The development and evaluation of a training programme to ensure effective motor vehicle accident and claims administration in the South African National Defence Force

by

Theodorus Johannes Etzebeth

A dissertation submitted in fulfilment of the requirements for the degree

Magister Technologiae in Business Administration

in the

Faculty of Management Sciences

at

Central University of Technology, Free State

Supervisor: Dr F van der Walt

Co-supervisor: Mr A Taylor

Date: December 2015

Declaration

I declare that the research study titled “The development and evaluation of a training programme to ensure effective motor vehicle accident and claims administration in the South African National Defence Force” is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

_____ _____

TJ Etzebeth Date

Acknowledgements

My sincere thanks to:

1 Dr F van der Walt, my study leader, for her contribution and support.

2 Mr A Taylor, for his assistance, support, and understanding.

3 Mr Anthony Sparg, for language-editing the research project.

4 My wife, for her support and patience.

5 My children, for their support.

6 My Heavenly Father, who provides me with perseverance and abilities. Without Him I could not have realised this final product.

Abstract

A preliminary investigation into motor vehicle accident and claims administration found that financial losses were incured due to ineffective motor vehicle accident administration in the South African National Defence Force (SANDF). The reasons attributed for this occurrence were either incorrect or late financial reporting of motor vehicle accident and claim amounts, or incorrect claim totals or financial losses (interest), or prescription of the case (where investigation documents had been outstanding for more than three years), after which no recuperation or claim could be completed. This indicated a need to develop a training programme, so as to reduce the unnecessary losses that the SANDF is currently experiencing in terms of motor vehicle accident administration.

A training programme was developed to improve the knowledge and practical competence of military employees regarding motor vehicle accident and claims administration. This programme was based on the theory of outcomes-based education. The training programme was presented to a sample of 101 military employees located at 10 military units in two provinces in South Africa. The training programme was presented at the 10 mililtary units over a period of two days, and it included pre- and post-programme measurements. The data obtained in the pre- and post-programme measurements with regard to motor vehicle accident and claims administration was analysed using a paired t-test. The findings of the study show that military employees' knowledge and practical competence scores improved significantly between the pre- and the post-programme measures. The developed training programme can therefore be implemented with confidence in the SANDF, so as to improve military employees' knowledge and practical competence regarding motor vehicle accident and claims administration.

Keywords: training, SANDF, motor vehicle accident and claims administration, military vehicles, quasi-experimental design.

TABLE OF CONTENTS

ANNEXURES

LIST OF TABLES

LIST OF FIGURES

List of abbreviations

2 SAI Bn	2 South African Infantry Battalion
4 Art Regt	4 Artillery Regiment
8 SAI Bn	8 South African Infantry Battalion
10 AA Regt	10 Anti-Air Regiment
16 Maint Unit	16 Maintenace Unit
ADA School	Air Defence Artillery School
Adj	Adjudant
AMHU Potch	Area Military Health Unit (Potchefstroom)
AMHU Kby	Area Military Health Unit (Kimberley)
ASB Kby	Army Support Base (Kimberley)
ASB Potch	Army Support Base (Potchefstroom)
CFin	Chief of Finance
CFO	Chief Financial Officer
DFCS	Director Financial Control Services
DOD	Department of Defence
DODI	Department of Defence Instruction
Fin	Finance
Legsato	Legal Satellite Office
Log	Logistics
LWT	Light Workshop Troop
MVA	Motor vehicle accident
NC Province	Northern Cape Province
NW Province	North West Province
OC	Officer commanding
Off	Officer
QM	Quartermaster
SA	South Africa
SA A CTC	South African Army Combat Training Centre
SAQA	South African Qualifications Authority
SANDF	South African National Defence Force
SADF	South African Defence Force

SAPS	South African Police Service
TPT	Transport

CHAPTER 1

OVERVIEW OF STUDY

1.1 INTRODUCTION

The South African National Defence Force (SANDF) recently celebrated its tenth year of operational deployment in the Southern African Development Community (SADC). While this celebration is no small feat for a relatively small force, deploying men and women to the far reaches of South Africa and Africa, it places great pressure on its main equipment – of which its vehicle fleet forms a large part. During an interview with a senior staff member of the Joint Tactical Headquarters of the SANDF in Northern Cape Province, it was mentioned that the SANDF currently deploys approximately 3,000 vehicles within the boundaries of South Africa. This is apart from vehicles deployed in countries outside South Africa, such as Burundi, the Democratic Republic of the Congo, and Sudan. Smaller, more specialised fleet of vehicles are deployed in Cote d'Ivoire, Algeria, Madagascar, Germany, and other countries around the world. Against this background, it is important to investigate whether vehicle administration, as well as vehicle accident and claims administration, is being done properly, since inefficiency in this unit could have huge financial implications for the SANDF.

1.2 BACKGROUND

The SANDF policy SAAO/C DIR ARMY CORP SVCS stipulates that motor vehicle accidents must be reported within 24 hours to military units. A high obligation is placed on the military unit to report these accidents within 48 hours to the Director: Financial Control Services, Motor Vehicle Accident (DFCS MVA) Section, in either Bloemfontein or Pretoria, either by telephone, or by signal, or by

fax (Department of Defence Instruction: Finance no. 00014 of 2000 (DODI/FIN/00014/2000), 2001:13).

The policy further stipulates that the investigation documents, such as the statement of the driver, the accident report (DD146/7), the damage report (DD148), the trip authority, and the military driver's licence, must be submitted to the DFCS MVA within 10 working days (Department of Defence Instruction: Finance no. 00014 of 2000 (DODI/FIN/00014/2000), 2001:13). The researcher, as a member of the SANDF, has experienced over the past few years that SANDF employees do not always follow the procedures stipulated in official policy documents, and therefore it seems necessary to develop a training programme, in order to ensure that SANDF employees employed in the vehicle accident and claims administration units adhere to and understand the policy, and execute the procedures as stipulated.

Currently there are no official statistics available regarding the working condition of vehicles within the SANDF, and no research exists regarding the subject. Therefore it was decided to conduct a preliminary investigation in two provinces, namely the Northern Cape (NC) and North West (NW), in order to detemine the current state of affairs regarding vehicle accident administration. The preliminary investigation conducted in the two provinces shows that during the financial year 2009/2010, the state incurred financial losses in more than 50 vehicle accident cases (30.3% of all vehicle accident cases), due to poor vehicle accident and claims administration – resulting in unnecessary expenses. The interviewees attributed the following reasons for this occurrence:

- Incorrect or late financial reporting of motor vehicle accident amounts;
- Incorrect claim totals, or financial losses (interest); or
- Prescription of the case (where investigation documents had been outstanding for more than three years) at the time of the posttest, after which no recuperation or claim could be completed.

Against this background, one may conclude that although accident administration is clearly outlined in relevant policy (namely the South African National Defence Force (SANDF) policy Army Chief Director and Army Corporate Service Force number 17 of January 2010 (SAAO/C DIR ARMY CORP SVCS No 17, Jan 2010)), obvious transgressions occur. It seems that vehicle accidents are not reported timeously and correctly, which has contributed to severe losses in the units.

Consequently, an intervention is needed to address the problems that the SANDF is currently experiencing in terms of vehicle accident and claims administration. One such initiative is a training programme, tailored to address the current shortcomings of employees in terms of vehicle administration. Haberman (2009:1) comments that companies often make the mistake of placing employees with little or no training in positions of authority. These mistakes made by employees who are not sufficiently trained have implications of financial loss and wasted time (Haberman, 2009:1). Implementation of ongoing training, on the other hand, could possibly prevent this situation from occurring. In this regard, Miksen (2007:1) asserts that training is a necessity in the workplace, and that without training employees don't have a firm grasp of their responsibilities or duties. He maintains that a company that lacks a proper training programme cannot sustain a working business model, as the workplace is likely to be filled with workers who have only a vague idea of how to complete their work (Miksen, 2007:1), thus lacking the necessary knowledge and practical competence.

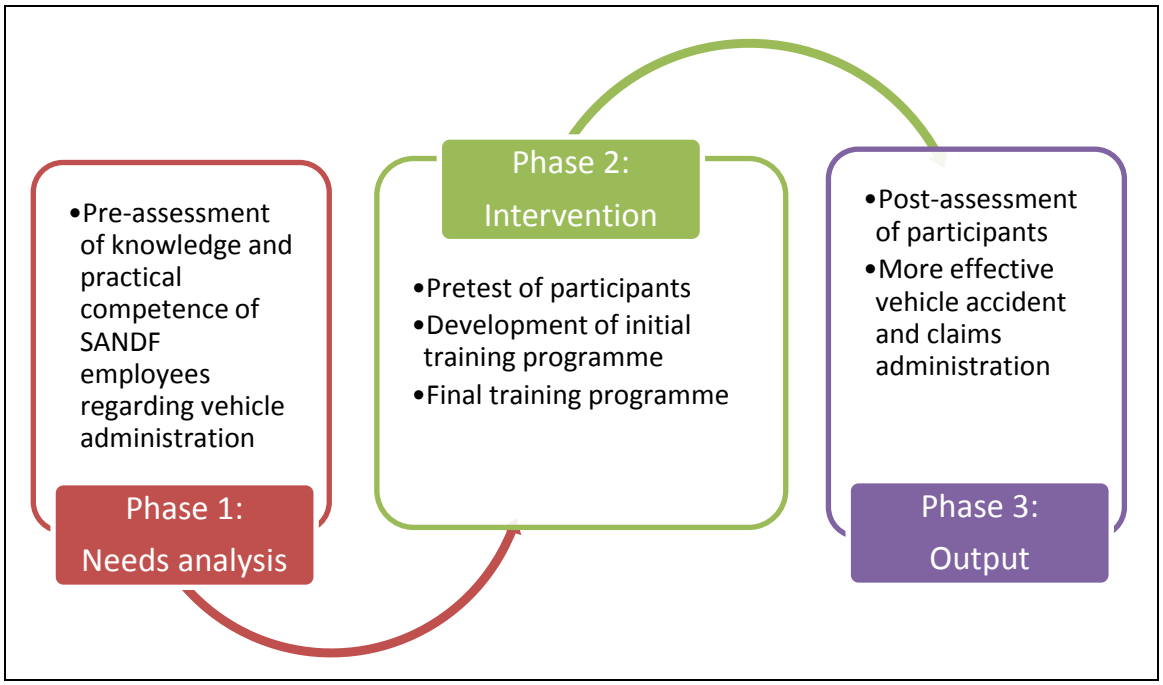
Essential elements for the effective handling of insurance claims (which can also be applied to vehicle accident and claims administration) are the following: (1) employees should have the right skills, (2) they should respond promptly to claims, and (3) there should be meticulous managerial control (Torpey, 2009:44-49). If these steps are followed, it will lead to efficient and quick settlement of insurance claims, and, consequently, client demands will be met (Pathak, Vidyarthi & Summers, 2005:1). However, if companies do not adhere to these essential elements, it may possibly lead to financial losses, and even litigation,

which can be detrimental to any organisation. In this regard, Doerpinghaus, Schmit and Yeh (2003:185-205) observe that vehicle accident assessment and management significantly affects whether a defendant is held legally liable, and, if so, the financial implications thereof. Thus, the aim of this study is to develop a training programme, to ensure that vehicle accident and claims administration in the SANDF is done effectively, so as to prevent possible litigation, and to improve the efficiency of motor vehicle accident and claims administration in military units.

1.3 CONCEPTUAL FRAMEWORK FOR THE STUDY

Figure 1.1 depicts the conceptual framework which guides this study.

Figure 1.1: Conceptual framework for the study



The study consists of three phases. During phase 1, a structured research questionnaire is developed, which is used to determine participants' knowledge and practical competence regarding vehicle accident and claims administration. The results are used to inform phase 2 of the research project. During phase 2, a

training programme is developed to ensure effective knowledge and practical competence of vehicle accident and claims administration. In order to inform the researcher about the content of the training programme, a pretest is conducted. After the training programme is presented, the participants are exposed to a posttest. It is anticipated that the training programme will lead to more effective motor vehicle accident and claims administration.

1.4 PROBLEM STATEMENT

The SANDF policy Army Chief Director and Army Corporate Service Force number 17 of January 2010 (SAAO/C DIR ARMY CORP SVCS No 17, Jan 2010), which outlines appropriate accident administration, indicates that statistics reflect alarming policy transgression. Over the past 17 years, the researcher experienced that at military units responsible for vehicle accident and claims administration, documents relating to vehicle accidents or claims are not completed correctly and comprehensively as stipulated. Often the employees executing the relevant process, as determined by the nature of the accident, are not trained, which results in late finalisation of accident documentation. This, in turn, may lead to possible litigation and financial losses, which may be detrimental to the SANDF. Against this background, it seems necessary that a structured training programme is developed, so as to ensure that employees dealing with vehicle accident and claims administration possess the necessary knowledge and practical competence to effectively deal with vehicle accidents. It is expected that should no intervention into the current situation be introduced, the situation with regard to poor accident administration will become progressively worse. There is a void in the South African literature regarding improvement of motor vehicle accident and claims administration in the SANDF by means of appropriate training interventions.

1.5 RESEARCH OBJECTIVES

1.5.1 Main research objective

The main research objective of this study is to develop and evaluate a training programme, in order to improve the effectiveness of motor vehicle accident and claims administration in the SANDF.

1.5.2 Secondary research objectives

In order to achieve the main research objective of the study, as stated above, the following secondary objectives were formulated:

1. To conduct a literature review of education, training, and development, motor vehicle accident and claims administration, adult learning theories, and the training cycle;
2. To develop a questionnaire to measure the knowledge and practical competence of employees working with motor vehicle accident and claims administration in the SANDF;
3. To measure employees' knowledge and practical competence, in order to identify training needs regarding motor vehicle accident and claims administration in the SANDF;
4. To develop a motor vehicle accident and claims administration training programme for the SANDF;
5. To present the developed motor vehicle accident and claims administration training programme to a sample of SANDF employees;
6. To conduct a pretest and a posttest, in order to establish whether a statistically significant difference exists between the pretest and the posttest results; and

Central University of Technology, Free State

7. To evaluate the presentation of the developed motor vehicle accident and claims administration training programme.

1.6 RESEARCH HYPOTHESIS

For the purposes of this study, the following research hypothesis was formulated:

H_0: The developed motor vehicle accident and claims administration training programme does not significantly improve the knowledge and practical competence of the experimental group.

H_1: The developed motor vehicle accident and claims administration training programme significantly improves the knowledge and practical competence of the experimental group.

1.7 ETHICAL CONSIDERATIONS

Permission was obtained from the Chief of Defence Intelligence of the SANDF to proceed with the research study (see Annexure A). Prior to distributing questionnaires for the purposes of the pre-test, it was submitted to the Chief of Defence Intelligence for approval. Participants in the study were informed of the purpose and possible benefits of the study. It was explained to them that no harm (physical, psychological, or emotional) would be incurred by any participant on account of participation in the study (Bryman & Bell, 2007:126-149). It was explained that participation would remain voluntary, and that participants had the right to withdraw from the study at any time. The participants completed and signed an informed consent form (see Annexure B). Officers commanding of selected military units were assured that the findings obtained from the study would be reported anonymously. Furthermore when the research project is received back from the examiners the findings and recommendations of the study

will be submitted to the Chief of Defence Intelligence of the SANDF for their approval.

1.8 LAYOUT OF CHAPTERS

In chapter 1 an overview of the study was presented. In chapter 2, a literature review of training, education, and development, and motor vehicle accident and claims administration will be presented, as well as the adult learning theories that will guide the evaluation and development of the training programme. Chapter 3 consists of a description and explanation of the methodology which was employed in the research project. In this chapter, various aspects of the study are discussed, including sample selection, collection of the data, and the statistical methods employed. In chapter 4, the findings of the study are presented, analysed, and interpreted. In the final chapter, conclusions are drawn, and recommendations are made based on the findings of the research.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

As was mentioned in the problem statement presented in chapter 1, the researcher has experienced over the past 17 years that vehicle accident and/or claims administration in most of the military units in the Northern Cape (NC) and North West (NW) provinces does not comply with the stipulations of official policies. Therefore, the aim of the research is to establish a training programme for the military units in the NC and NW provinces, in order to assist them with the correct and speedy finalisation of motor vehicle accident and/or claims administration.

In this chapter, the researcher will provide a discussion of the legislative framework for education, training, and development in South Africa. This will be followed by a discussion of adult learning theories, followed by a discussion of the systemic training cycle. The chapter will end with a general overview of training in the SANDF, with specific reference to the motor vehicle accident and claims administration section.

2.2 LEGISLATIVE FRAMEWORK FOR EDUCATION, TRAINING, AND DEVELOPMENT IN SOUTH AFRICA

In the National Skills Development Framework (SA, 2006:2), it is mentioned that skills development refers to education, training, and development activities designed to help employees and future employees to gain knowledge, skills, and attitudes that will improve their performance in the positions that they currently hold, and improve their future prospects. The National Skills Development

Strategy (NSDS) places significant emphasis on equity, quality training, and skills development in the workplace, as well as employability (Bergh, 2011:187). The NSDS also states that designated groups should be assisted to gain knowledge and experience in a workplace environment, so that they can gain critical skills (Bergh, 2011:187). Thus, one may conclude that developing a training programme to ensure that employees have the necessary knowledge and skills to effectively execute vehicle accident and claims administration will be in line with the directive issued by the NSDS.

For South African companies to achieve the objectives of the NSDS, a number of acts have to be complied with (Bergh, 2011:187), namely the National Qualifications Framework (NQF) Act (67 of 2008), the Skills Development Amendment Act (37 of 2008), and the South African Qualifications Authority (SAQA) Act (58 of 1995). These acts, which will be discussed in the following subsections, have major implications for how workplaces manage their training and development functions and initiatives.

2.2.1 The Skills Development Act

The Skills Development Act (97 of 1998) seeks to address the current skills shortages that most South African industries are faced with. The purpose of the Skills Development Act (97 of 1998) is the following:

- to develop the skills of the South African workforce (i) to improve the quality of life of workers, their prospects of work, and labour mobility, (ii) to improve productivity in the workplace, and the competitiveness of employers, (iii) to promote self-employment, and (iv) to improve the delivery of social services;
- to increase the levels of investment in education and training in the labour market, and to improve the return on that investment;
- to encourage employers (i) to use the workplace as an active learning environment, (ii) to provide employees with the opportunities to acquire new

skills, (iii) to provide opportunities for new entrants to the labour market to gain work experience, and (iv) to employ persons who find it difficult to be employed;

- to encourage workers to participate in learnerships and other training programmes;
- to improve the employment prospects of persons previously disadvantaged by unfair discrimination, and to redress those disadvantages through training and education;
- to ensure the quality of education and training in and for the workplace;
- to assist (i) work seekers to find work, and (ii) retrenched workers to re-enter the labour market;
- to assist employers to find qualified employees; and
- to provide and regulate employment services.

The aforementioned act was amended in the form of the Skills Development Amendment Act (37 of 2003). The amendment was effected mainly in response to the problems which were being experienced with SETAs, and the perceived inability of the Minister of Labour to intervene decisively (Botha & Coetzee, 2007:28). A second amendment was effected in 2008 (i.e. the Skills Development Amendment Act (37 of 2008)), necessitated by the challenge of widespread skills shortages. Although the Skills Development Act has been amended twice already, it remains one of the core legislative frameworks guiding training and development in South Africa.

2.2.2 The National Qualifications Framework

The National Qualifications Framework (NQF) Act (67 of 2008) is a single qualification framework for a diverse system. It was originally implemented in 1995, with the aim of expaning the context in which education and training in South Africa takes place. The South African Qualifications Authority Act, or SAQA Act (58 of 1995) was replaced by the National Qualifications Framework Act (67 of

2008), which came into effect on 1 June 2009. The NQF Act (67 of 2008) is an overarching framework consisting of 10 levels encompassing three sub-frameworks, namely a General and Further Education and Training Qualifications Framework, an Occupational Qualifications Framework, and a Higher Education Qualifications Framework. The objectives of the National Qualifications Framework Act (67 of 2008) are designed to contribute to the full personal development of each learner, and the social and economic development of the nation at large, by:

- creating a single integrated national framework for learning achievements,
- facilitating access to, and mobility and progression within, education, training, and career paths,
- enhancing the quality of education and training, and
- accelerating the redress of past unfair discrimination in education, training, and employment opportunities.

In terms of the NQF Act (67 of 2008), skills development refers to education, training and development activities designed to help employees gain knowledge, skills, and attitudes that will improve their performance in the positions that they currently hold, and improve their future prospects. In this regard, the NQF guides South African workforces, in this case employees of the SANDF dealing with motor vehicle accident and claims administration, to develop relevant and competitive skills. These skills are required to ensure that employees develop as individuals, and that they add value to the organisation. Thus, by developing SANDF employees to accurately execute motor vehicle accident and claims administration, these employees will contribute meaningfully to the successful finalisation of motor vehicle accident and claims administration within the SANDF, thus adding value to the organisation.

2.2.3 The South African Qualifications Authority (SAQA)

The South African Qualifications Authority (SAQA) is a juristic person – that is, an entity given a legal personality by the law (SAQA, 2009:1). The objectives of SAQA are to advance the objectives of the NQF, which are to oversee the further development and implementation of the NQF, and the coordination of the sub-frameworks (SAQA, 2009:1). Furthermore, SAQA advises the Minister of Higher Education and Training on NQF matters in terms of the National Qualifications Framework Act (67 of 2008), and it must also perform its functions subject to the National Qualifications Framework Act, as well as oversee the implementation of the NQF and ensure the achievement of its objectives (SAQA, 2009:1).

2.2.4 Concluding remarks

From the above discussion, one gets the impression that the South African government is committed to addressing the current skills shortages that the country is facing. Not only is training and development in industry highly regulated due to this commitment, but employers are also given incentives if they act in accordance with these directives. However, it is not only employers that benefit, but also employees, particularly those who were previously disadvantaged. Against the legislative background presented in this section, education, training, and development will be discussed in the following section.

2.3 EDUCATION, TRAINING, AND DEVELOPMENT

Infande (2011) asserts that training is one of the most profitable investments an organisation can make, regardless of what industry the organisation is functioning in. Nel, Werner, Du Plessis, Ngalo, Poisat and Sono (2011:358) concur with this assertion, by stating that skills development through education and training has

always been a powerful lever for improving both individual opportunity and institutional competitiveness. Therefore, it is important that organisations continue to invest in education, training and development initiatives, in order to ensure organisational effectiveness and competitive advantage.

2.3.1 Definition of education, training, and development

Training is regarded as an important function of any organisation, and if employees are not competent, there may well be failure awaiting that company (Meyer & Orpen, 2007:3). Meyer and Orpen (2007:3) mention that education, training, and development (ETD) as a field of study has received much focus over the past few years (Meyer & Orpen, 2007:3). Although the concepts of education, training, and development are often used interchangeably, it seems necessary to distinguish and understand these separate but related constructs.

2.3.1.1 Education

Education refers to activities directed to providing the knowledge, skills, moral values, and understanding required in the normal course of life (Erasmus *et al.,* 2009:2). In this regard, Nel *et al*. (2011:358) characterise the concept of education as follows:

- a fundamental building block, which is overarching, and which includes knowledge, skills, moral values, and understanding of life in general;
- a deliberate, systemic, and sustained effort to transmit and to acquire knowledge, attitudes, values, skills, and sensibilities; and
- the general basis that prepares an individual for life.

Thus, education may be regarded as an all-encompassing concept, which includes a wide range of activities applicable to everyday life, rather than a means of equipping an individual with specific skills to effectively perform a particular job.

2.3.1.2 Training

Training, on the other hand, refers to the transfer of specific skills to an employee to perform a specific job or task. Thus, training may be defined as a "deliberate intervention" taken or planned to address present and (or) anticipated knowledge or attitude or skills shortcomings (Erasmus *et al.*, 2009:2; Meyer & Orpen, 2007:5; Mankin, 2009:35). This definition is supported by Noe (2010:5), who asserts that training refers to a planned effort by an organisation to facilitate employees' learning of job-related competencies, such as knowledge, skills, or behaviour, which are essential for successful job performance.

Mayson, as cited in Holland and De Cieri (2006:263-286), defines training as planned or systemic efforts that are made by an employer to facilitate employees' learning of the knowledge, skills, and behaviours required to perform their job, which are their job-related competencies. This definition is supported by Nel et al. (2011:446), who assert that training has traditionally been focused on improving employees' performance in their current jobs. This assertion is confirmed by Bergh (2011:162), who maintains that training facilitates learning directed towards job performance, and that it can modify knowledge, skills, and attitudes. Bergh (2011:162) asserts that training in South African workplaces is especially aimed at helping employees master skills-based outcomes and applied competencies that relate specifically to occupations and work, teams, or organisational performance.

Mankin (2009:36) maintains that "training involves planned instruction in a particular skill or practice and is intended to result in changed behavior in the workplace leading to improved performance". He mentions that during a training session, the trainee acquires new knowledge in the form of explicit knowledge, or

Central University of Technology, Free State

"know-what", and tacit knowledge, or "know-how" (Mankin, 2009:36). By comparing the views of the above authors, one may conclude that the essence of training is that it is a planned systemic effort by organisations to facilitate employees' competencies and performance in their current jobs, which will enhance the effectiveness of the organisation.

2.3.1.3 Development

Development is regarded as a broader concept than training, because of its long-term focus (Mankin, 2009:35-36). Development refers to the development of employees as a group within an organisation, rather than the development of the individual, in order to achieve the objectives of the organisation (Erasmus *et al*., 2009:3).

The concept of development is defined by Nel et al. (2011:359) as follows:

- Development is the formal education and assessment of personality and abilities that help employees prepare for the future.
- Development is usually aimed at employees serving a managerial capacity in an organisation.
- Managers must keep abreast of new developments in technological, economic, political, legislative and social fields, as well as personnel management practices.
- It is focused on developing people for an organisation's needs of tomorrow.
- It is a process where managers obtain the necessary skills, experience, and attitudes to become or remain successful leaders.
- It is a continuous process of updating managers regarding technological, economic, political, legislative and other human resource (HR) practices.

Central University of Technology, Free State

- Management development is an organisational development intervention at the individual level, applied to strategically align the management potential of an organisation with the demands that flow from a proactive business strategy.

From the above discussion, it is clear that although the concepts of education, training, and development are interrelated, they are indeed independent concepts. The focus of the current study is on training, rather than on education or development. The rationale for this is that the aim is to improve the competency levels of employees involved in vehicle accident and claims administration, so as to ensure that employees execute their tasks effectively and productively, which will, in turn, lead to improved organisational excellence in the SANDF.

2.3.2 Benefits of education, training, and development

Education, training, and development have been found to hold benefits for both the organisation and the employees. Some of the benefits that they hold for employees are that the employees acquire knowledge and skills that are needed to execute their jobs effectively, they ultimately are more productive than unskilled employees, and trained employees usually see the bigger picture in terms of the achievement of business objectives (Meyer & Orpen, 2007:6). Although these benefits relate directly to employees, they also relate indirectly to organisational functioning. For example, more productive employees will improve the effectiveness of the organisation.

Nel *et al*. (2011:476) state that education, training, and development hold the following benefits for organisations:

- They assist employees to identify with the goals of the organisation;
- They contribute to increased productivity and/or quality of work;

- They support the creation of a more acceptable corporate image;
- They foster authenticity, openness, and trust;
- They improve the relationship between supervisor and subordinate;
- They create an appropriate climate for growth and communication; and
- They assist employees to adjust to change.

Thus, education, training, and development hold benefits for both individuals and organisations. Therefore, it is important that organisations realise that investing in education, training, and development is one of the best investments that can be made, in order to ensure business excellence. However, often education, training and development interventions are not managed appropriately, which leads to the benefits thereof not always being concrete to decision makers. In the organisational context, learning occurs through further education, training and development (Botha & Coetzee, 2007:199). Consequently, adult learning will be discussed in the following section.

2.4 ADULT LEARNING

Learning can be defined as “a relatively permanent change in behaviour or potential behaviour that results from the acquisition of knowledge and facts through study, being taught and experience” (Coetzee & Schreuder, 2010:400). Thus, one may assert that the aim of learning in the organisational context is to create positive long-term change in employees’ behaviour, which should impact positively on job performance. However, one needs to be mindful of the fact that people learn differently, which holds implications for the design, delivery, and management of effective learning programmes (Botha & Coetzee, 2007:204).

Noe (2010:148) reveals that adult learning theories were developed out of a need for theories that explain how adults learn. In the past, most education theories have been exclusively developed to educate children and the youth. Noe

(2010:148) mentions that educational psychologists recognised the limitations of education theories, and consequently developed the theory of andragogy. Andragogy is the theory of adult learning; it is based on the following assumptions: adults have a need to know why they are learning something, they have a need to be self-directed, they demand more work-related experiences in the learning situation, they enter into a learning experience with a problem-centred approach to learning, and they are motivated to learn by both extrinsic and intrinsic motivators (Noe, 2010:148).

For Knowles (1984:12), andragogy is premised on the following five crucial assumptions about the characteristics of adult learners: self-concept, experience, readiness to learn, orientation of learning, and motivation to learn. Bergh (2011:166) attributes the following six principles to andragogy:

- Adult learners are goal-orientated;
- The effectiveness of the learning process is influenced by the self-concept of the learner;
- The learner brings a wealth of prior experience to the training;
- Readiness to learn on the part of the learner is crucial;
- Learners have different orientations of learning; and
- Motivation to learn differs between learners.

In a study by Mayson (2006:77), it is mentioned that adult learning draws on a vast and diverse literature, which recognises that learning is a fundamental human activity that continues throughout a person's working life, and even into retirement. This is supported by Nel *et al*. (2011:473), who assert that adult learners move in and out of education, according to their own needs and circumstances, that their careers lead them, and that adult learners therefore have a lifelong learning curve. Mayson (2006:77) and Noe (2010:148) both maintain that adult learning theory is important to consider when developing training programmes for adults, as the requirements for adults differ from those for children, and many adults believe that they learn through experience. Nel *et al*.

(2011:387) provided a summary of learning characteristics, which is presented in Table 2.1.

Table 2.1: Characteristics of adult learning

Characteristic		Adult
1	Need to know	Needs to know why prior to learning
2	Learner's experience	Great volume and quality of experience
3	Concept of learner	Self-directing
4	Readiness to learn	Ready when need is experienced
5	Orientation to learning	Activities are life- or task-centred
6	Motivation to learn	Largely intrinsic
7	Authority	Self-dependent and self-responsible
8	Responsibility	Co-responsibility

It is against the background of the above principles, assumptions, and characteristics of adult learning that a training programme will be designed. In the following section outcomes-based education and training will be discussed, which is used as the theoretical framework for the development of the training programme.

2.5 OUTCOMES-BASED EDUCATION AND TRAINING

The NQF makes provision for an outcomes-based education and training (OBET) system, where one of the objectives is to create an integrated framework for learning achievements, and to facilitate access and progress in education, training, and development (Meyer & Orpen, 2007:8). The NQF is based on the notion of OBET, which focuses on what the learner is able to do; in other words, each learning programme must have a particular outcome in terms of what the learner can do in the workplace (Meyer & Orpen, 2007:8).

In Table 2.2 a summary is presented of OBET (Meyer & Orpen, 2007:8).

Table 2.2: Summary of OBET

Education dimension		OBET
1	Purpose	• To assist learners to be able to apply knowledge in work-related environments. • Learners must be able to do things as an outcome of the learning they have received.
2	Principles	• Theory must be applied in practice. • There is a balance between theory and practice. • The approach is driven by outcomes.
3	Course design	• Learning programmes are designed according to the needs of all stakeholders. • Outcomes clearly indicate what the learner must be able to do.
4	Learning material	• Learning material is called "learning guides", and is outcomes-driven. • The content is determined by the inputs of various stakeholders.

In line with the information presented in Table 2.2, the purpose of the developed training programme is to assist learners to be able to apply in their work environments the knowledge that they have obtained during the training programme. Thus, the outcome of the training programme will be that learners will be able to accurately administer motor vehicle accident and claims administration in the SANDF. Furthermore, the training programme is based on a needs assessment, in order to inform the researcher about the content of the training programme. The learning guide will indicate the outcomes that need to be achieved in terms of motor vehicle accident and claims administration, in line with the identified needs.

Botha and Coetzee (2007:281) assert that OBET is used to create detailed, measurable learning outcomes, selecting relevant course content, designing supportive and interactive learner guides, and incorporating support materials in the learning design process, in order to train and develop professionals to guide learners in the knowledge, skills, attitudes, and behaviours they need to master. From the above discussion, it is clear that OBET is a suitable framework to use in developing the training programme.

