

**Recommendation #1: Formation of a Law Enforcement Commission**

A Commission on Law Enforcement Standards and Training should be composed of

Members appointed by the Governor from the ranks of Law Enforcement and Criminal Justice communities of Lagos. The Commission would be an independent body free of political influence and subject to the Legislative mandates.

Example of membership could include but not limited to:

• Commanders of each Division

* LATSMA
* KAI
* VIO
* Neighborhood Watch

• Representative of the Governor

• Member from the Judiciary.

The Commission would meet on scheduled days of the year to conduct Commission business and at a rate agreed upon by the Commission as a whole and or the Legislature.

The Commission should be formed by Legislative action and given the sole authority to set and enforce the following standards and training.

* Employment Standards
* Medical Standards
* Training Standards
  + Pre-service
  + In -service
* Active Duty Standards
* Ethical Standards

**Recommendation # 2: Job Task Analysis**

Conduct Job Task Analysis to Develop Comprehensive Job Descriptions, Facilitate Curriculum Development and Professionalize Lagos Law Enforcement

Job Task Analysis (JTA) is the most widely accepted and commonly used process for defining job content and developing employment requirements/systems.

It is used to:

Construct accurate and valid Job Descriptions necessary for selection and professional development.

Define necessary knowledge, skills and abilities and define minimally acceptable job performance

Determine defensible selection/employment standards

Determine valid medical and/or physical job requirements, e.g., physical fitness standards

Develop realistic, job related training curricula unique to each of the departments as well as define potential for core/common instruction

Job Task Analysis is based on several basic concepts:

1. That anything which materially affects job selection and retention must be clearly based on valid job requirements (required qualifications, job testing of all sorts, performance evaluation, etc.).

2. That anything which materially affects job selection and retention is, in the United States at least, subject to federal and state regulation under various acts such as Equal Employment Opportunity/Affirmative Action (EEO/AA), and the Americans with Disabilities Act (ADA), and as such cannot be discriminatory in intent or impact, unless a clear job necessity can be proven for the requirement(s). Lagos State and Nigeria may have employment standards that can be met using employment systems based on Job Task Analysis

3. That the people who are actually doing and directly supervising a given job/rank are in the best position to understand its requirements and to describe it and, thus, should be directly involved in the conduct of the JTA

4. That properly constructed scientific inquiry and the appropriate statistical analysis of JTA data serve as the most reliable and accepted form of demonstrating the validity of job requirements and testing

While there is considerable variation in how actual JTAs are done, generally, there is a basic methodology that most analysts follow and has been included in materials submitted earlier. However, jobs must be assumed to be unique and, therefore, require individual study to ensure defensible systems are developed.

**Recommendation #3: Curriculum Development**

Once the Job Task analysis is completed it should be utilized to develop a comprehensive Curriculum using the following process.

**CURRICULUM DEVELOPMENT PROCESS**

1. **CURRICULUM DEVELOPMENT PLANNING AND PREPARATION** (Staff)

* Develop Budget and Timeline Schedule for Entire Process
* Identify Task and Instructional Analyses Advisory Group – *used all through entire dev. process*
* Identify Objective Writing SMEs

1. **TASK AND INSTRUCTIONAL ANALYSIS WORKSHOPS** (*Advisory Committee/SMEs/Staff*)

* Develop Tasks from Duties Identified in JTA
* Validate Tasks
* Develop Task Sheets/developing task performance steps

1. **WRITING OBJECTIVES FROM PERFORMANCE STEPS IN TASK SHEET –**

**Use Measureable Action Verbs** (*Advisory Committee/SMEs/Staff*)

* Instructional Objectives (What an officer needs to know)
* Performance Objectives (What an officer will be able to do)
* Identify Scope and Sequence SMEs

1. **SCOPING AND SEQUENCING** (*Advisory Committee/SMEs/Staff*)

* Decide how much to Teach using Performance Steps and KSAPCs
* Identify Courses/Chapters in order of instruction
* Identify sequence of instruction
* Identify Curriculum Content/ Text Writing SMEs

1. **WRITING CURRICULUM CONTENT/TEXT** (*Advisory Committee/SMEs/Staff*)

* Write content
  + Course/Chapter Introduction
  + Unit Title, if applicable
  + Lesson Title
  + Lesson Goal
* Insert Lesson Objectives identified in item 3 above
* Answer all objectives in content/text writing
* Develop scenarios/role plays/exercises/tests
* Identify vocabulary list, if any
* Decide on Instructional Strategies to Use
  + Lecture
  + Case Study
  + Demonstration etc.
  + Role-play exercises
  + Tests
* Create Instructor Guide/Lesson Plan
* Review Objectives for
  + Adequacy
  + Fully answered in text/content
* Set Hours for each Course/Chapter and Lessons
* Send to Staff Editors for Initial Review

