AN EVALUATION OF LEARNING PROGRAMMES IN THE SOUTH AFRICAN POLICE SERVICE

by

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DECLARATION

"I declare that AN EVALUATION OF LEARNING PROGRAMMES IN THE SOUTH AFRICAN POLICE SERVICE is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references."

Mr P D van Eeden

Signature

DEDICATION

I want to thank God for the ability and strength He gave me to finish this study.

This work is dedicated to my wife, Lizel, and two children, Zunel and Luanel. Thank you for supporting me and enduring with me as I worked to complete this study.

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ABSTRACT

In this study, the transfer of learning criteria that can be implemented before, during and after a learning programme was investigated. The transfer of learning criteria was identified, after which the Station Management Learning Programme was evaluated to see whether transfer of learning criteria was used during the facilitation of the programme. The study population for the research was comprised of facilitators and station commanders, who facilitated and attended the Station Management Learning Programme in Gauteng as part of their development as Station Commanders. The study methodology involved qualitative and quantitative approaches to data collection, with questionnaires and one-on-one interviews. Descriptive statistics were produced and literature, questionnaires and interviews were examined to establish whether transfer of learning took place. The findings of the study reflect that various learning transfer strategies exist and that these can be used to transfer learning from the classroom to the work environment. The study concludes that a significant number of transfer of learning strategies are already implemented in the South African Police Service, in the presentation of the Station Management Learning Programme.

KEY WORDS

Curriculum design, Transfer of learning, Assessment and Evaluation of learning, Adult Learning, Return on Investment, Learning Programmes, South African Police Service, Station Management Learning Programme.

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LIST OF ABBREVIATIONS

SAPS   South African Police Service

SMLP   Station Commanders Learning Programme

SC   Station Commander

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1 Introduction

This research evaluates the South African Police Services' learning programmes, paying particular attention to the transfer of learning as a core component of curriculum development and of learning facilitation. Many of the facts presented in this report are based on the researcher's own experience in the South African Police Service, as a trainer and facilitator for the Station Management Learning Programme, over the past 17 years. The research focuses on a case study of a specific programme that was presented in the South African Police Services (SAPS); this is the Station Management Learning Programme (SMLP) (SAPS Division HRD 2013/ 2014). The SMLP was a programme presented to station commanders in the SAPS (SAPS Division HRD 2013/2014). The station commander is responsible for the overall performance of the Police Station and needs to account to the Provincial and National management of the SAPS regarding the performance of the station. The main goal of the police station is to prevent and investigate crime for the specific residential and business area that falls within the boundary of the station (Intranet SAPS, 2015). Station commanders are important because they need to lead and manage the station in terms of all management and leadership aspects of the station. The duties and responsibilities of the station commander constitute part of the topics presented in the SMLP (SAPS Division HRD 2013/2014). The good or poor performance of the station is the responsibility of the station commander. The Station Management Learning Programme consists of six modules, namely: Module 1: The Community Service Centre. This module focuses on Knowledge and Skills related to Policies, Standing Orders, National Instructions, Regulations and Registers pertaining to the South African Police Service (SAPS), all of which need to be mastered during this module (SAPS Division HRD 2013/2014). Module 2: Crime Prevention, deals with the dynamics of crime, emphasising learning skills and knowledge about the prevention thereof (SAPS Division HRD 2013/2014). Module 3: Crime Detection and Crime Intelligence; this module deals with the skills and knowledge related to the dynamics of investigation and analysis of crime statistics (SAPS Division HRD 2013/2014). Module 4: Communication, exposes the learner to specific communication skills and knowledge such as presentation skills, interviews,

meeting procedures, written communication, dealing with the media and station systems (SAPS Division HRD 2013/2014). Module 5: Management and Leadership, consists of skills and knowledge of management and leadership philosophies as well as the practical application of these philosophies and theories (SAPS Division HRD 2013/2014). The module consists of skills and knowledge about the effective management of human, logistical and financial resources. Module 6: Planning and Managing Operations (SAPS Division HRD 2013/2014); this module exposes the learner to the theory and skills of planning and managing operations (SAPS Division HRD 2013/2014). The overall attitude of the station commander should be to lead and empower members at the station to perform well and be productive (SAPS Division HRD 2013/2014). The skills that the station commander needs to transfer to the work environment are stipulated in each of these modules (SAPS Division HRD 2013/ 2014).

The main objective of the Station Management Learning Programme in the SAPS is to equip station commanders with the skills, knowledge and attitude needed to manage and lead a police station (SAPS Division HRD 2013/2014). The skills, knowledge and attitudes that they learn during the SMLP need to be implemented in their work environment. What is not working at the moment is that crime levels, generally, remain high (RSA April to March 2014-2014) despite the fact that station commanders receive training. No real evidence exists to confirm that the Station Management Learning Programme is effective in transferring the knowledge, skills and attitude to the work environment and that it was making a difference in the work environment. There are a number of transfer of learning strategies that exist that can assist station commanders in implementing the skills, knowledge and attitudes from the learning programme to their work environment (Craig, 1996). In this study, the criteria for transfer of learning were compiled and the Station Management Learning Programme was evaluated against the criteria.

1.1 The Station Management Learning Programme.

The Station Commanders (SC) attended the Station Management Learning Programme (SMLP), presented by the SAPS. The SMLP consists of six different modules. Station commanders needed to attend all the modules and complete all the assessments before they were declared competent. According to the researcher,

the objective of all training in the SAPS is for members to apply the skills and knowledge they obtain during training programmes to their work environment. The Station Management Learning Programme was the specific programme used for the collection of evidence in the empirical study. The SMLP used to be presented at the Divisional Level and in Provincial offices. It is, however, currently presented at a central venue at the SAPS Academy in Paarl.

1.2   Background to the study and rationale for the research

It is a known fact that crime is very high in Gauteng; based on crime statistics, in fact, contact crimes (which include murder, sexual offences, attempted murder, assault and robbery) increased by 4.6% from 2012/2013 (156218 cases) to 2013/2014 (162938 cases) (RSA April to March 2004-2014). Gauteng is the smallest province in South Africa (with the biggest population: 12,272,263 people according to the 2011 National Census) (Wikipedia, 2015), but the biggest contributor to crime statistics in the country (RSA April to March 2004-2014). Station commanders have an important role to fulfil in the reduction of crime in South Africa. The results from the yearly performance assessment and the daily inspections (as seen by the researcher in official SAPS circulars) conducted by the South African Police Service Provincial component "Inspectorate" at the stations confirm that there are various "gaps" in the performance of station commanders which result in the station performing poorly. As a result, it is important that station commanders attend the SMLP and implement the skills and knowledge gained through this course in the work place, so as to contribute to the reduction of crime in the Gauteng Province. An overview of the Station Management Learning Programme will be provided in the next section.

1.3   Defining the Station Management Learning Programme (SMLP)

A detailed outline of modules 1-6, indicating the specific content covered in each of these modules from the SMLP, has been added as Appendix 6. The SMLP consists of six modules namely:

Module 1: The Community Service Centre. In this module the learners receive a toolkit which consists of Policies, Standing Orders, National Instructions, Regulations and Registers pertaining to the South African Police Service (SAPS). The module starts with a 4 day contact session; in addition, it was required that the learner does

self-study and solves problematic areas, as indicated, in within their working environment (SAPS Division HRD 2013/ 2014).

Module 2: Crime Prevention. This module deals with the dynamics of crime, by emphasising the prevention thereof. This topic focussed on specifics such as who, what, when, why and where crime can be prevented. Information on this specific module was supplied during the contact session, however, the learner had to collect and collate information pertaining to their specific circumstances. The module started with a 4 day contact session, in addition to which the learner was required to do self-study and solve problematic areas (SAPS Division HRD 2013/ 2014).

Module 3: Crime Detection and Crime Intelligence. This module deals with the dynamics of investigation and the analysis of crime statistics. This topic focused on specific details such as the 'who, what, when, why and where' about crime detection and crime intelligence. Generic information was supplied during the contact session, however, the learner had to collect and collate information pertaining to their specific circumstances. The module started with a 4 day contact session, in addition to which it was required that the learner does self-study and solves problematic areas (SAPS Division HRD 2013/2014).

Module 4: Communication. During this module the learner is exposed to specific communication skills such as presentation skills, interviews, meeting procedures, written communication, dealing with the media and station systems. This module emphasises the practical application of the skills acquired therein (SAPS Division HRD 2013/2014).

Module 5: Management and Leadership. In this module, learners receive a reference guide to enable them to compile a toolkit for management and leadership philosophies. The practical application of these philosophies and theories played a central role in the contact sessions. The learner was expected to submit an assignment reflecting the practical implementation of management and leadership skills. Furthermore, learners were expected to analyse a related case study during the assessment of the module. This module also focusses on the effective management of human, logistical and financial resources. The module's point of

departure was the South African Police Service policies, regulations, standing orders and legislation (SAPS Division HRD 2013/2014).

Module 6: Planning and Managing Operations. In this module, the learner is exposed to the theory behind planning and managing operations. The scenarios used in this module include practical exercises on command and control during the execution of SAPS operations. The duration of this module was twelve days. It was expected that the learner apply the theory practically and be assessed during the training phase (SAPS Division HRD 2013/ 2014).

1.4   South African Police Service (SAPS)

The SAPS internal web page indicates that the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) makes clear that the South African Police Service is a state institution that has the responsibility to (Intranet SAPS, 2015):

- Prevent, combat and investigate crime (Intranet SAPS, 2015);
- Maintain public order (Intranet SAPS, 2015);
- Protect and secure the inhabitants of the Republic and their property (Intranet SAPS, 2015);
- Uphold and enforce the law (Intranet SAPS, 2015);
- Create a safe and secure environment for all people in South Africa (Intranet SAPS, 2015);
- Prevent anything that may threaten the safety or security of any community (Intranet SAPS, 2015);
- Investigate any crimes that threaten the safety or security of any community (Intranet SAPS, 2015);
- Ensure criminals are brought to justice; and
- Participate in efforts to address the causes of crime (Intranet SAPS, 2015).

In this study, the SAPS was the didactic environment within which learning programmes were presented to equip station commanders with the necessary skills and knowledge to fulfil their role as station commanders in the SAPS. The South African Police Service (SAPS) is mandated to protect and serve the people of South Africa (Intranet SAPS, 2015). The SAPS consists of various Divisions at Head Office

level that ensure that the SAPS can fulfil its daily challenge from a strategic perspective (Intranet SAPS, 2015). One of the Divisions is the Human Resource Development (HRD) Division, which is responsible for the development of members of the SAPS (Intranet SAPS, 2015). The HRD division has various components to facilitate the learning process in the SAPS. These components are: Skills Development, which is responsible for the skills audit; Research and Development, which is responsible for the development of learning programmes in the SAPS; Training Provision, which is responsible for the implementation and delivery of learning programmes; Sports Office, which is responsible for the fitness and physical well-being of members; Monitoring and Evaluation, which is responsible for monitoring the implementation of learning programmes in the SAPS, and; Administration, which is responsible for the budget, supply chain management and human resource function.

Research and Development are responsible for the development of learning programmes in the SAPS. They are responsible for curriculum design of the learning programmes in the SAPS. In the South African Police Service, members attend learning programmes on a continuous basis in order to enhance their skills and abilities. As such, learners and learning programmes are evaluated on a continuous basis in the SAPS. The ultimate objective of members attending learning programmes is that they will transfer the learning to their work environment. Police officers need to be able to implement their learning in the work environment.

Additionally, the SAPS has various policy documents that guide the HRD function in the SAPS, however, there is no "curriculum design policy" for the development of learning programmes in the SAPS. Moreover, curriculum design for the training programmes in the SAPS is done by members employed in its research and design section. In this regard, one of the recommendations made in Chapter 5 of this study is that a policy document should be formulated for the development of learning programmes in the South African Police Service. The policy document should include a section on the strategies for the transfer of learning.

1.5   SAPS Policy Documents

The HRD functions are guided by the Education, Training and Development (ETD) policy (SAPS ETD policy, 2012). This policy regulates how HRD functions need to be implemented in the SAPS (SAPS ETD policy, 2012). Furthermore, there also exists an assessment policy and a monitoring and evaluation policy (SAPS ETD policy, 2012); these policy documents will be discussed below in order to determine how they guide the transfer of learning in the SAPS.

1.5.1 Learning programme development and delivery

Learning programmes in the SAPS are developed and designed by the SAPS's curriculum designers. The delivery of learning programmes is guided by the SAPS policy for Education, Training and Development (SAPS ETD policy, 2012). An official policy for the development of learning programmes in the SAPS is yet to be developed, and then implemented.

1.5.2 Education Training and Development (ETD) policy

The SAPS ETD policy (2012) states that the purpose of the policy is to regulate and manage the implementation of education, training and development interventions in the South African Police Service, with specific reference to the legal framework that guides the policy document. In the policy document, reference is made to Management and Leadership development aimed at providing managers within the SAPS with the relevant knowledge and skills to successfully manage human and physical resources in line with the strategic objectives of the SAPS. The policy document further outlines the development and maintenance of learning programmes, ETD practitioners, assessment and moderation, skills development, quality management, as well as monitoring and evaluation (SAPS ETD policy, 2012).

Whilst the Education, Training and Development policy forms the basis for training in the South African Police Service, various other guidelines were also developed to guide specific functions in the ETD. These will be discussed below.

1.5.3 Implementation guidelines for the Assessment Strategy

The Assessment Strategy (2013) is an expression of the education, training and development provider's generic approach to assessment, and the guide is applicable across all training interventions presented in the organisation, irrespective of whether

or not the programme is already aligned to the National Qualifications Framework. The Assessment Strategy (2013) defines assessment as a structured process through which authentic evidence of a learner's performance is collected for the purpose of determining the competency of the learner. Assessment should be designed in such a way that it fits the purpose of the training, produces highly skilled people, is periodic, focusing on outcomes as they are attained, is a combination of formative and summative assessments, and focuses on the integration of skills (Assessment Strategy, 2013). In addition, assessment should always seek to link theory and practice (Assessment Strategy, 2013). Where real life assessment is not possible, simulation games, role-play, and case studies must be used. However, the structuring of assessment must reveal that the learner can apply the knowledge and skills gained in a real situation (Assessment Strategy, 2013). From this definition, it is evident that the SAPS focuses on integrating skills and seeks to link theory with practice. The structuring of the assessment is directed towards the learner applying the knowledge and skills in a real situation (Assessment Strategy, 2013). The assessment strategy also talks about integrated assessment, as will be explained in the ensuing discussion.

Integrated assessment is a form of assessment which allows the learner to demonstrate applied competence using a range of formative and summative assessment methods assessing a number of outcomes, criteria and Unit Standards together, by using a combination of assessment methods and instruments (Assessment Strategy, 2013). This would necessarily involve collecting natural occurring evidence (in the workplace), acquiring evidence from other sources such as supervisors' reports, testimonials and logbooks (Assessment Strategy, 2013). Integrated assessment will reduce the assessment load and reduce the number of assessment instruments (Assessment Strategy, 2013). From this description of integrated assessment, it is clear that the guideline provides room for the assessment of transfer of learning to the work place. In the next section, the guidelines for conducting monitoring and evaluation will be discussed. In order to measure the impact of applying skills and knowledge in the work place, monitoring and evaluation needs to be done.

1.5.4 Guideline on learner support and guidance

The Guideline on learner support (2013) indicates that all learners, including those experiencing learning problems, should be absorbed into the main stream education system. Our critical role as ETD practitioners responsible for learner support and guidance in the SAPS is to create a strategic framework aimed at empowering learners to fulfil their educational, career and personal potential, while taking into account the learning challenges they experience (Guideline on learner support, 2013).

The guidelines focus on learners with training needs that include emotional needs, learning disabilities, physical disabilities, health and cultural concerns (Guideline on learner support, 2013). The guideline also refers to learners lacking study ability and states that study skills are important for learning when preparing for assessment. Self- motivation is crucial when learning (Guideline on learner support, 2013). Trainers/facilitators must create a learning environment that will support learners in getting enough time to study. Learners have different learning styles and facilitators must provide guidance in identifying effective learning styles for learners who experience learning problems. Moreover, guidelines for improving reading skills are also provided in this document (Guideline on learner support, 2013). Improving memory skills to recall principles and procedures can also be attained through techniques such as: acronyms; using everyday objects for comparison; drawing mind maps; using a well-designed workbook, combined with effective study methods; setting up a learning schedule; dealing with anxiety and stress (Guideline on learner support, 2013).

Although the Guideline on learner support (2013) does not refer specifically to the transfer of learning, it was included in the study to indicate that human resource development in the SAPS has measures in place to support learners with special needs. Study ability, particularly the lack thereof, could influence the transfer of learning if learners do not know how to remember knowledge and skills.

1.5.5 Guidelines on workplace learning in the SAPS

The guidelines on workplace learning (2013) indicate that due to the current workload and community demand, SAPS members cannot always attend formal learning programmes. The implementation of workplace learning will ensure that the

provision of ETD is conducted at the site of work, in the context of actual work, thus increasing organizational efficiency and effectiveness (Guidelines on workplace learning, 2013). The guidelines include mentorship, non-formal learning, work experience, and workplace learning. The guidelines propose the following workplace learning principles: management support to learners through mentorship; management assistance in creating a conducive learning environment by availing the necessary resources; and training which is to be conducted by the immediate supervisor or which will be assigned to a suitable employee with appropriate task-skills, knowledge and competencies (Guidelines on workplace learning, 2013). Station Commanders need to ensure the implementation of workplace learning intervention at the station level (Guidelines on workplace learning, 2013).

Since the workplace learning programme is conducted in the workplace, the transfer of learning can be effective because the learners implement the skills immediately. Although this aspect of workplace learning is not the focus of this particular study, it would be useful to explore in future research.

1.6   Motivation for the study

It is this researcher's view that transfer of learning happens when learners implement the learned skills and knowledge in their work environment after attending a learning programme. Various transfer of learning strategies are in place to enhance the transfer of learning in the work environment before, during and after the learning programme (Craig, 1996). This study is driven by the researcher's view that when the learning programme is designed, the transfer of learning strategies should be incorporated to form part of its design and delivery process.

In addition, to place the study in context, the training of competent police officers in South Africa requires a person who has a talent and passion for policing. A person with a talent and passion for policing will have the drive to be developed as an effective police official. Police members are faced with many challenges on a daily basis, and it is therefore very important that the training and development provided to police members equip them to deal with the challenges that they face on a daily basis.

White & Escobar (2008) state that the citizen expects police officers to have the wisdom of Solomon, the courage of David, the strength of Samson, the patience of Job, the leadership of Moses, the kindness of the good Samaritan, the strategic training of Alexander, the faith of Daniel, the diplomacy of Lincoln, the tolerance of the Carpenter of Nazareth and, finally, intimate knowledge of every branch of the natural, biological, and social sciences. If he/she has all of these, he/she might be a good police man/woman (White and Escobar, 2008). Police departments must strive toward training that is practical, scenario based and realistic (White & Escobar, 2008). To equip police members to have all these skills will be a lengthy process (White and Escobar, 2008). It is clear that police members are not developed to be effective and efficient in a short space of time, and from their basic training to senior management level, consistent development needs to take place. Davis *et al.* (2011) also mention that continued training for supervisors should be evaluated in order to gauge how well they apply their training.

Davis *et al.* (2011) state that American law enforcement is professional, effective and efficient, and is often regarded as a model to follow worldwide. Some would hold that a significant factor in the history of this profession is training, which imparts the knowledge, skills and attitudes that form the foundation of the profession (Davis *et al.,* 2011). Oftentimes, agencies select officers who excel at a particular skill to become supervisors and trainers, which does not always work well (Davis *et al.,* 2011). Supervising and instructing others requires not only subject-matter expertise, but also the ability to accurately convey knowledge to others (Davis *et al.,* 2011). Continued training for supervisors and instructors must include evaluating their training skills and how well they apply those (Davis *et al.,* 2011).

White and Escobar (2008:199-134)   identify emerging issues in police officer training. They point out that police officers argue that the training given in police academies is irrelevant to "real" police work. In police experience, we often hear the seasoned veteran telling the rookie that the first thing he or she needs to do is to forget everything he or she just learned in the academy (White and Escobar, 2008:199-134). He asserts that learning can be accelerated and made more systematic by relevant training that brings the reality of police work into the academy (White and Escobar, 2008:199-134). Andragogy has emerged as an effective adult

learning technique in a variety of fields; it is suggested by White & Escobar (2008:199-134) that the approach could serve to increase the relevance of police academy training. Andragogy highlights self-directed learning with the instructor playing a facilitating role, rather than the traditional lecture-based pedagogical approach (White and Escobar, 2008:199-134). In the Andragogical approach, students participate in self-directed group discussions and active debate while the instructors manage the classroom by allowing participants to share their experiences and knowledge, integrate the knowledge, and provide strategies that will allow the transfer of learning back to the job (White *et al.* 2008:199-134).

Proponents of the Andragogical approach for police argue that it: (1) draws on trainees' past experience; (2) treats trainees as adults; (3) adapts to the needs of participants; and, (4) fosters critical thinking and creativity. Although few departments in the USA have adopted the Andragogical approach, many have begun revising their training curricula to be more realistic, practical and collegial (White and Escobar 2008:199-134).

1.7   Research problem

The SMLP was developed after Members of Parliament questioned whether there was a specific learning programme presented to station commanders in the SAPS. Specific reference is not available for this quote from the Parliament, but the researcher specifically recalls it from the period 2004-2005, during which he was presenting the SMLP in Gauteng. The researcher presented the Station Management Learning Programme and reference to the Station Management Learning Programme is made based on his own practical experience in presenting the programme. SAPS station commanders in Gauteng attended the Station Management Learning Programme to equip themselves with the skills and knowledge to perform their duties as station commanders. As practically experienced by the researcher during the formative and summative assessments conducted, and the Station Management Learning Programme, the learners show competence in using the skills and knowledge imparted during training. The researcher believes that if station commanders were implementing the skills and knowledge at their stations, then their attendance of the SMLP as a variable to reduce crime could possibly have reduced crime. However, crime statistics remain high in Gauteng (RSA April to

March 2004-2014). In essence, station commanders were trained in the SMLP. The problem is, however, that there is no real evidence that learning was transferred to the work environment, as a result of the station commanders attending the SMLP. Caffarella and Daffron (2013:217) identified seven factors that are critical for the process of transfer to occur, namely: the planning process of the learning programme; the learner's characteristics and motivation; the design and delivery methods; learning context; immediate application; work place environment and elimination of barriers to the implementation of the learning in the work place. Based on these seven factors identified by Caffarella and Daffron (2013), the researcher seeks to establish whether these factors are present in the Station Management Learning Programme, and to evaluate the Station Management Learning Programme against factors and criteria proposed by other authors and experts in the field of transfer of learning.

A study was conducted by the Division's Human Resource Development unit in order to measure the impact of the implementation of the Station Management Learning Programme. Some of the findings of the report were as follows (Division HRD 2013):

- Provision needs to be made for the immediate evaluation of the implementation of the SMLP (Division HRD 2013/2013).

- The Station Commanders indicated that the information learned during the SMLP could be well applied in their work environment (Division HRD 2013).

- All forms of assessment should be conducted and finished within the duration of the programme so as to allow attendees to focus on the implementation of their new knowledge (Division HRD 2013). The researcher agreed with this finding because, from his personal experience in presenting learning programmes, he found it difficult to motivate learners to submit assignments after the completion of the programme.

- The SMLP has empowered station commanders to manage the stations in such a manner that the stations are able to project the true and good police image, through service delivery (Division HRD 2013).

1.8   Problem analysis

The real problem is that station commanders attend the SMLP and are trained as station commanders. However, there seems to be many variables that can contribute to high crime levels. One can be as a result of the poor performance of station commanders due to a lack of transferring the learning from the learning programme to the work environment. The argument the researcher puts forward is as follows: Station Commanders are trained, yet there are not sufficient evidence that they are transferring the learning to the work place. De Rijdt *et al.* (2012) say that the transfer of learning to the work place is a complex issue and we need to understand its influencing variables. The researcher supported this statement and proposed that proper transfer of learning strategies or methods needs to be identified, and that the SMLP needs to be compared against the criteria. Once the criteria is identified, trainers and facilitators can start to use the recommended methods while presenting the SMLP. The implementation of transfer of learning strategies can assist the station commander in transferring the learning to the work environment. A positive outcome can be that crime levels could decrease as a result of this. This can add to a positive return on investment for the SAPS, for sending station commanders to attend the SMLP. The extent of the success of investment made in training can be indicated through the proper evaluation of learning programmes (Salas and Cannon-Bowers, 2001). Researchers need to find better ways to translate the results of training research into practice (Salas and Cannon-Bowers, 2001). There is an increasing concern, in organisations, that the investment made in training must be justified in terms of improved organisational performance: increased productivity; profit; safety; reduced error; enhanced market share; knowledge and skills gained, as well as the educational value added (Salas and Cannon-Bowers, 2001).

Return on investment (ROI) explores ways and means of quantifying the value of training, so that it can be measured in the organisation (Meyer *et al.*, 2003:2). At the center of the concept of return on investment (ROI) is the question: Does training add real value? Furthermore, "How do we know the value of training?" and "How do we measure the effectiveness of training? (Meyer *et al.*, 2003:2). Evaluating the transfer of learning forms part of measuring the extent of return on investment. In this regard, this study evaluated the Station Management Learning Programme to gauge whether the transfer of learning criteria was used before, during and after the learning programme. The focus of this study was not to measure the return on investment of

the learning programme; return on investment was purely mentioned because it forms part of the transfer of learning based on the researcher's own opinion. A return on investment study can be done in future research, in order to explore the return on investment that the SMLP has produced for the SAPS.

1.9 Research questions

The following research questions emanated from the aforementioned discussion:

- How do the criteria for transfer of learning relate to the design, delivery and evaluation of learning programmes?
- How can adult educators be assisted to facilitate the transfer of skills and knowledge learned during the learning programme to the work environment?
- How can station commanders who attend the SMLP be equipped with transfer of learning skills that would enable them to apply the skills and knowledge learned during the SMLP in their work environment?

1.10   Aims and objectives of the study

The aim of this study is to evaluate the Station Management Learning Programme.

The specific objectives following this aim are:

(1)   To determine transfer of learning criteria for evaluating the implementation of the Station Management Learning Programme.

(2)   To evaluate the Station Management Learning Programme against the criteria for transfer of learning.

1.11   Literature review

A review of literature was conducted in order to establish a basis for the criteria for the evaluation of the transfer of learning in the Station Management Learning Programme. Previous research, articles, theories and models about the transfer of learning are discussed herein. Curriculum design models were analysed to provide a perspective on learning programme evaluation and the transfer of learning. The results from the literature review and the empirical study were compared and evaluated in order to obtain the final synthesis. The research was conducted by means of a theoretical study in combination with an empirical study.

1.12   Empirical study

An empirical study was done through questionnaires and interviews. Human Resource Development (HRD) researchers use both quantitative and qualitative research methods (Swanson & Holton, 1997:66). Both research methods are valuable and they are, in fact, often powerful when used together (Swanson & Holton, 1997:66).   In the light of the above, this study used both quantitative and qualitative research methods to collect and analyse data (Swanson & Holton, 1997:66). Researchers collect data to better understand phenomena in a specific group being studied; in this case, the group being studied are station commanders who attended the Station Management Learning Programme. In the study, questionnaires and interviews were used to collect data (Swanson & Holton, 1997:66).   The questions were based on the transfer of learning criteria that were developed from the literature review. Station commanders who attended the Station Management Learning programme were the respondents. Individual interviews were held with facilitators who facilitated the Station Management Learning Programme.

1.13   Population and sample

The research sample was selected from station commanders, in Gauteng, who had attended the Station Management Learning Programme.   The researcher also interviewed facilitators in order to establish their perceptions of transfer of learning.

1.14   Ethical matters

The study participants and respondents were assured of their anonymity and confidentiality, and the researcher obtained their consent to audiotape the interviews.

1.15   The scope and limitations of the study

The research findings were limited to station commanders in the South African Police Service in Gauteng, who attended the SMLP.   Nevertheless, it is hoped that the results from this study can be applied to other learning programmes in the South African Police Service. Criteria for the transfer of learning were developed during the study, and this criteria can be used to guide the transfer of learning in other learning programmes in the SAPS.

1.16   Theoretical framework

The theoretical framework of this study was embedded in curriculum development. The framework of the study included the transfer of learning, programme evaluation, return on investment, and adult learning facilitation, as well as specific models, theories and viewpoints emanating from this approach.

1.16.1 Curriculum design models

The researcher stated that curriculum design forms part of the study. Caffarella (1999) presents the Interactive Model of Program Planning. The sources, origins and components for this model are based on adult learning principles. The model comprises of twelve components, each of which has a number of tasks associated with it (Caffarella, 1999). One of the components in the model is preparing for the transfer of learning; this is therefore part of the design steps (Caffarella, 1999). There are a number of reasons why planning for the transfer of learning is important (Caffarella, 1999). Firstly, both sponsoring organisations and participants require outcomes that are applicable, practical and that can make a difference (Caffarella, 1999). Caffarella (2002) argues that people do not necessarily apply what they have learned in learning programmes when attempting to solve complex problems at their workplace. Secondly, many people need assistance in reflecting upon the changes that they must make in themselves, other people, organizations, and/or society before what they have learned can be translated into concrete results (Caffarella, 2002).Caffarella's (1999) curriculum design model is of particular importance to this study because of its component on the preparation for the transfer of learning. The work of further authors who have researched curriculum design is also was reviewed in the ensuing chapters of this study.

1.16.2 Programme evaluation

Programme evaluation is defined as a process used to determine whether the design and delivery of a programme are effective and whether the proposed outcomes of the programme were met (Caffarella, 2002:225). When different models, from Blank and Russell (2000), Phillips (1996), Caffarella (1999) and Kirkpatrick (1998) are compared, it can be noted that they all share one common area, i.e. the transfer of learning. All the authors refer to the transfer of learning, as illustrated in Figure 1 below. During the literature review, these models are discussed in addition to other literature relevant to the topic.

Transfer of learning was depicted in Figure 1, as well as other models and theories that was addressed during the research process.

Figure 1.1 Transfer of Learning
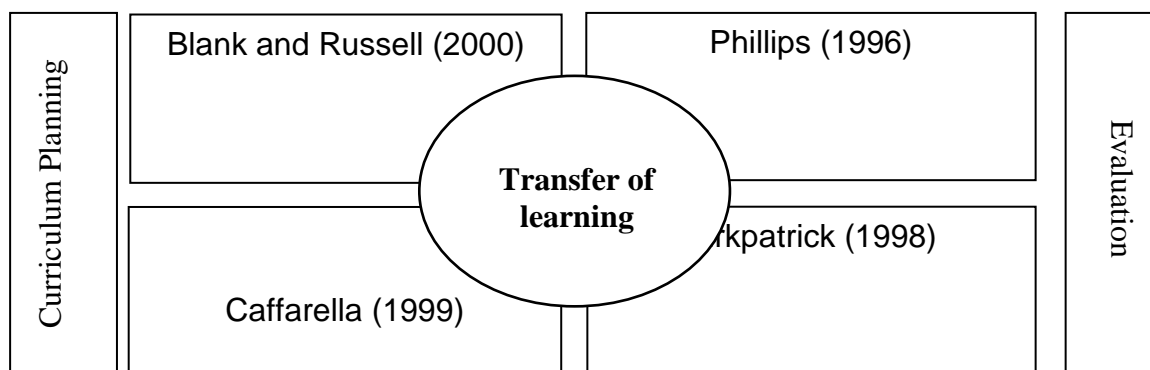
1.16.3   Transfer of learning

Transfer of learning is defined as the effective application by programme participants of what they learned as a result of attending an education or training programme (Caffarella, 2002:204). Leberman *et al.* (2006:2) refer to transfer as a process in which the learner plays a key role in the transfer of learning from the classroom to the workplace, and it involves a number of participants such as the educator, colleague and manager. During this study, transfer of learning techniques that can be used before, during and after the learning programme were explored. The transfer of learning is important in order to assist learners in implementing the acquired skills and knowledge in the workplace. Various transfer strategies can be implemented before, during and after training, according to Broad and Newstrom (1992); these strategies are discussed in further detail in the chapters that follow. There are also barriers to transfer of learning (Broad and Newstrom, 1992) which can prohibit learners from implementing the necessary skills and knowledge.

Numerous reasons can be identified to explain why participants either do or do not apply what they learned subsequent to attending education and training programmes, as indicated by Caffarella (2002:210). The key influencing factors that influence transfer of learning are: programme participants, programme design and

execution, programme content, changes required to apply learning, and the organisational context (Caffarella, 2002). Programme planners have a repertoire of specific techniques that are used to facilitate learning transfer (Caffarella, 2002:218). These techniques are grouped into three categories: techniques for individual learners, group techniques and techniques that can be used by either individuals or groups. Although a few of these techniques involve direct instructional activities, the majority are designed for use within the context in which the learning transfer takes place (Caffarella, 2002:218). The researcher investigated these techniques and compared the Station Management Learning Programme against them.

1.17 Definitions of key concepts

In this section, terms that are frequently used throughout the study have been defined in order to clarify their usage in the study.

1.17.1   Learning programmes

Education and training programmes, for adults, are conducted to prepare people for current and future work opportunities (Caffarella, 2002). This study focusses on learning programmes that prepare learners for current and future work opportunities in the SAPS. The Station Management Learning Programme is a structured teaching and learning intervention with opportunities and experiences for station commanders, so as to equip them with skills and knowledge that they can apply in their work environment in order to become more effective and efficient (SAPS Division HRD 2013/2014). Station Commanders need to plan, lead, and monitor the performance of police members at their various stations (SAPS Division HRD 2013/2014). The role of a station commander is to lead the different components of their station; examples of these components are detectives, crime intelligence, human resources, visible policing and sector policing (SAPS Division HRD 2013/2014). The Oxford Dictionary (2014) defines learning as the acquisition of knowledge or skills through study, experience, or being taught. 'Programme' is defined as a planned series of events or performance (Oxford Dictionary, 2014). In the next paragraph, the evaluation of learning programmes is discussed.

