

Technical Training Program

310.A0

Police Technology

2005 Version

Training Sector

20

Social, Educational
and Legal Services

Reach for
your **Dreams**

Québec 



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2005 Version

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20

Social, Educational
and Legal Services

Formation professionnelle et technique
et formation continue

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et du développement

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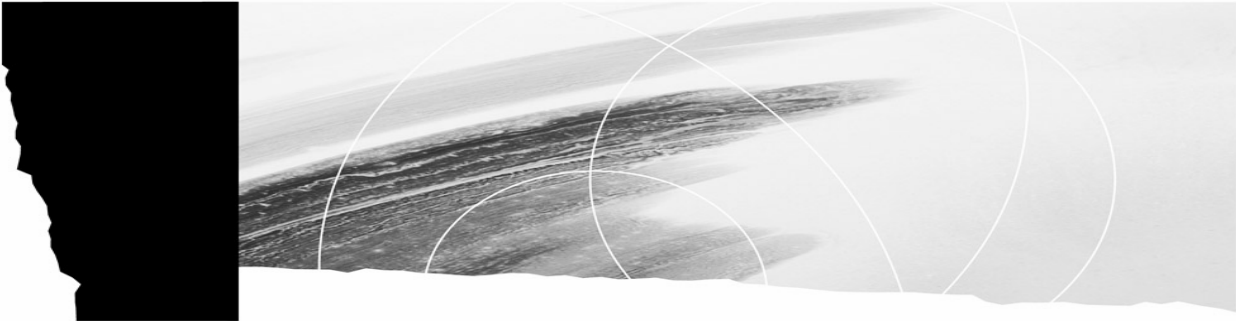
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Table of Contents

Introduction to the Program.....	1
Glossary	5
Part I	
Goals of the General Education Components	9
Educational Aims of the General Education Components.....	11
General Education Component Common to All Programs	19
General Education Component Adapted to This Program	31
Complementary General Education Component	38
Part II	
Goals of the Program-Specific Component	53
Educational Aims of the Program-Specific Component.....	55
Grid of Competencies	57
Harmonization	59
Program-Specific Component	
To analyze the occupational and organizational aspects of the work of a police officer	61
To carry out criminological analyses of situations and contexts specific to police work.....	63
To adapt the principles and basic techniques of communication to the context of police intervention	65
To establish the roles and responsibilities of a police officer within the legal system of Québec.....	67
To use observation methods.....	69
To interact with distinctive clienteles.....	71
To interact with members of their organization	73
To intervene in situations of a private nature	75
To perform police activities within planned or supervised operations	77
To provide emergency first aid as the first responder.....	79
To determine the role of the police officer in different situations involving young people in difficulty or young offenders	81
To establish the role of the police officer and other parties in the judicial process and in rehabilitation	83
To interact with clienteles belonging to different cultural and ethnic communities	85
To exercise the powers and duties of a police officer as regards Québec laws and municipal bylaws	87
To establish that a crime has been committed	89
To use software related to the work of police officers.....	91
To intervene at a crime scene as the first responder.....	93
To defend themselves against physical blows.....	95
To work in partnership with different community resources.....	97
To intervene at a fire or other emergency situation as the first responder	99
To carry out police interventions requiring help or assistance in minor incidents.....	101
To defend themselves in hand-to-hand combats.....	103
To exercise the powers and duties of a police officer in criminal matters	105

To plan and apply intervention strategies that are preventive, repressive and community-oriented.....	107
To manage stress inherent in police work	109
To put into practice specialized police communication techniques	111
To exercise the powers and duties of a police officer in matters of road safety	113
To carry out police interventions related to impaired driving under the influence of alcohol or drugs	115
To analyze and communicate proof of criminal offences	117
To carry out police interventions relating to tobacco, alcohol, drugs or other addictive substances	119
To use defensive driving techniques.....	121
To control a violent individual.....	123
To meet the physical requirements of police work.....	125
To carry out police interventions related to traffic and traffic accidents	127
To intervene with individuals in a crisis situation	129
To carry out a first-level criminal investigation	131



310.A0

Police Technology

Year of approval: 2005

Certification:	Diploma of College Studies
Number of credits:	86 credits
Total duration:	2 325 hours of instruction

General education components:	660	hours of instruction
Program-specific component:	1 665	hours of instruction

Conditions for Admission:

To be admitted to the program, students must meet the general conditions for admission set out in section 2 of the *College Education Regulations*, as well as the following requirements, if applicable:

- None

Introduction to the Program

The *Police Technology* program is in keeping with the aims and orientations of technical education that guide the Ministère de l'Éducation, du Loisir et du Sport. Designed in accordance with the framework for developing technical programs, this program is based on competencies, formulated in terms of objectives and standards.

