

**AN ANALYSIS OF THE ALIGNMENT BETWEEN THE SOUTH AFRICAN
POLICE SERVICE STRATEGIC PLAN AND THE BASIC TRAINING LEARNING
PROGRAMME**

BY

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An analysis of the alignment between the South African Police Service strategic plan and the basic training learning programme

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ABBREVIATIONS

ACHPR	African Commission on Human and Peoples Rights
APP	Annual Performance Plan
AU	African Union
BTLP	Basic Training Learning Programme
CSC	Client Service Centre
DIDTETA	Diplomacy, Intelligence, Defense and Trade Education and Training Authority
EU	European Union
FTO	Field Training Officer
ITC	International Training Committee
MTSF	Medium-Term Strategic Framework
MIT	Multinational Implementation Team
NDP	National Development Plan
POSLEC SETA	Police, Private Security, Legal and Correctional Services Sector Education and Training Authority
SETA	Sector Educational and Training Authority
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SADC	South African Development Community
SANDF	South African National Defense Force
SAP	South African Police (pre-1994)
SAPS	South African Police Service (post- 1994)
SAQA	South African Qualifications Authority
SASSETA	Safety and Security Sector Education and Training Authority
UNISA	University of South Africa

ABSTRACT

The aim of the study was to analyze the alignment of the South African Police Service's (SAPS) Basic Training Learning Programme and the SAPS strategic plan as it plays an important role in the development of newly appointed police officials, providing a vehicle for the SAPS to move towards a professional service. The qualitative approach was followed in the research. The population of the study consists of the three main components involved in the BTLP and SAPS strategic plan, SAPS Tshwane Training Academy, Division: Human Resource Development and the Strategic Planning component.

Five themes emerged from the study, the knowledge of the origin and purpose of the SAPS strategic plan, the value of the SAPS strategic plan, the alignment of the BTLP with international police training standards, the value that the BTLP attach to the SAPS strategic plan and lastly the management of the SAPS strategic plan by the senior management.

Ukufingqa

Inhloso yalolu cwaningo bekuwukuhlaziya ukuhambisana phakathi kwesu Lokusebenza KwamaPhoyisa aseNingizimu Afrika kanye noHlelo lwawo lokuFunda Oluyisisekelo (i-SAPS) kanye nohlelo lwesu lwe-SAPS njengoba ludlala indima ebalulekile ekuthuthukisweni kwezikhulu zamaphoyisa ezisanda kuqashwa, ukuhlinzeka imoto ukuze i-SAPS iqhubekele emsebenzini wobuchwepheshe. Indlela yocwaningo echazayo yalandelwa ocwaningweni. Inani labantu ocwaningweni liqukethe okuthathu okuyinhloko izingxenywe ezithintekayo ohlelweni lwesu lwe-BTLP kanye ne-SAPS, Isikole sokuqeqesha saseTshwane se-SAPS, Isigaba: Ukuthuthukiswa Kwabasebenzi kanye nengxenywe Yokuhlelwa Kwamasu Kwavela izindikimba ezinhlanu ocwaningweni, ulwazi lomsuka nenhloso yocwaningo yohlelo lwesu lwe-SAPS, ukubaluleka kwesu lohlelo lwe-SAPS, ukuhambisana kwe-BTLP namazinga okuqeqesha amaphoyisa omhlaba, inani i-BTLP elinamathisele ohlelweni lwesu lwe-SAPS futhi okokugcina ukuphathwa kohlelo lwesu lweSAPS ngabaphathi abakhulu.

Tshobokanyo

Maikaelelo a thutopatlisiso e ne e le go lokolola go lepalepana ga Lenaneothuto la Katiso ya Motheo la Ditirelo tsa Sepodisi sa Aforikaborwa (SAPS) le togamaano ya SAPS ka ntlha ya fa le na le seabe sa botlhokwa mo tlhabololong ya mapodisi a a sa tswang go thapiwa, ka go rialo le tlamela SAPS ka tsela ya go leba kwa go tlameleng ka ditirelo tsa seporofešenale. Go dirisitswe molebo wa khwalitatifi mo patlisisong eno. Setlhophasegolo sa thutopatlisiso e ne e le dikarolokgolo tse tharo tse di nang le seabe mo BTLP le mo togamaanong ya SAPS le Akademi ya Katiso ya Tshwane ya SAPS, Karolo: Tlhabololo ya Badiri le karolo ya Togamaano. Go tlhageletse merero e metlhano go tswa mo thutopatlisisong e leng, kitso ya tshimologo le maikemisetso a togamaano ya SAPS, boleng jwa togamaano ya SAPS, go lepalepana ga BTLP le dipeelo tsa boditšhabatšhaba tsa katiso ya mapodisi, boleng jo bo tliwang ke BTLP mo togamaanong ya SAPS, le ka moo botsamaisibogolwane bo tsamaisang togamaano ya SAPS ka gona.

KEY TERMS

Basic Training Learning Programme.

Curriculum development.

Division: Human Resource Development

SAPS Strategic Framework.

Sector Education and Training Authority.

Quality Council for Trades and Occupations

South African Police (pre 1994)

South African Police Service (post 1994)

Strategic Plan.

Strategic Planning

SAPS Tshwane Training Academy.

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Chapter 1

Overview of the study

1.1 Introduction

The training of policemen and women in South Africa is a topic of constant criticism. The study titled, South African Police Training a Preliminary Study, done by Janine Rauch in 1992 is but one example (Rauch, 1992). The Media reports almost daily on incidents where police action is criticised, whether it is crowd control, responding to crime or the investigation of a criminal case (Thato, 2019). Corruption Watch, a South African non-profit organization (NPO), highlighted in a recent study that 83% of the community in South Africa see the police as corrupt (Corruption Watch: 2021). In many of these reports there were reference made to training. The criticism is usually divided between the lack of training or the poor quality of training. On paper, the South African Police Service (SAPS) training curriculum seems adequate but because trainers do not believe in the material they are teaching and poor leadership, it is not sufficient (Egwu: 2021). The researcher is of the opinion that the solution would be to research the curriculum used by the SAPS to train new recruits to establish quality and adaptability to South Africa's ever-changing crime environment.

1.2 Background to the research problem

The SAPS was established on 27 January 1995 after the country's first democratic elections in 1994. At the time there were eleven police agencies providing policing services in South Africa, providing policing services to the former independent homelands. These agencies were amalgamated along with the South African Police (SAP) to create the SAPS. The training of newly appointed police officers also needed to adapt to the changes resulting from the amalgamation process. The training of newly appointed police officers changed drastically during this time as a demilitarised style of policing was adopted. In a report by the International Training Committee published in December 1994, it was recommended that community policing form the basis of the basic training curriculum (Steyn, 1994: 11). The community policing principles were followed in the training of new police officers up to 2001. This was a transition phase from the pre-1995 basic training and the establishment of a curriculum more suited to the demand of

post-1994 South Africa. This transition phase was driven by the Multinational Implementation Team (MIT) and the pilot program was conducted at the Pretoria and Hammanskraal training facilities. The initial curriculum comprised of 22 weeks of theoretical training at the college, two weeks tactical training and 22 weeks field training (Reyneke, 1995: 3).

The South African Qualifications Authority (SAQA) was established in 1995 to create an integrated national framework for learning achievements (Act 58 of 1995). The Safety and Security Sector Education and Training Authority (SASSETA) was established by the Skills Development Act, (Act 97 of 1998) to give effect to SAQA's objectives. In 2001 SASSETA became the quality assurance body for training in the SAPS. The SAPS Basic Training Component started the process of developing a curriculum to meet the criteria set by SASSETA. This development process was conducted in consultation with SASSETA. The result was the adoption of the National Certificate: Policing (SAQA ID 50122) as basis for the Basic Training Learning Program (BTLP) in the SAPS.

The National Commissioner of the SAPS is mandated by the SAPS Act (Act 68 of 1995) to manage the service in accordance with section 207 of the Constitution of the Republic of South Africa, 1996. The Act also provides for an annual plan to set priorities and objectives for the organisation. In compliance with the Act, the SAPS management compile a strategic plan that indicates the policing priorities for five years. This plan outlines the government's plan to address crime in South Africa. The plan seeks to address the critical issue of safety and security, which is the bedrock National Development Plan (NDP). The strategic plan seeks to prioritise the following crimes (SAPS strategic plan, 2020: 10),

- Economic crimes
- Corruption and fraud
- Border security and illegal migration
- Proliferation of firearms
- Reducing organised crime, crime syndicates, gangsterism and trafficking in persons
- Illegal mining
- Cybercrime

This study established to what extent the basic training programme is aligned with the SAPS strategic plan (2020-2025). The BTLP used by SAPS to train newly appointed constables is the knowledge foundation on which all other training in the individual's career

is built. It is also important to point out that it is impossible to cover all the aspects of crime mentioned in the strategic plan, but the curriculum must at least be aligned with the strategic plan. This alignment will ensure that the knowledge foundation of a newly appointed police officer is aligned with the goals and objectives of the SAPS as organisation. The alignment also served as building blocks for in- service training that followed after an officers' basic training, allowing the individual officer to specialise in the many career paths available in policing.

Regardless of the alignment between the BTLP and the strategic plan, the curriculum must also meet international standards. From its history, it is clear that the SAPS has a European heritage as far as policing is concerned. This is supported by the fact that South Africa was a British colony for many years. After nearly three decades of democracy, the SAPS training needs to meet the standards of the international policing community (Roelofse & Gumbi, 2018: 218). It is also important to take cognisance of the ever-changing international police environment and the new methodologies being introduced to combat crime and enhance police-community relations. In this chapter, the background to the research problem was explained, followed by the definition of key terms to assist the reader in understanding the academic and SAPS specific terminology.

1.3 The research problem

The concept of training new police officers started in South Africa with the establishment of the SAP in April 1913 (Dippenaar, 1988:17). The training process continued through the years and passed over to the SAPS when it was established in 1995. In the years prior to the establishment of the SAPS, a prominent study on the effectiveness of police basic training and how it should be adapted to be effective in the post-1994 democracy was done, see section 1.1. The study entitled, "Die Geskiedenis van die Suid Afrikaanse Polisie", conducted by Dippenaar (1988), and research findings made it clear that there should be a definite break in the military style of policing. This research leaned towards a civilian police service based on community policing principles. In a paper titled, South African Police Basic Training a Preliminary study, presented at the University of the Witwatersrand, Rauch recommended far-reaching changes to the basic training curriculum. Most importantly she stated that the vision in the SAP should be that training is the golden thread that runs through all future police work (Rauch, 1992).

The basic training program in the SAPS was adapted to a more civilian policing style and community policing became the norm with an emphasis placed on gaining the trust of the community. Steyn (2006: 145) made it clear that “the Constitution demands a fundamental reassessment, and transformation of the nature and style of policing in South Africa from denying the human rights of the majority of South Africans during the apartheid era to gaining the trust and respect of all.” Important realities faced by the SAPS after 1994 was a growing demand for more professional and customer orientated service delivery, the shortcomings of the pre-1994 policing approach, the absence of community support making combatting crime more difficult, a demand for police accountability and transparency and dwindling resources forcing the SAPS to do more with less (Reyneke, 1995: 34)

Since the first democratic elections in 1994 the SAPS basic training curriculum has not stabilised, with frequent changes to timeframes and methods of instruction to meet new crime patterns. Evidence of this is the briefing presented to the Parliamentary Portfolio Committee on Police in 2016 (SAPS, 2016). Changes were continuously made to the duration of theoretical and practical training. Field training that was established in 1995 and described by Reyneke as the way forward for the SAPS, was abolished in 2015 (Reyneke, 1995: 63). The National Certificate Policing qualification (NQF5) was introduced in July 2004 and abandoned, although for one intake only, in 2015, see addendum A. These dynamics will be explained in chapter 2. The content of the curriculum did not change, the basis being the National Certificate Policing as accredited by SAQA. This does not necessarily align the curriculum to the current needs of the SAPS, but rather to the quality prescriptions of SAQA. Rauch (1992) who analysed the BTLP during this time concentrated on the methodology and style of training rather than the content of the curriculum. The question that must be answered is, does the content of the BTLP in its present form align itself with the strategic policing objectives of the SAPS as an organisation for 2020-2025 and to what extent does it conform with international standards. The recommendations by Rauch and Steyn emphasize the need for community trust in the police, so apart from being de-militarised does the curriculum meet the community policing requirement

Since 1994 the National Commissioner and SAPS senior management compiled Strategic-Annual plans to combat crime and safeguard the citizens of South Africa. The golden thread of training as stated by Rauch (1992) should be reflected in both the

strategic plan and the BTLP. Changes to the basic training curriculum is inevitable but should always be aligned with the SAPS strategic plan and international standards. The curriculum used by the SAPS when presenting the BTLP is analysed. The analysis includes all theoretical and practical modules as well as additional training that may be included in the BTLP along with the strategic plan for 2020-2025. It is important that the aim of the study be limited to the alignment of the BTLP and the strategic plan, and does not include quality of trainers, presentation methods or suitability of training facilities. Interviews will be conducted to establish the cooperation between the curriculum design component at the Human Research and Development Division and the strategic planning component. This research not only establishes to what extent the strategic plan and BTLP is aligned, but whether it meets international training standards.

1.4 Defining key terms

Cresswell (2018:83) points out the importance of taking into consideration how you will enhance the readability and understandability of the research. The key terms in the research are the SAPS and the use of the BTLP and how the strategic plan fits into the strategic framework. The key terms are the main aspects that will be included in the research, these being the BTLP as well as the different components of the strategic framework which includes the strategic plan.

1.4.1 SAPS Basic Training Learning Programme

The training and development of SAPS members including curriculum development is mandated to Division: Human Resource Development (Commissioner and General, 2018). Since 1994, the SAPS learning programme went through phases, this programme includes some of the following modules, fundamental human rights, practical and community policing, problem solving and conflict resolution (Rauch and Van der Spuy 2006:58 The program was renamed Basic Police Development Learning Program (BPDLP). The curriculum, as mentioned in this section, went through numerous changes until 2004 when the National Certificate Policing, a South African Qualifications Authority (SAQA) accredited qualification, was adopted. Since then, this qualification is the basis of the curriculum used by the SAPS to train recruits. The duration of the program is one of the aspects that went through the most change. The changes are listed in table 1.1. below.

Table 1.1 SAPS Basic Training Learning Programme changes

YEAR	DURATION OF PROGRAM
2003-2004	Only six months theoretical training at the training academy
2005-2009	Six months theoretical training at the training academy Six months practical training at station level under the supervision of a field training officer
2010-2016	Ten months training at one of the basic training academies (theory) Twelve months field training (practical) Two months integrated assessment at the academy
2016	One-month induction programme at academy and at a police station (theory and practical). Eight months training at a basic training academy (theory and practical) Twelve months' probation at an operational police station (no structured/supervised training)

Source: SAPS Division Human Resource Development (2016)

During the nine months of the BTLP, recruits undergo firearm training to comply with the Firearms Control Act (Act 60 of 2000) that is included into the program. The programme is divided into two blocks. Block 1 consists of training recruits to work inside the client service centre (CSC) and block 2 deals with working outside the Client Service Centre. The programme also includes working practical shifts at a police station to gain practical experience (Division: Human Resource Development, 2017). This curriculum is presently being used to train newly appointed constables and it is five years old. Although updated as far as legislation is concerned, it simply cannot, in the opinion of the researcher, keep up with the changing crime patterns in South Africa. The 2017 curriculum was initially designed and accredited with SASSETA in 2003, see section 1.2, and thereafter only updated and not redesigned. See Addendum A

The field training programme was established as a result of the work done by the International Training Committee that assisted the SAPS with the training transformation process in 1995 (International Training Committee, 1994), see section 1.1. The purpose of the program was to place newly trained constables under the supervision of an experienced field training officer (FTO). The field training phase lasted for a period of

twelve months, after which the recruits were permanently appointed. These officers were selected and trained to perform on the job practical training (International Training Committee, 1994). Other changes to the programme mainly included firearm training and, with the escalation of service delivery protests in South Africa, more training time was allocated for crowd management. During 2019, the two weeklong crowd control first responder module was added to the curriculum.

1.4.2. SAPS strategic framework

The National Commissioner is mandated by the Constitution of the Republic of South Africa, 1996, as well as the South African Police Service Act (Act 68 of 1995) to compile a strategic plan, annual performance plan as well as an annual report (see section 1.2). These plans are linked and provide the foundation for policing in South Africa. The strategic plan will be discussed in more detail in chapter 2.

- **The strategic plan**

The strategic plan is developed for a five-year period and sets out the SAPS's policy, priorities and project plans, as approved by the executive authority within the scope of available resources. The strategic plan focuses on strategic outcome-orientated goals for the institution as a whole and objectives for each of its main service delivery areas, aligned to its budget programmes (Weber, 2014).

- **Annual performance plan**

The annual performance plan is linked to the strategic plan and sets out what the SAPS intends doing in the upcoming financial year and during the medium term expenditure framework to implement its strategic plan. The annual performance plan sets out performance indicators and targets for budget programmes to facilitate the institution in realising its goals and objectives set out in the strategic plan (Weber, 2014).

- **Annual report**

The annual report provides information on the performance of the SAPS in the preceding financial year for the purpose of oversight. The annual report looks at the institution's performance relative to the targets set in the annual performance plan and provides the audited annual financial statements. It reveals how the budget was implemented and the state of the institution's financial management system (Weber, 2014)

The SAPS strategic framework guides the organisation to comply with the government's National Development Plan (NDP) (National Planning Commission: 2012). The NDP is the government's long-term plan. It describes the government's goals and priorities and provides direction until 2030.

1.5 The aim and objectives of the study

Denscombe (2012: 49) states that the aim of the research process is to show the direction the research will take and to point to the goal it will achieve. Thomas and Hodges add the following, the aim of research is the main goal, and the objectives are more specific research topics or issues to investigate (Thomas & Hodges, 2010: 39). The aim of this research is to analyse the alignment of the BTLP and the strategic plan according to international standards. Objectives may be defined as the concrete, measurable and attainable effort directed at obtaining the ultimate goal of a research project. (de Vos, Strydom, Fouche & Delport: 2002: 107)The objectives of this study are to:

- Analyse the SAPS BTLP and strategic plan.
- Review curriculum development and training standards in selected international countries.
- Determine the perspectives of relevant SAPS officials from HRD Head Office, Tshwane Training Academy, and the Strategic Planning Component on the research problem.
- Determine whether the BTLP is aligned with SAPS's organisational and strategic goals.
- Make recommendations on the alignment of the BTLP and strategic plan.

The principles of curriculum development were also considered to establish the compatibility of the BTLP to international standards. Once the alignment of the BTLP, strategic plan and international best practices have been established, recommendations were made on changes to be made to bring the BTLP in line with internationally accepted standards.

Given that the training of police officers is a vast topic consisting of many dimensions, it would be easy to fall into the trap of making the objective of the study unmanageable. There needs to be concrete formulation of the research problem indicating the process to be followed in study to address the aspects of concern addressed in the study

(Mukherjee, 2020: 9) The purpose of this research is not to criticise the basic training program used by the SAPS but to establish the alignment of the curriculum and the strategic priorities of the organisation. The foundation of policing in South Africa is the SAPS strategic and performance plans. These plans serve as guides to the rest of the service on what the policing priorities should be. The result of a static basic training curriculum, where changes are only made to find short term solutions to new challenges, were counterproductive. The use of an external body, like SAQA, to quality manage the training process and curriculum is also not ideal (Civilian Secretariat for Police, 2016:25). The SAPS as an organisation uses the strategic priorities of the organisation to design and quality manage the basic training program. Ideally the training program is aligned with the strategic priorities and keeps pace with its changes.

The importance of the alignment of the BTLP and the strategic plan forms the basis of the research. The extent of the alignment indicated whether the foundation provided by the BTLP sufficiently equips new recruits to perform their duties in the ever-changing crime environment. International trends in police training curriculum development were studied to identify best practices, with emphasis placed on Africa and developing countries around the world. The principles of curriculum development were also considered to establish the compatibility of the SAPS BTLP to international standards. Once the alignment of the BTLP, strategic plan and international best practices were established, recommendations for changes needed to bring the BTLP in line with internationally accepted standards were made.

1.6 The value of the study

The SAPS as an organisation depends heavily on the continuous inflow of newly appointed members to replace the experienced members lost to resignations, pension and various other reasons. The researcher argues that the BTLP is the foundation on which the new members' careers will be built and should be dynamic, needs-based and proactive (Weber, 2020: 5). This means that the training program must align with the strategic direction taken by the SAPS as an organisation.

The study will assist the SAPS in the development of future curriculums and ensure that outdated training methods and methodologies are not repeatedly incorporated. It will also ensure that the BTLP incorporates the best practices of the international policing

community. The researcher is of the opinion that very little dialog exists between the basic training division and the strategic planning component of the SAPS, based on personal experience. The research will enable both components to ensure that the BTLP lives up to the SAPS's constitutional mandate to prevent, combat and investigate crime, to maintain public order, protect and secure the inhabitants of the Republic as well as their property and lastly uphold and enforce the law (Republic of South Africa, 1996).

There is a tendency by SAPS management to put quantity before quality. The urgent need to fill vacancies and catch up the training backlog caused by the Covid pandemic is presenting a challenge. During 2020/2021 very few new entry police officers were trained, and the training capacity was used to train individuals who were already employed by the SAPS. Erica Gibson reported in News 24 that 10 000 new recruits were to be trained in 2022 and that all basic training facilities were utilised as well as the majority of in-service training facilities. The South African National Defense Force (SANDF) instructors and facilities were called upon to make up the shortfall in SAPS facilities. This planned recruitment and training was widely criticised and indicates the tendency to put quantity before quality (Gibson: 2022). This inevitably led to changes in the timeframes set for training as well as possible changes to the curriculum.

The value of this research lies in the emphasis on strategic planning being incorporated into the BTLP to benefit both the newly appointed members of the organisation and the citizens of South Africa. This prevents the recruitment of quantity versus quality as pointed out by Gibson, see section 1.6, and allows the SAPS to move towards a more professional image in the eyes of the media and citizens. The more professional the SAPS becomes, the better service delivery will become, and the legitimacy of the SAPS will increase.

The research attempted to evaluate the methodologies used by police agencies internationally and compare them to the South African method of curriculum development taking into account the present challenges. Rauch and Van der Spuy (2006: 12) however stated that the concept of policing in Africa is under researched and ill understood. This view is shared by Johansen (2017: 114). The research also included the training perspectives of the United States and Europe. This research added to the body of knowledge regarding policing in Africa. This enabled comparisons to be made and disparities identified thereby enabling the identification of best practices.

1.7 Challenges encountered in the study

The study covered the strategic plan as well as the BTLP and this cleared up numerous challenges that might otherwise have made the research very difficult or even impossible. The researcher spent 19 years of his career in the training environment of the SAPS and retired in 2008. This in itself created the first challenge for the simple fact that many of the staff in the SAPS Tshwane Academy and Division: Human Research and Development personally know and served with the researcher. The Component: Strategic Management was no exception, both senior managers were receiving their basic training when the researcher was attached to the academic section of the Tshwane Academy as a facilitator. The fact that the researcher is known to many, although not all, of the participants created the possibility that they might respond to questions and provide information they think the researcher would like to hear.

The fact that the researcher retired from the SAPS earlier than the mandatory 60 years of age could create an impression that he was on a mission to find fault with the management of the BTLP or the way it is presented. The fact that the SAPS recruited 10 000 entry level officers to be trained in 2022 and received negative comments in the press and social media also raised questions regarding the researcher's intentions. This suspicion was especially prevalent among the middle and senior managers in all the training components (Gibson, 2022).

Although these challenges were never openly mentioned by participants, it was always subtly in the background when arrangements were made for interviews to be conducted and during the interviews itself. To overcome these challenges the researcher always started any conversation, whether interviewing or making appointments with a clear description of the purpose of the research including his personal intention, being to research the alignment of the strategic plan and the BTLP and that no hidden agendas were involved.

1.8 Summary

This chapter provided an overview of the study and the research problem. It defined the key terms and identified the importance of the BTLP and the strategic framework. The different components were explained as well as the role they played in the study. It explained the concepts of aims and objectives regarding scientific research and how it applied to the study. The specific aims and objectives of the study were explained and narrowed the scope to a manageable size. The study evaluated the alignment of the BTLP and the strategic plan, compared it to curriculums of police agencies in Africa, the United States and Europe, enabling the identification of best practices. The value of the study to the SAPS as an organisation and the basic training component was explained. The importance of alignment was emphasised and the advantages for the SAPS as an organisation also emphasised. It also assisted the SAPS as an organisation to keep up with international training standards and methodologies. Lastly, the challenges encountered during the research to finalise the study were discussed and possible solutions offered to assist future researchers.