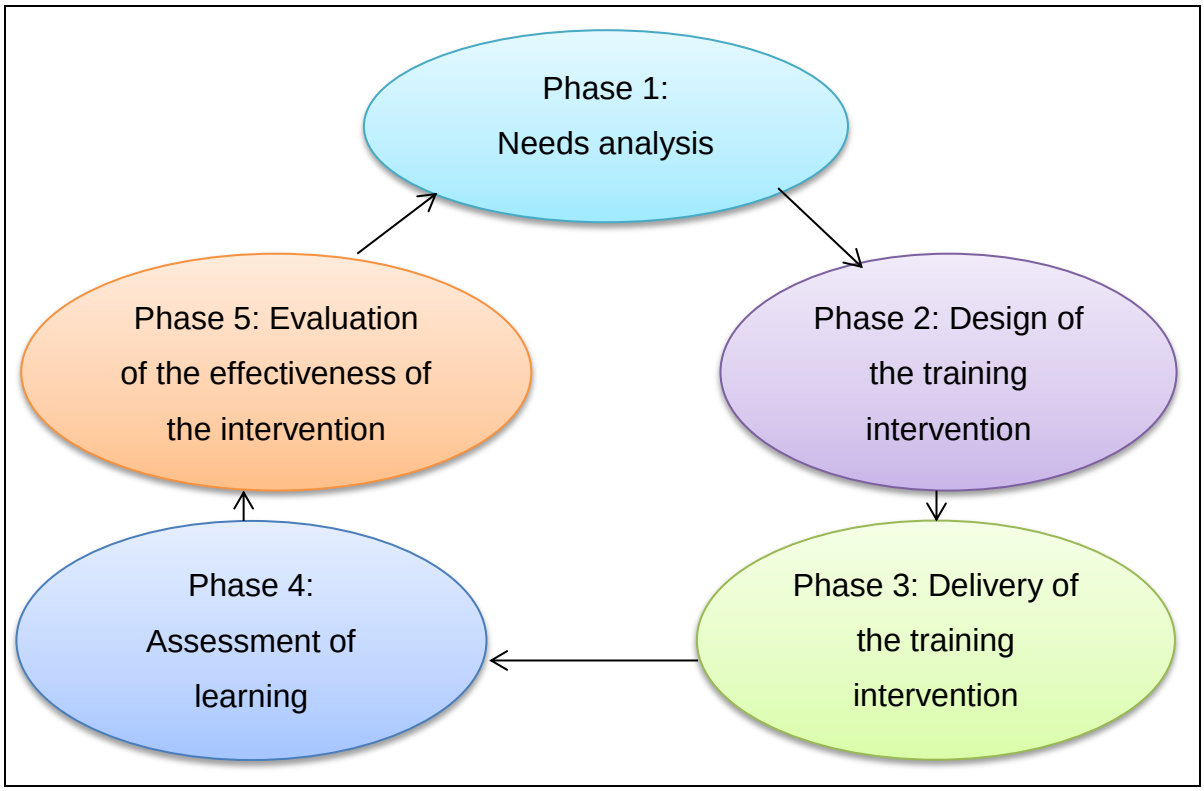
2.6 THE TRAINING CYCLE

It would seem to be crucial that training interventions are managed effectively. Different authors have identified the steps that should be taken to ensure that training interventions are managed effectively. Infande (2011) suggests four basic steps that are necessary for any training programme to be effective and efficient within an organisation, namely needs analysis, development of the training programme, delivery of the training programme, and evaluation of the training programme. Meyer and Orpen (2007:114) also suggest four basic training steps that are needed to ensure effective and efficient training within an organisation, namely a needs analysis, a determination of outcomes, development of a learning programme plan, and design of learning materials. This approach is supported by Noe (2010:7), who asserts that the design of an effective training programme consists of seven steps, namely conducting a needs assessment, ensuring employee readiness for training, creating a favourable learning environment, ensuring transfer of training, developing an evaluation plan, selecting a suitable training method, and monitoring and evaluating the training programme. Taking the various approaches above into consideration, for the purposes of this study the following approach and steps identified by Bergh (2011:171) will be adopted.

2.6.1 The systemic training cycle

Bergh (2011:171) mentions that to ensure an effective training programme, a systemic approach must be followed, which must consist of five steps, namely analysis of the level and type of performance problem, design of the training intervention, delivery of the intervention, assessment of learning, and evaluation of the effectiveness of the intervention. It was decided to adopt this training approach and steps, as they incorporate the steps suggested by most of the other authors mentioned, and they support a systemic approach that views training as an ongoing exercise based on organisational needs, and not a once-off exercise. The systems approach originated in the military in the 1950s, with the aim of ensuring that training happens in an orderly fashion (Henriksen & Dayton, 2006:20). The systemic approach which will be adopted for the purposes of this study is depicted in Figure 2.1.

Figure 2.1: The systemic training cycle



Each of the steps indicated in Figure 2.1 are discussed in detail in the following subsections.

2.6.1.1 Phase 1: Needs analysis

The first step in ensuring an effective training intervention is that of a needs analysis. The aim of this step is to justify the investment that is being made into a training initiative. According to Morrison (2009:4), a needs analysis is widely recognised as the foundation for successful training. Infande (2011:1) maintains that the needs analysis phase answers the following questions: Why is training needed? What type of training is needed? When is the training needed? Where is the training needed? Who needs the training? How will the training be performed?

During this phase, the gaps, or discrepancies, between actual performance and optimal performance which arise from the job should be identified, based on a comparison of desired work methods and actual work methods, or of desired work results and actual work results (Nel et al., 2011:373). Meyer and Orpen (2007:114) and Bergh (2011:173) assert that there are various different methods that can be used to conduct an analysis of needs, such as interviews, focus groups, questionnaires, job performance data, and other unobtrusive methods. However, the choice of data-collection technique will depend on the type of data that is needed, in order to justify the investment in the training initiative. Meyer and Orpen (2007:41) assert that a basic skills audit is needed to find out what skills gaps exist, and how they can be addressed. As soon as the specific needs have been identified, one can move to the next phase of the systemic training cycle, which is the design, or development, of a specific training intervention, in order to address the identified needs.

2.6.1.2 Phase 2: Design of the training intervention

Designing the training intervention is the second phase of the systemic training cycle. It is the starting point of the training intervention, during which the learning, or training, objectives are identified, which are also referred to as the learning outcomes of an intervention (Mankin, 2009:201). During this phase, selection of available media takes place, which should be aligned with the training objectives, so as to ensure optimal learning (Henriksen & Dayton, 2006:20). For the purposes of this study, the researcher will use a learning guide to equip members at military units, such as day-to-day drivers, logistics officers, transport officers, and adjudants, with the knowledge, practical competence, and ability to perform and conclude the function of motor vehicle accident and claims administration at unit level, as stipulated in official documents. This will speed up the process of obtaining financial authority for the repair of military vehicles, as well as the finalisation of civilian claims.

It is acknowledged that different approaches can be used to achieve the identified learning outcomes, such as e-learning (computer-based training, interactive video, web-based training, the World Wide Web, virtual reality, mobile technology), off-the-job training methods, on-the-job training, and self-development, or a mixture of these approaches (Mankin, 2009:201; Nel et al., 2011:377, 381). Because there are currently many different training approaches, a summary of some of the most prominent on-the-job and off-the-job training approaches will be discussed in the following subsections. However, it seems necessary to firstly briefly explain the difference between on-the-job training and off-the-job training. The main differences between these training methods are summarised in Table 2.3 (Agarwal, 2012:1).

Table 2.3: Differences between on-the-job training and off-the-job training

On-the-job training	Off-the-job training
It involves imparting training in the real work environment, i.e. learning by doing.	It involves imparting training outside the real work environment, i.e. the principle of learning by acquiring knowledge applies.
Training and performance occur simultaneously, so production is not affected at the time of training.	Training is imparted first, followed by real performance. Consequently, while the training is taking place, no value is being added to actual production.
The aim is to develop best practices for a specific job, and to get the job done.	The aim is to teach basic facts and skills. This type of training is more general in nature.
Popular on-the-job training methods include mentoring, coaching, job rotation, and apprenticeship training.	Popular off-the-job training methods include classroom lectures and simulation exercises.
It is mostly imparted in the case of manufacturing firms for production-related jobs.	It is mostly imparted for managerial and non-production-related jobs.

From the information presented in Table 2.3, it is clear that both on-the-job training and off-the job training hold certain advantages. The choice of training will depend on the particular training needs that have been established. In the following subsections, on-the-job training and off-the-job training are discussed in more detail.

2.6.1.2.1 On-the-job training

Two types of on-the-job training techniques can be distinguished, namely structured (planned) techniques and unstructured (unplanned) techniques. Unstructured on-the-job training is designed based on work requirements, and is not aimed at imparting job skills needed by new workers; this type of on-the-job training often fails to impart needed skills fully (Rothwell & Kazanas, 2004). Structured on-the-job training, on the other hand, involves implementation of a programme designed to teach new workers what they must know (Rothwell & Kazanas, 2004). Jacobs (2003:xi) asserts that structured on-the-job training assists employees to bridge the gap between learning job information and actually using that information on the job. Thus, structured on-the-job training provides step-by-step guidelines for designing and delivering effective training in the actual job setting.

James (2009:1) identifies various advantages of on-the-job training. Firstly, it offers the opportunity to pinpoint employee development needs, which are then addressed in current processes and workflow (James, 2009:1). Secondly, it provides instructional staff with the opportunity for immediate correction of employee errors, immediate review, and identification of additional training; lastly, it is cost-effective (James, 2009:1). Apart from the advantages associated with on-the-job training, it also has some disadvantages. For example, it may not be rigorous, efficient, or systemic (James, 2009:1). Andrews (2009:1) identifies the following disadvantages of on-the-job training: it is a piecemeal approach, it has the potential to remain incomplete, and it is prone to perpetuate sloppy workplace

practices. However, this approach seems to appeal to kinaesthetic learners, and therefore it should not be discounted altogether as a training tool.

Taylor (2009:1) asserts that it is usually impossible to teach someone everything they need to know at a location removed from the workplace (Taylor, 2009:1), which suggests the importance of on-the-job training, or use of a combination of methods. He further mentions that on-the-job training should supplement other kinds of training, such as classroom or off-site training (Taylor, 2009:1); however, on-the-job training is often the only form of training used, and it tends to be done in an informal fashion. Mankin (2009:211) explains that on-the-job training can either be done very informally, where employees are expected to learn things as they go along, or in a formal fashion, where employees are coached by a designated competent person, through a planned intervention. Thus, although on-the-job training holds many advantages, it would seem to be important that this training is appropriately planned and executed, so that the desired results can be achieved. For the purposes of this study, on-the-job training will not be utilised.

2.6.1.2.2 Off-the-job training

Nel *et al.* (2011:464) explain that off-the-job training is undertaken away from an employee's workplace, although it may occur on-site or away from the work site, such as at a conference venue. Organisations apply off-the-job training in varied ways, and do not stick only to the most obvious method, i.e. for the trainer to give a lecture on the material to be learned (Nel et al., 2011:464). Although cognisance is taken of the various off-the-job training methods that can be utilised, it was decided that lecturing will be used, as it is deemed the most suitable method to present the training programme for this study.

2.6.1.2.3 Lectures

Nel et al. (2011:360) define a lecture as a structured presentation to a group of employees, where policies are explained, topics are introduced, and information is provided; a lecture normally lasts an hour or longer. The lecture as a training technique is one of the least expensive and least time-consuming ways to present a large amount of information efficiently in an organised manner, and it is easily employed with large groups of trainees (Noe, 2010:261). Mankin (2009:210) attributes to this approach the advantage of being specific to the organisation, and being conducive to the use of relevant materials. One of the disadvantages identified of this training technique is the time needed to develop a training programme, as well as the cost of developing the programme, particularly if the number of people that needs to be trained is low (Mankin, 2009:210). Noe (2010:261) supports this assertion, and he mentions that lectures tend to lack participant involvement and feedback; to overcome this problem, lectures are often supplemented with question-and-answer sessions. This technique allows the trainer to build into the lecture more active participation, job-related examples, and exercises which facilitate learning and transfer of training.

Based on the above discussion of on-the-job training and off-the-job training, it was decided that for the purposes of this study, an off-the-job training technique would be utilised to design the proposed training intervention. The reason for this choice was that off-the-job training is often used when training a large group of learners to meet the specific needs of an organisation, such as the SANDF. Employees employed in the respective military units which deal with vehicle accident and claims administration (adjudants, logistics officers, transport officers, and day-to-day drivers) were trained in a suitable venue at their respective military units.

Another advantage of using off-the-job training in the units is that the financial implications are minimal, as employees do not require allowances for transport or accommodation expenses. The off-the-job training technique which was chosen was lectures. Again, the reason for this choice was that lectures are suitable when training large groups, and lectures can be structured according to the training needs that were identified during the needs analysis phase of the research project. The researcher is aware of the disadvantages associated with the training technique of lectures. Consequently, he determined to structure the lectures in a way that ensured active participation by the attendees.

2.6.1.3 Phase 3: Delivery of the training programme

The third phase of the systemic training cycle depicted in Figure 2.1 is delivery of the training intervention. During this phase, training programmes are delivered to identify individuals identified during the training needs analysis. In addition, during this phase, suitable trainers are identified and contracted that have the necessary experience and meet certain requirements specific to the training intervention. Infande (2011:1) asserts that an effective trainer should have the following characteristics: a desire to teach the subject being taught, a working knowledge of the subject being taught, an ability to motivate participants to “want” to learn, a good sense of humour, a dynamic appearance and good posture, a strong passion for the topic, strong compassion towards their participants, and suitable audiovisual equipment, to enhance the training session.

For the purposes of this study, the training intervention is presented by the researcher, because he has extensive knowledge of motor vehicle accident and claims administration, as well as 17 years’ experience in this field in the SANDF. The training is presented at the military units in the NC and NW provinces in allocated and available venues. These venues are all furnished with tables, chairs, overhead projectors, whiteboards, microphones, and audiovisual facilities. This ensures that the presenter of the training intervention can make use of a

variety of different media to present the information about motor vehicle accident and claims administration to the attendees.

2.6.1.4 Phase 4: Assessment of learning

Assessment of the learning that has taken place is the fourth phase of the systemic training cycle, as depicted in Figure 2.1. The aim of this phase is to determine whether it was worth investing in the training initiative, and whether the training objectives were achieved. Secolsky and Denison (2011:1) define assessment as the systemic collection, analysis, and interpretation of information related to a particular outcome, where it is a long-term process used to evaluate the educational progression which guides the decision-making routine. This definition is supported by Bergh (2011:171), who states that assessment of learning determines the competence of the learners, where the performance of the learners is measured against the outcomes that were set for the programme.

2.6.1.5 Phase 5: Evaluation of the effectiveness of the intervention

The final phase of the systemic approach to training is evaluation of the effectiveness of the training intervention (see Figure 2.1). During this step one determines how effective and profitable the training programme was. Infande (2011:1) mentions that evaluation of the training intervention is the most important step in the training process. It is this step that determines the effectiveness of both the training and the trainer (Infande, 2011). Nel et al. (2011:218) concur with this statement, and add that the evaluation phase ensures that organisations are spending money intelligently and that constructive results are achieved, and it ensures that the methods used to support new employees to become effective workers in the company are appropriate.

Kirkpatrick and Kirkpatrick (2009:17) offer the following reasons for why training evaluation is conducted:

- To justify the existence and budget of the training department, by showing how it contributes to the organisation's objectives and goals. Evaluation can tell us how to improve future programmes.
- To decide whether to continue or to discontinue training programmes.
- To obtain information on how to improve future training programmes, and to justify a training department and its budget.

Secolsky and Denison (2011:1) maintain that if evaluation is successful, it will determine the difference between intended outcomes and actual outcomes, and that evaluation considers not only student learning, but also research activities, community service, and cost-effectiveness. The effectiveness of the training intervention was measured after the training had taken place. Thus, summative evaluation was conducted. Summative evaluation is used to determine whether training objectives have been reached, and this information must be fed back to the maintainers of the training system (Henriksen & Dayton, 2006:20). Henriksen and Dayton (2006:20) maintain that it is not only training materials that should be assessed, but also the instructor(s), the equipment, and the facilities used during the training intervention.

2.7 TRAINING IN THE SANDF

The context for this study is the SANDF, and it is therefore important to elaborate on training in this unique environment. Although there are many different training programmes in the SANDF, there are no training programmes focusing specifically on motor vehicle accident and claims administration. Furthermore, it has been observed that on-the-job training, or transfer of knowledge, seldom occurs in terms of motor vehicle accident and claims administration at any military unit when employees are transferred, or when job rotation occurs.

2.8 MOTOR VEHICLE ACCIDENT AND CLAIMS ADMINISTRATION IN THE SANDF

Motor vehicle accident and claims administration is guided by official documents, namely (a) the South African Defence Force (SADF) *Stores instructions volume A1 pamphlet 6 – stocktaking and administrative procedures regarding stocktake discrepancies, damages and losses of state property* (1984:38-44), and (b) the DODI/FIN/00014/2000 (2001:21-48), which stipulates that each military unit must have internal administration measures for vehicle accident and claims administration. These documents specify the duties of each employee dealing with motor vehicle administration, and they provide a description of the documents that must be completed. Each military unit has specific employees who have certain tasks regarding motor vehicle accident and claims administration (SADF *Stores instructions volume A1 pamphlet 6 – stocktaking and administrative procedures regarding stocktake discrepancies, damages and losses of state property*, 1984:38-44; DODI/FIN/00014/2000, 2001:21-48). The policy stipulates that the investigation documents, such as the statement of the driver, the accident report (DD146/7), the damage report (DD148), the trip authority, and the military driver's licence, must be submitted to the DFCS MVA within 10 working days. The SADF *Stores instructions volume A1 pamphlet 6 – stocktaking and administrative procedures regarding stocktake discrepancies, damages and losses of state property* (1984:38-44) further stipulates the duties of employees appointed as day-to-day motor vehicle drivers (duty drivers), transport officers, logistics officers, and adjudants in terms of motor vehicle accident and claims administration. In this regard, some of the military units in the NW and NC provinces compile a document called "Standing work procedures" (SWPs), for each of the positions involved in motor vehicle accident and claims administration.

2.9 POSITION PROFILES

In the following subsections, a brief explanation of the duties of the employees employed in the various positions involved in motor vehicle accident and claims administration is given.

2.9.1 Position profile of day-to-day motor vehicle drivers (duty drivers)

The SADF *Stores instructions volume A1 pamphlet 6 – stocktaking and administrative procedures regarding stocktake discrepancies, damages and losses of state property* (1984:38-44) stipulates that:

- The driver of the motor vehicle (if not seriously injured) must complete the accident report (DD146/7, part I) in full at the scene of the accident, and must provide a sketch of the accident scene.
- If other motor vehicles were involved in the accident, the South African Police Service/Military Police must be called out to the scene of the accident.
- The accident must be reported to the Military Police or the South African Police Service.
- The driver must report the accident to their officer commanding and their transport officer within 24 hours.

2.9.2 Position profile of transport officers

The SADF *Stores instructions volume A1 pamphlet 6 – stocktaking and administrative procedures regarding stocktake discrepancies, damages and losses of state property* (1984:38-44) stipulates that:

- Transport officers must arrange that the damaged vehicle be recovered, and they must report the accident to the logistics officer.
- A statement of how the accident occurred, the military driver's licence of the driver, and the trip authority must be obtained from the driver of the vehicle.
- It must be arranged that page 8 of the accident report be completed by a person with necessary technical expertise of the LWT.
- Complete the accident report (D146/7), part II on behalf of the officer commanding, and initial opposite words that have been deleted or changed.
- Obtain the damage report (DD148).
- The damage report (DD148), statements, certified copies of the member's (the driver's) military driver's licence, and the trip authority must be attached to the accident report (DD146/7).
- These documents must be submitted to the officer commanding of the military unit.

2.9.3 Position profile of logistics officers

The SADF *Stores instructions volume A1 pamphlet 6 – stocktaking and administrative procedures regarding stocktake discrepancies, damages and losses of state property* (1984:38-44) stipulates that:

- The logistics officer must record the accident in the motor vehicle accident register, and open an accident file.
- A sub-file must be opened.
- The accident must be reported within 48 hours to the Chief of Finance (CFin), the military unit's higher Formation and Army Support Base.
- Copies of the accident report (DD146/7), the damage report (DD148), the statement of the driver and/or the eyewitnesses, the driver's military

driver's licence, and the trip authority must be sent to the CFin within 10 working days.

- Results of disciplinary actions must be obtained from the adjudant, and the CFin must be informed.
- Once financial authority has been received from the CFO to repair/write off the vehicle, the authority number must be written into the accident register, and the file must be closed.

2.9.4 Position profile of adjudants

The SADF *Stores instructions volume A1 pamphlet 6 – stocktaking and administrative procedures regarding stocktake discrepancies, damages and losses of state property* (1984:38-44) stipulates that:

- The adjudant must submit the accident report (DD146/7) to the officer commanding, or his delegate, to be signed.
- Once the accident report has been signed, the adjudant must make copies of all the original documents and give the copies to the logistics officer, and the original to an officer, who must convene a formal investigation.
- The adjudant must ensure that the investigation is finalised within the time frame given, and they must conduct disciplinary actions as recommended.
- If a member (driver) forfeits their state protection, the adjudant must explain to the member that they are held liable for damages to both the military vehicle the civilian should the civilian vehicle have damages.
- The results of the investigation must be forwarded to the logistics officer and the CFO.

From the above discussion, one may conclude that employees using official military vehicles need to adhere to a number of duties, as set out in the SADF *Stores instructions volume A1 pamphlet 6 – stocktaking and administrative*

procedures regarding stocktake discrepancies, damages and losses of state property (1984:38-44) and the DODI/FIN/00014/2000 (2001:21-48). Not only can employees be disciplined for not adhering to these duties, but it can also negatively impact on the financial well-being of the SANDF. For the purposes of this study, only day-to-day military drivers are included in the study, namely adjudants, logistics officers, and transport officers.

2.9 CONCLUSION

In this chapter a literature review was presented of the relevant legislation in terms of education, training, and development. In addition, adult learning theories and OBET were discussed, which will be used as the theoretical framework for the development of the training programme. The study adopts a systemic approach to training, by making use of the five phases of the systemic training cycle, as discussed. The chapter ended with a discussion of training in the SANDF, and the position profiles of the employees working with motor vehicle accident and claims administration were presented. In the following chapter the research methodology of the study will be discussed.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In chapter 2 a literature review of the research project was presented, which forms the theoretical basis of the study. This chapter provides a discussion of the context in which, and the purpose for which, the data was collected. In this chapter, a description and explanation will be given of the research design and procedures, the data-collection methods, and the data-analysis procedures utilised to achieve the objectives of this study.

This research study intended to determine whether a particular training intervention that was designed will have an effect on motor vehicle accident and claims administration in the SANDF. This question will be addressed by conducting a pretest, the intervention itself, and then a posttest with employees at the military units in the NC and NW provinces.

3.2 RESEARCH PARADIGM

The way in which research studies is conducted varies from researcher to researcher, because of their different beliefs and ways of interacting with and viewing their surroundings; consequently, there are certain standards and rules that guide a researcher's actions and beliefs. Such standards or principles can be referred to as paradigms (Weaver & Olson, 2006:1). Paradigms are sets of beliefs and practices, shared by communities of researchers, which regulate inquiry within disciplines, and they are characterised by ontological, epistemological and methodological differences in their approaches to conceptualising and conducting

research (Weaver & Olson, 2006:1). This definition of paradigms is supported by Taylor, Kermode and Roberts (2006:5), who define a paradigm as “a broad view or perspective of something”.

This study is essentially situated within the paradigm of positivism (namely experimental testing), because it attempts to obtain and quantify data and facts (Denzin & Lincoln, 2011:100). Vine (2009:1) explains that the paradigm of positivism began with Auguste Comte in the nineteenth century, that it asserts a deterministic and empiricist philosophy, where causes determine effects, and that it aims to directly observe, quantitatively measure, and objectively predict relationships between variables. Positivist research methods include experiments and tests, that is, those methods that can be controlled, measured, and used to support a hypothesis (Vine, 2009:1). These assertions are supported by Taylor, Kermode and Roberts (2006:1), who states that the positivist research paradigm strives to investigate, confirm, and predict law-like patterns of behaviour, and that it is commonly used in graduate research to test theories or hypotheses. The positivist paradigm employs mostly quantitative methodology, where experimental methods are utilised involving use of experimental groups, and administration of pretests and posttests, in order to measure gain scores (Taylor, Kermode and Roberts (2006:1). With positivist research, the researcher is external to the research site, and is the controller of the research process (Taylor, Kermode and Roberts (2006:1).

The researcher is working in the SANDF, in its motor vehicle accident and claims administration department, and he will thus be the controller of the research process, where a pretest and a posttest will be conducted to measure gain scores. The rationale for conducting an empirical research study was to develop and evaluate a training intervention to improve the work output of employees, and thus the effectiveness of the vehicle accident and claims administration units in the SANDF. Quantitative research methods will be used to measure the knowledge, and application thereof, of SANDF officials working with motor vehicle

accident and claims administration. Thus, it seems appropriate that the research is conducted within the positivist paradigm.

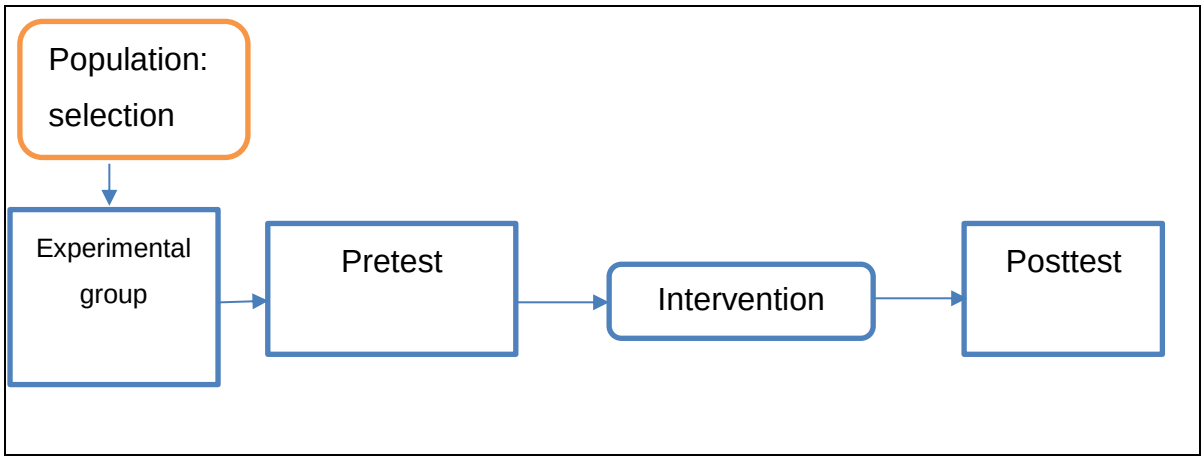
3.3 RESEARCH DESIGN AND METHOD

Creswell (2008:1) states that a research design is the plan and procedure of a research project, and that it covers all the decisions that are made, from broad assumptions to detailed methods of data collection and analysis. Selection of a research design is based on the nature of the research problem, and a research design confines the researcher in an empirical world, where he is connected to specific sites, groups, institutions, and bodies of relevant interpretive materials (Creswell, 2008:1). The research design of the current study may be described as a quantitative research design. Henning, Van Rensburg and Smith (2004:3) explain that a quantitative inquiry exercises control over all aspects in the actions and representations of the participants. With the current study, the researcher exercised control over the participants, and he planned and executed this control in the way the study was designed.

The type of quantitative research design which is used in this study is an experimental design. Experimental designs are used when an intervention is used, and one determines how the intervention has affected the participants (Cooper & Schindler, 2014:192). This statement is supported by Creswell (2009:229), who mentions that experimental research seeks to determine whether a specific treatment has influenced an outcome in a study. In this particular study, the treatment, or intervention, is the training programme which was developed to improve vehicle accident and claims administration. The intervention is presented to a group of SANDF employees, who are evaluated by means of a pretest and a posttest intervention, in order to determine whether the developed training programme has improved the way in which vehicle accident and claims administration is done in the SANDF.

The type of experimental research design which was used for the purposes of this study was a pretest-posttest quasi-experimental design. Salkind (2008:241) explains that with quasi-experimental research, subjects are selected and assigned at random, and a control group is used, which ensures that groups are equivalent to each other prior to the treatment being applied. However, in some cases, randomisation is impractical or impossible, and use of a control group is thus impossible or unreasonable (Salkind, 2008:241). In this study, no control group was used, as most of the employees working with motor vehicle accident and claims administration formed part of the experimental group. For this reason, a pretest-posttest design was used. The following steps were followed in this research design. First, the experimental group was selected. This group consists of general day-to-day military vehicle drivers, transport officers, logistics officers, and adjudants of each military unit. Thereafter, a pretest was conducted on this group, the treatment was then applied, and, lastly, the posttesting of the experimental group was executed. The quasi-experimental design, with a pretest and a posttest and without a control group, which was used in this study is depicted in Figure 3.1.

Figure 3.1: Quasi-experimental design, with a pretest and a posttest



A pretest-posttest design requires that data is collected to determine the participants' level of performance prior to the intervention being administered (pretest), and that the same data is collected after the intervention has taken place (posttest). This quasi-experimental design considers only one group of individuals who receive the intervention, which is referred to as the experimental group. The pretest-posttest design allows the researcher to make inferences about the effect of the intervention, by considering the difference between the results of the pretest and the results of the posttest.

The knowledge and practical competence of the respondents is the dependent variable in this study. The independent variable is the designed training programme. Respondents' knowledge and practical competence are measured before and after presentation of the training programme, in order to determine the effectiveness of the training programme.

3.4 POPULATION AND SAMPLING

A population is defined as "a group of potential participants to whom you want to generalize the results of a study" (Salkind, 2009:89). The population of this study is military drivers located at military units in the NC and NW provinces. Due to logistical reasons, not all military units could be included in the study. Consequently, convenience sampling was used to select six military units in NC and four military units in NW to participate in the study.

In Table 3.1, a summary is presented of the military units that are included in the sample for this study, as well as the total number of military drivers per unit. For the purposes of this study, military drivers will be included from every military unit included in the sample. These individuals will be exposed to the intervention, namely the developed motor vehicle accident and claims administration training programme.

Table 3.1: Military units included in the sample for the study

Military unit	Total number of military drivers
NC PROVINCE	
Army Support Base (Kimberley)	24
10 Anti-Air Regiment	17
Area Military Health Unit (Kimberley)	18
South African Army Combat Training Centre	22
8 South African Infantry Battalion	23
16 Maintenance Unit	24
TOTAL NC	**128**
NW PROVINCE	
Army Support Base (Potchefstroom)	22
Area Military Health Unit (Potchefstroom)	17
4 Artillery Regiment	19
2 South African Infantry Battalion	21
TOTAL NW	**79**
TOTAL	**207**

3.5 DATA COLLECTION

For the purposes of this study, a quantitative research approach was employed to collect the primary data. This was done by developing a structured questionnaire.

3.5.1 The questionnaire as data-collection method

Questionnaires are also referred to as surveys, schedules, indexes or indicators, profiles, studies, opinionnaires, batteries, tests, checklists, scales, inventories, and forms, among other things (Ong'anya & Ododa, 2009:1). A questionnaire is

simply a “tool” for collecting and recording information about a particular issue of interest, and it consists mainly of a list of questions, but should also include clear instructions and space for answers or administrative details (Kirklees Council, n.d.:1). A questionnaire has also been defined as a set of systemically structured questions used by a researcher to obtain needed information from respondents (Ong’anya & Ododa, 2009:1).

For the purposes of this study, self-administered questionnaires were utilised to collect data during the pretest and posttest phases. Self-administered questionnaires can be presented in many different formats. Beukenhorst and Kerssemakers (2012:9) explain that self-administered questionnaires can be presented on a display screen, as a paper questionnaire or form, and possibly also as a manual, with specifications of the questions. For the purposes of this study, the self-administered questionnaires were distributed as paper questionnaires, and respondents had to complete them manually.

Advantages associated with the use of questionnaires are that they are cost-effective, and they are a quick and efficient way to obtain large amounts of information from a large sample of people (McLeod, 2014:1). It was decided to use self-administered questionnaires to collect data during the pretest and the posttest phases, due to the advantages associated with questionnaires, as well as the large geographical area over which the participants were distributed.

The self-administered questionnaires were structured, thus they consisted of closed-ended questions. Structured questionnaires are usually associated with quantitative research, that is, research that is concerned with numbers (Kirklees Council, n.d.:1). A structured questionnaire that was representative of various aspects of vehicle accident and claims administration was developed by the researcher, who has 17 years’ experience in accident and claims administration in the SANDF.

The structured questionnaire consisted of three sections. In Section A, demographic data (for instance, the force number, rank, name, military unit, section within the military unit, etc.) was elicited from the respondents (see Annexure A). This section consisted of six questions, which were used to obtain information to describe the sample, as well as to determine whether the measured demographic variables influenced the posttest phase of the study. Section B consisted of 14 questions which enquired about participants' knowledge of motor vehicle accident and claims administration. In this section, questions related to the administrative process were included, such as questions pertaining to approval levels and relevant documentation to complete in the case of a motor vehicle accident. Section C constituted a practical component, and it consisted of six questions. During this phase, respondents were shown a video of an accident scene, after which they had to answer questions related to the accident.