The *Police Technology* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 59 1/3 credits.

The program-specific component was also designed according to the framework for developing technical programs. This approach requires the participation of people working in the field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and the evaluation of learning activities, for which the colleges are responsible.

By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise a trade or occupation, but also a range of knowledge, skills and attitudes that will ensure the students' versatility.

General Education Component Common to All Programs

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world-views.
- 0017 Appliquer les notions de base de la communication en français courant.
- or
- 000A Communiquer en français avec une certaine aisance.
- or
- 000B Communiquer avec aisance en français.
- or
- 000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

General Education Component Adapted to This Program**(6 credits)**

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
- or
- 000Q Communiquer en français dans un champ d'études particulier.
- or
- 000R Communiquer avec aisance en français dans un champ d'études particulier.
- or
- 000S Dissserter en français sur un sujet lié au champ d'études.

Complementary General Education Component**(4 credits)**

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

- 046B To analyze the occupational and organizational aspects of the work of a police officer.
- 046C To carry out criminological analyses of situations and contexts specific to police work.
- 046D To adapt the principles and basic techniques of communication to the context of police intervention.
- 0098 To establish the roles and responsibilities of a police officer within the legal system of Québec.
- 009A To use observation methods.
- 009B To interact with distinctive clienteles.
- 009C To interact with members of their organization.
- 046E To intervene in situations of a private nature.
- 009E To perform police activities within planned or supervised operations.
- 009F To provide emergency first aid as the first responder.
- 046F To determine the role of the police officer in different situations involving young people in difficulty or young offenders.
- 00A2 To establish the role of the police officer and other parties in the judicial process and in rehabilitation.
- 009H To interact with clienteles belonging to different cultural and ethnic communities.
- 00A4 To exercise the powers and duties of a police officer as regards Québec laws and municipal bylaws.
- 009J To establish that a crime has been committed.
- 046G To use software related to the work of police officers.
- 046H To intervene at a crime scene as the first responder.
- 009M To defend themselves against physical blows.
- 046J To work in partnership with different community resources.
- 046K To intervene at a fire or other emergency situation as the first responder.
- 009P To carry out police interventions requiring help or assistance in minor incidents.
- 009U To defend themselves in hand-to-hand combats.
- 009Q To exercise the powers and duties of a police officer in criminal matters.
- 046L To plan and apply intervention strategies that are preventive, repressive and community-oriented.
- 009R To manage stress inherent in police work.
- 046M To put into practice specialized police communication techniques.
- 009Z To exercise the powers and duties of a police officer in matters of road safety.
- 046N To carry out police interventions related to impaired driving under the influence of alcohol or drugs.
- 009X To analyze and communicate proof of criminal offences.

- 002E To carry out police interventions relating to tobacco, alcohol, drugs or other addictive substances.
- 046P To use defensive driving techniques.
- 00A1 To control a violent individual.
- 046Q To meet the physical requirements of police work.
- 00A6 To carry out police interventions related to traffic and traffic accidents.
- 046R To intervene with individuals in a crisis situation.
- 046S To carry out a first-level criminal investigation.

Glossary

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

Competency

In the program-specific component of a technical program: a competency is the ability to act successfully and evolve in order to adequately perform work-related tasks and activities based on an organized body of knowledge, skills in a variety of fields, perceptions, attitudes, etc. (*Élaboration des programmes d'études techniques, Cadre-général – Cadre technique 2002*, p. 15).

Objective

An objective encompasses the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1). It describes the competency to be acquired and includes the statement of the competency as well as the elements needed to understand it.

Statement of the Competency

In the program-specific component of a technical program, a statement of the competency is derived from the job analysis, the general goals of technical education and, in certain cases, other determinants. In the general education components, the statement of the competency is the result of an analysis of general education needs.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps involved in carrying out a task or the main aspects of the competency.