Chapter 2

Comparison of the BTLP and the strategic plan as components of curriculum design

2.1 Introduction

The training of police officers in present day South Africa presents many challenges, both internally and externally (Egwu, 2021). Internally within the Division: Human Research Development there is a drive to professionalise the BTLP and raise the accreditation level with SASSETA from NQF level 5 to 6. The SAPS has registered with the Quality Council for Trades and Occupations (QCTO). The qualification registered with the QCTO is the Occupational Certificate: Non-Commissioned Police Official (NQF level 6) with curriculum code 541202000, see addendum B. The possible training of 10 000 students in 2022 would have a direct impact on the quality management of the curriculum by SASSETA and the NQF. The provision of enough trained and experienced training staff also impacted positively on quality, see section 1.5.

There is also a question being raised by SAPS managers outside the training environment and members of the community as to whether the curriculum meets the practical needs of the officers on the street and the expectations of the community (Poleticsweb, 2016). In the Politicsweb newsletter Zakhele Mbele is of the opinion that that the BTLP may cover the correct fields but the rising crime in South Africa shows its ineffectiveness (Politicsweb, 2016). Masuku, supported by Gibson (2022), points out that South Africa needs better trained and motivated police officers. The mass recruitment drive planned for 2022 is a move in the right direction but there is a grave concern that the recruitment process and lack of training resources will not produce well trained officers (Masuku: 2021). Darren Stewart of the City Press newspaper in a report regarding a shooting in Eldorado Park states this should be an indication to the SAPS to ask questions about the standard of training police officers receive (City Press, 2021). The BTLP is not bound by any time frames and is amended by the research and development component of the SAPS as needed. Keeping this in mind, the process of developing a curriculum must be considered.

The Component: Strategic Management of the SAPS compiles a strategic plan that is aligned with Government's NDP as well as the medium-term strategic framework (MTSF). The MTSF sets out the Government's medium term strategic direction (National Planning Commission, 2021). The strategic plan must address the safety and security concerns that form the foundation of both the NDP and MTSF (Weber, 2014). The strategic plan is a medium-term plan and provides guidance for five years. The current strategic plan covers the period 2020 to 2025 (Weber, 2020). As stated in section 1.1, this plan is the guiding document for all departments within the SAPS. The question is, does the research and development component of the Division Human Resource Development take this into account when the BTLP is updated?

The SAPS basic training component refers to the BTLP as program and curriculum interchangeably. O'Neil (2015:10) states that the interchangeable use of this term may be problematic when staff gather to develop a curriculum. She is of the opinion that the term used when planning or updating a curriculum or program should be "academic plan". The researcher prefers to use the term curriculum for the BTLP as it includes practical and physical elements. Curriculum was the term used to mirror the *lingua franca* of the SAPS's basic training curriculum development component and the training academies. The term curriculum is derived from the Latin *currere* which means to run, and this suggests that one of the functions of a curriculum is to provide a foundation that enables learning to take place. The curriculum describes the learning that is expected to take place during a course, program or study, and in its written form is the official or formal document used during the presentation of the learning material. Care should be taken that the development of a curriculum does not contradict its functionality (McKimm, 2007).

The research concentrated on the BTLP, strategic plan and curriculum development practices on the African continent to determine the alignment of the BTLP and strategic plan, the comparison of curriculum development practices in SAPS and law enforcement agencies on the African continent and the value of the alignment of the BTLP and the strategic plan to the SAPS basic training. Finally, the purpose of the analysis process is to establish the alignment of not only the BTLP and the strategic plan, but also to what extent the cooperation between the components is aligned.

2.2 Overview of the BTLP

The SAPS currently makes use of several training institutions, see section 4.1, to provide training to entry level constables. The curriculum is developed and reviewed by the component Curriculum Development and ETD Standards within Division: Human Resource Development of the SAPS. The BTLP curriculum is accredited with SASSETA and it is equivalent to National Certificate (NQF level 5) and consist of the following six (6) learning areas.

Table 2.1 BTLP learning areas

Learning Area	Topic	Modules
1	Orientation to SAPS	Professional conduct Buddy aid Drill Employee health and wellness Computer literacy
2	Law	Criminal justice system Introduction to criminal law Specific crimes Domestic violence Criminal procedure Law of evidence Vulnerable children Sexual offences legislation
3	Community service centre	Functioning of the community service centre
4	Crime detection	Crime scene management Victim empowerment Interviewing and statement taking Docket administration Taking fingerprints Role of crime intelligence and tracing techniques

5	Crime prevention	Regulatory framework for crime prevention Defining crime prevention from a proactive view Community Policing concept Roles and responsibilities of Community Police Forum officials
6	Firearms Street survival	General firearm safety Fundamentals of shooting Z88/ Pietro Beretta 9X19mm Pistol R5 Assault rifle Musler 12-gauge shotgun Tactical shooting Physical fitness Use of force Tactical and street survival techniques Tactical procedure Survival principles Tactical combat

Source: SAPS Division Human Resource Development (2016)

The learning areas in the table above are supported by 19. Nineteen unit standards, the terminology used for subjects by SASSETA. The 19 unit standards are divided into 12 core, four fundamental and three electives. This provides for a total of 135 credits as prescribed by SASSETA to qualify for the National Certificate Policing (SAQA, 2021). The six learning areas were identified in 2003 when the SAPS first approached SASSETA to quality manage the BTLP. The learning areas cover the important areas of knowledge that will enable an entry level constable to perform duties and serve the community. The unit standards used in the BTLP provides a good balance between

SAPS specific, law and personal protection knowledge. More specialised training is provided during the officer's career and does not need to be included into the basic training program. The researcher's personal experience in 2003, when attached to the SAPS Tshwane Academy as a training coordinator, bears reference, see section 4.3.1. The training sections namely academic, drill, musketry and physical education were disbanded and trainers from the four disciplines were distributed equally into training groups. The intention was to have trainers of different disciplines working together in a single group and creating an environment of cooperation to enhance the quality of training. This system was disbanded and returned to the four disciplines in 2012 and once again trainers of the different disciplines saw information regarding other disciplines as irrelevant to their own training.

2.3 Overview of the SAPS strategic plan

The strategic plan developed by the Component: Strategic Management covers the period 2020 to 2025 and comprises three parts, namely the mandate, strategic focus and measuring of the organisation's performance. The strategic plan was used as a tool to guide the SAPS management in performing its constitutional mandate for a five- year period.

2.3.1 Mandate

The SAPS mandate originates from the Constitution of the Republic of South Africa, 1996. Added to this is the legislative mandate managed by office of the Minister of Police, the core legislation being the Government's National Development Plan (National Planning Commission, 2021), White Paper on Safety and Security and Police (Civilian Secretariat for Police Service, 2017). Added to these core sources are legislation, organisational and external policies.

The SAPS derives its mandate from Section 205 of the Constitution of the Republic of South Africa, 1996. The objectives of this mandate are for police to prevent, combat and investigate crime, maintain public order, protect and secure the inhabitants of the Republic as well as their property and lastly uphold and enforce the law. This provides for administrative direction as well as the powers for the SAPS relating to its mandate. The SAPS mandate is also shaped by numerous policies such as institutional policies,

key strategic high-level plans, key operational strategies and key organisational support strategies. The third part consists of relevant court rulings that may have an impact on the SAPS mandate (Weber, 2020). All these acts, policies and court rulings play a role in the strategic planning process embarked on by the SAPS.

2.3.2 Strategic focus

The strategic focus of the SAPS is contained in its vision, mission, code of conduct, situational analysis and strategic response. The vision, mission and code of conduct forms the foundation from which the members of the SAPS perform their daily duties. The situational analysis is broken down into external and internal environmental analysis (Weber, 2020). The external environment is made up of the State of the Nation Address (SONA), National Development Plan (NDP) and the medium-term strategic framework (MTSF). These are the focus points for government as far as policing and safety and security are concerned. It includes the various crimes that government sees as a priority to address in the next five years. The internal environmental analysis includes the NDP's, and therefore government's, vision of a professional, well-resourced organisation manned by highly skilled officers (Weber, 2020). This is linked to the transformation of the organisation as well as its approach to corporate governance. One of the key factors in the internal environment is the reasonable distribution of the organisation's resources. Looking at the organisation's strategic response, the SAPS relies on a basic policing model to meet the demands of its strategic direction in the modern South Africa. The challenges facing the SAPS are constantly changing and this model represents its overall approach. The basic policing model consists of three pillars, strategic policing, innovative policing and basic policing principles. These pillars will ensure that the SAPS continues to sustain its development and ensure the mobilisation of all the organisation's resources (Weber, 2020).

2.3.3 Measuring performance

The SAPS's impact statement for the five-year period of the strategic plan is, "a safe and secure environment that is conducive for social and economic stability, supporting a better life for all" (Weber, 2020: 24). This statement forms the basis of the organisation as well as government's social and economic development for the country. The impact statement

is linked to the institutional performance information chart, which includes outcomes, performance indicators, base lines and five-year targets which enables the measurement of institutional performance regarding service to the community. To achieve this the SAPS has developed a service delivery improvement plan (SDIP). It is essential that the SAPS as an organisation ensures that its vision and mission as well as all the outcomes and targets as set out in the institutional performance information chart, are met.

The strategic plan is the tool designed by the SAPS top management and approved by the Minister of Police to provide the direction the SAPS as an organisation will take for the next five years. On a strategic level it sets goals for the combatting of specific crimes that are seen as a priority by government.

2.3.4. Performance measurement challenges

The measurement of SAPS performance, including basic training, is faced with many challenges with corruption and human rights violations being the most common. Police corruption is a serious matter in South Africa with Theodore Petrus, reporting for News 24, stating that in 2019 members of the SAPS were seen as the most corrupt of South Africa's public servants. This statement is strengthened by the fact that the former National Commissioner of the SAPS, Jackie Selebi, was found guilty of corruption (Maphanga & Gerber, 2021). Since the year 2000 there have been eight national commissioners appointed to head the SAPS. Of the eight, one has been convicted of corruption, one is presently charged with corruption and independent enquiries recommended the dismissal of another two (Burger, 2021). The fact that the State President did not renew the contract of the present National Commissioner, General Sithole, only adds to the challenges faced by the SAPS as an organisation (Petrus, 2021). During 2022 the SAPS management decided to recruit and train 10 000 new police officers to be available and at stations by the start of the festive season. This created an outcry in the media as many commentators believe that SAPS is doing away with quality training and only going for quantity. It has also come to light that the recruitment process was flawed and that many newly appointed individuals in the Tshwane and Oudtshoorn academies bought their places and were not subjected to the recruitment process at all (Cruywagen, 2022). To add to this dilemma there was an incident in KwaZulu Natal where a ceremonial parade by members of the SAPS became a social media laughingstock as

the members on parade misinterpreted the command and turned the wrong way, causing an outcry on social media by serving and ex members of the SAPS and the public (Nkanjeni, 2022)

The international community engages in training and development of police agencies across Africa with the United Kingdom and Sweden being the most active. In South Africa the 1994 democratic elections not only saw significant changes to the policing environment but also in the way police officers were trained (Steyn, 1994). The ITC consisting of members from the South Africa, Zimbabwe, United States, Kenya and the United Kingdom assisted in this process (Steyn, 1994: 4)

Prior to 1994, there were 11 police agencies in South Africa, each with its own recruitment and training standards. These agencies were amalgamated, and the recruitment and training standardised. The Multinational Implementation Team (MIT) consisting of members from the United Kingdom, Sweden and Belgium assisted in the transformation process. The goal was to change from a paramilitary style of training “drill based” to a more civilian style, with community policing and human rights the main focus (Rauch & Van der Spuy, 2006:37). During the transformation process the focus was on demilitarising the SAP and creating a new community policing based SAPS. The researcher was part of this process and the MIT focused on training methodology and the changes to the curriculum were additions rather than actual changes. The fact remains that policing and training practices in Africa and South Africa are influenced by European countries, as seen above. The majority of changes brought about by MIT and other role players like Rauch and Steyn focused on the demilitarisation of the SAPS and the basic training of newly appointed police offers was an obvious starting point.

The SASSETA was established on 1 July 2005 and combined the Police, Private Security, Legal, Correctional Services and Justice Sector Educational and Training Authority, the POSLEC SETA and the Diplomacy, Intelligence, Defense and Trade Education and Training Authority, the DIDTETA (SASSETA, 2021). The SAPS entered a phase where the BTLP was tailored to fit the requirements of SASSETA accreditation. The basis of the program remaining focused on community policing principles. The fact that South Africa relies heavily on European policing methods is sustained by the current BTLP curriculum (Botha & Hewit, 2020: 6). Community policing forms the basis of the curriculum even though there are clear indications that this method of policing is not effective in many communities. Police corruption alienates even the most established communities where this method of policing is supposed to provide positive results. Theodore Petrus, in a

News 24 opinion piece, points out that corruption seems to be acceptable and part of the police culture, even from the highest levels of authority (Petrus, 2021). The BTLP curriculum in use by the SAPS covers corruption, ethics and police culture but it forms only a small part of the overall program (SAPS Division Human Resource Development, 2016).

2.4 Comparison of the BTLP and SAPS strategic plan

The BTLP is made up of six learning areas, see section 2.1, and is designed to equip a newly appointed police constable to enter the workplace and serve the community by combatting and investigating crime. As discussed in section 1.1, the BTLP was developed to be accredited with SASSETA and the requirements for accreditation played an extensive role during the development. The SAQA qualification describes the purpose of the qualification and *inter alia* the BTLP as enabling constables to use a series of legal and policing skills to protect and serve the South African community in line with the prescriptions of the Constitution of the Republic of South Africa, 1996 (SAQA, 2018). From the SAPS implementation strategy for the BTLP it is evident that apart from the vision, mission and code of conduct the strategic plan is not included (SAPS, 2016).

The strategic plan does not make provision for any specific requirements for the BTLP or any other specific training within the SAPS other than mentioned in the White Paper on Policing (Civilian Secretariat for Police: 2016), part of the SAPS mandate. This document focuses on the education and training of the public service in South Africa and states that training should be dynamic, needs-based and proactive (Weber, 2020: 5). The SAPS forms part of South Africa's public service and is automatically included in the aims of the White Paper. Chapter three of the strategic plan focuses on institutional policies and key strategies that have been earmarked for review in the next five years and the policy on basic training is not among those mentioned (Weber, 2020: 6).

The environment a new police officer in South Africa faces is challenging. Not only is corruption a real and everyday occurrence, but so is serious and violent crime. The curriculum used is heavily influenced by international practices, from Europe and the United States. South Africa is seen as a developed country and therefore the policing methodology used in developed countries is largely implemented by the SAPS (Botha & Hewit, 2020). The researcher is of the opinion that the organisation has not yet achieved the goals set in 1994. Because of corruption and police criminality the level of community trust in the SAPS is low. This environment of mistrust will have a negative

effect on community policing in much the same way as the policing methods of the SAP had a negative effect because of their connection to the government of the day (Burger, 2021). The competence of trainers, training methods and resources will also have to be factored into the SAPS' BTLP. These challenges will have to be faced within the boundaries set by the SAPS strategic plan and the vision that it has for the organisation for the next five years.

2.5 Summary

This chapter provides a summary of the contents of the BTLP and the strategic plan and analyses the alignment of the two documents. Both documents comply with the SAPS mandate prescribed by the Constitution of the Republic, 1996. How well this alignment plays out in the practical training of entry level constables is not clear. The BTLP is currently quality managed by SASSETA but will be passed over to the QCTO (SAPS, 2017) who takes over the quality assurance responsibility in the near future. The aim is still to satisfy the accreditation requirements of the two quality assurance bodies rather than the strategic plan. The alignment of the BTLP and the strategic plan must form an important part of the design of all training presented by the SAPS, be it basic or advanced training.

Chapter 3

Review of the internationally accepted requirements and standards for police basic training curricula

3.1 Introduction

The SAPS finds itself in a unique position as far as policing is concerned. As part of the African continent South Africa shares its political background with the rest of Africa. In a policing context the SAPS evolved out of the pre-1994 SAP (Bothe & Hewitt, 2020) The SAP was a paramilitary organisation focusing on combatting crime as well as supporting the political aims of the government of the day (Newham, Masuku & Dlamini, 2006:7). The methodology of training newly appointed members of the SAPS forms an integral part of the transformation process that changed the SAP into the SAPS. The purpose of this chapter was to establish whether the changes introduced after 1994 align with the SAPS strategic plan and how it meets international training standards.

3.2 International requirements and standards

The International Training Committee, chaired by Professor Steyn, investigated the basic training program used by the SAP in 1994. The committee recommended a new structure for basic training based on a specific training philosophy. The committee recommended that the training move away from the military style to a more community-based style with a more relaxed training methodology (Steyn, 1994: 5) Subjects taught included law subjects, practical police science, police ethics, human rights and community policing. Organised group activities such as drill and physical education made up a small part of the curriculum (Steyn, 1994:11).

Many of the International Training Committee's recommendations were implemented and the researcher was personally involved in the transformation process, see section 4.1.6. Since 1994 the BTLP used by the SAPS has changed to adapt to an ever-changing policing environment in South Africa, see table 1.1. The training currently represented by the BTLP is a culmination of the recommendations of the International Training Committee, demands by the community and the accreditation requirements of SASSETA.

This study looked at two important requirements that the BTLP must align itself with. The first question is how it compares with international police basic training standards. Secondly, the extent to which it is aligned with the country's strategic plan. It is important for the training of police recruits to be aligned with the police's strategic plan and the organisation's strategic objectives in order to compare favourably with international standards and achieve its ultimate goal of providing well trained police officers.

The research focused on the training practices of African countries as well as that of European and American police agencies. The fact that many countries in Africa were colonies of European countries - the United Kingdom, France and Germany - play a key role in the way police organisations were established and trained. Initially policing played the dual role of combatting crime and supporting the colonial power, the second being more important. During the sixties and seventies colonial power waned and African countries became independent of colonial rule but as far as policing is concerned colonial influence is still evident (Rauch & Van der Spuy, 2006: 12).

The established community policing base used to train officers in South Africa since 1994 (Steyn, 1994:14) might also be problematic. Blair states that although the community policing concept produced success stories in the United States and Europe it is not the "one size fits all" solution to crime prevention globally (2021: 5). The world is divided into two distinct spheres, Global North and Global South by the Brandtline. Developed regions like North America, European countries, Australia and New Zealand fall under Global North. Developing countries in South America and Africa including South Africa make up the Global South. (Odeh, 2010:338). The statement by Blair regarding community-based policing uses the Global North and South as an example. Community based policing in countries in the Global North is successful as the policing approach and the training of recruits is linked with their strategic policing approaches. This does not seem to be the case in the Global South.

In the United States policing is decentralised and the process of training police officers has come under the scrutiny of the communities in which the police operate. Police training academies in certain police precincts tend to spend the majority of training time on firearm and self-defence training even though in practice these activities take up a very small part of the officer's duty day. Academics in the United States postulate that the balance of stress and non-stress training must be reviewed, with the scale being loaded

more on non-stress training instead of dealing with the community and other cognitive, emotional and interpersonal skills. The time spent on training new police officers is also questioned (Blumberg, Schlosser, Papazoglou, Creighton & Kaye, 2019:4).

Bumbak points out that in the United States there has been a trend since the eighties to recruit police officers from diverse backgrounds with high school credentials or bachelor's degrees (Bumbak, 2010:3). In the United States as far back as 1967 presidential panels were appointed to examine law enforcement policies and training and in 2015 President Barak Obama again appointed such a panel. The panels recommended that law enforcement agencies should raise the educational standards of recruitment policies (Rosenfeld, Johnson & Wright, 2018). Over the past decade the United Kingdom and Europe also moved towards raising the educational requirement for the recruitment of police officers (Patterson, 2011). This allows for better susceptibility to integrate the broad strategic focus of the police organisations into the basic training.

3.3 The African perspective

From the earliest times policing in Africa was entrusted to chiefs and headmen of clans based on norms, conventions and behavior. This system was used to ensure law and order and settle disputes within society (Botha & Hewit 2020: 10). It was only with colonisation and the establishment of colonial rule that policing and police organisations as they are known today were established. South Africa along with Namibia and Botswana are exceptions as far as policing is concerned as all three countries established police organisations as early as 1913. The SAP was also responsible for policing the former South West Africa, now Namibia, until 1981 (Dippenaar, 1988:17). In Nigeria, Tanzania and Kenya the situation regarding the establishment of police forces was different. In all three countries structured police organisations were established when European countries colonised them to protect their interests. It is only after the colonial powers withdrew from these countries in the late sixties and early seventies that these governments established new police organisations or converted the old organisations (Baker, 2008: 11). In South Africa the process of change after 1994, when the SAPS was established, was assisted by delegations from multinational teams from the Commonwealth and Europe. These teams provided expertise and legitimacy to the process (Rauch & Van der Spuy, 2006: 58).

Countries like Nigeria, unlike Namibia and Botswana, have gone through the process of ending colonial rule and establishing a democratic government. In the process of ending colonial rule or shortly thereafter Nigeria engaged in civil war and violent protests. Since gaining independence from Great Britain in 1960, Nigeria has seen several military coups d'états first in 1966 and the most recent in 1993. The country was also wracked by civil war that only ended in 1971. In 1999 the military regime returned the country to a constitutional democracy (Van der Spuy & Röntsch, 2008: 106). Although many of the police agencies on the African continent use international training methodologies there are still challenges regarding police brutality and corruption. Moketsie reported that the Lesotho police is continuously accused of police brutality and in 2020 complaints were received from the African Union (AU), Southern African Development Community (SADC) and the European Union (EU). The African Commission on Human and Peoples' Rights (ACHPR) also produced a damning report on cases of brutality perpetrated by the Lesotho police (2020). The Deutsche Welle news agency reports that police brutality is increasing from Soweto to Nairobi and includes examples from Uganda, Kenya and South Africa. The COVID19 pandemic and resulting lockdowns seem to have increased police violence meted out to the community. The tendency by African governments to use the police to suppress the opposition is also on the rise (Deutsche Welle, 2020)

Police reform in Africa is an ongoing process that needs input from the international community and organisations such as the European Union and other non-governmental organisations (NGO). There is a need for these organisations to be involved in the transformation process as was the case in South Africa. It is clear that corruption and police brutality are issues that must be addressed in agencies that police African states.

3.4 The international perspective

Professionalising policing is a priority in Europe and the United States of America. In a paper by the Department of Security and Crime Science at the University College London, Thompson stated that policing in England and Wales is undergoing change in order to become a more professional service. These changes will enable police officers to think critically, exercise judgement, be able to work independently and communicate effectively when dealing with the community. They should also be able to function as independent decision makers (Belu, Agnew-Pauly, Mcinley & Thompson, 2019: 76).

Bumbak (2010;116) also points out that not only the curriculum but also the methods used to train officers play a role in the effectiveness of the training. The historical method of rigid classroom procedure, where trainees are required to stand at attention when answering questions, place a barrier between the trainer and trainee. This will have a negative impact on the final outcome of the training process. The content of the material taught, and the method of teaching must complement each other to ensure success. This point of view is also supported by Steyn in the 1994 MIT report.

In the United States a very similar trend regarding police training can be observed. The Encyclopaedia of Law Enforcement states that the professionalising of policing can be traced back to 1830 and Sir Robert Peel. Police recruitment started out with recruits being able to read and write, to completing school education. Currently college education has become more popular as both an entry requirement and for career advancement. Formal police training in the United States is presented within police organisations and by external training sources (Sullivan, Rosen, Schulz & Haberfeld, 2004:166). Feigenberg states that in the United States it is difficult to gauge the effectiveness of police training as it differs in duration, content and method of presentation from department to department. Although it differs from state to state, there is a tendency towards physical and technical skills rather than communication skills (Feigenberg & Packis: 2021). The common practice in the United States is for police officers to be trained in three phases, classroom, field and in-service training. This embeds theoretical knowledge and practical skills, equipping newly appointed officers for the reality of policing. The knowledge and skills will be topped up by in-service training. The duration of training is a concern when compared with other occupations in the United States. When compared to other countries, like Finland and Norway where new officers attend police university for three years, the duration of training in the United States is very limited (Feigenberg and Packis:2021). The debate regarding the duration of theoretical versus practical training is still ongoing and according to Feigenberg definite results have been produced so far (Feigenberg & Packis: 2021). Giovengo also states that practical training and real-world experience, supported by Feigenberg above, determines the level of competency of newly appointed police officers. He is also of the opinion that in many instances in the United States training providers fail police officers in this regard because of budget and time constraints (Giovengo, 2017: 10) He also provides a three-prong test for basic training curricula to be measured against

namely validity, reliability and relevancy. The training of entry level police officers needs to keep up with the everchanging criminal environment to meet the requirements of the test (Giovengo, 2017: 7). Police agencies in democratic countries across the world can no longer be seen as supporters of the government or a political party. Modern police agencies need to embrace the theme of “police by the people for the people”. The concept of community policing is well established in the developed countries of the world and is included and promoted when these countries assist with the training of police agencies in underdeveloped countries (Berg, 2020: 6). Although South Africa is seen as a developing country, all the assistance provided during the 1994 transformation process by the international community had community policing as its basis. As stated by Blair in section 3.1, community policing is not the universal solution to combatting crime (2021: 5). Internationally the training of police officers focus on training officers to be able to function in a “real-world” environment, linked to the broad strategic vision of their police organisations.