1.17.2   Evaluation of Learning Programmes

Learning programmes in the SAPS are constantly evaluated. Programme evaluation is most often defined as a process used to determine whether the design and delivery of a programme is effective and whether the proposed outcomes were met (Caffarella, 2002:225). The heart of programme evaluation is judging the value or worth of education and training programmes (Caffarella, 2002:225). Kirkpatrick and Kirkpatrick (2005:9) describe programme evaluation in terms of 4 levels, which represent a sequence of ways to evaluate programmes (Kirkpatrick and Kirkpatrick, 2006:22). Each level is important and has an effect on the next level (Kirkpatrick and Kirkpatrick, 2006:22). As one moves from the one level to the next, the process becomes more difficult and time consuming, but it also provides more valuable information (Kirkpatrick and Kirkpatrick, 2006:22). None of the levels should be bypassed simply to get to the level that the trainer considers most important. The four levels are: Level 1- Reaction, Level 2- Learning, Level 3- Behaviour and Level 4- Results (Kirkpatrick & Kirkpatrick, 2006:21). Evaluation needs to start with level 4 (results) in order to determine, with the line of business managers, what needs to be done in the programme. It then needs to work backwards to level 3 and question which behaviours need to be put into practice in order to achieve the desired results. Then ask: what knowledge, skills and attitudes (level 2) will the targeted employees need to have to become appropriately trained in? This is followed by the question: "How will we get them to come to training and be receptive to these changes? (level1) (Kirkpatrick and Kirkpatrick, 2005:9).

Kirkpatrick sought to stimulate those who are responsible for the management of training and development to increase their efforts in evaluating training and development actions. The reason for evaluation is to determine the effectiveness of a training programme. When evaluation is conducted, it is hoped that the results will be positive and gratifying (Kirkpatrick and Kirkpatrick, 2006:3). In the context of this study, the evaluation of learning programmes refers to the evaluation of the Station Management Learning Programme, in order to determine whether the programme incorporated "transfer of learning" strategies in its design and delivery, before, during and after its facilitation.

1.18   Outline of the study
The study consists of five chapters.

Chapter 1:   Introduction and background to the study

The purpose of the chapter was to provide an overview of the study in terms of its background and rationale. This includes factors that led to the research, the research problem, research questions and the basic theoretical framework of the study.

Chapter 2:   Literature review

This chapter concentrates on the reflections of authors and scholars regarding curriculum design as the basis for the evaluation of learning programmes. Specific emphasis is given to the transfer of learning as a core component of curriculum development and programme delivery. The purpose of the literature review is to establish a theoretical basis for the development of the criteria for the evaluation of learning transfer in a specific learning programme, in the context of the South African Police Service (SAPS) as a learning environment.

Chapter 3:   Research methodology

Chapter Three outlines the research design and methodology employed in the study as well as the reason for conducting the study. Data collection and analysis, sample population, ethical matters as well as the scope and limitations of the study are discussed in this chapter. Two approaches have been used to collect data for this study, namely, interviews and questionnaires.

Chapter 4:   Data analysis and discussion

Chapter Four focusses on the presentation, analysis and interpretation of the findings. Participant responses to the questionnaire and interviews are presented, analysed and interpreted in this chapter.

Chapter 5:   Conclusion and recommendations

Chapter 5 provides a summary of the findings and results of the study, as pertinent to each research question, as well as the document analysis. The chapter further recommends transfer of learning strategies that can be used before, during and after the learning programme so as to assist in the transfer of learning from the classroom to the workplace.

CHAPTER 2

LITERATURE REVIEW

2   Introduction

This study was curriculum-based and focused on the evaluation of learning programmes with a specific emphasis on the transfer of learning as a core component of curriculum development and learning facilitation. The purpose of the study was to establish a theoretical basis for the evaluation of learning transfer in a specific learning programme, that is, within the South African Police Service (SAPS). The chapter focuses on the development of learning programmes for adult learners and pays particular attention to adult learning and effective facilitation for adult learners as a basis for effective transfer of learning. In the study, well established programme planning models are analysed to provide a perspective on learning programme evaluation and transfer of learning as core components of learning programme planning, development and implementation. The models are analysed in terms of their origins, basic assumptions, critical variables, core components and the specific roles assigned by the models to learning programme evaluation and transfer of learning. The researcher conducted a detailed study of the contributions of various authors to the theory and practice of learning programme evaluation and transfer of learning. In this way, process guidelines for, and indicators of, effective transfer of learning could be derived, as well as criteria for the evaluation of learning programmes in terms of the transfer of learning. These guidelines and criteria were used in the research design to evaluate the transfer of learning in a specific learning programme in the SAPS, namely, the Station Management Learning Programme.

2.1 Curriculum development: Dimensions and critical variables in adult education**.**

There are various theories, models and viewpoints suggesting how curricula must be developed and what should be included in curriculum development for adult learners. A curriculum can be defined as an organised course of study undertaken by a group of students (Wang, 2009). A curriculum is developed according to a set of guidelines (Wang, 2009). It may be characterized by centralization or decentralization depending on the culture of an educational institution in a particular country (Wang, 2009). It may refer to all the educational events offered by an educational institution

(Wang, 2009). Curriculum Development for Adult Learners in Career and Technical Education competencies can be broken down into knowledge, skills and behaviours which must be demonstrated by the learner (Wang, 2009).

2.1.1 Curriculum (Haskell, 2001)

At no time in history have we been required to process the amount of new information that we do today (Haskell, 2001). The challenge of processing new information is even greater today (Haskell, 2001). We process information with a brain that has not yet sufficiently evolved to cope with the modern demands of the Information Age (Haskell, 2001). Additionally, there is an evolutionary lag between the development of our brain and our current need to process large amounts of information. Haskell (2001) adds that for the most part we have an ancient brain trying to function in a space age and the transfer of learning is a way to shorten this evolutionary lag. Consequently, all education and training programmes are built upon the fundamental premise that human beings have the ability to transfer what they have learned from one situation to another (Haskell, 2001).

Haskell (2001) discusses transfer of learning from an alternative perspective when he says that the human brain is not fully evolved to cope with the Information Age, in that the reference to the brain and its development or lack thereof is an interesting statement. In the information age the development of curriculum could be challenging with the vast amount of information that is available. Curriculum designers should be able to manage the information that is relevant to a particular curriculum (Haskell, 2001) as they cannot simply use any information that is available. Curriculum designers of the future should have an excellent ability to manage information and have the requisite skills to search for information that is scientifically based on acknowledged research (Haskell, 2001). Once the right information is selected for the development of the curriculum, the next step will be to design the curriculum with transfer of learning in mind (Haskell, 2001).

Curriculum design should be a collaborative activity between the education provider, managers and end users to design and deliver a curriculum that aligns the education intervention with local needs (Meyer *et al.*, 2007).

2.1.2 Curriculum and adult learners

Adults are exposed to many factors that can influence their learning. The researcher is of the view that we live in the information age and change in the work environment takes place very often, with the rate of change accelerating from day to day. The curriculum for the adult learner needs to keep up with these changes (Haskell, 2001). Moreover, the recessions are forcing companies to downsize and retrench people in many sectors. Curricula will need to be developed to cater for the learning needs of people who have been retrenched, and those adults who need to be developed in order to keep up with the changes in their lives.

The key to improving the adult learning experience is to acknowledge that adults do have very different needs, expectations and limitations regarding what they want and need to know, and how they are prepared to experience it (O'Toole and Essex, 2012). A study conducted by O'Toole and Essex (2012) focussed on the transfer of learning to the workplace and noted that curriculum design for adult learners should adequately cater for the needs of the adult learner (O'Toole and Essex, 2012). At times, adult learning takes place in the classroom setting; however, it also embraces the workplace as a setting via mentoring, coaching, shadowing and buddying programmes (O'Toole and Essex, 2012). In addition, O'Toole and Essex (2012) declare that placing the learning within or close to the workplace setting means that the learning experience can be coupled with the learners' work role; this increases the likelihood of the learning being transferred into practice and increases the motivation and meaning attached to it (O'Toole and Essex, 2012). This means that the curriculum should be designed in such a manner that classroom and workplace learning is included in the design, so as to enhance the transfer of learning to the work environment (O'Toole and Essex, 2012). The major distinguishing factor for an adult learning curriculum is that both theory and practice must be incorporated into the curriculum so as to enable the learner to implement the learning in the work environment (O'Toole and Essex, 2012).

2.1.3 Curriculum and knowledge.

Knowledge base is part of the curriculum (Haskell, 2001). Knowledge base can be defined as a large volume of knowledge (Haskell, 2001). In recent years, acquiring a large knowledge base has basically been ignored in education, and has been

replaced by a focus on programmes that teach learning strategies, heuristics, and general thinking skills, with minimal knowledge base required (Haskell, 2001). In short, the focus is on shortcuts to learning (Haskell, 2001); the problem, however, is that there will never be any viable shortcuts (Haskell, 2001). To talk of knowledge base is to talk of transfer, and transfer depends on knowledge base. This is as true for young children as it is for adults (Haskell, 2001).

Knowledge base is an absolute requirement not only for transfer but for thinking and reasoning (Haskell, 2001). Knowledge base is the primary ingredient and absolute requirement for transfer, as assumed by Haskell (2001). Without a large knowledge base, the use of isolated transfer strategies is not likely to be transferred to situations outside the instructional context (Haskell, 2001). Therefore, even if the curriculum is designed based on transfer strategies, transfer will not be guaranteed if a large knowledge base does not exist (Haskell, 2001). This reference to knowledge base also links to Haskell's (2001) concern that we live in the information age. With the information age and the large amounts of knowledge available to curriculum designers and learners, a large knowledge base can be built into the curriculum (Haskell, 2001).

2.1.4 Curriculum and workplace application

Wang (2009) says that the curriculum must be applicable to the workplace. Developing a curriculum or a course for skills-based vocational technical instruction begins with detailed job descriptions (Wang, 2009). Job descriptions stem from teaching/learning theories (Wang, 2009). A job description provides the basis for a detailed task analysis, which a process that breaks the basic job down into successively more detailed components (Wang, 2009). Career and technical education should prepare people to enter a job or occupation. Adult education in business or industry enhances employees' performance on the job (Wang, 2009). For a training programme to be a vital element of the organisation, it must be integrated into the business operations of the organisation (Craig, 1996:268). A training programme needs to provide valuable outputs and do so in a cost-effective manner. Moreover, as the demands for training results have increased, the search for efficient, effective instructional systems has increased (Craig, 1996).

2.2   Components of learning programme planning

Rather than programme planning being a linear process of adding one component to another in a step-by-step fashion, all of the needed components are somehow activated, although not necessarily in any particular order (Caffarella, 1999). These components then work together to meet the functions of the programme (Caffarella, 1999). In addition, the components for programme planning vary for different kinds of end products, functions or aims, as desired (Caffarella, 1999). This is a system model where every component adds to the success of the system. Caffarella (1999) includes the transfer of learning in the curriculum design process as one of its key components.

The model consists of twelve major components, with simple tasks that need to be completed for each component. The model of program planning consists of the components listed in Table 2.1, below.

Table 2.1

The twelve major components of programme planning (adapted from Caffarella, 1999)	
Programme planning component	**Programme planning activities**
Knowledge about programme content	Internal structure related to the planning process (e.g. operating procedures, decision making processes, formal lines of authority, financial resources, information systems).
Negotiating	All stakeholders in the process must be knowledgeable about the power relationships between and among stakeholders. Ensure that all stakeholders have a place at the planning table, and their voices are heard.
Identifying Programme Ideas	Decide what sources to use in generating ideas and determine the best way to identify ideas (e.g. formal needs assessment, conversations with colleagues, written materials).
Sorting and Prioritizing	Determine whether an educational program is an

Ideas	appropriate way to respond to the ideas and problems which have been identified. Develop a system for prioritizing those ideas; this should include establishing clear criteria for choosing one idea over another.
Developing Programme Objectives	Write clear program objectives that address participant learning, changes that will result from that learning, and the operational aspects of the program. Revise these objectives as the program evolves and is implemented.
Preparing for the Transfer of Learning	Determine key players who need to be part of the transfer process and choose useful transfer strategies; also indicate when they should be used.
Formulating Evaluation Plans	Specify the evaluation approach to use and how the data will be collected; determine how the data will be analysed and used for future programme activities.
Determining formats, schedules and staff needs.	Choose the most appropriate and feasible programme format and schedule. Identify staff needs, including external consultants.
Preparing Budgets and Marketing Plans	Estimate the expenses for the program and how the program will be financed. Prepare promotional materials and conduct a lively and targeted promotional campaign, paying careful attention to the sensibilities of the target audience.
Designing Instructional Plans	Develop clear and understandable learning objectives; select and sequence the content and develop and/or assemble instructional materials. Choose appropriate instructional techniques and evaluation strategies that match the focus of the learning objectives.
Coordinating Facilities and On-Site Events	Obtain suitable facilities and oversee all of the on-site arrangements; create a positive climate for learning from the moment the participants arrive. Provide a system for monitoring and making changes in the program while it is in progress.
Communicating the	Prepare a programme "report" in a format appropriate

Value of the Programme	for the audience who will receive it, and be proactive in how the release of the "report" is timed. Brag about what you have accomplished in the right places

Among the different components of the model are "formulating evaluation plans" and "preparing for the transfer of learning". The model also provides for programme evaluation and the development of programme objectives. In combination, all the components are important for the evaluation of the learning goals and the transfer of learning. However, transfer of learning is significant in indicating that the learning goals have been achieved and that what was learnt has been implemented in the work environment. The evaluation of the programme will indicate whether the learning goals were achieved and if transfer of learning took place. Evaluation and transfer of learning form a sub system within the broader spectrum of components. Evaluation, learning goals and transfer of learning are closely related, as shown in Figure 2.1, below.
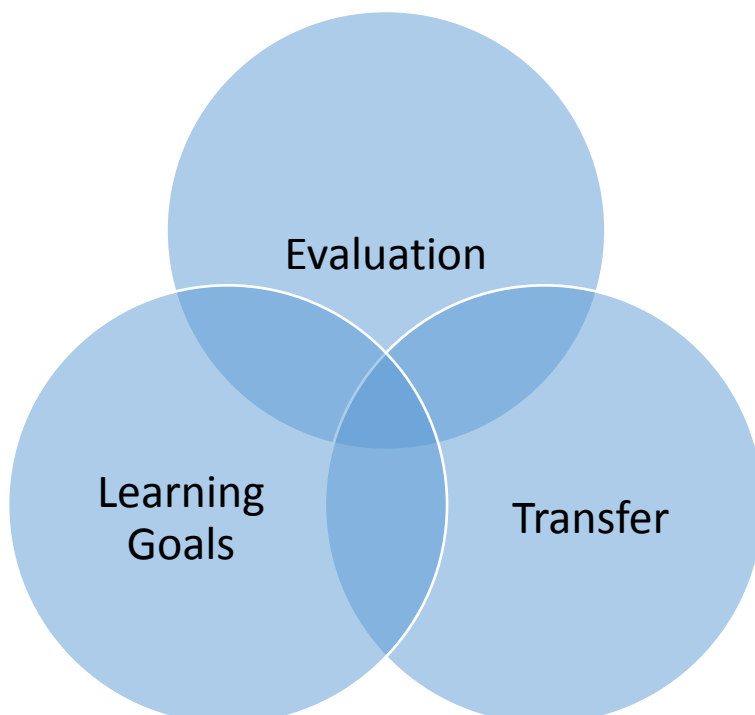
Figure 2.1

2.3   Assessment and evaluation of learning programmes

Assessment forms part of the components of the curriculum and usually consists of formative and summative assessments. Ketling (2013) reported on fifteen historical and contemporary curriculum designs that were analysed for elements of assessment that support student learning and inform instructional decisions. Assessment is a vital component of educational planning and teaching, because it is a way to gather accurate evidence of student learning and information in order to inform instructional decision (Ketling, 2013). The purpose of the review was to analyse 100 years of curriculum design so as to uncover elements of assessment that will support teachers in their effort to improve student learning. The study listed the assessment elements within 15 curriculum designs. Each curriculum design listed at least one element of pre, formative or summative assessments. Thirteen of the fifteen designs included some type of summative assessment. Ketling (2013) states that summative assessment is defined as assessments conducted after instruction, primarily as a way to document what students know, understand, and can do. Although this study focused on curriculum designs over the past 100 years in the educational system, Ketling (2013) concluded that the needs of the current educational system emphasise the use of assessments to determine whether students are learning. The focus of the current study is, however, to determine whether transfer of learning strategies are used to assist station commanders to implement their learning in the work situation. In this regard, Ketling's (2013) emphasis that curriculum designs over the past 100 years included assessment as an important part of curriculum design is significant.

2.3.1 Assessment and evaluation in curriculum development

Assessment is used in assessing student competency (Wang, 2009). Assessment should be stated explicitly, and in advance, together with specified conditions for mastery (Wang, 2009). The assessment of a student's competency uses performance as the primary source of evidence while, at the same time, taking into account evidence of a student's knowledge (Wang, 2009). Student progress is determined by demonstrated competency rather than in time periods or through course completion (Wang, 2009). Finally, the individual's learning experience is guided by feedback (Wang, 2009). The researcher agrees with Wang in this respect, and believes that assessment for the transfer of learning should also be planned

during the development of the curriculum. The researcher proposes that the assessment criteria for the transfer of learning should also be stated to the learners. When learners complete a learning programme, they should be informed that and assessment on the transfer of learning will be done once they start applying their new skills in the work environment. Assessment should be communicated to the learners when they complete the learning programme, so as to emphasise that transfer of learning assessment will be conducted. Informing the learners that they will be assessed in terms of their implementation of the skills and knowledge learned during the learning programme, in the work environment, is a transfer strategy that ensures that the learners do in fact implement the learned skills in the work environment.

2.3.2   Business Impact model (Instructional Systems Development)

Evaluation is part of the Business Impact Model Instructional Systems Development (ISD). According to Craig (1996), there are different families of instructional design models and the most widely adopted type is the instructional systems (ISD) model (Craig, 1996:268). The Business Impact Model (ISD) is most distinctive in that evaluation and change concerns are addressed explicitly at each stage in the model (Craig, 1996). Evaluation is the driving force in the Business Impact Model (ISD) (Craig, 1996), and at each stage the design uses different methods to evaluate activities and outputs (Craig, 1996). These evaluation activities provide quality assurance throughout the design process (Craig, 1996). The model refers to the stratum of training evaluation (Craig, 1996).

The Business Impact Model (ISD) uses a taxonomy of training evaluation based on strata of impact ranging from stratum 0, where only the attendance is counted, with no pretence of measuring the learning outcomes, to stratum 5, which measures the impact of the training programme on the general society in which the organization plays a part (Craig, 1996). At each stratum the evaluation has a different target. Table 2.2, below, provides a more detailed explanation of the different strata.

Table 2.2 Stratum of training evaluation

Stratum 0: Activity accounting	*Counts the volume of training conducted or the number of trainees regardless of the quality or impact.*
Stratum 1: Participant reaction	*Measures participant satisfaction referred to as the "smile test".*
Stratum 2: Participant learning	*Do the learners exhibit the intended knowledge, skills, and attitudinal behaviours at completion?*
Stratum 3: Transfer of learning	*Do the participants use their new skills on the job?*
Stratum 4: Business impact	*Examines the ultimate impact on the success of the organization.*
Stratum 5: Social impact	*Examines the impact of the organisation's changed performance on society.*
Adapted from Craig (1996)	

The researcher said that Stratum 0 is an interesting way of explaining the level where only volume of training and number of trainees are measured. According to O'Toole and Essex (2012), workplace-based adult education tends to be evaluated at the micro level after each module, session or one day course via a 'happy sheet' or 'reactionaire'. This will be at Stratum 1. This can be a brutal process for those involved in adult education. This exercise often serves to unrealistically elevate the session to 'pass or fail' status for the hapless presenter and can put enormous pressure on the individual trainer to meet expectations (O'Toole and Essex, 2012). Stratum 3 is of interest to this study because it focuses on the evaluation of learning programmes with regard to the transfer of learning.

Furthermore, outcome evaluation is provided for when the analysts develop the criteria and methods for evaluation in Stratum 3, which focusses on the transfer of training in order to determine whether trainees are actually applying their new knowledge and skills to the job (Craig, 1996). Some methods for gathering data about actual performance include on-site observation of performance by trained observers, interviews with supervisors, trainees, co-workers and subordinates as well as checking up on action plans made during training.

Curriculum design is taken another step further by means of making the necessary workplace changes in order to support the learner's new performance (Craig, 1996). Adults have the opportunity to apply their learning but often do not have the right scaffolding or blended approach to learning which would support them to do so (O'Toole and Essex, 2012). The curriculum designer should work with the supervisors of trainees to implement workplace changes, as this might provide the right scaffolding (Craig, 1996). Supervisors must also accept the learning of new skills proposed in the job analysis and the changes that need to be made in the work setting so as to enhance the probability that employees will use their new skills (Craig, 1996). Changes that need to be made in the work setting include: supervisor observation and reward of new skills; job redesign; changes in the organization, e.g. work teams instead of individual performers; upgraded tools and facilities; informational job aids or electronic performance support systems and reinforcement as well as follow-up by supervisors or the training department (Craig, 1996).

2.4   Learning

Learning needs to be included in the literature review because it was what the station commissioners learned during the SMLP that needed to be transferred to the work environment. Learning may be defined as the process of making new or revised interpretations of the meaning of experience, which guides subsequent understanding, appreciation and action (Mezirow, 1990). Athanasou (1998) indicates that learning may be examined in two ways, namely; (1) the way in which behaviour changes as a result of experience which can be termed "acquisition", and (2) the way in which a fixed level of performance is retained over an ensuing period of time without practice – termed "memory" (Athanasou, 1998). 'To make meaning' means to make sense of an experience; that is, we make an interpretation of it (Mezirow, 1990). When we subsequently use this interpretation to guide decision making or action, then making meaning becomes learning (Mezirow, 1990). We learn differently when we are learning to perform as opposed to when we are learning to understand what is being communicated to us (Mezirow, 1990). Individuals may use more than one conception in their descriptions of their learning at different times. In brief, the types are: (1) Gaining bits and pieces of knowledge, (2) Memorising, (3) Applying knowledge, (4) Understanding, (5) Understanding in relation to the real world (McGill and Beaty, 2001).

The component "learning" needs to be part of the curriculum design process and the learner needs to learn new skills to be able to implement these in practice. The next section provides a discussion of learning and transfer.

2.4.1 Learning and Transfer

It is the view of this study that learning needs to be transferred to the work environment. If there was no retention of what were learned, then there could be little improvement with practice during acquisition (Athanasou, 1998:236). Learning depends on the culmination of the effects of practice over periods of time (Athanasou, 1998:236). Research evidence has indicated that most forgetting takes place soon after learning, whether or not the learned material is verbal or perceptual-motor in nature (Athanasou, 1998:236). It is important for teachers and trainers, therefore, to discover the causes of failure to remember and of errors in remembering, and try to reduce these effects (Athanasou, 1998:236). Nevertheless, as remembering is to a large extent based on the degree of quality of the initial learning, and what follows, any technique that influences these factors will affect whether, and the extent to which, the learner remembers (Athanasou, 1998:236). Haskell (2001) proposes that the use of numerous examples promotes effective learning and the transfer of learning. Students who are provided with opportunities to study examples of a problem do better than students who are merely provided with opportunities to work out a given problem (Haskell, 2001). From the discussion above, it is evident that learning forms an important component in the process of the transfer of learning.

2.4.2 Memory and learning

Memory is significant in that it is linked with learning. Memory contains the knowledge, skill and attitudes that allow human functioning whether it is successful or not; this is our worldly knowledge (Athanasou, 1998). Memory is linked to what and how we learn and it is obviously concerned with forgetting. In this sense, methods of the retrieval of memories, such as recognition and recall, are valuable cues for memory. These methods measure what has been retained and what has been forgotten, and can then be inferred from the evidence obtained. Thus, retention is inevitably linked with forgetting. The retrieval cue given allows tests of memory to be classified in terms of: Recall, Recognition and Relearning (Athanasou, 1998).

Memory is therefore a key aspect for the learner to implement skills and knowledge in the work environment. It is memory that enables the learner to remember the new skills and knowledge learned during a learning programme so as to be able to transfer the learning to the work environment. In the next section, the "social learning theory" is discussed.

2.4.3   Social Learning Theory

Educational Psychology is an important aspect in understanding the cognitive processes surrounding learning, and reference is made here to social learning theory (Athanasou, 1998). The principle is based on the fact that adults learn to behave by observing others and through the direct experience of rewards and punishments. The concept of "modelling" and learning through imitation are major features of this theory (Athanasou, 1998). In this way, the social learning theory emphasises both the person and the environment as sources for learning. If the adults learn by observing others, then the role of the adult educator is very important in the transfer of learning. In addition, while learning may take place from the example of others, a distinction needs to be made between learning and performance (Athanasou, 1998). Adults learn about behaviour from human models, but may not perform that behaviour, depending on their perceptions of the situation (Athanasou, 1998).

Individuals have traits, thoughts, feelings and attitudes which mediate their experience of learning, thus affecting learning (Athanasou, 1998). Therefore, while people learn about ideas, beliefs and behaviour from other role models, what is actually learned and performed is affected by individual differences (Athanasou, 1998). Consequently, the effect of individual differences on learning means that not everyone is likely to model the behaviour of others, nor is everyone likely to serve as a model (Athanasou, 1998). Adult educators should monitor their own educational practice and interactions with adult learners, as adult learners can closely observe the adult educator as a model for learning specific knowledge and skills as well as the implementation thereof.

Learning and teaching are defined as "a physical change in synaptic pathways in the brain brought about by confronting real-life situations that either confirm or challenge our mental models" (Wang, 2009). Teaching and learning are viewed in terms of

knowledge which is discovered, transformed and extended by students, who actively construct their own knowledge. Learning is a social enterprise in which students need to interact with the instructor and classmates; it is therefore best when learning takes place within a cooperative context (Wang, 2009).

2.4.4 Effective facilitation

For effective learning to take place, the facilitator who teaches adults needs to have certain competencies that support the way in which adult learners learn (O'Toole and Essex, 2012). Training in the work place setting is commonly presented by people who have little or no formal training in how to teach adults (O'Toole and Essex, 2012). To effectively facilitate adult learning, the facilitator needs to have experience as a facilitator and knowledge of the subject. Education is about the passion for helping adults learn and being present when the "light bulb moments" occur (Schmidt, 2013). Educators need to be more flexible and responsive to the needs of adult learners (Schmidt, 2013).

An important aspect to learning is that people learn in different ways and various learning styles need to be included in the learning experience. The researcher agrees with Athanasou's (1998) insistence that the retention of learning will be enhanced through practice, over a period of time. In fact, retention for the implementation of learning in the workplace might only fully occur when the station commander works in the SAPS station as a Station Commander. It seems logical that such implementation will be the result of the Station Commander practicing the newly acquired skills and knowledge in the work place.

2.5   Planning learning programmes for adult learners

Research generally leads to the assumption that adults have a need to know why they should learn something and have a deep need to be self-directing (Craig, 1996:255). They also have a greater volume and different quality of experience than youth (Craig, 1996:255). According to Craig (1996:255), adults become ready to learn when they experience, in their life situation, a need to know or be able to do something in order to perform more effectively and satisfyingly. Over and above such readiness, Haskell (2001) notes that it is important for adult learners to have a "transfer spirit".   Other characteristics of adults include that they have a rich

background of knowledge and experience (Caffarella, 2002:28). They learn best when this experience is acknowledged and new information builds on their past knowledge and experience. Adults are motivated to learn based on a combination of complex internal and external forces, and they have preferred and different ways of processing information (Caffarella, 2002:28). Adults are not likely to engage in learning, unless the learning is meaningful to them. For the most part, adults are pragmatic in their learning; they want to apply their learning to present situations and they come to the learning situation with their own personal goals and objectives (Caffarella, 2002:28). Adults prefer to be actively involved in the learning process, rather than passive recipients of the knowledge. Adults are more receptive to the learning process in situations that are both physically and psychologically comfortable. What, how and where adults learn is affected by the numerous roles they play as adults (Caffarella, 2002:28).

Station Commanders fit the definition of an adult learner. They are usually police officials that have a number of years of experience in the SAPS, and they have been exposed to knowledge and experiences that are "rich", as indicated by Caffarella (2002:28). The researcher concurs with Caffarella's (2002:28) insistence that learning should be useful to the adult learner in order for them to engage in the learning process.

2.5.1   Facilitating adult learning

Teachers that teach adults are faced with a difficult task from the start because the learners consist of a wide variety of adults, who bring their own advantages and disadvantages to the learning situation (Rogers, 1996). This implies that some are more adult than others; some are still searching in education for dependency, others for autonomy; all are growing and developing, but in different directions and at different paces (Rogers, 1996). Some, however, bring a good deal of experience and knowledge, while others bring less (Rogers, 1996). There are varying degrees of willingness to use this material to help the learning process; they have a wide range of intentions and needs, some specific, some more general and some related to the subject matter under discussion (Rogers, 1996). Others still, unknown even to themselves, are at different points in the continuum between those who require to be taught everything and those who wish to find out everything for themselves (Rogers,

1996). They each have some consciousness of what they can and cannot do in way of learning; they all have competing interests of greater importance than their learning; and they have all acquired their own way of learning, which may vary considerably from that of others (Rogers, 1996).

It is easy to view all of this in negative terms, and see most of what has been discussed as hindrances to learning (Rogers, 1996). The pressure from competing interests, the worry and anxiety, especially about learning abilities, are often borne of misconceptions about what education involves. Moreover, the problem of coping with unlearning and the attack on the personality that this can imply may seem to make the task of the teacher of adult's particularly difficult (Rogers, 1996:71). All these factors can also be seen as combining to form a powerful aid to learning (Rogers, 1996). We need to try to identify both those factors that prevent us from being fully effective in the teaching and learning process, and those resources that we can bring into play in order to overcome the obstacles encountered (Rogers, 1996). In adult education, our students are not there just to be taught; they are our greatest resource in the learning process (Rogers, 1996). Therefore, the skill and knowledge that the learner brings to the classroom can add value to the implementation of learning in the work environment.

Rogers (1996) refers to the fact that the adult learning environment is characterised by a variety of learners with different experience. In the context of this study, when presenting the Station Management Learning Programme, the learner's prior knowledge and experience can be used to the advantage of the learners and the facilitator. This means that learners are able to share their experience with other learners. This can add value to all the learners in terms of implementing their skills and knowledge in the work environment.

2.5.2 Planning for effective adult learning and learning facilitation

When planning learning programmes for adult learners, the right "tools" need to be used (O'Toole and Essex, 2012). Generally, the classroom teacher in a school needs to have a formal qualification before he/she can teach children, but with adult learning it becomes an extension of the human resource function and an activity in which anyone can get involved (O'Toole and Essex, 2012). It is this disparity in

qualifications and preparation for the role that prevents adult education from being recognized as a true vocation (O'Toole and Essex, 2012), because it seems that anyone who is willing to teach adults can be used for the task. Effective learning and facilitation should have the objective of ensuring that learners implement what they learn in the work environment. If anyone can just get involved in adult learning, it raises concerns about effective learning and facilitation. "Anyone" will not know how to effectively plan and facilitate learning for adults. This can affect the transfer of learning to the work environment for the adult learner. As previously stated, educators for adult learners should also have relevant qualifications and the experience needed to effectively teach adults. An education-specific training and development qualification should be the minimum entry level requirement for teaching adults.

The foundation of adult learning theory postulates that adults are motivated to learn as they experience needs and interests that learning will satisfy (Wang, 2009). The appropriate starting point for organising adult learning activities is life situation, not subjects, because adults' orientation to learning is life centred(Wang, 2009). Experience is the richest resource for adult learning (Wang, 2009). The core methodology of adult education is the analysis of experience (Wang, 2009). Adults have a deep need to be self-directing and the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his/her knowledge to them and then evaluate their conformity to it (Wang, 2009). Individual differences among people increase with age, therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning (Wang, 2009).

One of the first principles of adult learning is that adult learners have a deep psychological need to know what to learn, how to learn, why to learn, and whether anything has been learned (O'Toole and Essex, 2012). Translated into teaching, adult learners have a deep psychological need to know "what to teach, how to teach, why to teach, and if anything has been taught." It should however be noted that not all adult learners see themselves as teachers (Wang, 2009). As a profession, adult education does not have the same status or resources available to it in order to refine and develop it as school teaching enjoys (O'Toole and Essex, 2012). The key to improving the adult learning experience is to acknowledge that adults have very

different needs, expectations and limitations in what they want and need to know and how they are prepared to experience it (O'Toole and Essex, 2012).

2.6   Programme planning models

Programme planning models are an important part of this study because they refer to the process that is followed when learning programmes are developed and planned. Programme planning models also refer to the transfer of learning. The models that form part of the study are Caffarella's Interactive Model and Blank and Russell's Cyclical Model, both of which are explained in the ensuing discussion.