For the purposes of this study, it was decided to develop a questionnaire to measure the knowledge and practical competence of participants with regard to motor vehicle accident and claims administration in the SANDF. The reason for this was that no instrument could be found that measures motor vehicle accident and claims administration in the SANDF. Using the questionnaire, the researcher could establish whether the developed training programme was effective in improving the respondents' knowledge and practical competence of motor vehicle accident and claims administration in the SANDF.

3.5.1.1 Data-collection procedures

Phase 1: Pretesting phase

A structured questionnaire was developed to measure the theoretical knowledge and practical competence of employees working with motor vehicle accident and claims administration in selected military units of the SANDF in the NC and NW provinces. The questionnaire was completed by a total of 101 employees working in the military units indicated in Table 3.1. Convenience

sampling was used to select the 101 employees. The reason for the use of convenience sampling was that employees were occupied with official duties, and therefore only available employees, as determined by the officer commanding of the specific unit, were included in the study. The information obtained by means of this questionnaire was used to determine the knowledge and practical competence of the sample in terms of motor vehicle accident and claims administration, and to identify the training needs of the participants, which informed the researcher in terms of what content to include in the training intervention.

Phase 2: Development and evaluation of a training programme

A training programme was developed based on the training needs which were identified in phase 1. The training intervention was presented to an experimental group consisting of 101 participants. The training intervention itself was evaluated by the experimental group, by means of an evaluation form. This evaluation took place at the end of the training sessions, with the aim of informing the researcher in terms of possible improvements that could be made to the training programme, as well as what facilities to utilise. The comments and recommendations of the participants were incorporated so as to improve the training programme for future use.

Phase 3: Posttesting phase

After the training programme was completed, the same employees who were tested in phase 1 were tested in order to determine the short-term effectiveness of the training programme. The results of the posttesting phase were compared with the results of the pretesting phase, in order to establish whether learning had taken place, and to assess the effectiveness of the training programme.

3.5.2 Pilot study

After the structured questionnaire had been developed to measure the knowledge and practical competence of the sample with regard to vehicle accident and claims administration, and before the questionnaire was distributed to the sample, a pilot study was conducted. First, two experts in the field of motor vehicle accident and claims administration provided insights into the content of the constructed questionnaire. After comments were considered, the questionnaire was distributed to a group of 10 individuals at a military unit which was not included in the final sample of the study. The aim was to determine the validity of the questionnaire, and whether the questionnaire was understandable and adequately constructed, as well as to establish the minimum time that it would take to complete the questionnaire. Thereafter, the final questionnaire was distributed to the sample.

3.6 MOTOR VEHICLE ACCIDENT AND CLAIMS ADMINISTRATION TRAINING PROGRAMME

The development and implementation of the motor vehicle accident and claims administration training programme was based on the principles of outcomes-based education. The reason for this was that outcomes-based education focuses on the outcomes of the learning process, thus the end results. For the purposes of this study, the focus was on improving the knowledge and practical competence of the participants by means of the developed training intervention.

During the training programme, the researcher made use of audiovisual aids, and a workbook was developed (see Annexure B). The content of the workbook was based on the training needs which were identified during the pretesting phase.

The following critical cross-field outcomes were identified for the training programme:

- Identify and solve problems, using critical and creative thinking;
- Work effectively in a team, using critical and creative thinking;
- Organise and manage oneself and one's activities;
- Collect, analyse, organise and critically evaluate information;
- Communicate effectively;
- Demonstrate an understanding of the world as a set of related systems; and
- Be culturally and aesthetically sensitive across a range of social contexts.

The developed training intervention was presented over two days at the 10 military units included in the study. The group size of each training session was between 17 and 24 members. The training was presented using the method of lectures, in a style of cooperative and student-centred learning. The instructor explained and clarified the subject matter and concepts during the training sessions, by making use of examples. Practical problems were presented, and participants were expected to attempt to solve the problems. The training was presented in such a way that it promoted peer engagement, which allowed participants to discuss the subject matter with one other. However, formal exercises were mostly individually completed.

Specific outcomes were developed, which stated that at the end of the training programme the participants would be able to:

1. Define a motor vehicle accident;
2. Distinguish between the roles and responsibilities of individuals involved in motor vehicle accident and claims administration;
3. Complete the correct documentation for a vehicle trip authority;
4. Identify the necessary steps and relevant documentation required in the case of a vehicle accident involving a military vehicle;
5. Practically complete the identified documentation according to instructions;
6. Identify the time frames for submission of the completed documents to the various sections involved;
7. Understand how state cover works;
8. Understand the implications if state cover is forfeited, including the responsibilities of Legsato and the DFCS MVA (Bloemfontein);
9. Distinguish between a criminal case of an accident and the quantum; and
10. Identify the steps necessary to repair accident damage to a military vehicle.

The assessment criteria set based on the above specific outcomes were as follows:

1. Is able to correctly define a motor vehicle accident in terms of the SANDF prescripts;
2. Is able to clearly and completely distinguish between the roles and responsibilities of individuals involved in motor vehicle accident and claims administration;
3. Is able to identify the correct documentation to complete to obtain vehicle trip authority;
4. Is able to correctly complete the identified documentation to obtain vehicle trip authority;
5. Is able to identify unambiguously and clearly the necessary steps and relevant documentation required in the case of a vehicle accident involving a military vehicle;

Central University of Technology, Free State

6. Is able to complete accurately and completely the following documentation according to SANDF prescripts when a practical case is presented: vehicle request documents, the accident report (DD146/7) document, and the incident report document;
7. Is able to correctly specify the time frames for submission of the completed documents to the various sections involved;
8. Is able to correctly describe how state cover works;
9. Is able to describe correctly the implications if state cover is forfeited, including the responsibilities of Legsato and the DFCS MVA in this regard;
10. Is able to distinguish unambiguously between the criminal case of an accident and the quantum; and
11. Is able to correctly list the steps necessary to repair accident damage to a military vehicle.

The course content and the assessment thereof were developed in line with the specific and cross-critical outcomes and assessment criteria set. The training intervention was assessed by means of a satisfaction questionnaire (see Annexure C), which was distributed to the participants after each training session. The questionnaire consisted of 11 questions regarding the developed training programme, as well as other aspects regarding the training, such as the audiovisual aids that were used, and the venue.

3.7 DATA ANALYSIS

The primary data generated from the questionnaire was analysed by a statistician, using the Statistical Package for the Social Sciences (SPSS) version 21. SPSS software has the required functionalities to process data of this type, and it is easy to use. A review process was then performed, to determine whether any difference existed in the knowledge levels of the sample between the pretesting

phase and the posttesting phase, after exposure to the motor vehicle accident training programme.

3.8 CONCLUSION

In this chapter, the researcher explained the quasi-experimental design that was employed as the research methodology for collection and analysis of the data. The pretest-posttest strategy that was used as data-collection method was discussed. To enable this research, a questionnaire as data-collection method was compiled and used, and thorough attention was paid to measurability considerations.

CHAPTER 4

FINDINGS OF THE STUDY

4.1 INTRODUCTION

The primary objective of this research study was to develop and evaluate a training programme to ensure effective motor vehicle accident and claims administration in the SANDF. In chapter 3, the research methodology employed in the study was discussed. The findings of the study will be presented in this chapter. Specifically, the evaluation of the training programme will be discussed, as well as the findings in terms of the pretest, which was conducted before the training programme was presented, and the posttest, which was conducted after the training programme had been presented.

4.2 PROFILE OF THE RESPONDENTS

The research population of the study consisted of military vehicle drivers working in military units in the NC and NW provinces. These individuals were employed at six military units in NC and four units in NW. In Section 1 of the questionnaire (see Annexure A), questions eliciting demographic data were asked. The demographic data, based on the questions posed, is presented in Figures 4.1 to 4.6.

In Figure 4.1 the rank distribution of the sample is indicated.

Figure 4.1: Rank distribution of respondents (N=101)

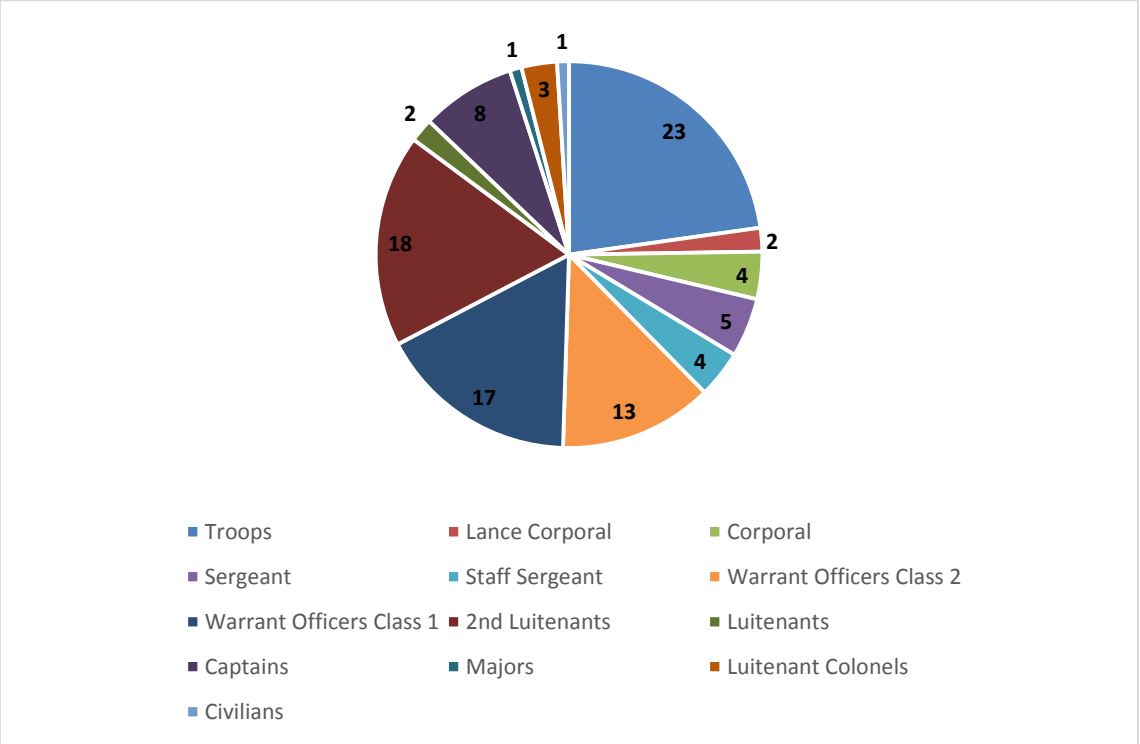


Figure 4.1 illustrates that the sample consisted of troopers (23%, n=23), followed by lieutenants (18%, n=18), warrant officers class 1 (17%, n=17), warrant officers class 2 (13%, n=13), captains (8%, n=8), sergeants (6%, n=5), corporals (4%, n=4), staff sergeants (4%, n=4), lieutenant colonels (3%, n=2), lance corporals (2%, n=2), lieutenants (2%, n=2), majors (1%, n=1), and civilians (1%, n=1). This shows the single largest rank distribution in the sample can be attributed to troopers. This is expected, since most of the military drivers in the NC and NW provinces are employed as troopers.

In Figure 4.2 the distribution of the respondents in terms of the respective military units at which they were working is indicated.

Figure 4.2: Distribution of respondents in terms of military units where they are working (N=101)

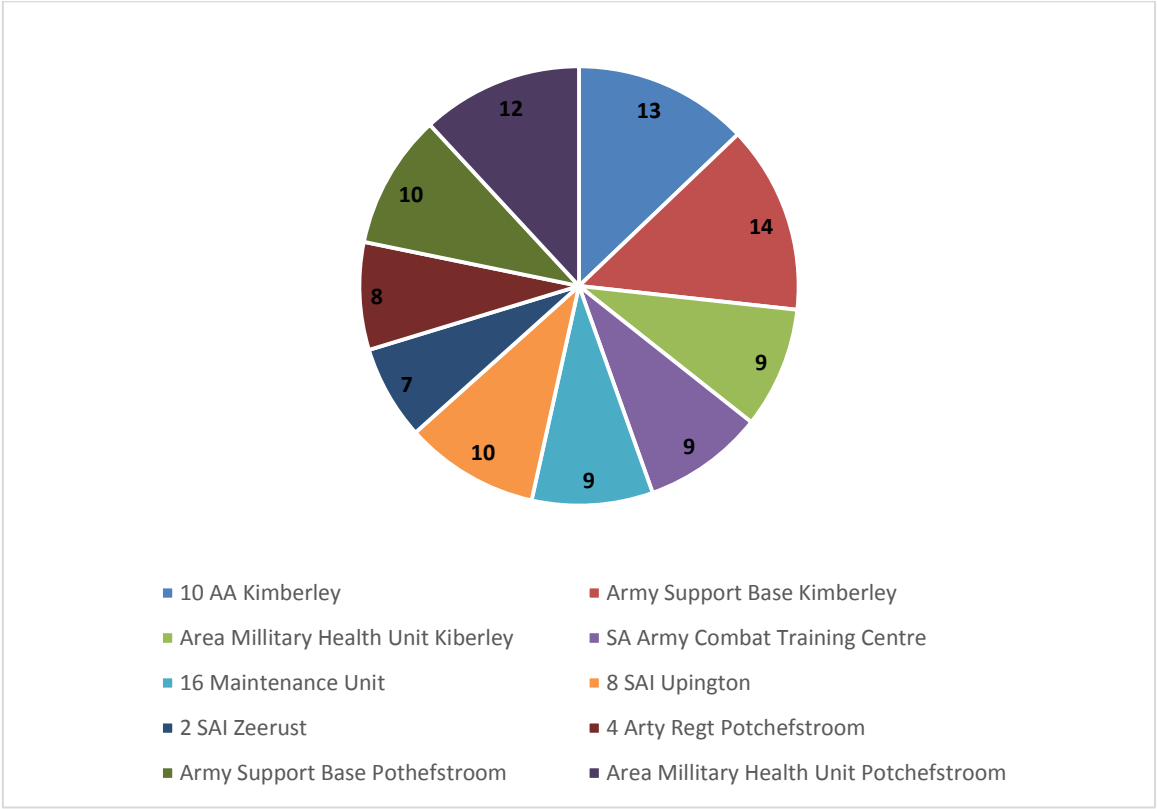


Figure 4.2 illustrates that most of the respondents (14%, n=14) were employed at the Army Support Base (Kimberley), followed by 10 Anti-Air Regiment (13%, n=13), the Area Military Health Unit (Potchefstroom) (12%, n=12), 8 South African Infantry Battalion (10%, n=10), the Army Support Base (Potchefstroom) (10, n=10), the Area Military Health Unit (Kimberley) (9%, n=9), the South African Army Combat Training Centre (9%, n=9), 16 Maintenance Unit (9%, n=9), 4 Artillery Regiment (8%, n=8), and 2 South African Infantry Battalion (7%, n=7). This shows that in total, 64 military drivers were located in the NC province, at the six military units included in the sample, and 37 military drivers were located in the NW province, at the four military units included in the sample (see Table 3.1). Therefore, the sample may be regarded as representative of the population, since 63% (n=64) of the sample was located in the NC province, and 37% (n=37) was

located in the NW province. The distribution of military drivers in terms of the respective military units at which they were located is indicated in Table 4.1.

Table 4.1: Distribution of military drivers in terms of the military unit where they are were working

Military unit	Total number of military drivers	Military drivers included in the sample
NC PROVINCE		
Army Support Base (Kimberley)	24	14
10 Anti-Air Regiment	17	13
Area Military Health Unit (Kimberley)	18	9
South African Army Combat Training Centre	22	9
8 South African Infantry Battalion	23	10
16 Maintenance Unit	24	9
TOTAL NC	**128**	**64**
NW PROVINCE		
Army Support Base (Potchefstroom)	22	10
Area Military Health Unit (Potchefstroom)	17	12
4 Artillery Regiment	19	8
2 South African Infantry Battalion	21	7
TOTAL NW	**79**	**37**
TOTAL	**207**	**101**

In Figure 4.3 the distribution of the sample in terms of the respective sections within the military units at which respondents were working is indicated.

Figure 4.3: Distribution of section at which respondents were working (N=101)

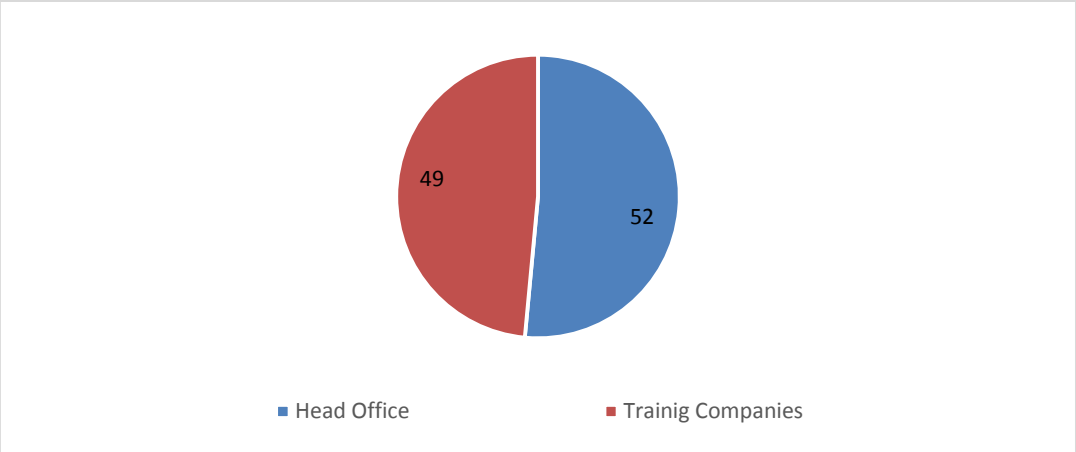


Figure 4.3 illustrates an almost equal distribution of respondents located at unit head offices (51%, n=52) and those located at training companies (49%, n=49). The head office of each unit consists of a transport section (24%, n=24), adjudants (10%, n=10), a logistics section (15%, n=15), and a Light Workshop Troop section (3%, n=3).

In Figure 4.4, data with regard to military driver's licences in the sample is indicated.

Figure 4.4: Distribution of number of valid military driver's licences (N=101)

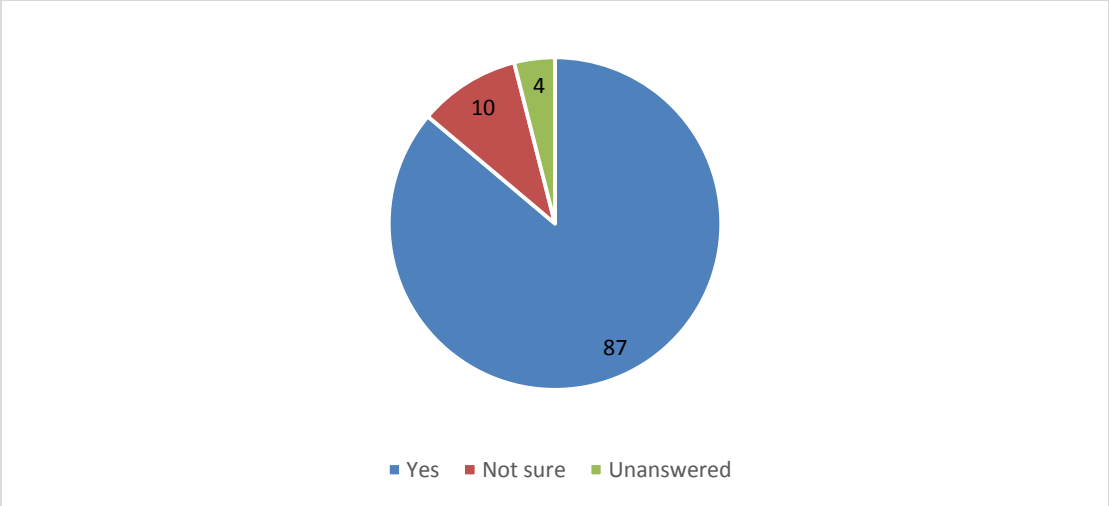
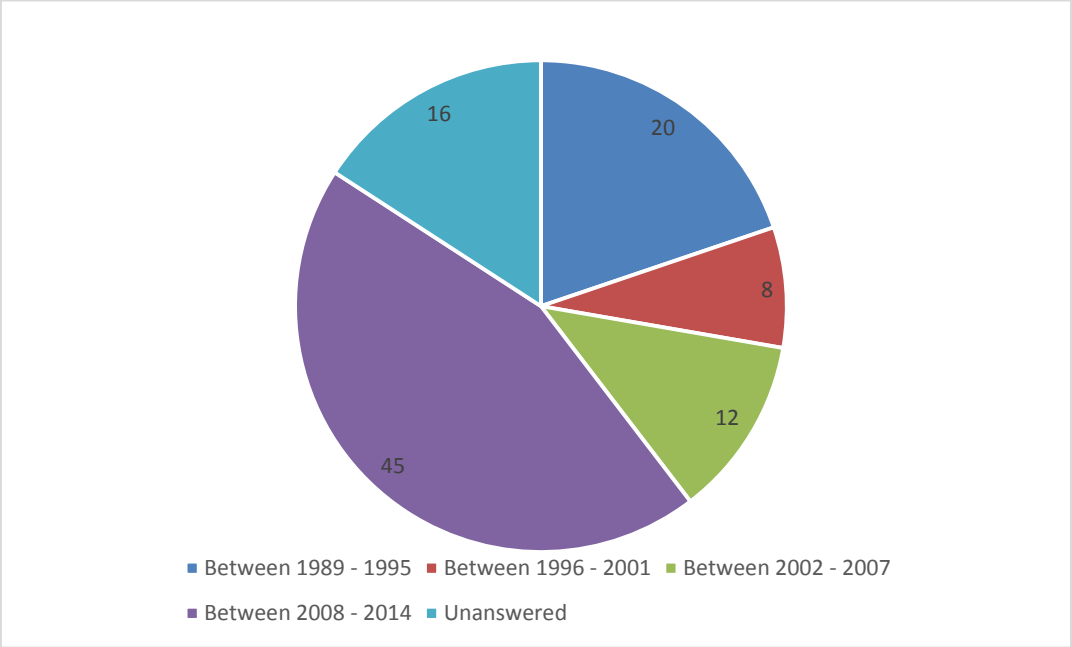


Figure 4.4 illustrates that the majority of the respondents (87%, n=87) indicated that they were in possession of a valid military driver's licence, followed by some respondents (10%, n=10) who indicated that they were not sure whether their licence was valid. A total of 4% (n=4) of the sample did not answer the question. This shows that the majority of the sample did have a valid military driver's licence. However, it is cause for concern to note that some military drivers are not sure about the status of their licence.

In Figure 4.5 the distribution of the respondents in terms of the year in which they obtained their military driver's licence is indicated.

Figure 4.5: Year in which respondents obtained their military driver's licence (N=101)



It is evident from Figure 4.5 that the majority of the respondents (45%, n=45) indicated that they obtained their military driver's licence between 2008 - 2014, followed by respondents who indicated that they obtained their military driver's licence between 1989 - 1995 (20%, n=20), those that obtained their licence between 2002 - 2007 (12%, n=12), and those that obtained their licence between 1996 - 2001 (8%, n=8). Some of the respondents (16%, n=16) did not indicate the year in which they had obtained their military driver's licence. This was mainly because they did not have the information available at the time that they completed the questionnaire. From the results presented, it is clear that the majority of the sample obtained their military driver's licence in the preceding seven years. This finding could be attributed to the fact that there are currently many newly appointed employees in the SANDF who recently obtained their military driver's licence.

Figure 4.6 depicts the data regarding registration of military driver's licences on the official database of the SANDF.

Figure 4.6: Number of military driver's licences recorded on the SANDF system (N=101)

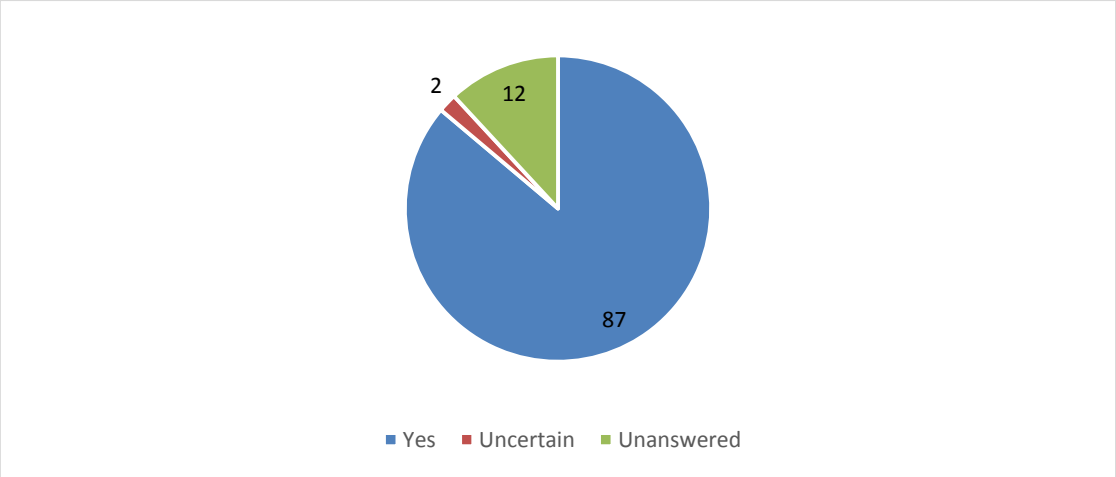


Figure 4.6 illustrates that most of the respondents (87%, n=87) acknowledged that their military driver's licence was registered on the military driver's licence system of the SANDF. Some of the respondents (2%, n=2) were uncertain whether their military driver's licence was registered on the SANDF's military driver's licence system of the SANDF. A total of 12 respondents (12%) did not answer the question. Although the majority of the sample indicated that their military driver's licence was registered on the SANDF's military driver's licence system, it is cause for concern that this is not true for the entire sample, as this holds implications for the capturing of accurate data on the system, as well as the obtaining of authority to use military vehicles.

4.2.1 Concluding remarks

From the information presented regarding the demographic data of the sample, one may conclude that the sample is representative of the population as was described in section 3.4. With regard to the rank of the respondents, as was indicated in Figure 4.1, the sample represents a range of military ranks. In terms of the information presented in Figure 4.2 and Table 4.1, regarding the military

Central University of Technology, Free State

units where respondents were located, one may conclude that all the units included in the population were represented, and that the two provinces were adequately represented in the sample. In terms of the section at which the respondents were placed, as was indicated in Figure 4.3, one may conclude that both head offices and training companies were adequately represented in the sample.

Most of the respondents included in the sample indicated that they had a valid military drivers' licence (see Figure 4.4). However, it is cause for concern that some of the respondents were not sure about the status of their licence. Respondents had to indicate the year in which they obtained their licence (see Figure 4.5), and although the majority of the respondents disclosed this information, some respondents (16%) did not answer this question. This was mainly because these respondents did not have this information available at the time that they completed the questionnaire. Most respondents indicated that their military driver's licence was captured on the SANDF's military driver's licence system (see Figure 4.6). However, some respondents (12%) indicated that they were not sure whether this information was captured on the SANDF's military driver's licence system. In the following section, the descriptive results of the pretesting phase will be discussed.

4.3 LEVELS OF SCORES FOR MILITARY VEHICLE ACCIDENT AND CLAIMS ADMINISTRATION

Before the results of the study are analysed, it is necessary to assess the levels of scores of the respondents in terms of the totals, as well as the respective scores for the theoretical and the practical components of military vehicle accident and claims administration. The means, standard deviations, and minimum and maximum scores of the respondents for the total scores, the theoretical component, and the practical component are indicated in Table 4.2.

Table 4.2: Measures of central tendency for the theoretical and the practical components of military vehicle accident and claims administration (N=101)

Variable	Mean	Standard deviation	Minimum	Maximum
Pretest				
Theory score	26.98	6.47	0	36
Practical score	31.53	10.35	0	50
Total score	58.51	11.98	29	80
Posttest				
Theory score	36.44	4.26	0	39
Practical score	46.58	8.69	0	50
Total score	83.02	11.18	0	89

The questionnaire was scored to a total score of 89. It consisted of two parts, namely a theoretical section, which totalled 39 points (43.8%), and a practical section, which totalled 50 points (56.2%). According to Table 4.2, in the pretesting phase, the respondents' total score was fair (mean=58.51, SD=11.98). In terms of the theoretical and the practical components, the respondents had a slightly higher score for the theoretical component (26.98, SD=6.47) than the practical component (31.53, SD=10.35), although both scores may be regarded as good. In terms of the posttest, respondents reported a very good total score (mean=83.02, SD=11.18). With regard to the theoretical and the practical components, the respondents obtained higher scores for both the theoretical component (36.44, SD=4.26) and the practical component (46.58, SD=8.69) in the posttest. Their mean scores for both the theoretical and the practical components of the posttest may be regarded as excellent.

Further descriptive information will now be presented for each question included in the questionnaire.

4.4 DESCRIPTIVE ANALYSIS OF PRETEST AND POSTTEST FINDINGS

The questions posed in the pretest and the posttest were subdivided, based on the theoretical and the practical components of the test. In the following section, the results of the participants in the theoretical component are presented, after which the results in the practical component are presented.

4.4.1 Descriptive analysis of the theoretical component of the questionnaire

In Table 4.3 a description is given of the performance of the respondents on the theoretical component of the questionnaire. The analysis will be presented according to the individual questions included in this section of the questionnaire.

Table 4.3: Descriptive analysis of the performance of the respondents on the theoretical component of the questionnaire

Theory	Answers		Calculated Results	
Question	Total possible answers given	Correct answers of question	Pretest	Posttest
1	8	4	50%	90%
2	6	3	88%	97%
3	6	3	86%	96%
4	3	2	84%	98%
5.a	4	1	76%	93%
5.b	4	1	92%	96%
5.c	4	1	65%	91%
5.d	4	1	76%	96%
5.e	4	1	56%	94%
5.f	4	1	76%	88%
5.g	4	1	28%	82%
5.h	5	1	63%	94%
5.i	4	1	47%	87%
6	9	5	81%	94%
7	4	1	6%	91%
8	7	4	73%	91%
9	5	1	34%	78%
10	5	2	59%	86%
11	2	1	42%	92%
12	3	1	84%	95%
13	5	1	88%	96%
14	7	2	77%	95%

The results presented in Table 4.3 indicate the following:

Question 1 asked participants to select from a list the steps that must be followed when requesting a vehicle. In the pretest, 50% of participants correctly selected the steps that must be followed when requesting a military vehicle, and in the posttest, 90% of respondents correctly selected the steps that must be followed.

This shows that after exposure to the training intervention, most of the participants correctly selected the steps that must be followed when requesting a vehicle.

Question 2 asked respondents to indicate when they will be considered to be authorised military vehicle drivers. The results show that in the pretest, most of the participants (88%) knew when they will be considered to be an authorised military vehicle driver. In the posttest, the proportion increased to 97%, showing that almost all the participants correctly indicated when they will be considered to be authorised military vehicle drivers.

Question 3 asked respondents to indicate the steps that must be followed when they receive a military vehicle from another member before they make use of that vehicle. As is evident from Table 4.3, in the pretest, most of the participants (86%) correctly indicated the steps that must be followed. After exposure to the training intervention, the proportion increased to 96%. This shows that almost all the participants correctly indicated the steps that must be followed when they receive a military vehicle from another member before they make use of the vehicle.

Question 4 asked respondents to indicate what the purpose of a first and a last parade form is. Most of the participants (84%) selected the correct answer in the pretest, while 98% selected the correct answer in the posttest. Therefore, one may conclude that almost all the participants understood the purpose of a first and a last parade form.

Question 5.a asked respondents to identify what a DD146/7 document is. As is evident from Table 4.3, in the posttest, 93% of participants correctly identified that the DD146/7 form is an accident report form, while only 76% correctly identified the document in the pretest. This shows that in the posttest, almost all the respondents correctly identified what a DD146/7 form is.

Question 5.b asked respondents to identify who must complete the DD146/7, part I. The results presented in Table 4.3 show that in the pretest, most of the

participants (92%) knew that if the driver of the military vehicle has been involved in an accident, they must complete the DD146/7, part I as evidence. The proportion increased to 96% in the posttest. This shows that in the posttest, almost all the respondents correctly identified the person who must complete form DD146/7, part I.

Question 5.c asked respondents to identify who must complete the DD146/7, part II. The results presented in Table 4.3 indicate that in the pretest, some of the participants (65%) knew that the transport officer or the officer commanding of the military unit must complete the DD146/7, part II. The proportion increased to 91% in the posttest. This shows that in the posttest, almost all the respondents correctly identified the person who must complete form DD146/7, part II.

