Justice and
Solicitor General

Training Academy
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Fax: 780-422-2854

Accreditation Guidelines

Read the whole document before submitting your package and Training Outline.

TABLE OF CONTENTS

Click on the title to go to that section.

All training programs for Peace Officers that are issued an appointment by the Alberta Public Security Peace Officer Program under the *Peace Officer Act* must be reviewed and approved by the Justice and Solicitor General Training Academy prior to implementation (as per section 18.0 of the *Public Security Peace Officer Program Policy and Procedures Manual*). This "Accreditation Guidelines" document outlines the process and requirements for training program reviews and includes supporting documentation to assist with the process. **Please read this entire document prior to submission.**

Training program approvals will be valid for **five (5) years**. Training providers are expected to submit the programs they instruct for accreditation using the process outlined below.

Note that the Training Academy is not responsible for identifying possible copyright infringement in submitted training programs. Employers and training providers are expected to be the content owners or have written permission from the content owner(s). The materials received are not shared or disseminated. Course material is archived after evaluation is completed, and access is restricted for the purpose of accreditation.

Questions about training program reviews should be directed to <jsg.accreditation@gov.ab.ca>.

The following criteria are considered the minimum standard for accreditation:

- All course materials and content are present, current, readily accessible (no duplications or contradictions) so program delivery remains consistent between instructors. References are cited where necessary.
- Lesson plans have sufficient, relevant and clear detail so training is standardized and implemented the same way regardless of who is instructing. Questions posed to learners include anticipated responses.
- Learning objectives are present for each module, topic or section and are phrased consistently if they reappear in the same lesson.
- Learning objectives do not unreasonably generalize large components of a module, topic or section.
- Learning objectives are measurable and directly related to content.
- Learning objectives include reasonable variety beyond the knowledge level of Bloom's Taxonomy.
- Learning objectives related to legislation are summatively assessed. All other learning objectives are assessed formatively or summatively.
- Assessments are able to accurately measure learning objectives.
- Content is organized in a logical progression from foundational to more advanced competencies. Content is relevant to the course topic. The scope is neither too wide nor too narrow.
- Instructor-to-student ratios are sufficient to ensure an acceptable safety threshold for any particular aspect of training.
- Practical learning activities (e.g. scenarios) have rubrics to evaluate learners based on their performance of specific criteria. Scenarios include detailed safety measures, role player instruction, scenario setup, learner expectations and debriefing.
- Participants are provided with opportunities to evaluate the course.
- Course materials are professional and free of distracting content or formatting, and PowerPoint slides have a reasonable amount of text.
- Learners can realistically complete the program in the allotted timeframe.
- Physical structure of training facility is suitable for learning.
- Sufficient and accurate content on applicable "use of force" topics.
- Sufficient and accurate content on "Authority, Responsibility and Duties" of the relevant peace officer appointment.
- Sufficient and accurate content on "Jurisdiction" of the relevant peace officer appointment.
- Sufficient and accurate content on "Weapons and Equipment" of the relevant peace officer appointment.
- Applicable timelines for firearms, OC spray & baton re-certification are outlined.

The standards of accreditation will evolve with each subsequent review. These additional standards may be mandatory at your program's **next** accreditation review.

- Instructors have adequate training and experience for their subject matter area.
- Learning objectives are organized from lower-order learning to higher-order learning.
- A variety of learning activities are used to promote interactivity and engagement.
- Learner assessments incorporate higher level thinking rather than strictly lower-level knowledge recall.

- Both formative and summative assessments are present.
- Examinations have at least two versions to accommodate retakes.
- Job-specific content aligns with similar employers.

APPEALS

In the event that a training program needs modifications to meet the minimum requirements, the Accreditation Analyst will liaise with the employer or training provider to discuss which standards have not yet been met and give recommendations. Once an employer or training provider is given recommendations by the Accreditation Analyst, they will be given a reasonable amount of time (not exceeding 6 months) to implement the changes.

Employers or training providers with a training program failing to meet the standards of accreditation may appeal to the Director of Education Services in writing. The letter must outline the specific reasons for requesting the second review. The Director will evaluate the request and respond within 30 days to advise if a review will be conducted. If warranted, the Director will assign the review to the Accreditation Analyst (or other employee of the Training Academy) who did not conduct the original review. The Director will advise the employer or training provider of the outcome of the appeal review.