3.5 Summary

The SAPS training programme for newly appointed police officers has been in a process of change since 1994. It has already been mentioned in this chapter that the change from SAP to SAPS after the democratic elections of 1994 was done with the assistance of the international community. The current BTLP has been influenced by international practices and compares well with other policing agencies in Africa and Europe, see table 1.1. The basic skills required by police agencies in Europe and the USA are much the same as in South Africa. These skills may be summarised as communication, physical fitness, the use of firearms and self-defence. The BTLP used by the SAPS in 2019 and 2020 includes these skills with community policing and human rights added to the curriculum. When the curriculum used in the BTLP is measured against international standards it stands up well to the test and many of the policing principles like human rights, community policing and enhanced service delivery are included in the curriculum.

CHAPTER 4

Research methodology, data collection, analysis and ethical considerations

4.1 Introduction

In this chapter, the methodology used in this research project will be discussed and an explanation provided as to why the qualitative research methodology was chosen. The three components in the SAPS used during the research will be identified and an explanation provided on the role each one plays in the research. The research design will be unpacked and linked to the methodology of the study. The use of interviews by the researcher, using open ended questions will be discussed and the reason why this method of data collection was used is explained. The analysis of the data gathered by the researcher is discussed and the methodology explained. The ethical consideration of the study is an important factor in the reliability of the results and this aspect was unpacked firstly by looking at the ethical dimensions of the study including the consent of the participants after being informed of the study's purpose, the deception of participants and the violation of their privacy. The permission granted by the SAPS for the research to be conducted is also included and finally the background of the researcher is explained and linked to the research process.

4.2 Methodology of the study

Creswell (2003:3) recommends that researchers should use a general framework that will be able to guide all facets of the research, from the general philosophical ideas to detailed data collection and analysis. In a later work he adds that the choice of research methodology involves several decisions, the most important being which approach should be used to study the topic. The nature of the research problem or issue being researched as well as the researcher's personal experience should also play a role in the selection of the research approach (Cresswell & Cresswell, 2018: 3). It should also include a description of the specific techniques employed to conduct the research and gather the data (De Vos, 2002: 120). Another view of qualitative research is that it should involve an explicit, disciplined and systematic approach to find the most appropriate results. This type of research is inductive in nature and uses a range of data collection and analysis techniques using purposive sampling and semi structured or open-ended questions (Mohajan, 2018: 23). The approach to the research will be guided by the pragmatic

worldview which provides an individual researcher the freedom to choose the methods, techniques and procedures that best meet their needs and purpose (Creswell, 2003: 10). Qualitative methods show a different approach to research when compared to quantitative research although the processes are similar, but the qualitative method relies on words and not on numbers. This requires the researcher to explain to readers the intention behind the research, pointing out the specific design and explaining the role of the researcher in the study (Cresswell & Cresswell, 2018:179). Chivanga defines research methodology as planned, scientific procedures used to collect data in search of finding a solution to a particular research problem. It may also be seen as an array of interpretive techniques used to find meaning behind a particular phenomenon. (Chivenga & Monyai, 2021: 12)

4.2.1 Research design

Research can be described as a process of discovery which allows the unknown to become known through a process of articulating a research problem, collecting the relevant facts, analysing them and arriving at a conclusion (Chivenga & Monyai, 2021: 11). The value of a research study is dependent on its design and the formulation of an appropriate design is crucial (Chivenga, 2018). A qualitative research design was used to establish the alignment between the SAPS' BTLP and the strategic plan. The empirical research was a systematic process of analysing data obtained through interviews (Jasti & Kodali, 2014: 1081). Individuals seek an understanding of the world they live and work in, and the goal is to rely as much as possible on the participant's view of the research topic. This was achieved by using open ended questions so that the researcher was able to listen carefully to what people experienced in their lives and workplace (Cresswell and Cresswell, 2018: 8). This approach is ideally suited to the research that will be done. The BTLP and the strategic plan are living documents that are exposed to constant change. The interviews were also done with individuals who work with these documents on a daily basis to establish their view on the importance of the BTLP and the strategic plan in their work environment.

4.2.2 Population and sampling

Babbie describes the population as a group of people the researcher wants to draw conclusions from. During the research it was impossible to study or observe the entire population, therefore a sample of the population was used (Babbie, 2016:116). Creswell supports this view and includes factors such as identifying individuals in the population and access to them (Creswell, 2018: 150). A description of the study set population

boundaries to the research and would only include participants who meet the inclusion criteria. The research focused on members of the SAPS involved in the management, presentation or development of the BTLP. This also included the officials involved in the development of the SAPS strategic plan. These are large institutions of the SAPS consisting of approximately 4 000 members, the sample was narrowed down. The components of the SAPS that were used in this study made this process easier because of its core structure and the job descriptions of the individuals concerned. It is important to describe the different institutions in the SAPS that are relevant to the study. There are two main institutions that will form the basis of the study namely the Division: Human Resource Development (HRD) including the SAPS Tshwane Academy and the Component Strategic Management.

- **Component: Basic Police Development**

The component is responsible for the training and development of members of the SAPS and is divided into basic and in-service training. The basic training component will form the basis of the research and will not include in-service training. This component comprises the Divisional Head Office situated in Pretoria, also known as Tshwane, the administrative capital of the Republic of South Africa, and includes eight basic training academies in four of the nine provinces namely Gauteng, Western Cape, Eastern Cape and KwaZulu-Natal provinces (Roelofse and Gumbi, 2018: 206). The largest of the training academies is the SAPS Tshwane Academy with a capacity for 2 000 recruits, situated in Pretoria. There are also several in-service training institutions, not included in this study, which may be converted to present the BTLP should the need arise.

Table 4.1 Map of South Africa



Legend

A	Tshwane Academy
B	Hammankraal Academy
C	Ulundi Academy
D	Chatsworth Academy
E	Mthatha Academy
F	Bisho Academy
G	All Saints Academy
H	Philippi Academy
I	Bishop Lavis Academy

• **Tshwane Academy**

The academy is divided into academic, physical education, street survival (firearm training) and drill components and presents the curriculum contained in the BTLP. The Tshwane Academy also serves as the foundation on which all SAPS basic training in the other training academies is conducted.

The academy is not only the largest but also the oldest training institution in South Africa tracing its origins back to the 1930s (Dippenaar, 1988). The Tshwane Academy is ideally situated and easily accessible to the researcher because of its proximity to both the University of South Africa and the HRD divisional head office.

- **Component: Strategic Management**

This component is situated in the national Head Office of the SAPS in Pretoria. The component is responsible for the compiling of the SAPS strategic plan, performance plan and annual plan. The component's responsibility is to ensure that these plans are aligned with government's NDP (National Planning Commission, 2012). To comply with their mandate the component liaises with a broad spectrum of officials in both the SAPS and government. The strategic plan is compiled for a period of five years and its development is guided by the government's NDP. From the strategic plan an annual performance plan (APP) is developed to serve as a measuring tool for the strategic plan.

- **Population sample**

The researcher made use of purposive sampling which allows for the selection of participants who have direct reference to the research being conducted (Bryman, 2012: 416)

Purposive sampling allows the researcher to select the sample on the basis of his knowledge of the population, its elements and the purpose of the study (Babbie, 2016: 188). The population as described in the previous paragraphs consist of approximately 40 police officials, divided into different rank levels, each with their own area of responsibility. The criteria used to include or exclude participants was their involvement in one of the aspects being researched namely,

- The design of the SAPS BTLP
- The development of the SAPS strategic plan
- The presentation of the SAPS BTLP

It is with this criterion in mind that the following sample will be drawn from the larger population group,

- **HRD Head Office**

This sample consisted of four participants

- Divisional Commissioner HRD
- Component: Basic Police Development
- The Component Head: Curriculum Development and Standards

- **SAPS Tshwane Academy**

- Commanding officer
- Institutional head of training
- Four group commanders
- Four officers one per discipline (Academy, physical. education, drill and firearm proficiency)

- **Component: Strategic Management**

This sample consisted of four participants

- Component Head: Strategic Planning
- Senior officer responsible for strategic planning
- Senior officer responsible for research within the component
- Senior liaison officer

The sample drawn from the larger population provided the researcher with a view of the interaction between the HRD and the Strategic Planning Component. It also established the degree of integration and alignment between the curriculum and the strategic plan when both these documents were developed. It also established the importance of the strategic plan in the overall presentation of the BTLP and the extent to which the entry level police officer is exposed to the strategic direction of the organisation. The researcher interviewed a total of 22 individuals from the different components.

4.2.3 Data collection

Strydom and Delport (2002:321) describe observation and interviews as the two main data collection methods utilised by researchers in qualitative studies. The data collection methods used also provide an audit trail to provide a clear and specific explanation of how

the data was collected. Interviewing in qualitative research is the interaction between the interviewer and participant where the interviewer has a specific set of questions to ask. There were conversations between the researcher and participants to gather data on their ideas, beliefs, views and opinions on the research problem. Interviews in qualitative research differentiate between unstructured, semi structured and structured interviews. Semi structured interviews are used to corroborate data from different sources. This allowed the researcher to control the pace of the interview and ensures that all participants are asked the same questions (De Vos et al, 2016: 93). The interviews were aimed at collecting information on the alignment of the basic training curriculum and the strategic plan.

The interviews were conducted One on One to ensure that the maximum amount of information was obtained from each participant. De Vos (2002:94) points out that the success of interviews as a data collection technique depends on the extent to which trustworthiness is ensured. He points out that to accomplish this, an interview should be reproducible, systematic, credible and transparent. Semi structured interviews were utilised to conduct the research. The researcher was responsible for the recording and editing of the information collected during the interviews. The two methods that were utilised to accomplish this were recordings and field notes. The electronic recording of the interviews ensured the accuracy of the data collected and also rendered the data independent of perspective, of the researcher as well as the participant (Flick, 2011: 294). It is important that permission for recording the interview was obtained from the participant and that recording was not intrusive during the interview. This ensured a more naturalistic recording. The recording of the interview was backed up by the researcher's field notes. These notes included empirical observations as well as interpretations.

De Vos and Strydom (2002:211) explain that although the researcher may plan his research very carefully, the practical situation will remain an unknown factor until a pilot study is done. The pilot study was seen as a dress rehearsal for the research to be conducted. During this research a pilot study was conducted by the researcher using participants not involved in the actual research. This pilot study also included the research supervisor who monitored the process.

4.2.4. Data analysis

Data analysis in qualitative research consists of preparing and organising the data for analysis, reducing the data into themes and finally presenting the data in figures, tables or a discussion (Creswell, 2007: 148). Creswell's data analysis spiral was used to analyse the data. He states that data analysis is not an off the shelf process that can be accessed by researchers but is rather custom built and revised by the researcher. For this the spiral method of analysis is recommended. The researcher looks at the data in analytical circles instead of a linear fashion. The analysis starts with the researcher entering the data, going round in analytical circles, touching several facets and ending up with an account or narrative (Creswell, 2007: 150).

De Vos and Fouche (2002: 346) define coding as the process of breaking down data, conceptualising it and then putting it back together in a new way, making data collection and analysis a closely interwoven process. The data gathered by the researcher was specifically categorised by close examination, using the open coding method (De Vos & Fouche, 2002: 346). Qualitative research methods are an inductive process and focusses on generating a theory from the data collected by interview and observation. Data collection, analysis and the resultant theory generation requires constant interplay between the researcher and the data. It is important that coding procedures are defined, rigorous and consistently applied so that validity and reliable standards can be guaranteed (Williams & Moser, 2019: 47). Williams and Moser describe three levels of coding: open, axial and selective. Open coding is the first level where the researcher identifies distinct concepts and themes and categorises them by comparing regular occurring text and themes in the data that has been gathered. The second level, axial coding, focusses on identifying themes and refines, aligns and categorises themes with the goal of creating distinct theme categories. The third level, selective coding, enables the researcher to select and integrate categories of data from the previous levels into cohesive and meaningful expressions. With this method of coding the researcher constantly interacts with the data in a continuous cyclical loop constantly comparing, reducing and consolidating the data. This process requires the researcher to intimately understand and continuously read the data in order for a theory to evolve (Williams & Moser, 2019: 52). Blair supports the three levels of coding as described by Moser and

Williams and adds that the researcher must be able to distinguish between opinion and justified belief. This makes it difficult to code the data in a detached manner because the researcher might hear the “voices” or understand the meaning of the participants responses (Blair, 2015:18).

4.3 Trustworthiness of the study

Reliability and validity are the key measures in quantitative research, trustworthiness on the other hand is of the utmost importance in qualitative research. Trustworthiness refers to the thorough and careful approach of the research design and the credibility of the researcher as well as the believability of the research findings (Rose & Johnson, 2021: 3) Trustworthiness consists of four equally important criterion, credibility, transferability, dependability and confirmability (Bryman, 2012: 390).

In qualitative studies there can be several outcomes to the research being conducted, depending on the view of the researcher and that of the participants. The establishment of credibility will be dependent on the principles of good research practice and by submitting the findings to participants who took part in the study (Bryman, 2012: 390). Research findings will be provided to selected participants in the sample group for validation.

Transferability of research results is the burden of demonstrating the applicability of the research findings to another context and is the alternative to external validity or generalisability (De Vos, 2002: 352). To accomplish this the researcher has provided a rich account and details to provide a database from which judgements on the possibility of transferability can be made (Bryman, 2012: 392).

Bryman states that to establish the merit of the research an ‘auditing’ approach must be followed. Throughout the research an ‘auditing trail’ was established. This enabled peers to act as auditors and ensured that the correct procedures were followed (Bryman, 2012: 392). This enhanced procedural dependability of the main areas. They were,

- The raw data and the way in which it was collected
- The reduction of the results and the summarising process
- Notes on methodology followed and the decision-making process
- Personal notes and interview records
- Information on t h e development of instruments, checklists and interview schedules.

Confirmability ensures that even though complete objectivity in social research is impossible, it must be proven that the researcher acted in good faith. It must be clear that the researcher did not allow personal values to guide the research or that his decisions were based on fact and not inclinations (Bryman, 2012: 392).

The close relationship between the researcher and the research topic necessitates that steps be taken to mitigate the negative effect this might have on the research findings. Tufford and Newman (2010:4) provide for researcher bracketing as a way of strengthening confirmability and creating awareness of the researcher's presuppositions regarding the topic. Creswell adds to this by pointing out that the researcher as primary data collector must identify personal values, assumptions and biases at the outset of the study (Creswell & Creswell, 2018: 205) and warns of "backyard research" when a researcher does research in his own working environment (Creswell & Creswell, 2018:185)

In terms of bracketing, the researcher joined the SAP in 1976 and served for a total of 32 years, divided equally between the SAP and SAPS. For the first 10 years serving as a member of the uniform branch and later as a detective. After completing the candidate officers' course, he was transferred to the Police Training College in Pretoria (Tshwane Academy). The rest of his career was spent in the training environment, progressing from academic lecturer to commander of the Mthatha Training Academy. During this time involvement in the management of training activities increased and in 1994 he played a key role in the amalgamation of the 11 police agencies' training components in South Africa into the SAPS as the head of training for the Pretoria Training College. Curriculum development was part and parcel of the amalgamation process. During the second half of 2003 the SAPS started the SASSETA accreditation process and as a training group coordinator the researcher was involved in the initial accreditation process as well as the subsequent verification inspections by SASSETA. When the researcher retired from the SAPS he was involved in the development of Recognition of Prior Learning (RPL) instruments for the private security industry. In 2016, he was contracted by the SAPS to assess the resolving of crime qualification at the then Detective Academy Hammanskraal. This led to 1 800 detectives receiving their qualifications. In April 2017 he joined the University of South Africa (UNISA) as a contract lecturer in the Department of Police Practice until 2019. This work experience gave the researcher a unique insight into the

SAPS training environment and being retired, it provided an opportunity to view from the outside and not be involved.

4.4 The ethical dimension of the study

Creswell states that researchers need to protect their participants by promoting the integrity of the research, guarding against misconduct by both the researcher and participant and developing trust between the parties (Creswell & Creswell, 2018: 88). According to De Vos (2002:63), there are various voices that identify different ethical issues and some authors make broad classifications and others get bogged down in detail. The ethical issues differ from study to study. The University of South Africa's policy document on research ethics was the foundation for the ethical dimensions of this research. The policy document makes provision for the following responsibilities that researchers need to comply with: apply for ethical clearance from the university, be competent and accountable, act responsibly and strive to achieve the highest possible level of excellence, integrity and scientific quality in the research (UNISA, 2016: 5). The ethical clearance certificate by UNISA is attached as Addendum C.

4.4.1 Informed consent

It is of utmost importance that all possible information on the goal of the research, the procedure that will be followed, the dangers to participants, if any, be disclosed as well as the credibility of the researcher (De Vos, 2002: 65). Before the start of any interviews, the researcher ensured that the participants were informed of all the aspects of the research process and ensured that they were willing to participate in the research (De Vos, 2002: 66). All the interviews were conducted using this procedure. For the research to be successful it is important that participants feel comfortable and realise that there are no hidden agendas.

4.4.2 Deception of participants

Deception is the deliberate misrepresentation of facts to benefit the research. This misrepresentation may take the form of withholding facts or colouring the facts to suit the researcher. Included in deception is misrepresenting the purpose of the research (De Vos, 2002: 66). Creswell adds the possible deception of participants, avoiding deception,

respecting potential power imbalances and collecting harmful information (Cresswell & Cresswell, 2018: 89). The deception of participants played a minimal role in this research because no personal questions were asked of participants, all questions were based on the curriculum and strategic plan and the participants' view of the alignment between the two documents where are in the public domain. Participants were also not assessed on their knowledge of the contents of these documents but rather their views on their use in their working environment.

4.4.3 Violation of privacy

Privacy can be violated in many ways. It is important for the researcher to remember this during the interview process (De Vos, 2002: 66). The occasion may also arise where participants do not want their identity to remain confidential, should this happen the researcher needs to inform the participants of the risks involved (Creswell and Creswell, 2018:95). For this research project the violation of privacy was not a significant issue. All the participants were interviewed in their official capacity regarding official procedures and documents. All these procedures and documents are in the public domain and freely accessible by the public. Both the basic training curriculum and the strategic plan are also accessible to the public. Care was taken when participants gave personal opinions or expressed criticism, and they were reminded of the purpose of the interview. The researcher remained professional, and it was important that the distinction between justified belief and opinion were maintained (Flick 2011, 391). Many of the participants know the researcher and have worked with him in the past so there was a level of trust from past experience.

4.5 Gatekeeper permission

Creswell states that permission should be obtained from the institution where the research is to take place to protect the rights of the individuals who will be interviewed during the research process (Cresswell & Creswell, 2018: 185). An application was made to the office of the Divisional Commissioner Management Advisory Services for the research to be conducted. In accordance with the SAPS National Instructions on research, the office of the Divisional Commissioner is responsible for liaising with all the role players regarding the research and provide consent for the research to go ahead. The National Instructions (2022:4) regulating the conducting of research in the organisation was complied with during the duration of the research. The ethical clearance certificate and SAPS permission letter is attached see section 4.4.

4.6 Summary

This chapter discusses the methodology used in conducting the study with special emphasis on the qualitative method of research. Pointing out its advantages over the quantitative methodology and why the qualitative method was utilised for this specific research. The data collection process was unpacked and the open-ended interview of individual participants discussed. The coding and analysis of the data gathered from individual interviews was explained as well as the open, axial and selective coding methods and why they were utilised in the research process. Although the research conducted uses documents in the public domain there were several ethical considerations that had to be taken into account. The informed consent of the participants is very important as they are all serving members of the SAPS and needed to be specifically informed of the purpose and hopeful outcome of the research. The fact that there was no hidden agenda on the side of the researcher was also an important factor in the interview process. The permission of the SAPS as organisation to conduct the research was of vital importance and was obtained before the start of the research process. Without such consent the research would be of little value and any findings would be discredited by the academic community and the SAPS as organisation. Finally, the deception of the participants as well as the protection of their privacy was discussed to ensure the protection of the individuals rights.

Chapter 5

Report on the research findings

5.1 Introduction

This chapter represents an overview of the empirical data collected by the researcher during the research process with the findings deduced from it. The data analysis method chosen for this research is the analytical spiral as presented by Creswell and involves the researcher touching on several facets of analysis and circling around and around until the data is organised into appropriate text units (Creswell, 2007: 150). The data was collected using semi structured interviews, see section 4.1.3. During the interview phase the researcher interviewed a broad spectrum of police officials ranging from sergeants in the SAPS Tshwane Academy to the Divisional Commissioner of the Component: Strategic Management. This ensured that the views and opinions of all the individuals involved with the BTLP and SAPS strategic plan were gathered and could be analysed. The three components interviewed in the research process, see section 4.1.2, all have a specific role to play regarding the BTLP and strategic plan, the Division: Human Resource Development develops and quality manages the curriculum used in the BTLP. The SAPS Tshwane Academy presents the curriculum to newly appointed trainees and the Component: Strategic Management compiles the strategic plan for the SAPS as an organisation. The interaction and information sharing between the Division: Human Resource Development and the SAPS Tshwane Academy is obvious from the data gathered during the interview process and shows interaction from senior to lower level and vice versa. There is very little direct interaction between the Component: Strategic Management and Division: Human Resource Development other than the official compliance with the SAPS strategic plan.

5.2 Overview of the participants' profiles

The participants in this research were selected from the three components mentioned in section 5.1. The Component: Strategic Management's participants are all senior officers with between 24 and 30 years of service and at least seven years at strategic planning. They all combine practical police experience from their careers to the strategic planning process. The Human Resource Development Division participants are also senior officers, Colonel and above, with between 20 and 30 years of service and more than 10 years'

experience in the division. The participants range from ex-commanders of training institutions to trainers and human resource development experts. The participants in the Tshwane Academy represent the trainers presenting and managing the BTLP. They range in rank from Sergeant to Lieutenant Colonel. All the participants had practical police experience before becoming trainers. The participants who present training represent all four disciplines of the BTLP namely academic, physical education, drill and street survival with experience ranging from nine to 30 years in the training environment. Many of the participants served in both the SAP and SAPS. The Tshwane Academy managers interviewed range from Captain to Colonel with more than 20 years' experience. The participants represented by the three components are all experienced members of the SAPS with at least 10 years of experience in their respective disciplines in the BTLP and the same applies to the participants responsible for the SAPS strategic plan. The researcher has intimate knowledge regarding the training and management of the training and to a lesser extent the development of the curriculum, see section 4.3.1.

5.3. Emerging themes

There are five themes that emanated from the data, the first is the overall knowledge of the purpose and contents of the strategic plan, the second is the value attached to the SAPS strategic plan by the different levels of participants in the organisation and thirdly the alignment of the BTLP with international police training standards. The second last theme is the value of the strategic plan to the training of newly appointed members and the last is the implementation and management of the strategic plan by the SAPS senior management. These five themes cover the data needed to solve the research problem by looking at the three main components, the presenting and design of the BTLP and the development of the SAPS strategic plan.