Question 5.d asked respondents to indicate when the DD146/7, part I must be completed. Table 4.3 depicts that 76% of participants knew that the DD146/7, part I must be completed at the scene of the accident. However, after exposure to the training intervention, the percentage increased to 96%, which shows that in the posttest, most of the participants indicated that the DD146/7, part I must be completed at the scene of the accident.

Question 5.e asked respondents to indicate when the DD146/7, part II must be completed. As shown in Table 4.3, in the pretest, only 56% of participants indicated that form DD146/7, part II must be completed when the accident is reported to the driver's military unit. The percentage increased to 94% in the posttest. This shows that after exposure to the training intervention, almost all the respondents correctly identified when form DD146/7, part II must be completed.

Question 5.f asked respondents to identify what an incident report is, and who must complete it. In the pretest, a total of 76% of respondents correctly identified what an incident report is, and who must complete it, with the proportion increasing to 88% in the posttest. Although it appears that the performance of the participants improved after implementation of the training intervention, there

nevertheless remained a proportion of 12% of participants that could not correctly identify who must complete the incident report. Given the importance of the incident report in motor vehicle accident and claims administration, greater emphasis should be placed on this aspect in future training interventions.

Question 5.g asked respondents to indicate where they must hand in an incident report. In the pretest, a mere 28% of participants knew that they must hand in the incident report document at the transport section. After implementation of the training intervention, the posttest showed that 82% of participants knew that the incident report must be handed in at the transport section. Although this is a significant improvement in performance, greater emphasis could likewise be placed on this aspect in future training interventions.

Question 5.h asked respondents to identify what a DD148 form is. The results depicted in Table 4.3 show that in the pretest, 63% of participants knew that a DD148 form is a damage report form. In the posttest, the proportion increased to 94%, which shows that most of the respondents correctly identified form DD148 after exposure to the training intervention.

Question 5.i asked respondents to identify who must complete the DD148. As can be seen from Table 4.3, in the pretest, only 47% of participants knew that a qualified technical person at the Light Workshop Troop (LWT) of the military unit must complete the DD148. In the posttest, the percentage increased to 87%. Although this is a significant improvement in performance, more emphasis could likewise be placed on this aspect in future training interventions.

Question 6 asked respondents to indicate the steps that must be followed when they have been in an accident and are not severely injured. As is evident from Table 4.3, in the pretest, 81% of participants correctly indicated the steps that must be followed when they have been in an accident. After administration of the training intervention, 94% of participants correctly indicated the steps that must be followed. Therefore, one may conclude that after exposure to the training

intervention, most participants correctly indicated the steps that must be followed when they have been in an accident.

Question 7 asked respondents to indicate within how many hours they must report a vehicle accident. The results depicted in Table 4.6 show that in the pretest, a mere 6% of participants indicated that they must report an accident to their military unit within 24 hours. In the posttest, 91% of participants selected the correct answer, which shows that after implementation of the training intervention, the respondents knew that a vehicle accident must be reported within 24 hours.

Question 8 asked respondents to identify which documents must be attached when they report a vehicle accident. In the pretest, a total of 73% of respondents correctly identified the reports that must be attached when reporting a vehicle accident. In the posttest, 91% of participants correctly identified the documents that must be attached when they report a vehicle accident to their transport section. This shows that after administration of the training intervention, almost all the respondents correctly identified the documents that must be attached when reporting a vehicle accident to their transport section.

Question 9 asked respondents to indicate where accident documentation must be handed in. According to the results of the pretest, only 34% of participants knew that accident documents must be handed in at their transport section. This could be one of the main reasons why accident documents are not submitted correctly according to prescribed procedures. However, in the posttest, 78% of respondents answered the question correctly. Although this is a significant improvement in performance, more emphasis could also be placed on this aspect in future training interventions.

Question 10 asked respondents to indicate when they will be held liable for damage to the military vehicle when they are involved in a motor vehicle accident with the military vehicle. The results in Table 4.3 show that 59% of participants in the pretest and 86% of participants in the posttest correctly indicated that they will be held liable for vehicle accident damage if the DD146/7, part II or the state

attorney indicates that they forfeit state cover. Although this is a significant improvement in performance, more emphasis could also be placed on this aspect in future training interventions.

Question 11 asked respondents "If you have been involved in a collision with a civilian vehicle, and you were authorised, according to the DD146/7, to use the military vehicle, can you be held liable to pay for damage to the military vehicle and the civilian vehicle?" Although according to the DD146/7, part II, a member that is authorised to drive the military vehicle cannot be held liable for accident damage to both the military vehicle and the civilian vehicle, only 42% of participants knew this in the pretest. In the posttest, 92% of respondents answered this question correctly, which shows that they know that if they are authorised to drive a military vehicle, they cannot be held liable for damage when they are in an accident.

Question 12 asked respondents to indicate whether if they have been involved in a collision with a civilian vehicle, and they were unauthorised (according to the DD146/7) to use the military vehicle, they can be held liable to pay for damage to both the military vehicle and the civilian vehicle. In the pretest, most of the participants (84%) answered this question correctly, and in the posttest, 95% of participants answered the question correctly. This shows that after administration of the training intervention, participants were aware that if they have been involved in a collision with a civilian vehicle, and they were unauthorised to use the military vehicle, they can be held liable for accident damage to both the civilian vehicle and the military vehicle.

Question 13 asked respondents to indicate when a military vehicle that has been involved in an accident can be repaired. As can be seen from Table 4.3, most of the participants (88%) in the pretest and 96% of participants in the posttest knew that a military vehicle that has been involved in an accident can only be repaired once financial authorisation has been issued by the Director: Financial Control Services (DFCS) of the Motor Vehicle Accident and Claims Section. This shows

that after implementation of the training intervention, almost all the respondents knew when a military vehicle that has been involved in an accident can be repaired.

Question 14 asked respondents to indicate what they must do with the documentation when they have been involved in an accident with a civilian vehicle, and they receive a summons or a claim from the civilian driver's attorney. Table 4.3 shows that in the pretest, 23% of participants did not know what they must do they receive a civilian claim after having been involved in an accident with a civilian vehicle. After exposure to the training intervention, 95% of participants knew what they must do.

From the above results regarding the performance of the respondents on the theoretical component of the questionnaire, one may conclude that after exposure to the training intervention, the knowledge of the respondents in terms of military motor vehicle accident and claims administration improved on all questions posed in the questionnaire. In the following section, the performance of the respondents on the practical component of the questionnaire will be presented.

4.4.2 Descriptive analysis of the practical component of the questionnaire

In Table 4.4 a description is given of the performance of the respondents on the practical component of the questionnaire. The analysis will be presented according to the individual questions included in this section of the questionnaire.

Table 4.4: Descriptive analysis of the performance of the respondents on the practical component of the questionnaire

Question	Total	Pretest	Posttest
1	10	82%	94%
2	8	79%	97%
3	1	75%	96%
4	1	81%	96%
5	16	68%	95%
6	14	32%	85%

The results presented in Table 4.4 indicate the following:

Question 1 asked participants to complete the necessary document (i.e. the vehicle request form) that must accompany their request for transport. The results indicate that most of the participants (82%) in the pretest and 94% of participants in the posttest completed the vehicle request document correctly. This shows that more participants completed the required document correctly after they had been exposed to the training intervention.

Question 2 asked participants to complete the necessary document (i.e. the vehicle first parade form) that must accompany their request for transport. As is evident from Table 4.4, in the pretest, 79% of participants were able to complete the first parade form correctly. After participants had been exposed to the training intervention, the proportion increased to 97%. This shows that more participants completed the document correctly after exposure to the training intervention.

Question 3 asked participants to choose the necessary documents that indicate that they are authorised to use a military vehicle. The results indicate that in the pretest, 75% of participants correctly identified the documents that must be completed to authorise the use of a military vehicle. In the posttest, 96% of participants correctly identified the necessary documents. This shows that more

Central University of Technology, Free State

participants could correctly identify the necessary documents after they had been exposed to the training intervention.

Question 4 asked participants to submit the necessary documents that indicate that they are an authorised driver to use the military vehicle. In the pretest, most of the participants (81%) submitted the correct documents, and in the posttest, 96% of participants submitted the correct documents to indicate that the participant is an authorised driver. This shows that more participants submitted the correct documents after they had been exposed to the training intervention.

Question 5 asked participants to complete the relevant document that must be completed at the scene of the accident. The pretest results indicated that only 68% of participants knew that the document DD146/7, part I must be completed at the scene of accident. However, the proportion increased to 95% in the posttest, which shows that more participants identified and completed document DD146/7, part I after being exposed to the training intervention.

Question 6 asked participants to complete the relevant document that must be completed at the military unit after an accident. During the pretest, the majority of participants (68%) did not know that they must complete an incident report document at their unit when involved in a vehicle accident. However, during the posttest, most participants (85%) completed the incident report correctly. This shows that most participants completed the document after exposure to the training intervention.

As is evident from the above results regarding the performance of the respondents on the practical component of the questionnaire, one may conclude that the respondents improved on all questions posed in the questionnaire after exposure to the training intervention. In order to determine whether statistically significant differences exist between the results of the pretest and the results of the posttest, it is necessary to conduct an inferential analysis of the pretest and the posttest results. In the following section, the results of the inferential statistical

analysis will be discussed regarding the results of the pretest and the posttest phases.

4.5 INFERENTIAL STATISTICAL ANALYSIS OF PRETEST AND POSTTEST RESULTS

In order to determine whether a statistically significant difference existed between the results of the pretest and the results of the posttest, inferential statistics were used. The statistical analysis was conducted by a statistician, using SPSS. It was decided to execute a paired t-test as follows:

- a paired t-test based on the scores for the theoretical component of the questionnaire;
- a paired t-test based on the scores for the practical component of the questionnaire; and
- a paired t-test based on the total scores.

An ANOVA was used to determine associations between the demographic variables and the posttest results.

In the following section, the paired t-tests will be discussed, after which the results of the ANOVA test will be discussed.

4.5.1 Paired t-test results

A paired t-test was executed to compare the results of the various components of the pretest and the posttest, namely the theoretical component and the practical component. The results of the paired t-test will be used as an indication of whether the participants has knowledge of vehicle accident and claims

administration, and whether they could apply this knowledge when executing vehicle accident and claims administration. An additional paired t-test was executed in order to compare respondents' total scores in the pretest and the posttest. In the following section, the paired t-test results for the theoretical component will be presented.

4.5.1.1 Paired t-test results for the theoretical component of the tests

The results of the paired t-test for the theoretical component of the pretest and the posttest are indicated in Table 4.5.

Table 4.5: Paired t-test results for the theoretical component of the pretest and the posttest

Variable	Mean	Standard deviation	Difference	t	P
Pretest	26.98	6.47			
Posttest	36.44	4.26	9.46	12.10	0.000*

* $p < .05$

From the results presented in Table 4.5, one can see that the mean difference between the pretest (26.98) and the posttest (36.44) is 9.46. This positive difference indicates that participants performed much better in the theoretical component in the posttest than in the pretest. The results further indicate that a statistically significant difference exists between the pretest and the posttest in terms of the theoretical component, at the 0.05 level of significance.

4.5.1.2 Paired t-test results for the practical component of the tests

The results of the paired t-test for the practical component of the pretest and the posttest are indicated in Table 4.6.

Table 4.6: Paired t-test results for the practical component of the pretest and the posttest

Variable	Mean	Standard deviation	Difference	t	P
Pretest	31.52	10.35			
Posttest	46.58	8.67	15.06	11.50	0.000*

* p < .05

From the results presented in Table 4.6, one can see that the mean difference between the pretest (31.52) and the posttest (46.58) is 15.06. This positive difference indicates that participants performed better in the practical component in the posttest than in the pretest. The results further indicate that a statistically significant difference exists between the results of the pretest and those of the posttest in terms of the practical component, at the 0.05 level of significance.

In the following section, the paired t-test results based on the respondents' total scores will be presented, which include the results for both the theoretical and the practical components of the tests.

4.5.1.3 Paired t-test results based on total scores

The pretest and the posttest consisted of a theoretical and a practical component. In Table 4.7 the statistical results of the paired t-test are presented based on the total scores, which include both the theoretical and the practical components.

Table 4.7: Paired t-test results based on total scores (N=101)

Variable	Mean	Standard deviation	Difference	t	P
Pretest	58.50	11.98			
Posttest	83.01	11.18	24.51	14.62	0.000*

* p < .05

Table 4.7 shows that the mean difference between the pretest and the posttest was 24.51. This positive value indicates that, on average, participants had a higher score for the posttest (83.01) than for the pretest (58.50). The results further indicate that a statistically significant difference exists between the pretest and the posttest, at the 0.05 level of significance.

4.6 ASSOCIATION BETWEEN THE DEMOGRAPHIC VARIABLES AND THE TRAINING INTERVENTION

A one-way between-groups analysis of variance (ANOVA) was executed to determine whether the demographic variables of the participants (the independent variables) influenced the posttest results which were obtained after the vehicle accident and claims administration training programme (dependent variable) was presented. The independent variables that were included in this test were rank, section, military unit, and year of obtaining military driver's licence.

The two demographic variables which were not included in the ANOVA referred to were whether the respondent had a valid licence, and whether the licence was registered on the SANDF's military driver's licence system. As these demographic variables had a low dispersion between categories, it would have been nonsensical to analyse them statistically. Refer, for instance, to Figure 4.4, where 87% of participants indicated that they had a valid licence. In such a situation, the

attribution of influence effect on motor vehicle accident and claims administration would have been statistically questionable.

The results of the ANOVA are presented in Table 4.8.

Table 4.8: ANOVA test results for the associations between the demographic variables and the training intervention

Independent variable	SS	Degree of freedom	MS	F	p
Rank	1200.33	3	400.110	1.42608	0.239862
Section	1239.62	3	413.21	1.4749	0.226175
Military unit	126.33	1	126.33	0.4421	0.507659
Year of licence	1216.49	4	304.12	1.0734	0.374012

As is evident from Table 4.8, all the independent variables measured had probability values that were greater than 0.05, and consequently the independent variables had no statistically significant effect on the dependent variable, namely the training programme. This implies that statistically speaking, the demographic characteristics of the participants did not play a role in the results of the motor vehicle accident and claims administration training intervention.

4.7 EVALUATION OF THE TRAINING PROGRAMME

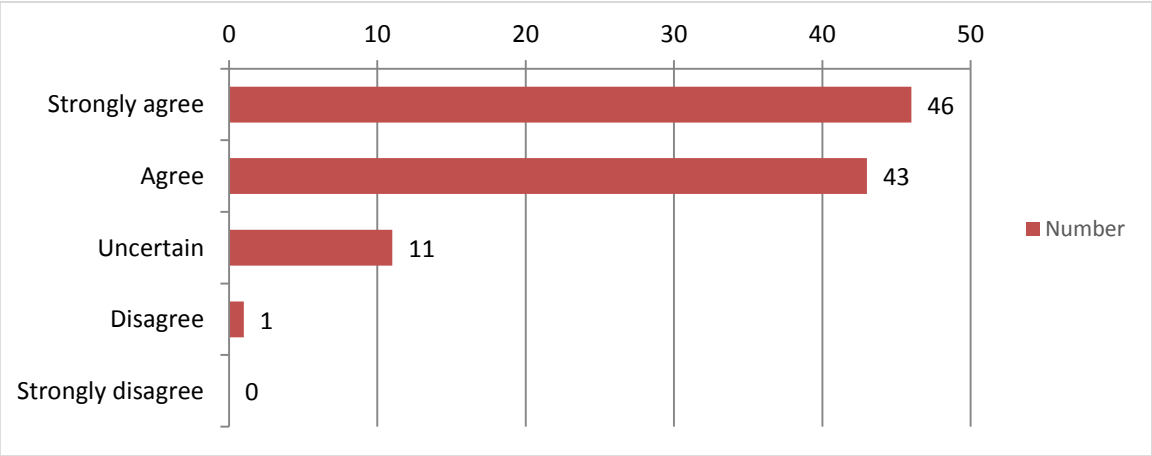
So as to evaluate the training programme that was developed, participants were requested to provide feedback regarding the training experience and their evaluation of the training programme (see Annexure C). The questionnaire consisted of 11 questions. Questions 1 to 6 were closed-ended questions, and participants had to indicate their answers on a five-point Likert scale, where options ranged from “strongly agree” to “strongly disagree”.

Questions 7 to 9 were, likewise, closed-ended questions, and participants were requested to choose one of the options provided. In question 7, participants were asked about the duration of the training programme, and they had to indicate whether the training programme was too short, the right length, or too long. Question 8 asked participants to indicate the level at which the training intervention can be pitched, and the following options were provided: introductory level, intermediate level, and advanced level. Question 9 required respondents to rate their level of satisfaction regarding the visuals that were used, the acoustics of the training venue, the venue, the handouts that were given, and the programme generally. Respondents were requested to indicate their answers on a five-point Likert scale, where the options ranged from “excellent” to “poor”.

Questions 10 and 11 were open-ended questions. Question 10 asked participants to indicate the best part of the training. Question 11 asked participants to provide suggestions to improve future training programmes. The results of the training evaluation are presented in Figures 4.7 to 4.20.

The first question posed in the training evaluation was “The training provided was relevant to my job”. The responses to this question are indicated in Figure 4.7.

Figure 4.7: Question 1 of the training evaluation



The results presented in Figure 4.7 show that a total of 46 respondents (46%) strongly agreed that the training was relevant to their job, 43 respondents (43%) agreed that the training was relevant to their job, 11 respondents (11%) indicated that they were uncertain whether the training was relevant to their job, and only 1 respondent (1%) disagreed that the training was relevant to their job. Taking the above results into consideration, it is evident that the majority of the participants (89) could see the relevance of this training programme when it comes to the vehicle accident and claims administration process in their units.

The second question posed to the respondents was “I will recommend this training to other colleagues using military vehicles”. The responses to question 2 are indicated in Figure 4.8.

Figure 4.8: Question 2 of the training evaluation

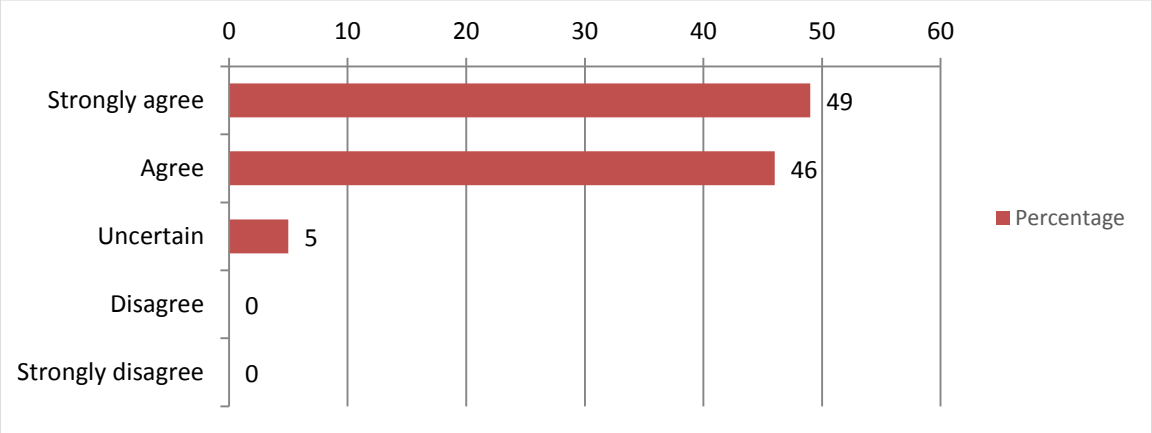
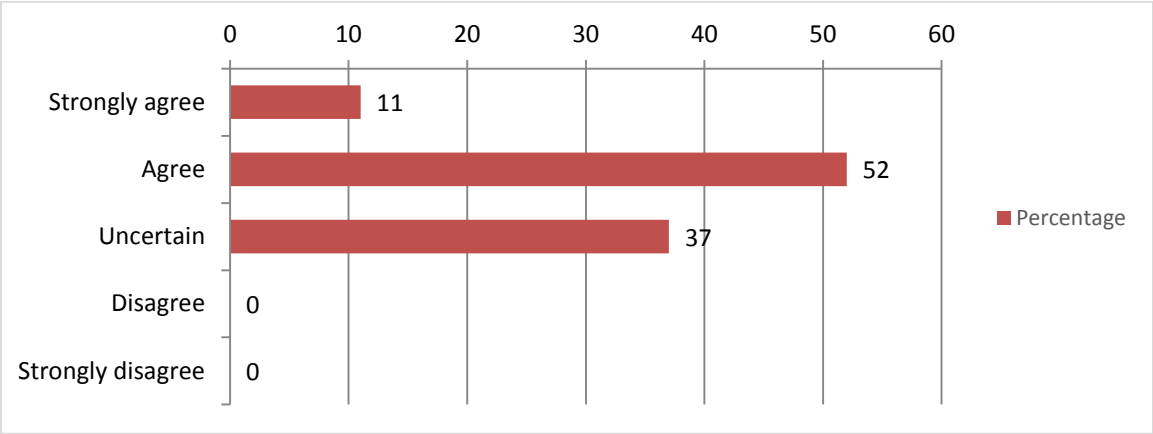


Figure 4.8 illustrates that most of the 101 respondents (95%) indicated that they would recommend the training intervention to other colleagues using military vehicles. A mere 5% of respondents indicated that they were uncertain whether they would recommend the training to other colleagues. This shows that most of the respondents would recommend the training intervention to other colleagues using military vehicles.

The third question posed to the respondents was “The training programme was well paced within the allocated time”. The responses to question 3 are indicated in Figure 4.9.

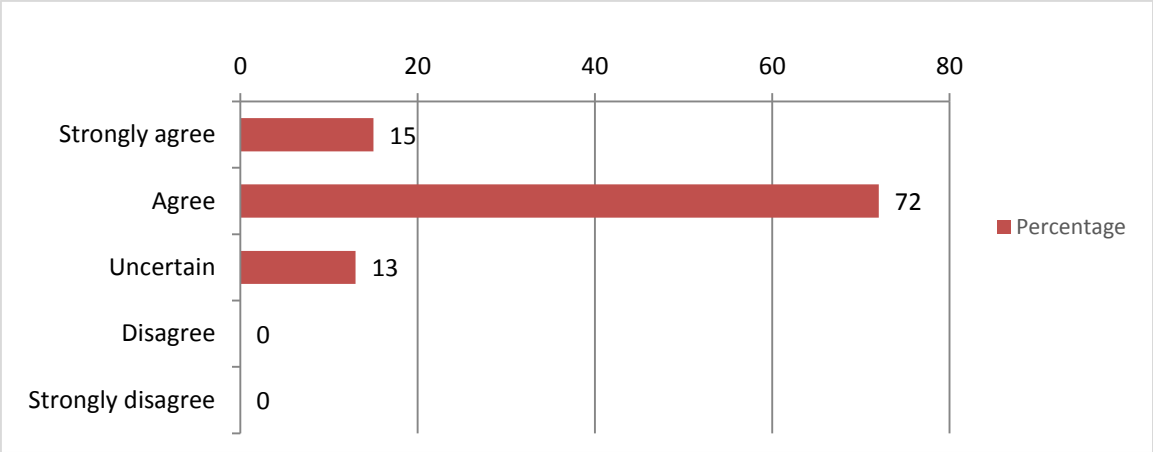
Figure 4.9: Question 3 of the training evaluation



The results presented in Figure 4.9 show that most of the respondents (63%) either strongly agreed or agreed that the training programme was well paced within the allocated time. A total of 37% of respondents indicated that they were uncertain whether the training programme was well paced within the allocated time. This shows that although most of the respondents agreed with the pacing of the training programme, a large number of the respondents were not sure about this aspect of the training intervention. Therefore, in future the researcher will investigate whether more time should be allowed for either the theoretical component or the practical component, or both, of the training intervention.

The fourth question posed to the respondents was “The instructor was a good communicator”. The responses to question 4 are indicated in Figure 4.10.

Figure 4.10: Question 4 of the training evaluation



The results presented in Figure 4.10 show that most of the respondents (87%) agreed or strongly agreed that the instructor was a good communicator. Only 13% of respondents were uncertain about this aspect of the training. This shows that the participants felt that the instructor effectively communicated information during the training sessions.

The fifth question posed to the respondents was “The presentation of the material was well organised ”. The responses to question 5 are indicated in Figure 4.11.

Figure 4.11: Question 5 of the training evaluation

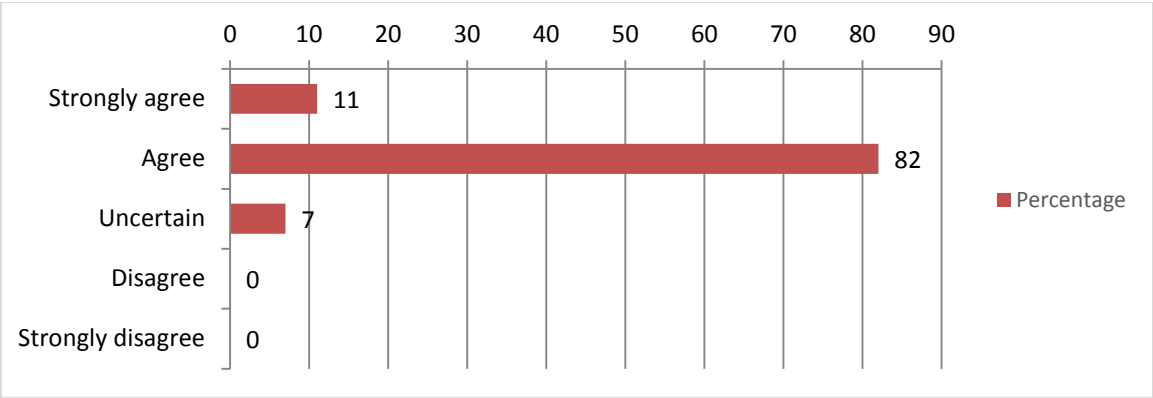
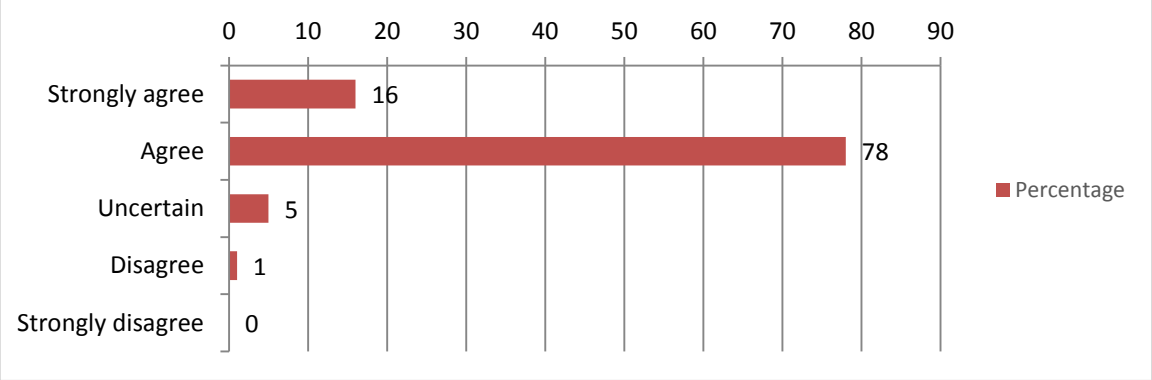


Figure 4.11 illustrates that 11% of respondents strongly agreed and 82% agreed that the presentation of the material was well organised. Only 7% of respondents indicated that they were uncertain whether the presentation of the material was well organised. Therefore, one may conclude that the participants were satisfied with the way the material was presented during the training sessions.

The sixth question posed to the respondents was "The instructor was knowledgeable". The responses to question 6 are indicated in Figure 4.12.

Figure 4.12: Question 6 of the training evaluation



The results presented in Figure 4.12 show that the majority of the respondents (94%) either agreed or strongly agreed that the instructor was knowledgeable. A small minority of the respondents (6%) either disagreed or were uncertain regarding whether the instructor was knowledgeable about military vehicle accident and claims administration.

The seventh question enquired about the duration of the training programme. The responses to question 7 are indicated in Figure 4.13.

Figure 4.13: Question 7 of the training evaluation

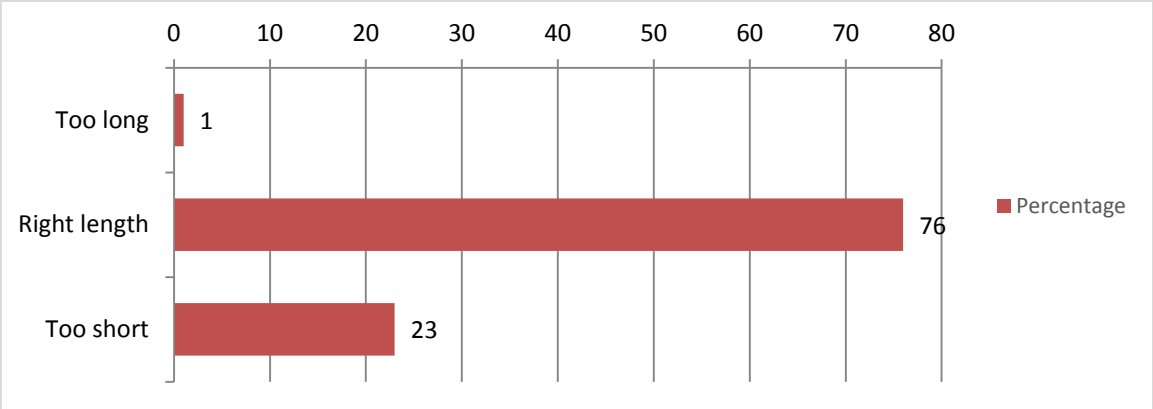
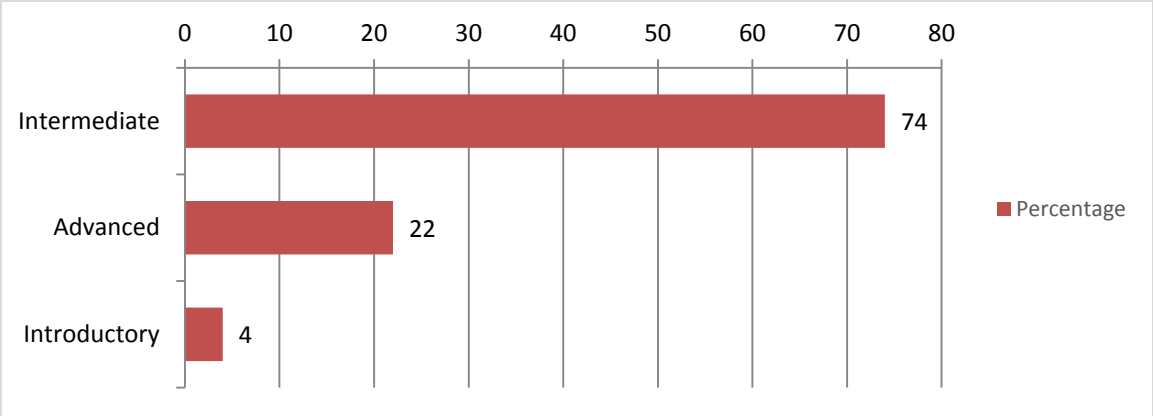


Figure 4.13 illustrates that the majority of the respondents (76%) indicated that the training programme was of the right duration. A total of 23% of respondents indicated that the training programme was too short, and a mere 1% indicated that the training programme was too long. It is possible that the respondents who indicated that the training intervention was too long have prior experience in, or are knowledgeable about, motor vehicle accident and claims administration. The respondents who indicated that the training programme was too short would seem to need more time to comprehend the theoretical and the practical components of the training programme. Therefore, it seems necessary that the knowledge of attendees regarding motor vehicle accident and claims administration should be established prior to presenting such a training programme. This will allow the presenter to group together trainees with the same level of knowledge, and more time can be allocated to impartation of information and performance of practical exercises, as required by the attendees.

Question 8 enquired about the level of the training programme. The responses to question 8 are indicated in Figure 4.14.

Figure 4.14: Question 8 of the training evaluation

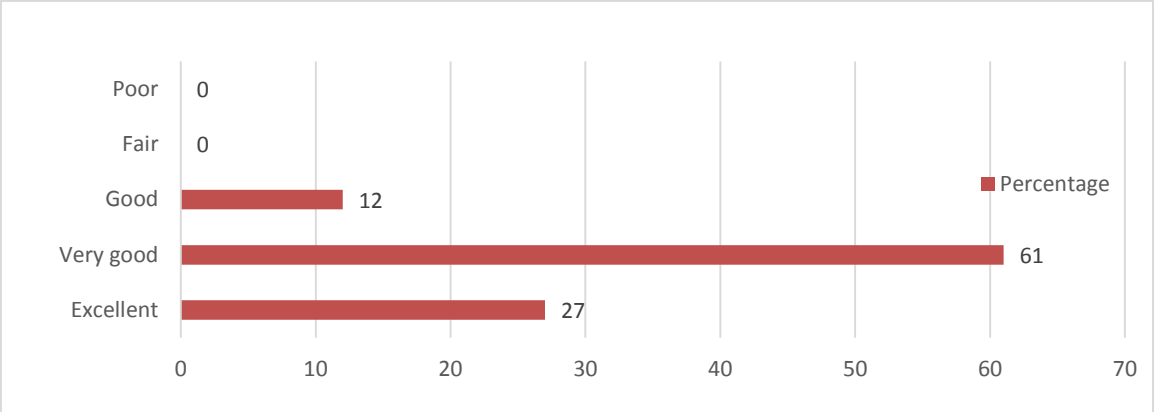


From the results presented in Figure 4.14, it is clear that most of the respondents (74%) felt that the training programme was pitched at an intermediate level, 22% of respondents felt that the training programme was of an advanced level, and 4% of respondents felt that the training programme was of an introductory level.