USE OF FORCE TOPICS

There are several topics potentially under the umbrella of "use of force":

- Physical use-of-force skills (also known as control tactics).
- Incorporating a training aid that is sanctioned and utilized by the Alberta Association of Chiefs of Police (AACP) with subject behaviour categories and corresponding use of force response options.
- Overview of impact factors related to the subject, environment and officer, as well as the subject ability, intent, and means to carry out the behaviour and how the use of force response options are influenced.
- Tactical communication; that is, training in using one's words to prevent, de-escalate, or end an attempted assault
- The legality of using force including where the authority to use force in a given situation comes from, the legal responsibilities concerning the use of force and an overview of the relevant sections of the Criminal Code of Canada.
- Report writing component where course participants articulate and justify the force used in a given situation.
- Scenario-based tests of the complex decision making involved in using force.
- Giving testimony in court including how to prepare, articulating their reasons in a court setting and the tactics used by defence attorneys.

Before you decide on the content to cover in your course, endow your course with a strong internal structure conducive to adult learning.

Alignment among three main course components ensures an internally consistent structure. Alignment is when the:

- **Objectives** articulate the knowledge and skills you want students to acquire by the end of the module, topic or section.
- **Assessments** allow the instructor to check the degree to which the students are meeting the learning objectives.
- **Instructional activities** are chosen to foster student learning towards meeting the objectives.

When these components are not aligned, students might rightfully complain that the test did not have anything to do with what was covered in class, or instructors might feel that even though students are earning a passing grade, they haven't really mastered the material at the desired level.

Aligning these three components is a dynamic process, since a change in one necessarily affects the other two:
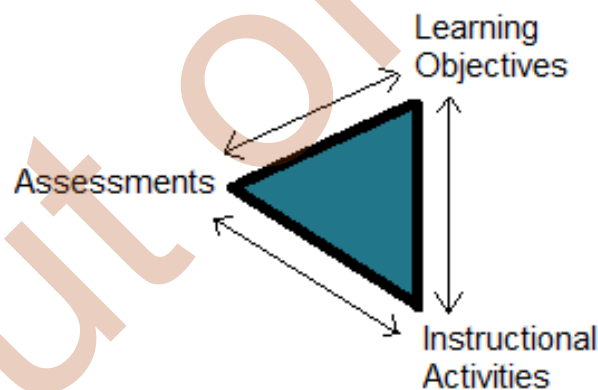
One way to approach course design is to start from the learning objectives, then move on to the other two components, and revisit the cycle iteratively as needed.

Articulating your learning objectives will help:

- You select and organize course content, and determine appropriate assessments and instructional strategies.
- Students direct their learning efforts appropriately and monitor their own progress.

Source: Learning Objectives-Teaching Excellence & Educational Innovation - Carnegie Mellon University
<https://www.cmu.edu/teaching/designteach/design/learningobjectives.html>

Lesson plans serve as the facilitator guide or speaker notes during a presentation. Lesson plans should contain sufficient detail that any of your instructors would be prepared and feel confident to deliver the material. Program consistency is improved when lesson plans are utilized. They also serve as a formal record of what has been taught in each class.

1. Outline learning objectives

Articulate what you want students to learn and be able to do at the end of the module, topic or section.

2. Introduction

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. For example, you can take a simple poll: "How many of you have heard of a Peace Officer appointment?"

3. Instruction

Include a variety of learning activities beyond lecturing with PowerPoint to appeal to different learning styles. Estimate how much time you will spend on each topic and activity. Don't shy away from extended explanations or discussion questions that are not explicitly in a PowerPoint or other student materials.
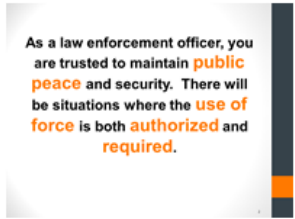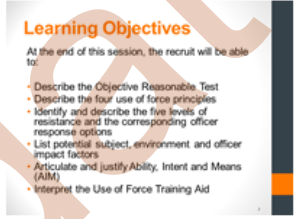
4. Check for understanding

How will you know that students are learning? Checks for understanding can be formal or informal but should be included in every lesson. See *Assessments* for more information.

5. Conclusion

Summarize the main points of the lesson. If you involve the students in this, you are able to gauge their understanding of the topic and clarify misunderstandings. Previewing the next lesson can help students connect the different ideas within a larger context.