In the general education components, the elements of the objective, formulated in terms of a competency, specify the main aspects of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

A standard is the level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and, consequently, of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

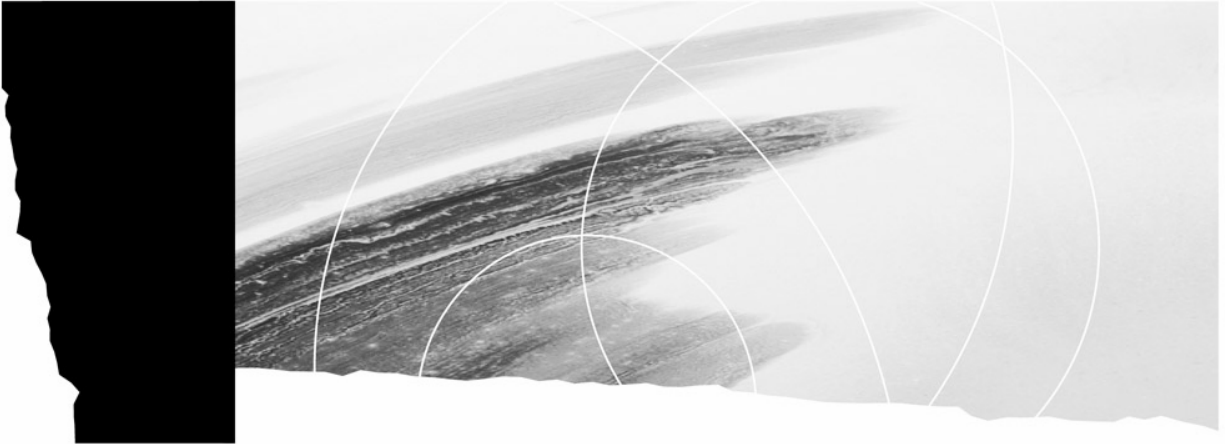
In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

All the criteria must be respected for the objective to be recognized as having been attained.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and organizing the way in which programs are offered.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.



Part I

**Goals of the General Education
Components**

**Educational Aims of the General
Education Components**

**Objectives and Standards of the
General Education Components**

Goals of the General Education Components

In Québec, college is the next stage after the compulsory years of schooling in elementary and secondary school, during which students acquire basic knowledge and skills. It represents a major crossroads in that it places greater emphasis on the cultural content of education and leads directly to the job market or to university. The college system meets current needs with respect to technical and pre-university education. It allows students to further their education without narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

General education is an integral part of every program and comprises three components: a component common to all programs, a component adapted to the particular program and a complementary component. The aim of general education is threefold: to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable qualities and attitudes. Its purpose is to educate students as individuals, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

Common Cultural Core

The common cultural core is intended to help students:

- master the language of instruction as a tool for communication and reflection
- master the basic rules of rational thought, discourse and argumentation
- communicate in another language, primarily French or English
- be open to the world and to cultural diversity
- appreciate the riches of our cultural heritage through awareness of the accomplishments of human civilization
- relate to major currents in the history of human thought
- think independently and critically
- develop personal and social ethics
- acquire the knowledge essential for their physical and intellectual well-being
- become aware of the need to develop habits conducive to good health

Generic Skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis
- coherent reasoning
- critical judgment
- articulate expression
- the ability to apply what they have learned to the analysis of situations
- the ability to apply what they have learned to decision making
- work methods
- the ability to reflect on what they have learned

Desirable Qualities and Attitudes

The common cultural core and generic skills help students acquire and develop the following qualities and attitudes:

- autonomy
- a critical sense
- awareness of their responsibilities toward themselves and others

- open-mindedness
- creativity
- openness to the world

These goals apply to the three general education components:

- General education component common to all programs, which is allotted 16 2/3 credits distributed as follows:
 - language of instruction and literature: 7 1/3 credits
 - humanities or *philosophie*: 4 1/3 credits
 - physical education: 3 credits
 - second language: 2 credits
- General education component adapted to programs, which introduces tasks or learning situations that are relevant to the program-specific component of a program. The breakdown of credits, for a total of 6, is as follows:
 - language of instruction and literature: 2 credits
 - humanities or *philosophie*: 2 credits
 - second language: 2 credits
- Complementary general education component, which provides students with learning activities chosen to balance their training and complement the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - social sciences
 - science and technology
 - modern languages
 - mathematics and computer literacy
 - art and aesthetics

The knowledge and skills acquired in the general education components should be emphasized and, whenever possible, applied in the program-specific component, and vice-versa. Thus, general education and the program-specific component of a program enhance each other as they contribute to the students' overall education.