The Interactive Model of Programme Planning consists of various concepts. It is important to consider how adults learn and change. To enable adults to implement learning in their work environment, they must understand what they are learning, learn the new knowledge, remember the new knowledge and then implement it in their work environment (Caffarella, 1999). The model incorporates a variety of aspects, which include: (1) the combination and comprehensiveness of the components and tasks that are included, (2) the integration of adult learning principles and practices into the model, (3) the suggested ways in which the model can be used by practitioners, (4) its focus on practical ideas for making decisions and completing program planning tasks, and (5) the recognition that almost all program planning is a negotiated process (Caffarella, 1999).   The Interactive Model of programme planning for adults displays eleven components that compose the model, namely: discerning the context for planning, building a solid base of support, identifying and prioritizing programme ideas and needs, constructing programme goals and objectives, designing instruction, devising transfer of learning plans, formulating programme evaluation plans, determining formats, schedules and staff, preparing and managing budgets, organizing marketing campaigns, and taking care of details (Caffarella and Daffron, 2013:29). In addition, there are five areas of foundational knowledge that are especially important for programme planners to understand in both designing and carrying out programmes for adults, these are: adult learning, cultural differences, power and interests, relationship building and technology (Caffarella and Daffron, 2013:29).

2.6.1 Assumptions of the interactive model

The effective use of the interactive model of program planning rests on four major assumptions (Caffarella, 1999). The first assumption states that what the participants actually learn needs to result in changes in the participants and their organization (Caffarella, 1999). This assumption supports the implementation of learning in the work environment. Learners need to understand why they are learning (Caffarella, 1999); furthermore, they need to understand that changes will or could happen as a result of the learning programme, and that the changes should be demonstrated immediately after the program is completed (Caffarella, 1999). This suggests that when learning a specific job skill, it can be demonstrated and implemented in the work environment (Caffarella, 1999). The first assumption emphasises that evaluation of learning programmes should take place after learners have attended the learning programmes.   It is important to see which changes occur in the learners and how these change their work processes.

The second assumption indicates that the development of educational programmes is a complex process and the developers need to maintain flexibility throughout the process (Caffarella, 1999). There are many stakeholders in the process and the more people, layers of authority, and organizations you add to the planning process, the less seamlessly logical and orderly the process becomes (Caffarella, 1999). Negotiations between educators, the formal leadership of the organizations or units involved, the learners, and other stakeholders need to be carefully planned (Caffarella, 1999).

Being flexible will help the designers to stay focused on the outcomes of the learning programme (Caffarella, 1999). There are many different ways to obtain the end product in the design process. One does not have to start with A and end with Z, the design process can be started at any point and the content can later be organised from familiar to unfamiliar so as to make it more understandable for the learner (Caffarella, 1999). In regard to assessing the impact of training, the "powers that be", as Caffarella (1999) puts it, are specifically interested in the results of the learning programme in the organization.

The third assumption indicates that all or only a few selected components of the interactive model can be used when designing a programme and the components can be adapted to the needs of the specific programme that must be developed

(Caffarella, 1999). Being able to use all or a selected few of the components makes the model flexible (Caffarella, 1999). The researcher supports the idea that a programme planning model needs to be flexible, especially when dealing with the development of a programme for adult learners.

The fourth assumption indicates that planning programs for adults demand that programme planners be ethical in their practice of using the interactive model of programme planning (Caffarella, 1999). This assumption forms the basis of programme planning (Caffarella, 1999). If programme planners are not ethical, there is no significance in putting effort into development of the programme (Caffarella, 1999). The next section of this study offers a more detailed discussion of the components of the programme planning model.

In the third edition of Planning Programmes for Adult Learners, the assumptions are described differently to those mentioned above, and further assumptions are added (Caffarella and Daffron, 2013).

- Assumption 1: Focusing on Learning and Change
- Assumption 2: Applying what is known about adult learners
- Assumption 3: Honouring and taking into account cultural differences
- Assumption 4: Discerning the importance of power and interests
- Assumption 5: Building relationships
- Assumption 6: Making use of technology
- Assumption 7: Being ethical is fundamental
- Assumption 8: Accepting that programme planners work in different ways
- Assumption 9: Understanding that programme planners are learners (Caffarella & Daffron, 2013:33-35)

2.6.2 Cyclical model: Blank and Russel

The Program Planning Model has evolved over many years and is based on the extensive experience of working with adults in university and continuing education settings (Blank and Russel, 2000). The centre and focal point of the model is the adult learner. The model consists of an outer circle that includes the following components: models and techniques, administration and management, research and

programme evaluation. The inner circle components consist of: needs, objectives, design, delivery and evaluation. The adult learner is at the centre of the model and the component evaluation is quite prominent. Evaluation is takes place at the beginning and end of the programme planning model, as can be seen in Figure 2.2, below.

Figure 2.2 Cyclical model (Blank and Russell: 2000)
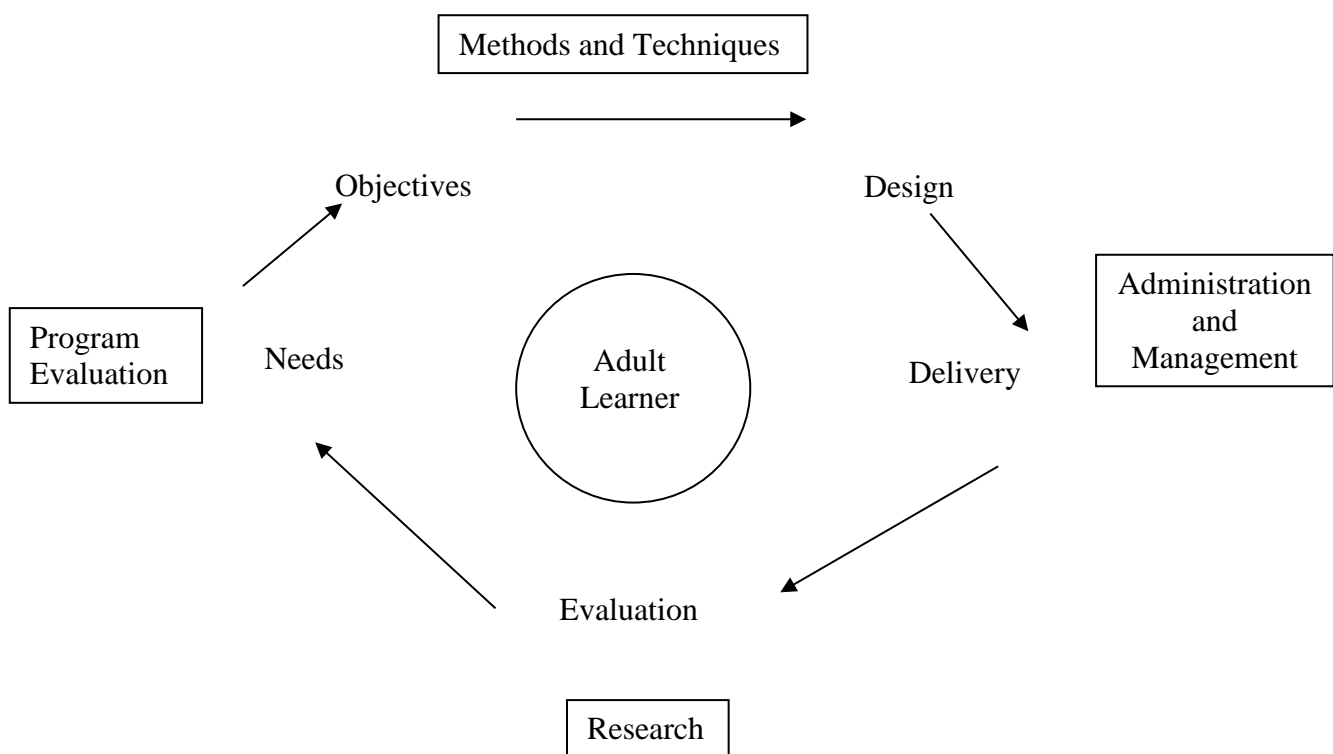
The model revolves around the adult learner and expects that every task is completed for the purpose of enhancing learning (Blank and Russel, 2000). This statement is very important to the study, because learning needs to be enhanced to enable the learner to implement the learning. Blank and Russel (2000) states that you should learn as much about the learners or participants in the programme one is planning, and one should determine what their general characteristics and previously learned competencies are. The learner should be the focal point in adult learning; this will inform the manner in which the programme is planned, since more information about the learner can be obtained in designing the learning programme. In like manner, Haskell (2001) also refers to previously learned competencies, and states that unlearning should also be considered because some previously learned

competencies that learners have acquired might not be in line with the curriculum which is designed. Adult learners bring experience and competencies to the classroom, but one needs to determine how the facilitator uses these competencies.

The steps in the Cyclical Model involve determining needs, stating objectives for the programme, designing instruction, delivering instruction, evaluating learning, identifying further learning needs and repeating the process (Blank and Russel, 2000). The components from the model are explained in more detail in Table 2.3., below (Blank and Russel, 2000).

Table 2.3 Components of the cyclical model

Determine needs	The first step in planning the programme for adult learners is to determine whether there is a need for the programme. A need is defined as the discrepancy between 'what is' and 'what should be'. Needs may be obtained through both formal and informal techniques (Blank and Russell, 2000). In addition, the needs of both the organisation and the learners should be determined in this step. It was not specifically indicated that the needs of the organisation should also be explored in the model. One of the needs of the organisation is also that the learning needs to be implemented in the work environment. Therefore, a significant requirement is that the learners learn, understand, remember and implement the learning once they have the opportunity to do so in their different work environments. The next step in the cycle is to determine the objectives of the programme.
Write objectives	After completing the needs assessment and verifying that the programme is necessary, the next step is to establish and write the objectives for the programme. One important guiding question in this regard is: what will the participants know or be able to do after the programme that they did not know or could not do before it? The objectives provide a description of the audience, the desired behaviour, the conditions under which this behaviour will be performed, and the required degree or criteria for mastery (Blank and Russell, 2000). One of the objectives can also be that "after the

	learning programme the learners need to be able to apply what they learned during the learning programme". Including this objective will add value to the implementation of the learning programme in the work environment.
Design instruction	During this step, Bank and Russel (2000) propose that the selection and sequence of the instructional activities and methods for the programme need to be developed. The instructional plan or blueprint is formulated at this stage. The design process depends on achieving a balance between the systematic or mechanistic approach and the artistic or creative approach; different activities and methods are used in this respect. Adults learn in different ways and activities should therefore be interactive, collaborative and reflective. This implies that the programme should be hands-on. Participants need to practice doing the new tasks and receive feedback, and each objective should have a clearly identified activity or method. The next step in the design process is the selection, modification or design of the media and materials for the programme, particularly since adults like to take away printed hand-outs from a programme. Although Blank and Russel (2000) do not refer specifically to the transfer of learning, it does form part of what they propose in the design of the programme. They mention that participants need to practice doing tasks so that they are already prepared for the transfer of learning that will be required of them when they need to perform the tasks in their work environment. The practice of these tasks can be done in the learning environment, before the learners are expected to implement their learning in the workplace.
Delivering instruction	The previous step involved designing the blueprint of the programme, after which the programme must be "built" or conducted. When delivering instruction, it is important to ensure learner application of knowledge and skills during the programme. The programme facilitator should follow the lesson plan, with a certain degree of structured

	flexibility. Experienced facilitators are often better able to make variations during the delivery, while remaining on track and meeting the participant needs. The success of the delivery depends on dynamic interaction between participants, the facilitator and the programme design (Blank and Russel, 2000).

Blank and Russel (2000) explain that the independent categories need not be done in any specific sequence. Each of the components, namely: Methods and Techniques; Administration and Management, and; Research and Evaluation relate to all of the five components of the model (Blank and Russel, 2000). Furthermore, they state that there are many methods and techniques that can be used to accomplish each of the inner components (Blank and Russel, 2000). The larger the programme, the more important the administration and management thereof (Blank and Russel, 2000). All aspects of programme administration need to be carefully considered (Blank and Russel, 2000). Research exists in all steps of the inner circle and can be generalised to many situations, while evaluation, which will be discussed in the ensuing discussion, applies to a specific situation (Blank and Russel, 2000). There is a difference between research and evaluation. Research is a process used to identify knowledge that is generalizable to many situations at various times (Blank and Russel, 2000).

It is noteworthy that Blank and Russel (2000) conclude that evaluation is conducted in order to get answers to specific problems at specific times in specific places. It is important and necessary for a successful programme to have all of its aspects evaluated. The success of a programme can be greatly influenced by proper evaluation and implementation of the evaluation results (Blank and Russell, 2000). The evaluation should focus on the needs, objectives, design, delivery and evaluation Blank and Russel, 2000). The evaluation should also focus on the transfer of learning in the environment in which the learners will apply their learning (Blank and Russel, 2000).

In this model, reference is not directly made to the transfer of learning, although it forms part of the model in a secondary way. Therefore, the model is found lacking in

the sense that specific mention is not made of the evaluation of the transfer of learning.

2.6.3 Similarities, Differences, Focus and role of evaluation

Caffarella (1999) and Blank and Russel's (2000) models are compared in the table below. Table 2.4, below, lists and elaborates upon the similarities, differences, focus, role of evaluation and transfer of learning.

Table 2.4 Evaluation and Transfer of learning

	Adapted from Caffarella (1999)	Adapted from Blank and Russel (2000)
Similarities	In both models reference is made to the evaluation of the learning programme.	
Differences	Refers to programme ideas.	Refers to determining needs.
	Use different components together, but not in a specific sequence.	Does not include much detail.
	Includes more detail in the overall process.	Emphasises evaluation; therefore, there is specific focus on evaluation after the different cycles are implemented.
	Refers to "preparing for the transfer of learning".	Does not mention transfer of learning.
	The development of the programme is a system wherein the components interact with each other.	The model is a cyclical approach, where one step of the cycle follows the next.

Focus	Focuses on the fact that all the components do not have to be used and they can be used in a different sequence.	Focuses on the adult learner as the centre and all the components evolve around the learner. Focuses on evaluation after each cycle has been completed.
Role of evaluation	Refers to the formulation of evaluation plans and the collection of data for the evaluation of the programme. Reference is made that the data will be used and analysed to improve future programmes. It means that the learning programmes will be evaluated and improved.	Refers to the evaluation of the programme; also includes the evaluation of the learners.
Transfer of learning	Evaluation of the transfer of learning is included.	Evaluation of the transfer of learning is not included.

2.7 Transfer of learning

Transfer of learning is defined as the effective application by programme participants of what they learned as a result of attending an education or training programme (Caffarella, 2002:209). For many programmes, it is essential that a plan be developed to help participants apply what they have learned (Caffarella, 2002:209). Interestingly, Haskell (2001) defines transfer of learning as follows: "The aim of all

education, from elementary, secondary, vocational, and industrial training, to higher education, is to apply what we learn in different contexts, and to recognize and extend that learning to completely new situations". Collectively, this is called transfer of learning (Haskell, 2001).   Virtually all learning involves carrying over previous learning to new situations and this implies that the transfer of learning is the very foundation of learning, thinking and problem solving (Haskell, 2001). These definitions, as indicated above, describe transfer of learning effectively and the researcher agrees with the fact that changes also need to be made to the context (workplace) wherein the changes are expected to be made. This implies that SAPS management needs to be involved in the learning process so that they are made aware of what learning takes place and what changes need to be implemented in the work environment in order for the transfer of the learning to take place.

Application is a complex multi-dimensional process that requires more than just a good idea. It requires knowledge, skills, endurance, and artistry (Caffarella, 2002:209). Application requires multiple kinds of knowledge, including knowledge of the thing, the context, the practical, and the skill that is needed to bring it all together (Caffarella, 2002:209). In addition, a number of other factors that affect learning transfer have been identified, these include: learner characteristics, professional background, learner motivation, programme design and delivery, and organizational strategies (Caffarella and Daffron, 2013). Although many educational and training programmes focus on the individual's learning, some of what has been learned can often not be applied, unless changes are also made in the context where the changes are expected (Caffarella and Daffron, 2013). These contextual factors, such as transfer climate, cultural differences and structural issues, are especially important when what is learned is primarily supposed to be applied in the organizational setting, in a different cultural milieu, or when it depends on others having to agree to or also make those changes (Caffarella and Daffron, 2013). These contextual factors are some of the bases upon which transfer of learning plans are grounded (Caffarella and Daffron, 2013).

In preparing for the transfer of learning, programme planners should concentrate on the following six tasks as part of the transfer of learning plans outlined by Caffarella and Daffron (2013):

- Be knowledgeable about the major barriers and enhancers that influence transfer of learning.

- Decide when the transfer of learning strategies should be employed (i.e. before, during or after the learning programme).

- Determine the key players who should be part of the transfer of learning process.

- Provide information to learners, supervisors and other stakeholders about the transfer of learning strategies and techniques so that they know which strategies and techniques are available and can choose or assist in choosing the appropriate ones for the transfer process.

- Choose and select, with the assistance of learners, instructors, and others, transfer strategies and techniques that are most useful in assisting participants to apply what they have learned.

- Negotiate and change, where possible, the content, skills or beliefs that are to be transferred, based on barriers and enhancers to learning transfer in the application site.

In this respect, Caffarella and Daffron (2013) explored transfer of learning from a different perspective and strategically viewed the transfer process and what is needed for successful transfer. This is important in order to give all role players information about the transfer of learning so as to ensure that the transfer of learning can be implemented successfully (Caffarella and Daffron, 2013).

One of the earliest models for transfer of learning, by Baldwin and Ford (1998), has formed the basis for many subsequent models. Their model focuses on the planning stage and one of their major conclusions is that, if programme planning included the planner, the educator/trainer, the participants and managers of organizations, the programme would surely be successful and the learner would transfer the information (Baldwin and Ford, 1998). However, Caffarella and Daffron (2013:216) found that transfer only happened in small amounts and concluded that emphasis on planning was not enough to facilitate transfer.

In a number of studies conducted over the years, it was reported that managers were the primary group responsible for the lack of transfer in organisations (Caffarella and Daffron, 2013:16) and that organizational environments were not conducive to enabling the transfer process (Caffarella and Daffron, 2013:16). Other researchers noted that the problem was not just with each of the stakeholders mentioned here, or with one setting or another, but was with multiple variables or links between organizational learning culture and innovation. Furthermore, other researchers discovered that the culture and the climate of the particular profession affected the transfer process. Despite the new knowledge about learning transfer, researchers in recent studies continue to find that transfer still does not reach the learner (Caffarella and Daffron, 2013).

It can therefore be concluded that despite the research that has already been conducted on the transfer of learning, there is still no clear evidence of transfer of learning methods that can be used with success to facilitate the transfer of learning. Moreover, it seems that there are many variables that can influence the transfer of learning.

2.7.1 Successful Transfer of Learning Model
The "Successful Transfer of Learning Model" developed by Daffron and North (2006) provides a unique picture of the key factors that influence the transfer process; these factors are interrelated to ensure that transfer is effective. Seven factors that are critical for the process of transfer to successfully occur have been identified from the research, namely: the planning process; learner characteristics and motivation; design and delivery methods; learning context; immediate application; workplace environment; and eliminating the barriers to transfer, as evident in the Table 2.5, below (Caffarella and Daffron, 2013:217).

Table 2.5 Description of factors – Successful Transfer of Learning Model

(Adapted from Caffarella and Daffron, 2013:218)	
Planning Process	Includes a team of representatives involved in the planning process (programme planners, potential trainers, content experts,

	organizational management / supervisors and learners who plan to participate in the programme).
Learners' Characteristics and Motivation	Motivation for learners comes from within. However, outside motivation such as directions or instruction to learn specific information or skills can come from supervisors or management and may greatly influence the learners' motivation. The individual learner's self – efficiency, self-confidence, and desire to gain information creates a mind-set that is positive, in order for the transfer to take effect.
Design and Delivery Methods	A variety of adult learning principles need to be present as well as the design of the programme.
Learning Context	An effective context is used for learning, so as to engage the learners, and a preferred learning style is developed for the learners.
Immediate Application	Immediate application for the learning is very important for the transfer process to take place. The amount of time varies according to the situation of the learners; however, if the new information is not used within 60 to 90 days, it will probably not be applied or transferred in the learner's settings.
Workplace Environment	Many factors come into play when learners return to their work place that can prevent transfer to take place. The solution is to plan for the implementation of skills before the learner attends the programme; in this regard, support from supervisors and peers needs to be obtained.
Eliminating Barriers	Barriers of time constraints, lack of applicability, personal challenges, workplace issues and other life issues are realities that stop transfer from becoming manifest. There are also policies in place that prohibit transfer – supervisors and other people in the learner's life who are too busy or disinterested to hear about the new information and skills acquired. Learners also need to catch up with their daily activities while being away at a programme. Barriers also arise from: a lack of sufficient planning; great ideas but no solutions for implementation; poorly designed training; disinterest on the part

	of the learners, management, or other people in their lives, and; a lack of follow-up by planners, presenters, management, or others involved in the programme planning process.
	Adapted from Caffarella and Daffron (2013:218)

This study works in agreement with the factors emphasized in the "successful transfer of learning model", as each aspect and the specific detail related to the planning process, learner characteristics, design and delivery, learning context, immediate application, workplace environment and eliminating barriers are important to transfer of learning.

2.7.2 Variables influencing the transfer of learning

The goal of staff development is the transfer of learning to the workplace (De Rijdt *et al.*, 2012). Research elucidates that this transfer of learning to the workplace is a complex issue, as we need to understand which influencing variables actually lead to which effect (De Rijdt *et al.*, 2012). Furthermore, we have to gain insight into the moderators in the relationship between influencing variables and transfer of learning (De Rijdt *et al.*, 2012). Three groups of influencing variables are identified; these are: learner characteristics, intervention design and work environment (De Rijdt *et al.*, 2012).

Influencing variables of the intervention design cluster are: needs analysis, learning goals, content relevance, instructional strategies and methods, self-management strategies and technological support (De Rijdt *et al.*, 2012). Learner characteristics are: cognitive ability, self-efficacy, motivation to learn and transfer, personality, perceived utility, career/job variables, locus of control (De Rijdt *et al.*, 2012). The following influencing variables are part of the work environment cluster: strategic link, transfer climate, supervisory support, opportunity to perform, accountability (De Rijdt *et al.*, 2012). The work environment must support the learning and provide the opportunity for the learner to practice the new learning (De Rijdt *et al.*, 2012). If the new learning is not practiced soon after the learning takes place, the learner will gradually forget what was learned during the programme (De Rijdt *et al.*, 2012). Supervisors and peers also need to support the learner in implementing their

learning in the work environment. De Rijdt *et al.* (2012) emphasize and link this with the factors for transfer of learning that are described by Caffarella and Daffron (2013).

Another variable is barriers that influence the transfer of learning. The key influencing factors that are barriers to the transfer of learning include: participants, design and execution, content, changes required to apply learning, organisational content, as well as community and societal factors (Caffarella and Daffron, 2013). These factors were chosen from a larger group, as they illustrate programme features and characteristics that frequently serve as barriers or enhancers for the transfer of learning (Caffarella and Daffron, 2013). Rarely does any one of these factors affect a programme in isolation. Rather, it is the interaction between a number of factors that makes a difference to whether learners can apply what they have learned outside the formal learning situation (Caffarella and Daffron, 2013). It is important to note that not all major factors are relevant or present in every instance of an education and training programme (Caffarella and Daffron, 2013). The more complex the programme's scope and goals, the larger the number of people affected, and the greater the magnitude of the changes; this offers less control over organizational and societal forces, and makes it more difficult to successfully complete the transfer of learning (Caffarella and Daffron, 2013).

2.7.3 Enhancers of learning transfer

Various enhancers of the transfer of learning exist and are discussed below. Programme participants bring to education and training programmes a set of personal experiences, diverse backgrounds, varying motivational levels to use what they have learned, and differing attitudes and values (Caffarella, 2002). These characteristics influence both what they learn and whether they can and even want to apply what they have learned to their personal, work and/or public lives (Caffarella, 2002). The following aspects can enhance the transfer of learning:

Programme design and execution - The programme planner can include, as part of the design and delivery of education training programmes, some strategies and techniques for the transfer of learning (Caffarella, 2002). These strategies can be

implemented before, during and/or after the programme has been completed (Caffarella, 2002).

Programme content - Programme content is an influencing factor because programme participants may or may not learn from the material, either because they choose not to or because the programme instructors did not teach what they said they would teach (or both) (Caffarella, 2002).

Changes required to apply learning - The nature of the changes required in people, professional practices, organisations, communities, and/or society in order to apply the learning describes the scope, depth, and enduring consequences of those changes. It also takes into account the complexity of the change process and who is responsible for making the changes (Caffarella, 2002).

Organisational context - The organisational context consists of structural factors, political climate, and the cultural milieu of an organisation; it either supports or inhibits the transfer of learning. This context includes the value that the organisation places on continuous learning and development and the concrete support that is given to education and training programmes (Caffarella, 2002).

Caffarella and Daffron (2013) describe barriers and enhancers to learning transfer; it is this researcher's suggestion that the said factors rarely affect the programme in isolation and that a number of factors influence the learners' ability to apply what they learned outside the formal learning situation.

2.7.4 Transfer of learning techniques

Meyer *et al.* (2007), Haskell (2001) and Caffarella (2002) formulated various transfer of learning techniques. These transfer of learning techniques will be discussed in the ensuing discussion.

Successful learning and skills transfer have been associated with the following aspects, as outlined in this discussion, in no particular order (Meyer *et al.,* 2007). Social support increases the transfer of learning. When an opportunity to use the newly acquired learning was created, it contributed to the transfer of the learning in

nursing practice. The context of learning, as well as the ability to support the application of this new learning, is pivotal in the transfer process; close supervision and supervisory support is positively associated with the transfer of knowledge and skills; following up (post intervention) is associated with more successful skills transfer as well as mentoring and coaching; moreover, action learning concepts have a significant impact on aiding the transfer of learning (Meyer *et al.*, 2007). When learners have access to assessors or facilitators, transfer occurs. The relevance of the training intervention to the course attendees' job roles emerged as an important factor and course content that was easily implemented into practice resulted in skills sharing and the dissemination of learning (Meyer *et al.*, 2007). Caffarella (2002:218) added that programme planners need to take into account the programme participants, programme content, changes required to apply learning, organizational context, as well as community and societal forces (Caffarella, 2001:18). Change is at the heart of learning transfer (Caffarella, 2002:218). Programme planners have a repertoire of specific techniques used to facilitate learning transfer (Caffarella, 2002:218). These techniques are slotted into three categories: techniques for individual learners; group techniques, and techniques that can be used either by individuals or groups (Caffarella, 2002:218). Although a few of these techniques involve direct instructional activities, the majority of them are designed to be used within the context in which the learning transfer takes place (Caffarella, 2002:218).

Caffarella (2002:213) refers to a framework for planning learning transfer. Three key elements are addressed in this framework: when the transfer strategies are employed, the variety of strategies used to help in applying what has been learned, and the key people involved (Caffarella, 2002:213). The framework is divided into transfer of learning strategies by programme planners, instructors/facilitators and learners. The strategies can be employed before, during and after the learning programme, as detailed in Table 2.2, earlier in this chapter. A clear set of selection criteria and a more rigorous recruitment process should be established for training interventions when learners are selected to attend learning programmes in order to ensure the highest impact operationally and strategically (Meyer *et al.*, 2007).

Educators should teach people exactly what it is that they want them to learn, in a situation as similar as possible to the one in which the learning will be applied (Haskell, 2001). For significant learning and transfer to occur, the following 11 principles are required (Haskell, 2001): Acquire a large primary knowledge base in the area in which transfer is required. Acquire some level of knowledge base in the subjects outside the primary area. Understand what transfer of learning is and how it works. Understand the history in the area that transfer is expected. Acquire motivation or, more specifically, the "spirit of transfer". Develop an orientation towards thinking and encoding learning in transfer terms. Create cultures of transfer or support systems. Understand the theory underlying the areas in which we want to transfer. Engage in hours of practice and drill. Allow time for the learning to incubate. Observe and read the works of people who are exemplars and masters of transfer thinking. Appropriate practice, i.e. not the meaningless drill that was often standard in the days of the one-room schoolhouse, and it cannot just be defined in terms of repetition. Over-learning a task is important when the task will not be engaged in frequently; the task actually needs to be automated. Deep-Context teaching involves addressing the conditions surrounding a subject matter, in general, and the student's expectations, beliefs, and values related to learning.

Haskell (2001) also states that there is very little evidence that transfer of learning occurs at all. It seems that transfer of learning can be influenced by many variables, and that despite all the transfer of learning techniques, little evidence exists that transfer of learning occurs (Haskell, 2001). Caffarella (2001:18) adds that there is no question that transfer of learning is a challenging task to organisations and to the planning staff, who are responsible for ensuring that transfer happens. The transfer of learning techniques proposed by Caffarella (2002:218) are listed in Table 2.6, below.

Table 2.6 Transfer of learning techniques

Individual techniques (Adapted from Caffarella, 2002:218).
Individual learning plans, Coaching, Job Rotation, Mentoring, One legged conferences, Job Aids, Portfolios, Applications notebook
Group Techniques (Adapted from Caffarella, 2002:218).

Transfer teams, Tuning protocols, Support groups, Follow-up sessions
Techniques that could be used individually or in groups (Adapted from Caffarella, 2002:218).
Networking, Action research, Reflective practice, Chat rooms,

Caffarella (2002:210) outlines numerous reasons to explain why participants either do or do not apply what they have learned after attending education and training programmes. The reasons can be listed as follows: the program participants' diverse backgrounds and motivational levels, which influences both what they learn and whether they can apply what they learn (Caffarella, 2002:210). Programme designers can implement techniques for the transfer of learning in the curriculum, like using a variety of instructional methods (Caffarella, 2002:210). It is up to the learner to implement the changes (Caffarella, 2002:210). The organisational context consists of structural factors, political climate, and the cultural milieu of an organisation, and it either supports or inhibits the transfer of learning (Caffarella, 2002:210). Community and societal forces (social, economic, political, and cultural) that exist in a specific community or society, in general, also plays a significant role in the transfer of learning. (Caffarella, 2002:210). Caffarella (2001) agrees with Haskell (2001) who states that transfer of learning is a very challenging task to accomplish. Caffarella suggests that the transfer of learning be categorised into different techniques: individual, group and individual and/or group techniques. Caffarella (2002) also explains why learners either apply or do not apply what they have learned. However, Kirkpatrick and Kirkpatrick (2005) propose five foundations for the successful transfer of learning: **Firstly**, a strategic focus where the trainer may not have a lot of direct input or a true vote in major organisational decisions; therefore, he/she must rely on influence. The senior team can be influenced to make strategy a focus: (1) identify and suggest attendance at an appropriate workshop, and volunteer to set it up and go along, (2) recommend books to read, and perhaps volunteer to lead a senior team book review, (3) set up a meeting with members from your team and executives from other organisations that are further down the strategy road, (4) simply ask your team if they would allow you to share what you know about the importance of strategy focus, (5) draft or present a report that demonstrates the value of becoming strategy focused and the costs of not doing it, and (6) keep asking questions that stimulate

strategic thinking (Kirkpatrick and Kirkpatrick, 2005). **Secondly**, Leadership needs to be balanced in terms of support and accountability. The right kind of leadership will challenge the process and search for opportunities to change the status quo, experiment and take risks. Leaders envision the future and enlist others in their dreams; furthermore, they foster collaboration and strengthen others, and set an example for others to follow, while setting interim goals so that people can achieve small wins. Leaders recognize the contributions that individuals make and celebrate their accomplishments (Kirkpatrick and Kirkpatrick, 2005). **Thirdly**, the ability to manage and plan for change effectively means that the stronger the learning culture, the easier it is for the company or agency to move though the change process. As a training professional one can engage in three specific steps to prepare the way for effective change: (1) assess to what degree your organization is a learning organisation, (2) design and deliver either a leadership orientated or companywide course on planning for and managing change, (3) build change and learning components into all the programmes you conduct. In order to manage change effectively, a systematic approach is required. There are seven steps that need to be followed to ensure that the best decisions are made and that changes will be accepted by those involved: determine the need or desire for change, prepare a tentative implementation plan, analyse probable reactions, make a final decision to move on with implementation, establish a timetable for complex changes, communicate the change through a thorough and planned communication approach, implement the change while constantly evaluating the outcomes. **Fourthly**, an effective measurement system. And the last step is success with number one and number two (Kirkpatrick & Kirkpatrick, 2005:15).

According to Kirkpatrick and Kirkpatrick (2005:15), for trainers to get learners to transfer training to behaviour, and for leaders to get their employees to transfer learning to behaviour, a lot of discipline and consistent effort is required (Kirkpatrick and Kirkpatrick, 2005:15). They elaborate that, if you truly want to overcome this challenge, you are up against the adversary of human nature, and it will take know-how, determination, and persistence on your part to defeat your worthy foe (Kirkpatrick and Kirkpatrick, 2005:15).

Kirkpatrick and Kirkpatrick (2005) refer to five foundations of transfer of learning, namely: a strategic focus, the right kind of leadership, the ability to plan and manage change, and an effective measurement system. The researcher support this notion that the foundation for transfer of learning should be in place and Kirkpatrick and Kirkpatrick's (2005) suggestion would be a good starting point when transfer of learning needs to be implemented. In summary, it can be concluded that once the foundation proposed by Kirkpatrick and Kirkpatrick (2005) is set, the focus on specific transfer of learning strategies by Meyer *et al.,* (2007) and Haskell's (2001) specific transfer of learning strategies can be considered. Caffarella (2002) explains transfer of learning strategies that can be used by individuals and groups, and clarifies transfer of learning methods.

Broad and Newstrom (1992), as well as Caffarella (2002), recommended transfer strategies for the transfer of learning that can be implemented before, during and after training, as seen in the Table 2.7, below. The table compares the different views of the two authors mentioned above, in order to gauge the similarities and differences between their recommendations.

Table 2.7 Transfer of learning strategies before, during and after the learning programme.

Before training	
Broad and Newstrom (1992)	**Caffarella, (2002:215)**
Timing, avoid cyclical busy times	Planners need to:
Provide trainees with pre training assignments.	Identify needs to be transferred and where it is applied in the work environment.
Review proposed training with supervisors.	Set guidelines to indicate what changes need to be made in the work environment to ensure success.
	Facilitators need a clear picture of where the learning needs to be applied in the work place.