EXAMPLE LESSON PLANS

Instructional Methodology	Resources	Duration
Introduction As a law enforcement officer, you are trusted to maintain public peace and security. In order to uphold this duty, there will be situations where the use of force is both required and authorized. Force is to be used when required, and there are a number of tools to assist officers in the decision-making process when faced with a potential use of force situation. In cases where excessive use of force is used, public trust is severely jeopardized. The concepts we are about to discuss will provide additional tools to empower you selecting the appropriate level of force required to control a situation or subject.	As a law enforcement officer, you are trusted to maintain **public peace** and security. There will be situations where the **use of force** is both **authorized** and **required**.	2 mins
Learning Objectives At the end of this session, the learner will be able to: - Describe the Objective Reasonable Test - Describe the four use of force principles - Identify and describe the five levels of resistance and the corresponding officer response options - List potential subject, environment, and officer impact factors - Articulate and justify Ability, Intent, Means (AIM) - Interpret the Use of Force Training Aid	**Learning Objectives** At the end of this session, the recruit will be able to: • Describe the Objective Reasonable Test • Describe the four use of force principles • Identify and describe the five levels of resistance and the corresponding officer response options • List potential subject, environment and officer impact factors • Articulate and justify Ability, Intent and Means (AIM) • Interpret the Use of Force Training Aid	2 mins

Instructional Methodology	Resources	Duration
Impact Factors – Activity Split the class into three groups (you can use the same groups as the previous activity to make it easier). Each group will be assigned one impact factor (subject, environment or officer). Each group has three minutes to create a list of items / factors for their category that would influence their decision making in use of force. These are factors that could lead to escalation or de-escalation. Use your own experience and knowledge to think of all the items you consider in your position as an officer. What factors help determine your level of force to respond? Have each group share their responses and discuss. Place lists around the room to refer to as you go through the next few slides. *Suggested responses:* Subject factors: size, training, experience, history, weapons, age, number of subjects, gender, impairments, mental status, affiliations Environment factors: day or night, inside or outside, weather, season, terrain, hazards, witnesses and crowds, access to weapons, escape routes, venue Officer factors: size, gender, experience of officer, physical and mental appearance, skills / abilities Using the following slides, show the appropriate slide after the group debriefs to validate answers and fill in any missing gaps. (example: subject factor group shares answer, move slide ahead to show subject factors slide)	**Group Activity** 3 minutes • Looking at the impact factor assigned to your group, create a list of factors for this category that would influence your decision making • Share and discuss!	10 mins

Instructional Methodology	Resources	Duration
Use of Force Principles In any situation, an officer has to consider several principles. The role of a law enforcement officer is to maintain public safety and to provide a sense of security for the community. There are four main principles that we will consider when using force: - Public safety - Officer safety - Continuous risk assessment - The best strategy limits the likelihood of loss of life, injury or property damage In terms of **public safety**, you are a public servant and your responsibility is to serve your community. It is your job to understand your policies, procedures and authorities. **Question to class:** Why is public safety first? *Allow recruits to respond and discuss answers.* *Suggested Response*: You are a public servant, here to serve and protect the public. Your training provides you with the skills needed to assess situations to understand when imminent danger is present and when not to engage in a situation. **Officer safety:** It is important to have situational awareness as it will greatly impact your safety, as well as the safety of others. If you, as an officer, are safe, you will be able to protect the safety and security of the public. **Continuous risk assessment:** Every tactical decision made is based on subject behaviour and will change according to the behaviour of the subject. Constant assessment of your environment and the situation will help to inform your decisions when using force. Part of the assessment process will be to watch for threat cues and body language of the subject. Decision making in use of force is based on the notion of stopping the undesired behaviour of the subject with the least amount of injury to the subject, officer and property. Consider the collateral damage once the situation has ended and how it relates to the situation.	**Use of Force Principles** Public safety Officer safety Continuous risk assessment Best strategy	10 mins

Instructional Methodology	Resources	Duration
Threat Cue Video Activity Watch the video (46 seconds) and identify what threat cues were present and displayed by the subject. **Debrief:** What threat cues did you see? *Suggested response: nature of the call itself – knowing that it is a fight and likely carrying negative emotions, looking downwards, looking towards officer from the corner of the eye, the subject's state of dress / undress, how much tension appears to be in the subject's body, number of officers escorting the subject, where the cover officer is looking*	**What threat cues are present?**	3 mins

LEARNING OBJECTIVES

Learning objectives are statements that describe what students should know and be able to do at the end of a module, topic or section. It may be useful to begin each learning objective with "Students will be able to…" followed by a verb associated with the intended cognitive level (using Bloom's Taxonomy, next page has examples) and ending with the statement describing the learning that students are expected to demonstrate.

The verb that is chosen for learning objectives will help to focus on exactly what is to be assessed and to identify the appropriate tools, instruments, and metrics that can be used to assess the extent of the intended learning.

The following examples are acceptable learning objectives:

- Students will be able to identify officer safety issues related to searches of a person, a vehicle, and a building.
- Students will describe risks associated with contamination of evidence.

Or they can start right at the verb reflecting the level in Bloom's Taxonomy:

- Identify the physiological, psychological and emotional effects of stress.
- Analyze a variety of situations where force may or may not be authorized.