5.3.1 Overall knowledge of the purpose and contents of the SAPS strategic plan

The three components involved in the research, namely the SAPS Tshwane Academy, Component Strategic Management and Division: HRD, comprise all the levels of the rank structure in the SAPS. The majority of the non-commissioned officers interviewed were from the SAPS Tshwane Academy and the other two components consisted of mainly commissioned officers. The question of knowledge regarding the SAPS strategic plan was divided into three categories namely knowing about the existence of the strategic plan,

being up to date on the contents and origin of the plan and lastly possessing no knowledge of the existence of the strategic plan in SAPS. The Component: Strategic Management's responses were not included as they compile and manage the plan. The biggest knowledge gap was found to be in the SAPS Tshwane Academy where it ranged from no knowledge, knowing of the existence to knowledge of the content, some of the other responses were,

TTA 1 *"I am not sure what the SAPS strategic plan is, but I know that the Division Training has a strategic plan."*

TTA 3 *"I have no knowledge of the SAPS strategic plan but is involved in the Division Training's yearly strategic planning session."*

TTA 8 *"I have no knowledge of the SAPS strategic plan."*

TTA 4 *"I know that the SAPS has a strategic plan but I am not sure of the contents."*

TTA 6 *"I have no knowledge of the SAPS Strategic Plan only that the division has a strategic planning session at the beginning of each year. I am not involved in that I am only asked for inputs. This is basically a planning session for the coming year."*

TTA 7 *"I know of the SAPS strategic plan, in the module Professional Conduct it is mentioned along with the vision and mission of SAPS but not discussed."*

TTA 9 *"I know about the SAPS strategic plan, It is a plan designed by National head office for the SAPS as an Organisation. It directs the organisation for the next five years."*

TTA 11 *"I know of the existence of the SAPS strategic plan but have no knowledge of its contents I am more up to date with division trainings strategic planning process."*

TTA 13 *"I know that the SAPS do strategic planning on a five year basis and that the strategic plan provides strategic direction to SAPS as an organisation,*

including the training division.”

HRD 3 *“I am aware of the SAPS strategic plan and the main outcomes of the plan which gives direction to the organisation.”*

HRD 1 *“The SAPS strategic plan consists of five main focus areas, stamping the authority of the state, crime investigation, community relations, crime intelligence and finally capacity building. These are basically the five pillars of the strategic plan as it is applied to basic training.”*

These responses from the participants in the Tshwane Academy and the Human Resource Development Division clearly show the range of knowledge regarding the strategic plan. It is clear that middle managers are up to date regarding the origins and purpose of the strategic plan although they are not up to date on the contents. The obvious challenge that emerges here is the fact that because of limited knowledge regarding the SAPS strategic plan it appears that no information regarding the strategic direction of the SAPS is passed to the lower ranks. The more junior participants, Warrant Officer and Sergeant, have very little or no idea of the SAPS strategic plan because of this. Senior managers are all very well versed in the origins, purpose and contents of the strategic plan. The interviews with participants in the lower ranks in the Tshwane Academy show that very little information regarding the strategic planning of the organisation is disseminated to the training staff in the Tshwane Academy. This leads to training staff in the lower ranks who actually present the curriculum and do the training having no information to pass on to the students they are training. This also leads to trainers believing, not understanding and, in some instances, not accepting changes made to the BTLP.

The curriculum used in the BTLP contains very little information regarding the SAPS strategic plan. Learning area one, module one called professional conduct, deals with the vision and mission of the SAPS and mentions the strategic plan (Division Human Resource Development, 2017) as mentioned by some participants. The researcher is of the opinion that the lack of basic knowledge regarding the strategic planning process within the SAPS and therefore the SAPS strategic plan itself leads to frustration among the training staff at ground level. The changes made to the curriculum to align it with the strategic direction of the organisation is lost on the trainers and are seen as unnecessary additions and a waste of time. The lack of knowledge regarding the SAPS strategic plan and its purpose among lower ranks has a roll-on effect when new police officials arrive at their stations.

HRD 2 *“The problem lies with the recruitment of students, we do not receive the quality we expect and adding information on strategic planning into the BTLP will be a waste of time. Students have difficulty in understanding the concept of law information on strategic planning will be lost on them.”*

HRD 5 *“Generations are changing we are not receiving the same quality student that we did in previous generations, the quality of students we are receiving is being watered down. It is not an ideal situation we are in at the moment with poverty on the rise and governments attempts at creating jobs causes us to receive students that are not up to standard.”*

The outcomes documented in the SAPS strategic plan and complemented by the outcomes of the BTLP does not filter down from senior management through middlemanagement to reach the lower level training staff. This means that no information regarding the SAPS strategic plan reaches students during their training and subsequently to their stations at the beginning of their careers. The view held by participants in the Human Resource Development Division that trainees will not understand strategic planning is a challenge that must be overcome when the issue of professionalism is addressed. The new curriculum to be introduced in 2023 has at its main focus the aim of producing a more professional police official, see section 2.1.

SPC 2 *“I agree that some basic information regarding the SAPS strategic plan should be added to the BTLP. I would like to be able to stop a constable on the street and ask him what the strategic outcomes of the SAPS are, and currently this is not the case.”*

Without this foundation knowledge regarding strategic planning in the SAPS the reason why certain crimes are prioritised and why certain changes are affected within the organisation will be lost on individual constables at the beginning of their careers. The end result is the lower levels of the SAPS as organisation do not know what the strategic direction of the organisation is and ultimately that of government. The lack of dissemination of information regarding the strategic plan from senior management through the different levels of the organisation is clear and should be addressed.

5.3.2 The value attached to the SAPS strategic plan

The participants in the SAPS training environment have divergent views regarding the value of the SAPS strategic plan with responses from total ignorance, little knowledge to full understanding recorded, resulting in individuals who have little or no knowledge not attaching any value to the SAPS strategic plan. The pattern that emerged is linked to the SAPS rank structure, the lower levels in the organisation showed very little knowledge of the SAPS strategic plan and from middle to senior management the knowledge levels increased markedly. The value of the SAPS strategic plan is directly connected to the knowledge regarding the SAPS strategic plan. The researcher spent 11 years in the junior and middle management of the SAPS Tshwane Academy and knows first-hand that very little information regarding the SAPS strategic plan was ever passed down to managers and certainly not the individual trainers, see section 4.2.1.

TTA1 *"I am not sure what the SAPS strategic plan is but I know that the division does strategic planning at the beginning of each year."*

TTA2 *"I have no knowledge of the SAPS strategic plan it might be the same as the division strategic planning done every year."*

TTA4 *"I am not sure if the SAPS strategic plan should be included into the curriculum, I don't think it plays any role in the physical education training that I am involved in."*

TTA6 *"I do not have an opinion on the SAPS strategic plan, as a street survival instructor firearm and officer safety are my prime concern. I don't think the strategic plan will have an influence on that."*

TTA7 *"I am not really sure if inclusion of the SAPS strategic plan into the curriculum is necessary because I am not fully up to date of the contents of the strategic plan."*

TTA11 *"Yes I think it will be good to add information of the strategic plan into the BTLP so that students can come to understand where SAPS as an organisation is going to."*

TTA13 *"It would be a good idea to include very broad information regarding the will confuse students. General information will help students to see what the direction of SAPS as an organisation is."*

SPC3 *"I do not think that it is necessary to add any more information regarding the SAPS strategic plan into the BTLP curriculum because as far as core policing and professionalism is concerned the curriculum is sufficient."*

HRD1 *"I do not think it is necessary to add details of the SAPS strategic plan into the curriculum, we already discuss the vision and mission of SAPS that comes from the strategic plan but we could add maybe an introduction to the SAPS strategic plan to the curriculum."*

The data shows that there are different views regarding the value of the SAPS strategic plan in the basic training environment. The participants who are directly involved in presenting the different disciplines contained in the BTLP are largely indifferent as far as the value of the SAPS strategic plan in the curriculum is concerned. This emanates from the lack of information provided by senior management in the division to all the levels within the division. The training staff will not realise the importance of the SAPS strategic plan and then pass it on to their students if they have not been properly informed themselves. The participants from the drill, street survival and physical education disciplines see the SAPS strategic plan as a part of the academic section's responsibility and therefore has very little impact on their training responsibilities. This leads to situations where members of the SAPS do not perform their tasks and duties properly, for example the KwaZulu-Natal parade fiasco where SAPS members were unable to perform basic drill movements (Nkanjeni: 2022). The challenges facing the SAPS as an organisation, and its training in particular, may be traced back to a lack of understanding of the strategic direction of the organisation, see section 1.6. The trainee at the beginning of their career in the SAPS will not understand the basic concept of strategic planning if it is not provided as part of the BTLP foundational phase.

The views of management in Division:HRD differ regarding whether the SAPS strategic plan will add value to the BTLP and see the curriculum used in the BTLP as sufficient at present. The participants from the Human Resource

Development Component are all involved in the design and update of the curriculum but are not involved in the presentation of the program. This causes a divide between the planners and the presenters of the program where the design component sees the curriculum as sufficient, but the practical training component does not share the same view. The personal experience of the researcher bears this out where changes to the curriculum where implemented and trainers were not properly informed why the changes were being introduced, the establishment of the SASSETA accredited curriculum being an example, see section 1.3.1.

TTA 5 *“Currently there is a difference of opinion regarding the street survival curriculum, the difference being what is seen as basic and what is advanced training by head office.”*

TTA 7 *“The textbooks we are using were printed in 2017 and very few updates have been implemented since then. I think the textbooks are past due for an update.”*

TTA 11 *“The curriculum we use at present was designed in 2017 and we provide inputs when it is updated but our inputs are mostly ignored or only partly implemented.”*

This clearly shows that participants in the Human Resource Development Division and Tshwane Academy are divided on the value of the SAPS strategic plan in basic training. There is also a clear division regarding the development and updating of the curriculum. This is due to a lack of knowledge regarding the strategic planning process in the SAPS and the value that it brings to all facets of policing. It also brings into question the effectiveness of the yearly division training strategic planning session which is designed to have planners and trainers communicate and solve challenges.

5.3.3 The alignment of the BTLP with international police training standards

The BTLP in its present form was designed in 2017 and has been updated to meet the changing crime environment in South Africa. The participants at management level all agree that the curriculum used in the BTLP is aligned with international standards having been benchmarked with European countries and the USA. The process of benchmarking the curriculum is not a new process and started in 1995 when the SAPS and basic training

was restructured after the 1994 democratic elections (Steyn:1994). The first curriculum after the 1994 elections was designed with the assistance of representatives from countries like the United Kingdom, Sweden and Zimbabwe. The process of evaluation and measurement of the curriculum against international standards is done at senior management level and results are seldom shared with all levels within the training environment, and changes made to the curriculum are not always explained to the trainers who need to implement the changes. The yearly training strategic planning session seem to be ineffective in disseminating information to the lowest levels. The present curriculum was developed in 2017, see section 2.2, and has only been updated as far as legislation changes are concerned or to meet training priorities. These changes are driven by the SAPS strategic plan and should be communicated to all levels within the training environment. From the data it is clear that trainers from different disciplines have different views regarding the alignment of the BTLP with international standards. Trainers see the alignment of the curriculum with international standards in different ways, street survival trainers are the most outspoken regarding this issue as they see the training they do as the most important module in the curriculum. The physical training trainers see the issue as more of a student quality issue with students that do not compare with international standards rather than the curriculum itself.

HRD1 *“the current curriculum was benchmarked with the United Kingdom in 2012 and was found to compare very favourably with their curriculum at the time. European countries such as Germany and Sweden, also included was Turkey and the curriculum was found to be up to international standards. The United States has more than 500 different police agencies and a comparison could not be made there. Regarding Africa the lack of proper legislation in African countries present a challenge and many still use the police methodologies left over from the countries that colonised them.”*

HRD2 *“The six learning areas that the current curriculum is sufficient to equip students for when they go to the stations and it compares favorably with international standards.”*

TTA12 *“I think the curriculum compares favorably with international standards, the London Metropolitan Police and Swedish police, being good examples. The methods used to present the training is lacking and must be upgraded.”*

TTA9 *“I think that the BTLP overall meets with international standards there are some challenges, however. It must also be remembered at what level we present the program.”*

TTA6 *“I believe that the musketry (firearm) part of the BTLP is not up to international standards”*

TTA3 *“I do not think that the BTLP, the PT curriculum at least, meets international standards. The fitness standards set for students are on an international standard but must be amended to accommodate students. In a platoon you will have students ranging in age from 20 to 35 years and in some cases even older. The fitness standard is calculated for a 20-year-old student and that creates a problem.*

TTA 7 *“I do not think the BTLP is aligned with international standards, it was designed in 2017 and has not kept pace with the changes in society or the crime situation.”*

TTA8 *“The BTLP does not meet international standards in my opinion. The BTLP and specially the academic part of the curriculum is outdated. I feel that emphasis is placed on the wrong topics in the curriculum. I think the curriculum is lacking as regards to international standards.”*

TTA 1 *“I do not know exactly what international standards are but I don't think the BTLP meets the standard. Poor discipline and interference from external bodies make our work difficult.”*

From the narratives above it is clear that there is a difference of opinion regarding the BTLP curriculum and its alignment with international standards. The main difference lies between the managers and designers of the BTLP and the presenters of the program. The differing points of view once again emanate from the training discipline presented by the trainer. It is also clear that the BTLP has not been measured against international standards since 2012 and it is therefore possible that it may not be fully aligned with international standards. It should also be taken into consideration that the SAPS training environment is unique, making it difficult to compare the BTLP with that of other countries,

especially from the Global South. The numbers being trained annually is one of the most important factors if compared to countries in Europe and even on the African continent there is no country that compares with South Africa in the number of new recruits trained per year. In 2022 a decision was taken to train 10 000 new constables which presented a multitude of challenges and was reported on extensively in the media. The use of police officials from stations, so called detached trainers, to assist in the training also presents challenges. The incident at the Thabazimbi training facility where a trainee was killed during street survival training being an example (Cruywagen: 2022). These challenges range from recruitment, selection and appointment of quality of trainers and available training facilities to criticism of the outdated BTLP curriculum. Many participants also link student quality with international standards without being able to explain their point of view. The curriculum should be benchmarked with international standards not the quality of trainees, trainers or facilities as these are factors that will differ from country to country.

HRD 1 *“It is difficult to compare the BTLP with other countries in the world because of the different facilities and students, many countries in Europe only recruit individuals with degrees or diplomas, so we need to concentrate on the curriculum when benchmarking.”*

HRD 3 *“We must always remember that the measurement of the BTLP should be done curriculum to curriculum and other factors should not be included in the process. Facilities and quality and number of trainees differ from country to country and should not play a role in the benchmarking process. Even in Africa it is difficult to compare facilities and trainees with what we have in South Africa.”*

The curriculum used in the BTLP will undergo a major change in 2023 when the SAPS moves from the National Certificate Policing, quality managed by SASSETA, to the Occupational Certificate: Non-Commissioned Police Official, quality managed by the QCTO. The SAQA grading will also change from NQF level 5 to NQF level 6 which in turn will result in the qualification level of trainers being evaluated. The field training program which was done away with will be re-established when the new curriculum is implemented. The researcher is of the opinion that when the new curriculum is implemented there will be a need to establish the level of alignment with international standards.

HRD1 *“The new qualification we are embarking on is on NQF level 6 and consists of more than 120 credits which will include workplace experience in the form of field training and will direct us to the National Development Plan with the view of the professionalisation of the police.”*

It is clear that the Division: HRD is in the process of updating and upgrading the BTLP curriculum and keeping up with international standards, but this fact is lost on the lower ranks in the training academy because of a lack of communication. The participants from the SAPS Tshwane Academy are aware of the changes to come in 2023 but how it will affect individual trainers and the different training disciplines is not clear.

5.3.4 The value of the SAPS strategic plan in the BTLP

There should be more information regarding the SAPS strategic plan in the BTLP even when the two documents are aligned. The outcomes of the SAPS strategic plan should be added to provide students with a view of what the SAPS wants to achieve and what government expects of the organisation. The argument that the BTLP is what the name implies, basic training, is valid but what basic information must be contained in the curriculum is open to debate. It has been established that the BTLP compares favourably with international standards, see section 5.3, and adding elements of the strategic plan will make it more compatible with international standards. Including basic elements of the SAPS strategic plan will enable trainers and trainees to better understand the strategic direction of the organisation and better understand changes in the SAPS. Participants' views on this differ and can be linked to their personal knowledge of the SAPS strategic plan and their position in the training environment.

TTA1 *“I do not know what the contents of the academic curriculum is but I think students should be informed about the strategic plan so that they know what it is and why it is there.”*

TTA2 *“I think it will be a good thing to include some information regarding the strategic plan into the BTLP. It will assist students to understand what the SAPS is all about.”*

TTA4 *“I am not really sure. Maybe the academic trainers will have a better answer because it does not really play a role in the training I provide.”*

TTA7 *“Yes, I think so, it is an important document and students should be told what it is all about. I don’t think it needs to be discussed in detail, but students should know where it comes from and what its purpose is.”*

TTA11 *“I think it will be good to add information of the strategic plan into the BTLP so that students can come to understand where SAPS as an organisation is going to.”*

HRD1 *“I do not think it is necessary to add details of the SAPS strategic plan into the curriculum, we already discuss the vision and mission of SAPS that comes from the strategic plan but we could add maybe an introduction to the SAPS strategic plan to the curriculum.”*

HRD2 *“I do not think that we should add details of the strategic plan to the BTLP because of the level of student that we have in training. They struggle with the concepts of the law and I think it will not be possible for them to think on a strategic level.”*

HRD4 *“I think that it would be beneficial to add some details of the strategic plan into the BTLP as this will assist the students in understanding the SAPS as an organisation.”*

SPC2 *“I agree that including elements of the SAPS strategic plan into the BTLP will be beneficial to SAPS as an organisation. The student should not necessarily be taught that this is the SAPS strategic plan but rather, this is the outcomes and this is what we as SAPS want to fix out there.”*

The majority of participants are in favor of adding information regarding the SAPS strategic plan into the BTLP to help newly appointed members to understand what the main focus of SAPS is regarding policing crime and serving the South African community. The opponents to adding strategic plan information in the BTLP are mostly motivated by training discipline related challenges or the quality of students that are recruited. This does not diminish the fact that at present there is little knowledge regarding the SAPS strategic plan among training staff and therefore no knowledge among students.

The participants from the Component: Strategic Management are all in favor of adding basic information regarding the strategic planning process, including the outcomes of the SAPS strategic plan, into the BTLP. The component is developing a handbook that will be used to conduct training interventions on the strategic planning process.

SPC1 *“We are currently developing a strategic planning handbook that will be used in the development of training interventions to ensure better management of the SAPS strategic plan in all divisions and components and so enhance overall governance.”*

The lack of knowledge regarding the SAPS strategic plan displayed by some participants shows that there is a need for training interventions to emphasise the importance of strategic planning in the SAPS. The value of information regarding the strategic plan in the BTLP lies in strengthening the foundational knowledge of newly appointed members. The present criticism regarding the training of police officers in South Africa is not only directed at the basic training but also in-service training. Training interventions regarding the strategic planning process within SAPS will be made much more acceptable when members already have a basic knowledge of the SAPS strategic plan, its origin, purpose and outcomes.

5.3.5 Management of the SAPS strategic plan by SAPS senior management

From the data collected during the research, it is clear that information regarding the SAPS strategic plan is not disseminated from senior management to all the other management levels in the organisation, and therefore does not reach the lower levels of the organisation. Every division and component in the SAPS has the responsibility to deliver on the outcomes contained in the SAPS strategic plan but to achieve this all the management levels of the organisation must be involved. The process should be driven by senior management down to the lowest levels in each division or component. The measurement of the success of this process lies in the APP and should be managed by the Divisional Commissioner or Component Head. In the training environment it is obvious that the trainers and junior managers who train newly appointed members have no or very little idea of the origin, purpose and outcomes of the SAPS strategic plan and APP. The academic trainers in the SAPS Tshwane Academy know that the vision and mission

of the SAPS comes from the SAPS strategic plan as set out in the module professional conduct, but the trainers of the physical education, drill and street survival disciplines do not feel that the strategic plan has a role to play in their training processes. This indicates that the lower ranking trainers in the academy have not been informed of the importance of strategic planning and why it is done by the organisation.

SPC2 *“Government has adopted a new approach to planning which is brilliant as far as planning is concerned but difficult to apply because government expects departments to focus on their impact on society and the things in society they want to change.”*

SPC2 *“The Divisional Commissioner of each division is responsible to ensure that the outcomes of the SAPS strategic plan will be reached by the division and in that lies the challenge, it is not being done at present. The previous National Commissioner had very little interest in the strategic plan or its outcomes and this is the challenge of governance, if governance is in place everything will fall into place.”*

SPC1 *“We are presently designing a strategic management handbook that unpacks the strategic management responsibility to the finer detail and not only focusses on the planning process but includes the interpretation of information and monitoring and evaluation process.”*

SPC3 *“There are senior managers who are not aware of the contents and outcomes of the SAPS strategic plan, so how can you expect constables and sergeants to know of the SAPS strategic plan. The fact that components have strategic planning sessions also raises a question, are we having a strategic planning session simply because we are supposed to have one or are we really feeding the SAPS strategic plan into our session.”*

The narratives show that the senior management of the SAPS, National Commissioner, Divisional Commissioners and Component Heads do not ensure that the outcomes of the SAPS strategic plan are reached. This is a challenge and explains the lack of knowledge regarding strategic planning and the SAPS strategic plan in the lower management levels of the organisation. If there is no decisive governance from senior management then the lower levels of the organisation will not see the SAPS strategic plan as an important

document and its outcomes will be irrelevant. For the Sergeants, Warrant Officers and Captains to embrace the outcomes of the SAPS strategic plan it needs to be seen as an important document by their respective commanders.

If the importance of the strategic planning process and the resulting five-year SAPS strategic plan is not filtered down from senior management, it will not be seen as an important document. The SAPS strategic plan at present is treated as a shelf document and is not properly disseminated to the lower levels of divisions and provinces and therefore seldom reach the lower levels of the organisation. The researcher knows from personal experience as a trainer, junior and middle manager at the SAPS Tshwane Academy that the SAPS strategic plan is seldom if ever tabled or discussed during management meetings. The fact that a strategic management handbook and training interventions need to be designed bears out this fact that the strategic planning process must receive more recognition from senior management. The lower ranks will not show an interest in the SAPS strategic plan if the information does not flow down from the top echelons of the organisation.

When the data collected from the three components, SAPS Tshwane Academy, Division HRD and the Component: Strategic Management is summarised into the five themes as discussed in this chapter, it shows the participants were willing to participate and all discussed to topic freely and answered all questions without hesitation. The data collected shows that knowledge regarding the origin and purpose of the SAPS strategic plan varies according to the level of the participants in the organisation, the higher the level in the SAPS the more knowledgeable the individual is. This indicates that the information contained in the SAPS strategic plan does not filter down from the organisation's management to all levels and is mostly unknown in the lower ranks. The students under training at the SAPS Tshwane Academy will also then have no information on the SAPS strategic plan. The value of strategic planning follows much the same pattern as knowledge regarding the SAPS strategic plan. The management and planning staff at Division: HRD realise the value of adding basic information regarding the SAPS strategic plan to the BTLP curriculum. The training staff do not all see the value of the SAPS strategic plan in the curriculum and this correlates with the extent of their knowledge of the SAPS strategic plan. The divide between the Division: HRD planning staff and the trainers in the SAPS Tshwane Academy is also prominent, the basis of the divide being the fact that trainers believe they know what is happening on the ground and training staff do not.

Looking at the alignment of the BTLP with international standards it also shows that there is a marked difference between the higher and lower levels in the training environment. The participants at Division:HRD see the BTLP as aligned with international standards and again the trainers in the SAPS Tshwane Academy do not all share the same opinion. The challenge once again is the dissemination of information from management to the training staff who also add the quality of trainees to the issue. It must also be noted that the last formal benchmarking was done as far back as 2012 and there is no indication that the process has been repeated since. The value of the SAPS strategic plan in the BTLP is also linked to knowledge of the plan. Participants who work with the SAPS strategic plan agree that there is value in adding basic information, such as the outcomes of the SAPS strategic plan, to the curriculum. It will enhance the knowledge of strategic planning in the SAPS and enable newly appointed members to understand what the SAPS is trying to achieve in the community. The trainers and lower-level managers who present the different disciplines in the curriculum do not all agree and provide reasons such as overloading a curriculum that already contains a large amount of information. Quality of students and information regarding the strategic plan does not belong in basic training but should be dealt with in in-service training. Trainers who present the physical disciplines, drill, street survival and physical education, feel that the strategic plan has no impact on their disciplines.