	Learners need to:
	Select projects where the learning can be transferred to.
	Identify who in their work environments can help them to transfer the learning. (Caffarella, 2002).
During training	
Send work units as a group rather than individuals.	Programme planners need to:
	Involve people who are key in the learning transfer.
Provide a substitute at work so that the trainee will not be swamped with work upon return.	Monitor the programme to ensure that instructors incorporate the techniques to address transfer.
Simulate on the job conditions as much as possible.	Plan for the different transfer strategies' needs to be provided to the instructors; this will provide details on how to teach learners about the different transfer strategies.
Ask trainees to visualize themselves applying their new skills.	Facilitators need to:
	Use active learning techniques and incorporate the learning context as part of the learning environment.
In small groups, discuss the pros and cons of using the new skill; develop an action plan.	Provide job aids and suggest transfer resources.
	Be provided with opportunities to develop specific application plans.
	Learners need to:
	Be assisted in assessing barriers and enhancers to learning transfer in their own

	environments.
	Be taught about the different transfer strategies and techniques from which to select.
	Actively participate in the learning activities and link it to their own situations.
	Practice what they learned in the settings in which the learning will take place and use job aids and ask instructors about additional resources.
	Develop a specific application plan that can assist them in the transfer of learning.
	Anticipate barriers and enhancers in the transfer process.
	Select learning strategies that will help them to apply their learning. (Caffarella, 2002:215)
After training	
Debrief supervisor and/or co-workers.	Programme planners need to: Support the planned follow-up techniques
Schedule regular meetings to discuss progress and any required remedial training.	Facilitators need to: Provide follow up assistance to the learners for the transfer to take place. For example, mentorship could be used and they need to provide feedback to programme planners,
Provide an information or support	leaders and stakeholders on what learning

hotline	can realistically be transferred.
	Learners need to:
	Implement their transfer plans and be willing to change the plans.
	Initiate different application techniques, and adapt what learning can and should be transferred, based on their own experiences in the transfer process and their specific situations.
Adapted from Broad and Newstrom (1992)	Adapted from Caffarella, (2002:215)

It is practical to divide the framework for the transfer of learning in the different categories before, during and after the learning programme, as indicated by Caffarella (2002:213) and Broad and Newstrom (1992). In this manner, the transfer of learning is placed into different categories which indicate when it can be implemented. Ideally, what different authors have said with regard to the transfer of learning strategies can be placed and sorted into these categories. The authors differ in their views about transfer of learning strategies before, during and after training. Caffarella (2002) focusses on strategies that the designer, facilitator and learner can use and Broad and Newstrom (1992) focus on transfer strategies in general. Both views can therefore be combined when the transfer of learning criteria were developed.

 The different authors have a wide view of the transfer of learning, which added much value to the study when the transfer of learning criteria was compiled by the researcher.

2.8   Learning programme evaluation

Learning programmes in the South African Police Service are evaluated for various reasons. The focus of the evaluation of learning programmes for this study is to evaluate the SMLP against transfer of learning strategies and to gauge which methods can be applied to ensure that the transfer of learning takes place. The researcher believes that learning programmes need to be evaluated in order to establish if they are effective. Training programmes need to be integrated into the business operations of the organization (Craig, 1996:268). When learners implement the skills and knowledge from the learning programme in the work environment, it provides evidence for the effectiveness of the learning programme. For this to take effect, the curriculum must be applicable to the workplace (Wang, 2009). It has been suggested that if learning programmes include transfer of learning strategies in their design and delivery, it would enable the learners to implement their learning in the work environment. Transfer of learning strategies can be implemented before, during and after the learning programme (Craig, 1996).

The Divisional Commissioner of Human Resource Development of the SAPS introduced the guidelines for conducting monitoring and evaluation of education, training and development in the South African Police Service, in 2008 (Monitoring and evaluation guideline, 2014). The Monitoring and evaluation guideline (2014) states that Education, Training and Development (ETD) is a dynamic phenomenon that calls for continuous reflection and evaluation on the part of all those who engage in it. Provisioning of Education and Training requires that all who are involved should be guided and supported on a continuous basis in order to ensure effective education, training and development (Monitoring and evaluation guideline, 2014).

To answer the question "What is evaluation?" a good starting point is Donald Kirkpatrick's (Kirkpatrick and Kirkpatrick (2006:3) four-level model of evaluation. In essence, Kirkpatrick and Kirkpatrick (2006:3) sought to stimulate those with responsibility for the management of training and development to increase their efforts in evaluating training and development actions. The reason for evaluation is to determine the effectiveness of a training programme. When evaluation is done, it is hoped that the results will be positive and gratifying (Kirkpatrick and Kirkpatrick, 2006:3).

The four levels represent a sequence of ways to evaluate programmes (Kirkpatrick and Kirkpatrick, 2006:22). Each level is important and has an effect on the next level (Kirkpatrick and Kirkpatrick, 2006:22), because, as you move from the one level to the next, the process becomes more difficult and time consuming, but it also provides more valuable information (Kirkpatrick and Kirkpatrick, 2006:22). None of the levels should be bypassed simply to get to the level that the trainer considers most important. The four levels are: Level 1-Reaction, Level 2-Learning, Level 3-Behaviour and Level 4-Results (Kirkpatrick and Kirkpatrick, 2006:21).

Transferring learning to behaviour is one of training's biggest challenges. Level 3-Behaviour is the forgotten level. Lots of time and energy is spent on Levels 1 and 2 by training professionals because these levels are the ones which they have most control over. Executives are interested in Level 4, which is the way that it should be. Level 3, therefore, is the missing link in evaluation, since it is the level that contributes most significant to the execution of strategy (Kirkpatrick and Kirkpatrick, 2006:21).

Programme evaluation is most often defined as a process used to determine whether the design and delivery of the programme are effective and whether the proposed outcomes have been met (Caffarella and Daffron, 2013). Programme design and delivery is usually easier to evaluate than the programme outcomes (Caffarella and Daffron, 2013). The central purpose that drives evaluation processes is the collection and analysis of data for decision-making and accountability (Caffarella and Daffron, 2013).

In preparing for evaluation plans, planners concentrate on six major tasks: develop systematic evaluation approaches, use informal and unplanned evaluation opportunities, specify the evaluation type to be used, determine the techniques for how evaluation data are to be collected, think through how data will be analysed, and describe how judgements are made about the programme (Caffarella and Daffron, 2013). In the context of this study, it is also important to refer to a concept called return on investment (ROI).

Meyer *et al.* (2003:5) define ROI as a measure where monetary benefits are obtained by an organisation, over a specified period, in return for a given investment in a learning programme. In other words, it is the extent to which the benefits (outputs) of training exceed the costs (inputs). Return on investment is the ultimate form of evaluation when all the stages of evaluation come together in one feedback report to the organization (Phillips, 1996). All evaluation forms part of the return on investment report. Phillips (1996) states most practitioners acknowledge that they must show a return on investment in training, so that they can maintain training funds and enhance their Human Resources status. Phillips (1996) indicates 5 different levels compared to the 4 levels offered by Kirkpatrick and Kirkpatrick (2006), as indicated in Table 2.8, which offers this comparison.

Table 2.8 Different levels of evaluation

Level	Phillips, 1996	Kirkpatrick & Kirkpatrick, 2006:21	Question
1	Reaction and planned action	Level 1- Reaction	➢ What is the participant's reaction to the program? ➢ What do they plan to do with what they learned?
2	Learning	Level 2- Learning	➢ What skills, knowledge, or attitudes have changed? By how much?
3	Applied learning on the job	Level 3- Behaviour	➢ Did the participants apply what they learned on the job?
4	Business results	Level 4- Results	➢ Did the on-the-job application produce measurable results?
5	Return on investment		➢ Did the monetary value of the results exceed the cost of the program?

Caffarella and Daffron (2013) define programme evaluation as a process used to determine whether the design and delivery of the programme were effective and whether the outcomes were met. Kirkpatrick (2006) states that the reason for evaluating a learning programme is to determine the effectiveness of the programme. Phillips (2003) refers to "return on investment" as a very comprehensive evaluation process. All the authors agree that evaluation needs to be conducted, yet their

specific reasons differ. One of the main reasons for evaluating the learning programme, in the context of this study, is to establish whether the learners are transferring the learning to the work environment. Therefore, the evaluation of learning programmes is essential to achieving the objectives of this study.

2.9 Conclusion

This chapter provided a discussion of a curriculum study that focused on the evaluation of learning programmes, with specific emphasis on the transfer of learning as a core component of curriculum development and learning facilitation. A theoretical basis for the evaluation of learning transfer in a specific learning programme, in the context of the South African Police Service (SAPS) as a learning environment, was developed. The chapter focused on the development of learning programmes for adult learners and paid attention to adult learning and effective facilitation for adult learners, as a basis for effective transfer of learning. Two well established programme planning models, from Caffarella (2002) and Blank and Russell (2000), were analysed in order to provide various perspectives on learning programme evaluation and transfer of learning as core components of learning programme planning, development and implementation. The differences between the two models were also highlighted, and it was noted that Caffarella's (2002) programme planning model incorporated a section which requires that preparation is done for the transfer of learning. The models were analysed in terms of their origins, basic assumptions, critical variables, core components and the specific roles assigned in the models. A detailed study was conducted of the contributions of various authors to the theory and practice of learning programme evaluation and transfer of learning. In this way, process guidelines for and indicators of effective transfer of learning were derived, as well as criteria for the evaluation of learning programmes in terms of transfer of learning. These will be discussed in further detail in Chapter 3 of the study. These guidelines and criteria were used in the research design in order to evaluate the transfer of learning in a specific learning programme in the context of the SAPS.

The literature study provided valuable information regarding the transfer of learning and the methods that can be used to ensure that learners have the best chance of implementing what they learned during the learning programme, after its completion.

The basic fundamental aspect for transfer of learning is that learners need to understand what they learned during the learning process and they need to learn the new skills and knowledge. They also need to remember what they learned and then they must be given the opportunity, in the work environment, to actually implement this. During this basic process there are many variables that can influence the actual transfer of learning. All of these variables that have been addressed in the literature review also need to be in place before transfer of learning takes place. One of the basic principles of this is that the adult educator needs to have the right qualifications and experience in the field of adult learning.

The literature review was used as a guiding principle for the formulation of criteria against which the research designs and questionnaires will be developed. In the ensuing chapter, the research design and empirical study will be presented.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3 Introduction

This chapter describes the research design and methodology used to conduct research that evaluated the SMLP learning programme in the South African Police Services. This outline of the methodology of the study covers its approach and design; the different data collection instruments used; data collection and analysis; as well as its validity, reliability and research ethics. The research design aimed to determine answers to the following research questions: How does the criteria for transfer of learning relate to the design, delivery and evaluation of learning programmes? How can adult educators be assisted to facilitate the transfer of skills and knowledge learned during the learning programme to the work environment? How can Station Commanders who attend the SMLP be equipped with transfer of learning skills that would enable them to apply the skills and knowledge learned during the SMLP in their work environment?

3.1 Research approach

In this study, the researcher opted for a mixed method approach to data collection. Creswell and Plano Clark (2007:5) define mixed method study as a research design with philosophical assumptions as well as methods of enquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process (Creswell and Plano Clark, 2007:5). As a method, it focusses on collecting, analysing, and mixing both qualitative and quantitative data in a single study or a series of studies (Creswell and Plano Clark, 2007:5). The central premise of this that the combined use of qualitative and quantitative approaches provides a better understanding of research problems than either approach can offer alone (Creswell and Plano Clark, 2007:5).

The reason why the mixed method approach was used for this study was to obtain information from the station commanders who attended the learning programme as well as the facilitators who presented the learning programme. The data that needed to be collected from the station commanders was quantitative as well as qualitative,

and the data that needed to be collected from the facilitators was qualitative. Questionnaires were used for the station commanders and interviews for the facilitators. It was against this background that a mixed method approach was used to conduct the research.

In real life human sciences, researchers often need to combine elements of both qualitative and quantitative approaches in what they call a mixed method approach (De Vos *et al.*, 2011:433). The mixed method study has experienced a tremendous increase in popularity. However, it does not mean that it has been accepted without serious scholarly debate (Bergman, 2008:1). De Vos *et al.* (2011:435) provide different opinions, which contrast with those of different authors, regarding the value that mixed method approaches add to the research process (e.g. Bergman, 2008; Creswell & Plano Clark, 2007; Hanson *et al.*, 2005; Johnson and Onwuegbuzie, 2004; Teddlie and Tashakkori, 2009). The views that are of particular value to this study are:

- Mixed methods research enables the researcher to simultaneously address a range of confirmatory and exploratory questions with both the qualitative and quantitative approaches and, therefore, verify and generate theory in the same study (De Vos *et al.*, 2011:435). In this study, both qualitative and quantitative data needed to be collected.

- Mixed method research provides strengths that offset the weaknesses of both qualitative and quantitative research, and therefore has the potential to provide better (stronger) inferences (De Vos *et al.*, 2011:435).

- Mixed method research provides the opportunity for a greater assortment of divergent views and perspectives, and makes the researcher alert to the possibility that issues were more multifaceted than they may have initially supposed (De Vos *et al.*, 2011:435). In this study, the researcher needed to hear the views of both the station commanders who attended and the facilitators who presented the programme.

- Mixed method research eliminates different kinds of bias, explains the true nature of a phenomenon under investigation and improves various forms of validity or quality criteria (De Vos *et al.*, 2011:435).

Despite its value, conducting the mixed method research was not easy, and it took time and resources to complete the research in this study. However, these issues were not insurmountable (De Vos *et al.,* 2011:435). What constituted the qualitative and quantitative data was that the researcher wanted to collect data from both the station commanders who attended and the facilitators who presented the Station Management Learning Programme. The researcher decided to use a questionnaire for the quantitative data, so as to collect information from the station commanders regarding their experience in attending the SMLP. Interviews were conducted with the facilitators in order to collect information about transfer of learning from, while they presented the station management learning programme. The interviews were not based on the findings from the questionnaire. Therefore, the purpose of the interview with the facilitators was to collect data about the transfer of learning and to establish whether trainers used transfer of learning strategies and, if they did, which strategies they used.

3.2 Research Design

Researchers can combine selected research designs or elements of designs in a design suited to their particular research goals and objectives (De Vos *et al.,* 2011:142). Monette, Sullivan and De Jong (2008:9) define research design as a plan outlining how observation will be made and how the researcher will carry out the project. In the same vein, Bless, Higson-Smith and Kagee (2007:71) define research design as a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions. For Ruben and Babbie (2001:107), research design basically has two connotations: (1) refers to alternative logical arrangements from which one or more research designs can be selected, and (2) deals with the act of designing the study in its broad sense. This refers to all the decisions we make in planning the study – decisions not only about what overall type or design to use, but also about sampling, sources and procedures for collecting data, measurement issues and data analysis plans.

In choosing a research design, the researcher determined what kind of data needed to be collected for the study. The researcher opted for a survey research design as it involves collecting the same information (attributes, behaviour or opinions) from all participants in the sample using techniques such as questionnaires and interviews.

Neuman (1997:31) explains that, in a survey, a researcher asks people questions in a written questionnaire that can be mailed or delivered, or during an interview where the answers are recorded. Neuman (1997:31) further notes that in survey research, the study uses a sample or smaller group of selected people but generalised the results to a larger group. This way, the results can be reliably projected from the sample group onto a larger population.

Therefore, the research was twofold in its design. The researcher collected data from questionnaires which had a quantitative element. The questionnaires provided answers to the experience learners had with the transfer of learning strategies, in support of the findings of the literature review. The researcher also conducted one-on-one interviews which revealed qualitative data to explore transfer of learning strategies from the facilitator's point of view. This was descriptive research with an in-depth analysis using both qualitative and quantitative methods (Morgan, 2007:72). The two approaches (quantitative and qualitative) were essential because they supported and complemented each other in the search for answers to the research questions.

3.3 Population and Sampling procedure

Population refers to individuals in the universe who possess specific characteristics (De Vos *et al.*, 2011:223). A population is the totality of the persons, events, organizational units, case record or other sampling units with which the research problem is concerned. De Vos *et al.* (2011) state that a sample comprises elements or a subset of the population considered for actual inclusion in the study, or it can be viewed as a subset of measurements drawn from a population in which we are interested. Alternatively, a sample is a small portion of the total set of objects, events or persons from which a representative selection is drawn (Barker, 2003:380). The above statement is in harmony with Macmillan and Schumacher (2010:138) who assert that, in purposive sampling, the researcher selects particular elements from the population that will be representative of or inform one about the topic of interest; on the basis of the researcher's knowledge of the population, a judgement is made about which subjects should be selected to provide the best information to address the purpose of the research.

In this research, the study population is confined to SAPS station commanders from Gauteng Province. The SAPS in Gauteng consists of 141 police stations, which means that there are 141 station commanders in the Gauteng SAPS. The 141 station commanders who have attended the Station Management Learning Programme constituted the population of the study. The questionnaires were emailed to all 141 station commanders. Therefore, the entire population was taken as a sample because the number of station commanders was not high. A total of 58 station commanders responded by completing and returning the questionnaires. The 58 completed questionnaires were analysed. The station commanders who completed the questionnaires were all coded from SC 1 to SC 58. A total of 17 station commanders completed the qualitative question (see Appendix 1) in the questionnaire with relevant comments about transfer of learning and matters that relate to the study. The 17 station commanders' responses were reported in the research report under a relevant theme. Table 3.1, below, indicates the station commander's code and other details. The responses from the station commanders were discussed under Section E which requested general comments from the station commanders. For the qualitative part of the study, the facilitators of the SMLP were interviewed. The population for this aspect of the study constituted 8 facilitators who worked in the SMLP in Gauteng province. All 8 facilitators were interviewed as a sample for the research.

3.4 Data Collection Process

The data in the research was collected through the use of questionnaires and interviews. In addition, various internal guidelines in the South African Police Service were studied to obtain an overall understanding of the functioning of training in the South African Police Service. The guidelines that were studied were the South African Police Service's Education Training and Development (ETD) policy; Implementation guidelines for the Assessment Strategy; Guidelines for conducting monitoring and evaluation; Guideline on learner support and guidance, and the Guideline on workplace learning in the SAPS. The purpose for studying and referring to these guidelines was to establish how assessment and transfer of learning was dealt with in the South African Police Service, so as to inform the study. It was important to show how transfer of learning relates to the internal policies and training procedures in the South African Police Service.

3.4.1 Questionnaires

The researcher opted to use questionnaires to collect quantitative data from the station commanders. The questionnaires were formulated to answer the research questions. The questions in the questionnaire were selected from the literature review, with reference to the SMLP and transfer of learning. The researcher investigated how the station commanders experienced the SMLP with regard to the transfer of learning. The questionnaire was used to obtain facts and opinions from the station commanders. Babbie (2007:246) defines a questionnaire as a document containing questions and other types of items designed to solicit information appropriate for analysis. The basic objective of a questionnaire is to obtain facts and opinions about a specific phenomenon from people who are informed on the issue (De Vos *et al.*, 2011:186). According to Maree and Pietersen (2007:161), a closed questionnaire provides for a set of responses from which the respondent has to choose one, or sometimes more than one, response. During the completion of the questionnaires, biographical information was collected from the station commanders because it is a familiar point of departure from which the station commanders could begin completing the questionnaire. The biographical information was not used to compare, for example, male and female responses because these did not serve any purpose for this particular study. The questionnaires were multiple choice questionnaires which required that the respondent choose one response. The questionnaires were emailed to the station commanders after they attended the Station Management Learning Programme. A significant number of station commanders needed to attend the programme in order to have enough station commanders as a valid sample for the research. The SMLP was started in 2008 and there are still station commanders who need to attend the programme and complete all the modules. The fact that station commanders have to continually attend the SMLP can be attributed to the fact that SAPS members retire, resign, transfer and are promoted in the SAPS. This creates vacancies in station commander posts, which constantly need to be filled. Because station commanders did not attend the SMLP together in one group, there was a time lapse between "how soon" after the programme they completed the questionnaire. The completion of the questionnaire varies from very soon after the programme (six months) to six years after the programme. The programme started in 2008 and the questionnaire was distributed in 2014. Station commanders needed to complete the questionnaires and return

them to the researcher via fax/email, after completion. The purpose of the questionnaire was explained to the station commanders in the initial email that was sent to them. The consent for the research was obtained from the Provincial Commissioner of the South African Police Service in Gauteng. The station commanders' participation in the questionnaire was voluntary, and if they did not consent to completing the questionnaire they were free not to complete it. In addition to the multiple choice questions, the respondents also had the opportunity to provide additional qualitative information. The additional qualitative information was analysed to see if there was any additional information that the station commanders could provide on the subject of transfer of learning.

3.4.2 Interviews

Interviewing is the predominant mode of data or information collection in qualitative research. The interview is a social relationship designed to exchange information between the participant and the researcher. All interviews are interactional events, and interviewers are deeply and unavoidably implicated in creating meanings that ostensibly reside within participants (De Vos *et al.*, 2011:342).

The information that needed to be collected from the facilitators was collected during the interviews. The researcher needed to ask specific questions about the transfer of learning from the facilitator's point of view. Qualitative data were collected by interviewing facilitators who presented the SMLP. The purpose of the interviews was to collect data from the facilitators in order to check whether they considered transfer of learning strategies in the process of delivering the programme. The interviews with the facilitators were conducted individually, and over a period of time as they could not be completed in one day due to busy work schedules on the part of both researcher and facilitators. The interviews were conducted in English, which is the second language of the researcher and many of the facilitators. The interviews were captured by the researcher as written notes during the process, in addition to which the researcher used a digital voice recorder to record the interview. Permission was granted by the facilitators to use the digital recorder to capture the interviews. After the completion of the interviews, the researcher discussed the interview notes with the facilitator to check the correctness of the responses. The corrections were made during the interviews and reviewed for accuracy.

Other options such as focus groups, for example, were also considered for collecting the data from the facilitators, however, due to the fact that they work and live in different parts of Gauteng it was not possible to find a suitable date and time to meet all the facilitators at once. Therefore, individual appointments were made to see the facilitators on a date and time which was convenient for them and the researcher. Interviews with facilitators were the most suitable option to collect data from them.

3.5 Data Analysis Process

During the data analysis process the quantitative and qualitative data collected from the questionnaires as well as the qualitative data collected from the interviews were analysed. De Vos *et al.* (2011:399) state that formulating a definition for the analysis of qualitative data is not an easy task, however, they refer to a definition by Babbie (2007:278) who states that "qualitative analysis" is the non-numerical examination and interpretation of observations, for the purpose of discovering underlying meanings and patterns of relationships. The researcher starts with a (often voluminous) collection of qualitative data and then processes it, through analytical procedures, into a clear, understandable, insightful, trustworthy and original analysis (Gibbs, 2007:1). During the interviews with the facilitators, the researcher collected the name, age, educational background, gender, race and number of years' experience of the facilitator (see Table 3.2) as well as the name, age, gender and qualifications of the station commanders (see Table 3.1); these results are recorded and presented in this chapter of the research report for the process of reporting in Chapter 4. The researcher followed the steps outlined below to analyse the data as a process, as presented by De Vos *et al.* (2011:403):

Step one - Preparing and Organising the data (De Vos *et al.*, 2011:403)
During this phase the planning was done for the design and development of the questions for the interviews. The questions were carefully planned and developed based on the research questions that were formulated for the study. The literature review was also used to compile the questions and the transfer of learning strategies were incorporated into the specific questions that were asked in the questionnaire and interviews.

Step two - Data collection and preliminary analysis (De Vos *et al.*, 2011:403)

After the questions were developed, the researcher emailed the questionnaire to the station commanders for completion, after which it would be returned to the researcher. The questionnaire also consisted of a qualitative question which some of the station commanders answered. After the completed questionnaires were received from the station commanders, the answers to each qualitative question were analysed and checked. The station commanders who returned the questionnaire were coded from SC1 to SC58. However, not all station commanders responded to the open-ended question at the end of the questionnaire. The responses from the station commanders who responded were recorded and are reported upon in Chapter 4 of this study. During the analysis, the researcher sought common themes in the answers provided by the station commanders. Once a theme was identified, the researcher captured the theme and it was later added to the research report in Chapter 4 of this study. The same process was followed to present the results from the interviews that were held with the facilitators of the SMLP. The data from the interviews were collected and recorded in writing and through the use of a digital voice recorder. The qualitative data was managed and all the results were captured by the researcher. Each facilitator was given a specific code to ensure the reliability and validity of the results. The results from the questionnaires and the interviews are presented in the next chapter of this study.

Step three - Reducing the data (De Vos *et al.*, 2011:403)

The data from the interviews were categorised according to themes and the research questions; these results are presented in Chapter 4 of this study.

Step four - Testing the emergent understandings and searching for alternative explanations (De Vos *et al.*, 2011:403)

Through the analysis of the data it emerged that theories and models from the literature review were either supported or not supported by the data collected during the interviews and in the questionnaires. The researcher's interpretation of the data is presented in Chapter 4 of this study. In the interpretation process, the researcher constantly made reference to the literature review in order to compare the results from the interviews.

Step five - Visualizing, representing and displaying the data (De Vos *et al.*, 2011:403)

The data is presented in Chapter 4 of this research report. The interviews with the facilitators for the SMLP provided valuable data regarding the transfer of learning strategies that can be implemented in the learning and work environment before, during and after the station commanders attended the SMLP. In the analysis of the data, the researcher made use of the steps indicated above to ensure that the analysis was done in a systematic manner.

Table 3.1, below, provides more detailed information about the coding of the station commanders who responded to the qualitative question in the questionnaire.

Table 3.1 Station Commanders' coding

Code	Gender	Age in years	Qualification
SC 7	Male	51-60	Diploma
SC 11	Male	51-60	Diploma
SC 14	Female	41-50	Degree
SC 15	Male	51-60	Diploma
SC 18	Male	51-60	Diploma
SC 19	Male	41-50	Diploma
SC 20	Female	51-60	Degree
SC 21	Female	51-60	Diploma
SC 27	Male	41-50	Degree
SC 32	Male	51-60	Degree
SC 33	Male	31-40	Degree
SC 40	Male	41-50	Degree
SC 45	Female	51-60	Hons Degree
SC 49	Male	41-50	Degree
SC 50	Male	51-60	Diploma
SC 55	Male	41-50	Degree
SC 56	Male	51-60	Hons Degree

Table 3.2, below, provides more detailed information regarding the coding of the facilitators who were interviewed:

Table 3.2 Facilitators' coding

Code	Age	Educational background	Gender	Facilitation experience in SMLP	Comments
FDS	42	National Diploma SAPS	Male	3 years	Interview went well
FES	49	BA Degree and Higher Education Diploma	Female	6 months	Interview went well
FPDP	49	B Tech in Human Resource Development	Male	5 years	Interview went well
FMS	41	Advanced Diploma in Education Training and Development North West University	Female	4-5 years	Interview went well
FWV	49	Master's degree in Education	Male	6 years	Interview went well
FZV	44	St 10	Male	3 years	Interview went well
FPH	47	B Tech in Policing	Male	6 years	Interview went well
FSP	47	St 10	Female	2 years	Interview went well

Quantitative data analysis can be regarded as the techniques by which researchers convert data to a numerical form and subject it to statistical analysis (Ruben and

Babbie, 2005:552). The purpose of the analysis is thus to reduce data to an intelligible and interpretable form so that the relationship of research problems can be studied and tested, and conclusions can be drawn (De Vos *et al.*, 2011:249). During this study, the quantitative data was prepared, interpreted and analysed for presentation in the research report. The research questionnaires were distributed to all the station commanders (141) in Gauteng, and responses were received from 58 station commanders. After the completed questionnaires were received from the station commanders, an external data analyst was employed to assist with the analysis of the data. All the questionnaires that were received were coded by the external data analyst, from SC1 to SC58. All the answers of the questionnaires were captured and the answer to each question was checked to ensure that 58 responses were captured for each question. The external analyst assisted the researcher in the process of analysis because the researcher did not have sufficient experience or knowledge of computer analysis programmes with which to analyse the data. After the analysis of the quantitative data by the external analyst, it was challenging for the researcher to make meaning of the different figures and percentages allocated in the data analysis report. An interview between the researcher and the external analyst was arranged and, after explanation by the external analyst, the researcher was able to formulate an approach to presenting the data in the research report. The data interpretation included statistics such as percentage responses and the frequency of identical answers to questions in the questionnaire. The data was presented using a table and, in some instances, both a table and chart to show the quantity of the responses to the questions. A chart was added for questions in which significant findings related to the transfer of learning were discovered.

3.6 Validity and Reliability

According to Golafshani (2003), the use of validity and reliability measures has long been common in quantitative research and it has only recently received considerable attention in the qualitative research paradigm. De Vos *et al.* (2011:172) maintain that validity refers broadly to the degree to which an instrument is doing what it intended to do. According to Leedy and Ormrod (2005:28), the validity of a measurement instrument is the extent to which the instrument measures what it is supposed to measure. To ensure validity in this study, the interviews were recorded. To further enhance validity in this study, the participant's words were noted and digitally

recorded, then later transcribed by the facilitator. Each facilitator was given a specific code that indicated their responses. The responses were presented in the report under the code allocated to each facilitator.

In this study, the following three categories of validity were used: content validity, face validity and construct validity. According to Babbie (2007:147), content validity is the degree to which a measure covers the range of meanings included within a concept. Punch (2005:97) mentions that content validity focusses on whether the full content of a conceptual definition is represented in the measure. Therefore, the questionnaire for the research was representative of the existing knowledge collected from the literature review. The literature study was done before the empirical study and it confirmed that the questionnaire and the interviews covered the existing knowledge on the transfer of learning; therefore, content validity was ensured.

Face validity is the simplest and least scientific definition of validity. It concerns the superficial appearance or face value of a measurement procedure, and basically asks the question: does the measurement technique look as if it measures the variable it claims to measure? (Gravetter and Forzano, 2003:87). The research instruments were perused by facilitators in the SAPS to ensure that they were relevant to measure the transfers of learning for the Station Management Learning Programme.

From the three major approaches to validation, construct validity is perhaps the most difficult because it involves determining the degree to which an instrument successfully measures a theoretical construct. It involves not only validation of the instrument itself, but also the theory underlying it (De Vos *et al.*, 2011:174). The researcher ensured that validity was achieved through using a variety of data collection instruments, namely, questionnaires and interviews. During the interviews, an interview sheet containing questions was used to ask the facilitators of the SMLP questions.

De Vos *et al.* (2001:177) state that something that is reliable will perform in the future as it has in the past. Reliability occurs when an instrument measures the same thing more than once and results in the same outcomes (De Vos *et al*, 2001:177). The

reliability of a measurement procedure is thus the stability or consistency of the measurement (De Vos *et al*, 2001:177). The same questionnaire was administered to all of the station commanders in the study; due to the uniformity of the questionnaire, the results were deemed reliable. The data from the questionnaire was classified into different categories and reported in the analysis of the data. Different interview questions were asked to station commanders in comparison to those that were asked during the interviews with the facilitators. To further check the reliability of the interviews, the notes made by the researcher were discussed with respondents directly after the interview to ensure correctness and reliability. The respondents indicated during the interview where changes needed to be made.

During triangulation, various methods are used to strengthen the study (Patton, 2002). Several methods or types of data can be used, including both quantitative and qualitative data (Patton, 2002). Triangulation was employed by using multiple methods such as interviews and questionnaires that lead to one valid, reliable and diverse construction of realities. In the study, more than one data collection strategy was used, including a literature review, questionnaires and in-depth interviews.

3.7 Ethical Considerations

Stichler (2014) defines "ethics" as the norms of conduct or of action and in disciplines of study. Research ethics or norms promote "knowledge, truth and avoidance of error" and protect against fabricating, falsifying, or misrepresenting research data. The researcher completed the study to the best of his ability and strived to report the truth and avoid error in all aspects of the research. Good research should significantly add to the field of knowledge and address a need in the industry or a question confounding those who are interested (Stichler, 2014). The researcher agrees with this notion, and proposes a transfer of learning criteria that can be implemented before, during and after the SMLP in Chapter 5 of this study. Therefore, the research contributes to the existing body of knowledge in the field. Stichler (2014) further states that all aspects of research and the publication of the research findings require ethical conduct from the research investigators, authors, editors, peer reviewers and publishers. Without such conduct and transparent reporting of the findings, a solid foundation of evidence cannot be established (Stichler, 2014). The researcher conducted the research in a transparent way. The

limitations of this research were that the questionnaires and the interviews were conducted simultaneously. Therefore, the interviews were not based on the responses gained from the questionnaires.   During the analysis of the station commanders' answers to the quantitative questionnaire, the researcher realized that some of the responses needed to be clarified in follow up interviews with the station commanders. Therefore, the results from the study did not include explanations for the results of the data gained from the questionnaires. It will be considered in future research to first obtain the results from the questionnaires and then base the questions for the interviews on said results.

3.8 Chapter summary

This chapter outlined a description of the research approach, design, methods, population, sampling, data collection and data analysis techniques used in this study. The research design was used to study the factors that can be used to enhance the transfer of learning before, during and after station commanders attend the Station Management Learning Programme offered to members of the South African Police Service.   Both qualitative and quantitative findings were analysed to offer the most meaningful interpretation of the research findings.   In the ensuing chapter of this study, the findings from both the quantitative and qualitative data are presented.

CHAPTER 4
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4 Introduction

The aim of this chapter is to report the findings gained from the data collected for this study. In this chapter, responses from the quantitative questionnaire and the qualitative interviews were reported. In the resultant presentation, the statistical analysis, as well as actual comments and statements by the respondents were quoted verbatim to illustrate and emphasize the themes and categories of the study. Copies of the questionnaire were distributed to all Station Commanders in the Gauteng Province, and interviews were held with facilitators who presented the Station Management Learning Programme. An external data analyst analysed the data gathered from the questionnaires.

