

Accreditation Guidelines

Please read this entire document prior to submission.

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GENERAL INFORMATION

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The Director of Law Enforcement has delegated authority to the Public Safety and Emergency Services, Training Academy to set the standard in training, curriculum, accreditation and training audits (as per section 17.0 of the *Public Security Peace Officer Program Policy and Procedures Manual*). Accreditation of core Peace Officer training applies to Peace Officers that are issued an appointment by the Alberta Public Security Peace Officer Program under the *Peace Officer Act*. A list of training topics requiring accreditation are found below.

These Guidelines outline 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.**

Accredited training programs are valid for **five (5) years**. Course creators are expected to submit the programs developed and/or instructed 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, course creators and/or training providers are expected to be the content owners or have written permission from the content owner(s). Course materials are securely stored upon submission.

Questions about accreditation should be directed to jsg.accreditation@gov.ab.ca

TRAINING TOPICS REQUIRING ACCREDITATION

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1. Vehicle training: including but not limited to, traffic stops, emergency vehicle operations, and more
2. Communication skills: including verbal and non-verbal de-escalation and court testimony
3. Use of force and physical control tactics: including baton, Oleoresin Capsicum (OC) spray and handcuffing
4. Report writing and note taking
5. Legal studies: including peace officer authorities, limitations and jurisdiction
6. Other equipment as approved by the Director of Law Enforcement, such as shotguns, Conducted Energy Weapons, and Pepperball™ devices

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

- Physical use-of-force skills (also known as control tactics or defensive 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. This also includes the totality of circumstances.
- 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 (including the objective reasonable test) and an overview of the relevant sections of the Criminal Code of Canada.
- Tactical communication skills and the ability to articulate and justify the force used in a given situation.
- Drills, practical exercises and/or scenarios that provide opportunity to develop skills and practice the complex decision making involved in using force

CURSORY REVIEW AND APPROVAL

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Upon submission, a cursory review of the course content will occur. This preliminary review will assess for standards in **safety** and **accuracy**. Upon meeting cursory review standards, an approval to proceed with training delivery will be provided via email.

A full and comprehensive review of the course curriculum based on 20 accreditation criteria will commence after cursory review, to achieve accreditation status. Changes required for accreditation will be communicated in writing via email or an Evaluation Report.

LICENSED ACCREDITED COURSES

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The course creator, owner and/or licensor is responsible to obtain accreditation for the training program. If you have purchased, borrowed or were gifted a course to deliver to peace officers that falls within the scope of accreditation topics listed above, you **are not required** to resubmit the course for accreditation.

Please reach out to jsg.accreditation@gov.ab.ca; verify the name of the course and advise when you plan to deliver. A form will be provided to you that requires acknowledgement of the terms and conditions for delivering an accredited course. If the course has not yet been accredited, we will contact the course creator to advise them of the accreditation requirements for peace officer training in Alberta.

A list of accredited courses can be found at <https://www.alberta.ca/accreditation-for-peace-officer-training.aspx>

The standards of accreditation are subject to change, and may evolve between each five-year accreditation period.

The following minimum standards will be criteria assessed for accreditation:

1. 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.
2. 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.
3. Learning objectives are present for each module, topic or section and are phrased consistently if they reappear in the same lesson.
4. Learning objectives do not unreasonably generalize large components of a module, topic or section.
5. Learning objectives are measurable and directly related to content.
6. Learning objectives include reasonable variety beyond the knowledge level of Bloom's Taxonomy (see [page 15](#)).
7. Learning objectives related to legislation are summatively assessed. All other learning objectives are assessed formatively or summatively (see [page 16](#)).
8. Assessments are able to accurately measure learning objectives.
9. 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.
10. Instructor-to-student ratios are sufficient to ensure an acceptable safety threshold for any particular aspect of training.
11. 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.
12. Participants are provided with opportunities to evaluate the course.
13. Course materials are professional and free of distracting content or formatting and PowerPoint slides have a reasonable amount of text.
14. Learners can realistically complete the program in the allotted timeframe.
15. Physical structure of training facility is suitable for learning.
16. Sufficient and accurate content on applicable "use of force" topics ([see page 3](#)).
17. Sufficient and accurate content on "Authority, Responsibility and Duties" of the relevant peace officer appointment.
18. Sufficient and accurate content on "Jurisdiction" of the relevant peace officer appointment.
19. Sufficient and accurate content on "Weapons and Equipment" of the relevant peace officer appointment.
20. Applicable timelines for firearms, OC spray and baton re-certification are outlined.