Figure 4.14 indicates that 4% of respondents felt that the training intervention was of an introductory level. The reason for this may be that those respondents may be from a higher-ranked group, with more experience in the SANDF. Those respondents (22%) that felt that the training intervention was of an advanced level may be in lower-ranked groups, and may not have much experience in the field of motor vehicle accident and claims administration. This shows that the presenter should consider whether future training groups should be separated according to senior ranks and junior ranks. Another alternative would be to group junior- and senior-ranking officials together during the training intervention, so that the senior-ranking officials can assist the junior-ranking officials during group activities.

Question 9 asked respondents to rank the visuals, the acoustics of the venue, the venue that was used, the handouts that were given, and the training programme generally on a five-point Likert scale. The responses are indicated in Figures 4.15 to 4.19. In Figure 4.15 the responses regarding the visuals are indicated.

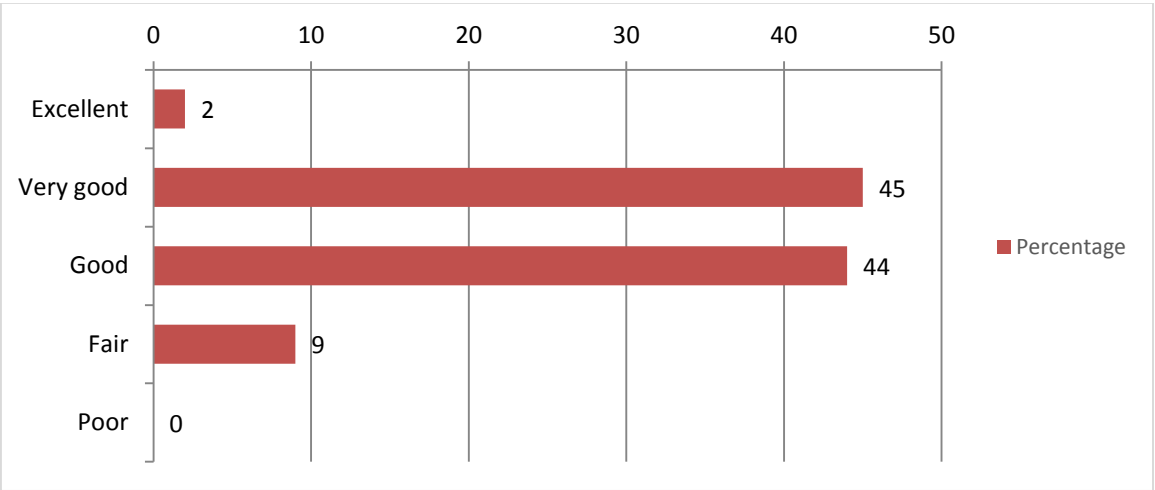
Figure 4.15: Question 9a of the training evaluation



A total of 27% of respondents indicated that the visuals used in the training programme were excellent, 61% of respondents indicated that the visuals in the training programme were very good, and 12% of respondents indicated that the visuals in the training programme were good. This shows that the participants were satisfied with the visuals used in the training intervention.

In Figure 4.16 the responses regarding the acoustics of the training venue are indicated.

Figure 4.16: Question 9b of the training evaluation



From Figure 4.16 one can see that most of the participants (89%) indicated that the acoustics of the training venue were either very good or good, and 2% indicated that they were excellent. The remainder of the respondents (9%) indicated that the acoustics of the venue were fair. This shows that the majority of the respondents were satisfied with the acoustics of the training venue. Note should be taken that the acoustics in some venues that were used may not be as good as those of other venues, and this may possibly have had an effect on the respondents' perceptions. As the instructor was allocated either conference rooms or a hall by the military unit, the instructor had no control over this aspect of the training. However, the aspect of acoustics will be addressed more effectively in future training programmes, for example wearing of a microphone, and requesting the use of specific venues.

In Figure 4.17 the responses regarding the venue where the training was presented are depicted.

Figure 4.17: Question 9c of the training evaluation

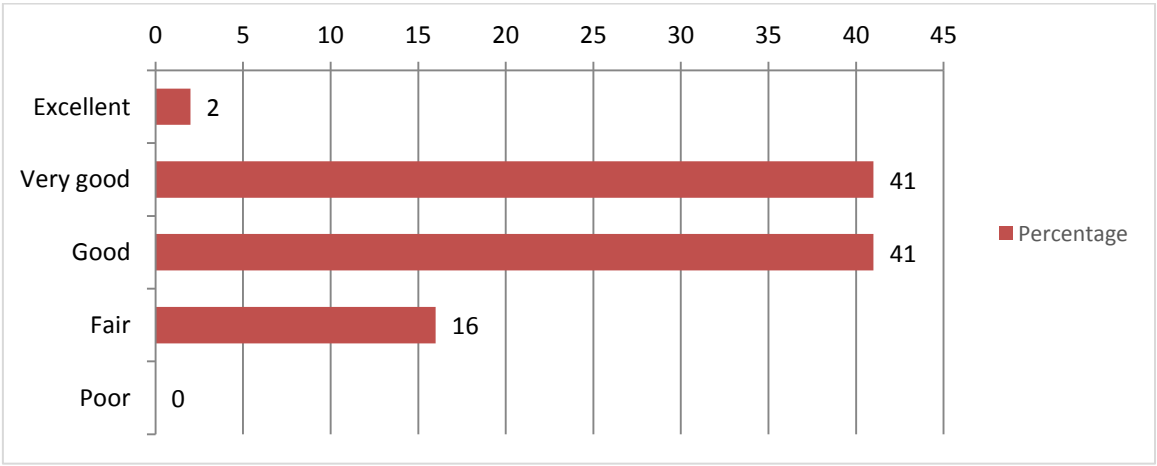
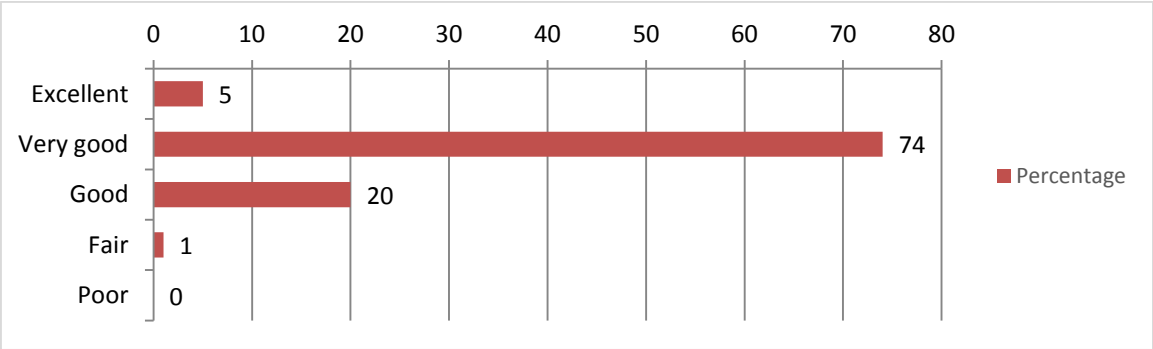


Figure 4.17 illustrates that 2% of respondents indicated that the venue used for the training programme was excellent. Most of the respondents (82%) indicated that the venue used was either very good or good, and only 16% of respondents indicated that the venue for the training programme was just fair. The researcher,

who was the instructor of the training intervention, had no influence on the venues that were used. It is recommended for future training interventions that a list of specifications for venues be submitted to military units, so that they can allocate better training facilities.

In Figure 4.18 the responses regarding the handouts given in the training programme are presented.

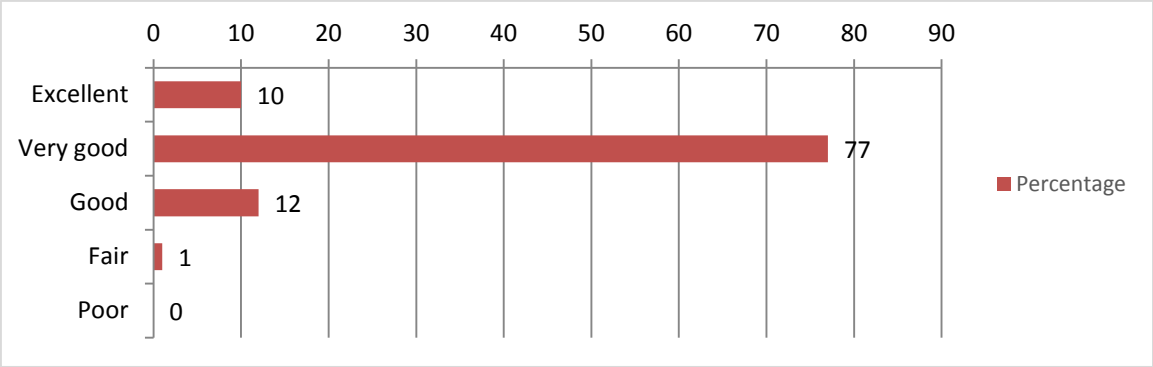
Figure 4.18: Question 9d of the training evaluation



With regard to the handouts that were given, 74% of respondents indicated that the handouts given in the training programme were excellent, 20% indicated that the handouts in the training programme were very good, 5% indicated that the handouts were good, and 1% indicated that the handouts were fair. Thus, most of the respondents (99%) regarded the handouts as either excellent, very good, or good, and therefore it is assumed that the handouts were of a high standard and were user-friendly.

In Figure 4.19 the responses regarding the overall experience of the training programme are presented.

Figure 4.19: Question 9e of the training evaluation

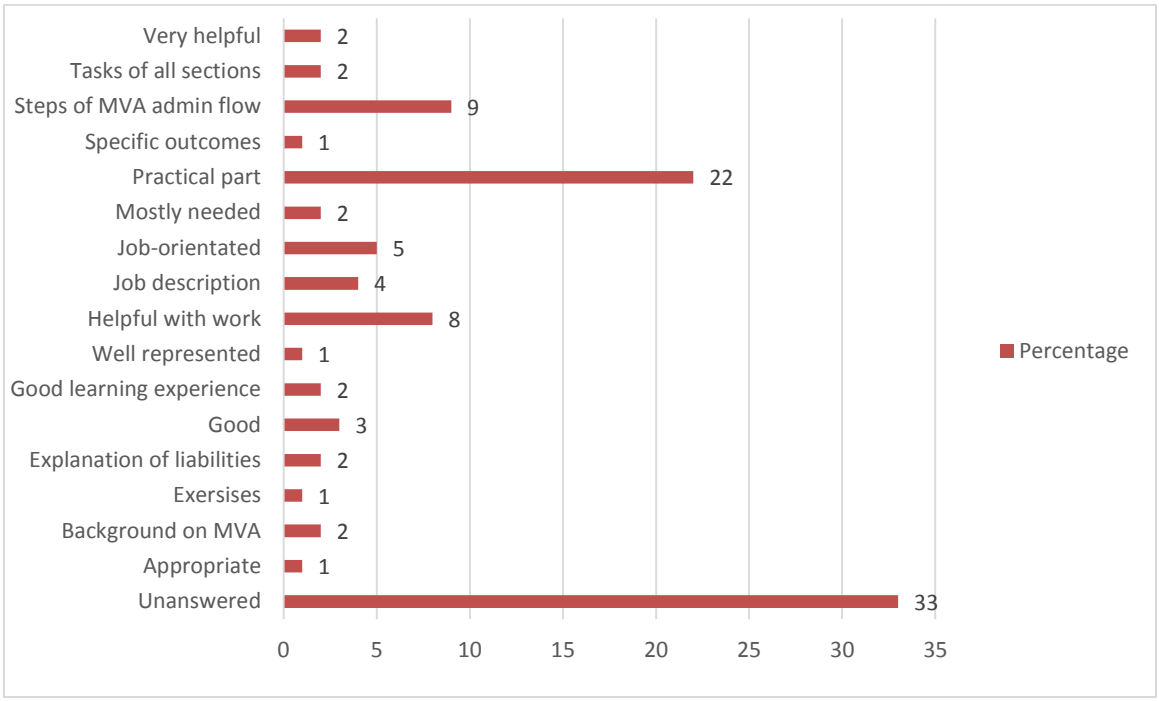


As can be seen from Figure 4.19, almost all the respondents (99%) felt that overall, the training programme was either excellent (10%), very good (77%), or good (12%). Only 1% of the respondents indicated that the training programme was fair. Therefore, one may conclude that the respondents were satisfied overall with the training programme.

Questions 10 and 11 were open-ended questions, where respondents had to indicate what they valued about the training programme, as well as provide recommendations to improve the programme. Given the qualitative nature of the responses to these questions, themes were identified. The relevant themes are graphically represented in Figures 4.20 and 4.21, respectively.

The responses to Question 10 ("What did you most appreciate or enjoy, or what do you think was the best, about the training session?") are indicated in Figure 4.20.

Figure 4.20: Question 10 of the training evaluation



A summary of Figure 4.20 illustrates that 34 participants (33%) did not answer this question. Other salient findings are:

- 22 respondents (22%) indicated that they mostly appreciated/enjoyed the practical part of the training programme;
- 9 respondents (9%) indicated that they felt that the steps of the MVA admin flow chart that were taught were helpful;
- 8 respondents (8%) indicated that they felt that the training programme will be helpful with their work; and
- the remaining 28 respondents (28%) gave other responses.

It can be concluded from the above findings that the practical part of the training intervention was well received by the respondents, and that it should therefore be retained in future vehicle accident training interventions.

The responses to Question 11 (“Do you have any suggestions for improvement of the training programme (including activities or initiatives) that you think would be useful in future?”) are indicated in Figure 4.21.

Figure 4.21: Question 11 of the training evaluation

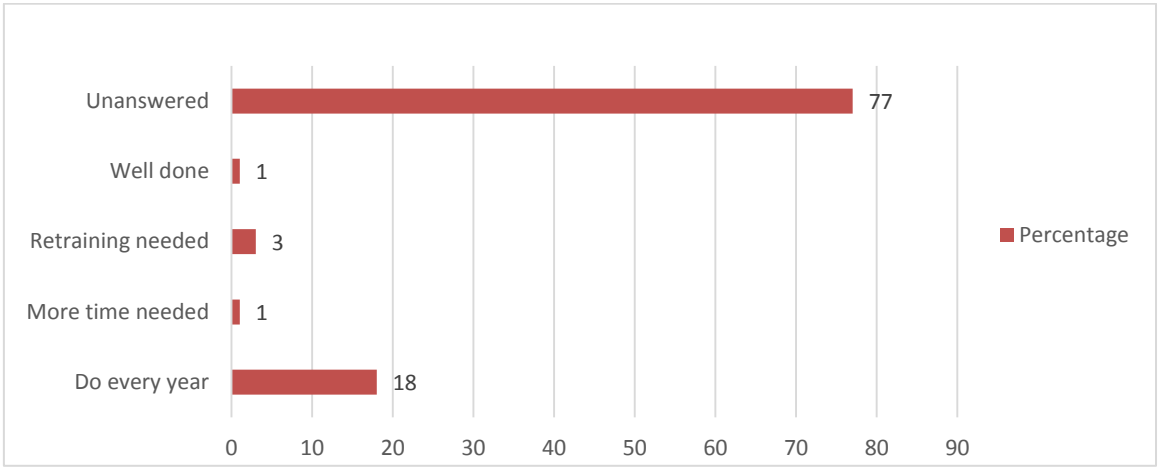


Figure 4.21 reveals that most of the participants (77%) did not offer any suggestions for improvement of the training intervention, and therefore it is assumed that they are satisfied with the content of the programme and the workbook manuals, and that they do not have suggestions for improvement regarding any aspect of the training. However, some respondents (21%) suggested either that the training intervention should be done annually or that retraining is needed. The remainder of the respondents (2%) indicated either that the training programme was well done or that more time is needed for the training programme.

Based on the results of the training evaluation, it is concluded that most of the respondents felt that the training intervention was appropriate, and that they would recommend it to their peers or colleagues. This is supported by the findings that the posttest scores of most of the participants were much higher than their pretest scores after they attended the training programme. The feedback provided by the respondents in the training evaluation questionnaire has provided valuable

information that can be used to improve future vehicle accident and claims administration training programmes.

4.8 CONCLUSION

This chapter explained that the knowledge and practical competence of the study's 101 participants regarding motor vehicle accident and claims administration were evaluated by means of a pretest. Thereafter, the participants attended the developed training programme. After the training programme was presented, the knowledge and practical competence of the same participants were evaluated by means of a posttest. The scores of all the participants improved in the posttest, as compared to the pretest. This shows that the training intervention improved participants' knowledge of vehicle accident and claims administration in the SANDF, as well as their practical application of this knowledge.

CHAPTER 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter 4, the findings of the study were discussed. It was established that the developed training programme improved the knowledge and practical competence of the respondents working with motor vehicle accident and claims administration in the SANDF. In this chapter, the research objectives of the study will be discussed, after which conclusions will be drawn, and the implications of the study will be presented. This will be followed by recommendations for future research and practice, as well as a discussion of the limitations of the study.

5.2 DISCUSSION OF THE FINDINGS OF THE STUDY

The research objectives of the study were set out in chapter 1 (see section 1.5.2). The first objective was to conduct a literature review on education, training, and development, adult learning theories, and the training cycle. This objective was achieved with the literature review, which was presented in chapter 2. The findings in terms of the second research objective are discussed in the following section.

5.2.1 RESEARCH OBJECTIVE 2

The second research objective was to develop a questionnaire to measure the knowledge and practical competence of employees working with motor vehicle accident and claims administration in the SANDF. The face validity of the

questionnaire was determined during the pilot study. In order to determine the face validity of the questionnaire, the selected participants that formed part of the pilot study were requested to complete the developed questionnaire, and to provide critical feedback and general comments, so as to ensure that the layout and wording of the questionnaire were logical, understandable, and unbiased. In addition, the minimum time that it takes to complete the questionnaire was established. To enhance the validity of the questionnaire, insights by two experts in the field of motor vehicle accident and claims administration and one psychologist were considered. Thus, the researcher ensured the validity of the developed questionnaire.

5.2.2 RESEARCH OBJECTIVE 3

The third research objective of the study was to measure the knowledge and practical competence of respondents working with motor vehicle accident and claims administration in the SANDF, so as to identify the training needs which informed the development of the training programme. The descriptive results of the pretest, presented in Table 4.3, indicate that participants had adequate knowledge of some aspects of motor vehicle accident and claims administration, but that some of the theoretical aspects they were not knowledgeable about. For example, question 7 enquired about the time frame for reporting motor vehicle accidents, and only 6% of respondents correctly answered this question. This shows that the respondents were lacking in some basic knowledge of motor vehicle accident and claims administration, and therefore it was decided to include a theoretical component in the training programme.

The descriptive results of the pretest in terms of the practical competence of the respondents were presented in Table 4.4. The results show that the participants had adequate practical competence in most aspects of motor vehicle accident and claims administration. However, the respondents did not perform well on the question asking about the documentation that must be completed at the military

unit after an accident. Therefore it was decided to include a practical component in the training programme. Furthermore, it was felt that participants' overall performance should be greater than what was reported. See Annexure B for the specific content areas that were covered by the training programme.

5.2.3 RESEARCH OBJECTIVES 4 AND 5

The fourth research objective was to develop a motor vehicle accident and claims administration training programme for the SANDF. The developed training programme (see Annexure B) was based on the theory of outcomes-based education, as was discussed in chapter 3 (see section 3.6). The fifth research objective was to present the developed motor vehicle accident and claims administration training programme to a sample of SANDF employees. The training programme was presented by the researcher at 10 military units in the NW and NC provinces, to a total of 101 participants, who were located at the respective military units.

5.2.4 RESEARCH OBJECTIVE 6

The sixth research objective was to conduct a pretest and a posttest, in order to establish whether a statistically significant difference existed between the results of the pretest and the results of the posttest. The statistical analysis of the results (see section 4.5) indicates that a statistically significant difference was established between the results of the pretest and those of the posttest. In terms of the theoretical component, the results indicate that a positive statistically significant difference exists between the results of the pretest and those of the posttest (see Table 4.2). This shows that after the sample was exposed to the training intervention, their knowledge of motor vehicle accident and claims administration improved.

In terms of the practical competence of the sample, the results presented in Table 4.2 indicate that a statistically significant difference was established between the results of the pretest and the results of the posttest. This implies that after the sample was exposed to the training intervention, their practical competence improved. Therefore, it is assumed that they will be able to follow the correct procedure when involved in, and dealing with, motor vehicle accident and claims administration.

A total score was also measured, which included both the theoretical and the practical components of the questionnaire (see Table 4.2). A statistically significant difference was established between the results of the pretest and the results of the posttest. This implies that after the sample was exposed to the training intervention, their theoretical knowledge and their practical competence improved. Therefore, it is assumed that the training intervention had a positive effect on the ability of the sample to deal with motor vehicle accident and claims administration.

5.2.5 RESEARCH OBJECTIVE 7

The final objective of the study was to evaluate the presentation of the developed motor vehicle accident and claims administration training programme. The responses to the questionnaire distributed indicate that the participants were satisfied with the following aspects: the visuals used, the acoustics of the venue, the venue used, and the handouts given. Overall, most participants rated the training programme as “very good”. They enjoyed the practical component of the training programme, and they suggested that the programme should be presented annually.

The participants further indicated that the training programme can be pitched at an intermediate level, and that the presentation of the training material was well organised. However, many of the respondents indicated that the programme

Central University of Technology, Free State

should be presented over a longer period of time, and therefore the researcher will investigate the suitability of presenting the programme over three days, rather than two days. It was also mentioned that the participants found the programme relevant to their jobs, and that they would recommend the programme to their peers. From the feedback received, one may conclude that the training programme and the presentation thereof were positively evaluated. The only aspect that needs to be investigated is the duration of the presentation. Other alternatives will also be considered, such as separation of future training groups into senior ranks and junior ranks, or to make use of more group activities where junior- and senior-ranking officials are grouped together, so that the senior-ranking officials can assist the junior-ranking officials.

5.3 IMPLICATIONS OF THE STUDY

Currently employees working at military units located in the NW and NC provinces have a fair knowledge and practical competence regarding motor vehicle accident and claims administration. Although this may be regarded as acceptable, the ideal would be to have employees that are fully knowledgeable and competent in terms of motor vehicle accident and claims administration. The reason for this is that it will reduce current unnecessary expenses within the SANDF, which will have a positive impact on the overall financial well-being of this state department. For this reason, the developed training programme should become compulsory for all employees using military vehicles in the SANDF, since an improvement in knowledge and practical competence regarding motor vehicle accident and claims administration was measured after exposure to the programme.

5.4 LIMITATIONS OF THE STUDY

The findings of this study apply only to employees of military units in the NC and NW provinces, and they therefore cannot be generalised to all military units in the

SANDF. Although the ideal would have been to have used a pure experimental research design in the study, it was impractical and impossible for the researcher to divide the sample into an experimental group and a control group. However, the quasi-experimental design which was used has been used effectively in studies where experimental designs were impossible, such as was the case in the current study.

5.5 RECOMMENDATIONS FOR FUTURE STUDIES

It is recommended that further research be conducted to confirm the reliability of the research questionnaire used. Due to the fact that other government departments in South Africa also have fleets of motor vehicles, it is recommended that further research be conducted in those government departments, and that the current training programme be adjusted to the identified training needs.

5.6 RECOMMENDATIONS FOR THE SANDF

Currently there are no official figures available regarding vehicle serviceability within the SANDF. Furthermore, no previous empirical research study has investigated motor vehicle accident and claims administration in the SANDF. Before the study commenced, the researcher conducted a preliminary investigation regarding motor vehicle accident administration, and he established that in two provinces, namely the NC and NW provinces, financial losses were incurred in more than 50 vehicle accident cases (during the 2009/2010 financial year), which resulted in expenses and losses for the SANDF.

Reasons for this occurrence can be summarised as follows:

- Incorrect or late financial reporting of motor vehicle accident and claim amounts;

Central University of Technology, Free State

- Incorrect claim totals and financial losses (interest); and
- Prescription of the case (where investigation documents were outstanding for more than three years), after which no recuperation or claim could be completed.

This indicated a need to develop a training programme to reduce the unnecessary losses that the SANDF is currently experiencing. It is recommended that the SANDF implements the developed motor vehicle accident and claims administration training programme, since the programme has been found to improve the knowledge and practical competence of selected employees regarding motor vehicle accident and claims administration.

More accurate administration is likely to lead to positive outcomes, such as the following:

- Correct and timely financial reporting of motor vehicle accident amounts;
- Correct claim totals and financial losses (interest);
- Prescription of the case (where investigation documents have been outstanding for more than three years), after which no recuperation or claim can be completed, will not occur; and
- Correct accident damages for vehicle repairs.

It is further recommended that current SANDF employees using military vehicles should be assessed to determine their current knowledge and practical competence regarding motor vehicle accident and claims administration. The results will indicate the training needs of current employees in terms of motor vehicle accident and claims administration.

Should the SANDF decide to adopt the developed training programme, it is important that training not be presented as a once-off exercise, but that employees using military vehicles should annually attend a refresher course. It is

anticipated that such an ongoing commitment to accurate motor vehicle accident and claims administration will benefit the SANDF to a large extent.

It is cause for concern that some of the respondents did not have basic information readily available at the time that they completed the questionnaire. For instance, many of the respondents did not know whether they had a valid military drivers' licence, the year in which the licence was issued, and whether the licence was registered on the SANDF's military driver's licence system. Therefore it is suggested that the SANDF investigate the current effectiveness of the military driver's licence system. In addition, it is recommended that an audit be launched, so as to ensure that all military drivers are in possession of a valid military driver's licence, and that this information be recorded on the SANDF's military driver's licence system. In so doing, the SANDF, and military drivers in their personal capacity, can prevent costly lawsuits.

Furthermore, it is recommended that the SANDF revise the SADF *Stores instructions volume A1 pamphlet 6 – stocktaking and administrative procedures regarding stocktake discrepancies, damages and losses of state property* (1984:38-44), since this document is already 31 years old.

5.7 CONCLUSION

It is evident from the findings of this study that the developed motor vehicle accident and claims administration training programme improved the knowledge and practical competence of employees working in the SANDF. However, it is acknowledged that certain practical considerations regarding the training programme should receive more attention, such as the duration of the training programme. It seems necessary that the SANDF approve and implement the developed motor vehicle accident and claims administration training programme, so as to ensure that accident and claims administration is executed effectively. This will hold many benefits for this state department. Should the current ineffective manner in which vehicle administration is done within the SANDF not improve, it may impact negatively on the financial status of this state department. This, in turn, may have detrimental consequences for national government, which is already finding it difficult to cover all its expenses.

REFERENCES

Agarwal, A. 2012. *Difference between on the job and off the job training*. [Online]. Available from: http://www.projectguru.in/publications/difference-between-on-the-job-and-off-the-job-training/ Date of access: 15 May 2015.

Andrews, A. 2009. *Disadvantages of on-the-job training*. [Online]. Available from: http://www.helium.com/items/1928095-disadvantages-of-on-the-job-training.html Date of access: 18 March 2011.

Bergh, Z. 2011. *Introduction to work psychology*. Cape Town: Oxford University Press.

Beukenhorst, D. & Kerssemakers, F. 2012. *Data collection strategy: general description and unimode designs*. The Hague: Statistics Netherlands. [Online]. Available from: http://www.cbs.nl/NR/rdonlyres/8086F6C7-09BA-4AF3-9166-CA3A338744F9/0/2012Datacollectionstrategyart.pdf
Date of access: 8 November 2015.

Botha, J. & Coetzee, M. 2007. Outcomes-based workplace learning design. *In*: M. Coetzee (ed.). *Practising training and development in South African organisations*. Cape Town: Juta. pp. 118-163.

Bryman, A. & Bell, E. 2007. *Business research methods*. 2nd ed. New York: Oxford.

Coetzee, M. & Schreuder, A.M.G. (eds). 2010. *Personnel psychology: an applied perspective*. Cape Town: Oxford University Press. [Online]. Available from: http://www.sajip.co.za/index.php/sajip/article/view/903/942; http://www.unisa.ac.za/default.asp?Cmd=ViewContent&ContentID=95070
Date of access: 20 October 2015.

Cooper, D.R. & Schindler, P.S. 2014. *Business research methods*. 12th ed. New York: McGraw-Hill/Irvin. [Online]. Available from: http://www.seu.ac.lk/fac/research%20and%20thesis/Business%20Research%20Methods,%2012th%20Edition%20-%20Donald%20R%20Cooper,.pdf Date of access: 3 May 2015.

Creswell, J.W. 2008. *The selection of research design: 1*. [Online]. Available from: http://www.sagepub.com/upm-data/22780_Chapter_1.pdf Date of access: 1 May 2015.

Creswell, J.W. 2009. *Research design: qualitative, quantitative and mixed methods approaches*. 3rd ed. Thousand Oaks, CA: Sage. [Online]. Available from: http://www.amazon.com/Research-Design-Qualitative-Quantitative-Approaches/dp/1412965578#reader_1412965578; http://ncbaeryk.yolasite.com/resources/John%20W.%20Creswell-Research%20Design_%20Qualitative,%20Quantitative,%20and%20Mixed%20Methods%20Approaches-SAGE%20Publications,%20Inc%20(2009).pdf Date of access: 2 May 2015.

Denzin, N.K. & Lincoln, Y.S. 2011. *The Sage handbook of qualitative research*. 4th ed. Thousand Oaks, CA: Sage. [Online]. Available from: http://books.google.co.za/books?hl=en&lr=&id=AIRpMHgBYqIC&oi=fnd&pg=PA97&dq=research+paradigm+by+denzin+%26+lincoln+2011&ots=knCKDIiyld&sig=qBPLsgwnaoV50w44xQCf7T52Osc#v=onepage&q&f=false Date of access: 3 May 2015.

Department of Defence Instruction ***see*** South Africa

Department of Education ***see*** South Africa

Doerpinghaus, H., Schmit, J. & Yeh, J.J. 2003. Personal bias in automobile claims settlement. *Journal of Risk and Insurance*, 70(2):185-205. [Online]. Available

from: http://onlinelibrary.wiley.com/doi/10.1111/1539-6975.00055/abstract Date of access: 16 August 2014.

Erasmus, B.J., Loedolff, P. van Z., Mda, T. & Nel, P.S. 2009. *Managing training and development in South Africa*. 5th ed. Cape Town: Oxford University Press.

Haberman, M.D. 2009. *The top 5 HR mistakes small companies make*. [Online]. Available from: http://omegahrsolutions.com/2010/02/top-5-hr-mistakes-that-small-businesses-make.html Date of access: 20 June 2015.

Henriksen, K. & Dayton, E. 2006. Issues in the design of training for quality and safety. *Quality Safety Care*, 15(1):17-24.

Henning, E., Van Rensburg, W. & Smit, B. 2004. *Finding your way in qualitative research*. 2nd ed. Pretoria: Van Schaik. [Online]. Available from https://books.google.co.za/books?id=8mTywIN8EXkC&pg=PA384&lpg=PA384&dq=Henning,+E.,+Van+Rensburg,+W.+%26+Smit,+B.+2004.+Finding+your+way+in+qualitative+research.+Van+Schaik&source=bl&ots=YOXM7dYXSU&sig=21uoweMINlmjBNiO-KeBzVoi5Vc&hl=en&sa=X&ved=0ahUKEwiN-YKx7J_JAhVGcRQKHdT9B3oQ6AEILTAE#v=onepage&q=Henning%2C%20E.%2C%20Van%20Rensburg%2C%20W.%20%26%20Smit%2C%20B.%202004.%20Finding%20your%20way%20in%20qualitative%20research.%20Van%20Schaik&f=false Date access 20 June 2015.

Holland, P. & De Cieri, H. 2006. *Contemporary issues in human resource development: an Australian perspective*. Frenchs Forest, NSW, Australia: Pearson Education. [Online]. Available from http://www.usq.edu.au/course/specification/2014/MGT3003-S3-2014-EXT-TWMBA.html Date of access: 01 June 2015.

Infande, A. 2011. *The four basic steps in the training process*. [Online]. Available from: http://www.selfgrowth.com/articles/Infande4.html Date of access: 26 August 2014.