Learning objectives can have multiple parameters as well:

- Students will develop a report related to a law-enforcement scenario that:
    o is written from the first-person perspective,
    o demonstrates correct use of grammar, spelling, punctuation, capitalization, sentence and paragraph structure,
    o is clear, complete, concise and accurate, and
    o includes all relevant details.

In order for learning objectives to provide a useful basis for developing appropriate assessments, they must contain verbs that describe observable, measurable, and achievable actions. Consequently, verbs that represent actions or concepts that are difficult or impossible to measure should be avoided. For example, the following verbs should **not** be used in writing learning objectives:

✖ Appreciate	✖ Comprehend
✖ Be aware of	✖ Know
✖ Be familiar with	✖ Learn
✖ Believe	✖ Understand
✖ Introduce	✖ Gain insight

Source: IACBE Bloom's Taxonomy of Education Objectives and Writing Intended Learning Outcomes Statements

BLOOM'S TAXONOMY (2001 REVISED EDITION)

LEVELS OF LEARNING	DEFINITION	ACTION VERBS
1. Remember	Retrieving relevant knowledge from long-term memory and retaining learned information.	Arrange, Recognize, Define, Identify, State, Recall, Memorize, List, Name, Locate, Select, Describe
Example: *Students will define lethal force.*		
2. Understand	Determining the meaning of instructional information; including oral, written and graphic communication.	Classify, Discuss, Determine, Distinguish, Expand, Indicate, Illustrate, Interpret, Summarize, Demonstrate
Example: *Students will discuss the implications of using lethal force without justification.*		
3. Apply	Correct use or implementation of a procedure in a given situation; the ability to solve problems; and apply the knowledge to real situations.	Apply, Calculate, Solve, Use, Prepare, Produce, Apply, Explain, Employ, Operate, Change, Choose, Compute, Modify, Execute
Example: *Students will appropriately apply lethal force in a scenario.*		
4. Analyze	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure that may support generalizations.	Analyze, Breakdown, Categorize, Differentiate, Examine, Infer, Outline, Relate, Divide, Survey, Point Out, Extract
Example: *Students will differentiate circumstances under which lethal force and less-than-lethal force are justified according to the use of force model.*		
5. Evaluate	Making judgements based on criteria and standards.	Appraise, Judge, Criticize, Assess, Compare, Conclude, Decide, Support, Experiment, Evaluate, Grade, Justify
Example: *Students will assess the level of compliance with the use of force model, given a case study of an officer-involved use of force incident.*		
6. Create	Combining parts, components, and/or ideas to make a new whole or purpose or to provide alternative solutions.	Design, Create, Develop, Revise, Construct, Formulate, Plan, Combine, Prepare, Summarize, Generate, Produce, Perform
Example: *Students will develop a model lethal force policy for province-wide use.*		

Formative assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses
- Help instructors recognize where students are struggling

Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments:

- Observations during in-class activities and of non-verbal feedback during lecture
- Question and answer sessions (both planned and spontaneous)
- In-class activities where students informally present their results

Summative assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often high stakes, which means that they have a high point value. Summative assessments include examinations, projects and papers/essays. Note that any summative assessment could be formative; the distinction lies in assigning it the high point value.

Information from summative assessments can be used formatively when course providers use it to guide their efforts and activities in subsequent courses.

Source: Formative vs Summative Assessment-Teaching Excellence & Educational Innovation - Carnegie Mellon University
<https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

Rubrics

- Contains a scale of possible points for scoring work on a continuum.
- Provides descriptors for each level of performance assessed – it is not a tool to count items in a student's work so quantitative terms like *many, some* or *few* should be avoided.
- The rubric must enable teachers and students to effectively discriminate between performances of different quality.
- The discrimination must be reliable: scores by the same teacher at different times or different teachers at the same time must be reasonably consistent.
- The score is not based on who does the best work (norm-referenced); it is based on how well students perform compared to the criteria (criterion-referenced).
- Are made available to students before and throughout the assigned task.

Source: RUBRICS: General Principles and Guidelines
<https://tlc.provost.gwu.edu/sites/tlc.provost.gwu.edu/files/downloads/rubrics_guidelines.pdf>

ACTIVITY	EXAMPLE
Lectures	Instructor-led PowerPoint presentation on use of force legislation.
Discussions	Ask a student if (given a specific circumstance) it is appropriate to draw your baton. When the first student answers, ask another student if he or she agrees or disagrees with that answer. Then ask another student, and keep going until multiple students have participated in the discussion.
Think-Pair-Share	Pose an ethical dilemma. • Have students consider the question alone (1-2 min). • Then allow the students to pair up. • Next have students discuss the question with their partner and share their ideas and/or contrasting opinions (3 min). • Re-group as a whole class and solicit responses from some or all of the pairs (3 min).
Writing	Think back to an encounter where you have had to use force to control a situation and briefly describe the details of the experience to answer the questions below. • How did you report your use of force? • Was the amount of force use reasonable? • Would you do anything different?