4.1 Presentation and analysis of the results

Ultimately, all fieldwork culminates in the analysis and interpretation of some sort of data (Mouton, 2001:108). Analysis involves "breaking" up the data into manageable themes, patterns, trends and relationships (Mouton, 2001:108). The aim of analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified or isolated, or to establish themes in the data.

Possible flaws with the questionnaires were identified by Mouton (2001:103), as follows: no piloting or pre-testing of the questionnaire; double barrel questions that combine two or more questions in one; leading questions where the respondents are being lead or influenced to give a certain answer; negatively phrased questions; poor or confusing layout of the questionnaire; instruments that are too long. The questionnaires for this study were not piloted and this could be seen as a possible flaw in the quantitative research.

Possible errors in data collection can hold interviewer bias; non-response particularly with mail or postal surveys; refusal to participate by certain populations; demand characteristics when subjects may be producing responses that they think the

researcher wants (Mouton, 2001:106). The return of the completed questionnaires was challenging because the return rate was slow, and only 58 completed questionnaires were returned by the station commanders. It may be possible that some of the station commanders refused to complete and return the questionnaire.

Errors in the analysis and interpretation of data were identified by Mouton (2001:110), as using inappropriate statistical techniques in quantitative analysis; drawing inferences from data that are not supported by the data; biased interpretation of the data through selectivity. The researcher cannot rule out the possibility that there might be some bias in the interpretation of the data, in favour of "transfer of learning".

4.1.1 Analysis of the Quantitative results

A structured questionnaire was compiled and used to collect data from the Station Commanders who attended the Station Management Learning Programme. The items within the questionnaire focused on the biographical data of the Station Commanders, the effectiveness of the design of the SMLP, and the transfer of learning strategies and comments on their experiences of the SMLP. The "criteria for the transfer of learning" were compiled from the literature review and were used to structure the questionnaire.

The aim of the questionnaire was to establish whether the development and presentation of the Station Management Learning Programme incorporated transfer of learning strategies. Some questions were formulated using the Likert scale of 1-5 representing the following responses: 1= Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A), 5 = Strongly Agree (SA). In this section, the numbers of "agree" and "strongly agree" responses are conflated as positive responses, while strongly disagree, disagree and undecided are conflated as negative responses. The majority of these responses were positive.

Tables are used to present the results from the questionnaires in the study, in order to maintain uniformity in the presentation of the results. The use of both graphs and tables, in certain sections of the discussion of the findings, emphasise sections

where there was significant information that needed to be emphasized. A variation in the presentation of the results had to be made in order to highlight these aspects.

4.1.1.1   Biographical data of the Station Commanders

Figure 4.1: Gender of respondents

Gender	Number	Percentage
Male	44	75,9
Female	14	24,1
Total	**58**	**100**
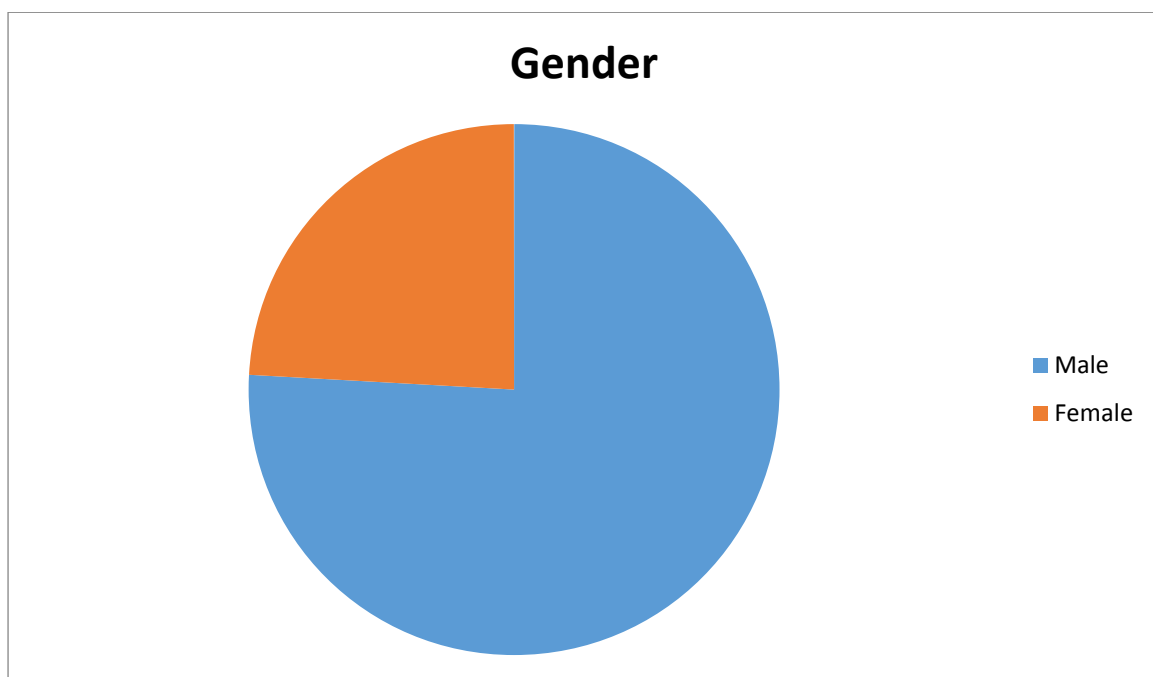
Figure 4.1 illustrates the total number of respondents who answered the questionnaire. Seventy five point nine percent (75.9%) were male and twenty four point one percent (24.1%) were female. The sample represents a higher population of males than females, which is a reflection of the gender representation of the South African Police Service in the Gauteng Province. Although gender was not a critical variable in the study, the researcher included it to indicate the gender ratio of the respondents who completed the questionnaire. A future study might conduct research on how the different male and female groups responded to the questions.

Figure 4.2: Age group of respondents

Age	Number	Percentage
20 and younger	0	0
21-30	0	0
31-40	1	1.8
41-50	32	55.1
51-60	25	43.1
Over 60	0	0
Total	**58**	**100**
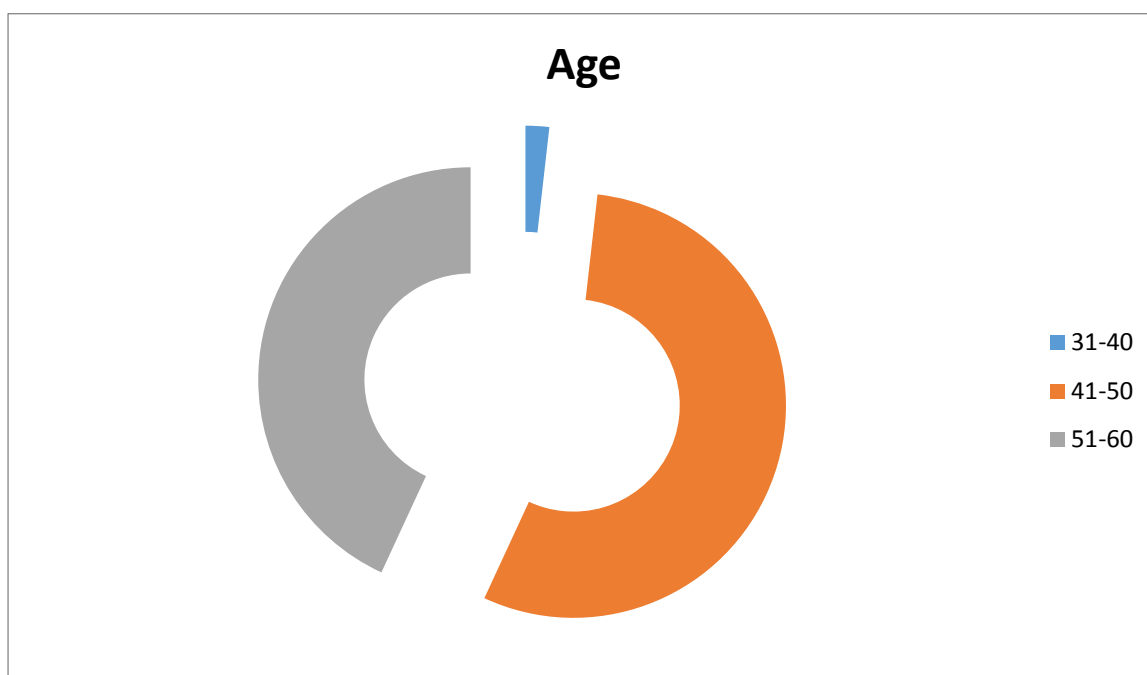
Some studies suggest that knowledge base is an absolute requirement for the transfer of learning to take place (Haskell, 2001). Other characteristics of adults include the fact that they have a rich background of knowledge and experience (Caffarella, 2002:28). Rogers (1996) states that some adults bring a great deal of experience and knowledge, while others bring less. Caffarella (2002) posits that experience assists learners in the transfer of learning. Figure 4.2, above, shows the age group representation of the respondents at police stations in Gauteng. A significant majority, 32 respondents (55%), fall within the 41-50 age range. 25 respondents (43%) fall within the 51-60 age range, while only 1% of the respondents are below 40 years of age. None of the respondents in the sample are under 30 years or over 60 years of age. After careful consideration, it is not really possible that

a station commander can be over the age of 60 years since this is the retirement age of the SAPS. It would also not be possible for a person younger than 20 years to be a station commander. Based on the results in Figure 4.2, above, it can be observed that a significant number of respondents (57) were between 41 and 60 years of age. This means that none of the station commanders were younger than 30 years old. The researcher believes that people over 30 years of age will have a great deal of experience, as indicated by Rogers (1996), and therefore these station commanders will be in a good position to transfer their learning, as suggested by Caffarella(2002).

Figure 4.3: SMLP attendance

SMLP attendance	Number	Percentage
1-2 years ago	13	22.8
3-4 years ago	24	42
5 years and more	20	35.1
Total	**57***	**99.9**

*One missing value not completed on the questionnaire
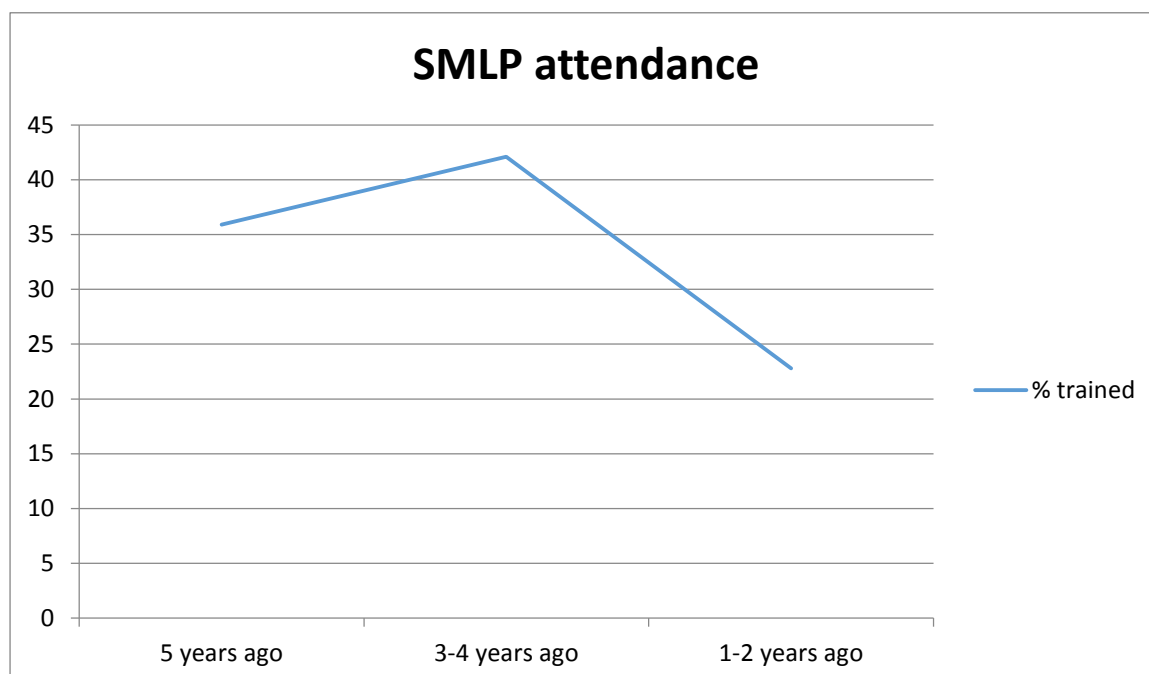
The time frame of the station commanders' attendance of the course is not relevant to transfer of learning, however, it is important for the researcher to indicate that the

target population attended and completed the modules of the SMLP over a number of years. Therefore, the researcher had to wait until a significant number of station commanders attended the SMLP before the research questionnaire could be distributed for completion. A large portion (42% or 24) of the respondents were trained 3-4 years ago. 22.8% of the respondents completed the programme 1-2 years ago, and 35.1% completed the programme 5 years or more ago. From the graph above, it cis evident that more respondents were trained during the 3 to 5 year period. The information obtained from this question is presented in the report purely to inform the reader that the SMLP was presented over a significant period of time.

Figure 4.4: Number of years' service

Years' Service in SAPS	Number	Percentage
Less than 5 years	0	0
6-15 years	24	41.3
16-25 years	26	45
26-35 years	6	10.3
More than 36 years	2	3.4
Total	**58**	**100**
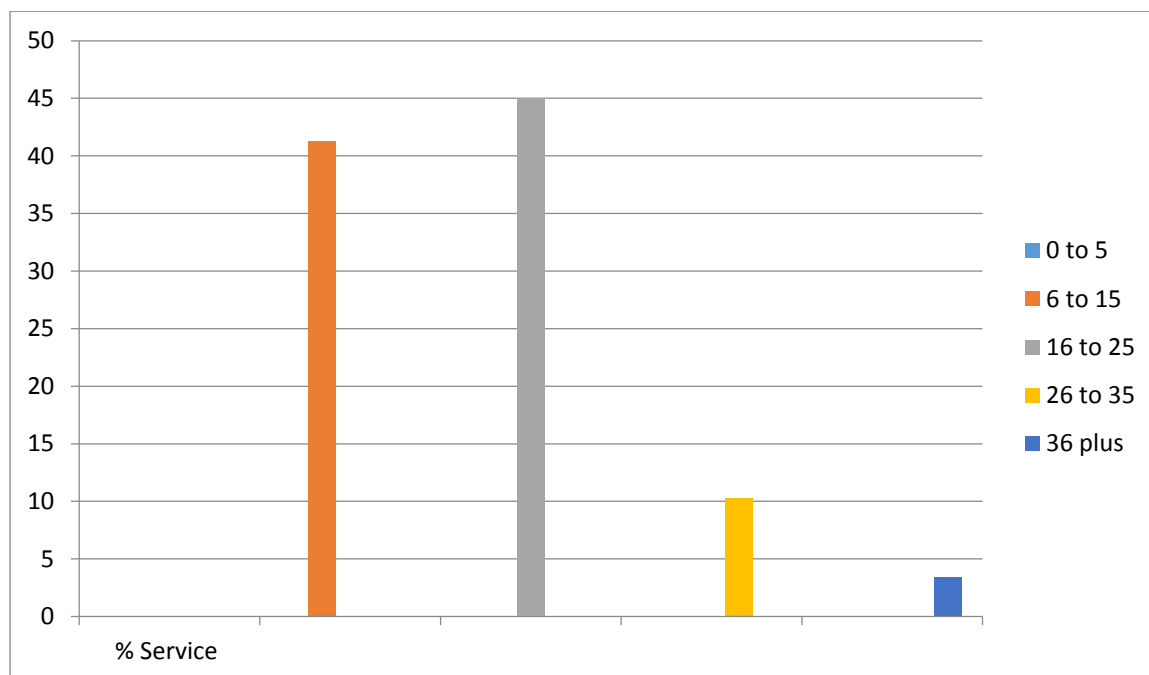
For transfer of learning to take place there are certain characteristics that influence learner motivation to implement the learning in the workplace, as discussed by Caffarella (2002:75). Learners bring their own set of personal experiences, background, motivational levels, attitudes and values to the classroom.

According to Figure 4.4, above, 26 of the respondents (45%) have 16 to 25 years' service in the South African Police Service. 24 of the respondents (41.3%) have 6 to 15 years' experience, and the remaining 8 respondents (13.7%) have more than 26 years' service in the SAPS. Wang (2009) indicates that experience is the richest resource for adult learning, while Rogers (1996) states that teaching adults has challenges, because adults come from a variety of backgrounds with experience which can have its own advantages and disadvantages since some bring a good deal of experience and knowledge, while others bring less. Therefore, the fact that the Station Commanders have many years' worth of experience can be both a challenge and an advantage. The researcher is of the opinion that it is an advantage because they can learn from each other's good experiences and best practices in order to transfer the learning to their work environments. All the respondents (58) in the study have 6 to 36 years of service in the SAPS. As discussed by Caffarella (2002), Wang (2009) and Rogers (1996), experience is a variable for transfer of learning to take place. All station commanders have more than 5 years' experience.

Figure 4.5: Education level

Highest education level	Number	Percentage
Matric	0	0
Diploma	25	43
Degree	26	44.8
Hons Degree	6	10.2
Other	1*	2
Total	**58**	**100**

*One respondent did not specify the other qualification

Education

Legend: Diploma, Degree, Hons Degree, Other
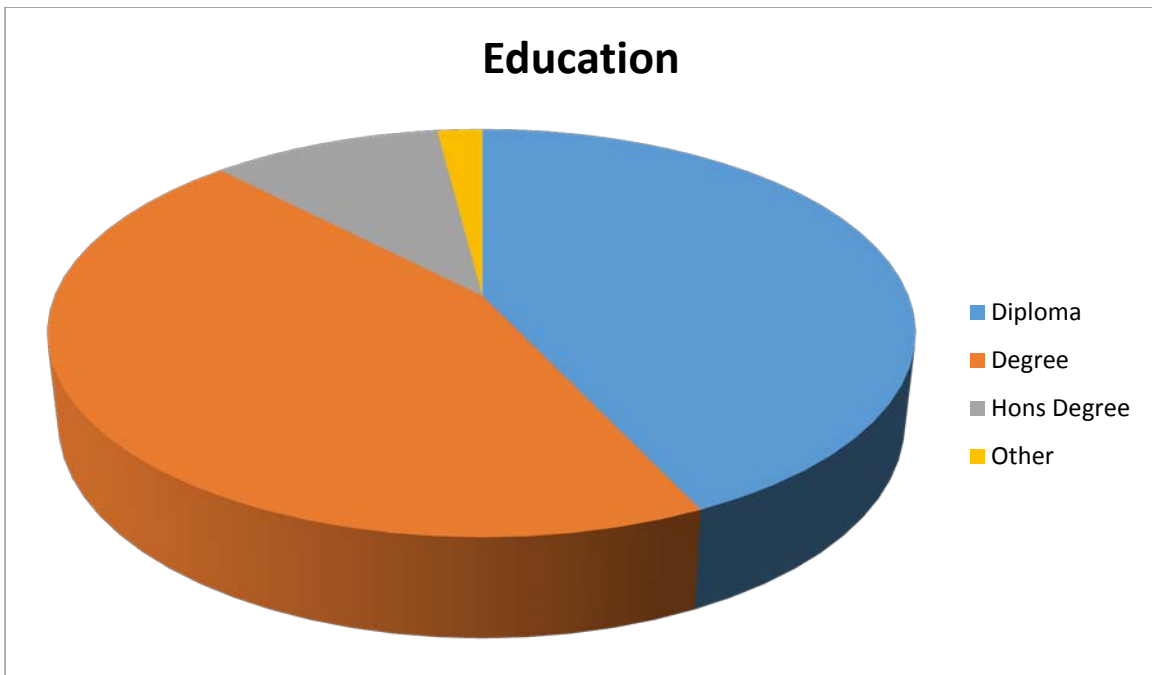
Haskell (2001) emphasizes that knowledge base is an absolute requirement for transfer of learning to take place. The respondents in this study already have a large knowledge base, as indicated by their educational qualifications, therefore they have one of the ingredients for transfer of learning to take place. This is further supported by the results put forward in Figure 4.6 which indicate that 48 respondents (83%) completed all the modules of the Station Management Learning Programme.

Figure 4.5 shows the education level of the respondents, and makes clear that they differ with respect to their academic qualifications. It is evident that 98% of the respondents have a formal qualification. Most of the respondents (44.8%) have a degree, followed by 43% who have a diploma. 10.2% of the respondents hold an Honours degree, and only 2% of the respondents indicate that they have another qualification.

Figure 4.6: Completed SMLP modules

SMLP Modules completed	Number	Percentage
Module 1,2,3	1	2
Module 1,2,3,4,5	4	6
Module 1,2,3,4,5,6,	48	83
Module 1,2,4,5	2	3
Module 1,2,4,5,6	1	2
Module 1,3,4,5,6	1	2
Module 2,4,5,6	1	2
Total	**58**	**100**
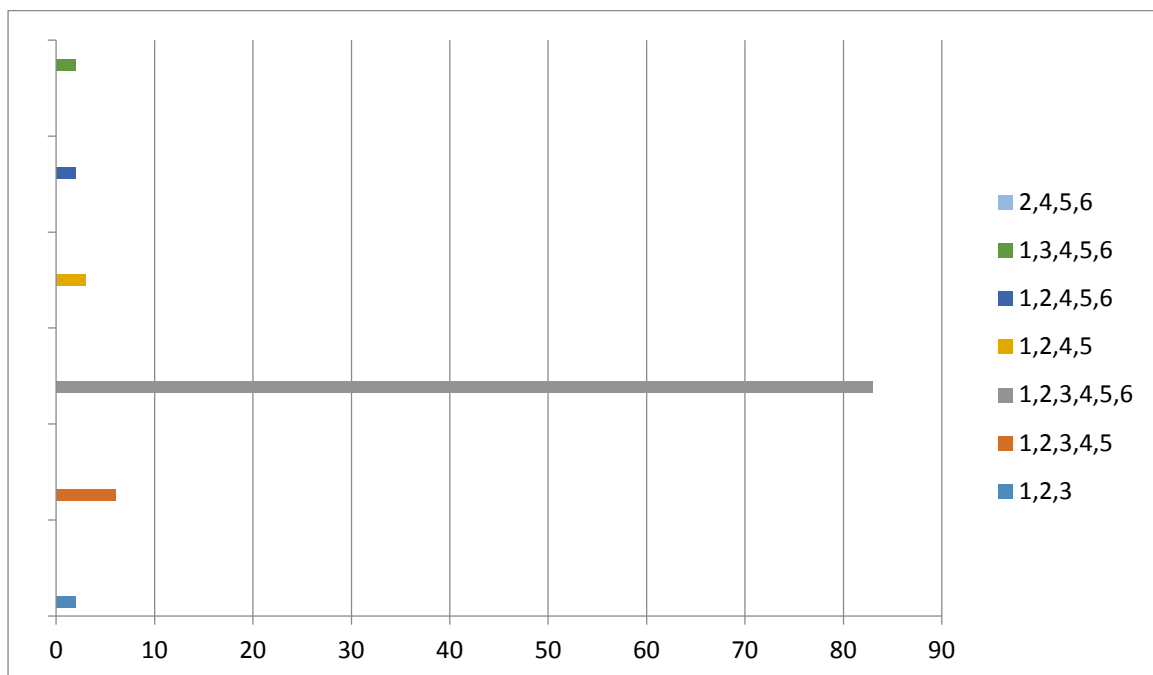
Figure 4.6, above, presents the results regarding the number of completed modules which the station commanders have attended. It indicates that 48 (83%) of the station commanders completed all the modules from module 1 to 6. The data presented here is not significant to transfer of learning, however, it shows the reliability and validity of the study because it indicates that the respondents attend the SMLP and are therefore in a qualified position to answer the research questions. The inclusion of the completed modules of the SMLP, here, is to inform the reader of

how many station commanders completed all the modules. This aspect also ensured that the study is reliable and valid because a significant number (83%) of the station commanders completed all the modules of the SMLP.

4.1.1.2 The Station Commanders' experience with the SMLP: Section B

Table 4.1: Transfer, Design, Delivery and Evaluation.

Planning for transfer of learning to the work environment must form part of the design, delivery and evaluation of the SMLP.	Number	Percentage
Not positive	1	2
Positive	57	98
Total	**58**	**100**

Transfer of learning needs to form part of the design, delivery and evaluation of a learning programme, as proposed by O'Toole and Essex (2012) who suggest that the curriculum should be designed in such a manner that classroom and workplace learning are included in the design of the programme, in order to enhance the transfer of learning to the work environment. Wang (2009) states that assessment should be stated explicitly and in advance, and should include the specific conditions in which the learners will be assessed. To gain the results presented in Table 4.1, a statement was made to ask the respondents if they agree that transfer of learning should form part of the design, delivery and evaluation of the SMLP. The results indicated that 98% (57) were positive about the statement and 2% (1) were not positive. This indicated that respondents supported the idea that transfer of learning should be part of the SMLP design.

Table 4.2: Facilitators and (learners transfer of learning).

The SMLP facilitators assisted learners to transfer skills from the classroom to the work environment.	Number	Percentage
Not positive	9	16
Positive	49	84
Total	**58**	**100**

The question about transfer of learning was asked based on Caffarella's (2002:215) statement that facilitators should use active learning techniques, provide job aids, suggest transfer resources, provide opportunities to develop plans, assist learners in identifying barriers and enhancers to learning transfer, and indicate how they can apply transfer of learning strategies in their own settings. Table 4.2 indicated that 84% of the respondents were positive about the statement and 16% were not positive. Therefore, from the results presented in Table 4.2, it can be seen that facilitators assisted the station commanders with methods to transfer their learning to the work environment. In this regard, further research in which station commanders are interviewed to establish what transfer of learning strategies the facilitators used to transfer the learning, could be conducted.

Table 4.3: Station Commanders' transfer skills

Station Commanders as learners were equipped with skills to assist them to transfer skills from the classroom to the work environment.	Number	Percentage
Not positive	7	12
Positive	51	88
Total	**58**	**100**

For transfer of learning to take place, learners need to be equipped with skills during the learning programme. Table 4.3 indicates that 88% of the responses were positive about the statement and 12% were not positive. This indicates that, from the respondent's point of view, they were equipped with skills to transfer the learning. Furthermore, follow up research interviews should be held with the station commanders in order to explore how the facilitators equipped them with the necessary skills.

Table 4.4: Knowledge skills transferred to work environment

Knowledge and skills learned during the SMLP was transferred to the work environment.	Number	Percentage
Not positive	3	5
Positive	55	95
Total	**58**	**100**

The transfer of learning can only take place when learners receive skills and knowledge to transfer. Caffarella (2012:215) states that the learners need to develop specific strategies that can assist them in the transfer of learning to the workplace. They need to select learning strategies that will help them most significantly in applying what they have learned in their own settings (Caffarella, 2012:215). It is further added that facilitators need to provide follow up assistance in order for transfer to happen (Caffarella, 2012:2015). Table 4.4 indicates that 95% of the respondents were positive about the statement and 5% were not positive. Station commanders agree that the knowledge and skills was transferred to the work environment.

Table 4.5: Workplace practice

Workplace practice was included in the curriculum of the SMLP.	Number	Percentage
Not positive	11	19
Positive	47	81
Total	**58**	**100**

For transfer of learning to be implemented, workplace practice needs to be part of the curriculum and, accordingly, O'Toole and Essex (2012) suggest that the curriculum should be designed in such a manner that classroom and workplace learning is included in its design in order to enhance the transfer of learning to the work environment. This view resonates with Wang (2009) who agrees that the curriculum must be applicable to the workplace. Craig (1996:268) adds that the training programme needs to be integrated into the business operations of the organization.

Table 4.5 indicates that 81% of the respondents were positive about the statement and 19% were not positive, which was an indication that the results from the research question and the authors' views correspond with each other.

Table 4.6: Large primary knowledge base

A large primary knowledge base is required for the effective transfer of learning.	Number	Percentage
Not positive	7	12
Positive	51	88
Total	**58**	**100**

Haskell (2001) identifies principles that are significant for transfer of learning to occur and acquiring a large primary knowledge base is one of the principles needed for the transfer of learning. However, Haskell (2001) also states that, in recent years, acquiring a large knowledge base has basically been ignored in education, replaced by a focus on programmes that teach learning strategies, heuristics, and general thinking skills, with minimum knowledge base required. Table 4.6 indicates that 88% of the respondents were positive about the statement and 12% were not. The positive response from the respondents support the statements made by Haskell (2001) that a large knowledge base was required for the effective transfer of learning.

Table 4.7: Integration into business operations

The SMLP was integrated into the business operations of the organization.	Number	Percentage
Not positive	7	12
Positive	51	88
Total	**58**	**100**

Craig (1996:268) emphasizes that for training programmes to be a vital element of the organization, they must be integrated into the business operations of the organization. Table 4.7 indicates that 88% of the respondents were positive about the statement and 12% were not. From the results of the feedback, the respondents

agree that the content of the SMLP was integrated as part of the business operations of the SAPS.

Summary of the questionnaire answers in section B: The station commanders' experience of the SMLP	Number	Percentage
Not positive	45	11
Positive	361	89
Total	**406**	**100**

Figure 4.7: The overall experience of the SMLP
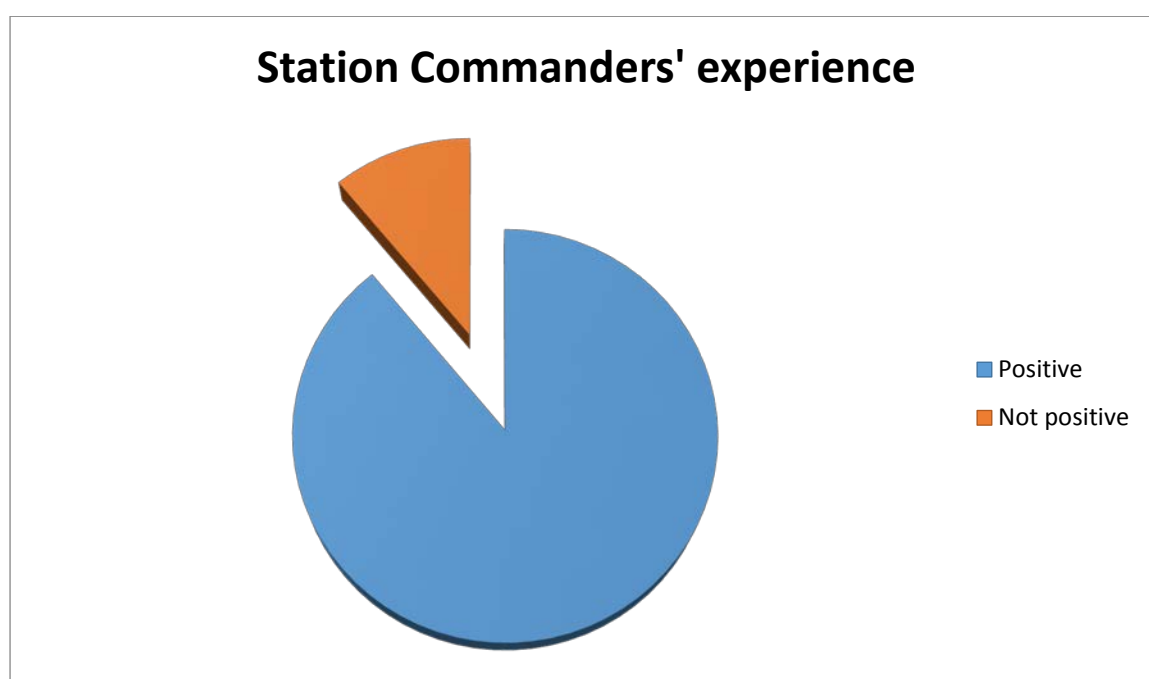
The combined summary of the data in Figure 4.7, with regard to the respondents' experience of the SMLP, indicates that 89% of the respondents had a positive experience. The answers that were combined in Figure 4.7 include planning for transfer of learning; assistance from facilitators in the transfer of learning; equipping station commanders to transfer learning; transferring skills and knowledge to the work environment; the effective transfer of learning through a large knowledge base and the integration of the SMLP in the business operations of the SAPS. The positive results therefore indicate that the South African Police Service is implementing transfer of learning strategies during the facilitation of the Station Management Learning Programme.

4.1.1.3 The effectiveness of the design of the SMLP: Section C

Table 4.8: Assessment, transfer and design

The assessment of the transfer of learning should be part of the design of the SMLP.	Number	Percentage
Not positive	1	2
Positive	57	98
Total	**58**	**100**

Caffarella (1999) indicates that one of the twelve components of programme planning (design of learning programmes) is that useful "transfer strategies" need to be chosen and these should form part of the design of the learning programme. Table 4.8 indicates that 98% of the respondents were positive about the statement and 2% were not. This means that the station commanders support Caffarella (1999) who posited that transfer of learning should be part of the design of the programme.

Table 4.9: Clearly formulated learning objectives

The learning objectives were clearly formulated for the SMLP.	Number	Percentage
Not positive	7	12
Positive	51	88
Total	**58**	**100**

When learning objectives are clearly formulated learners are equipped to transfer learning. This is emphasized by Caffarella (2002:218) who proposes that an outline of the learning objectives which the learners wish to pursue should be communicated to the learners in order to enhance the transfer of learning. In relation to this learning objective, Wang (2009) adds that adults have a deep psychological need to know what they learn, how they learn, why they learn and if anything has been learned. Table 4.9 indicates that 88% of the respondents were positive about the statement and 12% were not. From the positive results of the statement it can be seen that clearly formulated objectives were communicated to the station commanders, which can contribute to the successful transfer of learning.