Jacobs, R.L. 2003. *Structured on-the-job training: unleashing employee expertise in the workplace*. 2nd ed. San Francisco: Berrett-Koehler.

James, M. 2009. *The advantages of training and development in the workplace*. [Online]. Available from: http://ezinearticles.com/?The-Advantages-of-Training-and-Development-in-the-Workplace&id=2494587 Date of access: 20 June 2015.

Kirklees Council. n.d. *Research & consultation guidelines*. [Online]. Available from: http://www.kirklees.gov.uk/community/yoursay/questionnaires.pdf Date of access: 7 November 2015.

Kirkpatrick, D.L. & Kirkpatrick, J.D. 2009. *Evaluating training programs*. 3rd ed. San Francisco: Berrett-Koehler.

Knowles, M. 1984. *Informal adult education, self-direction and andragogy*. [Online]. Available from: http://infed.org/mobi/malcolm-knowles-informal-adult=aducatin-self-direction- and andragogy Date of access: 17 August 2014.

Mankin, D. 2009. *Human resource development*. New York: Oxford University Press.

Mayson, S.E. 2006. The contribution of current ideas in adult learning to human resource development. *In*: P. Holland & H. De Cieri (eds). *Contemporary issues in human resource development: an Australian perspective*. Frenchs Forest, NSW, Australia: Pearson Education. pp. 263-286. [Online]. Available from http://www.usq.edu.au/course/specification/2014/MGT3003-S3-2014-EXT-TWMBA.html Date of access: 20 September 2015.

McLeod, S. 2014. *Questionnaires*. [Online]. Available from: http://www.simplypsychology.org/questionnaires.html Date of access: 6 November 2015.

MEST. 2007. *Programmed instruction*. [Online]. Available from: http://edutechwiki.unige.ch/en/Programmed_instruction Date of access: 28 April 2015.

Meyer, M. & Orpen, M. 2007. *Occupationally-directed education, training and development practices*. Durban: LexisNexis.

Miksen, C. 2007. *Advantages & disadvantages of not having human resources*. [Online]. Available from: http://smallbusiness.chron.com/advantages-disadvantages-not-having-human-resources-18696.html Date of access: 9 May 2015.

Morrison, M. 2009. *Small steps to training needs analysis*. [Online]. Available from: http://rapidbi-com/Pre-test-training-needsanalysis-taskanalysis Date of access: 26 August 2014.

National Qualifications Framework Act ***see*** South Africa

Nel, P., Werner, A., Du Plessis, A., Ngalo, O., Poisat, P. & Sono, T. 2011. *Human resources management*. 8th ed. Cape Town: Oxford University Press.

Noe, R.A. 2010. *Employee training and development*. 5th ed. New York: McGraw-Hill International.

OccupyTheory.org. 2014. Advantages and disadvantages of experimental research. [Online]. Available from: http://occupytheory.org/advantages-and-disadvantages-of-experimental-research/ Date of access: 4 May 2015.

Ong'anya, G.V. & Ododa, H.O. 2009. *Questionnaire as a data collection instrument*. [Online]. Available from: http://onganya.blogspot.co.za/2010/03/questionnaire-as-data-collection.html Date of access: 8 November 2015.

Pathak, J., Vidyarthi, N. & Summers, S. 2005. A fuzzy-based algorithm for auditors to detect elements of fraud in settled insurance claims. *Managerial Auditing Journal*, 20(6):632-644. [Online]. Available from: http://search.ebscohost.com/login.aspx.html; http://www.emeraldinsight.com/doi/abs/10.1108/02686900510606119 Date of access: 24 April 2011.

Rothwell, W.J. & Kazanas, H.C. 2004. *Improving on-the-job training*. [Online]. Available from: http://www.referenceforbusiness.com/encoclopedia/oli_per/on_the_job_training.html Date of access: 25 February 2013.

Salkind, N.J. 2008. *Exploring research*. 7th ed. Upper Saddle River, NJ: Pearson.

Secolsky, C. & Denison, D. (eds). 2011. *Handbook on measurement, assessment, and evaluation in higher education, 1*. [Online]. Available from: https://www.gvsu.edu/cms3/assets/B8AD748B-F1dBE-C0A8-A2463EB026FEEEFD/evaluation-assessment.pdf; http://www.amazon.com/Handbook-Measurement-Assessment-Evaluation-Education/dp/0415880769 Date of access: 2 May 2015.

Skills Development Amendment Act ***see*** South Africa

Skills Development Act ***see*** South Africa

Skills Development Levies Act ***see*** South Africa

SOUTH AFRICA.Department of Defence Instruction: Finance no. 00014/2000 (edition 2), 2001. *Policy on the management and administration of losses, damages and claims (including legal representation and legal opinion) in the Department of Defence*.

SOUTH AFRICA, Department of Education 2006. *National Skills Development Framework.* [online] available from http://www.pmg.org.za/files/gazettes/061023educ-teachers.pdf. Date access: 17 August 2014.

SOUTH AFRICA. 2008. National Skills Development Act, Act 34 of 2008. Accessed from http://www.labour.gov.za/DOL/downloads/legislation/acts/skills-development-act/amendments/skilldevact.pdf. Accessed on 15 August 2014.

SOUTH AFRICA, Skills Development Levies Act, Act 9 of 1999. Accessed from http://www.serviceseta.org.za/EmployersMemberCompanies/Pages/Employers-Section.aspx. Date access: 24 April 2015.

SOUTH AFRICA, Skills Development Amendment Act, Act 37 of 2008. Accessed from http://www.agriseta.co.za/downloads/Skills_Development_Act.pdf Date access: 24 April 2015.

SOUTH AFRICAN NATIONAL QUALIFICATIONS FRAMEWORK (NQF) (2008). [online] available from http://www.che.ac.za/sites/default/files/publications/NQF_act_2008.pdf and http://www.acts.co.za/national-qualifications-framework-act-008/index.html?date_for_the_implementation_of_the_national_qualifications_framework_nqf_act_no_67_of_2008.php Date access: 15 August 2014.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA) Unit standard, 2009. Administer the loss management and civil process. [online] available from http://reggs.saqa.org.za/showUnitStandard.php?id=255996.
[Accessed 30 April 2015].

South African Defence Force. 1984. Stores instructions volume A1 pamphlet 6, 1984. *Stocktaking and administrative procedures regarding stocktake discrepancies, damages and losses of state property*.

South African Qualifications Authority Act ***see*** South Africa

Taylor, B.J., Kermode, S. & Roberts, K.L. 2006. *Research in nursing and health care: evidence for practice*. 3rd ed. Melbourne, Victoria, Australia: Thomson Nelson. [Online]. Available from http://epubs.scu.edu.au/hahs_pubs/340/ Date of access 30 May 2015.

Taylor, M. 2009. *Six types of training and development techniques*. [Online]. Available from: http://ezinearticles.com/?Six-types-of-training-and-development-techniques&id=1944536 Date of access: 1 February 2014.

TORPEY, D.T. 2009. *Preparing for a complex future*. *Risk & Insurance Management Society*, Inc. Vol 56. Issue 2.

Vine, R. 2009. *Research paradigms: positivism, interpretivism, critical approach and poststructuralism*. [Online]. Available from: http://rubyvine.blogspot.co.za/2009/10/research-paradigms-positivism.html

Date of access: 21 September 2015.

Weaver, K. & Olsen, J.K. 2006. Understanding paradigms used for nursing research. *Journal of Advanced Nursing*, 53(4):459-469. [Online]. Available from:

http://www.ncbi.nlm.nih.gov/pubmed/16448489;

http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2648.2006.03740.x/abstract

Date of access: 6 May 2015.

ANNEXURE A: INTRODUCTORY LETTER

MOTOR VEHICLE ACCIDENT AND CLAIMS ADMINISTRATION IN THE SOUTH AFRICAN NATIONAL DEFENCE FORCE (SANDF)

Dear respondent

A research study is being conducted by me under the supervision of Dr F van der Walt and Mr A Taylor. I am currently a Master's degree student in the Department of Business Management at Central University of Technology (CUT), Free State. The study focuses on Motor Vehicle Accidents in the SANDF.

The purpose of this questionnaire is to determine what the current skills levels are of employees involved in the administration of motor vehicle accidents, in order to establish whether there is a need for an on-the-job (in-post) training programme.

You are requested to participate in this study on a voluntary basis. You have the right not to respond, or to withdraw from the study at any stage. All the information that you provide will be kept confidentially, and will be used only for research purposes. The outcome of the study will not by any means be disadvantageous to participants or military units where questionnaires are completed, and the published results will not take the form of reports on the particular unit or individual participants. The personal information gathered by this questionnaire will be used only for statistical purposes, to align a pretest and a posttest score after the training programme is conducted.

The study will be advantageous to both the personnel participating in the study and the South African National Defence Force. Employees will be trained to complete and submit the necessary documents correctly when they are involved in accidents. This will enable them to receive financial authority from the CFin: MVA Section (Bloemfontein) for the repair of military vehicles.

Please be so kind as to complete the attached questionnaire, which will take you only approximately 90 minutes to complete. If you have any further questions about the study, or would like any additional information, please feel free to raise your hand.

Kindly return the completed questionnaire to the researcher in the envelope provided.

Your participation and the sacrifice of your time is appreciated and valued.

_____	_____	_____
TJ Etzebeth	F van der Walt	A Taylor

ANNEXURE B: QUESTIONNAIRE – PRETEST AND POSTTEST

PERSONAL PARTICULARS

Force number: _____ Rank: _____ Name: _____

Military unit: _____ Section: _____

○ What is your current position? Please mark with an X.

Logistics officer	Transport officer	Adjudant	Day-to-day appointed driver

2. Do you have a valid military driver's licence? Please mark with an X.

Yes	No	Uncertain

3. In which year was your military driver's licence issued? (Year) _____

4. Is your military driver's licence captured on the Persol System? Please mark with an X.

Yes	No	Uncertain

INSTRUCTIONS

Please answer the following questions as honestly as possible.

SECTION 1

Section 1 (pages 4 – 12) must be completed by all members. The time allocated is 35 minutes.

1.	Mark only the steps you have to perform when requesting a military vehicle. ○ *Complete a requisition for transport form.* ○ *Sign the requisition form.* ○ *Ensure you possess a valid military driver's licence for the particular vehicle you request.* ○ *Complete a first parade form for the vehicle you requested in the presence of a transport clerk, and list any faults.* ○ *Complete a last parade form for the vehicle you requested in the presence of a transport clerk, and list any faults.* ○ *Hand in the request for transport at your transport section.* ○ *Complete the point-to-point trips.* ○ *Uncertain.*	1-1
2.	When will you be considered an authorised military vehicle driver? (More than one option may be marked). ○ *When you possess a valid military driver's licence for the class of vehicle you request.* ○ *When the trip authority is signed by you.* ○ *When the trip authority is signed and authorised by your transport section for that particular vehicle and purpose.* ○ *Your name must be printed or written in clearly on the trip authority for the vehicle you are about to use.* ○ *Use the vehicle for private purposes.* ○ *Uncertain.*	1-2

3.	When you receive a military vehicle from another member, what needs to be done before making use of such a vehicle? (More than one option may be marked). ○ *Nothing needs to be done. You can just take the vehicle and drive off.* ○ *If any faults were found, report them to the transport officer or transport clerk before driving that particular vehicle.* ○ *Ask the previous driver if you can use the vehicle quickly, and drive off.* ○ *The previous driver must complete the last parade form, and you must complete the first parade form and list the faults (if any) that were found.* ○ *Make sure your name is written in as the official authorised driver.* ○ *Uncertain.*	1-3
4.	What is the purpose of a first and a last parade form? ○ The first parade form *is used to indicate that the military vehicle you are about to drive does not have any damages or faults, is roadworthy, and is safe to use*. ○ The last parade form *is used to indicate if any faults/damages were found during a trip*. ○ Uncertain.	1-4

5.	Describe the following documents by marking the correct answer with an X. a. Indicate what a DD146/7 is? ○ *An accident report*. ○ *A damage report.* ○ *An incident report.* ○ *Uncertain.* b. Who must complete the DD146/7, part I? ○ *The transport officer* ○ *The driver of the military vehicle.* ○ *The civilian driver.* ○ *Uncertain.* c. Who must complete the DD146/7, part II? ○ *The driver of the military vehicle.* ○ *The logistics officer* ○ *The officer commanding or his delegated member, normally the transport officer or the section head*. ○ *Uncertain.* d. When must a DD146/7, part I be completed? ○ *At the scene of the accident or incident if the military driver is capable of doing so.* ○ *At a Military Police station or a South African Police Service station.* ○ *At the military unit of the driver.* ○ *Uncertain.*	1-5 1-6 1-7 1-8

Central University of Technology, Free State

	e. When must a DD146/7, part II be completed? ○ *At a Military Police station or a South African Police Service station.* ○ *When the accident is reported to the transport section of the military unit of the driver of the vehicle.* ○ *At the scene of the accident.* ○ *Uncertain.*	1-9
	f. What is an incident report, and who must complete it? ○ *It is a document that must be completed by a member who is reporting an accident of a particular military vehicle.* ○ *It is a document that must be completed by a member working at the transport section.* ○ *It is a document that must be completed by the adjudant.* ○ *Uncertain.*	1-10
	g. Where must you hand in an incident report? ○ *At the Adjudants office.* ○ *At the LWT.* ○ *At the QM.* ○ *At the transport section.* ○ *Uncertain.*	1-11

	h. What is a DD148? ○ *A form used to report a vehicle accident.* ○ *A form that specifies damages to the military vehicle after an accident.* ○ *A form used to write in your point-to-point trip.* ○ *A form used for the first and the last parade on the vehicle.* ○ *Uncertain.*	1-12
	i. Who must complete the DD148? ○ *The adjudant.* ○ *The transport officer.* ○ *The quartermaster (QM).* ○ *A qualified technical person at the Light Workshop Troop (LWT) of the military unit.*	1-13
6.	Indicate the procedure that you must follow (if not injured severely)when you are in an accident? (More than one option may be marked). ○ *Make sure it's safe to get out of the vehicle.* ○ *Complete the DD146/7 (accident report form), part I in full at the accident scene.* ○ *Run away from the accident scene.* ○ *Accept responsibility and liability to repair the accident damage.* ○ *Phone the SAPS or the SA Military Police.* ○ *Phone your military unit to report the accident, and if needed, to arrange for the recovery of the vehicle.* ○ *Back at the unit, report the accident at the transport section, and complete the incident report*.	1-14

	○ *Drive away immediately.* ○ *Uncertain.*	
7.	Within how many hours must you report a vehicle accident? ○ *24 hours.* ○ *48 hours.* ○ *72 hours.* ○ *Uncertain.*	1-15
8.	Which documents must be attached when reporting an accident? (More than one option may be marked). ○ *The DD146/7, parts I and II, part I fully completed.* ○ *A damage report.* ○ *A copy of the military driver's licence.* ○ *The vehicle's service book.* ○ *A copy of the trip authority for that particular military vehicle.* ○ *A statement of how the accident occurred*. ○ *Uncertain.*	1-16
9.	Indicate where the above-mentioned documentation must be handed in? ○ *The officer commanding.* ○ *The adjudant.* ○ *The logistics officer.* ○ *The transport officer or transport clerk.* ○ *Uncertain.*	1-17

10.	When will you be held liable for damage to the military vehicle if you are in an accident? (More than one option may be marked). ○ *When part II of the DD146/7 indicates that the trip was unauthorised, and it was not in the best interests of the state.* ○ *If the officer commanding has told you to pay for the damage.* ○ *If the state attorney is of the opinion that state indemnity was forfeited.* ○ *If you feel guilty about the accident and accept liability for the damage.* ○ *Uncertain.*	1-18
11.	If you have collided with a civilian vehicle and were **authorised** to use the military vehicle, according to the DD146/7, can you be held liable to pay for the damage to both the military vehicle and the civilian vehicle? If uncertain, mark "Uncertain". ○ *No. If one complies with all the points in part II of the DD 146/7, one cannot be held liable for the accident damage.* ○ *Uncertain.*	1-19
12.	If you collided with a civilian vehicle and you were **unauthorised** to use the military vehicle, according to the DD146/7, can you be held liable to pay for the damage to both the military vehicle and the civilian vehicle? ○ *Yes.* ○ *No.* ○ *Uncertain.*	1-20

13.	When can a military vehicle that has been involved in an accident be repaired? ○ *When authority has been issued from the Director: Financial Control Services (DFSC), Motor Vehicle Accident (MVA) Section*. ○ *When the officer commanding orders you to repair the vehicle.* ○ *When the LWT orders you to repair the vehicle.* ○ *When the transport officer orders you to repair the vehicle.* ○ *Uncertain.*	1-21
14.	Indicate what to do with the documentation when you are in an accident with a civilian vehicle, and you receive a summons or a claim from the civilian driver's attorney. (More than one option may be marked). ○ *Take it to the officer commanding (OC), the adjudant, or the transport officer, to refer it to the Director: Financial Control Services (DFSC), Motor Vehicle Accident (MVA) Section (Bloemfontein)*. ○ *Ignore the summons or claim letter.* ○ *Pay the claim amount immediately.* ○ *Request the adjudant to do a follow-up with the Director: Financial Control Services (DFCS), asking them for feedback on the progress of the summons.* ○ *Get an attorney.* ○ *Attend the court case on my own.* ○ *Uncertain.*	1-22

******** WHEN FINISHED, PLEASE INDICATE TO MR ETZEBETH********

SECTION 2

Section 2 (pages 13 – 17) must be completed by the transport officer only.

The time allocated is 15 minutes.

1.	When an accident has been reported to you, which documents must be handed in at Transport? (More than one option may be marked). ○ *The DD146/7, parts I and II.* ○ *A copy of the military driver's licence.* ○ *A copy of the trip authority for the vehicle.* ○ *A statement of the driver of the vehicle.* ○ *An incident report.* ○ *A damage report (DD148).* ○ *The service book of the vehicle.* ○ *Uncertain.*	2-1
2.	What steps have to be followed by Transport when a vehicle accident is reported? (More than one option may be marked). ○ *Report the accident to the logistics officer.* ○ *Report the accident to the adjudant.* ○ *Report the accident to the LWT section.* ○ *Complete the DD146/7, part II (If delegated to do so).* ○ *Complete the DD146/7, part I.* ○ *Take the vehicle for repairs.* ○ *Submit to the adjudant and the logistics officer copies of all the documents that were received when the accident was reported.* ○ *Uncertain.*	2-2

3.	Which documents must be sent to the Chief of Finance? (More than one option may be marked). ○ *The DD146/7, parts I and II, fully completed, together with a sketch plan of the accident scene.* ○ *A copy of the military driver's licence.* ○ *The repairs invoice.* ○ *A full board of inquiry.* ○ *A copy of the trip authority for that particular military vehicle.* ○ *A copy of the statement of the driver*. ○ *The DD148 or quotations (x3)*. ○ *The service book of the vehicle.* ○ *Uncertain.*	2-3
4.	Within what period must these documents be submitted to the Chief of Finance? ○ *Within 10 working days*. ○ *Within 30 days.* ○ *Within 48 hours.* ○ *No specific time.* ○ *Uncertain.*	2-4
5.	What is the role, if any, of the Director: Financial Control Services (DFCS), Motor Vehicle Accident (MVA) Section in respect of vehicles involved in accidents? (More than one option may be marked). ○ *The DFCS provides financial authorities for the repair/write-off of military vehicles to the military units.* ○ *They open debt accounts against members if members forfeit state indemnity/cover.*	2-5

	○ *They handle any civilian claim on behalf of the Defence Force in cooperation with the state attorney.* ○ *They don't have any role in respect of vehicle accidents.* ○ *The DFCS makes decisions on whether a member forfeits their state indemnity/cover.* ○ *Uncertain.*	
6.	What is the role, if any, of the state attorney in respect of vehicles involved in accidents? (More than one option may be marked). ○ *They don't have any role in respect of vehicle accidents.* ○ *The state attorney acts on behalf of the Minister of Defence and the military vehicle driver, whether it's a claim against or on behalf of the Minister of Defence.* ○ *The state attorney gives their opinion on whether a military member should enjoy or forfeit state indemnity.* ○ *The state attorney gives their opinion on whether the Director: Financial Control Services must request payment in respect of a civilian claim.* ○ *Uncertain.*	2-6
7.	When a vehicle has been in an accident, when can it be repaired? ○ *You must wait until a board of inquiry or other means of investigation at the military unit has been finalised.* ○ *You can repair it immediately.* ○ *If the officer commanding gives authority.* ○ *If the Light Troop Workshop (LWT) gives authority.* ○ *If the driver that caused the accident wants to repair the vehicle.* ○ *When the Chief of Finance gives authority.*	2-7

	○ *Uncertain.*	
8.	When a need arises to repair accident damage to a military vehicle, what must be done by the Transport Section? ○ *Take the vehicle for quotations.* ○ *Request the money for the repairs.* ○ *Request a work requisition on the mainframe (Calmis) for the repair of the specific accident damage.* ○ *Take the vehicle to any panel beater business for the repairs.* ○ *Request a "bid authority" number from the Procurement Service Centre.* ○ *Uncertain.*	2-8
9.	What is the role of the Light Troop Workshop (LWT) in the repair process of vehicles that have been involved in an accident? (More than one option may be marked). ○ *Retrieve the work requisition form from the mainframe (Calmis).* ○ *Request a "bid authority" number from the Procurement Service Centre for the repairs.* ○ *It doesn't have any role in the repair process.* ○ *Take the vehicle for quotations for the repair of the accident damage.* ○ *If the vehicle has been repaired, do the necessary inspection to see whether the vehicle has been repaired satisfactorily.* ○ *Repair the vehicle at the LWT workshop.* ○ *If satisfied with the repairs, do the necessary release actions on the Transport System, in order to request the military vehicle to be utilised again*.	2-9

	○ *Uncertain.*	

******** WHEN FINISHED, PLEASE INDICATE TO MR ETZEBETH********

SECTION 3

Section 3 (pages 18 – 24) must be completed by the adjudant only. The time allocated is 15 minutes.

1.	What must you do when a vehicle accident is reported to you? (More than one option may be marked). ○ *Take the vehicle for repairs.* ○ *Arrange for the recovery of the vehicle.* ○ *Request the driver to repair the vehicle.* ○ *Write it in the register of investigations.* ○ *Appoint someone to do the necessary investigation in respect of the accident.* ○ *Complete the DD146/7, parts I and II.* ○ *Uncertain.*	3-1
2.	Please list the documents that the transport officer must provide you with. If uncertain, please mark "Uncertain". ○ *The DD146/7, parts I and II (part I fully completed, together with a sketch plan of the accident scene).* ○ *A copy of the military driver's licence.* ○ *An incident report.* ○ *A copy of the trip authority for that particular military vehicle.* ○ *A statement of how the accident occurred.* ○ *Uncertain.*	3-2

3.	Who must provide you with a DD148 or quotations? ○ *The transport section.* ○ *The logistics section.* ○ *The LWT section.* ○ *The driver of the vehicle that was involved in an accident.* ○ *Uncertain.*	3-3
4.	What type of investigations can be convened in respect of a military motor vehicle accident? If uncertain, please mark "Uncertain". ○ *A board of inquiry.* ○ *An officer commanding investigation.* ○ *A summary investigation.* ○ *A Military Police investigation (region or jurisdiction of accident).* ○ *Uncertain.*	3-4
5.	Which documents must be forwarded to the Chief of Finance? (More than one option may be marked). ○ *The DD146/7, parts I and II (fully completed).* ○ *A completed board of inquiry (BOI).* ○ *Submit a copy of the military driver's licence.* ○ *A completed summary investigation (SI).* ○ *Submit a copy of the trip authority for that particular vehicle.* ○ *A damage report (DD148), or a quotation for the accident damage.* ○ *A statement of how the accident occurred, if the member is willing to do so.* ○ *Uncertain.*	3-5

6.	Does the unit have to wait for the completion of a board of inquiry/summary investigation before sending documents to the Chief of Finance? ○ No. ○ Yes. ○ Uncertain.	3-6
7.	Does the unit need to submit to the Director: Financial Control Services (DFCS), Motor Vehicle Accident Section (Bloemfontein) the summary, the findings, and the recommendations of the officers commanding of an investigation? ○ No, only when requested. ○ Yes, always. ○ Uncertain.	3-7
8.	What is the role, if any, of the Director: Financial Control Services (DFCS), Motor Vehicle Accident (MVA) Section in respect of vehicles involved in accidents? (More than one option may be marked). ○ *The DFCS provides financial authorities for the repair/write-off of military vehicles to the military units.* ○ *They don't have any role in respect of vehicle accidents.* ○ *The DFCS makes decisions on whether a member forfeits their state indemnity/cover.* ○ *They assist the unit with the recommendation of the board of inquiry.* ○ *They open debt accounts against members if members forfeit state indemnity/cover.* ○ *They handle any civilian claim on behalf of the Defence Force in cooperation with the state attorney.*	3-8

	○ *Uncertain.*	
9.	What is the role, if any, of the state attorney in respect of vehicles involved in accidents? (More than one option may be marked). ○ *They give authorisation for the repair of the military vehicle.* ○ *The state attorney acts on behalf of the Minister of Defence and the military vehicle driver, whether it's a claim against or on behalf of the Minister of Defence.* ○ *They assist the unit with the recommendation of the board of inquiry.* ○ *The state attorney gives their opinion on whether a military member should enjoy or forfeit state indemnity.* ○ *They don't have any role in respect of vehicle accidents.* ○ *Uncertain.*	3-9
10.	When a vehicle has been involved in an accident, when can it be repaired? Choose one of the answers. ○ *You must wait until a board of inquiry or other means of investigation at the military unit has been finalised.* ○ *You can repair it immediately.* ○ *If the officer commanding gives authority.* ○ *If the Light Troop Workshop (LWT) gives authority.* ○ *If the driver that caused the accident wants to repair the vehicle.* ○ *When the Chief of Finance gives authority.* ○ *Uncertain.*	3-10

11.	Under what circumstances can a member be held liable for damage to the state vehicle or the civilian vehicle? (More than one option may be marked.) ○ *If the officer commanding order the member to pay the amount for the damage.* ○ *If it is found that the member failed to comply with one of the instructions as stipulated in the DD146/7, part II.* ○ *If the state attorney is of the opinion that state indemnity was forfeited by the member.* ○ *If the member receives a summons from the civilian party.* ○ *Uncertain.*	3-11
12.	When a member is due to pay for damage to the military vehicle, who must institute the necessary salary deductions? ○ *The personnel section of the member's unit.* ○ *Legsato.* ○ *The Director: Central Accounts (DCA), Debtors Section (Bloemfontein).* ○ *Uncertain.*	3-12
13.	Who makes decisions in respect of disciplinary actions against the member? ○ *The Director: Central Accounts (DCA), Debtors Section (Bloemfontein).* ○ *The Director: Financial Control Services, Motor Vehicle Accident Section.* ○ *The officer commanding of the unit, or Legsato (the Legal Satellite Office), or a court of law.* ○ *The personnel section of the member.*	3-13

	○ *Uncertain.*	
14.	If a member is given a fine by Legsato, in respect of disciplinary actions, who institutes the ruling thereof? (More than one option may be marked). ○ *The personnel section of the unit*. ○ *The Director: Central Accounts (DCA), Debtors Section (Bloemfontein).* ○ *The Director: Financial Control Services, Motor Vehicle Accident Section (DFCS MVA) (Bloemfontein).* ○ *Uncertain.*	3-14
15.	What is the quantum of a vehicle accident? ○ *The quantum procedures are the damages to the military vehicle or the civilian vehicle.* ○ *The quantum procedures are the steps taken against the driver of a vehicle that was in an accident.* ○ *None of above.* ○ *Uncertain.*	3-15
16.	What are the criminal procedures of a vehicle accident? ○ *The criminal procedures are the damages to the military vehicle or the civilian vehicle.* ○ *None of above.* ○ *The criminal procedures are the steps taken against the driver of a vehicle that has been involved in an accident.* ○ *Uncertain.*	3-16

17.	Who deals with the disciplinary actions against a member in respect of a motor vehicle accident? ○ *The Director: Financial Control Services, Motor Vehicle Accident Section (DFCS MVA) (Bloemfontein).* ○ *The officer commanding and Legsato.* ○ *Uncertain.*	3-17

******** WHEN FINISHED, PLEASE INDICATE TO MR ETZEBETH********

SECTION 4

Section 4 (pages 25 – 29) must be completed by the logistics officer only. The time allocated is 15 minutes.

1.	When a vehicle accident is reported to your section, what actions must be taken? ○ *Register the accident in the vehicle accident register.* ○ *Report the accident to the relevant sections.*	4-1
2.	Mark the types of incidents that can be reported as accidents. Military vehicle (more than one option may be marked): ○ *Against another military vehicle.* ○ *Against a civilian vehicle.* ○ *Against a pole/fence.* ○ *Against a animals/bird.* ○ *Engine seizure.* ○ *Stolen.* ○ *Stone against windscreen/headlamps/body of military vehicle.* ○ *Against a tree/branches.* ○ *Against houses.* ○ *Vehicle overturns.* ○ *Hailstorm.* ○ *Damaged by personnel.* ○ *Tyre burst.*	4-2

3.	To whom must you report accidents? ○ *The Director: Financial Control Services (DFCS), Motor Vehicle Accidents (MVA) Section.* ○ *An adjudant.* ○ *The General Support Base SSSC (Supply Support Service Centre).* ○ *The formation, or higher HQ*. ○ *Uncertain.*	4-3
4.	How can accidents be reported? (More than one option may be marked.) ○ *By signal.* ○ *By fax.* ○ *By telephone.* ○ *Uncertain.*	4-4
5.	Which documents must be submitted to the Chief of Finance? (More than one option may be marked.) ○ *The DD146/7, parts I and II (part I fully completed).* ○ *A copy of the board of inquiry.* ○ *A copy of the military driver's licence.* ○ *A copy of the trip authority for that particular military vehicle.* ○ *A statement from the driver of how the accident occurred.* ○ *The DD 148 or quotations (x3).* ○ *Uncertain.*	4-5

6.	Does the unit have to wait for the completion of a board of inquiry or summary investigation before it can send documents to the Chief of Finance? ○ *Yes.* ○ *No.* ○ *Uncertain.*	4-6
7.	What is the role, if any, of the Director: Financial Control Services (DFCS), Motor Vehicle Accident (MVA) Section in respect of vehicles involved in accidents? (More than one option may be marked.) ○ *The DFCS provides financial authorities for the repair/write-off of military vehicles to the military units.* ○ *They don't have any role in respect of vehicle accidents.* ○ *The DFCS makes decisions on whether a member should forfeit their state indemnity/cover.* ○ *They open debt accounts against members if members forfeit state indemnity/cover.* ○ *They give the recommendations for the board of inquiry.* ○ *They handle any civilian claim on behalf of the Defence Force in cooperation with the state attorney.* ○ *Uncertain.*	4-7

8.	What is the role, if any, of the state attorney in respect of vehicles involved in accidents? (More than one option may be marked.) ○ *Gives authorisation for the repair of the military vehicle.* ○ *The state attorney acts on behalf of the Minister of Defence and the military vehicle driver, whether it's a claim against or on behalf of the Minister of Defence.* ○ *The state attorney gives their opinion on whether a military member should enjoy or forfeit state indemnity.* ○ *They don't have any role in respect of vehicle accidents.* ○ *Uncertain.*	4-8
9.	When a military vehicle has been involved in an accident, when can it be repaired? Choose one of the answers provided. ○ *You must wait until a board of inquiry or other means of investigation at the military unit has been finalised.* ○ *You can repair it immediately.* ○ *If the officer commanding gives authority.* ○ *If the Light Troop Workshop (LWT) gives authority.* ○ *If the driver that caused the accident wants to repair the vehicle.* ○ *When the Chief of Finance (DFCS: MVA Section (Bloemfontein)) gives authority.* ○ *Uncertain.*	4-9

10.	What must the logistics section do when they receive authority for the repair of a vehicle? (More than one option may be marked.) ○ *Take the vehicle for repairs.* ○ *Arrange with the panel beaters to come and collect the vehicle for the repairs.* ○ *Write the financial authority number in the vehicle accident register where it was accident was first registered.* ○ *Give the financial authority number to the Light Troop Workshop (LWT) section to arrange for the necessary repairs.* ○ *Uncertain.*	4-10

******** WHEN FINISHED, PLEASE INDICATE TO MR ETZEBETH********

After the pretest has been completed by the participants, it must be handed in to Mr TJ Etzebeth.

The participants will be handed the following documents for the next part of the accident questionnaire: DD 146/7, parts I and II, or accident report, DD 148, or damage report, an incident report, a blank page for a statement, and a few extra documents.

A video clip of an accident will be shown, after which participants will be requested to complete the necessary documents as if they were the driver of one of the cars involved in that accident.

ANNEXURE C: QUESTIONNAIRE – EVALUATION OF TRAINING PROGRAMME

Training programme evaluation form

Your feedback is critical to ensure that we are meeting your training needs. We would appreciate it if you could take a few minutes to share your perceptions with us, so that we can serve you better.