SUBMISSION PACKAGE (DIGITAL ONLY)

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Submission packages must include the following items:

- Lesson plans with module-specific learning objectives
- Proposed timetable/syllabus and course outline
- Assessments, tests and exams
- Post-course student survey
- All other student and instructor materials (PowerPoint, handouts, etc.)
- Job description for Peace Officer position (if relevant)
- Relevant Peace Officer Appointment(s)
- Completed *Training Outline Form* attached below (double click icon)



Training Outline
v2.0.docx

HOW TO GUIDE: DIGITAL SUBMISSION

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Organize content for the course (e.g. folders for instructor material, participant material, and exams/assessments/rubrics). Label folders and documents with short titles.

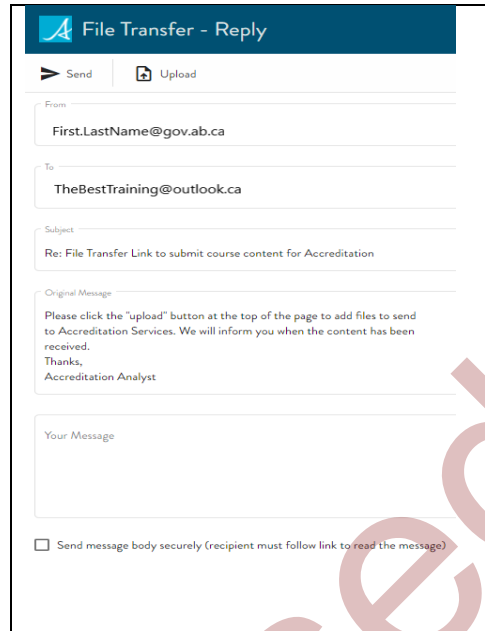
There are three options for digitally submitting your training materials:

1. Copy all course materials to a USB flash drive and mail to
Training Academy
Accreditation Services
1568 Hector Road NW
Edmonton, AB T6R 2H2
* USB flash drives will not be returned
2. Add all course materials to a zip file ([instructions below](#)). Attach file in an e-mail to jsg.accreditation@gov.ab.ca. If the file size is too large for one attachment, spread out attachments and send over multiple emails; or use option 1 or 3.
3. Send an e-mail to jsg.accreditation@gov.ab.ca requesting use of the secure, Government of Alberta File Transfer Service. You will be sent an e-mail, requesting the upload of your files. Add all course materials to a zip file ([instructions below](#)). The request is valid for one week:

First.LastName@gov.ab.ca has requested a file from you.
To view and reply to this request [click here](#).
This link will expire on 5/31/2022 2:16:57 PM.

This message was sent from the GoA File Transfer Service.

Upon clicking the request link, an “upload” button will appear at the top. After the attachments are visible, click the “send” button at the top of the screen; an Accreditation Analyst will be notified automatically.

