operational Police Officials) and Presenters (Trainers) during Refresher Training at the Tactical Academy Moloto. The researcher will conduct three (3) focus groups with nine (9) participants in each group. Individual interviews will be conducted with nine (9) presenters of the course.

4. The proposal was perused according to National Instruction 1 of 2006. This office recommends that permission be granted for the research study, subject to the final approval and further arrangements by the office of the Divisional Commissioner: Human Resource Development.

5. We hereby request the final approval by your office if you concur with our recommendation. Your office is also at liberty to set terms and conditions to the researcher to ensure that compliance standards are adhered to during the research process and that research has impact to the organisation.

6. If approval granted by your office, this office will obtain a signed undertaking from researcher prior to the commencement of the research which will include your terms and conditions if there are any and the following:

PERMISSION TO CONDUCT RESEARCH IN SAPS: AN EVALUATION OF THE IMPLICATIONS OF REFRESHER TRAINING ON POLICE SAFETY: UNIVERSITY OF SOUTH AFRICA: MASTERS DEGREE: RESEARCHER: G DICKINSON

6.1.   The research will be conducted at his/her exclusive cost.

6.2   The researcher will conduct the research without the disruption of the duties of members of the Service and where it is necessary for the research goals, research procedures or research instruments to disrupt the duties of a member, prior arrangements must be made with the commander of such member.

6.3   The researcher should bear in mind that participation in the interviews must be on a voluntary basis.

6.4   The information will at all times be treated as strictly confidential.

6.5   The researcher will provide an annotated copy of the research work to the Service.

6.6   The researcher will ensure that research report / publication complies with all conditions for the approval of research.

7.   If approval granted by your office, for smooth coordination of research process between your office and the researcher, the following information is kindly requested to be forwarded to our office:

- **Contact person**: Rank, Initials and Surname.
- **Contact details**: Office telephone number and email address.

8.   A copy of the approval (if granted) and signed undertaking as per paragraph 6 supra to be provided to this office within 21 days after receipt of this letter.

9.   Your cooperation will be highly appreciated.

         MAJOR GENERAL
THE HEAD: RESEARCH
DR PR VUMA

DATE: 2019 -02- 22

Privaatsak	Pretoria	Faks No.	
Private Bag X94	0001	Fax No.	(012) 334 3518

Your reference/U verwysing:

My reference/My verwysing: **3/34/2**

THE HEAD: RESEARCH
SOUTH AFRICAN POLICE SERVICE
PRETORIA
0001

Enquiries/Navrae: **Lt Col Joubert**
                    A/C Thenga
Tel: **(012) 393 3118**
Email: **JoubertG@saps.gov.za**

Mr G Dickinson
UNIVERSITY OF SOUTH AFRICA

PERMISSION TO CONDUCT RESEARCH IN SAPS: AN EVALUATION OF THE IMPLICATIONS OF REFRESHER TRAINING ON POLICE SAFETY: UNIVERSITY OF SOUTH AFRICA: MASTERS DEGREE: RESEARCHER: G DICKINSON

The above subject matter refers.

You are hereby granted approval for your research study on the above mentioned topic in terms of National Instruction 1 of 2006.

Further arrangements regarding the research study may be made with the following offices:

The Divisional Commissioner: Human Resource Development:

- **Contact Person:** Lt Col Matjeke
- **Contact Details:** (012) 735 9647/ 071 600 0468
- **Email Address:** Matjekekl@saps.gov.za

Kindly adhere to paragraph 6 of our attached letter signed on the **2019-02-22** with the same above reference number.

MAJOR GENERAL
THE HEAD: RESEARCH
DR PR VUMA

DATE: 2019 -06- 2 1

1