Training programme title: Motor vehicle accident and claims administration

Date: July 2015 Instructor: Mr TJ Etzebeth

	Strongly agree				**Strongly disagree**
1. The training session was relevant to my job.	1	2	3	4	5
2. I will recommend this training session to other colleges using military vehicles.	1	2	3	4	5
3. The programme was well paced within the allocated time.	1	2	3	4	5
4. The instructor was a good communicator.	1	2	3	4	5
5. The presentation of the material was well organised.	1	2	3	4	5
6. The instructor was knowledgeable.	1	2	3	4	5

7. The duration of the training session was: ❑ a. Too short ❑ b. Right length ❑ c. Too long.

8. In your opinion, this training session was: ❑ a. Introductory ❑ b. Intermediate ❑ c. Advanced.

9. Please rate the following:

		Excellent	Very good	Good	Fair	Poor
a.	Visuals	❑	❑	❑	❑	❑
b.	Acoustics	❑	❑	❑	❑	❑
c.	Venue	❑	❑	❑	❑	❑
d.	Handouts	❑	❑	❑	❑	❑
e.	The programme generally	❑	❑	❑	❑	❑

10. What did you most appreciate or enjoy, or what do you think was best, about the training programme?

_____

_____

11. Do you have any suggestions for improvement of the training programme (including activities or initiatives) that you think would be useful in future?

_____

_____

Thank you!

Please return this form to the instructor or coordinator at the end of the training programme.

ANNEXURE D: MOTOR VEHICLE ACCIDENT AND CLAIMS ADMINISTRATION TRAINING WORKBOOK

The Department of Defence

Department:

Defence

REPUBLIC OF SOUTH AFRICA

Learning guide

2015

SUBJECT:

COMPILED BY: TJ ETZEBETH

COPYRIGHT

DEPARTMENT OF DEFENCE

VISION

Effective defence for a democratic South Africa.

MISSION

To provide, manage, prepare, and employ defence capabilities commensurate with the needs of South Africa, as regulated by the Constitution, national legislation, and parliamentary and executive direction. The above will be provided through the proper management, provision, preparedness, and employment of defence capabilities which are in line with the domestic needs of South Africa, as well as global needs.

The value system of the Department of Defence (DOD)

The DOD has committed itself to organisational values that are rooted in individual values, codes of conduct, and unit cohesion. In delivering the mission of the defence establishment, the DOD continues to pursue and adhere to the following organisational values:

- Accountability. We shall create a learning organisation in which all employees seek and share knowledge and information, while committing themselves to personal growth. We shall lead by example, and shall influence others to follow these principles. We shall be reasonable in the expectations that we place on our people, and we shall recognise the unique commitments and contributions that they make.

- Consultation rooted in effective and efficient partnership and collaboration. We shall encourage and improve partnerships with industry, allies, and the community at large. We shall promote collaboration within the DOD, harmonise activities and systems, and, where sensible, share knowledge.

- Discipline. We shall consistently uphold a high level of discipline. We shall individually and collectively sustain and safeguard the profile and image of the defence establishment as a disciplined profession.

- Ethics. We shall adopt and encourage reasonable working practices. We shall not be deflected by the demands of our own vested interests, but rather those of the DOD. We shall promote fairness and trustworthiness in all that we do. We shall not ignore difficult issues or situations.

- Excellence. We shall build on what we do well, and shall actively foster a climate of success. We shall invest in our people, and shall encourage innovation. We shall, where possible, provide appropriate incentives, and shall recognise individual and team contributions.

- Openness and transparency. We shall ensure clear communication and better understanding. We shall ensure that our messages and intentions are clearly understood. We shall listen to clients' concerns and make sure we understand and take into consideration what they are saying to us. We shall aim to create a climate of trust and transparency in our decision making.

- People. We shall uphold the values as espoused in the founding principles of the Constitution, and further articulated in the Bill of Rights.

- Service standards. Service standards are based on clear direction and strong leadership. Our priority is, and shall always be, to maximise our defence capability and our contribution to peace and security. We shall maintain high standards of excellence and professionalism in all that we do.

- Teamwork. Within the DOD, we are one team, and as such, we embrace a single purpose. We shall debate issues fully, while rigorously fulfilling our individual responsibilities. Our overriding aim, however, is to reach conclusions that are best for the department, and then to act on them.

Individual values

The following individual values form the framework through which the individual values of DOD members will be pursued in support of the organisational values of defence:

- Human dignity. Treating others the way you expect to be treated. Human dignity is governed by respect, tolerance, fairness, and communication.

- Integrity. Integrity denotes moral uprightness. This requires the execution of duty solely in the interests of the organisation, and not for personal gain. It is administered by honesty, credibility, trustworthiness, and transparency.

- Leadership. The art of influencing and directing people to an assigned goal, in such a way as to command obedience, confidence, respect, and loyalty.

- Loyalty. Loyalty is the sincere support of one's superiors and subordinates. Loyalty does not permit destructive comments in the workplace and towards those with whom one works. It is an attitude of respect and understanding.

- Patriotism. To be devoted to one's country, its interests, freedom, and independence. Patriotism is the devotion of interests to South Africa, above every other consideration.

- Professionalism. Those qualities, virtues, and behaviour reflecting the uniqueness of the DOD. The ability to correctly perform any duty through

striving to constantly excel and improve the organisation and the achievements of the individual. A culture of learning, civil-military relations, discipline, ethical conduct, and excellence govern professionalism.

The above values outline what we can and will do in promoting and strengthening stability, peace, security, and economic diplomacy in South Africa and beyond.

REFERENCE

South Africa (SA). 2015. *Department of Defence planning instruments (2015-2020*). [Online]. Available from: http://www.dod.mil.za/documents/annualreports/DoD%20Annua%20Performance%20Strat%20Plan%202403.pdf Date of access: 30 June 2015.

TABLE OF CONTENTS

A. ORGANISATIONAL COMPONENT

B. LEARNING MATERIAL

Central University of Technology, Free State

ORGANISATIONAL COMPONENT

1. INTRODUCTION / WORD OF WELCOME

Welcome to this training programme on motor vehicle accident and claims administration (MVA admin). We would like to invite you to use this opportunity to develop your knowledge of MVA admin to the maximum. If you encounter any problems, please feel free to contact your facilitator, in order to resolve your problems as soon as possible.

Remember that you are primarily responsible for your own learning, and that effective learning can only take place if you are actively involved.

2. INFORMATION CONCERNING THE TRAINING PROGRAMME

2.1 Aim and primary objective of this training programme

The aim of this MVA admin training programme is to equip members at military units, such as day-to-day drivers, logistics officers (Log Offs), transport officers (TPT Offs), and adjudants (Adjs) with the knowledge, skills, and ability to perform and conclude the function of MVA administration at unit level as soon as possible. This will speed up the process of obtaining financial authority for the repair of military vehicles, and the finalisation of civilian claims.

2.2 Critical cross-field outcomes

Critical cross-field outcomes are the broad overarching outcomes which all learning programmes work towards, and they are critical for development of the capacity for lifelong learning. They address the needs of the individual, as well as the needs of society.

Critical cross-field outcomes
The following critical cross-field outcomes are relevant for this training programme: • Identify and solve problems, using critical and creative thinking;

- Work effectively in a team, using critical and creative thinking;
- Organise and manage oneself and one's activities;
- Collect, analyse, organise, and critically evaluate information;
- Communicate effectively;
- Demonstrate an understanding of the world as a set of related systems; and
- Be culturally and aesthetically sensitive across a range of social contexts.

2.3 Facilitators

The following facilitators will be responsible for the presentation of the MVA admin training programme:

FACILITATOR	OFFICE No.	OFFICE TELEPHONE No., EMAIL ADDRESS & FAX No.
TJ Etzebeth A du Preez	Motor Vehicle Accident and Claims Section, Building 534, General Support Base, Bloemfontein	Tel. no.: 051 402 1178 Fax no.: 051 402 1038 Email: etzebeththeo@gmail.com

2.4 Modes of learning

Lectures are presented in a style of cooperative and student-centred learning. Brief clarification and explanation of the subject matter and concepts are given by means of examples during the training sessions. Practical problems related to the subject matter are given, and students are expected to attempt the problems.

2.5 Conduct, success, and policies

Remember that you are primarily responsible for your own learning. Effective learning can only take place if you are actively involved in your own learning process. You are expected to

participate in discussions during training sessions, as your fellow colleagues are dependent on the inputs that you make, and you are also dependent on their contributions.

Success is only possible if you approach the training sessions with commitment and diligence. If you do not understand any part of the work, please do not hesitate to ask for assistance.

2.6 Learner support services

You may personally consult the facilitator after each session.
Alternatively you may discuss any problems that you may have telephonically or via email or fax.

3. PURPOSE OF THIS WORKBOOK

The purpose of this workbook is to assist you in planning your learning and preparing for contact sessions. The first part provides general information, while the second part focuses on actual units of learning. Learning outcomes and assessment criteria are given at the beginning of every unit to familiarise you with the work that you will be assessed on.

The contents of this workbook must not be regarded as complete. The accumulation of knowledge and insight, as well as the achievement of the specific outcomes, is the learner's primary responsibility. The learning process will be facilitated within an academic framework, with the learning outcomes. The learner should therefore know which learning outcomes must be achieved after each session, and what the learner will have to give account of at the end of the training programme.

WHILE THE UTMOST CARE WAS TAKEN WHILE PLANNING AND COMPILING THIS WORKBOOK, IT REMAINS SUBJECT TO CHANGE.

4. LEARNING MATERIAL

This workbook contains all the necessary learning material to reach the intended outcomes. Learners are, however, encouraged to refer to the following additional material:

- DODI/FIN/00014/2000
- C FIN/505/6/5/GEN DD 4 SEPTEMBER 2001
- PMFA
- TREASURY REGULATIONS
- Act 93 of 1996: National Road Traffic Act

5. ASSESSMENT GUIDELINES

Assessment is a structured process for gathering evidence and making judgements about the learner's performance in relation to motor vehicle accident administration (MVA admin) in the South African National Defence Force (SANDF).

Assessment consists of a formative assessment and a summative assessment, which are explained as follows:

5.1 Formative assessment

Formative assessment takes place during the process of teaching and learning, with the purpose of developing the learner's abilities. It gives feedback to learners on their learning, and is used by the facilitator to monitor the teaching and learning process.

5.2 Summative assessment

Summative assessments are designed to measure the student's achievement at the end of the instruction. These types of assessments evaluate student learning at the end of a project, unit, course, or school year (Ronan, 2015:10).

In the course of the motor vehicle accident administration training programme, a summative assessment will take place in the form of a formal test, which will consist of a theoretical and a practical component.

5.3 Scope of work, for assessment purposes

You will be assessed on the learning outcomes against the assessment criteria given in each unit. Make sure that you meet all the outcomes and assessment criteria when preparing for assessment.

6. MODULE WORK SCHEDULE

TIME SCHEDULE 2015

DAY	MONTH	DATE	
1			Motor vehicle accident and claims administration in the SANDF
2			Evaluation

DAY 1:

1. Motor vehicle accident and claims administration in the SANDF

One day is allocated to complete this section.

Purpose (overall outcome) of the training programme	**Specific outcomes**	**Assessment criteria**
After completion of this programme, learners will be competent to:	After completion of this programme, learners will be able to:	We will know that the learner is competent in terms of the learning outcome when the learner:
Explain and administer motor vehicle accident and claims documentation and systems as they relate to the specific job profile	a. Define a motor vehicle accident. b. Distinguish between the roles and responsibilities of individuals involved in motor vehicle accident and claims administration. c. Complete the correct documentation for a vehicle trip authority.	• Correctly defines a motor vehicle accident in terms of the SANDF prescripts • Is able to clearly and completely distinguish between the roles and responsibilities of individuals involved in motor vehicle accident and claims administration • Correctly identifies the documentation to complete to obtain vehicle trip authority.

Purpose (overall outcome) of the training programme	Specific outcomes	Assessment criteria
After completion of this programme, learners will be competent to:	After completion of this programme, learners will be able to:	We will know that the learner is competent in terms of the learning outcome when the learner:

	d. Identify the necessary steps and relevant documentation for a vehicle accident involving a military vehicle.
	e. Practically complete the identified documentation according to prescripts.
	f. Identify the time frames for submission of the completed documents to the various sections involved.
	g. Understand how state cover works.
	h. Understand the implications if state cover is forfeited, including the responsibilities of Legsato and the DFCS MVA (Bloemfontein).
		• Correctly completes the identified documentation to obtain vehicle trip authority.
		• Identifies unambiguously and clearly the necessary steps and relevant documentation for a vehicle accident involving a military vehicle.
		• Completes accurately the following documentation according to SANDF prescripts when a practical case is presented.
		  • Vehicle request documents.
		  • Accident Report (DD146/7) document.
		  • Incident Report document

Purpose (overall outcome) of the training programme	Specific outcomes	Assessment criteria
After completion of this programme, learners will be competent to:	After completion of this programme, learners will be able to:	We will know that the learner is competent in terms of the learning outcome when the learner:
	i. Distinguishes between a criminal case of an accident and the quantum. j. Identifies the steps necessary to repair accident damage to a military vehicle.	• Correctly specifies the time frames for the submission of the completed documents to the various sections involved. • Correctly describes how state cover works. • Describes correctly the implications if state cover is forfeited, including the responsibilities of Legsato and the DFCS MVA in this regard. • Is able to distinguish unambiguously between the criminal case of an accident and the quantum. • Correctly lists the steps necessary to repair accident damage to a military vehicle.

B. LEARNING MATERIAL

DAY 1

LEARNING OUTCOME 1

7.1 DEFINITION OF A MOTOR VEHICLE ACCIDENT

The definition of an MVA is as follows: When a military vehicle, aircraft, or vessel collides, while in motion, with:

- objects,
- persons/pedestrians or cyclists,
- animals (including birds),
- stationary private or state vehicles, aircraft or vessels, or
- private vehicles, aircraft, or vessels in motion, or when a civilian vehicle collides with a military vehicle, aircraft or vessel while in motion or stationary.

Exceptions, or rather specific inclusions, are:

a. When a stone hits a windscreen, or headlamp, etc. when the military vehicle is in motion (this can also be treated as an MVA).
b. When a blowout of a tyre occurs, and the wheel rim or body work around the wheel is damaged.
c. When the cargo load of a military vehicle drops off, and another private vehicle collides with it.

7.2 POSITION PROFILES

Each military unit has specific employees who have certain tasks regarding motor vehicle accident administration. These employees, together with their tasks, consist of the following:

- Military vehicle drivers (on a day-to-day basis);
- Transport officers;
- Logistics officers;
- LWT (Light Workshop Troop); and
- Adjudants.

7.2.1 POSITION PROFILES OF MILITARY VEHICLE DRIVERS

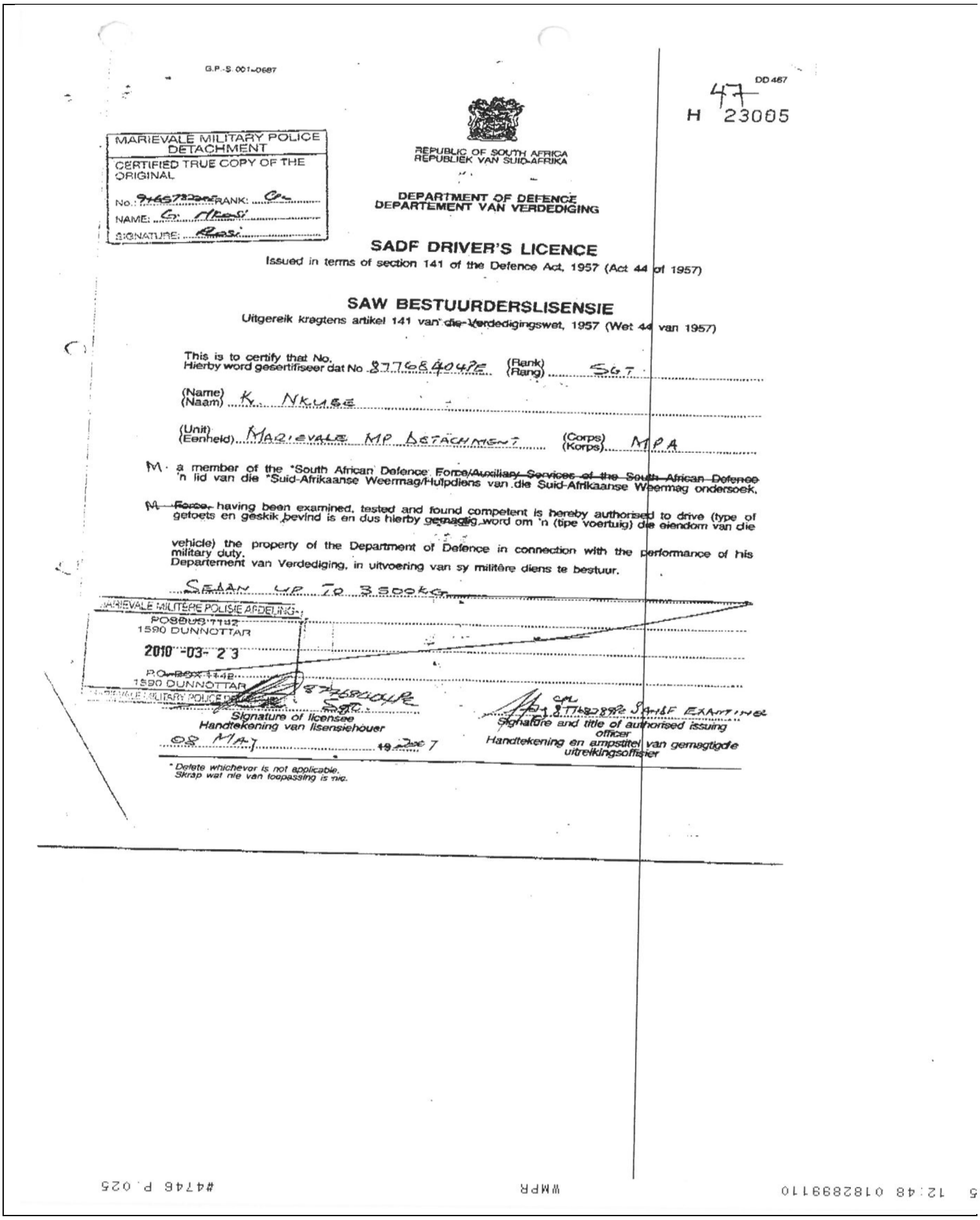
7.2.1.1 When a military vehicle is to be used, the intended driver must have a valid licence (see Figure 1.1) for the specific type of military vehicle. They must then obtain the necessary authority to use the military vehicle. To obtain this authority, the driver must follow this procedure:

- The driver must first complete a “requisition for transport” form, as indicated in Figure 1.2.
- The driver must then do a “first parade” (see Figure 1.3) on the vehicle, together with a transport clerk, and they must mark and complete all the relevant areas. This has to be done to confirm whether the vehicle is in a roadworthy condition, and whether there are any faults or damages to the vehicle. This document must be signed by the driver and the transport clerk.

- The driver must then confirm whether there is an accident report form (DD146/7, parts I and II) in the vehicle (see Figure 1.4).

7.2.1.2 The driver must then hand the “requisition for transport” form and the “first parade” form in at the transport section.

FIGURE 1.1: DRIVER'S LICENCE



G.P.-S. 001-0687

DD 467

47

H 23005

MARIEVALE MILITARY POLICE DETACHMENT
CERTIFIED TRUE COPY OF THE ORIGINAL
No.: 97657320PE RANK: Cpl
NAME: G. Moosi
SIGNATURE: Moosi

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

DEPARTMENT OF DEFENCE
DEPARTEMENT VAN VERDEDIGING

SADF DRIVER'S LICENCE

Issued in terms of section 141 of the Defence Act, 1957 (Act 44 of 1957)

SAW BESTUURDERSLISENSIE

Uitgereik kragtens artikel 141 van die Verdedigingswet, 1957 (Wet 44 van 1957)

This is to certify that No. / Hierby word gesertifiseer dat No. 87768404PE (Rank) (Rang) SGT

(Name) (Naam) K. NKUBE

(Unit) (Eenheid) MARIEVALE MP DETACHMENT (Corps) (Korps) MPA

M. a member of the *South African Defence Force/Auxiliary Services of the South African Defence Force, having been examined, tested and found competent is hereby authorised to drive (type of vehicle) the property of the Department of Defence in connection with the performance of his military duty.

'n lid van die *Suid-Afrikaanse Weermag/Hulpdiens van die Suid-Afrikaanse Weermag ondersoek, getoets en geskik bevind is en dus hierby gemagtig word om 'n (tipe voertuig) die eiendom van die Departement van Verdediging, in uitvoering van sy militêre diens te bestuur.

SEDAN UP TO 3500KG

MARIEVALE MILITÊRE POLISIE AFDELING
POSBUS 1142
1590 DUNNOTTAR
2010-03-23
P.O. BOX 1142
1590 DUNNOTTAR
MARIEVALE MILITARY POLICE DETACHMENT

87768404PE SGT.
Signature of licensee
Handtekening van lisensiehouer
08 MAY 1997

CPL 87763898E SAHSF EXAMINER
Signature and title of authorised issuing officer
Handtekening en ampstitel van gemagtigde uitreikingsoffisier

* Delete whichever is not applicable.
Skrap wat nie van toepassing is nie.

#4746 P.025 WMPR 15 12:48 0182883110

FIGURE 1.2: REQUISITION FOR TRANSPORT

REQUISITION FOR TRANSPORT

Required by (unit/section): **FIN Motor Vehicle Accidents** **Tel: 402 1178**

Force no. of driver: **81276768CS** **Name of driver:** **TJ ETZEBETH**

No. of passengers:	**1**	**Freight:**	**1. Normal**	√
			2. Sensitive	

Name of passengers:

Type of vehicle/trailer: **OPTRA** **Number of vehicle:** **BLV 247M**

Estimated km: **1,800 km**

Precise nature of duty: **COMPLETION OF MOTOR VEHICLE ACCIDENTS AT UNITS IN FREE STATE AREA, GAUTENG AREA, PRETORIA AREA, AND JOHANNESBURG AREA, UNITS IN NORTHERN CAPE AREA, NORTH WEST PROVINCE AREA, EASTERN CAPE PROVINCE AREA, AND GSB BLOEMFONTEIN AREA, AND BACK TO ASB BLOEMFONTEIN TSC**

Date/time required: 26/05/2015 – 08H00, Date/time returned: 30/06/2015 – 10H00

Route: **BFN–PTA–BFN; BFN–DE AAR–KBY–JAN KEMP–BFN; BFN-UPINGTON-BFN; BFN-2 FIELD ENG REGT-BFN; BFN-ASB (KROONSTAD)-BFN; BFN-EAST LONDON-BFN**

Stabling authority: _____

Special authority : _____

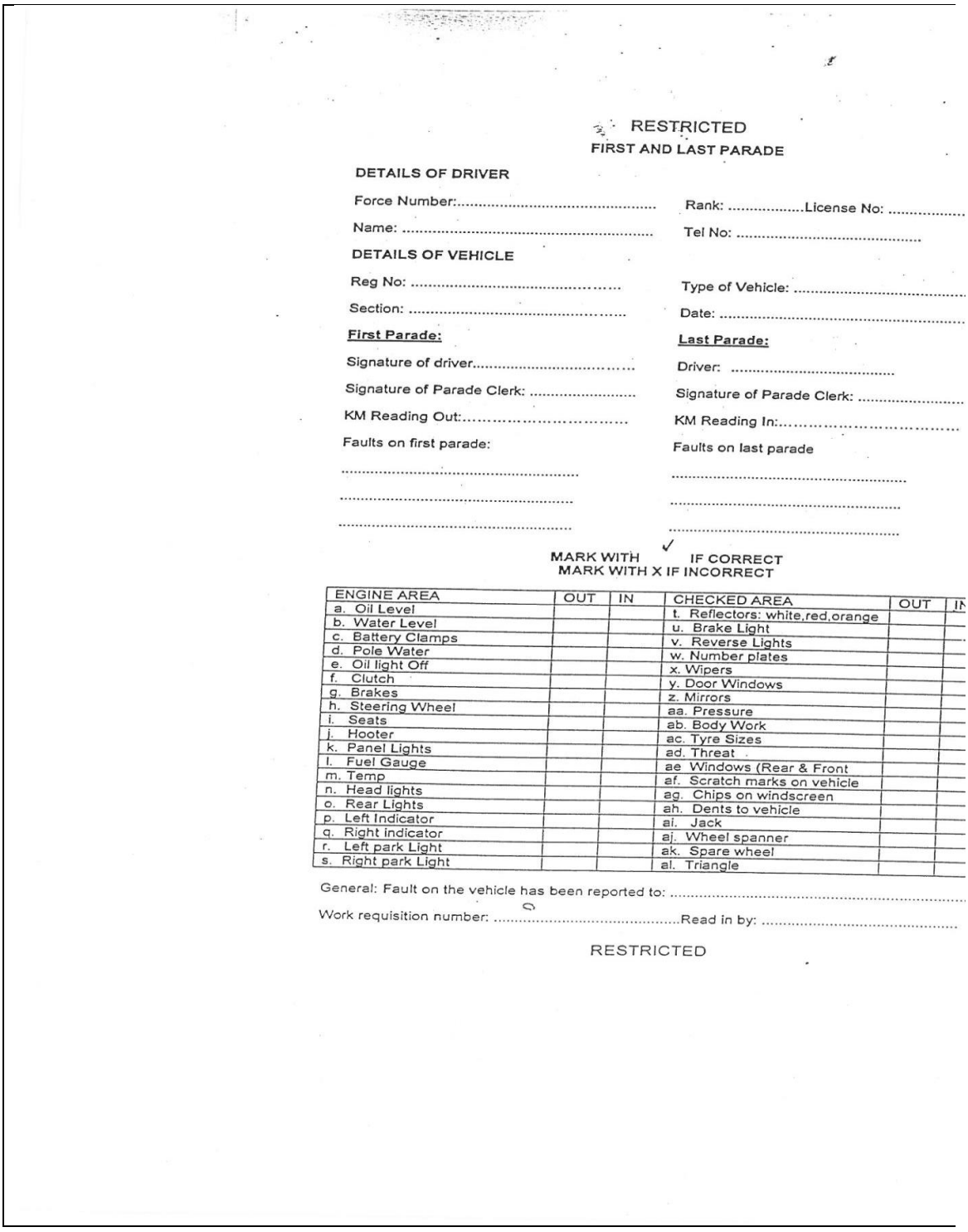
Tollgate from:

YES	
NO	√

_____ _____

UNIT TPT OFF/ SECTION HEAD **GSB BFN**

FIGURE 1.3: FORM FOR THE FIRST PARADE AND THE LAST PARADE



RESTRICTED

FIRST AND LAST PARADE

DETAILS OF DRIVER

Force Number:..... Rank: .....License No: .....

Name: ..... Tel No: .....

DETAILS OF VEHICLE

Reg No: ..... Type of Vehicle: .....

Section: ..... Date: .....

First Parade: **Last Parade:**

Signature of driver..... Driver: .....

Signature of Parade Clerk: ..... Signature of Parade Clerk: .....

KM Reading Out:..... KM Reading In:.....

Faults on first parade: Faults on last parade

.....

.....

.....

MARK WITH ✓ IF CORRECT
MARK WITH X IF INCORRECT

ENGINE AREA	OUT	IN	CHECKED AREA	OUT	IN
a. Oil Level			t. Reflectors: white,red,orange		
b. Water Level			u. Brake Light		
c. Battery Clamps			v. Reverse Lights		
d. Pole Water			w. Number plates		
e. Oil light Off			x. Wipers		
f. Clutch			y. Door Windows		
g. Brakes			z. Mirrors		
h. Steering Wheel			aa. Pressure		
i. Seats			ab. Body Work		
j. Hooter			ac. Tyre Sizes		
k. Panel Lights			ad. Threat		
l. Fuel Gauge			ae Windows (Rear & Front		
m. Temp			af. Scratch marks on vehicle		
n. Head lights			ag. Chips on windscreen		
o. Rear Lights			ah. Dents to vehicle		
p. Left Indicator			ai. Jack		
q. Right indicator			aj. Wheel spanner		
r. Left park Light			ak. Spare wheel		
s. Right park Light			al. Triangle		

General: Fault on the vehicle has been reported to: .....

Work requisition number: .....Read in by: .....

RESTRICTED

FIGURE 1.4: ACCIDENT REPORT (DD146/7)

SANWO/FIN/ /95

APPENDIX 8A-/
DD146/NUUT/NEW
75320-18-408-9100

REPORT ON MILITARY VEHICLE ACCIDENT

PART I

1. **MILITARY VEHICLE(S) INVOLVED:**

- Registration no's involved:
  - _____
  - _____
  - _____

- No., rank and name of military driver; civilian ID number, unit, home address, tel. no.

_____

_____

_____

_____

_____

c. Name, address, and code of unit where vehicle is on strength.

_____

_____

_____

_____

_____

d. Names, ID no's, addresses, and Tel. no's of passengers.

_____

_____

_____

_____

_____

_____

e. Names, ID no's, addresses, and tel. no's of witnesses.

_____

_____

_____

_____

_____

_____

2. **PRIVATE VEHICLES INVOLVED:**

a. Registration no's and types of vehicles.

_____

_____

_____

_____

_____

_____

b. Names, ID no's, addresses, and tel. no's of drivers of **civilian vehicles**.

_____

_____

_____

_____

_____

c. Did the driver drive the **civilian vehicle** in their own interest? If not, in whose interest was the civilian vehicle driven?

_____

_____

_____

_____

_____

d. Names, ID no's, addresses, and tel. no's of owners of **civilian vehicles**.

_____

_____

_____

_____

_____

e. Names, ID no's, addresses, and tel. no's of passengers of **civilian vehicles**.

_____

_____

_____

_____

_____

f. Particulars of injured and deceased (names, addresses, etc.).

_____

_____

_____

_____

_____

3. **OTHER PROPERTY INVOLVED:**

a. Description of property involved.

_____

_____

_____

_____

_____

b. Names, ID no's, addresses, and tel. no's of owners of property or animals damaged, hurt, or killed in the accident.

_____

_____

_____

_____

c. Visible damage to property.

_____

_____

_____

_____

d. Where animals were involved, state whether they ran loose or were driven by a herdsman.

_____

_____

_____

4. **FURTHER PARTICULARS OF ACCIDENT:**

a. Date and time of accident:

_____

b. Place where accident occurred (state name of province/town or city/street or road name).

_____

_____

_____

_____

c. Short description, e.g. intersection, straight road, tar or gravel road, wet or dry.

_____

_____

_____

_____

d. If the SAPS or SAKMP were called to the scene of the accident, state the name of the station, the investigation officer, and if possible, the AR and/or CAS nos.

_____

_____

_____

_____

e. Clear sketch of scene of accident.

_____

PART II

1. Statement of officer commanding or his/her delegate:

Please note that the person who takes down the statement must be the same person as the one who signs the statement.

I, no…… rank……..…….

name…….…….

stationed at……..……. declare that

a. no…….. rank…….

name…….

drove the following vehicle: _____

**Write YES/NO where applicable.

i. Did the driver of the vehicle act in the execution of his/her official duties or bona fide believe that he/she was doing so?_____

ii. Did the driver act mala fide within his/her powers?_____

iii. Was any admission of guilt, that could be detrimental to the state's case, made without prior consultation with the state attorney?_____

iv. Did the driver use the relevant mobile state implement for official purposes?_____

v. Did the driver possess an appropriate military driver's licence?_____

vi. Did the driver have proper authorisation to drive/handle the mobile state implement?_____

vii. Did the driver at any stage handle or use the mobile state implement, or occupy the driver's seat, while the engine was running while:
(1) He/she was under the influence of alcohol or any drug that has a narcotic effect?_____.

(2) He/she had a concentration of alcohol in his/her blood that was more than 0.08 grams per 100 ml, which could have resulted in, or contributed to, liability?_____ .

* If any answer to any of the above questions indicates an irregularity, the reasons therefor must be supplied.

Question no._____

Reason:_____

_____

_____

Question no._____

Reason:_____

_____

_____

b. The abovementioned driver rendered himself/herself guilty of the following disqualification because (use the space below to indicate why it should not be recorded as irregular use in terms of NDF Log Instructions Pamphlet A1-6: Chapter 2: Sub-sub-subpar 43.a.1(5)) (Amendment 2/E/A1-6):

_____

_____

_____

_____ _____

Signature of abovementioned declarant Date

c. Date of birth, and identity number:

_____

SANWO/FIN/ /95/

Officer commanding's recommendation and comment:

- The use of the vehicle was ***authorised/irregular***.
- Any further recommendation and comment.

_____

_____

_____

Note the outcome of disciplinary steps here, if available when report is being completed.