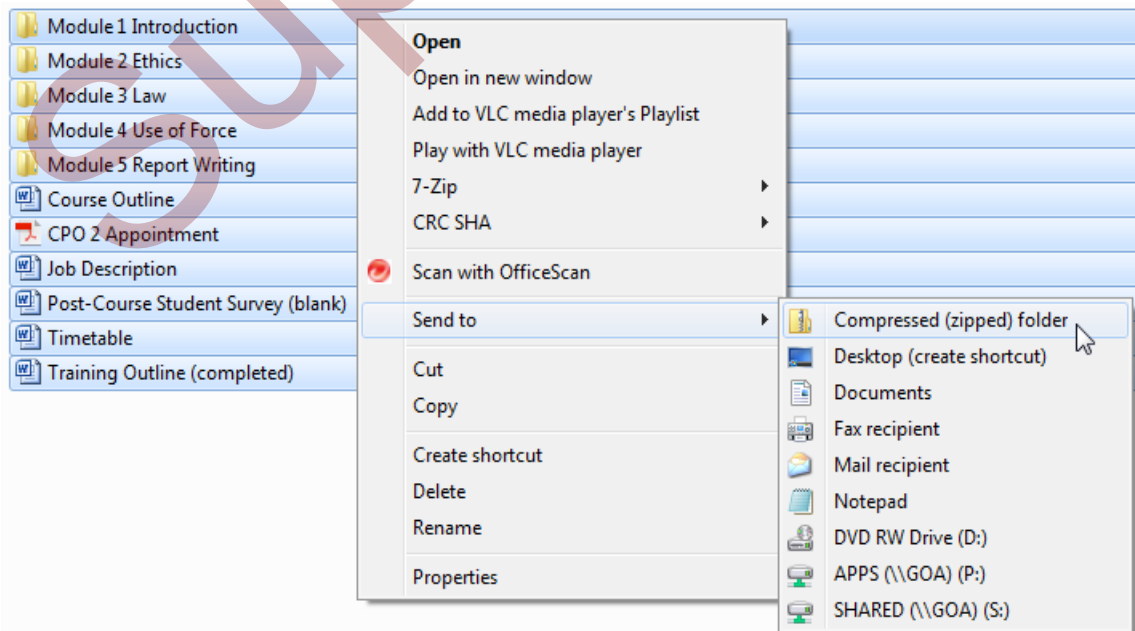


HOW TO GUIDE: ZIP COURSE MATERIALS

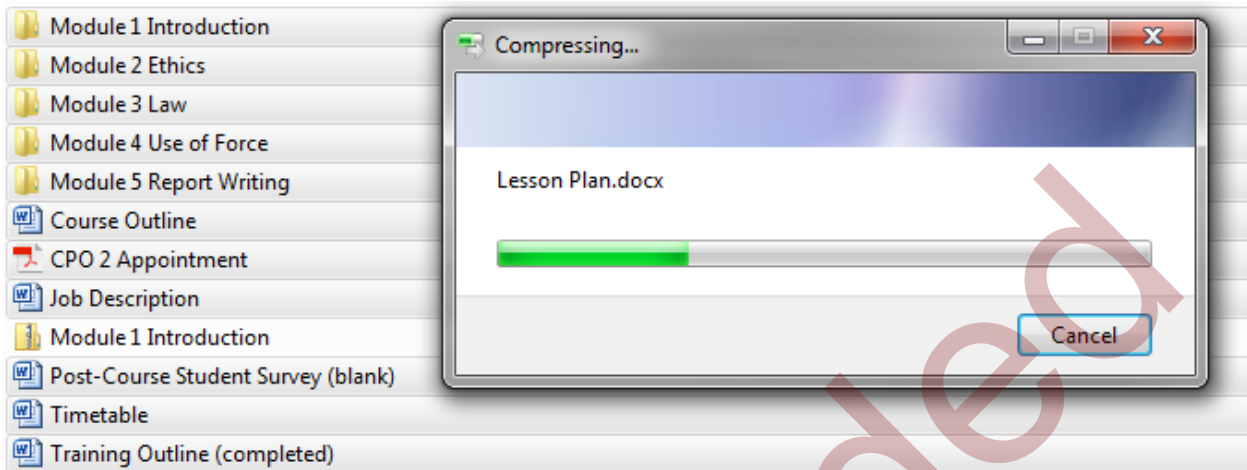
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Step 1: Select all course folders and files, right click, and select:

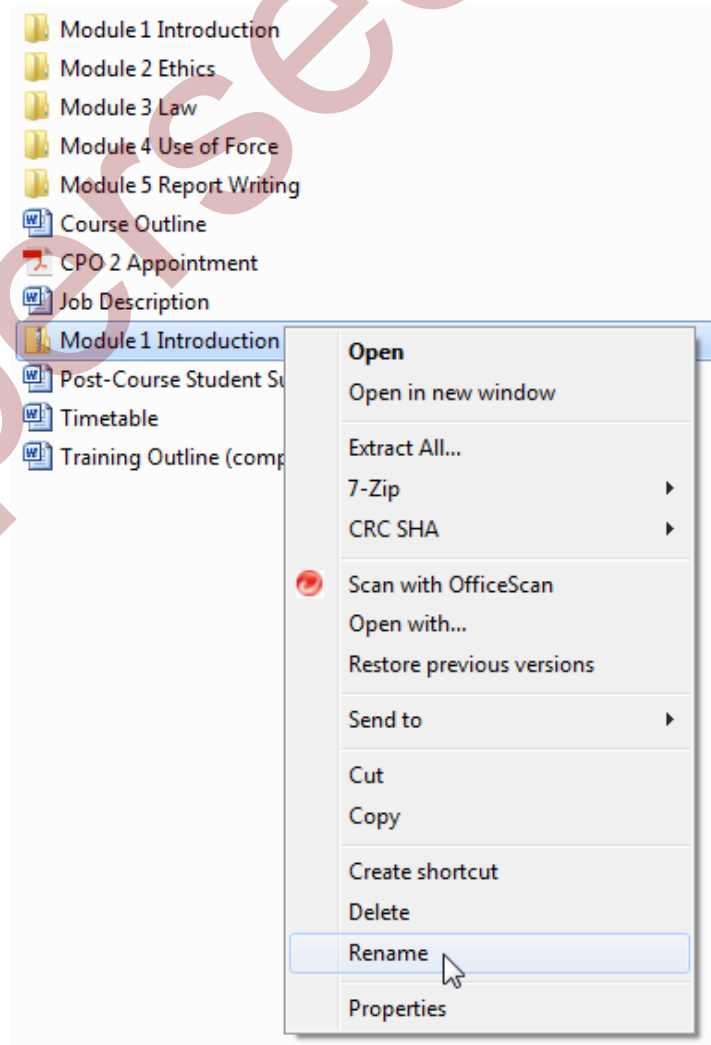
Send to > Compressed (zipped) folder Windows	Compress # Items [# is number of files] Mac (not shown in example)
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Step 2: Wait for materials to compress. This can take from a few seconds to a few minutes. A new zip file will be created. The filename 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 file.

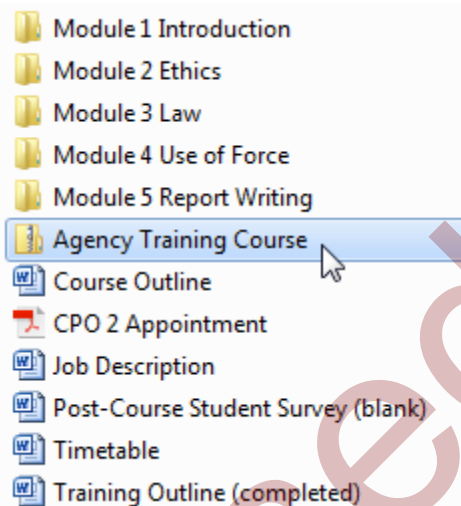


Step 4: Type appropriate name.

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.



APPEALS

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In the event that a training program requires modifications to meet the minimum standards, an Accreditation Analyst will liaise with the course creator or training provider to discuss which standards have not yet been met and provided written feedback in an Evaluation Report. The course creator or training provider is given a reasonable amount of time (approximately 6 months) to implement the changes.