Each college-level institution must provide general education through learning activities that are consistent with its educational project, in keeping with the aims, subject areas and ministerial guidelines provided.

The objectives and standards in the general education components were developed according to the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18).

Educational Aims of the General Education Components

The educational aims describe how each field of study in the common, adapted and complementary components of general education contributes to achieving the goals of general education. For the common and adapted components, the educational aims include a general statement of the role of each field of study; the principles underlying this role; the expected outcomes that define, in terms of cultural knowledge, generic skills, and qualities and attitudes, the contribution of each field to the achievement of the goals of general education; and an explanation of the sequence of objectives and standards.

General Education Common to All Programs and General Education Adapted to Programs

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English program places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts, supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

Expected Outcomes

Students, who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to:

- demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking
- develop their own ideas into arguments and theses, organize them and edit their work
- understand basic vocabulary and terminology used when discussing literature
- analyze literary works

Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of human beings and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

- 1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of the human experience, including its accomplishments, failures, abilities, creations, ideas and values.
- 2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
- 3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
- 4) Humanities pursues the general goal of developing critical thought, valuing it and recognizing its limitations.

Expected Outcomes

Students who have achieved the general education objectives in Humanities will be able to:

- describe, explain and organize main elements, ideas, values and implications of a world-view in a coherent fashion
- compare world-views
- recognize the basic elements in a specific example of the organization, transmission and use of knowledge
- define the dimensions, limits, and uses of knowledge in appropriate historical contexts
- identify, organize and synthesize the salient elements of a particular example of knowledge
- situate important ethical and social issues in their appropriate historical and intellectual contexts
- explain, analyze and debate ethical issues in a personal and professional context

Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

In the first set the emphasis is on how knowledge is defined, acquired, classified, transmitted and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs, is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first

two sets. By situating these issues in their appropriate world-view and knowledge contexts, students develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.
- 2) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
- 3) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- que, sur le plan des connaissances, il ou elle :
 - sait faire une présentation orale structurée;
 - connaît les différentes formes du discours;
 - connaît les différentes techniques de lecture et d'écriture;
 -
- que, sur le plan des habiletés, il ou elle :
 - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
 - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
 - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- que, sur le plan des qualités et des attitudes à développer, il ou elle :
 - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
 - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
 - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education is aimed at promoting the development of the whole person and encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from research, and methodically apply them to physical activities that will lead them to adopt healthy lifestyle practices.
- 2) Physical Education enables students to improve their efficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes (i.e. their skills and attitudes) for a given physical activity.
- 3) Physical Education helps students take responsibility for their own health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with other factors that promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge and behaviours they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy practices.

Expected Outcomes

Students who have achieved the general education objectives in Physical Education will be able to demonstrate:

- their knowledge of:
 - the relationship between physical activity, lifestyle and health based on the findings of scientific research
 - the scientific principles for improving or maintaining physical fitness
 - ways to assess their abilities and needs with respect to activities that can improve their health
 - the rules, techniques and conditions involved in different types of physical activity
 - a method for setting goals
 - the factors that help make physical activity part of their lifestyle
- the skills that will enable them to:
 - choose physical activities on the basis of their motivation, abilities and needs
 - establish relationships between lifestyle and health

- apply the rules, techniques and conditions involved in different types of physical activity
 - set goals that are realistic, measurable, challenging, and situated within a specific time frame
 - improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities
 - use their creative and communication skills, particularly in group activities
 - evaluate their skills, attitudes and progress with respect to different forms of physical activity
 - maintain or increase their level of physical activity and fitness on their own
 - manage a personal physical activity program and assume responsibility in the organization of physical activities
- the attitudes and qualities that will enable them to:
 - understand the importance of taking responsibility for their health
 - be aware of the need to evaluate and respect their abilities and the conditions for carrying out an activity, before undertaking the activity
 - recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in physical activity
 - respect the environment in which the activities are held
 - appreciate the aesthetic and play value of physical activity
 - promote a balanced and active lifestyle as a social value

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health prevention. This enables them to make an appropriate and justified choice of activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sports, outdoor or expression-oriented activity. After making an initial assessment of their abilities and attitudes, students are called upon to evaluate them with respect to a physical activity, to set goals and to interpret their progress.