Figure 4.8: Post-training monitoring of the SMLP

After the completion of the SMLP, there was post-training monitoring of the SMLP	Number	Percentage
Not positive	**48**	**83**
Positive	10	17
Total	**58**	**100**

Post training monitoring of the SMLP
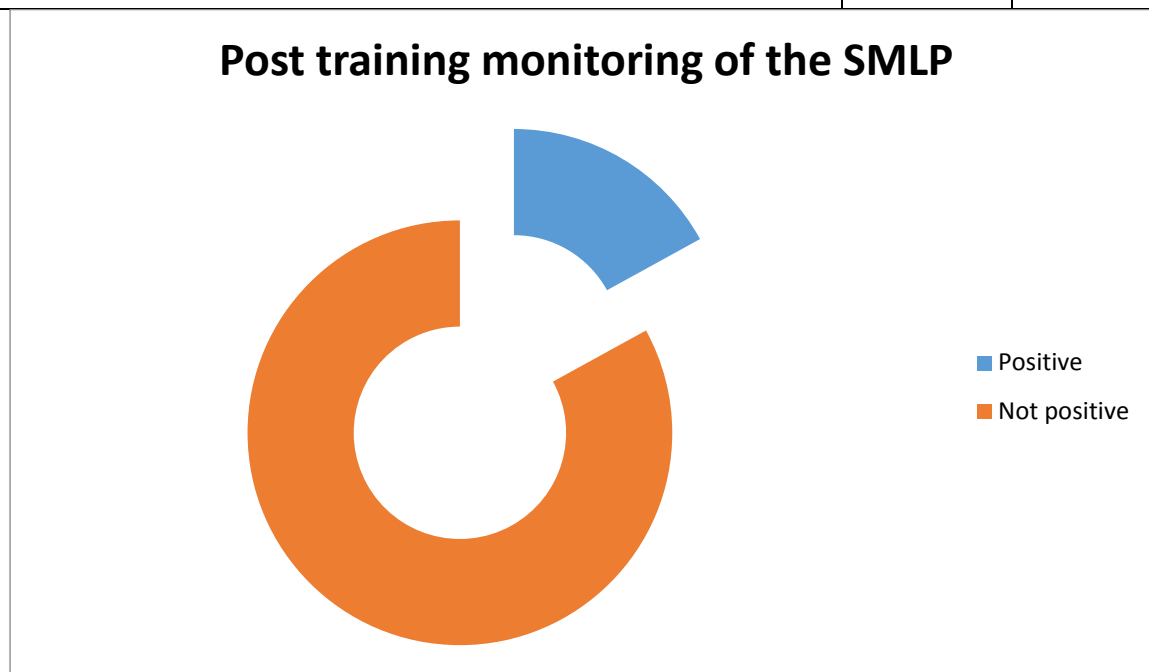
Caffarella (2002:215) states that facilitators need to provide follow up assistance to the learners in order for transfer to happen. Figure 4.8 indicates that 17% of the respondents were positive about the statement and 83% were not. The negative response to this statement indicates that there is a need for facilitators to provide post-training monitoring to the station commanders and to indicate that post training monitoring of the SMLP needs to be done. The response to this statement shows a significant outcome in terms of post training monitoring, after Station Commanders complete the Station Management Learning Programme. It is clear that a need exists for support to station commanders after they complete the Station Management Learning Programme, so as to assist in the transfer of learning from the classroom to the work environment. The South African Police Service has a monitoring and evaluation policy that focuses on the monitoring and evaluation of learning programmes in the SAPS.

Table 4.10: Using the new skill at the workplace

I was comfortable with using the new skills when I was back at the workplace.	Number	Percentage
Not positive	6	10
Positive	52	90
Total	**58**	**100**

De Rijdt *et al.,* (2012) state that the work environment must support and provide learners with the opportunity to practice their new knowledge because if the new learning is not practiced soon after training then the learner will gradually forget what they learned. Table 4.10 indicates that 90% of the respondents were positive about the statement and 10% were not. With regard to new skills in the workplace, the respondents indicated that they were comfortable using the new skills in the workplace. As evidenced by the statement made by De Rijdt *et al.* (2012), it is important that station commanders use these skills as soon as possible after the programme.

Table 4.11: Using a variety of adult learning principles

A variety of adult learning principles was used during classroom presentation of the SMLP in order to enhance transfer of learning.	Number	Percentage
Not positive	14	24
Positive	44	76
Total	**58**	**100**

Caffarella (2002:210) suggests that using a variety of instructional methods will assist in the learning process, therefore, enhancing the transfer of learning. Blank and Russell (2000) state that adults learn in different ways and activities should therefore be interactive, collaborative and reflective. Similarly, Caffarella & Daffron (2013:218) indicate that, during the design of the programme, a variety of learning principles should be incorporated in presenting the knowledge to the learners. Table 4.11 indicates that 76% of the respondents were positive about the statement and 24% were not; the station commanders thus agree that a variety of adult learning

principles was used during the presentation of the SMLP, which resulted in the transfer of learning.

Table 4.12: Immediate application in the workplace

I could immediately apply the learning at the workplace after the programme.	Number	Percentage
Not positive	9	16
Positive	49	84
Total	**58**	**100**

The immediate application of learning in the work environment is important. De Rijdt *et al.* (2012) state that the work environment must support and provide the opportunity for the learner to practice the new learning, and if the new learning is not practiced soon after the training the learner will gradually forget what they have learned. Table 4.12 indicates that 84% of the respondents were positive about the statement and 16% were not positive; this means that station commanders indicated that they had the opportunity to apply the learning in the work environment.

Figure 4.9: Summary: The effectiveness / design of the SMLP

Summary of section C: The effectiveness of the design of the Station Management Learning Programme.	Number	Percentage
Not positive	85	24
Positive	263	76
Total	**348**	**100**

The design of the SMLP

Positive
Not positive
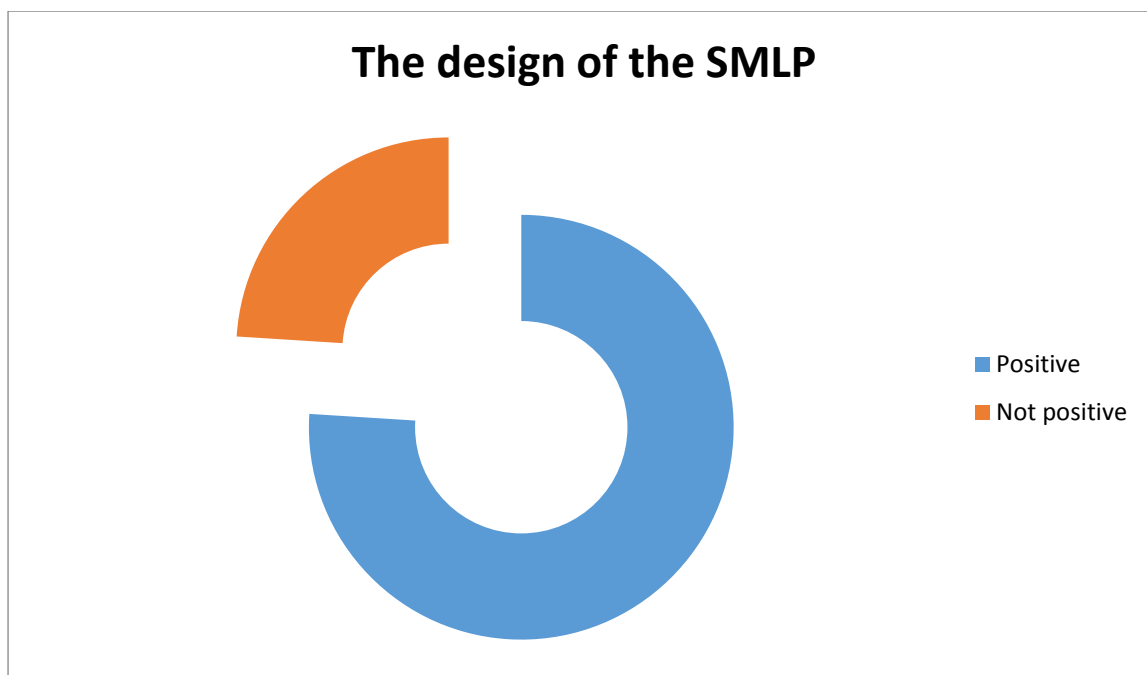
The results for the effectiveness of the design of the Station Management Learning Programme was derived from section C of the questionnaire. The combination included the assessment of transfer of learning as part of the design of the learning programme; clearly formulating the learning objectives; post training monitoring; using the new skill in the workplace; using a variety of adult learning principles and the immediate application of the learning in the workplace. The combination of all the results in section C of the questionnaire, in Figure 4.9, indicated that 76% of the respondents were positive about the statement and 24% were not. This means that the majority of the respondents (76%) agreed.   However, a need exists for the monitoring and evaluation of the implementation of the learning in the work environment.

4.1.1.4 Transfer of learning Strategies: Section D

Table 4.13: Practical police work

Practical police work was brought into the learning programme to enhance transfer of learning for the SMLP.	Number	Percentage
Not positive	11	19
Positive	46	81

Total	57*	100

* 1 missing value

Craig (1996) insists that the training programme must be integrated into the business operations of the organization and, according to Wang (2009), the curriculum must be applicable to the workplace. Table 4.13 indicates that 81% of the respondents were positive about the statement and 19% were not; this means that the station commanders agree that practical police work needs to be brought into the learning programme.

Figure 4.10: Pre-Course assignments

Pre-Course assignments were received before attending the SMLP.	Number	Percentage
Not positive	**40**	**73**
Positive	15	27
Total	**55***	**100**

* 3 missing values
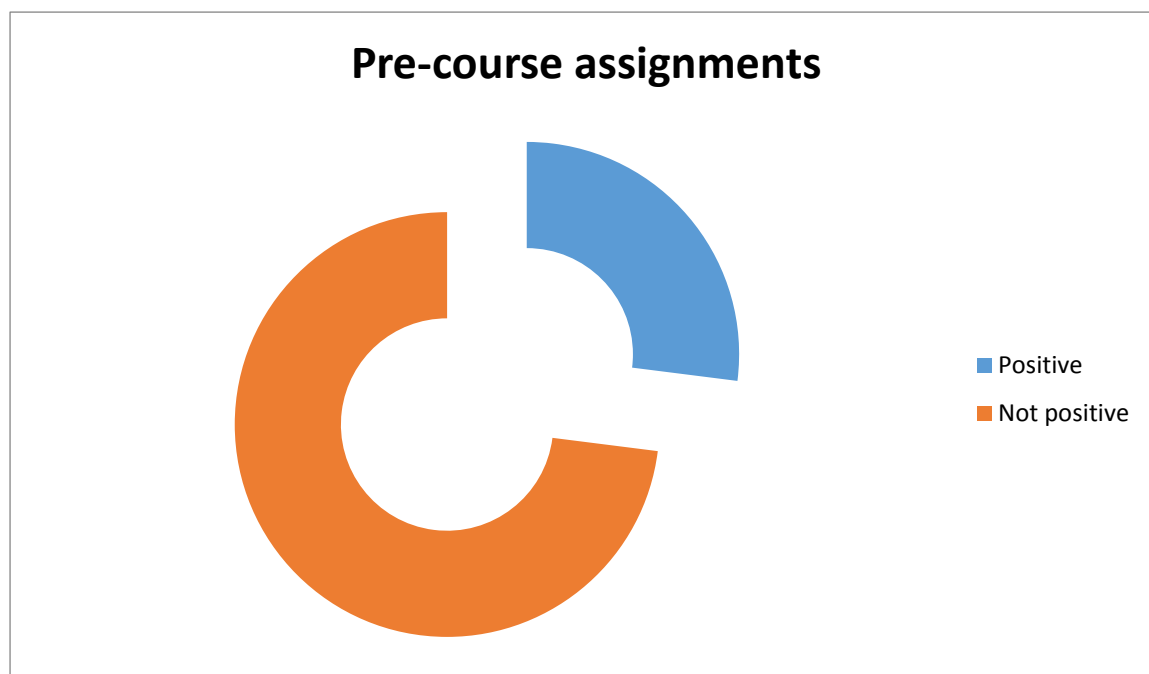
Craig (1996) recommends that trainees need to be provided with pre-course assignments before they attend the learning programme in order to assist in the transfer of learning. In addition, Caffarella (2002) proposes that learners need to

identify their expectations of what learning they want to be transferred, before the learning programme. Figure 4.10 indicates that 27% of the respondents were positive about the statement and 73% were not.   Therefore, 73% of the respondents indicated that they did not receive pre-course assignments. It can be recommended that the presenters need to include pre-course assignments to enhance the transfer of learning.

Table 4.14: Attending learning programmes as a group

Attending learning programmes as a group can enhance transfer of learning.	Number	Percentage
Not positive	4	7
Positive	53	93
Total	**57***	**100**

*1 missing value

Caffarella (2002:218) states that group techniques that can be used for transfer of learning include: teams of people that are formed before the learning programme - these are people who are committed to work together before, during and after the learning programme in order to assist each other with the transfer of learning process - groups of participants who meet regularly to share challenges and practices related to transfer of learning; follow up sessions in which all participants are expected to take part so as to reinforce and extend the learning from the original activity. Table 4.14 indicates that 93% of the respondents were positive about the statement and 7% were not which means that the station commanders confirm what was previously stated by Caffarella (2002:218).

Table 4.15: Simulation of work conditions

Work conditions were simulated during training and trainees visualized themselves applying the skills to enhance transfer of learning.	Number	Percentage
Not positive	14	25
Positive	43	75
Total	**57***	**100**

*1 missing value

Craig (1996) states that, during training programmes, work conditions should be simulated as much as possible; f working conditions are simulated, then transfer of learning may happen. In Table 4.15 it was indicated that 75% of the respondents were positive about the statement and 25% were not, which means that the station commanders agree with the statement made by Craig (1996).

Figure 4.11: Supervisor debriefing

Supervisor debriefing was done after the learner attended the SMLP to enhance transfer of learning.	Number	Percentage
Not positive	32	56
Positive	25	44
Total	57*	100

*1 missing value

Craig (1996) maintains that a transfer of learning strategy that can be applied after training programmes is that the supervisor and the co-workers should be debriefed. However, Caffarella (2013:218) observes that many factors can prevent the transfer of learning from taking place in the workplace. One solution to planning for the implementation of skills is to gain support from the learners' supervisors and peers.

Craig (1996) further states that there should be supervisor and co-worker debriefing after the learners attend the programme. Workplace changes should also be made to support the learner's new learning and enable new performance (Craig, 1996). Figure 4.11 indicates that 44% of the respondents were positive about the statement and 56% were not. The data indicates that 56%, the majority, of respondents indicated that supervisor debriefing was not done after they completed the SMLP. The researcher thus suggests that supervisor debriefing should form part of the tasks that need to be completed after the learning programme so as to enhance the transfer of learning in the workplace.

Figure 4.12: Information or support (hotline)

The SMLP has an information or support (hotline) for learners to assist in the transfer of learning	Number	Percentage
Not positive	**48**	**84**
Positive	9	16
Total	**57***	**100**

*1 missing value
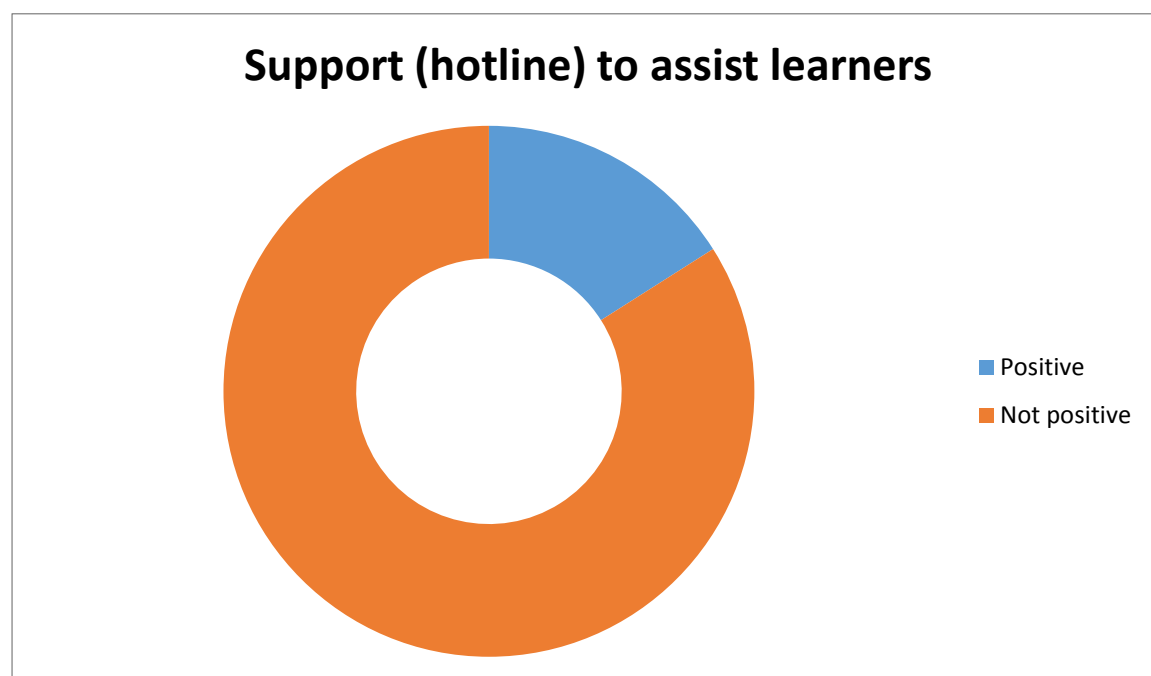
For Caffarella (2002:218), a transfer of learning technique that can be used is web based support (i.e. a chat room) where participants can maintain dialogue by adding comments to running discussions. Along the same lines, Craig (1996) refers to an

information or support hotline after training as a strategy to transfer learning. Figure 4.12 indicates that 16% of the respondents were positive about the statement and 84% were not. 84% of the respondents indicated that there was no support (hotline) for the learners after they completed the programme. Therefore, the researcher suggests that a support hotline can assist in the transfer of learning; this is confirmed by the results provided in Figure 1.12 and by Caffarella (2002:219) and Craig (1996).

Figure 4.13: Workplace change

Workplace changes were implemented to support transfer of learning to the station.	Number	Percentage
Not positive	28	50
Positive	28	50
Total	56*	100

*2 missing values
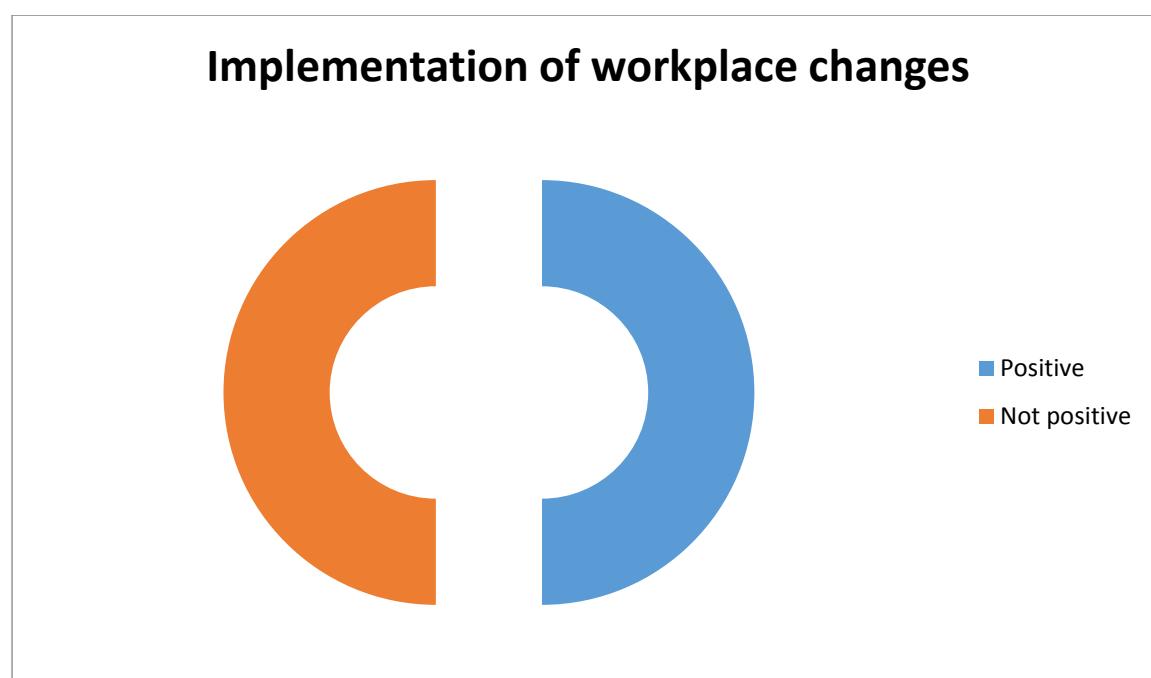
Craig (1996) maintains that the curriculum designer should work with the supervisors of trainees to implement workplace changes that support the transfer of learning to the workplace. Figure 4.13 indicates that 50% of the respondents were positive about the statement and 50% were not. The results from this question indicated that 50% of the respondents said that workplace changes were implemented while 50% indicated that they disagree with the statement. There was no clear indication from

the station commanders as to whether workplace changes were implemented. Implementation of workplace change would be beneficial and can add value if it is implemented, as indicated by Craig (1996). The implementation of workplace changes can also be investigated in further research.

Table 4.16: Transfer of learning culture and climate

Transfer of learning to the workplace is affected by the culture and climate of the organization.	Number	Percentage
Not positive	16	28
Positive	41	72
Total	**57***	**100**

*1 missing value

Researchers discovered that the culture and climate of the particular profession affected the transfer process (Daffron and North et al., 2006). Interestingly, Caffarella (2002) points out that the organizational context consists of the structural factors, political climate, and cultural milieu of an organization and it either supports or inhibits the transfer of learning. Table 4.16 indicates that 72% of the respondents responded positively to the statement and 28% did not. The results therefore indicate that station commanders agree that culture and climate in the organization affect the transfer of learning. The researcher is of the belief that little was discovered about how the culture and climate affect the transfer of learning in the organization; further research on this topic can therefore be conducted to provide clarity on how transfer of learning is affected.

Table 4.17: The learner's "desire to gain" information

The learner's "desire to gain" information creates a mind-set that is positive for the transfer of learning to take place.	Number	Percentage
Not positive	4	7
Positive	52	93
Total	**56***	**100**

*2 missing values

Caffarella and Daffron (2013:218) state that the learner's desire to gain information creates a mind-set that is positive for the transfer to take place. Motivation for learners comes from within (Caffarella and Daffron, 2013:218). Table 4.17 indicates that 93% of the respondents were positive about the statement and 7% were not. 93% of the station commanders therefore agreed with and supported the statement that the learner's desire to gain information creates a positive mind-set for the transfer of learning to take place. The researcher agrees with the outcome of the results from the data and the Caffarella and Daffron's (2013:218) statement.

Table 4.18: Monitoring and evaluation before, during and after

Monitoring and evaluation need to be conducted before, during and after the learning programme in order to enhance transfer of learning to the workplace.	Number	Percentage
Not positive	7	12
Positive	50	88
Total	**57***	**100**

*1 missing value

The monitoring and evaluation policy of the South African Police Service focuses on the monitoring and evaluation of learning programmes during design and delivery of the programme (South African Police Service, 2014). Table 4.18 indicates that 88% of the respondents were positive about the statement and 12% were not. Therefore, the majority of the station commanders agreed that the learning programme should be monitored and evaluated before, during and after its delivery in order to enhance the transfer of learning. The monitoring and evaluation of the Station Management Learning Programme should also include the monitoring and evaluation of transfer of learning in the work environment.

Table 4.19: Learners need to practice

Learners need to practice what they learned for transfer to take place.	Number	Percentage
Not positive	1	2
Positive	56	98
Total	**57***	**100**

*1 missing value

De Rijdt *et al.,* (2012) state that the work environment must support the new learning and learners should have an opportunity to practice the new learning; alternatively, learners will gradually forget the new learning if it is not practiced soon after they attend the learning programme. Table 4.19 indicates that 98% of the respondents were positive about the statement and 2% were not. 98% of the station commanders confirmed that learners need to practice what they learned for the transfer of learning to take place; they therefore confirmed the statement made by De Rijdt *et al.* (2012), that learners need to practice their new learning.

Figure 4.14: Facilitator's assistance

Facilitators provided follow up assistance to learners, for example: mentorship	Number	Percentage
Not positive	**42**	**74**
Positive	15	26
Total	**57***	**100**

*1 missing value

Follow up assistance provided to learners

Positive

Not positive
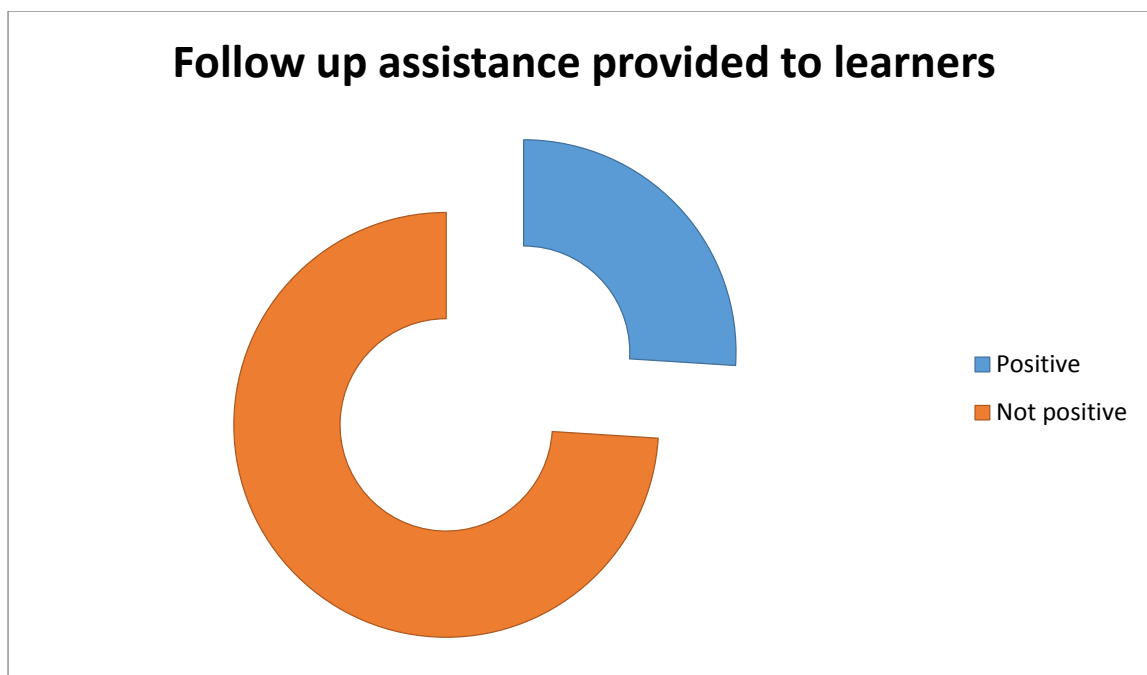
Caffarella (2002:215) states that, after the learning programme, facilitators need to provide follow-up assistance to the learners for the transfer of learning to take place. This should involve, for example, mentorship (Caffarella, 2002:215). Figure 4.14 indicates that 26% of the respondents were positive about the statement and 74% were not; therefore the station commanders confirmed that follow-up assistance was needed in the form of mentorship for the station commanders who attend the SMLP. The mentor could be the facilitator, line manager or another experienced member that will be suitable as a mentor.

Table 4.20: Time for the learning to incubate

Time for the learning to incubate was allowed during the learning programme to enhance the transfer of learning.	Number	Percentage
Not positive	22	39
Positive	35	61
Total	**57***	**100**

*1 missing value

Haskell (2001) states that educators should teach learners exactly what they need to learn as closely as possible to the environment in which the learning will be applied

and, for significant learning and transfer to occur, time is needed for the learning to incubate. Table 4.20 indicates that 61% of the respondents were positive about the statement and 39% were not, which means that 61% of the station commanders agreed that time for the learning to incubate was allowed during the SMLP.

Table 4.21: Reflective practice and reflecting on actions

Reflective practice and reflecting on actions was allowed to enhance the transfer of learning.	Number	Percentage
Not positive	20	36
Positive	36	64
Total	**56**	**100**

*2 missing values

Caffarella (2002:218) refers to reflective practice as a transfer of learning technique that can be used by individuals or groups. Reflective practice is described as thoughtfully reflecting on one's actions, including the assumptions and feelings associated with those actions, either during an event or after an event has occurred. Table 4.20 indicates that 64% of the respondents were positive about the statement and 36% were not. This means that 64% of the station commanders agreed with Caffarella (2002:218) who indicated that reflective practice enhances transfer of learning.

Figure 4.15: Summary section D: Transfer of learning Strategies

Summary of section D: Transfer of learning Strategies	Number	Percentage
Not positive	289	36
Positive	504	64
Total	**793***	**100**

*19 missing values

Transfer of learning strategies

- Positive
- Not positive
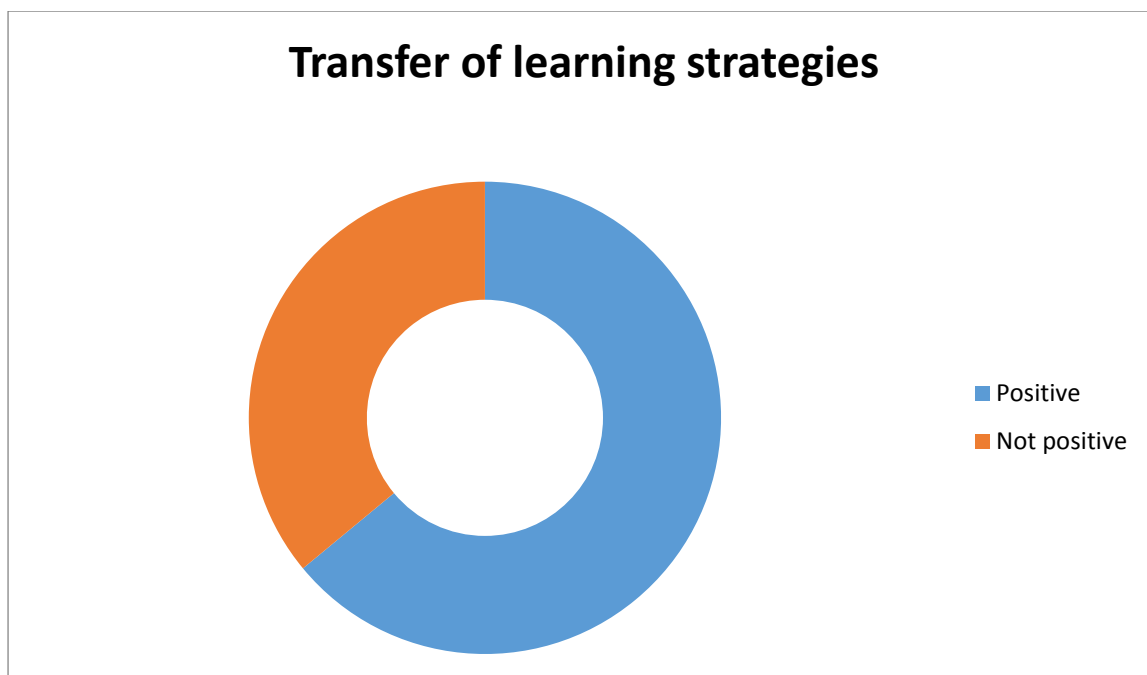
Transfer of learning strategies were evaluated in section D of the questionnaire. The aspects covered in this regard included: the enhancement of transfer of learning through practical police work; handing out of pre-course assignments; attending learning programmes as a group; simulation of work conditions and visualization of station commanders applying skills to enhance transfer of learning; supervisor debriefing to enhance transfer of learning; implementation of a support hotline to assist learners with the transfer of learning; workplace changes to support the transfer of learning; culture and climate that affect transfer of learning; the learner's desire to gain information; monitoring and evaluation before, during and after the learning programme; the practicing of the skills by the learners; follow-up assistance by the facilitators (e.g. mentorship); allowing time for the learning to "incubate" and allowing the learners to reflect on the new learning. All the responses were calculated together in Figure 4.15 which provides a summary of section D; it indicates that 64% of the respondents were positive about the statement and 36% were not. In summary, it was evident that station commanders agreed that transfer of learning strategies are implemented in the SMLP.

4.2   Summary of section E of the questionnaire. General comments regarding the respondents' experiences of the SMLP.

The feedback received from station commanders regarding the qualitative question was presented in this section of the research report. The responses in this section were their subjective opinions, according to the researcher, as it focussed on station commanders' experiences of the SMLP. The question that was asked of station commanders was as follows: "Any other comments in relation to your experiences of the Station Management Learning Programme". Not all station commanders completed this question. The researcher looked for themes among the responses from the station commanders to group the comments together. The station commanders were coded and their responses read as follows:

Theme – Implementation / application to the workplace

> *SC 50 said – "it is a good balanced course and the way the modules are presented gives time to implement before the next module"*

> *SC 18 said - "the programme was very much informative and can easily be applied at the work".*

> *SC 7 said - "what is interesting about the programme is that all the components of the station are presented and after the programme you can be able to do anything at the station whether it is CSC, crime prevention, detective, support including finance, supply chain management, administration and so forth".*

Theme - Culture

> *SC 11 said - "the culture of the organization greatly, most of the time inhibit the implementation of the objectives of the programme".*

This response links with Table 15 that indicates that 72% of the respondents said culture affected the transfer process. Researchers discovered that the culture and climate of the particular profession affected the transfer process (Daffron and North *et al.*, 2006). 72% of the respondents were positive about the statement.