The interviews with the participants show that there is a definite lack of governance regarding the SAPS strategic plan not only in the training environment but in most divisions and components within the SAPS. This lack of interest regarding the SAPS strategic plan and the proper implementation of the outcomes set out in the plan by the senior managers nullifies the effect that strategic planning has on the organisation. In a large organisation like the SAPS there should be definite management interventions to ensure that all levels of the organisation know and understand the outcomes contained in the SAPS strategic plan and work towards achieving them. The development of a strategic planning handbook and the resulting training interventions will go a long way in meeting this challenge.

5.4 Summary

This chapter reports on the research findings and shows that there are five themes that emerged once the data has been analysed. The participant profiles show that the data was collected from a broad spectrum of individual police officials that are involved in the SAPS strategic plan and BTLP and supports the emerging themes. These themes are firstly the overall knowledge of the purpose and contents of the SAPS strategic plan, secondly the value attached to the SAPS strategic plan, the alignment of the BTLP with international police training standards is followed by the value of the SAPS strategic plan in the BTLP and lastly the management of the SAPS strategic plan by the SAPS senior management. The results show that the value of the SAPS strategic plan and in the BTLP can be linked to the knowledge that the individual respondent has of the plan. The alignment of the BTLP with international standards presents a unique challenge as the SAPS has more in common with police agencies in developed countries than those in developing countries, even though South Africa is a developing country there is very little alignment with police agencies in Africa.

Chapter 6

Interpretation of findings

6.1 Introduction

The interpretation of the data collected and presented in chapter 5 will be used to draw a conclusion and make recommendations. The main themes identified in chapter 5 was analysed to provide a clear picture of the value and importance of the alignment of the BTLP and the SAPS strategic plan and the value it brings to both the SAPS as an organisation and the basic training environment. The management of strategic planning in the SAPS and more important the Human Resource Development Division as the main component in the training environment responsible for the management of the BTLP will be discussed. These interpretations was used to make recommendations regarding the identified themes to assist the SAPS in strategic planning and basic training processes in chapter 7. The alignment of the BTLP curriculum with international standards were analysed to establish to what extent the SAPS strategic plan plays a role in the alignment.

6.2 Overall knowledge of the purpose and contents of the SAPS strategic plan

The Component: Strategic Management points out that government has adopted a new method of strategic planning and that has an excellent methodology, see section 5.3.5. It aligns the SAPS strategic planning processes with that of other government departments and ultimately with that of government. After interviewing the participants in this study, it is clear that the overall knowledge of the SAPS strategic plan is not spread throughout the Division: HRD. The senior management in the division has all the information regarding the strategic plan and uses it to do the strategic planning for the different components within the division. This is where the knowledge of the SAPS strategic plan stops, all the levels below senior management know less and less of the strategic plan until the lowest level, the trainers, is reached. At this level there is very little knowledge and only academic trainers know of the existence of the plan and not its contents. In the present curriculum the SAPS strategic plan is only mentioned because it is the source of the vision and mission of the organisation. The students receiving basic training have no knowledge of the SAPS strategic plan or the existence of a strategic planning process within the SAPS, see section 5.3.1.

The participants from the respondents at the Tshwane Academy and the Division: HRD clearly show the range of knowledge regarding the strategic plan. It is clear that middle managers are up to date regarding the origins and purpose of the strategic plan although they are not up to date on the contents. The obvious challenge that emerges here is the fact that because of limited knowledge regarding the SAPS strategic plan it appears that no information regarding the strategic direction of the SAPS is passed to the lower ranks. The more junior participants, Captain to Sergeant, have very little or no idea of the SAPS strategic plan because of this. Senior managers are all very well versed in the origins, purpose and contents of the strategic plan. The interviews with participants in the lower ranks at the Tshwane Academy show that very little information regarding the strategic planning or the organisation is disseminated to the training staff in the Tshwane Academy. This leads to training staff in the lower ranks who actually present the curriculum and do the training having no information to pass on to the students they are training as already pointed out in section 5.3.1.

The curriculum used in the BTLF contains very little information regarding the SAPS strategic plan. Learning area one, module one called professional conduct, deals with the vision and mission of the SAPS and mentions the strategic plan (Division: Human Resource Development, 2017) as mentioned by some participants. The researcher is of the opinion that the lack of basic knowledge regarding the strategic planning process within the SAPS and therefore the SAPS strategic plan itself leads to frustration among the training staff at ground level. The changes that are made to the curriculum to align it with the strategic direction of the organisation are lost on the trainers and seen as unnecessary additions and a waste of time. The lack of knowledge regarding the SAPS strategic plan and its purpose among lower ranks has a roll-on effect when new police officials arrive at their stations. The outcomes documented in the SAPS strategic plan and complemented by the outcomes of the BTLF does not filter down from senior management through middle management to reach the lower levels of the training staff. This means that no information regarding the SAPS strategic plan will reach students during their training and subsequently to their stations, at the beginning of their careers. Without this foundation knowledge regarding strategic planning in the SAPS the reason why certain crimes are prioritised and why certain changes are affected within the organisation will be lost on the individual constable at the beginning of their careers. The lack of dissemination of information regarding the strategic plan from senior management down the different levels of the organisation is clear and should be addressed.

The fact that basic knowledge of the SAPS strategic plan is lacking at the lower levels of the organisation and specifically the individuals who are training new recruits is causing an important part of the overall policing picture to be lost. This means that a large portion of the staff in the training environment does not know why the SAPS is presently policing South Africa in the manner it is doing. Changes in rank, organisational structure, priority crimes and training priorities are lost on the training staff and is not passed onto students and seen as frustrating changes instead of knowing that these changes emanate from the strategic planning process of the organisation. The ultimate goal of the SAPS strategic plan is to set outcomes for the organisation and also to put measurement instruments in place to establish whether the outcomes have been reached. This is only done at senior management level and not disseminated throughout the training component. The performance measurement of the Division: HRD is done by a small group of individuals who gather information and report their findings to the office of the National Commissioner, this information does not reach the individual trainer in the training institution.

6.3. The value attached to the SAPS strategic plan

The value of the SAPS strategic plan varies from component to component including the different levels in the organisation. Knowledge of the existence and content of the SAPS strategic plan differs in the same way, see section 6.2, and directly impacts the value attached to it. Senior managers who have to reach the targets set in the outcomes of the APP and strategic plan and who have their performance appraisal linked to it see the value of the strategic plan. The middle managers have a working knowledge of the strategic plan and its process but because many of them are not directly involved, regard the SAPS strategic plan as just another set of rules to be complied with. The individuals at the lower end of the organisation have no knowledge of the SAPS strategic plan and therefore attach very little value to it.

The majority of participants are in favor of adding information regarding the SAPS strategic plan into the BTLP to help newly appointed members to understand what the main focus of SAPS is regarding policing crime in South Africa. Opponents to adding strategic plan information to the BTLP are mostly motivated by training discipline related challenges and the quality of students that are recruited. This does not diminish the fact that at present there is little knowledge regarding the SAPS strategic plan among training staff and therefore no knowledge among students. The participants from the Component: Strategic Management are all in favor of adding basic information

regarding the strategic planning process, including the outcomes of the SAPS strategic plan, into the BTLP. The component is developing a handbook that will be used to conduct training interventions on the strategic planning process. The lack of knowledge regarding the SAPS strategic plan displayed by some participants shows that there is a need for training interventions to emphasise the importance of strategic planning in the SAPS. The value of information regarding the strategic plan in the BTLP lies in strengthening the foundational knowledge of newly appointed members. The present criticism regarding the training of police officers in South Africa is not only directed at the basic training but also in-service training. Training interventions regarding the strategic planning process within SAPS will be made much more acceptable when members already have a basic knowledge of the SAPS strategic plan, its origin, purpose and outcomes.

The purpose of the SAPS strategic planning process and the ultimate plan resulting from the process provides strategic direction and performance indicators to the organisation. The participants in the Component: Strategic Management agree that the SAPS as a whole, including the Division: HRD, do not attach the value to the strategic plan that it deserves. The divide in knowledge of the SAPS strategic plan between the different levels of the training component results in very little value being attached to the importance of the strategic plan. The importance of the value of the SAPS strategic plan should be driven by the senior management in each component and division and should be emphasised at the lower levels of the organisation. At present the SAPS strategic planning can be seen as a nice-to-know document rather than an important, must know, document. The training staff at the Tshwane Academy is unable to understand the value of the SAPS strategic plan and cannot inform students of the important role it plays in the organisation.

6.4. Alignment of the BTLP with international police training standards

The BTLP used by the SAPS has been benchmarked with a variety of police organisations across the world ranging from the United Kingdom (UK) to the United States (USA) and many countries in Europe. The establishment of how the BTLP curriculum is aligned internationally is a challenging process and needs to be carefully analysed. Factors that play a role in the process are the number of students trained at a time, students' level of education, quality of trainers and duration of the training. The level of alignment as seen by individuals in the Division: HRD differ greatly and is also linked to the level at which the staff member serves.

From the narratives, it is clear that there is a difference of opinion regarding the BTLP curriculum and its alignment with international standards. The main difference lies between the managers and designers of the BTLP and the presenters of the program. The different points of view once again emanate from the training discipline presented by the trainer. It is also clear that the BTLP has not been measured against international standards since 2012 and it is therefore possible that it may not be fully aligned with international standards. It should also be taken into consideration that the environment in which training is conducted in the SAPS is unique, making it difficult to compare the BTLP with that of other countries especially from the Global South. The numbers being trained annually is one of the most important factors when compared to countries in Europe and even on the African continent there is no country that compares with South Africa in the number of new recruits trained per year. In 2022, a decision was taken to train 10 000 new constables which presented a multitude of challenges was reported extensively in the media (Cruywagen: 2022). These challenges range from recruitment, quality of trainers to availability of facilities and even the curriculum used in the BTLP is criticized. Many participants also link student quality with international standards without being able to explain their point of view. The curriculum should be benchmarked with international standards not the quality of trainees, trainers or facilities as these are factors that will differ from country to country. The curriculum used in the BTLP will undergo a major change in 2023 and the field training program which was done away with will be re-established when the new curriculum is implemented. The researcher is of the opinion that when the new curriculum is implemented there will be a need to establish the level of alignment with international standards. The Human Resource Development Division is in the process of updating and upgrading the BTLP curriculum and in the process keeping up with international standards, but this fact is lost on the lower ranks in the training academy because of a lack of communication. The participants in the Tshwane Academy are aware of the changes to come in 2023 but how it will affect individual trainers and the different training disciplines is not clear.

The evaluation of the level of alignment between the BTLP curriculum and international standards is a challenging task. As already mentioned, many factors play a role in this process and training police officers is unfortunately not a one size fits all process. A major factor is the fact the South Africa falls under the Global South developing countries and many of the police agencies that SAPS compares itself with resort under Global North developed countries, see section 3.2. The curriculum designed in the United Kingdom to train small numbers of graduate trainees over a period of three years cannot be compared

with one that must accommodate 10 000 trainees with grade 12 school certificates over a period of 12 months. When countries in the Global South are used for comparison other challenges arise because many countries are not democracies and policing falls under the jurisdiction of the army or defense force. Some countries outsource their police training or use curricula developed by countries in the Global North. That the BTLP is aligned with international standards to some extent is true, but much more benchmarking needs to be done to establish to what extent it is aligned.

6.5. The value of the SAPS strategic plan in the BTLP

The BTLP uses a curriculum redesigned after the first democratic elections in 1994, see section 1.3.1, and has been updated since then to keep pace with the changing legislation and crime situation. The version used presently dates from 2017 and will only be replaced in 2023 with a new curriculum. The curriculum used at present has very little information regarding the SAPS strategic plan and only refers to it as the source of the vision and mission of the organisation. The trainer doing the physical training and the student receiving the training has very little knowledge of the SAPS strategic plan and does not realise its value. The senior management of both the Component: Strategic Management and Division: HRD regard the SAPS strategic plan as an important and valued document. The majority of the participants are in favor of adding information regarding the SAPS strategic plan into The BTLP to help newly appointed members understand what the main focus of SAPS is regarding policing crime in South Africa. The opponents to adding strategic plan information to the BTLP are mostly motivated by training discipline related challenges or the quality of students recruited. This does not diminish the fact that at present there is little knowledge regarding the SAPS strategic plan among training staff and therefore no knowledge among students. The participants from the Strategic Planning Component are all in favor of adding basic information regarding the strategic planning process, including the outcomes of the SAPS strategic plan, into the BTLP. The component is developing a handbook that will be used to conduct training interventions on the strategic planning process. The lack of knowledge regarding the SAPS strategic plan displayed by some participants shows that there is a need for training interventions to emphasise the importance of strategic planning in the SAPS. The value of information regarding the strategic plan in the BTLP lies in strengthening the foundational knowledge of newly appointed members. The present criticism regarding the training of police officers in South Africa is not only directed at the basic training but also in -service training. Training interventions regarding the strategic planning process within the SAPS will be much more

acceptable when members already have a basic knowledge of the SAPS strategic plan, its origin, purpose and outcomes.

The SAPS strategic plan originates from the organisation's mandate that is directly linked to the Constitution of the Republic of South Africa, 1996, and the outcomes are based on the NDP which in turn is the government's strategic direction for the country, see section 2.3. The BTLP is the foundation for all police officials and also serves as a starting point for all further in-service training. It has already been established that the trainers at the Tshwane Academy have little or no knowledge of the SAPS strategic plan and although the Strategic Planning Component is developing a handbook and training interventions, there is still very little knowledge of the SAPS strategic plan at basic training level. New constables arrive at their first police station without any knowledge of the strategic direction the organisation they are working for is taking. The researcher is in agreement with the participants that believe the SAPS strategic plan is too complicated for the level of students under training, but this does not change the fact that they need to be exposed to the basics of the SAPS strategic plan and at least know what the main outcomes are and where they come from. Should they later be exposed to training regarding the SAPS strategic plan it will not be a totally new concept for them.

6.6. The management of the SAPS strategic plan by the senior management of the SAPS

The SAPS strategic plan originates from the mandate the organisation receives from section 205 of the Constitution of the Republic of South Africa, 1996, and provides a road map for the SAPS in protecting the country and its citizens against crime for a period of five years. It consists of five outcomes that drive the organisation and includes an APP to measure the organisation's success. The participants in the Component: Strategic use the newest strategic planning processes in conjunction with government's guidelines to compile the SAPS strategic plan.

The interviews conducted with the Strategic Management Component show that the senior management of the SAPS, National Commissioner, Divisional Commissioners and Component Heads do not ensure that the outcomes of the SAPS strategic plan are reached, see section 5.3.5. This is a challenge and explains the lack of knowledge

regarding strategic planning and the SAPS strategic plan in the lower management levels of the organisation. If there is no decisive governance from senior management then the lower levels of the organisation will not see the SAPS strategic plan as an important document and its outcomes are therefore irrelevant. For the Sergeants, Warrant Officers and Captains to embrace the outcomes of the SAPS strategic plan it needs to be seen as an important document by their respective commanders. If the importance of the strategic planning process and the resulting five-year SAPS strategic plan is not filtered down from senior management, it will not be seen as an important document. At present the SAPS strategic plan is treated as a shelf document and is not properly disseminated to the lower levels of divisions and provinces and therefore seldom reaches the lower levels of the organisation. The researcher knows from personal experience as a trainer, junior and middle manager at the Tshwane Academy that the SAPS strategic plan is seldom, if ever, tabled or discussed during management meetings. The fact that a strategic management handbook and training interventions need to be designed bears out the fact that the strategic planning process must receive more recognition from senior management. The lower ranks will not show interest in the SAPS strategic plan if the information does not flow down from the top echelons of the organisation.

The SAPS strategic plan's impact statement is the creation of a safe and secure environment that is conducive for social and economic stability ensuring a better life for all, and this should be driven by the senior managers in each division or component in the organisation. The purpose and outcomes of the SAPS strategic plan must be filtered down from the top echelons of the organisation to the lowest ranks, the reason for this is that the SAPS as a whole must strive to achieve the outcomes of the strategic plan. At present the research shows that the lower ranks in the training environment have very little knowledge of the SAPS strategic plan and the students undergoing training will not understand the importance of the document. It is however the lower ranks that must make good on the SAPS strategic plan's impact statement and assist senior management to reach the outcomes set out in the document. This is very difficult to achieve when the value of the SAPS strategic plan is limited by the lack of knowledge by the lower levels of the organisation.

The research shows that the management of the SAPS strategic plan and the APP is to a great extent a paper exercise conducted by divisions and components and is not driven by the National Commissioner and his deputies.

The Human Resource Development Division is responsible for developing and updating

the curriculum used in the BTLP. There is no shortage of knowledge regarding the SAPS strategic plan, but it is not included in the present 2017 curriculum nor does it feature in the new 2023 curriculum, see Addendum B. The reason provided for this is twofold, on the one hand it is argued that the curriculum is already saturated and there is no space for any additions and on the other it is argued that trainees at basic training level will not be able to understand the complexity of the strategic planning process and the resulting plan. The new curriculum that will be adopted in 2023 will be presented at a higher NQF level than the present curriculum, see section 2.2 and should include basic elements of the SAPS strategic plan if it is to move the SAPS towards professionalism which is one of the outcomes of the SAPS strategic plan.

The Strategic Planning Component has identified the need for expanding the knowledge of the SAPS strategic plan in the organisation and not only in the basic training environment. The development of a strategic planning handbook and planned training interventions is proof of this. It is acknowledged that the senior management of the SAPS does not disseminate information regarding the SAPS strategic plan down to the lowest levels of the organisation, see section 5.3.5, and the need for training has been identified. The value of the strategic plan will not be realised if the knowledge base regarding the plan is not enlarged so that even junior police officials at police station level know the outcomes the organisation is striving to achieve.

6.7 Summary

From the interpretation of the data collected during the interview process a clear pattern emerges from the identified themes. The most important being the knowledge of the SAPS strategic plan and the value attached to it by all participants. The SAPS Tshwane Training Academy' participants showed a clear lack of knowledge regarding the SAPS strategic plan, see section 5.3.1. This lack of knowledge is automatically carried over to the students who they are training resulting in new members of the SAPS not understanding the strategic direction the organisation they are working for is taking. The counter argument that they will not understand a complex subject such as strategic planning is understandable, but the question must arise, why are we doing what we do. The management staff at the SAPS Tshwane Academy all have knowledge of the SAPS strategic plan, but this knowledge is not passed to trainers because it is not part of the curriculum. At present, the curriculum used to train new recruits has no knowledge of the SAPS strategic plan other than the vision, mission and code of conduct.

Chapter 7

Summary, recommendations and conclusion

7.1 Introduction

This chapter is a summary of chapters one to six and provides recommendations using the data collected during the research process. The data collected during the interview process were matched with the information contained in the BTLP and SAPS strategic plan and considering the experience of the researcher, see section 4.2., was used to establish the alignment as described in the research problem. The purpose of the chapter was to utilise the triangle of interview data, BTLP curriculum and SAPS strategic plan to provide recommendations to enhance the basic training process in the SAPS. The SAPS Tshwane Academy and the training it provides is the foundation and basic tool that will move the SAPS closer to the professional organisation set out in the SAPS strategic plan.

7.2 Summary

Up to this point the dissertation consists of six chapters and is based on the strategic planning process in the SAPS that culminates in a strategic plan that is formulated for a period of five years, the present plan is for 2020 to 2025 and the curriculum used in the BTLP. In chapter one the key terms are the BTLP and the SAPS strategic framework. The research problem is based on the historical development of basic training and strategic planning since 1994, after the first democratic elections in South Africa. The strategic planning processes only adapted to the policies of the new democratically elected government but the basic training processes in the newly established SAPS changed dramatically. The researcher was personally involved in these changes of which the most dramatic was the change from paramilitary to a more civilian role. The SAPS as an organisation had to change from a paramilitary organisation to a civilian police role and the basic training component was the foundation where these changes were established. The value of the study lies in the fact that the BTLP is the basis on which all other training and development of SAPS members is based and should be linked to the strategic direction the organisation has embarked upon. The challenges faced during the research were not critical and the fact that the researcher was known to the majority of participants was both an advantage and a hindrance. Many participants, especially the more senior officers, were looking for a hidden agenda to discredit the organisation and the components they were the head of, see section 1.6. Chapter 2 compares the BTLP and the SAPS strategic plan as components of curriculum design and the challenges faced by the

Division: HRD in this regard. The design of curriculums internationally is compared to the SAPS process and the link with the SAPS strategic plan established. The BTLP and SAPS strategic plan are designed by two different components within the SAPS, the BTLP is developed by the Component: Curriculum Development and Standards within the Division: HRD and the SAPS strategic plan is developed by the Component: Strategic Management which falls directly under the office of the National Commissioner. An overview of both the BTLP and the SAPS strategic plan is presented. The performance measurements as well as the challenges to these measurements are discussed with corruption being the most important. The comparison between the BTLP and the SAPS strategic plan indicates that there is no direct link between the two documents but that the six learning areas in the BTLP align with the outcomes of the strategic plan, see section 2.4.

The internationally accepted requirements and standards for the training of entry level police officers poses some challenges and the comparison of the of the SAPS model with other African countries and international police agencies is no exception. South Africa resorts under the so-called Global South, developing countries, while the United States of America and countries in Europe resort under the Global North. The tendency to measure the SAPS curriculum design processes with Global North countries is very strong and the fact that many African countries are not democracies, are military led or use internationally designed curriculums, strengthens this tendency. When curriculum design in South Africa is compared with the rest of the world it becomes clear that there is no, fit-for-all solution, and that there needs to be a process where the best practice from various countries curriculum design processes is taken into consideration. From personal experience, the researcher is of the opinion that this process is influenced by the last country visited by members of the Division Human Resource Development and that other countries are not considered. The fact remains that the United Kingdom and the London Metropolitan Police, Sweden, Germany and police agencies in the United States are all leaders in the field of curriculum design and have much to offer on the subject.

The research methodology, data collection and analysis as well as the ethical considerations of the study were unpacked in chapter 3. The researcher decided on the qualitative method of research, the topic being researched and the nature of the research problem was taken into account in making this decision. The methodology of the study was driven by the fact that the data collected was in the form of interviews. This provided text and images from the participants who were given an extensive explanation on the purpose of the research and the

reason behind it. The research design was influenced by the fact that the BTLP and SAPS strategic plan are living documents and the participants are all directly involved in either the development or presentation of both these documents. The SAPS is a large organisation so the sample was restricted to selected officials in the Division: HRD, SAPS Tshwane Training Academy and the Component: Strategic Management. This restriction was motivated by the role each participant plays in either the development, management or presentation of the BTLP and SAPS strategic plan, see section 4.1.2. When data collection methods were considered, the choice fell on interviews using open ended questions during One-on One interviews. Data analysis was achieved by using the open-ended coding method where the researcher closely examined and categorised the data collected. The four important criteria for trustworthiness, credibility, transferability, dependability and conformability were strictly adhered to during the research process. The extensive personal experience of the researcher in the training environment is highlighted as well as his personal knowledge of the BTLP and the participants in both the Tshwane Training Academy and the Division Human Resource Development, see section 4.2.1. The ethical dimensions of the study, informed consent, gatekeeper permission, deception of the participants and violation of privacy of the participants were also unpacked.

The next chapter contains the report on the research findings and discusses the methodology of the interviews used to collect the data so that it could be analysed and also included some of the feedback from participants. Three components were used in the interview process, Tshwane Training Academy, Division Human Resource Development and the Strategic Planning Component, this covered the presenters of the BTLP and the developers of the of the BTLP and the SAPS strategic plan. The participants were all officers and non-commissioned officers with between 10 and 30 years of service in the SAPS and at least five years in their present post, see section 5.2. This enabled the researcher to obtain a broad view of the training and strategic planning environment and the challenges experienced by each component. When the data was analysed five themes emerged, overall knowledge of the strategic plan, the value attached to the SAPS strategic plan by participants, the alignment of the BTLP with international standards, the value of the strategic plan to training and lastly the implementation and management of the SAPS strategic plan by senior management, see section 5.3. The first of these themes, knowledge of the SAPS strategic plan shows that there are different levels of knowledge among participants ranging from no or very little knowledge among the lower ranks to extensive knowledge the higher the participant's rank structure in the organisation, see section 5.3.1. The second theme was

the value attached to the SAPS strategic plan which resembled the results of knowledge of the plan, with the value attached to the SAPS strategic plan being directly linked to the individual participant's knowledge of the plan and to which component the individual is attached, see section 5.3.2. The alignment of the BTLP with international standards is challenging as a result of the fact that South Africa is seen as a Global South developing country and the majority of benchmarking is being done with the European countries or the United States of America which are all Global North developed countries. When looking at Africa it is difficult to benchmark against countries as many of them are not democracies, many still use their military forces for policing and some use European countries like Sweden and Germany to train their police agencies. When looking at developed countries it is difficult to strike a comparison because of the academic level of trainees, duration of the training and the numbers involved in the training, see section 5.3.3. The opinions regarding the value of the SAPS strategic plan to the BTLP may be divided into two camps. The first is of the opinion that it is very important for the trainees and lower levels of the organisation to be informed of the basic components of the strategic plan and so see its value. The second is the belief that the curriculum used in the BTLP is already saturated and that the academic level of students presently under training will not understand a complex document such as the SAPS strategic plan, see 5.3.4. Lastly, the management of the SAPS strategic plan is seen by the participants in the Strategic Planning Component as not ideal and the data collected bears this out. The information regarding the outcomes and value of the SAPS strategic plan is not filtering down from senior management to the lower levels of the organisation, this is also indicated in the knowledge and value seen in the SAPS strategic plan, see 5.3.5.