1. **GETTING APPROVAL OF CURRICULUM** (*Commission/Training Directors/Staff*)

* Introduce Curriculum to Training Center Directors (TCDs)
* Incorporate feedback from Training Center Directors
* Get Approval from Commission (CJSTC) during the Commission’s scheduled quarterly meeting

1. **EDITING AND PUBLISHING** *(Editors /Staff)*

* Staff Editors edit and proofread content/text and Instructor Guide/Lesson Plans
* Assessment staff develop Test Questions using Objectives identified in item 3 above
* Publish Final Copy of Curriculum Content/Text and Instructor Guide/Lesson Plans

1. **IMPLEMENTING CURRICULUM** *(Training Center Directors/Instructors/Students/Staff)*

* Deliver published curriculum and supplemental materials to Training Centers/Academies
* Training Centers/Academies implement published curriculum on effective date

1. **EVALUATING CURRICULUM** *(Staff/instructors/students)*

* Request feedback on curriculum from instructors and students
* Send Curriculum Alert based or feedback, legal updates etc., if necessary
* Incorporate feedback in the next annual version of Curriculum

**Recommendation #4: Additions to Current Training Academy Curricula**

The following topics are recommended in addition to the current academy curricula. These recommendations are made based on our brief interactions with and observations of the respective law enforcement divisions.

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| **COURSES** | **HOURS** |
| **Traffic Direction, Control, and Management Techniques**   * *Traffic Law* 3 * *Directing Traffic* 6 * *Professional Traffic Stops* 1 * *Traffic Crash Management* 28 * *Traffic Violations and Citations* 4 | 42 |
| **Basic Swimming Skills** | 18 |
| **Water Rescue Operations Techniques** | 80 |
| **Subject Control Techniques**   * *Use of Force* * *Defensive Tactics* | 80 |
| **Interviewing and Report writing**   * *Interviewing* 19 * *Report Writing* 37 | **56** |
| **Evidence Collection, Handling, and Preservation Techniques**   * *Evidence rules and concepts* 2 * *Collection* 1 * *Handling* 2 * *Preservation* 1 | **6** |
| **Hazardous Materials Management Techniques** | **12** |
| **Critical Incident Management System** | **44** |
| **Basic Hausa Language for Criminal Justice Officers** | **40** |
| **Basic Yoruba Language for Criminal Justice Officers** | **40** |
| **Basic Ibo Language for Criminal Justice Officers** | **40** |

**Recommended Hours for Current LETI Training Curriculum**

Attached is the LETI current training curriculum. Recommended hours for each individual block of training have been added. Much of the basis for those hours is based on current hours of training from the State of Florida training academies. These hours can be modified based on the need and specific criteria needed for LETI and are provided as only a recommendation. A better determination of training hours needed would be made after the completion of the JTA and Curriculum Development processes.

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| L.E.T.I.  LAGOS STATE LAW ENFORCEMENT TRAINING INSTITUTE |
|  |
| TRAINING PROGRAM CURRICULUM |

**PREFACE**

NOVEMBER 2013

The Lagos State Law Enforcement Training Institute (LETI) was created to ensure and foster professionalism and ethics among law enforcement officers of the Lagos State Government and empowered to set standards for training of law enforcement officers in Lagos State and implementation of same.

It also has the obligation to assure all citizens that law enforcement officer in Lagos State meet minimum standards of competency and ethical behavior.

The institute, LETI, is also statutorily required to develop training curricula to ensure that officers training remains job related, valid and up to date.

This curriculum is prepared in 3 volumes:

1. Basic Officer Training

2. Specialized Training by agency

3. Advanced Training

**BASIC OFFICER RECRUIT TRAINING**

This program is designed specifically for new officers who have just been engaged as law enforcement officers in the State. It provides a wide range of competences required as a foundation for effective law enforcement work irrespective of agency engaging the trainee. Courses covered are listed below:

1. Module 1: Introduction To Law Enforcement **10 Hours**
2. Module 2: Legal **62**
3. Module 3: Communication **104**
4. Module 4: Emotional Intelligence **16**
5. Module 5: Behavioural Analysis & Profiling **12**
6. Module 6: People Leadership **12**
7. Module 7: Law Enforcement And Community Relations **16**
8. Module 8: First Aid **40**
9. Module 9: Non-Combative Defensive Techniques **80**
10. Module10: Vehicle Operations **48**
11. Module: 11: Health & Lifestyle  **8**
12. Module 12: Physical Abilities Test **52**

**MODULE 1: INTRODUCTION TO LAW ENFORCEMENT**

This is designed to enable the trainee to recognize the fundamental duties, obligations, influences, and philosophies inherent with the acceptance of a position as a law enforcement officer. He/she will possess a working knowledge of the employing agency's organization, chain of command, rules and regulations.