Theme – Transfer of learning

SC 11 said - "the organizational rules and regulations need to be aligned to any developed learning curriculum to ease transfer, implementation of the learning objectives."

SC 15 said - "the SMLP was practical and it assisted me in transferring skills to the work place".

SC 20 said - "as it is knowledge is power because I am in a position to transfer the knowledge I occurred. As a station commander it is important that one gets equipped with the necessary information and the station commanders must further develop themselves so that they can be in a position to face all the challenges"

SC 27 said - "the programme is done in a very short period and that affect the learners from gaining all the knowledge or information that is being transferred to them".

SC 32 said - "for middle and senior managers the course did not offer anything new. It was sharpening the sword. That made it easy to follow and to transfer the skills." "Knowledge of the job does not necessarily mean that one will be able to transfer the said knowledge to others. Some gained knowledge which enabled them to be more efficient and productive while others used the knowledge to duplicate themselves by transferring it to others."

Theme – Attending as a group

SC 19 said – "as a group of Station Commanders we were able to share best practices and also network which is a good thing".

SC 33 said - "the programme is good, the only changes that can be put in place especially on operational commanders training is to allow the learners to start the programme as individuals. They must learn to work operational plans on their own before they are put in groups. I realized that when you work in groups other learners do not participate as it is expected."

This response links with Table 14 which indicates that 93% of the respondents were positive about attending the Station Management Learning Programme in a group. Caffarella (2002:218) states that group techniques that can be used for transfer of learning include: teams of people that are formed before the learning programme who are committed to work together before, during and after the learning programme to assist each other with the transfer of learning process; groups of participants who meet regularly to share challenges and practices related to transfer of learning; follow-up sessions in which all participants are expected to take part in order to reinforce and extend their learning from the original activity.

Theme – Preparing the workplace for the learning

SC 27 said - "some of the knowledge gained in this programme is not implementable due to instructions that are in conflict with the gained knowledge."

This statement is supported by Craig (1996) who states that for the training programme to be a vital element of the organization, it must be integrated into the business operations of the organization.

Theme – Facilitators

SC 40 said - "this programme was more academically than practically orientated. The tutors did not have sufficient experience at station level. The tutors could not relate the knowledge to their experience on the ground".

SC 56 said - "the presenters were also not the best in terms of transferring information because they themselves did not come from the Station Commanders environment."

SC 55 said - "the SMLP is a very workplace orientated programme and the trainers presenting the subjects are clearly subject experts."

SC14 said - "inexperienced facilitators sometimes do not allow questions, clarifications and inputs."

In relation to the above, O'Toole and Essex (2012) posit that to effectively facilitate learning for adults, the facilitator needs to have experience as a facilitator and knowledge of the subject. Therefore, the facilitators should have experience in the field in which they present and they should have skills as a facilitator. The researcher does not agree that all the facilitators must have Station Commander experience; however, a section of the programme should be dedicated to an experienced Station Commander who can present Station Commander skills to the learners.

Theme – Mentor

SC 45 said - "I did not have a mentor to follow up and help with practical transfer of knowledge to the work place."

Theme - Monitoring

SC 32 said - "it is in my opinion that, in absence of any monitoring mechanism, many officers except those in command positions used the information for themselves not to enrich other."

SC 21 said - "statement 29 in the questionnaire (monitor and evaluation need to be conducted before, during and after the learning programme to enhance transfer of learning to the work place) is very relevant and if applied can really make a difference."

SC 49 said - "the course is good, but Human Resource Development does not make follow up with the students in terms of monitoring".

4.3   Results from the interviews held with the facilitators from the SMLP

The responses from the interviews are presented in this section of the study. The facilitator's responses are discussed under each question that was asked to the facilitators.

What do the participants plan to do with what they learned?

Facilitator FPH supports that the station commanders have a desire to transfer the learning to the work environment by indicating a need to transfer the

learning to their co-workers at the client service centre of the SAPS. The responses from the other facilitators did not relate to the "transfer of learning".

During your facilitation of SMLP, what skills, knowledge, or attitudes of Station Commanders have changed? By how much?

Facilitator FES said that it was difficult to indicate whether change in attitude for the station commanders took place because the implementation was not measured. The researcher suggested that further research needs to be conducted in this regard. Facilitator FZV commented that station commanders arrive at the SMLP with their own experiences; this is linked to the work of Rogers (1996) and Caffarella (2002) who indicate that learners arrive at learning programmes with their own set of experiences, diverse backgrounds, motivational levels, attitudes, embedded knowledge and values. The researcher added that the aspects mentioned under this question provided both a challenge and an opportunity to the facilitator. It provides an opportunity as a wealth of knowledge to the facilitator that can be used during the facilitation of the SMLP programme. It provides a challenge because the station commanders can be "set" in their ways of doing things and "changing" to new ways might be difficult for them.

Did the participants apply what they learned on the job? Please elaborate.

Facilitators FDS, FES, FPH and FZV indicated that they were contacted by the station commanders after the programme to ask for advice. This could be an indication that the station commanders were applying the learning in their work environment after their completion of learning programme. Facilitator FPDP suggested that a post-course assessment be implemented to test the implementation. 88% of the station commanders (see Table 4.18) indicated that monitoring and evaluation should be conducted before, during and after the SMLP. These results therefore confirm the remark by FPDP regarding post-course assessment. This aspect is further confirmed by the station commanders in Figure 4.8, where 83% of the respondents indicated that post-training monitoring of the SMLP was not done. The researcher suggests that

post training assessments should be conducted to measure the implementation of the outcomes presented in the SMLP.

The facilitators could not scientifically say that learning was implemented after the SMLP because a post-course valuation of the SMLP programmes was not done. However, Station commanders in the questionnaire (see Table 4.14) indicated that 84% could immediately apply the learning at their workplace after attending the programme; from the station commander's view, this indicates that they were applying the skills and knowledge in the workplace. To confirm that station commanders are applying skills and knowledge after the SMLP, further research needs to be conducted. The station commander's supervisors as well as members working with the station commanders can be interviewed to collect data with regard to the application of learning.

<u>During your facilitation of the SMLP, did you use any transfer of learning strategies to assist the Station Commanders to implement the learning in the work environment?</u>

Facilitator FDS indicated that group work was used as a transfer strategy. Meyer et al. (2007) observe that social support increases the transfer of learning. In the same breath, Caffarella (2002:218) states that teams of people formed before the learning programme are committed to work together before, during and after the learning programme to assist each other in the transfer of learning and teams can meet regularly to share problems or practices related to learning transfer. The station commanders (93%) also support that attending learning programmes as a group enhance the transfer of learning (see Table 4.14).

Facilitator FWV confirmed that most respondents did not complete the pre-course assignments. Craig (1996) refers to pre-course assignments as a transfer strategy that can be handed out to learners. The respondents in the questionnaire indicated that only 27% received pre-course assessments. The researcher is of the opinion that pre-course assignments can assist in the transfer of learning because it prepares the learner for the learning programme. The success of pre-course assignments is dependent on a

deliberate effort from the facilitator who will need to ensure that the assignments are distributed to all the learners before the programme.

Facilitator FWV indicated that the completion of a portfolio of evidence (POE) by the station commanders was used as a transfer of learning strategy during the SMLP. The station commanders each had to complete a part of the POE after each of the six modules in the SMLP; this correlates with Caffarella's (2002:218) assertion that portfolios, as a transfer strategy, constitute a structured set of accomplishments that demonstrate through selected artefacts, written material and evaluations by others, the attainment of specific competencies, standards or outcomes.

Facilitators FMS and FSP indicated that mentorship was used as a transfer of learning strategy. This is supported by Caffarella (2002:215) who states that facilitators need to provide follow-up assistance to the learners for transfer to happen (e.g. mentorship). Caffarella (2002:218) states that coaching as a transfer of learning strategy can assist learners in making specific changes in their life roles. Caffarella (2002:218) further states that mentoring as a transfer strategy is a caring relationship in which a person with more experience works with a person with less experience to promote professional and/or personal development. In Table 4.14 the station commanders indicated that only 26% received assistance in the form of mentorship. This shows that there was a need in the SMLP for mentorship and it is suggested that it needs to be included as part of the learning programme for the SMLP.

<u>What suggestions can you make to enable the Station Commanders to transfer the learning from the classroom to the workplace?</u>

Facilitator FMS proposed that an intranet forum be established as a transfer of learning strategy for station commanders to communicate with facilitators. In Figure 4.12, 84% of the station commanders indicated that there was no support (hotline) to assist them in the transfer of learning. Caffarella (2002:210) states chatrooms can be used for the transfer of learning where learners can use the internet to continue a dialogue about their transfer

activities by adding comments to a running discussion. Therefore, it is suggested that an internet forum be established to support station commanders in the transfer of learning.

Facilitators FMS and FPDP refer to station lectures that need to be reinstated at police stations. Station lectures are meetings that all personnel at the police station attend and important matters regarding the police station is shared and communicated. During these station lectures, station commanders can also share skills and knowledge with other members at the station.

Facilitator FPH also refers to learning material that needs to be current and up to date. This is an important matter that needs to receive attention. Learning material needs to be updated regularly, with the latest developments and legislation.

Facilitators FSP and FZV suggest that post-course assignments need to be completed by the station commanders to see whether they are implementing the skills and knowledge in the workplace.

Facilitator FWV suggested that the station commanders attend the Station Management Learning Programme before they are appointed as station commanders.

Did on-the-job application produce measurable results? Please elaborate.

Facilitator FES could confirm that the learning programme produces measurable results. In Table 4.9, 88% of the station commanders agreed that the objectives of the programme were clearly formulated for the SMLP. Wang (2009) states that adults need to know what they learn, how they learn and why they learn. The fact that the station commanders knew the objectives of the programme means that they knew what they were learning and that they could contribute to the implementation of the learning objectives in the work

environment, however, the implementation of the learning objectives will need to be tested in further research.

<u>Would you say the monetary value of the results exceed the cost of the programme?</u>

Facilitator FES confirmed that the module that was presented did produce measurable results.

<u>If you were to get involved in a similar project again, what would you want to see done differently? [What should be improved?] [What should be retained from the original project?]</u>

Facilitator FDS said that the learning material needs to be updated and that evaluation of the programme is important for transfer to take place. Facilitator PDP said that when there is change in the regulations and the law it needs to change in the delivery of the SMLP. Both facilitators agreed that changes to the content of the SMLP should be done regularly when needed.

Facilitator FDS said a pre-course and post-course meeting with the facilitators is a good idea because the facilitators meet to discuss the programme and decide where the programme can be improved. FDS also said that on-the-job evaluation can contribute to gauging whether the learning is transferred to the workplace.

Facilitator FES said that the training manual and the presentation of the SMLP needs to be much more practical.

Facilitator FMS said that one cannot train people if they do not have enough equipment like vehicles, bullet proofs and fire-arm competence. If they do not have all of that, they will not be able to deploy the members. This statement shares a link with Figure 4.13, which indicates that 50% of the station commanders felt that workplace changes were implemented to support the transfer of learning at the police station. In this respect, Craig (1996) says that curriculum designers should work with the supervisors of trainees to implement work place changes in order to support the transfer of learning.

Facilitator FPDP said "I would like to see that the people who are put on the programme complete the programme and that they are appointed after the completion of the SMLP as station commanders to practice the learning in their work environment"

Facilitator FPDP said there must also be support from supervisors to assist learners to complete the assignments and the programme.

Facilitator FPH said "I would like to see a platform for people who do research in the SAPS where the results of the research can be communicated to management and top management and the findings need to be presented at the SMLP courses". This was an interesting comment that needed to be communicated to the SAPS management as a "best practice". It can be valuable to the SAPS if a database of all police related research can be collected and shared with police officers and members.

Facilitator FES says that the members selected to be station commanders should be carefully considered; this comment relates to the work of Meyer et al. (2007) who states that a clear set of selection criteria and a more rigorous recruitment process should be established for training interventions when learners are selected to attend learning programmes to ensure the highest operational and strategic impact. Facilitator FWV said that there needs to be individual knowledge assessment during the presentation of the SMLP, for example, a knowledge questionnaire and this facilitator suggested that station commanders need to be part of a mentor-mentee relationship.

4.4   Overview of the findings from the qualitative and quantitative questionnaire from station commanders, qualitative interviews with the facilitators and the literature review.

During the analysis of the data from the questionnaires, interviews with the facilitators and the compilation of the literature review various deductions were made. The researcher linked and combined all the results and findings under each topic in

the same order as those indicated in the questionnaire that was forwarded to the station commanders.

The research outcomes indicated that:

-Planning for transfer of learning to the work environment should form part of the design, delivery and evaluation of the SMLP. This statement was supported by 98% of the station commanders (Table 4.1) as well as the literature review which stated that the curriculum should be designed in such a way that the classroom and the workplace are included in the design (O'Toole and Essex, 2012). 98% of the station commanders (Table 4.8) agreed that the assessment of transfer of learning should form part of the design of the SMLP and this was supported by Caffarella (1999) in the literature review.

-It is important that the facilitators assist the learners to transfer their skills to the work environment. Caffarella (2012:215) posits that facilitators should use various methods to assist learners to transfer the knowledge and they should provide follow-up assistance for this transfer to happen. 84% of the station commanders (see Table 4.2) agreed with this statement. SC 49 said that after the SMLP, SAPS human resource development facilitators did not provide follow-up assistance for the station commanders. Facilitators FDS, FES, FPH and FZV indicated that they were contacted by station commanders and provided advice and follow-up assistance. Without arguing whether the assistance did or did not happen, the research emphasizes that follow-up assistance should be provided after the presentation of the learning programme.

-That station commanders, as learners, were equipped with skills that would assist them to transfer the skills from the classroom to the work environment, and 88% of the station commanders agreed. SC 18 indicated that the programme was very informative and that it could easily be applied in the workplace. SC 7 said that all the aspects of a station commander's work were presented and that it could be implemented in the workplace. Furthermore, 95% of the station commanders agreed that the knowledge and skills gained during the SMLP were transferred to the work environment.

-The station commanders (81%) indicated that workplace practice was included in the curriculum of the SMLP (see Table 4.5). The literature review confirmed that curriculum should be designed in such a manner that workplace learning is included in the classroom (O'Toole and Essex, 2012). Wang (2009) suggests that curriculum must be applicable to the workplace. SC 50 confirmed this by saying that the modules were presented in such a way that the station commander has an opportunity to implement the learning in the workplace before the next module was presented. SC 18 agreed and said that the programme can easily be applied in the workplace.

-The research also indicated that the SMLP was integrated into the business operations of the organization, as indicated by 88%of the station commanders (see Table 4.7) and Craig (1996). It is interesting to note one contradiction: SC 27 stated that some knowledge gained in the programme was not implementable due to the instructions that are in conflict with the gained knowledge. This means that there were instances where the learning material and the practice did not correspond with each other. The important aspect of this is that the learning material should be updated regularly and that the theory and practice should be "married" in such a way that the station commander can implement the skills and knowledge in the workplace.

-Effective transfer of learning requires a large primary knowledge base as stated by Haskell (2001). 88% of the station commanders (see Table 4.6) also agree with this statement. The researcher states that this means that the learning material should have enough knowledge contained in it for dissemination, or there should be references to additional material that the station commanders can study to provide them with a "large knowledge base".

-Caffarella (2002:218) supported the statement that learning objectives should be clearly formulated to enhance the transfer of learning and this was supported by 88% (see Table 4.9) of the station commanders. Wang (2009) said that adults have a need to know what they will learn.

-There was little post-training monitoring, which the station commanders confirmed because 83% (see Figure 4.8) indicated that they were not positive about the statement. Caffarella (2002:215) emphasizes that facilitators need to provide follow-up assistance to learners. Figure 4.12 shows that the station commanders (84%) agreed that a support (hotline) will assist them to transfer the learning. Facilitator FMS also supports an intranet forum as a transfer of learning strategy. Caffarella (2002:210) refers to a chatroom that can be used as a transfer of learning strategy. The researcher suggests that the SAPS Human Resource Development (HRD) unit explores ways to support the learners after the learning programme is presented.

-84% of the station commanders (see Table 4.12) indicated that they could apply the learning in their workplace after the learning programme; which means that the workplace supported the new learning. De Rijdt *et al.,* (2012) also said that the work environment must provide an opportunity for the learner to practice their new skills. In addition, 50% (see Figure 4.13) of the station commanders indicated that workplace changes were implemented to support the transfer of learning. FMS said that there should be sufficient equipment to support the station commanders to transfer learning. The researcher concludes that the SAPS, as an organization, should take note that the workplace needs to support station commanders with resources that will enable them to transfer the learning after they attend the SMLP.

-Transfer of learning strategies as part of the station commander's questionnaire (practical police work as part of the programme; attending the learning programme as a group; the practicing of new skills for transfer to take place; reflecting on the new knowledge) were implemented during the SMLP. This was supported by Wang (2009) who claims that the curriculum must be applicable to the workplace. Caffarella (2002:218) indicates that group techniques enhance the transfer of learning. De Rijdt *et al.* (2012) states that learners should have an opportunity to practice the new learning. Caffarella (2002:218) also indicates a transfer of learning technique referred to as reflection. FDS indicates that group work was used as a transfer of learning strategy during the SMLP. SC 19 said that as a group of station commanders they were able to share best practices and network with each other. FWV said that the completion of a portfolio can assist in the transfer of learning.

-The following transfer of learning strategies need to receive attention regarding their implementation in the SMLP. Supervisor debriefing received a low score, 44% of the station commanders (see Figure 4.11) indicated that their supervisors were debriefed after the completion of the learning programme. This means that less than 50% of the supervisors were debriefed. 26% of the station commanders (see Figure 4.14) indicated that they were supported by a mentor as part of the assistance offered them for the completion of the SMLP. Caffarella (2002:215) also suggested mentorship as a transfer of learning strategy. Facilitators FMS and FSP indicated that mentorship was used as a transfer of learning strategy. This was confirmed by Caffarella (2002:218) who stated that mentoring is a transfer strategy where a person with more experience works with a person with less experience in order to promote professional and/or personal development. SC 45 said that he/she did not have a mentor to follow-up and help with the practical transfer of knowledge to the workplace. Mentoring can add great value to the SMLP if all the station commanders have a mentor to assist them during the SMLP programme.

-In addition, facilitators FMS and FPDP referred to station lectures that can be used as a transfer of learning strategy. FDS referred to pre-course and post-course meetings that the facilitators can host to discuss the delivery of the learning programme. FPDP suggested that there must be support from the supervisors to assist learners to complete their assignments and the learning programme. FPH said that there should be a platform for researchers in the SAPS to publish their research. In this way, current and relevant information can be communicated to the management and other members of the SAPS.

-Transfer of learning from the SMLP to the workplace is affected by the culture and climate of the SAPS, as supported by 72% of the station commanders (see Table 4.16). Daffron and North *et al.* (2006) discovered that the culture and climate of a particular profession affected the transfer process. SC 11 said that the culture of the organization greatly inhibits the implementation of the objectives of the programme. This "culture" was not significantly explored during this study, and can be regarded as a limitation in the research report. The researcher should have investigated what SC 11 meant by "culture".

The findings discussed herein indicate the interrelationship between the literature review, questionnaires and interviews. The researcher has further developed a transfer of learning criteria from the research findings. Table 4.22 presents the findings of the research, which is a combination of the results from the literature review, questionnaires and interviews. The combination culminated in a transfer of learning criteria for the Station Management Learning Programme. The transfer of learning criteria can be used for the transfer of learning from the SMLP to the work environment.

Table 4.22: Transfer of learning criteria.

- Planning for the transfer of learning to the work environment must form part of the design, delivery and evaluation of the SMLP.
- Facilitators need to assist learners to transfer skills from the classroom to the work environment.
- Learners need to be equipped with the requisite skills that will assist them to transfer skills from the classroom to the work environment.
- Knowledge and skills learned during the learning programme need to be transferred to the work environment.
- Workplace practice needs to be included in the curriculum of the programme.
- A large primary knowledge base of the modules is required for the effective transfer of learning.
- The programme needs to be integrated in the business operations of the organization.
- The assessment of transfer of learning should be part of the design of the programme.
- The learning objectives need to be clearly formulated for the programme.
- After the completion of the programme, there needs to be post-training monitoring for the programme.
- The learner needs to be comfortable with using new skills when he/she is back at the workplace.
- A variety of adult learning principles need to be used during classroom presentation for the programme to enhance transfer of learning.
- The learner must have the ability to immediately apply the learning at the workplace after the programme.
- Practical police work needs to be brought into the learning programme to enhance transfer of learning for the SMLP.
- Pre-course assignments need to be received before attending the programme.
- Attending learning programmes as a group can enhance transfer of learning.
- Work conditions need to be simulated during training and trainees need to visualize themselves applying the skills to enhance transfer of learning.
- Supervisor debriefing needs to be done after the learner attends the programme, to enhance transfer of learning.
- The programme must have an information or support hotline for the learners, so as to assist in the transfer of the learning.
- Workplace changes need to be implemented to support transfer of learning at the workplace.
- Transfer of learning to the workplace is affected by the culture and climate of the organization.

- The learner's "desire to gain" information creates a mind-set that is positive, and which allows for transfer of learning to take place.
- Monitoring and evaluation needs to be conducted before, during and after the learning programme in order to enhance transfer of learning to the workplace.
- Learners need to practice what they learned for transfer to take place.
- Facilitators need to provide follow-up assistance to learners, such as mentorship.
- Time needs to be allowed, for the learning to incubate, during the learning programme in order to enhance the transfer of learning.
- Reflective practice and reflecting on actions, needs to be allowed to enhance the transfer of learning.
- The learning material needs to be updated regularly to ensure the correct transfer of learning to the workplace.
- Regular station lectures should be held to transfer learning from correspondence and experience.
- The use of the PEP to measure transfer of learning to the workplace can be effective as a transfer of learning strategy.
- Inform the learners about the intended assessment for the transfer of learning after the learning programme.
- Use of numerous examples provided by the facilitator to promote effective learning and transfer of learning.
- Learners should identify their expectations of the learning that they should transfer.
- SAPS related research must be conducted and the results must be shared with all members.

This table was developed by the researcher; the content was extracted from the literature study as well as the results obtained from the data collected from the station commanders and the facilitators who took part in this study.

4.5   Conclusion

If the transfer of learning strategies suggested in this discussion are implemented in the Station Management Learning Programme, they could help the Station Commanders implement what they learn during the course in their working environment.   The presentation of the findings as well as the interpretation of the data has been provided in this chapter, in addition to which a summary of the transfer of learning criteria was compiled; furthermore, the results of both the qualitative and quantitative data were analysed. A post training evaluation "tool" should be developed for facilitators to measure the transfer of learning to the workplace after

Station Commanders attend the Station Management Learning Programme. The next chapter presents an overview of the study, together with a summary of its major findings and recommendations.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.   Introduction

This chapter presents a summary of the findings, conclusions and recommendations of this study. During this study, the Station Management Learning Programme was evaluated. The specific focus of the research was on the transfer of learning from the learning programme to the work environment, for Station Commanders in the Gauteng Province. The intention of the research was to gain an understanding of transfer of learning during the Station Management Learning Programme, through the literature review, document analysis, interviews and questionnaires.

5.1   Summary of the Main Findings

This section consists of an overview of the study presented in light of the main research questions: How does the criteria for transfer of learning relate to the design, delivery and evaluation of learning programmes?; How can adult educators be assisted to facilitate the transfer of skills and knowledge learned during the learning programme to the work environment?; How can Station Commanders who attend the SMLP be equipped with transfer of learning skills to equip them to apply the skills and knowledge they learned during the SMLP to the work environment? The analysis of the documents and internal regulations of the South African Police Service are also presented herein.

The results from the quantitative questionnaire indicate that there were more male respondents than females. The majority of the respondents are in the age group 41-60 years, which indicates that Station Commanders in Gauteng are adults with many years' life experience. The majority of the respondents attended the SMLP between 3-5 years ago. The majority of the respondents have accumulated between 6-25 years of service in the South African Police Service. 98% of the respondents have a formal diploma, degree or honours degree. 83% of the respondents completed modules 1 to 6 of the SMLP. The biographical and background information indicates that the respondents have significant experience in the SAPS as Station Commanders and, therefore, gives validity to the outcome of the research, in that the outcomes come from experienced Station Commanders.

5.1.1 Major findings for research question 1:

Transfer of learning criteria were compiled through the literature review. The Station Commanders were asked to respond to the criteria which posed to them in the questionnaire. The responses from the Station Commanders were used as a means to evaluate the Station Management Learning Programme against the criteria.

Table 5.1 Measurement of transfer of learning	
Transfer of learning criteria for the Station Management Learning Programme	Measurement results
• Planning for the transfer of learning to the work environment must form part of the design, delivery and evaluation of the SMLP.	98%
• Facilitators need to assist learners to transfer skills from the classroom to the work environment.	84%
• Learners need to be equipped with skills to assist them to transfer skills from the classroom to the work environment.	88%
• Knowledge and skills learned during the learning programme need to be transferred to the work environment.	95%
• Workplace practice needs to be included in the curriculum of the programme.	81%
• A large primary knowledge base of the modules is required for the effective transfer of learning.	88%
• The programme needs to be integrated into the business operations of the organization.	88%
• The assessment of transfer of learning should be part of the design of the programme.	98%
• The learning objectives of the programme need to be clearly formulated.	88%
• After the completion of the programme, there needs to be post-training monitoring for the programme.	17%
• The learner needs to be comfortable with using new skills when he/she is back at the workplace.	90%
• A variety of adult learning principles need to be used during classroom presentation, for the programme to enhance the transfer of learning.	76%
• Can the learner immediately apply the learning at the workplace after the programme?	84%
• Practical police work needs to be brought into the learning programme to enhance transfer of learning for the SMLP.	81%
• Pre-course assignments need to be received before	

attending the programme.	27%
• Attending learning programmes as a group can enhance the transfer of learning.	93%
• Work conditions need to be simulated during training and trainees need to visualize themselves applying the skills in order to enhance the transfer of learning.	75%
• Supervisor debriefing needs to be done after the learner attends the programme in order to enhance the transfer of learning.	44%
• Does the programme have an information or support hotline for the learners to assist in the transfer of learning?	16%
• Workplace changes need to be implemented to support transfer of learning at the workplace.	50%
• Transfer of learning to the workplace is affected by the culture and climate of the organization.	72%
• The learner's "desire to gain" information creates a mind-set that is positive for transfer of learning to take place.	93%
• Monitoring and evaluation needs to be conducted before, during and after the learning programme to enhance transfer of learning to the workplace.	88%
• Learners need to practice what they learned in order for transfer to take place.	98%
• Facilitators need to provide follow up assistance to learners, e.g. mentorship.	26%
• Time must be allowed for the learning to incubate, during the learning programme, so as to enhance the transfer of learning.	61%
• Reflective practice and reflecting on actions needs to be allowed to enhance the transfer of learning.	64%
Total value for 27 questions out of 2700 =	1963/27=72.7%

A percentage (%) value has been allocated to each of the questions that were asked to the respondents. The different percentage (%) values were then added together and totalled. It was then divided by the number of questions (27) to obtain the average percentage for the evaluation. Caffarella and Daffron (2013) elucidate that programme evaluation is a process for determining whether the design and delivery of the programme was effective, and whether the outcomes were met. The results from the study indicate that the design, delivery and evaluation of the programme,

when evaluated against the transfer of learning criteria, scored 72.7%. This means that the design, delivery and evaluation based on the developed criteria is above average. Moreover, it means that the Station Management Learning Programme incorporates and successfully uses the criteria for the transfer of learning, as developed in this research.

5.1.2 Major findings for research question 2:

During the interviews with the facilitators, various responses were received that can make a significant contribution to the transfer of learning. The following factors can assist facilitators in the transfer of learning:

- The SMLP modules need to be very practical and must be immediately implementable in the workplace.

- A post-course assessment needs to be done to establish whether the learning is implemented in the workplace.

- Line function experts can be used to present parts of the learning programme, so as to provide practical knowledge in order to enhance the transfer of learning.

- Learning material need to be updated regularly to ensure the proper transfer of learning.

- The outcomes of the Station Management Learning Programme need to be linked directly to the Station Commander's performance assessment.

- Operational challenges experienced by the Station Commanders should form part of the scenarios provided in the learning programme.

- The Station Management Learning Programme needs to be presented at the provincial level to address province-specific crime and to enhance the number of Station Commanders that can be trained.

- There should be a platform for research in the SAPS; the research findings need to be shared with the Station Commanders during the Station Management Learning Programme.

- The monitoring and evaluation of SMLP should be extended beyond the classroom to the workplace.

Facilitators need to assist in establishing the abovementioned factors so as to ensure that transfer of learning takes place after Station Commanders attend the SMLP.

5.1.3 Major findings for research question 3:

During the interviews with the facilitators various responses were received that can equip Station Commanders in the application of skills and knowledge. The following factors can assist Station Commanders:

- Station Commanders should apply to attend the Station Management Learning Programme and they must be informed upfront that they are responsible for their own learning.

- Station Commanders should attend the Station Management Learning Programme before they are appointed as Station Commanders.

- Station Lectures can assist in the transfer of learning in the workplace, particularly with regard to correspondence and new knowledge that needs to be implemented immediately.

- Supervisor support can assist in the transfer of learning.

5.1.4 Major findings regarding the South African Police Service document analysis.

Human resource development in the South African Police Service is guided by the Education, Training and Development policy (2012). In the policy document, specific reference is made to the four level approach to monitoring and evaluation (Kirkpatrick, 1994), particularly Level 3 – behaviour, that is, one's ability to perform a job in the workplace, and; Level 4 – results, that is, conducting impact studies in the workplace. The transfer of learning relates to the following Human Resource Development guidelines in the South African Police Service:

- **The guideline for the Assessment Strategy (2013)** – the main focus here is formative and summative assessment. It is recommended that workplace assessment be added to the SMLP assessment.

- **The guideline for conducting Monitoring and Evaluation (2014)** – the focus areas are: resources, programme design and delivery, assessment and moderation, feedback mechanisms, learner support and guidance (reference is not made to the transfer of learning to the workplace), learner records, ETD administration (SAPS Monitoring and Evaluation, 2014). Monitoring and

Evaluation is primarily focussed on the delivery of the learning programme and all the processes involved therein (SAPS Monitoring and Evaluation, 2014). A component of monitoring the implementation of this learning (i.e. transfer of the learning to the workplace) should also form part of the monitoring and evaluation guideline. Although impact studies are referred to in the Education, Training and Development Policy (2012), it is not referred to in the Monitoring and Evaluation guideline.

- **Guidelines on learner support and guidance in the SAPS (2013)** The guidelines focus on learners with different needs and reference is not made to the support of learners upon their return to the work environment.

- **Guidelines on workplace learning in the SAPS (2013)** The guidelines refer to the various aspects of workplace learning. Relevant to the study is the use of a mentor in the workplace, which is suggested in the guideline (SAPS Workplace learning, 2013). The guidelines describe workplace learning as an intervention in the workplace aimed at improving the employee's learner skills, knowledge and attributes in order to provide improved service delivery in the SAPS (SAPS Workplace learning, 2013). The guidelines specify that Station Commanders should ensure the implementation of workplace learning intervention at the station (SAPS Workplace learning, 2013). The guideline further specifies that consistent and continuous monitoring of trained employees is essential to ensuring effective and successful return on investment (SAPS Workplace learning, 2013). The performance enhancement process (PEP) and other forms of assessment in the workplace may be used for the purpose of evaluating the impact of the education, training and development (ETD) intervention presented (SAPS Workplace learning, 2013). The use of the (PEP) to measure transfer of learning to the workplace can be effective as a transfer of learning strategy.

5.2 Limitations and recommendations

The implementation of the learning objectives were not tested to see if the station commanders transferred the knowledge to the workplace, however, now that the researcher identified transfer of learning criteria it is suggested that further research be conducted in this area. The transfer of learning criteria can then be implemented

to a test group attending the SMLP where the transfer of learning criteria is used. The control group can attend the SMLP without the transfer of learning criteria being implemented. After their attendance, the implementation of the learning goals can be tested for each group (the test group and the control group). The results can then be compared to see whether there was a difference between the two groups. The station commander's supervisors were not interviewed to hear their perceptions of the transfer of learning to the workplace, after the station commanders returned from the SMLP.

It is recommended that, in order for the Station Management Learning Programme to be more effective in terms of the transfer of learning, the following aspects need significant attention:

- The transfer of learning strategies stipulated in Figures 5.2, 5.3 and 5.4 should be implemented in the Station Management Learning Programme.
- Post training evaluation or impact studies need to be done after the completion of the Station Management Learning Programme.
- Facilitators need to ensure that the pre-course assignments are received by the learners before they attend the course. Measures need to be put in place to remind the learners to bring the completed pre-course assignments to the course.
- Supervisor debriefing needs to be done after learners attend the learning programme.
- An information or support hotline needs to be established and implemented.
- Workplace changes need to be made to assist the Station Commanders to implement the new knowledge.
- Station Commanders need to be enrolled in a formal mentorship programme for the duration of the period in which they attend the SMLP.
- Experienced Station Commanders should assist in the presentation of the SMLP to bring "practical know-how" to the classroom during the facilitation of the SMLP.

Figure 5.1, below, indicates a proposal of how the evaluation of the SMLP can be conducted in the SAPS.