Chapter 6 unpacked the interpretation of the findings after the data was analysed and again followed the themes identified in chapter 5. The overall knowledge of the SAPS strategic plan falls short of the ideal, especially among the lower ranks of the organisation. The participants in the Strategic Planning Component are adhering to government's newest directives regarding strategic planning but this information only reaches the top echelons of the organisation and the lower levels where the trainers of the BTLP work are unaware of the strategic focus of the organisation they are working for, see section 6.2. The value of the SAPS strategic plan and therefore the strategic direction of the organisation is also lost on the majority of the trainers who are training the new members of the organisation. The result

of this is that when new constables arrive at their stations they have no idea of the strategic direction SAPS is taking and what government expects of the SAPS as organisation, see section 6.4. Because of the global position of South Africa, it is very difficult to align the BTLP with that of developed countries. From personal experience the researcher knows that Sweden and the United Kingdom and to a lesser extent the United States were regularly used to benchmark basic training in the SAPS and this creates a challenge. The reason for this is the academic level of trainees, duration of training and the number of trainees per training intervention are not similar, for example in Finland and Norway trainees have at least a three-year degree, spend three years in training and there are only 40 trainees per intake, see section 3.4. When the SAPS turns to Africa the tables are turned, many African countries use the military for policing or the police are paramilitary in nature and many governments are not democracies. The present trend is still to use developed countries as benchmark for the BTLP, see section 6.4. The value of the SAPS strategic plan in the BTLP is linked to the knowledge of the contents and outcomes of the strategic plan and is divided into two schools of thought, the first sees strategic planning as being too advanced for basic training and that trainees will not be able to grasp the concept. The second is that the curriculum used in the BTLP is already saturated and adding information regarding the SAPS strategic plan to it will simply overload it or that something important will have to be removed to include the SAPS strategic plan information, see section 6.5. An analysis of the data shows that the management of the SAPS strategic plan is not what it should be. The fact that the lower levels of the training component has very little and in some instances no knowledge bears this out. The participants from the Strategic Planning Component confirms that is not only in the training environment where management of the plan is lacking but in SAPS as a whole, see section 6.6.

7.3 Recommendations

On completion of the study the following recommendations are made and will be discussed in detail,

- The inclusion of more detail regarding the SAPS strategic plan in the BTLP.
- Increased value attached to the SAPS strategic plan by role players in the BTLP.
- Benchmarking the BTLP in both the Global North and South to establish comparison to international standards.

- Senior Managers in the training environment must disseminate information regarding the SAPS strategic plan to all levels of the organisation.
- The recruitment and selection of trainers must focus on quality.

The BTLP is entering a new phase in 2023 when the new QCTO aligned curriculum will be introduced and the NQF level will be raised from five to six. The debate whether there is space in the present, 2017, curriculum for information regarding the SAPS strategic plan and what should be included is ongoing. The fact remains that if the SAPS as an organisation wants to move towards professionalisation, knowledge of strategic planning and the resulting strategic plan must be incorporated in the BTLP so that future in-service training can built on that foundation. The new constables arriving at their stations must at least know what the SAPS strategic plan's outcomes are and what government expects of the SAPS as an organisation. The planned strategic planning handbook being developed by the Strategic Planning Component will then be used for in-service training using the information provided in the BTLP as a foundation.

At present, it is very difficult to establish what the participants in the study see as the value of the SAPS strategic plan. The participants when divided into three groups all attach different values to the plan, group one is the individuals who develop the plan and they see the value as very important, the senior managers in the training environment realise the value as it is part of their job descriptions and performance plans, and lastly the trainers on the lower level of the organisation do not see the value because they have no exposure to the SAPS strategic plan. For the value of the strategic plan to be realised across the board the level of knowledge must be raised among the lower ranks. The SAPS strategic plan needs to go from shelf document to a working document understood by all. The SAPS strategic plan is a voluminous document and contains a large amount of information that may not be relevant to the lower ranks, but the development process and outcomes should be known from the National Commissioner to the Constable at station and training academy level.

The alignment of the BTLP with international standards presents many challenges, see section 6.4, and there is no fit all solution. The researcher is of the opinion that the SAPS will stand with one leg in the Global South and one in the Global North

for years to come. The benchmarking of the new 2023 curriculum should include the best practices taken from a broad spectrum of police agencies in both the developed and developing world and it must be an ongoing process. South Africa has a long history regarding the training of police officers from both the SAP and the SAPS and many changes to the curriculum have been introduced over the years, the most important changes came after the first democratic elections in 1994 when the SAPS was established, and the organisation moved from paramilitary to civilian police principles. The resulting benchmarking process should also include looking at what should not be done when designing a curriculum and what may be learned from mistakes made by other police agencies.

Regarding the value of the SAPS strategic plan in the BTLP the principle is the same as the overall value of the strategic plan to SAPS as an organisation. Basic information regarding the SAPS strategic plan should be included into the BTLP and not only the code of conduct, vision and mission of the organisation. Trainees, from very early in their training, should be exposed to the strategic planning process, where it comes from and why it is done, as well as the outcomes of the plan. This will enable both trainer and trainee to realise the important role that the strategic planning process plays in their day-to-day work and will enable the new constable arriving at his station to understand the individual's role in the policing environment.

The SAPS strategic plan is at present developed by the Component: Strategic Management as a result of government prescripts that applies not only to the SAPS but all government departments. At present the data shows that the management of the strategic plan by the Division: HRD is restricted to only the senior managers and certain components, the lack of knowledge and value of the plan bears this out. The division's components all hold strategic planning sessions at the beginning of each year where the challenges of the previous year are identified, and planning is done for the coming year. The SAPS strategic plan as well as the annual performance plan should be included in these sessions and this information should then be disseminated to all levels of the division including training academies. Trainers from all levels must be exposed to outcomes that the SAPS as an organisation want to achieve.

The SAPS Division Human Resource Development and its basic training component faced many challenges in 2022, see section 2.1, and is on the threshold of a new era when the new curriculum is introduced in 2023. The level and standard of basic training has been raised and with this comes the responsibility to raise the quality of the trainers to match the new curriculum, and that this result in an improvement in the quality of trainees being recruited to join the organisation. The present level of knowledge of the SAPS strategic plan, especially among trainers, must be addressed as a matter of urgency. Without basic knowledge of the strategic planning process in the organisation, trainers will not be able to pass sufficient information on to students and this will impair the move to a more professional organisation. The new curriculum is on a NQF level six standing and needs to include basic strategic planning and elements of the SAPS strategic plan to live up to the ideal of a higher qualification that drives a more professional organisation.

The researcher has spent many years in the basic training environment including 19 years at the SAPS Tshwane Training Academy and knows from personal experience that the SAPS strategic plan is an unknown document to the majority of the staff, and this impairs the value of the SAPS strategic plan to a great extent. Trainers work in their respective components, academic, drill, street survival or physical education, and only see this as their world, they do not see the big picture. that they are part of the whole training component and the part

the component it plays in the SAPS as a police agency. The lack of knowledge regarding the SAPS strategic plan results in students not being provided with information regarding where they fit into the plan the SAPS has for policing South Africa. The resulting narrow vision ensures that new constables go to their stations unaware of what the SAPS is planning for in the coming years. The SAPS strategic plan and the BTLP are two very important processes in the SAPS. The BTLP is where it all starts for a police official and this training will serve as a foundation for all the other training an individual will receive in the course of their career from constable to senior officer. The SAPS strategic plan is on the other end of the scale and focuses on the SAPS as an organisation and not necessarily the individual. Although the outcomes of the SAPS strategic plan and the pillars of the BTLP are aligned, there is a huge void between them. At present the individual police official will only become aware of the SAPS strategic plan when they progress to middle

management, and in some cases not even then. Many individuals never reach middle management and will stay ignorant of the plan throughout their careers. Just like training is a golden thread that runs throughout an individual's career in SAPS, so must the SAPS strategic plan become part of that thread. The move towards a more professional police service relies on the individual police official's knowledge, irrespective of rank, of the strategic direction of the SAPS as an organisation. It is recommended that basic elements of the SAPS strategic plan be factored into the new BTLP curriculum to enhance the level of knowledge regarding the SAPS strategic plan by all levels of the organisation involved in training.

7.4 Conclusion

The conclusion to the study serves two specific functions, it highlights the most relevant points raised in the analysis of the research and evaluates the findings of the research project. The aim of this research is to analyse the alignment of the BTLP and the strategic plan and measure it against international standards. The curriculum used in the current BTLP aligns well with international standards, even with the curriculums of developed countries. There is limited alignment between the BTLP and the SAPS strategic plan. The difference in the perceived value of the SAPS strategic plan in the BTLP bears this out. Greater emphasis should be placed on the importance of the SAPS strategic plan.

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Addendum A

BASIC POLICE DEVELOPMENT LEARNING PROGRAMME: REVISED FOR 2017 INTAKE

LEARNING AREA	TOPIC	COMMENTS
<p>Learning Area 1: Orientation to SAPS</p> <p>Module 1 (Professional Conduct)</p>	<p>Chapter One: South African Police Service (Overview)</p> <p>Introduction</p> <p>Patriotism</p> <p>Historical background of the concept</p> <p>What patriotism means to us as citizens?</p> <p>Other related concepts</p> <p>The cornerstones of patriotism</p> <p>Legislation</p> <p>The National Flag</p> <p>The Role of a Coat of Arms</p> <p>National Symbols</p> <p>The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)</p> <p>White paper on Safety and Security</p> <p>Vision</p> <p>Mission</p> <p>The South African Police Service Act, Act 86 of 1995 as amended</p> <p>The functioning of the SAPS within Government</p> <p>Interdepartmental relations</p> <p>The Department of Police</p> <p>The Independent Police Investigative Directorate</p> <p>Core functions of SAPS</p> <p>Objectives of the SAPS</p> <p>Vision, Mission and Values of the SAPS</p> <p>Organisations structure</p> <p>Rank structure in the SAPS</p> <p>Symbols in the SAPS</p> <p>SAPS National and Provincial structure</p> <p>Dress Code: Excerpts from National Dress Orders</p> <p>Dress orders</p>	

LEARNING AREA	TOPIC	COMMENTS
	Dress orders - women Dress order -men Dress code: students	
	Chapter two: Human Resource Policies and Related Regulators Introduction Employment Equity Policy Objectives of the Employment Equity Policy Authorisation of the Employment Equity Policy Scope of application of the Employment Equity Policy Performance Management Definition: PEP Purpose of PEP Objectives of PEP Employee Health and Wellness What is the Employee Health and Wellness (EHW) Who has access the EHW? What principles guide the EHW? In what languages are services available? What can the EHW offer you? Range of interventions Conclusion Working hours in the SAPS Introduction Ordinary hours of work Categories of place of work Overtime Standby duties Policy provisions	To be covered in "specialised" EHW be presented by EHW representative at Academy
	Occupational Health and Safety Act 85 of 993 Introduction Guide to the Occupational Health and Safety Act National Evaluation Service Inspections Execution of the Occupational Health and Safety Act 85 of 1993 Rights of the employee Section 15: Duty not to interfere with or misuse objects	Consider the level and content for basic level

LEARNING AREA	TOPIC	COMMENTS
	Section 17: Health and Safety Representatives Functions of Health and Safety Committees Injuries on the sports field Dealing with medical accounts Procedure concerning occupation related disease: stress and depression HIV/AIDS Important	
	Smoking in the workplace policy Introduction Objectives of the policy Authorisation Scope of application Policy provisions Implementation Sexual Harassment in the workplace Introduction Background Definitions Legal framework Who are the victims and who are the harassers? Why does sexual harassment take place in the workplace? Forms of sexual harassment Benefits of combating and preventing sexual harassment in the workplace Negative results of sexual harassment Guiding principles Agreement 1/2011: Agreement on sexual harassment in the workplace What must I, as a sexual harassment officer do? Conclusion	Consider the level and content for basic level
	Minimum Information Security Standards (MISS) in the SAPS Introduction Definitions Marking classification of documents Authorisation to deal with classified documents An overview of the various security disciplines contained in the MISS document are as follows Administration of classified documents Need-to-know principle	Consider the level and content for basic level

LEARNING AREA	TOPIC	COMMENTS
	Definition: Security Competence Computer Safety Computer Hardware	
	Organised labour The South African Police Service Discipline Regulations SAPS Grievance Procedure Definitions Fundamental principles Informal procedure Formal procedure Chapter three: South African Police Service Culture Introduction Culture Attributes of culture Non-attributes of culture Cultural diversity in the workplace Methods to become culturally aware Cultural barriers Culture and groups	
	Police customs Police Training Provisioning Institutions The Pocket Book (SAPS 206) Leave Boundaries Firearms The Mess Sick leave General rules Historical Background of the SAPS SAPS History since 1994 The future Ethics Introduction A Definition of Ethics A General perspective on Ethics Two levels of Ethics The three categories of human behaviour Causes of unethical conduct Police Ethics	Consider the level and content for basic level

LEARNING AREA	TOPIC	COMMENTS
	<p>Corruption What is corruption? What is the difference between corruption, poor service delivery and other crime? What do I do about gifts that have been given to me? What perceptions do people have of corruption in the SAPS? Does the SAPS have an anti-corruption strategy? What effect does corruption have on the community? What could the implication of corruption be for you? What causes corruption? What can I do if I know about corruption? Why do people who know about corruption not report it? What do SAPS members say about corruption Final message</p> <p>Batho Pele Principles Introduction Purpose Bothe Pele Principles Putting these principles into practice Encouraging innovation, rewards and excellence Partnership with the wider community Making it happen</p>	
<p><u>Learning Area 1: Orientation to SAPS</u> Module 2 (First Aid)</p>	<p>Buddy Aid replaced this area</p>	<p>First Aid (targeted training) will be provided later in career by In-Service Police Development</p>
<p><u>Learning Area 1: Orientation to SAPS</u> Module 3 (Drill)</p>	<p>Definitions Objectives of drill Salute and compliment History of salute and different forms of salutes Salute and compliment in the SAPS Rank insignia of the South African Police Rank insignia of the South African National Defence Force When and how to salute and pay compliments Procedure on approaching a superior Procedure on the receiving or delivering a parcel or medal from a superior</p>	

LEARNING AREA	TOPIC	COMMENTS
	Compliments by commissioned officers Compliments by members below rank of commissioned officer (non-commissioned officers) Compliments to officers of friendly nations and other services Compliments to dignitaries Moving in groups Flag hoisting ceremonies Composition of the parade Sizing and telling off Formations at place of parade Arrival at place of parade Hoisting of the national flag Conclusion of ceremony National anthem and general salute Playing of the general salute and procedure to be adopted by spectators Removal of headdress Falling in, dismissing of parades and classes Attending classes In the mess In the living quarters Forms of address Flags Times when the national flag and the SA Police Service flag are to be flown Hoisting of the flags Lowering of flags Sizes of flags Half-masting of the national flag Dignity of the national flag and SA Police Service flag Funeral - flags General – flags Dress code: trainees Haversack Student card Tonfa Badge/platoon leader and deputy leader Ear protector Eye protector Rifles Dress Code: Excerpts from National Dress Orders Introduction Dress Orders Dress Orders – Women Dress Order – Men Dress Code: Students Position of hand while in double march dressed in overall, uniform, tracksuit or civilian dress Platoon leaders and deputy platoon leaders	

LEARNING AREA	TOPIC	COMMENTS
	<p>Important drill commands for the platoon leader and deputy platoon leaders</p> <p>Commands four double time</p> <p>Attendance parade (Roll call parade)</p> <p>Position of platoon leaders or deputy platoon leaders next to their platoons</p> <p>Platoon formation</p> <p>Parades</p> <p>Calling out the time</p> <p>Breaking into double time from quick time</p> <p>Breaking into quick time from double time</p> <p>Marching, marking time, and halting in double time</p> <p>Marking time</p> <p>Paying compliments while in double march, in one's, two's three's and four's</p> <p>Paying compliments while in double march</p> <p>Sequence of drill movements</p> <p>Correct drill training</p> <p>Sequence</p> <p>Attention position</p> <p>Stand-at-ease</p> <p>Dressing</p> <p>Right/left turn (wheel)</p> <p>Rights - dress</p> <p>With elbow intervals right-dress</p> <p>Eyes-front</p> <p>Platoon drill: open and close order march</p> <p>Open order march</p> <p>Close order march</p> <p>Right and left turn</p> <p>Right-turn/left turn</p> <p>The about turn</p> <p>Changing direction in threes</p> <p>March abreast</p> <p>Squad advance, by the right (or left) quick march</p> <p>Marching in quick time</p> <p>Halt in quick time</p> <p>Quick mark time from the attention position</p> <p>Quick mark time</p> <p>The salute front, left and right</p> <p>Salute to the front</p> <p>Salute to the right</p> <p>Salute to the left</p> <p>Mark time for the quick march and forward</p> <p>Mark time from the quick march</p> <p>Squad - forward</p> <p>Salute to the front in the march</p> <p>About turn in the march</p> <p>Salutes to a flank in a march</p> <p>Eyes right or left while in the march</p> <p>Dismiss and officer on parade dismiss</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>March in slow time March and halt in slow time About turn in the slow march Rifle drill with R1 rifle Rifle drill movements Rifle drill movements for a firing party during a official (military) funeral Rifle drill with R5 rifle Rifle drill movements Rifle drill movements for a firing party during an official (military funeral Responsibilities for arrangements of an official funeral All people involved at the funeral Procedure before and during the service at the church Procedures after the service at the church The procession Procedure at the cemetery Procedure at the grave side Proceedings at a cremation Band and trumpeter/bugler Handling and draping of the coffin Funeral for retired officers State funerals General Guards of honour Composition of guards of honour Position of officers Position of inspector and non-commissioned officers Sizing and telling off the guard of honour Receiving the personage The inspection The final compliment General</p>	
<p><u>Learning Area 1:</u> <u>Orientation to</u> <u>SAPS</u> Module 4 (EHW)</p>	<p>CHAPTER 1: RESILIENCE Introduction What is resilience? Factors in resilience Some factors affecting resilience Ways to build resilience Make connections Avoid seeing crises as insurmountable problems Accept that change is a part of living Move toward your goals Take decisive actions Look for opportunities for self-discovery Nurture a positive view of yourself Keeping things in perspective Maintain a hopeful outlook Take care of yourself</p>	<p>End of cycle 2</p>

LEARNING AREA	TOPIC	COMMENTS
	<p>Additional ways of strengthening may be helpful Conclusion</p> <p>CHAPTER 2: SELF-KNOWLEDGE Introduction Strengthening self-image Personal motivation Improving self-motivation Introduction Definition of communication Communication skills</p> <p>CHAPTER 4: DIVERSITY Introduction Definition Cultural diversity Racial diversity Racial diversity on SAPS workplace What is racial discrimination What is racial harassment Religious diversity in the workplace Education diversity Sex and gender diversity Education and awareness Disability and sexuality Ethnicity diversity Characteristics of adapting in a diverse environment Developing diversity multicultural competence Sexual harassment Gender harassment Unwanted sexual attention Sexual coercion Conclusion</p> <p>CHAPTER 5: ASSERTIVENESS Introduction Definition of assertiveness Difference between aggressive, passive and assertive behaviour Guidelines for assertive behaviour How to develop your own full potential</p> <p>CHAPTER 6: PROBLEM SOLVING AND DECISION MAKING Introduction Definition What is a decision? Problem-solving strategy</p> <p>CHAPTER 7: CONFLICT & ANGER MANAGEMENT</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Introduction Definition Explanation of the 5 conflict management strategies according to the following animals The turtle The shark Teddy bear The owl The fox Conflict can have both a positive and a negative impact on us Functional conflict versus dysfunctional conflict Types of conflict Anger management What is anger management Myths and facts about anger Recognizing signs of anger Tips in dealing with anger</p> <p>CHAPTER 8: PLANNING OF GOALS Introduction Planning of goals The formulation of goals Guidelines for formulation of goals The basic principles for setting goals Visualisation Conclusion</p> <p>CHAPTER 9: EMOTIONS, STRESS AND TRAUMA Introduction Emotions Trauma & stress Strategies for thriving on stress Conclusion</p> <p>CHAPTER 10: ADJUSTMENT AND COPING Introduction Definitions Possible adjustment problems – hurdles on the journey Understanding your adjustment problems Managing your emotional adjustment problems Conclusion</p> <p>CHAPTER 11: BEREAVEMENT Introduction Definition of bereavement Guilt and anger Types of loss Perceptions regarding death Socio-cultural aspects in dealing with death Models addressing the phases of the grieving</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>process Variations in grieving Conclusion</p> <p>CHAPTER 12: WORK ETHICS AND ANTI CORRUPTION Introduction What is ethics? Principles of ethical behaviour Purpose Pride Patience Persistence Professionalism The characteristics of professionalism Conclusion</p> <p>ANTI CORRUPTION Introduction What is corruption? Types of corruption Bribery Extortion Fraud Nepotism Embezzlement Subversion of justice and good governance Trafficking Graft Cronyism Examples of corruption The maize scam case Public medicine Petrol scam SAPS Toll-gate book: SAPS Conclusion</p> <p>CHAPTER 13: STUDY SKILLS (before 1st written assessment) Introduction Taking notes Goals setting Characteristics of a goal Time management Saving time/wasting time Listening skills Reading skills Summarising Methods or strategies of summarising Summarising using mind maps Memorising Types of memories Memorising rules Memorising techniques</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Mnemonics or memory crutches Conclusion</p> <p>CHAPTER 14: MONEY WISE Introduction Your financial status Current financial status Clustered expenses definitions Clustered expenses Budget Benefits of a budget Who need to draw up a budget How to budget Financial difficulties Debt management Debt elimination Consequences of not planning Legal and financial consequences Psycho-social consequences Future financial freedom Wills Policies Investments Savings Financial fundamentals The true cost of debt Developing a successful mind set Practical guidelines Aims of the NCA Does the NCA apply to you? Resources Defining resources Checklist for possible resources Conclusion</p> <p>CHAPTER 15: SUBSTANCE DEPENDENCY Introduction Definitions What is alcohol abuse? What is alcohol dependency Phases of alcoholism First phase – Psychological dependency Second phase – physical dependency Effects of alcohol Psychological effects Physical effects alcohol/ethanol Effect on interpersonal relationships and social functioning Defence mechanisms Introduction Type of defence mechanisms Treatment Why should people with a drinking problem be</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>treated? Indicators for treatment Referral for treatment Medium term treatment Aftercare Conclusion</p> <p>CHAPTER 16: HIV AND AIDS Introduction Myths about HIV/AIDS Risky behaviour Prevention and treatment Legal Rights</p> <p>CHAPTER 17: DISABILITY AWARENESS Introduction Definition of people with disabilities Causes of disabilities Natural causes Environmental causes Self-inflicted Prevention of disability Natural causes Management of ill health problems Environmental Disability support services Steps to be taken when a member becomes disabled Available resources Disability workplace forums External resources Conclusion</p> <p>CHAPTER 18: MOTIVATION Introduction Definitions Practical guidelines to self-motivation Steps to self-motivation assume that human beings are born with a number of biological drives Maslow's hierarchy of human needs Types of motivation Intrinsic motivation Extrinsic motivation Locus of control Introduction Definitions Circle of influence and circle of concern Changing your locus of control Hints to change from external to internal locus of control Management of change Introduction</p>	