Group Projects	• Form small groups of 2-3.
	• Assign each group a specific section of policy.
	• Develop presentation to teach-back their specific policy.
	• Each teaching session should be 5 minutes in length and include the following:
	   o A summary of the policy.
	   o An explanation of how the policy is applied.
	   o An example or experience where this policy has been used at your worksite. Relate it to your everyday job function.

Peer Review	Students write a report based on a previous use of force incident and read it in front of the class. The instructor and other students ask questions about the incident to simulate the cross-examination from a defence attorney.
Independent Student Projects	Given examples of Canadian Charter of Rights and Freedoms challenges students determine: • What was the challenged based on? • What was the outcome of the challenge and why?
Case studies	Given a use of force related case study or video, complete the following and share with the class: • Provide a brief summary of the case study. • Why was force required? • Were protocols followed in the use of force? • What liability concerns may exist? • What may have been done to prevent the need for the use of force applied?

1. Keep it simple

PowerPoint was designed to display graphical information that would support the speaker and supplement the presentation. Your slides should have plenty of blank space.

2. Limit bullet points & text

The most powerful slides often have no text at all. When slides are filled with text it is difficult for the learner to follow.

3. Limit transitions & animation

Having text fly in or appear can be disruptive to the flow of the presentation. Avoid using animations between slides as they transition.

4. Use high-quality graphics

Ensure you have checked the copyright and usage rules with the image you intend to use. Use high-resolution images that will not become distorted or pixelated when resized. Avoid using clipart or cartoon images.

5. Have a visual theme, but avoid using PowerPoint templates

Most templates included in PowerPoint have been seen by your audience many times.

6. Use appropriate charts

Avoid the tendency to include too much data in your on-screen charts or graphs.

7. Use color well

Cool colours (greens, blues) are good for backgrounds. Warm colours (oranges, reds) are better for foreground text.

8. Choose your fonts well

Use the same font throughout your presentation. A sans-serif font (such as Arial in this document) is easier to read from far away than a serif font (e.g. Times New Roman).

9. Use video or audio

Embedding video or audio clips in your presentation will reinforce learning.

10. Spend time in the slide sorter

You will be able to notice more extraneous pieces of visual data that can be removed to increase visual clarity and improve communication.
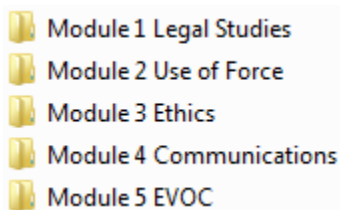
Source: Top Ten Slide Tips | Garr Reynolds Official Site
<http://www.garrreynolds.com/preso-tips/design/>
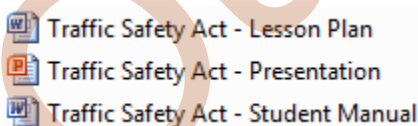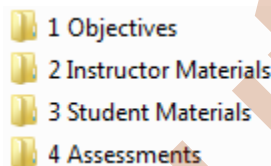
FILE ORGANIZATION

Having well-organized training materials will ensure your instructors understand the course progression, reduce the likelihood of material being skipped and expedite your accreditation review.

The Training Academy does not have specific file-naming rules or folder-structure requirements, but you should aim to be consistent and clear. Use the guidelines and examples below to help you find something that fits your needs. When viewing the files anyone (not just the creator of the materials) should know:
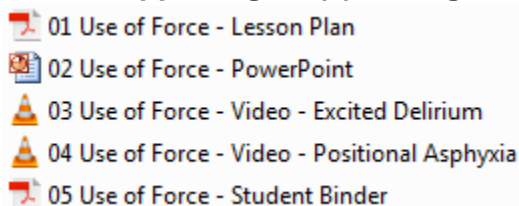
a) What order the materials are taught:

📁 Module 1 Legal Studies
📁 Module 2 Use of Force
📁 Module 3 Ethics
📁 Module 4 Communications
📁 Module 5 EVOC

📄 LESSON PLAN A - Baton - Forward Fluid Shockwave Strike
📄 LESSON PLAN B - Baton - Backhand Cutting Strike
📄 LESSON PLAN C - Baton - Forehand and Backhand Cutting Strike
📄 LESSON PLAN D - Baton - Crosscheck

b) What materials are for instructors and what is provided to students:

📁 1 Objectives
📁 2 Instructor Materials
📁 3 Student Materials
📁 4 Assessments

📄 Traffic Safety Act - Lesson Plan
📄 Traffic Safety Act - Presentation
📄 Traffic Safety Act - Student Manual

c) Which supporting file(s) belong to which topic:

📄 01 Use of Force - Lesson Plan
📄 02 Use of Force - PowerPoint
📄 03 Use of Force - Video - Excited Delirium
📄 04 Use of Force - Video - Positional Asphyxia
📄 05 Use of Force - Student Binder

You have three options for digitally submitting your training materials:

1. Copy all course materials to a USB* flash drive and mail to:

    > Training Academy
    > Accreditation
    > 1568 Hector Road NW
    > Edmonton, AB   T6R 2H2

    USB flash drives will not be returned

2. Add all course materials to a zip file. Add zip file as an attachment in an e-mail to <jsg.accreditation@gov.ab.ca>. However, the file size may be too large to add as an attachment. If so, use option 1 or 3.

3. Use the free Government of Alberta File Transfer Service. Add all course materials to a zip file. Send an e-mail to <jsg.accreditation@gov.ab.ca> stating you would like to use the File Transfer Service. You will be sent an e-mail with guest credentials that will be valid for one week:
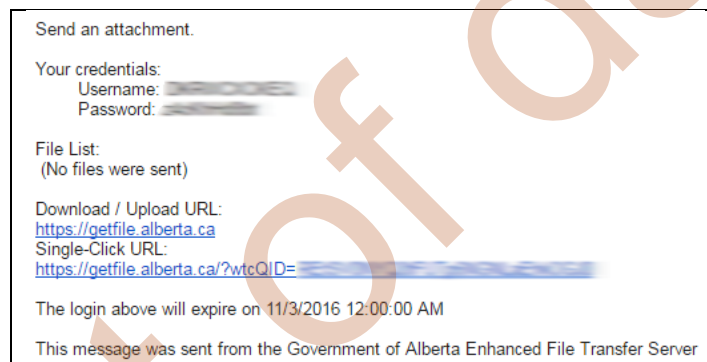
Login with the username and password or use the Single-Click URL. Drag and drop the zip file into the area indicated in the browser. Only one file must be uploaded. After the upload is complete you do not need to do anything else; the Accreditation Analyst will be notified automatically.
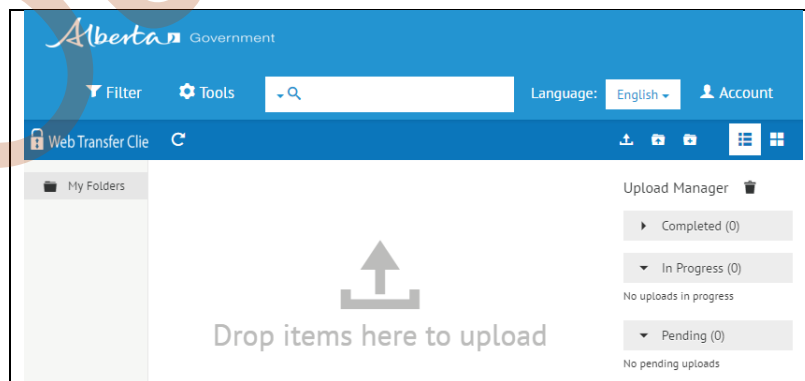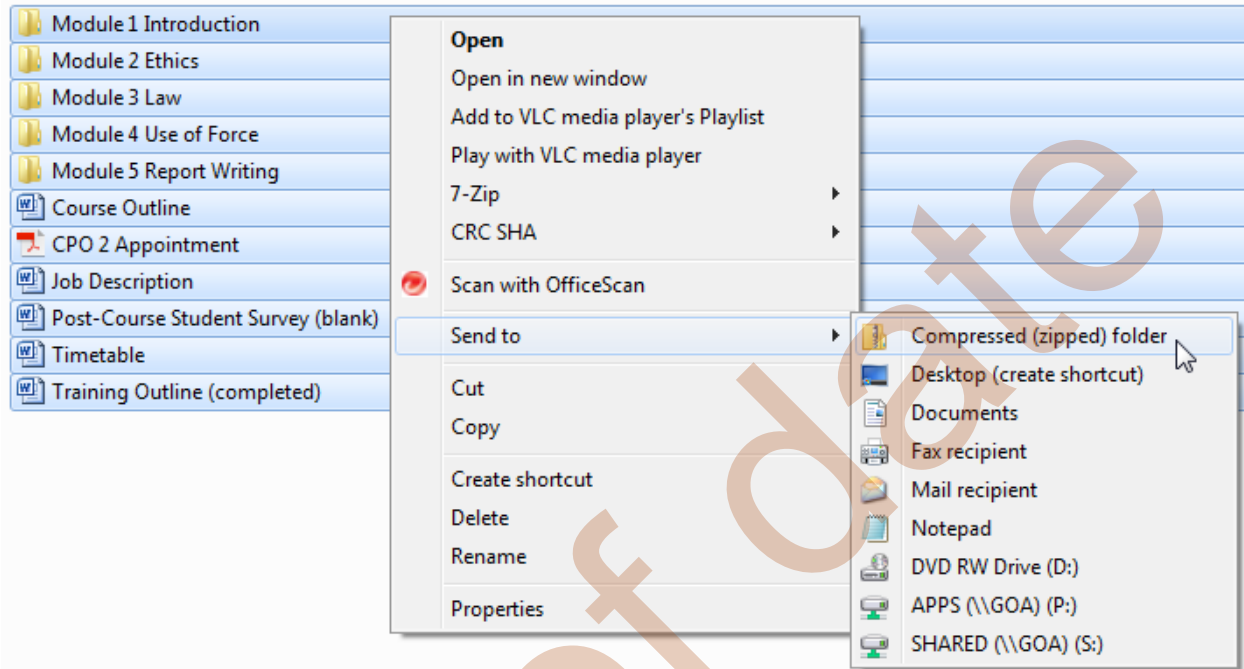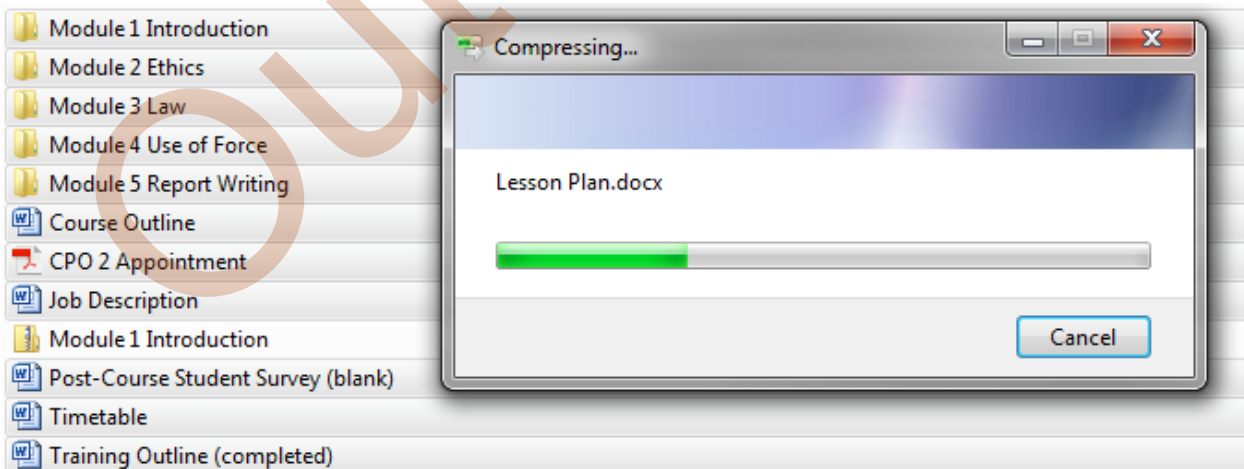
Step 1: Select all course folders and files, right click, and select:

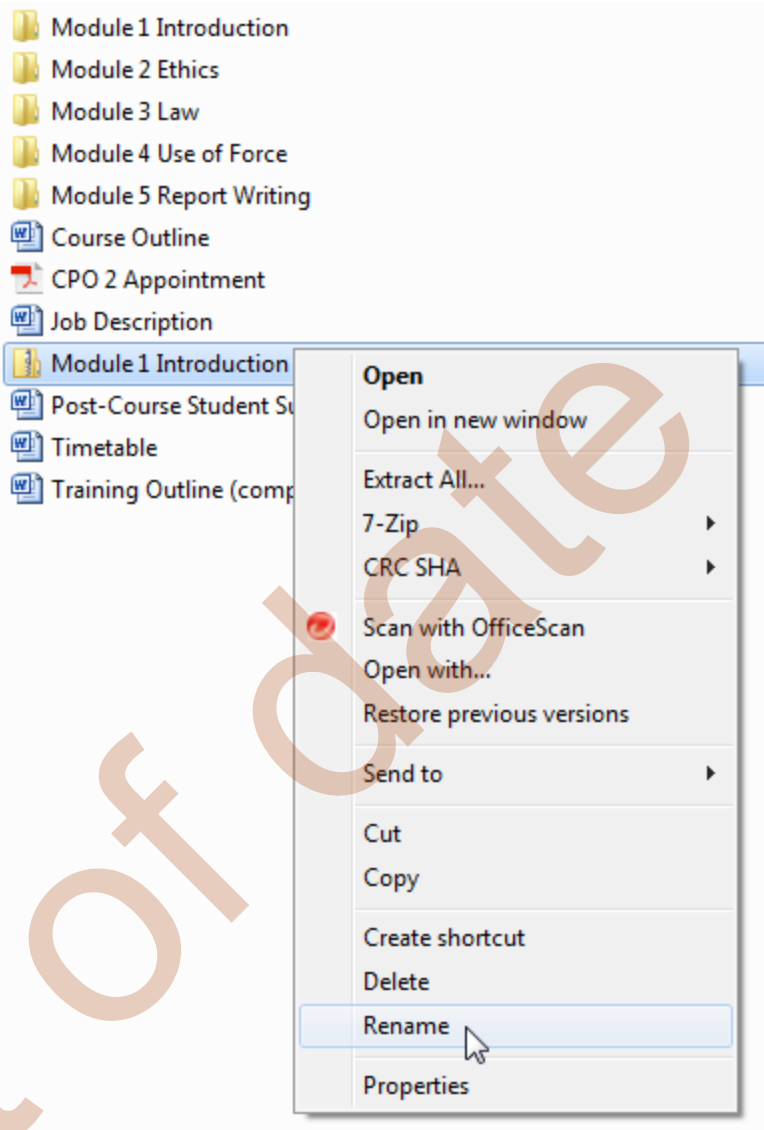| Send to > Compressed (zipped) folder **Windows**	Compress # Items [# is number of files] **Mac (not shown in example)**