Course creator 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 appeal must outline the specific reasons for requesting a second review. The Director will evaluate the request and respond within 30 days to advise if a second review will be conducted. If warranted, the Director will assign the review to an 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.

POST-ACCREDITATION SURVEY

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Following the completion of the accreditation process, a post-accreditation survey link will be sent to you via email. Survey recipients will have 14 days to provide feedback after receiving the link. This feedback mechanism is intended for continuous program assessment and improvement of the accreditation process.

COURSE CURRICULUM UPDATE

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Approximately half-way through the five year accreditation period, Accreditation Services will inquire if any changes have been made to the training materials (for example, lesson plans, PowerPoints, participant materials, exams, scenarios, or rubrics). Any altered materials will be requested for review and approval.

BASICS OF CURRICULUM DESIGN

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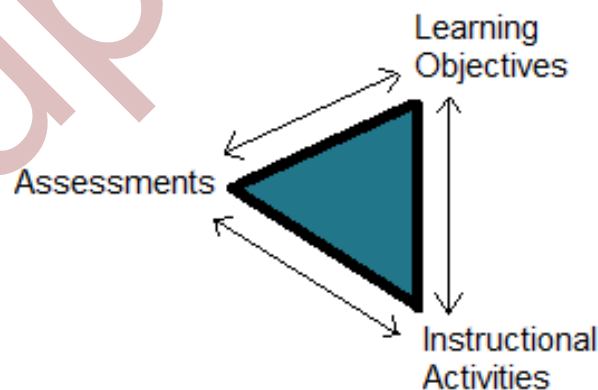
Before submitting a training program for accreditation, ensure the course contains a strong internal structure, conducive to adult learning.

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

- **Objectives** articulate the knowledge and skills you want learners to acquire by the end of the module, topic or section (more on pages [14](#) and [15](#)), and accurately reflect the content taught.
- **Assessments** allow the instructor to check the degree to which the learners are integrating the concepts and meeting the learning objectives (more on page [16](#))
- **Instructional activities** are chosen to foster learning and aid in achieving the objectives (more on page [17](#))

When these components are not aligned, learners might rightfully complain that the test did not have anything to do with content covered in class, or instructors might feel that although participants earned a passing grade, they did not learn the content to the desired level.

Aligning these three components is a dynamic process, since a change in one 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 as needed.

Properly articulating learning objectives will help:

- Identify and organize relevant course content, and determine appropriate assessments and instructional strategies.
- Participants 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

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Lesson plans serve as the facilitator guide or speaker notes during a presentation or lecture. Lesson plans should contain sufficient detail that any instructor with reasonable background 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 participants to learn and be able to do at the end of the module, topic or section. Learning objectives use measurable and observable verbs that identify the learning outcome.

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 participants' 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. Do not shy away from extended explanations, examples, or discussion questions that are not explicitly in a PowerPoint or other participant materials.

4. Check for understanding

How will you know that participants are learning? Incorporate checks for understanding within each lesson. They can be formal or informal and assist the instructor to gauge whether more time is required on certain topics. Questions posed to the class must have the suggested or anticipated responses included for the facilitator.

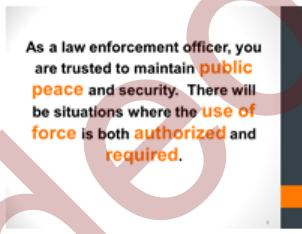
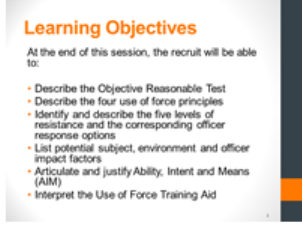
See [assessments](#) for more information.