Lesson 1: Officer training program overview - **2 Hours**

Lesson 2: Overview of the Lagos State Civil Service Policies & Procedures - **2 Hour**

Lesson 3: Principles of Law Enforcement: role and authority of the officer - **1 Hour**

Lesson 4: Values, Morals and Ethics - **3 Hours**

Lesson 5: Chain of Command, Authority, Control and Discipline - **2 Hours**

Duration: **10 Hours**

**MODULE 2: LEGAL**

This module provides solid legal foundation from which students may function as law enforcement officers. It will prepare them with the requisite skills to properly and effectively act as law enforcement officers without infringing on citizens’ rights with an understanding of both federal and state laws.

Lesson 1: Introduction to law - **5 Hours**

Lesson 2: Evolution of laws: Federal and State - **3 Hours**

Lesson 3: Overview of State Laws relevant to officers’ duties - **36 Hours**

Lesson 4: Classification of Offences - **2 Hours**

Lesson 5: Components of the Justice and Legal System - **8 Hours**

Lesson 6: Courtroom procedure and demeanour - **8 Hours**

Duration: **62 Hours**

**MODULE 3: COMMUNICATIONS**

This module covers the various forms of communication and interpersonal skills, human interaction issues, report writing principles and mechanics.

Lesson 1: Radio Procedures, Equipment and Codes - **4 Hours**

Lesson 2: Communication and Interpersonal Skills - **10 Hours**

Lesson 3: Professional Behaviour in a multicultural society - **18 Hours**

Lesson 4: Interviewing - **16 Hours**

Note taking and obtaining statements

Preparing for an interview

Conducting an interview

Documenting the interview

Lesson 5: Report writing - **56 Hours**

Recording field notes and reports

Organizing facts for report

Elements and Principles of Effective Report Writing

Content and Format

Mechanics

Duration: **104 Hours**

**MODULE 4: EMOTIONAL INTELLIGENCE**

This module explains the importance of the officer's awareness of his/her own emotional reactions to situations involving various types of individuals. The unit provides assistance in trainee identification of emotional reactions, and facilitates an understanding of how these reactions might affect actions. Therefore, it emphasizes the importance of impartial enforcement.

Lesson 1 Understanding and developing Emotional Intelligence - **4 Hours**

Lesson 2 Self & Social Awareness - **5 Hours**

Lesson 3 Self & Relationship Management - **3 Hours**

Lesson 4 Emotional Hijack - **1 Hour**

Lesson 5 Empathy – **1 Hour**

Lesson 6 Anger Management - **2 Hours**

Duration: **16 Hours**

**MODULE 5: BEHAVIORAL ANALYSIS & PROFILING**

The module provides overview and emphasizes various personality styles, and identifies strengths and weaknesses as well as leadership indicators of the variety of personalities.

Lesson 1 Introduction to various personality types - **4 Hours**

Lesson 2 Shaping the personality - **1 Hour**

Lesson 3 Behavioural principles - **3 Hours**

Lesson 4 Understanding people - **4 Hours**

Duration: **12 Hours**

**MODULE 6: PEOPLE LEADERSHIP**

This involves the utilization of appropriate styles and methods in guiding individuals, commanding attention and respect. It points out various essentials behind demonstrating leadership skills and the ability to be a team player when necessary.Lesson 1 Leadership Principles - **2 Hours**

Lesson 2 Leadership practice (scenarios, role-plays, exercises etc.) - **8 Hours**

Lesson 3: Team Building - **2 Hours**

Duration: **12 Hours**

**MODULE 7: LAW ENFORCEMENT AND COMMUNITY RELATIONS**

This unit introduces the law enforcement officer to the philosophy of Community Oriented Enforcement, the strategies and programs used by departments to foster its success and the benefits of Community Oriented law Enforcement. Community expectation of the role of law enforcement officers and community attitudes toward the officers, officer stereotyping, citizen evaluation and factors which influence attitude formation are identified for the trainees.