_____

_____

_____

_____

_____

_____

_____ _____

Signature and unit stamp Date

3. ANNEXURES

The following documents are to be attached to this form:

- A duly completed DD 148 (damage report). Indicate if no damage occurred.
- A copy of the trip authority of each relevant vehicle.
- A copy of the driver's licence of the relevant member.

SKETCH OF DAMAGES TO CIVILIAN VEHICLE(S)

SANWO/FIN/ /95/

INSTRUCTIONS

- This page must be completed with the accident report (DD 146/7) in respect of the civilian vehicle, and only if a civilian vehicle was involved in the accident.
- Indicate all external damage resulting from the accident, as well as old damage, by using the symbols above.
- Complete particulars hereunder:

a. Driver: No……...…..……...Rank…….

Name……..……Unit……..

Signature……..……..Date

b.

Certificate by a competent technical person:

I, no……..…..rank…….name……..…..…….

……..……unit…….……...certify that the report of the external damage, as indicated above, is correct.

……. …..……..

Signature Date

If the transport officer is satisfied with the requisition for transport documentation, a trip authority (see Figure 1.5) will be issued to the driver of the military vehicle, together with a point-to-point form (see Figure 1.6). With these two documents and the driver's licence (see Figure 1.1), the driver can proceed to use the military vehicle for **official purposes**, and is considered to be an authorised driver.

When a military driver intends to use a military vehicle where a trip authority has already been given to another driver, both drivers must confirm with a first and a last parade form that the vehicle is in a roadworthy condition, and should any damage be visible, this damage must be written on this form. The next driver must write their name on the trip authority form before they use the military vehicle.

FIGURE 1.5: TRIP AUTHORITY

L.IPOUTAL Computerised DD238
ORIGINAL VEHICLE TRIP AUTHORITY GENERAL 11663 546 92839

M-Serial number : BLV247	MEC : D2HH
Vehicle desc. : CHEVROLET OPTRA 1.6 BASE:PETROL:MAN:5 SP:4 CYL:FWD	
Next service dte:2015/12/12	Next service : 200000.00 KMS
Requesting Unit : ASB BFN	Department : 546
Date/Time Out : 2015/05/26 10:00	Date/Time In : 2015/06/30 10:00
Cargo Type : Personnel	Cargo Qty :
Nature of duty : COMPLETION OF MVA AT FS AREA:GAUTENG,N CAPE,N WEST E CAPE AREA AND BACK TO ASB BFN	
Route Number / Destination : BFN TO NC NW GP FS AREA	
Special Auth No : ord[illegible] stal:62-63/05	
Authority No. :87763272 PE	Rank/Name : SGT LJ SEHLOHO
Authorised by :	Released by :

ASB BLOEMFONTEIN
TRANSPORT SERVICE CENTRE
26 MAY 2015
PRIVATE BAG X20599
BLOEMFONTEIN 9300

TRIP RECORD

Destination				Total	
Place From / To	Date	Time	Odo Reading	Dist Trav	Durat

FUEL & OIL RECORD

Date/Time	Issue Unit/Garage	Odo Reading	Fuel	Oil	Attendant

Faults / shortages found during trip.

1. ....
2. ....
3. ....

I certify that I recorded the date, odometer readings, fuel & oil intake correctly.

.... Date ....

Captured by :

.... Date ....

THE USE OF CELLULAR PHONES ARE STRICTLY PROHIBITED IN A MILITARY VEHICLE.

FIGURE 1.6: POINT-TO-POINT FORM

TRIP RECORD: ASB POTCHEFSTROOM REG NO:

FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							
FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							
FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							
FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							
FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							
FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							
FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							
FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							
FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							
FROM PLACE (START)	DATE TRIP START	TIME	ODO METRE	TO PLACE NAME	DATE TRIP END	TIME	ODO METRE
CURRENT DRIVER							
PRECISE NATURE OF TRIP							
NAME OF FIRM/UNIT							

When a military vehicle driver is an accident, he/she must follow this procedure:

- If the driver is not injured severely, he/she must ensure that it is safe to get out of the vehicle.

- If the accident occurred with another vehicle, particularly with a civilian vehicle, the South African Police Service/Military Police must be called out to the scene of the accident.

- Do not accept liability or indicate to a civilian driver that you are responsible for the accident, and the SANDF will repair the civilian vehicle. (If the driver accepts liability, he/she will be liable to pay for the damage to both the military vehicle and the civilian vehicle.)

- He/she must call his/her military unit to inform them of the accident, and must request for the recovery of the vehicle if the vehicle is damaged severely.

- The driver of the military vehicle (if not injured seriously) must complete the first part of the accident report (DD146/7, part I) (see Figure 1.4) **in full** at the scene of the accident, and must provide a sketch of the accident scene.

- If neither the South African Police Service nor the Military Police visited the scene of the accident, and the vehicles do not have extensive damage, the drivers of both vehicles can report the accident at a Military Police office or a South African Police Service station. A crime admin system (CAS) number and accident report (AR) number will be issued. The military driver must use this number on the DD146/7 paragraph 4.2, together with the other required information.

- When the driver returns to his/her unit, he/she must report the accident to his/her officer commanding and transport officer within 24 hours. He/she must complete an incident report form (see Figure 1.7), and must attach copies of his/her trip authority, point-to-point form, and driver's licence, and hand these documents in at the transport section.

FIGURE 1.7: INCIDENT REPORT

the dod

Department:
Defence
REPUBLIC OF SOUTH AFRICA

GSB BFN/MVA/505/6/5/G

☎ : (053) _____
Enquiries : _____
Fax : (053) _____

Bloemfontein
9300
09 February 2015

FROM: _____
_____

TO: _____
_____

UNIT NAME : _____ INCIDENT REPORT : MVA 01/2015

- Type of incident : _____.
- Date and time of incident : _____.
- Place of incident : _____.
- Nearest town/city : _____.
- Unit or SAPS involved : _____.
- SAPS/MPA case number : _____.

- Description of incident :

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

- Action taken :

_____

_____

_____

_____

- Injuries:

_____

(_____)

OFFICER IN COMMAND _____

OC REMARKS

Central University of Technology, Free State

_____

_____

_____

(_____)

OFFICER COMMANDING _____: _____

FORMATIVE ASSESSMENT 1

PRACTICAL EXERCISE FOR ALL MILITARY VEHICLE DRIVERS

Part I

You must select and complete the relevant documents that you must hand in at your transport office to receive authority to use a military vehicle. The necessary particulars are as follows:

- Vehicle particulars: Volkswagen Golf, with registration number BFM 102M. There are no faults on the vehicle. All five tyres are Dunlop 165/65, and the brand of the battery is a Willards. All the necessary stickers are on the vehicle.
- Driver's particulars: 13487812PE, Sgt J Shoke
- Dates: 01/06/2015 – 07/06/2015
- The transport officer is Maj. M Moholo.
- The purpose for the use of the military vehicle is day-to-day tasks.

Part II

Select the necessary documents that will indicate that you are an authorised driver, should the Military Police, for example, stop you.

Part III

On your way to the post office on 03/06/2015 at 11h15, you were involved in an accident with a civilian vehicle. Please look at the following video clip of a vehicle accident. The driver of the military vehicle crosses the robot (which was green for you) from the right-hand side. You were travelling in a westerly direction in Park Road, and the civilian vehicle was travelling in a northerly direction in First Avenue.

The particulars of the civilian driver are:

- Mr J Dustan, with ID 1234579989083.
- Address: 1 Van Zyl Street, Brandwag, Bloemfontein, 9301.
- Telephone number: 051 402 1213.
- Vehicle particulars: Mercedes M520, registration number BHL 321NW.
- You don't know if the civilian party has insurance.
- The civilian driver used his vehicle in his own capacity and for his own purposes.
- The SA Police Service reference number is BR201205/17, and the member's name is Sgt Goosen, at 018 123 2222.

- Select and complete the relevant document that the driver must complete at the scene of the accident.
- Select and complete the relevant document that the driver must complete back at the unit at the transport section, to report the accident.

7.2.2 POSITION PROFILE OF TRANSPORT OFFICERS

7.2.2.1 When the transport officer receives a call from the driver of the military and is notified about the accident, he must arrange with the Light Workshop Troop (LWT) to assist the driver to recover the vehicle from the scene of the accident, specifically when the vehicle is damaged severely and cannot be driven back to the military unit.

7.2.2.2 When the driver has handed in the completed incident report form to the transport officer, the transport officer must take the following steps:

- The transport officer must report the accident to the logistics officer and the adjudant of the unit.
- They must obtain a statement from the driver of the military vehicle of how the accident occurred. This statement can be the same statement that the driver wrote on the incident report.
- They must obtain a copy of the member's driver's licence and a copy of the trip authority.
- They must arrange that page 12 of the accident report (DD146/7) be completed by a technical person (see Figure 1.8).
- They must complete the accident report (DD146/7, part II) (see Figure 1.9) on behalf of the officer commanding, and must initial opposite words that have been deleted or changed.
- They must register a work requisition request on the computer for the LWT to obtain the quotations and/or the DD148 (damage report) for the damage to the military vehicle.
- When the necessary quotations and/or DD148 have been received, the transport officer must make two copies of all the

documents. One of the copies must be kept in the history file of the vehicle involved in the accident. The other copy must be forwarded to the logistics officer. The original document must be forwarded to the adjudants office.

- When the transport officer receives financial authority for the repair of the damaged vehicle from the logistics officer, he must submit the financial authority number to the LWT, who must take the necessary steps to apply for funds for the repair of the vehicle.

FIGURE 1.8 PAGE 12 OF THE ACCIDENT REPORT

SANWO/FIN/ /95/

SKETCH OF DAMAGES TO CIVILIAN VEHICLE(S)

INSTRUCTIONS

- This page must be completed with the accident report (DD 146/7) in respect of the civilian vehicle, and only if a civilian vehicle was involved in the accident.
- Indicate all external damage resulting from the accident, as well as old damage, by using the symbols above.
- Complete particulars hereunder:

a. Driver: No……..……..Rank…….

Name……..……Unit……..

Signature……..……..Date

b.

Certificate by a competent technical person:

I, no……..…..rank…….name……..…..……

……..……unit……..……...certify that the report of the external damage, as indicated above, is correct.

…….. ….……..

Signature Date

FIGURE 1.9: ACCIDENT REPORT (DD146/7), PART II

SANWO/FIN/ /95/

DD 146/7, PART II

1. Statement of officer commanding or his/her delegate:

(Please note that the person who takes down the statement must be the same person as the one who signs the statement.)

I, no…… rank……..……

name…….……

stationed at……..…… declare that

a. no…….. rank…….

name……

drove the following vehicle: _____

** Write YES/NO where applicable.

- Did the driver of the vehicle act in the execution of his/her official duties or bona fide believe that he/she was doing so? _____
- Did the driver act mala fide within his/her powers? _____
- Was any admission of guilt, that could be detrimental to the state's case, made without prior consultation with the state attorney? _____
- Did the driver use the relevant mobile state implement for official purposes? _____
- Did the driver possess an appropriate military licence? _____
- Did the driver have proper authorisation to drive/handle the mobile state implement? _____
- Did the driver at any stage handle or use the mobile state implement, or occupy the driver's seat, while the engine was running while:

    a. He/she was under the influence of alcohol or any drug that has a narcotic effect? _____

    b. He/she had a concentration of alcohol in his/her blood that was more than 0.08 grams per 100 ml, which could have resulted in, or contributed to, liability? _____

* If any answer to any of the above questions indicates an irregularity, the reasons therefor must be supplied.

Question no._____

Reason:

_____

_____

_____

Question no._____

Reason:

_____

_____

_____

b. The abovementioned driver rendered himself/herself guilty of the following disqualification because (use the space below to indicate why it should not be recorded as irregular use in terms of NDF Log Instructions Pamphlet A1-6: Chapter 2: Sub-sub-subpar 43.a.1(5)) (Amendment 2/E/A1-6):

_____

_____

_____

_____ _____

Signature of abovementioned declarant Date

c. Date of birth, and identity number:

_____

Officer commanding's recommendation and comment:

a. The use of the vehicle was ***authorised/irregular***.

b. Any further recommendation and comment.

_____

_____

_____

Note the outcome of disciplinary steps here, if available when report is being completed.

_____

_____

_____

_____

_____

_____

_____ _____

Signature and unit stamp Date

3. ANNEXURES

The following documents are to be attached to this form:

- A duly completed DD 148 (damage report). Indicate if no damage occurred.
- A copy of the trip authority of each relevant vehicle.
- A copy of the driver's licence of the relevant member.

FORMATIVE ASSESSMENT 2

PRACTICAL EXERCISE REGARDING THE POSITION PROFILE OF TRANSPORT OFFICERS

Select and complete the relevant document that the transport officer (who is the delegated officer of the officer commanding) must complete when motor vehicle accident documents are handed in at his section.

The particulars of the transport officer are: Maj. M Maholo (Force number 81389713PE), working at GSB Bloemfontein.

You may assume that the member was authorised, and did not deviate from any of the marked points.

7.2.3 POSITION PROFILE OF LOGISTICS OFFICERS

When the logistics officer is informed of the vehicle accident, he must take the following steps:

- The logistics officer must record the accident in the motor vehicle accident register, and must open an accident file.

- A sub-file must be opened, in which all the relevant documentation is placed. This documentation consists of the following.

- The DD146/7, parts I and II.
- The statement of the driver
- A copy of the trip authority
- A copy of the driver's licence.
- The DD148, or a quotation that indicates the damage to the military vehicle.
- Report the accident within 48 hours to the Chief of Finance (CFin) (Bloemfontein), their higher formation, and their General Support Base.
- Submit copies of the accident report (DD146/7), the damage report (DD148), the statement of the driver and/or eyewitnesses, the licence, and the trip authority to the CFin (Bloemfontein) within 10 working days.
- Submit copies to the adjudant of his unit.

When the logistics officer receives financial authority for the repair of the damaged military vehicle from the CFIN (Bloemfontein), the financial authority number must be written into the accident register.

When the financial authority number has been received and written into the accident register, the logistics officer may proceed to close the accident file.

FORMATIVE ASSESSMENT 3

PRACTICAL EXERCISE REGARDING THE POSITION PROFILE OF LOGISTIC OFFICERS

Which documents must be submitted to the adjudant and the CFin (Bloemfontein) within 10 working days?

7.2.4 POSITION PROFILE OF LIGHT WORK TROOP OFFICER (LWT OFF)

The LWT will receive the DD146/7 from the TPT officer if there is a civilian vehicle involved in an accident with a military vehicle. A qualified technical person must then complete the part “Damages to Civilian Vehicle” (see Figure 1.10) and return it to the TPT Off.

When the LWT Off receives the work requisition for the quotation for accident damage from Transport, he must:

- Obtain the “bid authority” number from the procurement office to proceed with the obtaining of quotations from civilian companies for the repair of damage to the military vehicle and/or complete the DD148 (see Figure 1.11).
- Submit DD148 and/or a quotation to the logistics officer and the transport officer.
- When financial authority has been received, take the damaged vehicle for repairs if it is not damaged beyond economical repairs.
- When the vehicle is repaired, do an inspection on the vehicle to confirm that he is satisfied with the repairs.
- Do the necessary actions on the computer to release the vehicle in order for the unit to use it again.

FIGURE 1.10 PAGE 12 OF THE ACCIDENT REPORT

SANWO/FIN/ /95/

SKETCH OF DAMAGES TO CIVILIAN VEHICLE(S)

INSTRUCTIONS

- This page must be completed with the accident report (DD 146/7) in respect of the civilian vehicle, and only if a civilian vehicle is involved in the accident.
- Indicate all external damages resulting from the accident, as well as old damage, by using the symbols above.
- Complete particulars hereunder:

a. Driver: No……..……..Rank…….

Name……..……Unit……..

Signature……..……..Date

b.

Certificate by a competent technical person:

I, no……..…..rank…….name……..…..……

……..……unit……..……...certify that the report of the external damages, as indicated above, is correct.

……. ….……..

Signature Date

Central University of Technology, Free State

Central University of Technology, Free State

FIGURE 1.11 DAMAGE REPORT

G.P.-S. 22/12 DD 148

SKADE VERSLAG.--DAMAGE REPORT

1. SKADE AAN SANW UITRUSTING.
   DAMAGE TO SANDF EQUIPMENT.

M R- of Reeksno. / R- or Serial No. BHB569M Fabrikaat / Make Scania Tipe / Type Predator Bus

Datum van Inspeksie / Date of inspection 11/10/2012 Geinspekteer te / Inspected at 102 FD WKSP

Op sterkte van / On Charge to ASB Potch Mylafstand/uurmeterlesing / Speedo/hour Meter reading

Besonderhede van skade / Particulars of Damage Stone Damaged and Broke Route Display Glass

Beraamde Herstelkoste:-
Estimated Cost of Repair:-

		R/c
Arbeid/Labour 1	Ure/Hrs at R500-00 Per uur/Per hour	R500
Onderdele en/of Materiaal/Components and/or Material (Heg lys aan/Atach list)		R360
Anser koste/Overhead		
	Totaal	R860-00

Markwaarde voor skade / Marketvalue Prior to Damage R

Toestand van Remme / Condition of Brakes Good

Toestand van Stuurinrigting / Condition of Steering Gear Good

Toestand van Ligte / Condition of Lights Good

Algemene Opmerkings:- / General Remarks:- None

Geinspekteur deur / Inspected by J H Van Der Spuy

Eenheid / Unit 102 FD WKSP

Rang / Rank S/Sgt

No. 83290339PE

Datum / Date 11/10/2012

(Blaai om/Turn over)

ARMY SUPPORT BASE POTCHEFSTROOM

28/06/2011 08:00 018-2893157 ASB POTCH TPT PAGE 01

FORMATIVE ASSESSMENT 4

PRACTICAL EXERCISE REGARDING THE POSITION PROFILE OF LWT OFFICERS

Select the relevant document that must be completed by a qualified person at the LWT that will indicate the damage to the military vehicle that was in an accident.

7.2.5 POSITION PROFILE OF ADJUDANT

When the adjudant is informed of the accident, and the military vehicle has not yet been recovered, he must arrange with the LWT that the vehicle must be recovered.

The adjudant must also take the following steps:

- The adjudant must submit the accident report (DD146/7) to the officer commanding or his delegate, to be signed (if it has not already been signed by the TPT Off).
- When the accident report is signed, he must make copies of all the original documents and give the copies to the Log Off and the original to an officer who has been appointed to convene a formal investigation such as a board of inquiry (BOI), an officer commanding investigation (OCI), or a summary investigation (SI).
- The adjudant must appoint an officer to do the necessary investigation, and must ensure that the investigation is finalised within the time frame given, and conduct disciplinary actions as recommended.
- If a member (driver) has forfeited his state protection, and the military unit receives a letter from the DCA to inform the driver of the debt account that has been opened against him, the adjudant must arrange that the member appear on office bearings in front of the officer commanding. He must then explain to the member that he/she is held liable for the damage to the military vehicle and/or the civilian vehicle.
- The adjudant must confirm that the member accepts the reasons why he/she is held liable for the damage, and must return the signed debt account form to the DCA Bloemfontein.
- He must make a copy of the investigation (BOI/COI or SI) for the unit, file it, and submit the original copy to Legsato when disciplinary steps against a member must be taken.

- The outcome of the investigation (BOI/COI or SI) must be forwarded to the logistics officer and the CFin (Bloemfontein).

LEARNING OUTCOME 3

7.3 THE DIFFERENCE BETWEEN A CRIMINAL CASE OF AN ACCIDENT AND THE QUANTUM

All motor vehicle accident investigations within the Department of Defence consist of two parts:

- The first part of a motor vehicle accident is the criminal case. The criminal case is when a military unit does a formal investigation, in the form of a board of inquiry, an officer investigation, or a summary investigation, to determine who is responsible for the accident. The officer commanding makes recommendations on the investigation, after which the investigation is submitted to the Legal Satellite Office (Legsato). The military judge then determines which actions or steps must be taken against the military driver, if any. If a responsible person is determined, the military unit must institute disciplinary actions against that person. These actions may consist of the following:
    - Retesting of the military driver;
    - Suspension of his military driver's licence; or
    - A fine.
- The second part of a motor vehicle accident is the quantum. The quantum is the actual accident damage to a vehicle. This is obtained by means of quotations from private panel beaters by a qualified person at the LWT. Should a driver forfeit his/her state cover, a debt account will be opened against the driver, and the amount on the quotation will be deducted from the driver.

7.4 HOW DOES STATE COVER WORK (DD146/7)

To explain how state cover works, we will use an accident report document (DD146/7) (see Figure 1.12).

You need to ask the following questions:

- Did the driver act bona fide within his powers?
- Was the vehicle used with proper authorisation?
- Did the driver possess a valid driver's licence?
- Was the vehicle used for official purposes?
- Were unauthorised persons allowed to handle the vehicle?
- Did the driver deviate from the official journey?
- Did the drive admit guilt without prior consultation with the state attorney?
- Did the driver use alcohol or drugs at the time of the accident?

When the DD146/7, part II has been completed, and all the questions indicate that the member was authorised (did not fail any questions), the member will not forfeit his "state cover", and therefore will not be liable to pay for any damage to the military vehicle. If a civilian claim is received, the driver of the military vehicle will also not pay for that damage.

FIGURE 1.12: ACCIDENT REPORT (DD146/7), PART II

SANWO/FIN/ /95/

DD 146/7, PART II

1. Statement of the officer commanding or his/her delegate:

(Please note that the person who takes down the statement must be the same person as the one who signs the statement.)

I, no..... rank.....

name.....

stationed at..... declare that

a. no..... rank.....

name.....

drove the following vehicle: _____

** Write YES/NO where applicable.

- Did the driver of the vehicle act in the execution of his/her official duties or bona fide believe that he/she was doing so? _____
- Did the driver act mala fide within his/her powers? _____
- Was any admission of guilt, that could be detrimental to the state's case, made without prior consultation with the state attorney?

_____

- Did the driver use the relevant mobile state implement for official purposes? _____

- Did the driver possess an appropriate military driver's licence? _____

- Did the driver have proper authorisation to drive/handle the mobile state implement? _____

- Did the driver at any stage handle or use the mobile state implement, or occupy the driver's seat, while the engine was running while:

    - He/she was under the influence of alcohol or any drug that has a narcotic effect? _____

    - He/she had a concentration of alcohol in his/her blood that was more than 0.08 grams per 100 ml, which could have resulted in, or contributed to, liability? _____

* If any answer to any of the above questions indicates an irregularity, the reasons therefor must be supplied.

Question no._____

Reason:

_____

_____

_____

Question no._____

Reason:

_____

_____

_____

b. The abovementioned driver rendered himself/herself guilty of the following disqualification because (use the space below to indicate why it should not be recorded as irregular use in terms of NDF Log Instructions Pamphlet A1-6: Chapter 2: Sub-sub-subpar 43.a.1(5)) (Amendment 2/E/A1-6):

_____

_____

_____

_____ _____

Signature of abovementioned declarant Date

c. Date of birth, and identity number:

_____

Officer commanding's recommendation and comment:

- The use of the vehicle was ***authorised/irregular***.
- Any further recommendation and comment.

_____

_____

_____

Note the outcome of disciplinary steps here, if available when report is being completed.

_____

_____

_____

_____

_____

_____

_____ _____

Signature and unit stamp Date

3. ANNEXURES

The following documents are to be attached to this form:

- A duly completed DD 148 (damage report). Indicate if no damages occurred.
- A copy of the trip authority of each relevant vehicle.
- A copy of the driver's licence of the relevant member.

7.5 FORFEITURE OF STATE COVER

When the DD146/7, part II has been completed, and “Irregular” has been indicated, a member will forfeit his “state cover” and therefore will be held liable for damage to the military vehicle, as well as for damages of the civilian party, should such a claim be received. Military drivers will forfeit their “state cover” if they fail one question of the DD146/7, part II.

When a member forfeits their “state cover”, a debt account will be opened by the Motor Vehicle Accident Office, and the accident file will be handed over to the debt collection office, who will proceed with the accident file. These offices and the office of the state attorney are the only offices that may authorise the opening of debt accounts relating to motor vehicle accidents.

According to the Defence Act, Act 44 of 1957 (as amended in 1999), paragraph 129(1), the Legal Satellite Office (Legsato) may place a member under deduction of pay for the amount of losses and damages, and not for damages relating to the driving of a motor vehicle. In this regard, the Chief Financial Officer (or his delegated section, such as the Debtor Central Accounts (DCA)) will open a debt account against the driver of the military vehicle. However, if the Chief Financial Officer (CFO) is in doubt, the state attorney will be consulted on questions of law, and he will give his opinion as to whether a debt account should be opened.

7.6 REPORTING OF VEHICLE ACCIDENTS

To explain the reporting procedures of an accident, we will use an incident report document, illustrated in Figure 1.13.

- When a military driver has been involved in an accident with a military vehicle, he/she must report the accident immediately to his/her home unit. If the accident took place far from his/her home unit, the accident can then be reported at a military unit that is the nearest to the accident scene.
- The military driver must report the accident within 24 hours to a police station (Act 93 of 1996, the National Road Traffic Act), particularly when a civilian vehicle was involved, as well as to the Military Police.
- The military unit must then report the accident within 48 hours to the following departments:
    - The DOD Logistics Formation;
    - The SA Army Support Formation;
    - The local general support base (GSB) (such as the General Support Base (Kimberley)); and
    - The Director: Financial Support Services, General Support Base (Bloemfontein).

Reporting of a vehicle accident can also be done via fax to the following departments:

- The DFCS (Bloemfontein) – Fax: (051) 402 1038; or
- The local GSB (such as GSB Kimberley).

If the accident report is faxed to the above departments, the military unit must still send the accident report to the DOD Log Formation, the SA Army Support Formation, and their local GSB.

FIGURE 1.13: INCIDENT REPORT

the dod

Department:
Defence
REPUBLIC OF SOUTH AFRICA

GSB BFN/MVA/505/6/5/G

☎ : (053) _____
Enquiries : _____
Fax : (053) _____

Bloemfontein
9300
09 February 2015

FROM: _____
_____

TO: _____
_____

UNIT NAME : _____ INCIDENT REPORT : MVA 01/2015

- Type of incident : _____.
- Date and time of incident : _____.

- Place of incident : _____.
- Nearest town/city : _____.
- Unit or SAPS involved : _____.
- SAPS/MPA case number : _____.
- Description of incident : _____

  _____

  _____

  _____

  _____

  _____

  _____

  _____

  _____

  _____

  _____

  _____
- Action taken : _____

  _____

  _____

  _____
- Injuries:

  _____

(_____)

OFFICER IN COMMAND _____ :

_____

OC REMARKS

_____

_____

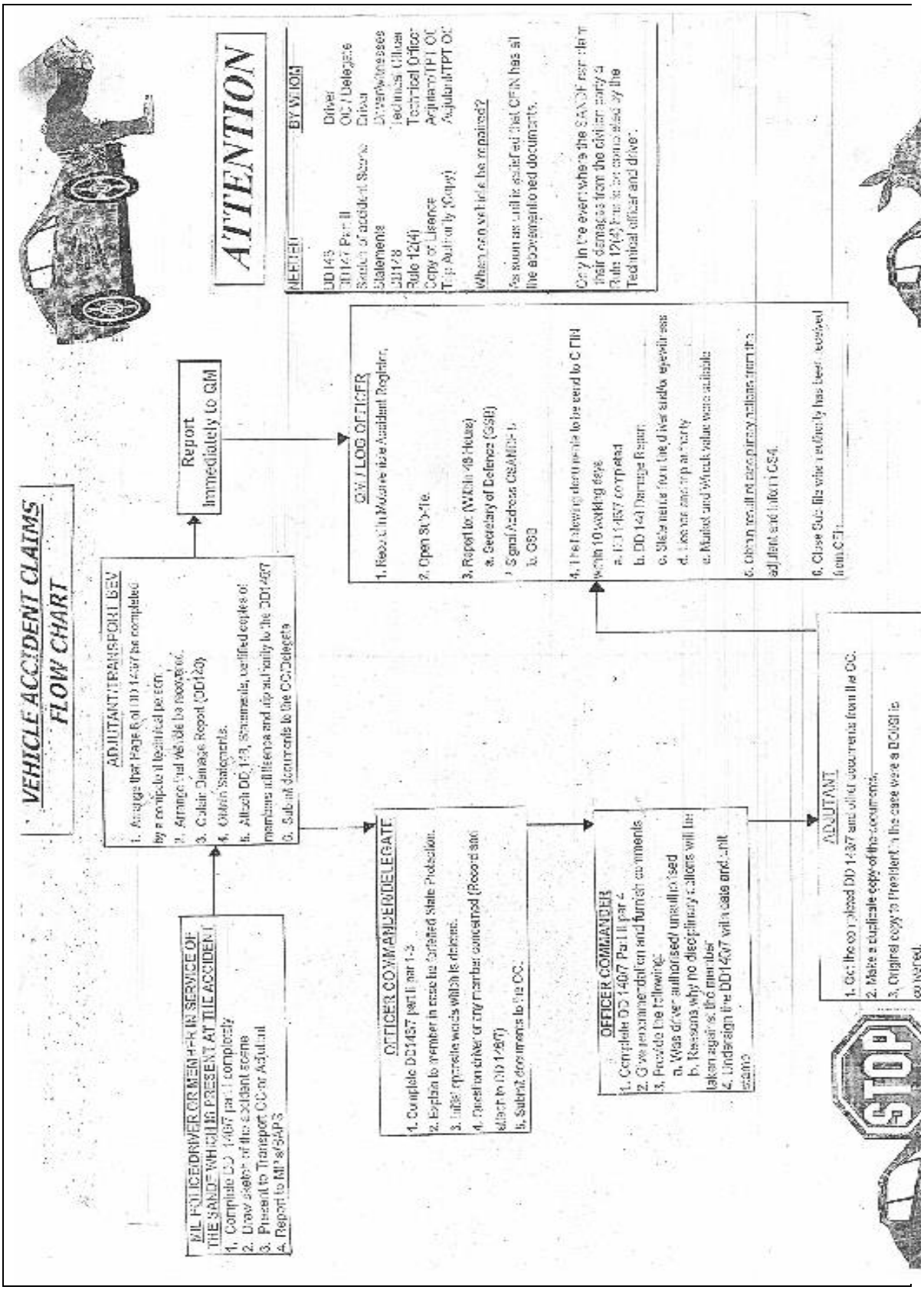
_____

(_____)

OFFICER COMMANDING _____: _____

Figure 1.14 illustrates the steps in the motor vehicle accident administration process.

FIGURE 1.14: MOTOR VEHICLE ACCIDENT CLAIMS FLOW CHART



7.7 REPAIR OF ACCIDENT DAMAGE TO A MILITARY VEHICLE

When military units want to repair a damaged military vehicle that has been involved in an accident, the following steps can be taken:

- Confirm that the accident has been reported.
- Confirm that the following documents have been sent (faxed) to the DFCS (Bloemfontein) beforehand:
    - The DD146/7, parts I and II (completed in full and correctly);
    - The statement of the driver and his witness;
    - A copy of the driver's licence;
    - A copy of the trip authority; and
    - The DD148 and/or quotations for the current accident damage.
- Confirm that there are funds available.
- Ask the DFCS (Bloemfontein) for financial authority.
- Once financial authority has been received (see Figure 1.15), write the financial authority number in the accident register, and give the financial authority number to the LWT, who must request the necessary funds and proceed with the repair process.

FIGURE 1.15 FINANCIAL AUTHORITY FOR VEHICLE ACCIDENT

the dod

Department:
Defence
REPUBLIC OF SOUTH AFRICA

CFO/R/505/6/5/15/1234(1

☎ : (051) 402 1178
Enquiries : Mr TJ Etzebeth
Fax : (051) 402 1038

Department of Defence
(Finance Division)
Private Bag X20599
Bloemfontein
9300
2 July 2015

FINANCIAL AUTHORITY FOR VEHICLE ACCIDENT: BLZ 079M WINDSCREEN DAMAGED BY A STONE ON 16 APRIL 2015 (S REPHU)

- The abovementioned vehicle accident refers.
- Your Fin Authority for the repair of the abovementioned mil vehicle is: CFO/R/505/6/5/15/1234 DD 02/07/2015.
- We trust that you find this in order.

(TJ ETZEBETH)
DIRECTOR: FINANCIAL CONTROL SERVICES
V15A

FOR ACTION

OC
GSB KBY

DAY 2

1. Motor vehicle accident and claims administration in the SANDF

On day 2 you will be evaluated by means of a theoretical question and a practical question.

THE END

REFERENCES

Ronan, A. 2015. *Every teacher's guide to assessment*. [Online]. Available from: http://www.edudemic.com/summative-and-formative-assessments/ Date of access: 22 June 2015.

South Africa (SA). 2015. *Department of Defence planning instruments (2015 – 2020)*. [Online]. Available from: http://www.dod.mil.za/documents/annualreports/DoD%20Annual%20Performance%20Strat%20Plan%202403.pdf Date of access: 30 June 2015.