5. Conclusion

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


EXAMPLES OF LESSON PLANS

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Instructional Methodology	Resources	Duration
<p>Introduction</p> <p>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.</p> <p>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.</p>		2 mins
<p>Learning Objectives</p> <p>At the end of this session, the learner will be able to:</p> <ul style="list-style-type: none"> • 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 		2 mins

Instructional Methodology	Resources	Duration
<p>Impact Factors – Activity</p> <p>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).</p> <p>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?</p> <p>Have each group share their responses and discuss. Place lists around the room to refer to as you go through the next few slides.</p> <p><i>Suggested responses:</i> Subject factors: size, training, experience, history, weapons, age, number of subjects, gender, impairments, mental status, affiliations</p> <p>Environment factors: day or night, inside or outside, weather, season, terrain, hazards, witnesses and crowds, access to weapons, escape routes, venue</p> <p>Officer factors: size, gender, experience of officer, physical and mental appearance, skills / abilities</p> <p>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)</p>		<p>10 mins</p>

Instructional Methodology	Resources	Duration
<p>Threat Cue Video Activity</p> <p>Watch the video (46 seconds) and identify what threat cues were present and displayed by the subject.</p> <p>Debrief:</p> <ul style="list-style-type: none"> What threat cues did you see? <p><i>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</i></p>		<p>3 mins</p>

Instructional Methodology	Resources	Duration
<p>Use of Force Principles</p> <p>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:</p> <ul style="list-style-type: none"> • Public safety • Officer safety • Continuous risk assessment • The best strategy limits the likelihood of loss of life, injury or property damage <p>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.</p> <p>Question to class: Why is public safety first? <i>Allow recruits to respond and discuss answers.</i></p> <p><i>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.</i></p> <p>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.</p> <p>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.</p> <p>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.</p>		<p>10 mins</p>

PARTICIPANT MATERIALS

Participant materials, such as a student manual or workbook, serve as a study tool during the course and reference material after the course. Learning objectives are present from each module, along with key points and important information. Adult learning is enhanced when participants are provided self-directed learning materials. Course creators should endeavor to include a participant manual, etc. in the materials they submit for accreditation.

LEARNING OBJECTIVES

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Learning objectives are statements that describe what learners 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 outcome that students are expected to demonstrate.

The verb that is chosen for a learning objective 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:

- **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:
 - is written from the first-person perspective,
 - demonstrates correct use of grammar, spelling, punctuation, capitalization, sentence and paragraph structure,
 - is clear, complete, concise and accurate, and
 - 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 describe part of a learners internal, cognitive processes must be avoided. Those types of verbs represent actions or concepts that are difficult or impossible to measure. For example, **avoid** the following verbs when 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
<<http://iacbe.org/pdf/blooms-taxonomy.pdf>>

BLOOM'S TAXONOMY (2001 REVISED EDITION)

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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: <i>Students will define lethal force.</i>		
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: <i>Students will discuss the implications of using lethal force without justification.</i>		
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: <i>Students will appropriately apply lethal force in a scenario.</i>		
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: <i>Students will differentiate circumstances under which lethal force and less-than-lethal force are justified according to the use of force model.</i>		
5. Evaluate	Making judgements based on criteria and standards.	Appraise, Judge, Criticize, Assess, Compare, Conclude, Decide, Support, Experiment, Evaluate, Grade, Justify
Example: <i>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.</i>		
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: <i>Students will develop a model lethal force policy for province-wide use.</i>		

Formative assessment

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

- Help participants identify their strengths and weaknesses
- Help instructors recognize where participants are struggling, as the lesson occurs

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. They include examinations, projects and papers/essays.

Courses benefit from containing both formative and summative assessments.