The third set is aimed at helping students integrate physical activity into their lifestyle, more particularly through more effective management of factors that facilitate such integration. During the hours of instruction, students apply the knowledge they have acquired in the first two sets of objectives. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for individual work enable students to complete their personal programs.

Complementary General Education

Social Sciences

The two sets of objectives and standards aim to familiarize students with the social sciences and their particular approach to the human condition.

The first set supports learning activities that allow students to look at one or more of the social sciences in relation to major contemporary issues: subjects studied in the social sciences; contribution of the social sciences to an understanding of contemporary issues; issues facing the social sciences in the future.

The second set supports learning activities in the social sciences that allow students to rigorously analyze one of the major problems of our time, using one or more social scientific approaches.

Science and Technology

In Science and Technology, the educational aim is to present science and technology as a specific approach to reality in order to familiarize students with this field of knowledge. This general intention can take several forms, such as helping students gain experience with the scientific method or study the evolution, challenges and consequences of scientific and technological discoveries.

The first set of objectives and standards emphasizes the general nature and scope of science and technology. The second set emphasizes using the scientific method.

Modern Languages

The three sets of objectives and standards in Modern Languages introduce students to the basic language structures and vocabulary of a third language while making them aware of the culture of the people who speak the language.

Because some modern languages use different structures and writing systems, the three sets of objectives and standards have been designed accordingly. The degree of competency acquisition will therefore vary according to how distant the language is from our own language or system of thought. Furthermore, awareness of the culture of the people using a modern language does not figure as an element of competency, since learning a modern language necessarily implies developing such awareness.

Mathematics and Computer Literacy

In Mathematics and Computer Literacy, the two sets of objectives and standards are based on the aim of developing mathematical and computer culture.

The educational aim of the first set is to lead students to consider the place, role and evolution of this knowledge and these tools in our society and to describe their different uses. It consists of general education about the language of mathematics or computers, and does not include specialized training.

The second set targets the understanding and use of the language of mathematics or computers for everyday purposes. This intention refers mainly to the concepts, tools and general uses of mathematical or computer language in daily life.

Since the objectives and standards for the field of mathematics and computer literacy are quite general, they can be used to define various learning activities that foster the development of competencies in mathematics or computer science, or in a combination of these two areas.

Art and Aesthetics

The educational aim of Art and Aesthetics is to help students to acquire general cultural knowledge by exploring various forms of art in one or more artistic fields. This basic education is intended to develop an artistic sensibility through exposure to works of art or experimentation in an artistic medium. Furthermore, it aims to teach the basic elements of the language of art and to enable students to make connections between those elements.

Through the first set of objectives and standards, students are introduced to works of art from contemporary culture and from other periods. This allows them to develop an appreciation for the dynamics of the imagination in art and to learn methods of analyzing artistic production.

Through the second set, students engage in creative or interpretive activities in a given artistic medium. As well, students are introduced to artistic works in that medium so that they may learn to recognize its primary forms of expression.

Objective**Standard****Statement of the Competency**

To analyze and produce various forms of discourse.

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| 1. Identify the characteristics and functions of the components of discourse. | <ul style="list-style-type: none"> • Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component |
| 2. Determine the organization of facts and arguments of a given discourse. | <ul style="list-style-type: none"> • Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis |
| 3. Prepare ideas and strategies for a projected discourse. | <ul style="list-style-type: none"> • Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material |
| 4. Formulate a discourse. | <ul style="list-style-type: none"> • Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse |
| 5. Edit the discourse. | <ul style="list-style-type: none"> • Thorough revision of form and content |

Learning Activities

Discipline:	English
Weighting:	2-2-4 or 1-3-4
Credits:	2 2/3

Language of Instruction and Literature

Code: 0005

Objective**Standard****Statement of the Competency**

To apply a critical approach to literary genres.

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Distinguish genres of literary discourse. | <ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre |
| 2. Recognize the use of literary conventions within a specific genre. | <ul style="list-style-type: none"> • Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices |
| 3. Situate a discourse within its historical and literary period. | <ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period |
| 4. Explicate a discourse representative of a literary genre. | <ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text |

Learning Activities

Discipline:	English
Weighting:	2-2-3
Credits:	2 1/3

Objective**Standard****Statement of the Competency**

To apply a critical approach to a literary theme.