LEARNING AREA	TOPIC	COMMENTS
	Change of resistance Stages associated with the changing process Conclusion	
<u>Learning Area 1:</u> <u>Orientation to</u> <u>SAPS</u> Module 6 (Computer Literacy)	CHAPTER 1: COMPUTER CONCEPTS Introduction What is meant by ICT Why should you be computer literate Advantages and limitations of using computers How to use this module CAPTER 2: COMPUTER CLASSIFICATION Overview Different types of computers What is hardware Components of a computer Computer Peripherals Memory and disc storage Computer software CHAPTER 3: NETWORK INTORDUCTION What is computer network Network fundamentals Types of network structure Types of network architecture CHAPTER 4: GENERAL GUIDELINES FOR COMPUTERS Caring for computers Caring for disks Computer security Espionage / sabotage Computer viruses Backups Advantages of mainframe computers in SAPS SITA ISM Fault reporting CHAPTER 5: WINDOWS AT GLANCE What is Windows Getting started The Desktop Using the mouse Using Icons Using the start button Content of the start menu Windows programs The Title Bar Windows control buttons Multitasking Scroll bars Shutting down a computer	

LEARNING AREA	TOPIC	COMMENTS
	<p>CHAPTER 6: INTERNET EXPLORER Internet Explorer Internet Intranet Web servers Client servers Protocol</p> <p>CHAPTER 7: LATEST SOFTWARE APPLICABLE</p> <p>Introduction What's new Getting started Compatibility mode and converting documents Saving files Formatting text and paragraphs Editing and proofing tools Cut, copy and paste Inserting pictures and clip arts Inserting and modifying tables Page setup and page / section breaks Page numbering, headers and footers Print and print preview Find and replace text Templates and add-ins Reviewing documents Mail merge Customizations and preferences Getting help Keyboard shortcuts</p> <p>CHAPTER 8: NETVIEW ACCESS SERVICES (NETVAS)</p> <p>Introduction Overview of the function of the system Function keys Signing on Log on procedure Using the NETVAS System Logoff Procedures</p> <p>CHAPTER 9: CRIME ADMINISTRATION SYSTEM</p> <p>Introduction Function keys Standard values Signing on Signing off Registration of complaints Crime registration and updating</p>	

LEARNING AREA	TOPIC	COMMENTS
	Register an inquest Case control Investigation of crime	
<u>Learning Area 2:</u> <u>LAW</u> Module 1 (Criminal Justice System)	Chapter 1: Functioning of the Criminal Justice System Introduction Responsibility of the role players in the Criminal Justice System (Police Service, Department of Justice, Department of Correctional Services, Other role players in the Criminal Justice System Bibliography)	
<u>Learning Area 2:</u> <u>LAW</u> Module 2 (Introduction to Criminal Law)	Chapter 1: Introduction to South African Criminal Law Introduction Definition of Criminal Law The purpose of Criminal Law (Retribution, Prevention, Deterrence, Rehabilitation) The distinction between Criminal law and other legal rules (General, The distinction between a crime and a delict) Chapter 2: The elements of Crime Introduction Elements of Crime (Legality, An act, Unlawfulness, Culpability) Definition of a crime Chapter 3: The principle of legality Introduction The origin of the principle of legality? What exactly is included in the principle of legality The role of the principle of legality in South African Criminal Law (Rules relating to authority to create new offences, Legal rules which our courts apply to determine whether the requirement of legality is complied with in a particular case)	
<u>Learning Area 2:</u> <u>LAW</u>	Introduction to specific crime High Treason	

LEARNING AREA	TOPIC	COMMENTS
Module 2 (Specific Crimes)	(Definition, The most important elements) Sedition (Definition, The most important elements) Public Violence (Definition, The Act, Examples of conduct constituting public violence) Terrorism – section 2 (Introduction, Offences associated or connected with terrorist activities - section 3, Offences associated or connected with financing of specified offences – section 4, Offences relating to explosive or other lethal devices – section 5, Offences relating to hijacking, destroying or endangering safety of a fixed platform – section 6, Offences relating to taking a hostage – section 7, Offences relating to causing harm to internationally protected persons – section 8, Offences relating to hijacking an aircraft – section 9, Offences relating to hijacking a ship or endangering safety or maritime investigation – section 10, Offences relation to harbouring or concealment of persons committing specified offences – section 11, Failure to report presence of person suspected of intending to commit or having committed an offence – section 12(2), Offences relating to Hoaxes – section 13) Contempt of court (Definition, The most important elements) Compounding a crime (Definition, The most important elements) Bibliography	
<u>Learning Area 2:</u> <u>LAW</u> Module 2 (Domestic Violence)	Chapter 1: Introduction The purpose of the training Introduction Background The problem with Domestic Violence Myths surrounding Domestic Violence The wrong approach to Domestic Violence The correct approach to Domestic Violence Conclusion Chapter 2: Conduct which constitutes Domestic Violence Introduction	

LEARNING AREA	TOPIC	COMMENTS
	<p>A Domestic Relationship Parties to a Domestic Relationship Categories to a Domestic Relationship Conclusion</p> <p>Chapter 3: Procedure upon receiving a Complaint</p> <p>Introduction Receiving Complaints of Domestic Violence Dispatching a vehicle to the scene Responsibility of Community Service Centre Commander Conclusion</p> <p>Chapter 4: Securing a scene of Domestic Violence</p> <p>Introduction Arrival on the scene Locating the Complainant If the Complainant is located outside a building or similar structure Action if the Complainant is located inside a building or similar structure. Separate the parties Dealing with the respondent (aggressor) Seizure of arms and dangerous weapons Arrest of the respondent Unfounded cases Conclusion</p> <p>Chapter 5: Rendering of assistance to the Complainant</p> <p>Introduction Attitude of the police official Duty to render general assistance to the Complainant Duty to assist the Complainant to find suitable shelter Duty to assist the Complainant to obtain medical treatment Provide Complainant with notice and explain content to the Complainant Pro-active charge policy Witness Protection Programme Procedure to be followed in laying a charge</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Conclusion</p> <p>Chapter 6: Application for a Protection Order</p> <p>Introduction Application to court for a Protection Order Procedure involved in applying to court for a Protection Order Who may bring an application for a Protection Order? Powers of the court in dealing with an application for a Protection Order Serving and enforceability of a Protection Order Offences committed in other jurisdictions Conclusion</p> <p>Chapter 7: Special Groups</p> <p>Introduction General Children Special needs Complainants Pets Conclusion</p> <p>Chapter 8: Collection of Personal Property</p> <p>Introduction General The purpose of accompanying the Complainant Entering a private dwelling The police official is not able to accompany the Complainant immediately to collect the Personal Property Dispute concerning the ownership of Personal Property Conclusion</p> <p>Chapter 9: Keeping of Records</p> <p>Introduction Keeping of Records relating to incidents of Domestic Violence</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Completion of the Domestic Violence register Completion of a “report of Domestic Violence incident form” Conclusion</p> <p>Chapter 10: Failure to comply with the act</p> <p>Introduction The failure of a police official to comply with the act regulations or the national instruction Keeping of Records regarding complaints against the police officials: responsibility of a station commissioner. Conclusion Bibliography</p>	
<p><u>Learning Area 2:</u> <u>LAW</u></p> <p>Module 3 (Criminal Procedure)</p>	<p>Introduction Human Rights and the Law of Criminal Procedure (Introduction, The concept “Criminal Procedural Powers”, The effect of the Bill of Rights on Existing “Criminal Procedural Powers” National instruction 2/2002 : Search and Seizure Bibliography</p>	
<p><u>Learning Area 2:</u> <u>LAW</u></p> <p>Module 4 (Law of Evidence)</p>	<p>Provisions of the Constitution Case Law Principles of effective testifying (A neat and disciplined appearance and behaviour in the witness box, Applicable dress code, Dress orders, Female dress code, Male dress code, An attitude in the witness box which characterizes objectivity and honesty is advantageous, Testify in the language of your choice, Description of occurrence, Be relaxed, Answer clearly and at a reasonable speed, Look at the presiding officer when answering a question, Watch the pen of the presiding officer, Avoid repetition, Use simple language, Confrontation with the examiner must be avoided, Avoid mannerisms, Concentrate on important aspects, Always keep calm, If a witness cannot answer a question he or she should say so)</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Guidelines on improving the relationship between the investigating officer and visible policing members</p> <p>Refreshing of memory (Authenticity, Contemporaneity, Original documents, Production)</p> <p>Witness's role in court (Introduction of the witness, Oath, affirmation or admonition, Evidence in chief, Form of address of presiding officer and other role players)</p> <p>Cross-examination (Introduction, Purpose of cross-examination, Cross-examination techniques, Re-examination)</p> <p>Bibliography</p>	
<p><u>Learning Area 2:</u> <u>Law</u></p> <p>Vulnerable Children</p>	<p>Chapter 1: Orientation to the Situation of Children in SA</p> <p>Introduction</p> <p>Definition of a child</p> <p>Children's rights</p> <p>General Socio economic conditions of children</p> <p>Violence and Crimes Against Children</p> <p>Child Labour</p> <p>A child in need of care and protection</p> <p>Inter-Departmental responsibilities</p> <p>The principle "Best Interest of the Child"</p> <p>Flowchart (collaboration amongst respective departments, NGO's), regarding:</p> <ul style="list-style-type: none"> · Children in need of Care and Protection. · Children in Conflict with the law <p>Summary</p> <p>Chapter 2: Care and Protection of Children</p> <p>Introduction</p> <p>Definitions</p> <p>Responsibility of the Station Commander</p> <p>How to act in the best interest of the child</p> <p>Determine whether a child is in need of care and protection</p> <p>Report that a child is abused, neglected and is in need of care and protection</p> <p>Report by a Designated Child Protection Organization or Provincial Department that an offence against a child has been committed</p> <p>Steps to take in respect of children in need of care and protection</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Procedure if a child may possibly be in need of care and protection but uncertainty exists</p> <p>Ensure the safety and well-being of a child</p> <p>Removal of a child without a court order</p> <p>Removal of alleged offender</p> <p>Rendering assistance to persons conducting investigations and complying with a court order in terms of the Act</p> <p>Child absconding</p> <p>Dealing with complaint of child trafficking</p> <p>Report Facilitating trafficking in children</p> <p>Dealing with a report of the death of child in partial care, alternative care or drop-in centre.</p> <p>Employing persons unsuitable to work with children</p> <p>Screening existing employees of units tasked with child protection</p> <p>Finding employees unsuitable to work with children</p> <p>Refusal of access or refusal to exercise parental responsibility</p> <p>Involvement of members of the Family Violence Child Protection and Sexual Offences Unit.</p> <p>Applicable Documents and Forms</p> <p>Chapter 3: Children in Conflict with the Law</p> <p>Introduction</p> <p>Definitions</p> <p>Different schedules of offences in terms of the CJA</p> <p>Treatment of Children</p> <p>Treatment of a child suspected of having committed an offence</p> <p>Responsibility of a Station Commander</p> <p>Criminal offences reported to the police</p> <p>Steps the SAPS member must take at the crime scene</p> <p>Dealing with a child younger than 10 years who allegedly committed a crime</p> <p>Dealing with a child 10 years or older who allegedly committed</p> <p>Schedule 1 offence 3</p> <p>Dealing with a child 10 years or older who allegedly committed</p> <p>Schedule 2 offence</p> <p>Dealing with a child 10 years or older who allegedly committed</p> <p>Schedule 3 offence</p> <p>Releasing of children</p> <p>Transportation of children</p> <p>Access to Custody Register</p> <p>Serving of summons</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Assessment of a child Error regarding placement Confession, where a child is involved Pointing-out by a child in conflict with the law Admission by a child in conflict with the law Identity parade in which a child is in conflict with the law, as appears as a suspect Receiving a report that a child was used by an adult to commit a crime</p>	
<p><u>Learning Area 2:</u> <u>Law</u></p> <p>Sexual Offences Legislation</p>	<p>Chapter 1: Sexual Offences and Related Matters Amendment Act, 2007 (Act 32 of 2007)</p> <p>Chapter 2: Sexual Offences (Rape and compelled rape; sexual assault, compelled sexual assault and compelled self- sexual assault; persons 18 old or older; incest, bestiality and sexual acts with a corpse)</p> <p>Chapter 3: Sexual Offences against children (Consensual sexual acts with certain children; sexual exploitation and sexual grooming of children; compelling or causing children to witness sexual offences)</p> <p>Chapter 4: Sexual Offences against people who are mentally disabled</p> <p>Chapter 5: Services for victims and HIV testing of offenders (Definitions and services for victims of sexual offences; Application for compulsory HIV testing of alleged sex offender by victim)</p> <p>Chapter 6: National register for Sex Offenders</p> <p>Chapter 7: General Provisions (Miscellaneous offences; defences, inability of children under 12 years and persons who are mentally disable to consent to sexual acts, other evidentiary matters and extra territorial jurisdiction; National policy Framework; National Instructions and directives, regulations and repeal and amendment of laws; Transitional provisions)</p>	
<p><u>Learning Area 3:</u> <u>Community</u> <u>Service Centre</u> <u>(CSC)</u></p>	<p>CHAPTER ONE: FUNCTIONING IN A COMMUNITY SERVICE CENTRE (CSC)</p> <p>Introduction Hours of operation</p> <p>The handing over</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Reporting for duty Handing over certificate: SO(G) 256.2.6</p> <p>General duties in a CSC</p> <p>Service delivery Commissioner of oaths Authentication of reproductions/ copies Official date stamp</p> <p>Official registers and forms</p> <p>General rules regarding the completion of registers</p> <p>Pocket Book (SAPS 206) Description Who must keep a Pocket Book? Requirements of entries Important specific entries Monthly summary Issue and return of pocket book</p> <p>The Occurrence Book (SAPS 10) Description Purpose of the Occurrence Book Requirements for completion of OB entries Specific entries The signing of entries The correction of errors</p> <p>Section commander's report (SAPS 15) Description Purpose Relief Commanders Relief Completion of SAPS 15 Duties of a Relief Commander</p> <p>Firearm Register (SAPS 457) Description Purpose The Completion of the firearm register Occurrence Book entries Discrepancies</p> <p>Vacant Premises Register (SAPS 2) Description Purpose Completing the vacant premises register</p> <p>Vehicle registers (SAPS 132(b)) Description</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Purpose Authorized driver of unofficial vehicle Control measures Completing the vehicle register</p> <p>Admission of guilt fines Accepting admissions of guilt Errors rectified on J 70 receipt Dealing with applications for Clearance certificates</p> <p>Bail Description Purpose J398 J399</p> <p>Related Financial Matters Prisoner's Property Lost/found money Payment of SAPS services</p> <p>Exhibits and lost/found property Introduction Description Purpose Types of property</p> <p>Computer circulation of stolen/lost or found property Description Purpose SAPS 11</p> <p>CHAPTER TWO: ATTENDING TO AND RECEIVING COMPLAINTS</p> <p>Introduction</p> <p>Purpose</p> <p>Who is the customer of the SAPS?</p> <p>Receiving and attending to complaints</p> <p>General Steps in dealing with complaints First step Second step Third step</p> <p>Telephone etiquette Making a call Answering a call</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Taking a message Tips to remember for telephone etiquette</p> <p>General steps to follow when attending to member of the public in the CSC</p> <p>The registration of complaints Registration of complaints</p> <p>Radio Procedure Background regarding radios Radio Discipline Radio Communication Communication during radio procedure</p> <p>Official SAPS forms and registers</p> <p>Domestic Violence How to deal with complaints regarding Domestic Violence Documenting and keeping record of Domestic Violence Statement taking: What to remember Important aspects to remember Commitment of the SAPS to victim of Domestic Violence General assistance rendered to the complainant Key message for victim of Domestic Violence</p> <p>Reporting incident of Sexual Offences Procedure to deal with sexual offences reported in CSC How to offer professional assistance to victims of sexual offences How to assist a victim of a sexual offence Statement taking: what to remember Actions to be taken for possible infection with HIV</p> <p>Accidents Introduction Reporting phase Arrival at the scene of an accident Securing the scene of a crime The marking of Vehicles and objects Safeguarding the scene of the accident Sketch plan versus plan drawing Circumstances under which a case docket must be opened and a sketch plan must be drawn Drawing of a sketch plan Illustration Completion of an accident statement</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Completion of registers SAPS 176 Register (Accident register) Accident report (OAR) form</p> <p>SAPS 308 form (Request to doctor for examination in a case of alleged assault or other crime) Introduction Registration</p> <p>SAPS 308(a) form (Medical examination of a person with regard to physical condition or sobriety) Introduction Registration Completing the SAPS 308 (a) Form</p> <p>J 88 FORM (Report by authorized medical practitioner on the completion of a medico-legal examination) Introduction Registration Completing the J88 Form</p> <p>Affidavit in terms of section 212(4) of the Criminal Procedure Act, 1977 (Act no 51 of 1977)</p> <p>SAPS 55(A) form (missing persons report) Introduction Definition Time frames Procedure / reporting phase</p> <p>Case dockets (SAPS 3M) forms Introduction The interview in the CSC</p> <p>Statement taking in the CSC Introduction Definition Purpose Why are statements taken? The right to take a statement Completion of the Case Docket in the CSC Registering a Case Docket on the CAS</p> <p>The relationship between CSC members and other SAPS units</p> <p>CHAPTER THREE: MANAGING THE DETENTION OF PERSONS IN CUSTODY</p>	

LEARNING AREA	TOPIC	COMMENTS
	<p>Introduction</p> <p>Definitions</p> <p>The apprehension of a detainee Introduction Searching a detainee and securing his/her safety Discussion</p> <p>The Medical treatment of a detainee Introduction Medical treatment of a detainee upon arrest Person in Custody The detention of a detainee at the CSC</p> <p>The Completion of registers and forms of detaining a person Introduction Notice of Constitutional right (SAPS 14 (a)) Prisoner's property form (SAPS 22) Notice for arrest (SAPS 18 form) Prisoner's property register (SAPS 22 register)</p> <p>Visiting of cells Introduction Discussion</p> <p>Access to detainees Introduction</p> <p>Complaints by detainees Introduction Discussion</p> <p>Serving meals to detainees Introduction Discussion of Standing Order (G) 361 g</p> <p>The release of detainees Introduction Release of suspect (SAPS 328) Form Bail (J 398) and bail receipt (J 399) Written warning in Lieu of Bail (SAPS 496) Written notice to appear in Court (J 534)</p> <p>The transfer of detainees Body receipt (SAPS 216)</p>	
<u>Learning Area 4:</u>		
<u>Crime Detection</u>		

LEARNING AREA	TOPIC	COMMENTS
Module 1 Chapter 1	<u>Crime Scene Management</u> <u>Principles of crime investigation</u> Introduction Identification Individualization Relationship between identification and individualization Identification categories Locard Principle Conclusion	Replace with newly developed “1 st Responder to Crime Scene”
Chapter 2	<u>Observation</u> Introduction Types of observation Incidental Observation Effective Observation The development of observation Conclusion	Must not be part of Crime Scene Management – applicable to Cycle 2 and Cycle 3. Observation skills forms part of all Police Activities
Chapter 3	<u>Crime Scene Control and Management</u> Introduction Crime Scene Control and Management Reporting, Reaction and Prioritisation Preliminary Investigation Specific Exhibits collected at crime scenes Information gathering and recording at the scene The pocket book The crime sketch The investigation diary Conclusion	
Chapter 4	<u>Crime Scene Process</u> Introduction Crime scene management phases Role players on the crime scene Conclusion	
Chapter 5	<u>Role players duties at the crime scene</u> Introduction Role players duties at the crime scene The public The call taker Dispatcher The 1 st member Command Centre Conclusion	

LEARNING AREA	TOPIC	COMMENTS
Module 2	<p><u>Victim Empowerment</u> Introduction Victim What is a victim? Stages of trauma experienced by violated victim Experience of victims and police officials What is victim empowerment? Crisis intervention Safety and security Ventilation and validation Hints for helping Prediction and preparation Secondary victimization Victims who are disabled Why is victim empowerment important in the fight against crime? Training of police officials Conclusion</p>	
Module 3 Chapter 1	<p><u>Interviewing and statement taking</u> (No heading) Introduction Objective Interviewing Basic skills that the interviewer must possess Person skills Listening techniques Formulation of questions General Ending the interview The Cognitive interview Association Consideration when dealing with children The PEACE model Planning and preparation Engage and explain Account clarification Expanding and clarifying the account Closure Conclusion</p>	To be redeveloped. On Basic Training level this is to “high and advanced” and more applicable to the Detective
Chapter 2	<p><u>Statement taking</u> Introduction Guidelines for taking statements The right to take a statement Effective statement taking</p>	More practical examples and exercises needs to be included

LEARNING AREA	TOPIC	COMMENTS
	Guidelines regarding the taking of statements Composition of statements Preamble Contents Ending Illiterate deponent Interpreter Correction of errors Conclusion	
Module 4	<u>Docket administration</u> Introduction Definition of a case docket Completion of the case docket SAPS 3M Page 1 – The face of the docket Page 2 – Clip A: Filling of evidential material Page 3 – Clip B: Filling of correspondence Page 4 – Division C: The investigation diary Page 5 – Details of the accused Page 6 – Exhibits	
Module 5 Chapter 1	<u>Taking of fingerprints</u> <u>Procedure for taking fingerprints</u> Introduction Purpose Legislation relating to fingerprints Preparation of the hands Procedures for taking fingerprints Rolled impressions Plain impressions Methods Taking fingerprints using an inked metal sheet Equipment and aids Preparing the ink pad/metal sheet Taking care and cleaning of equipment The taking of fingerprints with the inked cushion Equipment and aids Procedures and cleaning Sole prints Completing the fingerprint form Instructions for the completion of the SAPS 76 Fingerprints of unidentified deceased SAPS 76(a) Annexure to SAPS 76 Offences for which palm prints on form SAPS 218 must be taken	Update to be in line with the latest legislation. Chapter 1 and 2 are duplication.