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

Rubrics

- A scoring grid that includes three parts:
 - A rating scale on a continuum (e.g. from 5 to 1) representing possible points.
 - Categories being assessed (e.g. communication, officer safety, vehicle approach, etc.)
 - Descriptions of performance criteria (e.g. direct, authoritative, clear, professional language achieves 5 points vs. unclear, indirect, unprofessional, jargon language achieves 1 point).
- The rubric must enable instructors and participants to effectively discriminate between performances of different quality.
- The discrimination must be reliable: scores by the same instructor at different times or different instructor at the same time must be reasonably consistent.
- The score is not based on a benchmark of a particular participant but rather it is based on how well each individual participant performs compared to the criteria.
- Are made available to participants before and throughout a scenario.

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	<p>Pose an ethical dilemma.</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> • How did you report your use of force? • Was the amount of force use reasonable? • Would you do anything different?
Group Projects	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ A summary of the policy. ○ An explanation of how the policy is applied. ○ 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	<p>Given examples of Canadian Charter of Rights and Freedoms challenges students determine:</p> <ul style="list-style-type: none"> • What was the challenged based on? • What was the outcome of the challenge and why?
Case studies	<p>Given a use of force related case study or video, complete the following and share with the class:</p> <ul style="list-style-type: none"> • 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 supports the speaker and supplements the presentation. Your slides should have plenty of blank space.

2. Limit bullet points and text

The most powerful slides often have little to no text at all. When slides are filled with text learners tend to read the screen and ignore additional elaboration the instructor offers. Utilize key words and phrases on the slide. Discussion points, examples, and explanatory details should appear in the lesson plan.

3. Limit transitions and animation

Having text fly in or appear can be disruptive to the flow of the presentation.

4. Use high-quality, appropriate 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. Ensure graphics are professional and not sexist, racist, ageist, etc.

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: <<http://www.garrreynolds.com/preso-tips/design/>>

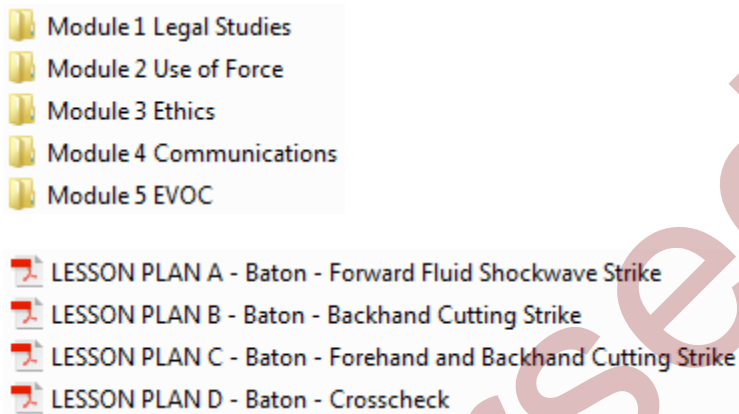
FILE ORGANIZATION

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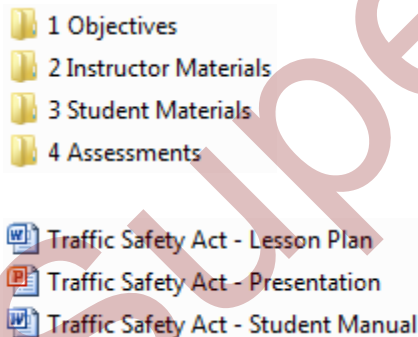
Having well-organized training materials will ensure your instructors understand the course progression, reduce the likelihood of material being skipped and expedite your accreditation review.

The Training Academy does not have specific file-naming rules or folder-structure requirements, but you should aim to be consistent and clear. Keep naming conventions short and concise. 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:

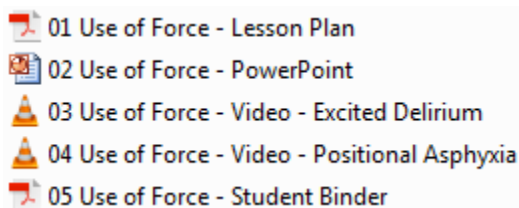
a) What order the materials are taught:



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



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



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www.alberta.ca/accreditation-for-peace-officer-training.aspx

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Training Academy
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