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| 1. Recognize the treatment of a theme within a literary text. | <ul style="list-style-type: none"> • Clear recognition of elements within the text which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices |
| 2. Situate a literary text within its cultural context. | <ul style="list-style-type: none"> • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices |
| 3. Detect the value system inherent in a literary text. | <ul style="list-style-type: none"> • Appropriate identification of expression (explicit/implicit) of a value system in a text |
| 4. Explicate a text from a thematic perspective. | <ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text |

Learning Activities

Discipline:	English
Weighting:	2-2-3
Credits:	2 1/3

Humanities

Code: 00B2

Objective**Standard****Statement of the Competency**

To apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Recognize the basic elements of a field of knowledge. | <ul style="list-style-type: none"> • Appropriate description of the basic elements • Appropriate use of terminology relevant to fields of knowledge |
| 2. Define the modes of organization and utilization of a field of knowledge. | <ul style="list-style-type: none"> • Adequate definition of the dimensions, limits and uses of fields of knowledge |
| 3. Situate a field of knowledge within its historical context. | <ul style="list-style-type: none"> • Accurate identification of the main components in the historical development of fields of knowledge • Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge |
| 4. Organize the main components into coherent patterns. | <ul style="list-style-type: none"> • Coherent organization of the main components |
| 5. Produce a synthesis of the main components. | <ul style="list-style-type: none"> • Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge |

Learning Activities

Discipline:	Humanities
Weighting:	3-1-3
Credits:	2 1/3

Humanities

Code: 000G

Objective**Standard****Statement of the Competency**

To apply a critical thought process to world-views.

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| 1. Describe world-views. | <ul style="list-style-type: none"> • Accurate description of a society or group with a distinctive world-view • Appropriate use of terminology relevant to these societies or groups |
| 2. Explain the major ideas, values and implications of a world-view. | <ul style="list-style-type: none"> • Adequate explanation of the salient components of a world-view |
| 3. Organize the ideas, values and experiences of a world-view into coherent patterns. | <ul style="list-style-type: none"> • Coherent organization of ideas about a world-view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world-views |
| 4. Compare world-views. | <ul style="list-style-type: none"> • Comparative analysis of these world-views • Appropriate inclusion of central elements, relationships and organizational principles of the societies or groups in the analysis |

Learning Activities

Discipline:	Humanities
Weighting:	3-0-3
Credits:	2

Langue seconde (niveau I)

Code: 0017

Objective**Standard****Statement of the Competency**

Appliquer les notions de base de la communication en français courant.

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Dégager le sens d'un message oral simple. | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du message. • Utilisation pertinente des techniques d'écoute choisies. • Distinction précise du sens général et des idées essentielles du message. • Description précise du sens général et des idées essentielles du message. |
| 2. Émettre un message oral simple. | <ul style="list-style-type: none"> • Repérage précis des difficultés d'expression. • Utilisation pertinente des techniques d'expression orales choisies. • Emploi pertinent du vocabulaire courant. • Expression intelligible du propos. |
| 3. Dégager le sens d'un texte. | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du texte. • Utilisation pertinente des techniques de lecture choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles d'un texte de 500 mots. |
| 4. Rédiger un texte simple. | <ul style="list-style-type: none"> • Repérage précis des difficultés d'écriture. • Utilisation pertinente des techniques d'écriture choisies. • Emploi pertinent du vocabulaire courant. • Formulation claire et cohérente d'un texte de 100 mots. |

Learning Activities

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau II)

Code: 000A

Objective**Standard****Statement of the Competency**

Communiquer en français avec une certaine aisance.

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Interpréter un texte oral simple de trois minutes en français courant. | <ul style="list-style-type: none"> • Distinction claire des principaux éléments du texte oral. • Explication précise du sens des mots dans le texte. • Repérage précis des idées et des sujets traités dans le texte. |
| 2. Produire un texte oral planifié de cinq minutes en français courant. | <ul style="list-style-type: none"> • Emploi pertinent du vocabulaire courant. • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos. |
| 3. Interpréter un texte écrit en français courant. | <ul style="list-style-type: none"> • Distinction claire des principaux éléments du texte. • Explication précise du sens des mots dans le texte. • Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots. |
| 4. Rédiger un texte simple en français courant. | <ul style="list-style-type: none"> • Respect du code grammatical et orthographique. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 200 mots. |

Learning Activities

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau III)

Code: 000B

Objective**Standard****Statement of the Competency**

Communiquer avec aisance en français.