Figure 5.1 Evaluation of the SMLP.
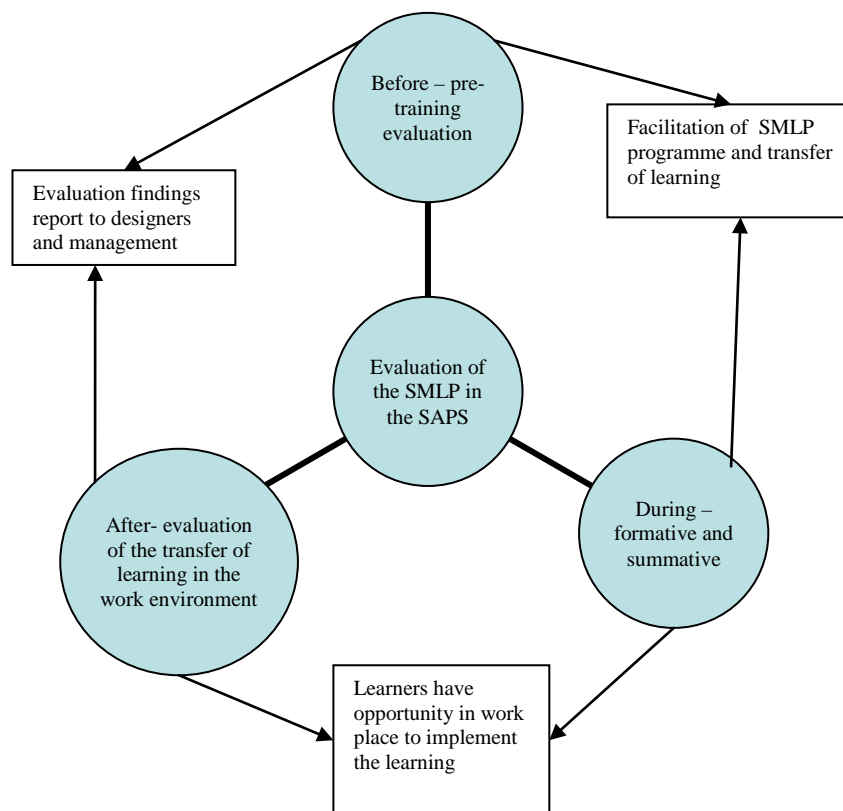
The evaluation process starts with a pre-evaluation before the learners attend the SMLP learning programme. Station Commanders then attend the learning programme. During the presentation, formative assessment is done. Summative assessment is done after the programme is completed, in order to determine the competency of the station commanders in terms of the learning content. The station commander then needs to implement the skills and knowledge in their work environment. The implementation of the skills and knowledge in the work environment then needs to be assessed. The findings from all the assessment processes need to be evaluated and the results need to be communicated to the curriculum designers and members of management in the SAPS. The information gained through this process will

add value to the content of the SMLP. Ultimately, the evaluation process will result in the continued improvement of the programme.

The evaluation of learning programmes in the South African Police Service (SAPS) and the implementation of skills and knowledge after Station Commanders attend the Station Management Learning Programme raise questions about how curriculum designers and facilitators can ensure that the implementation of skills and knowledge occur in the work environment. Some of these questions are: Can curriculum designers and facilitators make such a difference? And: Do the Station Commanders implement the skills and knowledge in the work environment? As can be seen in the discussion offered in Chapter 2 of this study, there are many factors that could affect the implementation of skills and knowledge in the work environment

Figure 5.2, 5.3, and 5.4 indicates transfer of learning strategies based on the research findings and the researcher's own view with regard to the implementation of transfer of learning. Figure 5.2 refers to transfer of learning strategies that can be implemented before the start of the learning programme. Figure 5.3 refers to transfer of learning strategies that can be implemented during the presentation of the the learning programme and figure 5.4 refers to transfer of learning strategies that can be implemented after the learning programme has been completed.

Figure 5.2 Transfer of learning strategies - before the Programme

Plan for the transfer of learning	Learners need desire to gain information	Monitor and evaluation before programme
Workplace practice in design	Pre-course assignments before programme	Update learning material
Integrate programme into business operations	Plan of assessment of transfer in design	Research must be done and shared
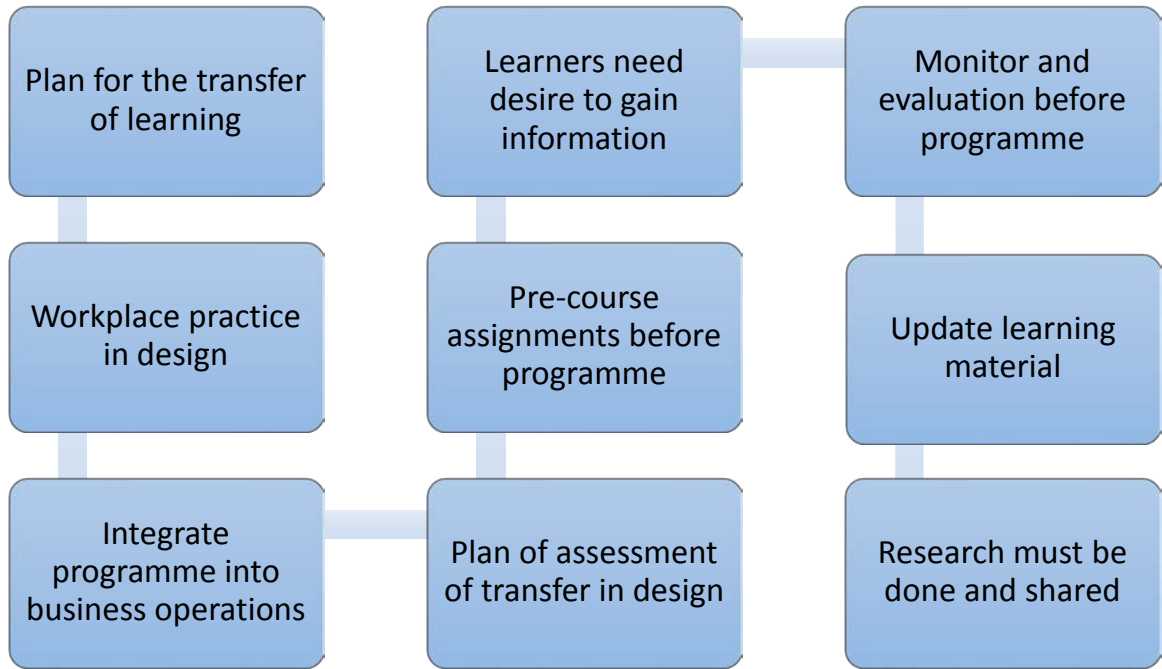
Figure 5.3 Transfer of learning strategies - during the Programme

Facilitators assist the learner to transfer knowledge	Attend programme as a group	Monitor and evaluate	
Learners need skills to tansfer knowledge	Simulate practical police work into the classroom and let learners visualize it	Practice in the class what they learnered	Allow learners to identify what need to be transferred
Knowledge and skills need to be tansferred	Use a variety of adult learning principles.	Allow time for the learning to incubate	Use numerous examples in the presentation
A large primary knowledge base is reuired for transfer	Learning objectives clearly formulated	Reflection on learning to enhance transfer	Inform learners about the intended assessment

Figure 5.4 Transfer of learning strategies - after the Programme
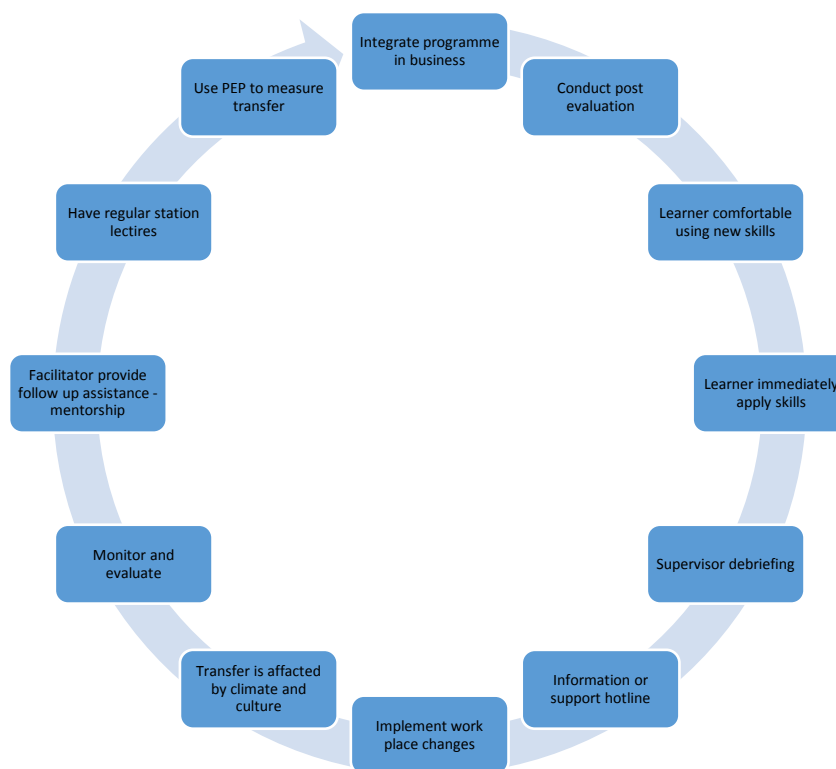
5.3   Recommendations for further study.

- Further research should be conducted to develop a post-training evaluation "tool" for the facilitators to measure the transfer of learning to the workplace after Station Commanders attend the Station Management Learning Programme.

- A SMLP programme should be presented where all the above-mentioned transfer of learning strategies are used to assist the learners to implement their learning in the work environment. Two groups should be used during the research process. One group needs to receive all the transfer of learning methods and the other group should attend the SMLP as normally presented without any additional planned transfer of learning strategies.   The implementation of the SMLP learning outcomes should then be measured at the workplace after attendance by both groups. The results from the data collected from both groups should then be compared in order to establish what happened to the group that received specific transfer of learning strategies and the control group that did not receive any transfer of learning strategies.

The researcher hypothesizes that the group that receives the transfer of learning strategies will implement the learning outcomes more effectively than the control group that does not receive any transfer of learning strategies.

- A Guideline for the development of learning programmes should be developed for the research and design of learning programmes in the South African Police Service. The main purpose of this will be to ensure that all learning programmes comply with a basic standard of learning programme development. The guideline should be updated regularly, as new research is conducted and published.

5.4   Conclusion

In light of the research presented in this study, transfer of learning criteria were identified as a set of means to transfer learning from the classroom to the workplace. Pre-course assignments, supervisor debriefing, a support "hotline", workplace changes and support to the Station Commanders were found to be lacking in the programme as it is currently presented. As a result of the findings, it emerged that there was a need for post-course assessments, the updating of learning material and the implementation of station lectures. Finally, it became apparent that a platform needs to be established for research findings to be communicated. This research, therefore, acknowledges that transfer of learning took place during the Station Management Programme. However, the findings indicate that developmental areas need to be addressed. This study also offers the "transfer of learning" criteria for use before, during and after the learning programme as a method to assist in the transfer of learning.

6.   References

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Appendix 1

QUESTIONNAIRE COVERING LETTER

QUESTIONNAIRE FOR THE STATION COMMANDER WHO ATTENDED THE STATION MANAGEMENT LEARNING PROGRAMME

Dear respondent

This questionnaire forms part of my *Master's* research entitled: The Evaluation of the Learning Programme in the SAPS with reference to the transfer of learning strategies for the degree of M Ed at the University of South Africa. You have been selected by a purposive sampling strategy from the population of 83 Station Commanders who attended the Station Management Learning Programme. Hence, I invite you to take part in this survey. The aim of this study is to investigate what transfer of learning strategies has been used during the time when you attended the Station Management Learning Programme in the SAPS and to find out if you have implemented what you have learnt at the training session to your working environment. The findings of the study will benefit station commanders in implementing the learned skills and knowledge in the work place.

You are kindly requested to complete this survey questionnaire, comprising of three sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately twenty minutes to complete. You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position etc. will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the South African Police Service Provincial Commissioner Gauteng and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. Our contact details are: *Mr Paulus Van Eeden,* email: vaneedenp71@gmail.com or Prof Mpho Dichaba (supervisor), email dichamm@unisa.ac.za, Department of ABET & Youth Development, College of Education, UNISA.

By completing the questionnaire, you imply that you have agreed to participate in this research.

QUESTIONNAIRE FOR TRANSFER OF LEARNING

STATION MANAGEMENT LEARNING PROGRAMME (SMLP)

Answer each question by marking the appropriate number in the box with an "X" or fill in the information asked for.
Record

SECTION A: BIOGRAPHICAL INFORMATION

1.   Gender?

Male	1
Female	2

2.   What is your present age?

20 years or younger	1
21 - 30 years	2
31 - 40 years	3
41 - 50 years	4
51 - 60 years	5
Over 60 years	6

3.   When did you attend the SMLP?

1-2 years ago	1
3-4 years ago	2
More than 5 years ago	3

4.   How long have you served in the South African Police Service?

Less than 5 years	1
6 - 15 years	2
16 - 25 years	3
26 - 35 years	4
More than 36 years	5

5.   What is your highest level of formal education to date?

Matric	1
Diploma	2
Degree	3
Hons Degree	4
Others (Specify):	5

SECTION B: YOUR EXPERIENCE WITH THE SMLP

6.   Please mark with a X the modules of the Station Management Learning Programme (SMLP) that you attended:

	Title of the Module	
(1)	Module 1 - Client Service Centre	1
(2)	Module 2 - Crime Prevention	2
(3)	Module 3 - Detectives	3
(4)	Module 4 - Communication	4
(5)	Module 5 - Management and Leadership	5
(6)	Module 6 - Operational Commanders Training	6

Show, by marking the appropriate box with an "X", the extent to which you personally agree or disagree with each of the following statements. Use the scale:

(5) : Strongly Agree (SA)
(4) : Agree (A)
(3) : Undecided (U)
(2) : Disagree (D)
(1) : Strongly Disagree (SD)

	Statements	SA	A	U	D	SD	
7.	Planning for the transfer of learning to the work environment must form part of the design, delivery and evaluation of the SMLP.	5	4	3	2	1	V7
8.	The SMLP facilitators assisted learners to transfer skills from the classroom to the work environment.	5	4	3	2	1	V8
9.	Station Commanders as learners was equipped with skills to assist them to transfer skills from the classroom to the work environment.	5	4	3	2	1	V9
10.	Knowledge and skills learned during the SMLP was transferred to the work environment.	5	4	3	2	1	V10

11.	Workplace practice was included in the curriculum of the SMLP.	5	4	3	2	1	**V11**

	Statements	SA	A	U	D	SD	
12.	A large primary knowledge base of the modules is required for effective transfer of learning.	5	4	3	2	1	**V12**
13.	The SMLP programme was integrated in the business operations of the organization.	5	4	3	2	1	**V13**

SECTION C: THE EFFECTIVENESS OF THE DESIGN OF THE STATION MANAGEMENT LEARNING PROGRAMME

Show, by marking the appropriate box with an "X", the extent to which you personally agree or disagree with each of the following statements. Use the scale:

(5) : Strongly Agree (SA)
(4) : Agree (A)
(3) : Undecided (U)
(2) : Disagree (D)
(1) : Strongly Disagree (SD)

	Statements	SA	A	U	D	SD	
14.	The assessment of transfer of learning should be part of the design of the SMLP.	5	4	3	2	1	**V14**
15.	The learning objectives was clearly formulated for the SMLP.	5	4	3	2	1	**V15**
16.	After the completion of the SMLP, there was post-training monitoring for the SMLP.	5	4	3	2	1	**V16**
17.	|I was comfortable with using new skills when I was back at the work place.	5	4	3	2	1	**V17**
18.	A variety of adult learning principles was used during classroom presentation for the SMLP to enhance transfer of learning.	5	4	3	2	1	**V18**
19.	I could immediately apply the learning at the workplace after the programme.	5	4	3	2	1	**V19**

SECTION D: TRANSFER OF LEARNING STRATEGIES

Show, by marking the appropriate box with an "X", the extent to which you personally agree or disagree with each of the following statements with regard to transfer of learning. Use the scale:

(5) : Strongly Agree (SA)
(4) : Agree (A)
(3) : Undecided (U)
(2) : Disagree (D)
(1) : Strongly Disagree (SD)

	Statements	**SA**	**A**	**U**	**D**	**SD**	
20.	Practical police work was brought into the learning programme to enhance transfer of learning for the SMLP.	5	4	3	2	1	**V20**
21.	Pre-course assignments was received before attending the SMLP.	5	4	3	2	1	**V21**
22.	Attending learning programmes as a group can enhance transfer of learning.	5	4	3	2	1	**V22**
23.	Work conditions was simulated during training and trainees visualized themselves applying the skills to enhance transfer of learning.	5	4	3	2	1	**V23**

	Statements	**SA**	**A**	**U**	**D**	**SD**	
24.	Supervisor debriefing was done after the learner attended the SMLP to enhance transfer of learning.	5	4	3	2	1	**V24**
25.	The SMLP has an information or support hotline for the learners to assist in transfer of the learning.	5	4	3	2	1	**V25**
26.	Workplace changes was implemented to support transfer of learning at the Station.	5	4	3	2	1	**V26**
27.	Transfer of learning to the work place is affected by the culture and climate of the organization.	5	4	3	2	1	**V27**
28.	The learners "desire to gain" information create a mind-set that is positive for transfer of to take place.	5	4	3	2	1	**V28**
29.	Monitoring and evaluation need to be conducted before, during and after the learning programme to enhance transfer of learning to the work place.	5	4	3	2	1	**V29**
30.	Learners need to practice what they learned for transfer to take place.	5	4	3	2	1	**V30**

31.	Facilitators provided follow up assistance to learners for example (mentorship).	5	4	3	2	1	**V31**
32.	Time for the learning to incubate was allowed during the learning programme to enhance the transfer of learning.	5	4	3	2	1	**V32**
33.	Reflective practice, reflecting on actions, was allowed to enhance transfer of learning.	5	4	3	2	1	**V33**

SECTION E: GENERAL COMMENTS ON YOUR EXPERIENCES OF THE STATION MANAGEMENT LEARNING PROGRAMME

34. Any other comments in relation to your experiences of the Station Management Learning Programme:

V34

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your participation.

Appendix 2
SMLP FACILITATORS' CONSENT
Interview Protocol

Dear Respondent

This letter is an invitation to consider participating in a study. My name is Paulus Van Eeden. I am conducting a research as part of my Master's degree at the University of South Africa. Permission for the study has been given by South African Police Service Gauteng Province Commissioner and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise as related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. My research topic is: **An evaluation of learning programmes in the South African Police Services with reference to the transfer of learning strategies.** The importance of transfer of learning in education is substantial and well documented. When learners implement the skills and knowledge from the learning programme in the work environment, it contributes to the effectiveness of the learning programme. If learning programmes include transfer of learning strategies in the design and delivery of the programme, it enables the learners to implement the learning in the work environment. Therefore the Station Management Learning Programme needs to be evaluated to see if it is effective as a learning programme. In this interview I would like to have your views and opinions on this topic. This information can be used to improve transfer of learning and skills to enable station commanders who attend the SMLP to apply the skills and knowledge learned during the SMLP to their work environment.

Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Further, you may decide to withdraw from this study at any time without any negative consequences. With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for twelve months in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 0824116534 or by email at: vaneedenp71@gmail.com.

I look forward to speaking with you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows.

Yours sincerely

………………………

CONSENT FORM

I have read the information presented in the information letter about: **"An evaluation of learning programmes in the South African Police Services with reference to the transfer of learning strategies**." I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant Name (Please print)

Participant Signature :

Researcher Name: (Please print)

Researcher Signature:

Date:

Interview Protocol of Facilitators of SMLP

1) What is the participant's reaction during your facilitation of SMLP?

2) What do the participant's plan to do with what they learned?

3) During your facilitation of SMLP what skills, knowledge, or attitudes of Station Commanders have changed? By how much?

4) Did the participants apply what they learned on the job? Please elaborate

5) During your facilitation of the SMLP, did you use any transfer of learning strategies to assist the Station Commanders to implement the learning in the work environment?

6) What suggestions can you make to enable the Station Commanders to transfer the learning from the classroom to the work place?

7) Did the on-the-job application produce measurable results? Please elaborate

8) Would you say the monetary value of the results exceed the cost of the programme?

9) If you were to get involved in a similar project again, what would you want to see done differently? [What should be improved?] [What should be kept in the original project?]

Appendix 3

LETTER TO THE SAPS PROVINCIAL COMMISSIONER

G.P.-S 002-C222   SAP 21

SUID-AFRIKAANSE POLISIEDIENS   SOUTH AFRICAN POLICE SERVICE

Ref: 3/34/2 (20120000)   11-05-2012

The Provincial Commissioner
GAUTENG

RESEARCH PROPOSAL: 0430192-7 LT. COLONEL PD VAN EEDEN: AN EVALUATION OF LEARNING PROGRAMMES IN THE SOUTH AFRICAN POLICE SERVICE

1. Lieutenant Colonel PD Van Eeden, stationed at the Provincial Human Resource Development office, is a student at the University of South Africa, registered for the degree M.Ed in Adult Education.

2. The topic of the research study is an evaluation of the learning programmes in the South African Police Service.

3. The primary aim of the research is to evaluate the implementation of skills and knowledge of station commanders in the work environment after they have attended the Station Management Learning Programme. The study will be limited to station commanders and members in Gauteng.

4. The objective of the research is to establish what can be done in the training environment to improve the implementation of skills and knowledge in the work environment.

5. Research will be conducted by means of a theoretical study and an empirical study, utilizing the following methods:

   ❖ Role of the literature review:

      ▪ Reviewing previous research, articles, theories and models on the transfer of learning will be discussed.

   ❖ Data Collection Method:

      ▪ Quantitative and qualitative methods will be used to collect data.

RESEARCH PROPOSAL: 0430192-7 LT. COLONEL PD VAN EEDEN: AN EVALUATION OF LEARNING PROGRAMMES IN THE SOUTH AFRICAN POLICE SERVICE

- ❖ Population and sample:

  - Samples will be selected from station commanders/members in Gauteng who have attended the Station Management Learning Programme.

- ❖ Ethnical matters:

  - Participants and respondents will be assured of anonymity and confidentiality and their consent to audiotape interviews will be obtained.

6. The following questions will be asked to achieved the desired objectives:

  - ❖ Are station commanders/members who have attended the SMLP applying the skills and knowledge in their work environment?

  - ❖ What ideas/suggestions do facilitators have, that can enhance the implementation of skills and knowledge of station commanders and members who have attended the SMLP in their work environment in the SAPS in Gauteng.

7. The research will benefit the organization as evaluation of the learning process after completion of the course will be explored by the researcher. The benefit to South African Police Service will be that answers can be found to the following question: Do learners implement what they learn during learning programmes in the SAPS?

8. The researcher will interview a sample of 10 to 15 station commanders, 12 SMLP facilitators.

9. The application is recommended in accordance with the National Instruction 1/2006.

Appendix 4

Approval Letter from the Gauteng Provincial

/O=Saps/OU=Gauteng Province/cn=Recipients/cn=gpprov.train.prov1

From:	GP:Prov. Strat Research - Ladzani
Sent:	24 Mei 2012 12:27
To:	GP:Prov. Head Training; GP:Prov. Training Provision1
Cc:	GP:Prov. Strat Cmdr - Naicker PS
Subject:	APPROVAL OF RESEARCH: 0430192-7 LT. COL. PD VAN EEDEN: AN EVALUATION OF LEARNING PROGRAMMES IN THE SOUTH AFRICAN POLICE SERVICE
Attachments:	Research -Lt. Col. Van Eeden.pdf; RESEARCH NATIONAL INSTRUCTION2006.pdf

Ref:	3/34/2(201200004)
Enquiries:	Col. PS Naicker /SAC ML Ladzani
Telephone:	011 274 7324
Fax:	011 274 7322
Email:	GP:Prov. Strat Research – Ladzani

The Provincial Head
HRD
SA Police Service
GAUTENG

APPROVAL OF RESEARCH: 0430192-7 LT. COL. PD VAN EEDEN: AN EVALUATION OF LEARNING PROGRAMMES IN THE SOUTH AFRICAN POLICE SERVICE

1. Attached is an approval letter of research proposal of Lt. Col. Van Eeden.

2. The topic of the research study is: "An Evaluation of Learning Programmes in the South African Police Service".

3. Kind regards.

SAC Linda Ladzani
Organizational Development and Strategic Management
☎ 011 274 7324
✆ 011 274 7322
✉ GP:Prov. Strat Research - Ladzani / External: Ladzanim@saps.org.za

"Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well"

1

Appendix 5

Appendix 6

THE STATION MANAGEMENT LEARNING PROGRAMME MODULE OUTLINE

STATION MANAGEMENT LEARNING PROGRAMME (SMLP) MODULE 1: COMMUNITY SERVICE CENTER

THE STATION COMMANDER WITHIN THE POLICE SERVICE

CSC REGISTERS AND INSPECTION OF REGISTERS

COMPILING AN INSPECTION REPORT

DUTIES IN THE CLIENT SERVICE CENTER

SAFES, STRONG ROOMS AND KEYS IN THE CSC

SAFEKEEPING OF FIRE-ARMS AND AMMUNITION IN THE CSC

THE RESPONSIBILITIES OF THE CSC COMMANDER REGARDING VEHICLES

PROPERTY (STATE AND OTHER) IN THE CSC

FINANCIAL REGISTERS AND MONEY IN THE CSC

SMLP MODULE 2: CRIME PREVENTION

A MANDATE FOR DEMOCRATIC POLICING IN SOUTH AFRICA

DEFINING CRIME PREVENTION FROM A PROACTIVE POLICING POINT OF VIEW

CRIME PREVENTION APPROACHES AND TECHNIQUES

THE TACTICAL PLANNING AND IMPLEMENTATION OF CRIME PREVENTION PROGRAMMES

APPLY THE CONSTITUTIONAL MANDATE FOR DEMOCRATIC POLICING IN THE REPUBLIC OF SOUTH AFRICA.

ADDRESS CRIME THROUGH THE APPLICATION OF THE DEFINITION OF CRIME PREVENTION FROM A POLICING POINT OF VIEW.

APPLY THE PRINCIPLES OF POLICING IN CRIME PREVENTION.

CHOOSE APPROPRIATE CRIME PREVENTION APPROACHES AND

TECHNIQUES FOR A GIVEN CRIME PROBLEM.

PLAN AND IMPLEMENT A CRIME PREVENTION PROGRAMME.

SMLP MODULE 3: CRIME INTELLIGENCE GATHERING: LEGAL MANDATE AND DETECTIVES

THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA, 1996 (ACT 108 OF 1996)

THE SOUTH AFRICAN POLICE SERVICE ACT (ACT 68 OF 1995), SECTION 16(2)

NATIONAL STRATEGIC INTELLIGENCE ACT (ACT 39 OF 1994, SECTION 2(3)

ADDITIONAL INFORMATION AND EVIDENCE GATHERING TOOLS

SECTION 205 OF THE CRIMINAL PROCEDURE ACT, 1977 (ACT 51 OF 1977)

CONCEPTS RELATING TO MANAGEMENT OF CRIME INTELLIGENCE

FLOW OF INFORMATION AT STATION LEVEL

MANAGEMENT THE INFORMATION FLOW AT STATION LEVEL

FUNCTIONS RELATING TO THE FLOW OF INFORMATION

FLOW OF INFORMATION AND ACTIVITIES AT DIFFERENT LEVELS

IN SAPS AND THEIR RESPONSIBILITIES

OPERATIONAL SERVICE DELIVERY LEVEL

GENERAL INVESTIGATIONS

CRIME INFORMATION OFFICE (CIO)

SPECIAL INVESTIGATION UNITS

LOCAL CRIMINAL RECORD CENTRE (LCRC)

RADIO CONTROL UNITS/DOG UNIT/FLYING SQUAD UNITS

CRIME STOP

CRIME INTELLIGENCE GATHERING

CRIME INTELLIGENCE OFFICE (CIO) AT CLUSTER LEVEL AND THE PROVINCIAL NODAL POINT

GUIDELINES ON HOW TO OBTAIN CRIME INFORMATION: SAPS

INTERNAL COMPUTER PROGRAMMES THAT CAN BE UTILIZED

CRIME ADMINISTRATION SYSTEM (CAS)

DECISION INFORMATION ANALYSIS SYSTEM (DIAS)

INKWAZI SYSTEM (ISIS)

CRIMINAL RECORD AND IDENTIFICATION SYSTEM (CRIM)

BUSINESS INTELLIGENCE SYSTEM (BIS)

CIRCULATION SYSTEM (CIS)

FIREARMS REGISTER SYSTEM (FRS)

CRIME INFORMATION MANAGEMENT SYSTEM (CIMS)

MOVEMENT CONTROL SYSTEM (MCS)

METHODS OF KEEPING CRIME STATISTICS FOR OPERATIONAL USE

INTELLIGENCE DRIVEN CRIME PREVENTION

SUBJECT: SMLP 4: COMMUNICATION

THE GENERAL TOOLS OF COMMUNICATION

ORAL COMMUNICATION

LISTENING SKILLS

NON-VERBAL COMMUNICATION AND BODY LANGUAGE

PLANNING AND PREPARATION

RESEARCH YOUR TOPIC/MESSAGE

THE SEVEN TIPS OF EFFECTIVE COMMUNICATION

THE TOOLS OF PRESENTATION SKILLS

YOU ARE THE PRESENTER

PLANNING YOUR PRESENTATION STEP: AUDIENCE ANALYSIS / ESTABLISHING THE PURPOSE OF YOUR PRESENTATION

CONSTRUCT YOUR PRESENTATION STEP: ORGANIZING YOUR THOUGHTS

PREPARE YOURSELF TO PRESENT STEP: VISUAL/AUDITORY AIDS / CHECKLIST

THE TOOLS OF MEETING PROCEDURE

WHAT MAKES AN EFFECTIVE OR INEFFECTIVE MEETING

OFFICE BEARERS

PREPARING FOR A MEETING

MEETING PROCEDURES

THE TOOLS OF INTERVIEWS

HOW TO CONDUCT INTERVIEWS

BEING INTERVIEWED

THE TOOLS OF CONFLICT MANAGEMENT

IDENTIFYING CONFLICT

RESPONSES TO CONFLICT

RESOLVING CONFLICT

MANAGING CONFLICT

THE TOOLS OF BUSINESS WRITING

PREPARATION OF BUSINESS WRITING

PLANNING OF BUSINESS WRITING

BUSINESS CORRESPONDENCE

SMLP MODULE 5 MANAGEMENT AND LEADERSHIP

WHAT IS LEADERSHIP

LEADERSHIP STYLES

DIFFERENCE BETWEEN LEADER AND MANAGER

TEAM LEADERSHIP, DECISION MAKING AND PROBLEM SOLVING

WHAT IS A TEAM

WHAT IS A GROUP

CHANGE MANAGEMENT

RESISTANCE TO CHANGE

HOW TO OVERCOME RESISTANCE TO CHANGE

ORGANISATIONAL DEVELOPMENT

EFFECTS OF CHANGE

INTERVENTION TECHNIQUES

MOTIVATING STAFF

UNDERSTANDING HUMAN BEHAVIOUR

MENTORING AND COACHING

WHAT IS MENTORING

WHAT IS COACHING

DIFFERENCE BETWEEN MENTORING AND COACHING

MENTOR PROCESS

MENTOR MODEL

DEVELOPMENT PLAN

STRATEGIC MANAGEMENT

SUPPLY CHAIN

INTRODUCTION TO BUDGETING

BUDGET

EXPENDITURE IN RESPECT OF STATE VEHICLES

FIRST LEVEL FINANCIAL INSPECTION

MANAGEMENT OF TELEPHONE EXPENDITURE

PUBLIC FINANCE MANAGEMENT ACT

INTERPRETATION, OBJECT, APPLICATION AND AMENDMENT TO THE ACT

NATIONAL TREASURY AND NATIONAL REVENUE FUND

PROVINCIAL TREASURY AND PROVINCIAL REVENUE FUND

NATIONAL AND PROVINCIAL BUDGET

DEPARTMENTS AND CONSTITUTIONAL INSTITUTIONS

PUBLIC ENTITIES

EXECUTIVE AUTHORITIES

LOANS, GUARANTEES AND OTHER COMMITMENTS

GENERAL TREASURY MATTERS

FINANCIAL MISCONDUCT

ACCOUNTING STANDARD BOARDS

MISCELLANEOUS

SAFETY HEALTH AND ENVIRONMENT

LEGAL ACCOUNTABILITY FOR SENIOR MANAGERS

WHAT IS SHE MANAGEMENT

VISION

LEGISLATION

EMPLOYER'S DUTY (SEC. 8, 13 14 16)

HEALTH AND SAFETY REPRESENTATIVE (NOMINATION, ELECTION. SEC. 17)

ARBITRATION WHERE NO AGREEMENT CAN BE REACHED

RATION OF HEALTH AND SAFETY REPRESENTATIVES TO EMPLOYEES

HEALTH AND SAFETY REPRESENTATIVE REQUIRED BY INSPECTOR

HEALTH AND SAFETY REPRESENTATIVE (DUTIES DURING WORKING HOURS. SEC. 18)

HEALTH AND SAFETY COMMITTEES

HEALTH AND SAFETY COMMITTEES' FUNCTION. SEC. 18

EMPLOYER'S RESPONSIBILITY

EAP (EMPLOYEE ASSISTANCE PROGRAMME) EHW (EMPLOYEE HEALTH AND WELLNESS)
PERFORMANCE ENHANCEMENT PROCESS
HUMAN RIGHTS

SMLP MODULE 6 OPERATIONAL COMMANDERS TRAINING

THEME 1:   PRINCIPLES OF OPERATIONS

BRIEFING AND DE-BRIEFING

CONVENTIONAL SIGNS

DRAWING OF OPERATIONAL LAYOUT

MAP READING

TACTICAL OPTIONS

ROAD BLOCKS

WAY LAY

OBSERVATION AND RECONNAISSANCE

FOLLOW UP

THEME 2: INFORMATION GATHERING

ASSESSMENT

SWOT

MIND MAPPING

TRIP WIRE

OPERATION ORDER

AUTHORIZED MEMBERS GUIDE

REGULATION OF GATHERING ACT 205/1996, STANDING ORDER 262