Step 2: Wait for materials to compress. This can take from a few seconds to a few minutes. A new zip file will be created. The filename will be the same as the file or folder that you right-clicked in the previous step (*Module 1 Introduction* in this example).
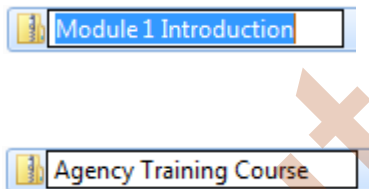
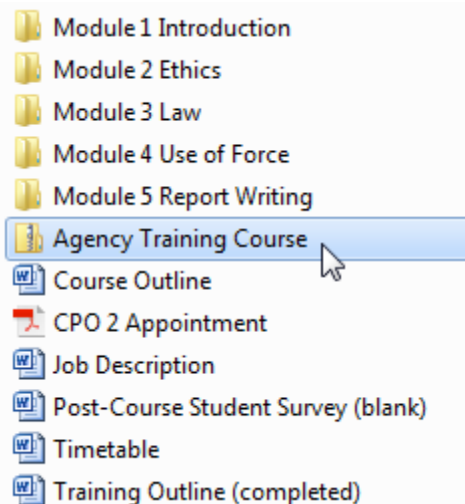**Step 3:** Select the created zip file. Right click > Rename

- 📁 Module 1 Introduction
- 📁 Module 2 Ethics
- 📁 Module 3 Law
- 📁 Module 4 Use of Force
- 📁 Module 5 Report Writing
- 📄 Course Outline
- 📄 CPO 2 Appointment
- 📄 Job Description
- 🗜 Module 1 Introduction
- 📄 Post-Course Student Su...
- 📄 Timetable
- 📄 Training Outline (comp...

Open	
Open in new window	
Extract All...	
7-Zip	▶
CRC SHA	▶
🔴 Scan with OfficeScan	
Open with...	
Restore previous versions	
Send to	▶
Cut	
Copy	
Create shortcut	
Delete	
Rename	
Properties	

Step 4: Type appropriate name.

🗜 Module 1 Introduction

🗜 Agency Training Course

Step 5: Course materials are zipped! Send this zip file via e-mail or the Government of Alberta File Transfer Service.

- 📁 Module 1 Introduction
- 📁 Module 2 Ethics
- 📁 Module 3 Law
- 📁 Module 4 Use of Force
- 📁 Module 5 Report Writing
- 🗜 Agency Training Course
- 📄 Course Outline
- 📄 CPO 2 Appointment
- 📄 Job Description
- 📄 Post-Course Student Survey (blank)
- 📄 Timetable
- 📄 Training Outline (completed)

Submission packages must include the following items:

☐ Lesson plans with module-specific learning objectives

☐ Proposed timetable and course outline

☐ Assessments, tests and exams

☐ Post-course student survey

☐ All other student and instructor materials

☐ Job description for Peace Officer position

☐ Relevant Peace Officer Appointment(s)

☐ Complete the *Training Outline Form* attached below

Instructions – *Training Outline Form*

1. Click the link to open the fillable form.

2. Save the form to your computer (like your Desktop) before you begin filling it out.

Training Outline form **- click to open**