Lesson 1: Basics of community oriented law enforcement service - **2 Hours**

Lesson 2: Community Diversity and sensitivity - **4 Hours**

Lesson 3: Community Organization and Partnership - **2 Hours**

Lesson 4: Responding to a crisis situation/conflict resolution - **4 Hours**

Lesson 5: Problem solving: SECURE & SARA - **4 Hours**

Duration: **16 Hours**

**MODULE 8: FIRST AID**

This module shall be the foundation for all Emergencies management and will deal with how to properly care for victims. The control of crowd and realistic direction of crowd shall be a factor for the success of First Aid treatment.

Lesson 1 Introduction to First Aid

Lesson 2 Control of crowd and emotion at scene of incident

Lesson 3 Bandaging Wounds, Controlling Bleeding &Treating Fractures

Lesson 4 Evacuating and Transporting Injured Victims

Duration: **40 Hours**

**MODULE 9: OFFICER SAFETY & SURVIVAL SKILLS**

The module provides and understanding of the concept of non-combative mechanisms in self-defences and helps participants identify the characteristics of the work environment while recognizing and understanding actions for effective non-combative defence mechanisms

Lesson 1 Officer Safety

Lesson 2 Non-combative Survival Skills (*Defensive Tactics*)

*Lesson 3 Use of Force*

Duration: **80 Hours**

**MODULE10: VEHCILE OPERATIONS**

The trainee will understand the factors relative to defensive driving and techniques for safe emergency driving.

Lesson1 Principle and knowledge

Lesson 2 Understanding Vehicle

Lesson 3: Driving Dynamics

Duration: **48 Hours**

**MODULE: 11: HEALTH & LIFESTYLE**

Physical fitness underlies an officer’s ability to perform many of the frequent and critical job tasks as well as the demanding training of skills. This module is designed to enable officers gain insight into Work – Life balance through providing strategies for managing and dealing with it in a positive manner.

Lesson 1 Basic principles and knowledge of health and wellness

Lesson 2 Major Health and Physical fitness issues

Lesson 3 Stress Management

Lesson 4 Basic health assessments and physical endurance exercises

Duration: **8 Hours**

**MODULE 12: PHYSICAL ABILITIES TEST**

This is designed to replicate critical and essential physical tasks and demands faced by law enforcement officers in the performance of their duties. As such, it combines elements of demonstrated job tasks with overall fitness and strength assessment.

The Physical Abilities Test consist of a 1235-foot obstacle run where the officer must demonstrate essential, job related physical abilities such as mobility, agility, flexibility, power and general physical endurance.

*Mobility Run*

1. From the course start cone the officer runs to the outside of the marked course towards the first obstacle the balance beam. The officer must cross the beam in a controlled manner. If the officer falls off the beam the officer must go back to the start cone and renegotiate the beam.

2. The officer goes around the next cone and turns right running towards the second obstacle, the officer must jump across a five foot obstacle (mat). The officer must successfully get all the way across the five foot jump. If the officer hits any part of the five foot mat the first penalty is free the second one is a 5 second penalty.

3. The officer goes around the next cone and turns left running towards the third obstacle, the stair simulator. The officer must run up and down the stairs hitting at least two steps on the way up and two steps on the way down. The officer will go around the cone at the bottom of the stairs and go back up and down the stairs. The officer must not jump from the top platform. If this occurs the officer will repeat that portion of the stairs.

4. The officer will turn right and proceed onto the forth obstacle, the crawl obstacle. The officer will crawl under this obstacle touching at least one knee on the mat. The officer must not knock over or carry this obstacle. If the officer carries or knocks over the crawl obstacle the first one is free the second one is a 2 second penalty.

5. The officer will go around the next cone and turn left and run towards the next two identical obstacles, 18 inch high hurdles. The officer must jump over the centre of each obstacle. If the officer knocks over one of these obstacles the first one is free and the second one is a two second penalty.

6. The officer will go around the next cone and turn right and runs towards the next obstacle and vault over a 3-foot high railing simulating a fence. The officer will land on both feet in control on the opposite side of the vault obstacle, fall to their back or stomach (alternating on each lap) recover to their feet without mechanical assistance and proceed around the start cone before beginning the second lap. Six laps are completed in this manner.

*“Dummy” Drag*

After a 60-second rest period subsequent to completing the obstacle course and the push-pull portions of the test, the officer must drag a 165 pound dummy a distance of 25 feet. Officers must use the under the arm technique to accomplish this. The officer will then drag the dummy for 25 feet. Officer must perform this tack in a controlled and continuous manner.

One motion is started the officer cannot stop if they are to pass this section of the test. Officers will have three attempts to complete the task. Three unsuccessful trials will constitute a failure.

Officer failing the dummy drag section fail the ORPAT examination.

Duration: **52 Hours**