LEARNING AREA	TOPIC	COMMENTS
	Conclusion	
Chapter 2	<u>Taking of fingerprints</u> Introduction Equipment and aids The taking of fingerprints with the ink metal sheet Preparation of the hands Preparation of the metal sheet The taking of fingerprints Rolled impressions Plain impressions Cleaning the equipment Completing the fingerprint form The taking of fingerprints with the inked cushion Conclusion	
Module 6 Chapter 1	<u>Missing persons</u> Introduction Categories of Missing Persons Procedures when a report has been received Responsibilities of the Shift Commander Administration of documents Duties for the Bureau of Missing Persons	.
Chapter 2	<u>Informers</u> Introduction Definition Categories of Informers Conclusion	The content should be revised to focus on Crime Prevention. In my opinion “the Bobby on the beat” should befriend the people in the community and encourage them to collaborate with the police in all facets of policing
<u>Learning Area 5: Crime Prevention</u>	CHAPTER 1: REGULATORY FRAMEWORK FOR CRIME PREVENTION The Constitution of the Republic of South Africa, Act no 108 of 1996 Functions of the South African Police Service The South African Police Service Act (68/1995)	

LEARNING AREA	TOPIC	COMMENTS
	<p>Obligation for a community policing approach The SAPS interim regulations for community police forums and boards (2001) The White Paper on Safety and Security (1998) The White Paper on the transformation of the public service (Batho Pele) The National Crime Prevention Strategy (NCPS) The aims of the NCPS The four pillars of the NCPS</p> <p>CHAPTER 2: DEFINING CRIME PREVENTION FROM A PROACTIVE POINT OF VIEW Defining crime, criminal and victim Factors leading to crime Crimes where victims are not clearly defined Crime displacement Forms of crime displacement</p> <p>CHAPTER 3: COMMUNITY POLICING – THE CONCEPT Introduction Defining community policing Characteristics of community policing Why do we need community policing? What are the elements of community policing? What is a community police forum (CPF)? What are the five key factors of community policing? Where will the CPF be established? Who sits on the CPF? When should the CPF meeting take place? Can the CPF have any other committees? The CPF should have a mission statement and constitution How should the CPF be maintained? What is the CPF’s relationship to the cluster forums and provincial boards? Can the CPF actually run the police station? Conclusion</p> <p>ROLES & RESPONSIBILITIES OF COMMUNITY POLICE FORUMS OFFICIALS</p> <div style="border: 1px solid black; padding: 5px;"> Duties of the executive committee The role and responsibilities of the station commander The role and responsibilities of the chairperson Roles and responsibilities of members </div>	

LEARNING AREA	TOPIC	COMMENTS
<p data-bbox="300 264 549 360"><u>Learning Area 6: Firearms & Street Survival</u></p> <p data-bbox="300 398 528 461">Module 1 (Use of Firearms)</p>	<p data-bbox="571 264 1171 327">CHAPTER 1: GENERAL FIREARM SAFETY Safety Considerations</p> <p data-bbox="571 365 1054 730">CHAPTER 2: FUNDAMENTALS OF SHOOTING Body Position Firm controlled grip Correct sight picture Trigger squeeze Controlled relaxed breathing Correct technique for follow-through Fault identification on the shooting range Psychological preparation Summary</p> <p data-bbox="571 768 1198 1267">CHAPTER 3: Z88/PETRO BERETTA 9X19MM PARABELLUM PISTOL Names of Visible Parts Making safe procedure Description Characteristics Stripping and assembling Names of internal parts Mechanism Different carry conditions Stoppages Immediate reaction drill Cleaning and maintenance Magazine filling Shooting range commands</p> <p data-bbox="571 1305 1034 1805">CHAPTER 5: R5 ASSAULT RIFLE Visible parts Making safe procedure Description Characteristics Stripping and assembling Names of internal parts Mechanism Different carry conditions Maintenance Magazine filling Loading and unloading Identifying stoppages Rectification of stoppages Shooting range drills</p> <p data-bbox="571 1843 1198 2038">CHAPTER 6: MUSLER 12 GAUGE SHOTGUN Visible parts Making safe procedure Description and characteristics Stripping and assembling Maintaining the Musler</p>	

LEARNING AREA	TOPIC	COMMENTS
	Names of parts Mechanism Different carry conditions Magazine filling Identification of stoppages Rectification of stoppages Shooting range commands CHAPTER 7: TACTICAL SHOOTING TECHNIQUES Introduction Draw and fire in condition 2 Single hand firing Magazine change Draw / turn and fire in different directions Instinctive shooting Shoot in a ready position Shoot from behind cover Technique to shoot during low light situations Night observation techniques Flashlight techniques	
<u>Learning Area 6: Firearms & Street Survival</u> Module 2 (Physical Fitness Training)	Chapter 3: Principles of exercise prescriptions Benefits of physical fitness Occupational benefits (The Employer) Chapter 8: Physical exercise programme and assessments Introduction Weekly physical exercise programme Static stretch exercises (flexibility) programme Cardiorespiratory training Strength training Hest exercises (pectoralis muscle) Upper back (latisimus dorsi and trapezium muscle) Shoulders (deltoid muscle) Upper front arm (bicep muscle) Upper back arm (triceps) Trunk section Stomach (abdominal muscles) Upper front leg (quadriceps) Upper back leg (hamstring) and buttocks (gluteus maximus) Lower leg (calf muscles) Warm-up exercises Health and fitness assessments Conclusion Toolkit summary	
<u>Learning Area 6: Firearms & Street Survival</u>	CHAPTER 1 :TACTICAL ALERTNESS Principle based approach AI - Test CHAPTER 2 :TACTICAL PREPARATIONS	

LEARNING AREA	TOPIC	COMMENTS
Module 3 (Use of Force)	I - INITIATIVE T- Techniques of tactical communication E - Equipment Summary CHAPTER 3 : TACTICAL DECISIONS S –Scale for ‘ USE OF FORCE ‘ and shooting decisions T – Teamwork tactics and techniques Off-duty environment Summary	
<u>Learning Area 6: Firearms & Street Survival</u> Module 4 (Tactical & Street survival Techniques)	CHAPTER 1: FUNDAMENTAL PRINCIPLES Basic principles Fundamental aspects of tactical movement Principles of tactical movement CHAPTER 2: TACTICAL COMMUNICATION Tactical communication Purpose of tactical communication Guidelines for the effective use of tactical communication Methods of tactical communication CHAPTER 3: CLANSMAN BODY ARMOUR Features Measurements Levels of protection Warnings Application Replacement CHAPTER 4: USE OF COVER Cover Purpose of cover Guidelines for effective use of cover The use of cover in urban and rural environment CHAPTER 5: CLIMBING TECHNIQUES Climbing Techniques Purpose of climbing techniques Selecting a climbing technique Guidelines for execution of climbing techniques Executing identified climbing techniques CHAPTER 6: TACTICAL MOVEMENT Tactical approach Guidelines for tactical approach Critical considerations during tactical approach Methods of tactical approach Approaching objects in pairs CHAPTER 7: TACTICAL MOVEMENT IN AND AROUND BUILDINGS Descriptions Corner movements	

LEARNING AREA	TOPIC	COMMENTS
	<p>Window movements Moving past doors Basic penetration techniques Room clearing drills Two-man window penetration Stair movements Contents</p> <p>CHAPTER 8: TACTICAL REACTION ON ATTACK Immediate reaction drill Guideline for reacting to an attack Fire and movement drills Flanking manoeuvres Immediate action drills for explosives devices</p>	
<p><u>Learning Area 6:</u> <u>Firearms & Street Survival</u></p> <p>Module 5 (Tactical Procedure)</p>	<p>CHAPTER 1: ATTENDING TO COMPLAINTS Analysing complaints Procedure for dealing with a complaint Procedure for attending to the complaint Withdrawing from a complaint</p> <p>CHAPTER 2: HOSTAGE AND SUICIDE SITUATIONS Responsibility of the section commander Control of a Hostage and Suicide situation Tactical considerations Summary</p> <p>CHAPTER 3: SUSPECT VEHICLE Profiling of suspect vehicle Vehicle circulation Suitable area for stopping the vehicle Tactical approach of vehicle Searching of vehicle Tactical withdrawal from vehicle Summary</p> <p>CHAPTER 4: IMMEDIATE REACTION DRILL Possible ambush positions Counter ambush drills Summary</p> <p>CHAPTER 5: ROADBLOCKS Relevant legislation on roadblocks Persons with preferential priority Practical problems Points of criticism against the SAPS during the holding of roadblocks Trust and attitude Setting up roadblocks</p> <p>CHAPTER 6: CROWD MANAGEMENT Relevant legislation / legal aspects of crowd</p>	

LEARNING AREA	TOPIC	COMMENTS
	management Reporting of crowd forming and actions by first member(s)	
<u>Learning Area 6: Firearms & Street Survival</u> Module 6 (Seven Survival Principles)	Seven Survival Principles	
<u>Learning Area 6: Firearms & Street Survival</u> Module 7 (Tactical Combat)	Pre-violence Indicators Strategies used by criminals to prevent victims from seeing pre-violence indicators: Intuition Authoritative Presence Posture- Stomach In, Chest Out Dress Facial Expression Confident manner Verbal Judo The art of persuasion Responses based on Threat Assessment The seven survival principles (P.R.O.T.E.C.T.) OODA Loop Consider a police officer responding to an armed robbery in progress Position of advantage SAPS Defence Model (threat level Blue, Orange & Red) Introduction SAPS Basic Stance - Threat level Blue Introduction SAPS Defensive Stance - Threat Level Orange Introduction SAPS Warrior Stance - Threat Level Red Contact and Cover Arriving on scene Important Tactical considerations for Low light situations Tactical considerations in Sunlight and Shadows Escalation of Force Authoritative presence Verbal Judo Control hold Defensive holds and Blocks Offensive strikes and takedowns	

LEARNING AREA	TOPIC	COMMENTS
	<p>Police Baton Pepper Spray Police dogs and specialised units Lethal force The confrontation</p> <p>State & Fear management Parasympathetic backlash How to prevent Parasympathetic Backlash Fight / flight / posturing / submitting Fear Reduction</p> <p>Basic Techniques Stances Movement Targets on a suspect Anatomy Timings Break Falls Modified Boxing Concepts for Close Quarter Combat Basic Strikes Leg Techniques</p> <p>Control Hold Restraining Kneeling (Threat Level Orange) Kentucky (Threat Level Red) Prone (Threat Level Red) Searching of Suspects Principles of Searching</p> <p>Defensive Holds & Blocks Holds Blocks Jams Defence against handguns</p> <p>Offensive Strikes & Takedowns Throws Strikes Joint Breaks Takedowns</p> <p>Police Baton Stance, grip and movement Blocks Strikes</p> <p>Use of Pepper Spray (Oleoresin Capsicum) The use of pepper spray (Oleoresin Capsicum) Introduction What is Oleoresin Capsicum?</p>	

LEARNING AREA	TOPIC	COMMENTS
	Background Delivery Systems (Spray Patterns) Effects of OC How to use General guidelines Three levels of contamination When to use Personal decontamination and recovery Summary Specialised Units Specialised units Lethal Force Legal aspects Life threatening situations Casual Contact Blood-Borne Diseases Eye protection Shields Ballistic vest / Body armour. Handcuffing techniques using SAPS cable ties Use of SAPS Leg shackles Weapons of opportunity	

Addendum B

	External Assessment Specifications Document			
Curriculum Code	Qualification Title		NQF Level	
541202000	Occupational Certificate: Non-Commissioned Police Official		6	
	Name	Email	Phone	Logo
Assessment Quality Partner	Safety and Security SETA	mmatlala@sasseta.org.za	0110875555	

DQP Representative Signature

Date

AQP Representative Signature

Date

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1 ASSESSMENT STRATEGY

1.1 Assessment Model

An external integrated assessment, conducted through the relevant QCTO Assessment Quality Partner is required for the issuing of the qualification. The integrated external assessment will focus on the exit level outcomes and associated assessment criteria.

The external integrated assessment will consist of a combination of a theoretical examination and a practical demonstration during which competence and applied knowledge will be assessed by means of an observation checklist. Completion of documentation related to the demonstration will be assessed as an end product. The EIA will be conducted at accredited assessment centres by an assessor registered by the AQP.

Learners must be competent in the use of firearms and physical fitness before applying for the EIA.

1.2 Qualification Purpose

The purpose of this qualification is to prepare a learner to operate as a Non-Commissioned Police Official.

A Non-Commissioned Police Official is capable of using a series of legal and policing skills to protect and serve members of communities in accordance with the Constitution of South Africa. They provide an effective service that will improve community satisfaction and position them to fulfil their mission of creating a safe and secure environment for all people in South Africa.

A qualified learner will be able to:

- Apply the principles of operation and service delivery within a Client Service Centre in a policing environment.
- Evaluate policing principles and their application in relation to crime prevention and detection.
- Evaluate situations and select the tactical techniques and skills needed to execute policing duties and maintain safety of self and others.
- Conduct a preliminary criminal investigation by gathering information and evidence, preparing documentation and giving evidence in a court of law.

1.3 Assessment Standards

1.3.1 Assessment Standards for the Qualification

Integrated Assessment Focus Area 1

Balance constitutional and legal rights of individuals with the competence to legally infringe upon those rights in the service of maintaining a safe and secure society. (20%)

Associated Assessment Criteria

- Principles of the Constitution are evaluated in terms of their impact on policing functions.
- Constitutional rights of individuals are evaluated in terms of the principles enshrined in the Constitution and legislation in order to determine when these rights may be infringed upon.
- Principles of legislation impacting on policing functions are evaluated in terms of policing duties.
- Principles of the Criminal Justice System are evaluated in terms of their impact on the daily functions of a law enforcement official and by giving evidence in a court of law.
- The regulatory framework guiding the concept crime prevention/crime investigation is explained within a South African context.

Integrated Assessment Focus Area 2

Apply the principles of operation, service delivery, ethics and professional conduct within a Client Service Centre (CSC) in a policing environment to enhance service delivery to the community. (25%)

Associated Assessment Criteria

- Batho Pele and ethical principles are explained and implemented in daily functioning of a CSC within a law enforcement context.
- The concept of discipline is evaluated in terms of the execution of lawful orders and daily tasks.
- Duties related to the internal processes of the CSC are executed in relation to customer service, custody management, property handling, information management and financial management while adhering to the organisational prescripts.
- Communication principles are justified in terms of the hierarchy of reporting channels within the organisation as well as with regard to customer service.

Integrated Assessment Focus Area 3

Evaluate policing principles and the application thereof during the execution of crime prevention and crime detection duties. (15%)

Associated Assessment Criteria

- Crime prevention and detection principles and concepts are defined and evaluated in order to determine its impact on the execution of daily law enforcement functions.
- Community/sector policing principles are evaluated in terms of their applicability to daily functions of a law enforcement official.
- Crime prevention operations are conducted in order to prevent, detect and reduce crime.

Integrated Assessment Focus Area 4

Conduct a preliminary criminal investigation as first responder to a crime scene by gathering information and securing evidence. (10%)

Associated Assessment Criteria

- The scene of incident or crime is attended and secured according to organisational specific prescripts in order to protect potential evidence.
- Role players/experts needed at the crime scene are identified in order to control and manage the crime scene.
- Individualising processes are utilised in order to establish a link between a perpetrator and a specific offence.
- Information is collected, analysed, organised, recorded and critically evaluated in order to ascertain whether a crime has been committed and which legislation may have an impact on the actions to be taken.

Integrated Assessment Focus Area 5

Evaluate situations and select tactical techniques and skills such as use of force, restraining techniques and safe use of firearms required to execute policing duties and maintain safety of self, the team and others. (35%)

Associated Assessment Criteria

- Critical and analytical thinking is displayed during the identification and solving of incidents by selecting the appropriate application of tactical techniques in a given law enforcement situation ensuring safety of self, the team and others.
- Policing duties and functions are conducted by tactically and physically evaluating and proactively and/or reactively attending to complaints of crime involving the use of firearms in a safe, secure and professional manner.
- Policing duties and functions are conducted by tactically and physically evaluating and proactively and/or reactively attending to complaints of crime involving persons, premises and vehicles in a safe, secure and professional manner according to the nature of the incident.
- Policing duties and functions are conducted by tactically and physically evaluating and proactively and/or reactively attending to complaints pertaining to hostage and suicided situations in a safe, secure and professional manner.

- Policing duties and functions are conducted by tactically and physically evaluating and proactively and/or reactively attending to complaints related to crowds in a safe, secure and professional manner.

1.3.2 Assessment Standards for Phases

N/A

1.3.3 Assessment Standards for Part Qualifications

N/A

2 ASSIGNMENTS TO BE EVALUATED EXTERNALLY

N/A

3 CRITICAL ASPECTS OF THE INTERNAL ASSESSMENTS TO BE ASSESSED EXTERNALLY

N/A

4 CRITERIA FOR THE REGISTRATION OF ASSESSORS

- Qualification: National Certificate: Policing, National Diploma: Policing or Occupational Certificate: Police Official (Non-Commissioned), ETDP qualification, in-house specific programs related to area of responsibilities
- Experience: 5 year's basic operational or functional experience in CSC, crime prevention, criminal investigation with firearm and tactical competencies
- Assessor qualification and experience: Assessor/moderator qualification with 2 years' experience as assessor/moderator;
- Registration with a professional body: not applicable.

5 FOUNDATIONAL LEARNING

N/A

6 ELIGIBILITY REQUIREMENTS FOR THE EXTERNAL ASSESSMENT

In order to qualify for the external summative assessment learners must have a copy of a completed and signed Statement of Work Experience as well as proof of successful completion of the following subjects and modules or alternative programmes where applicable.

6.1 Qualification

Proof of Knowledge Modules				OR	Proof of Alternative Programmes			
Number	Title	NQF Level	Credits		Number	Title	NQF Level	Credits
541202000-KM-01	Professional Conduct	4	8					
541202000-KM-02	Discipline, Cohesion and Wellness	4	4					
541202000-KM-03	Legal Framework of Policing Environment	5	15					
541202000-KM-04	CSC Operational Principles	5	14					
541202000-KM-05	Preliminary Crime Investigation	6	8					
541202000-KM-06	Crime Detection and Prevention	6	8					
541202000-KM-07	Crowd Control and Management Techniques	6	4					
541202000-KM-08	Legal Requirements for the Safe Use and Handling of a Range of Firearms and	5	2					

	<i>Proof of Knowledge Modules</i>			<i>OR</i>			<i>Proof of Alternative Programmes</i>	
<i>Number</i>	<i>Title</i>	<i>NQF Level</i>	<i>Credits</i>		<i>Number</i>	<i>Title</i>	<i>NQF Level</i>	<i>Credits</i>
	Ammunition in a Law Enforcement Environment							
541202000-KM-09	Proportionality of Force and Defensive Restraining Techniques	6	4					
541202000-KM-10	Tactical Techniques and Procedures	6	4					

	<i>Proof of Practical Skill Modules</i>			<i>OR</i>			<i>Proof of Alternative Programmes</i>	
<i>Number</i>	<i>Title</i>	<i>NQF Level</i>	<i>Credits</i>		<i>Number</i>	<i>Title</i>	<i>NQF Level</i>	<i>Credits</i>
541202000-PM-01	Apply Principles of Discipline and Code of Conduct to Enhance Team Cohesion and Wellness	4	8					
541202000-PM-02	Independently Execute Duties Related	5	10					

	<i>Proof of Practical Skill Modules</i>			OR			<i>Proof of Alternative Programmes</i>	
<i>Number</i>	<i>Title</i>	<i>NQF Level</i>	<i>Credits</i>		<i>Number</i>	<i>Title</i>	<i>NQF Level</i>	<i>Credits</i>
	to a Client Service Centre (CSC) in a Law Enforcement Environment							
541202000-PM-03	Conduct Preliminary Crime Investigation	6	4					
541202000-PM-04	Prevent, Combat and Detect Crime in an Endeavour to Reduce Crime	6	8					
541202000-PM-05	Execute Crowd Control Procedures to Manage and Disperse Crowds	6	8					
541202000-PM-06	Legal Use and Safe Handling of Firearms and Ammunition in a Law Enforcement Environment	5	10					
541202000-PM-07	Use Appropriate Force to	6	9					

<i>Proof of Practical Skill Modules</i>				<i>OR</i>	<i>Proof of Alternative Programmes</i>			
<i>Number</i>	<i>Title</i>	<i>NQF Level</i>	<i>Credits</i>		<i>Number</i>	<i>Title</i>	<i>NQF Level</i>	<i>Credits</i>
	Uphold the Law							
541202000-PM-08	Approach and Move Tactically to Survive any Given Situation in a Policing Environment	6	9					

And

Statement of Work experience

6.2 Phase 1

No Phase Tests applicable

6.3 Part Qualification

None

UNISA 2020 ETHICS REVIEW COMMITTEE

Date: 2020:06:29

ERC Reference No. : ST72

Name : SJ Bierman

Dear Stephanus Jansen Bierman

**Decision: Ethics Approval from
2020:06:29 to 2023:06:29**

Researcher: Stephanus Jansen Bierman

Supervisor: Prof Rika Snyman

***An Analysis of the Alignment Between the South African Police Service's
Strategic Plan and Their Basic Training Learning Program***

Qualification: M-Tech Policing

Thank you for the application for research ethics clearance by the Unisa 2020 Ethics Review Committee for the above mentioned research. Ethics approval is granted for 3 years.

*The **Low risk application** was **reviewed** by the CLAW Ethics Review Committee on 29 June 2020 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

- 1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.**



2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
3. 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.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. 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.
6. 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.
7. 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.
8. No field work activities may continue after the expiry date **2023:06:29**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number ST 72-2020 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
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0001

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My reference/My verwysing: 3/34/2

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AC Thenga

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(012) 393 3118

Email:

JoubertG@saps.gov.za

THE HEAD: RESEARCH
SOUTH AFRICAN POLICE SERVICE
PRETORIA
0001

[APPROVED]

Mr SJ Bierman

UNIVERSITY OF SOUTH AFRICA

RE: PERMISSION TO CONDUCT RESEARCH IN SAPS: AN ANALYSIS OF THE ALIGNMENT BETWEEN THE SOUTH AFRICAN POLICE SERVICE'S (SAPS) STRATEGIC PLAN AND THEIR BASIC TRAINING LEARNING PROGRAM: UNIVERSITY OF SOUTH AFRICA: MASTERS DEGREE: RESEARCHER: SJ BIERMAN

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 office:

The Divisional Commissioner: Human Resource Development:

- Contact Person: Brig KP Mphenyeke
- Contact Details: 082 926 0802
- Email Address: mphenyekek@saps.gov.za

- Contact Person: Col Ramantsi
- Contact Details: 079 496 1309
- Email Address: RamantsiM@saps.gov.za

The Head: Strategic Management:

- Contact Person: Maj L Gen Rabie
- Contact Details: 012 393 3083
- Email Address: rabel@saps.gov.za or noblel@saps.gov.za

- Contact Person: Brig CB Mitchell
- Contact Details: 012 393 3334 / 082 779 8696
- Email Address: mitchellc@saps.gov.za

RE: PERMISSION TO CONDUCT RESEARCH IN SAPS: AN ANALYSIS OF THE ALIGNMENT BETWEEN THE SOUTH AFRICAN POLICE SERVICE'S (SAPS) STRATEGIC PLAN AND THEIR BASIC TRAINING LEARNING PROGRAM: UNIVERSITY OF SOUTH AFRICA: MASTERS DEGREE: RESEARCHER: SJ BIERMAN

Kindly adhere to paragraph 6 of our attached letter signed on the 2021-03-24 with the same above reference number.



MAJOR GENERAL

THE HEAD: RESEARCH
DRPRVUMA

DATE: '2-07-f --e'f -2

APPROVED

Addendum E

Semi-Structured Interview Schedule

Component	
Date	
Start Time	
End Time	

AN ANALYSIS OF THE ALIGNMENT BETWEEN THE SOUTH AFRICAN POLICE SERVICE'S STRATEGIC PLAN AND THEIR BASIC TRAINING LEARNING PROGRAM

Good day, I am Fanie Bierman, I am a Postgraduate student at the University of South Africa in the Department of Police Practice. I am doing research towards my master's degree in Policing. My field of research is the alignment of the SAPS Strategic Plan and the SAPS Basic Training Learning Program. The purpose of my study is to produce data that will enhance the quality of the Basic Training Learning Program. I would like to interview you and discuss your views of the Basic Training Learning Program and the Strategic Plan.

Your participation in this interview is appreciated, please be comfortable feel free to ask questions. The documents to be analysed, the Basic Training Learning Program and Strategic plan, are in the public domain and all the questions will be asked to establish your knowledge and involvement in either of the documents. The purpose of the interview is not to criticise the documents but to analyse your understanding of their alignment with each other.

The findings of this study will be processed into a research report, journal publications and/or conference proceedings, but your participation will be kept confidential.

Should you have any further questions or concerns please feel free to contact me, my contact details are, 082 411 3228 (cell), 012 348 8495 (H) or faniebierman@telkomsa.net My supervisor is Prof. Rika Snyman and she can be reached at rsnyman@unisa.ac.za

Section A: Demographic Information

Rank	
Present Post	
Time in Present Post	
Years of Service	
Qualification	
Total Training experience	
Total strategic planning experience	

Section B: Interview Questions

1. In which division is your present post?
2. Does your current position involve,
 - The development of the BTLP.
 - Presenting the BTLP to newly appointed constables.
 - The development of the strategic plan.
3. Is your current post on,
 - Senior management level.
 - Middle management level.
 - Junior management level.
4. The strategic plan is an important document for the SAPS as an organisation,

- As a member of the training development component what is your view on its importance.
 - As a trainer in the basic training component what is your view on its importance.
 - As a member of the strategic planning component what is your view on its importance.
5. Do you know if the strategic plan was integrated during the development of the Current BTLP?
6. Do you know if any information regarding the strategic plan is included in the present version of the BTLP?
7. The present curriculum in use by the Basic Training Component meets international police training standards?
- As a member of the training development component what is your view on this statement.
 - As a trainer in the basic training Component what is your view on this statement.
 - As a member of the strategic planning component what is your view on this statement.
8. Is there any subject or module that you would like to see added, or left out of the curriculum?
9. Do you think the Strategic Plan should play a role in the training of entry level constables?
10. Are there any points in the strategic plan that should be emphasised in the BTLP?
11. What are your views on the alignment of the BTLP and the Strategic Plan?
12. Do you need clarity, or want to add to any of the questions that were asked during the interview?

Interview Remarks

Interview name	
Interview number	
Date	
Time of Interview	
Observations	

PROOF OF EDITING

This is to confirm that I have edited Stephanus Jansen Bierman's dissertation *An Analysis of the Alignment Between the South African Police Service's Strategic Plan and their Basic Training Learning Program* for submission to UNISA. I focused on language usage, style, expression and consistency. I inserted comments and suggestions for the attention of the student where meaning needed to be clarified, or where points of confusion could arise for the reader.

I have a National Diploma in Journalism from Technikon Pretoria (1989) and 30 years of experience as reporter, news editor and associate editor. I do freelance editing.

His research will certainly advance discussion on police training in South African.

Yours faithfully

Tania Stapelberg

Contacts

Landline: 012 331 1243 Mobile: 083 442 5841

E-mail: tania.stapelberg@gmail.com