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| 1. Produire un texte oral planifié de cinq minutes de complexité moyenne. | <ul style="list-style-type: none"> • Emploi pertinent du vocabulaire courant. • Adaptation à l'interlocuteur ou à l'interlocutrice • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos. • Agencement pertinent des idées. |
| 2. Commenter un texte écrit de complexité moyenne. | <ul style="list-style-type: none"> • Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. • Explication précise du sens des mots dans le texte. • Distinction précise des idées principales et secondaires, des faits et des opinions. • Formulation d'éléments implicites. |
| 3. Rédiger un texte de complexité moyenne. | <ul style="list-style-type: none"> • Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases, dont au moins trois sont complexes. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 350 mots. |

Learning Activities

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau IV)

Code: 000C

Objective**Standard****Statement of the Competency**

Traiter d'un sujet culturel et littéraire.

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Analyser un texte culturel ou littéraire. | <ul style="list-style-type: none"> • Formulation personnelle des éléments principaux du texte. • Inventaire des thèmes principaux. • Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. • Repérage des valeurs véhiculées • Repérage juste de la structure du texte. • Articulation claire d'un point de vue personnel. |
| 2. Rédiger un texte sur un sujet culturel ou littéraire. | <ul style="list-style-type: none"> • Respect du sujet. • Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente d'un texte de 500 mots. • Articulation claire d'un point de vue personnel. |

Learning Activities

Discipline:	Français, langue seconde
Weighting:	3-0-3
Credits:	2

Physical Education

Code: 0064

Objective**Standard****Statement of the Competency**

To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

Elements of the Competency**Performance Criteria**

- | Elements of the Competency | Performance Criteria |
|---|---|
| 1. Establish a relationship between their lifestyle and their health. | <ul style="list-style-type: none"> • Appropriate use of documentation • Appropriate connections between their lifestyle and their health |
| 2. Be physically active in a manner that promotes health. | <ul style="list-style-type: none"> • Observance of the rules involved in physical activities, including safety rules • Respect for their abilities when engaging in physical activities |
| 3. Recognize their needs, abilities and motivational factors with respect to regular physical activity. | <ul style="list-style-type: none"> • Appropriate use of quantitative and qualitative physical data • Statement of their main physical needs and abilities • Statement of their main motivational factors with respect to regular physical activity |
| 4. Propose physical activities that promote health. | <ul style="list-style-type: none"> • Appropriate and justified choice of physical activities according to their needs, abilities, and motivational factors |

Learning Activities

Discipline:	Physical Education
Weighting:	1-1-1
Credits:	1

Physical Education

Code: 0065

Objective**Standard****Statement of the Competency**

To one's effectiveness when practising a physical activity.

Element of the Competency**Performance Criteria**

1. Use a process designed to improve their effectiveness during a physical activity.

- Initial assessment of their skills and attitudes in relation to a physical activity
- Statement of their expectations and needs with respect to their ability to carry out the activity
- Appropriate formulation of personal objectives
- Statement of the means selected to achieve their objectives
- Observance of the rules involved in the physical activity, including safety rules
- Periodic evaluation of their skills and attitudes in relation to the activity
- Meaningful interpretation of the progress achieved and the difficulties experienced during the activity
- Appropriate, periodic adjustments of their objectives or the means used to achieve them
- Appreciable improvement of the motor skills required by the activity

Learning Activities

Discipline:	Physical Education
Weighting:	0-2-1
Credits:	1

Physical Education

Code: 0066

Objective**Standard****Statement of the Competency**

To demonstrate one's responsibility for being physically active in a manner which promotes health.

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Make physical activity part of a healthy lifestyle. 2. Manage a personal physical activity program. | <ul style="list-style-type: none"> • Practice of a physical activity while maintaining a balance between effectiveness and the factors promoting health • Statement of their priorities according to their needs, skills, and motivational factors in relation to regular physical activity • Proper formulation of the objectives of their personal programs • Appropriate choice of activity or activities for their personal programs • Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out • Appropriate choice of criteria for measuring the attainment of their program objectives • Periodic assessment of the time invested and the activities carried out during the program • Meaningful interpretation of the progress achieved and the difficulties experienced during the activities • Appropriate, periodic adjustment of their objectives or the means used to achieve them |
|---|---|

Learning Activities

Discipline:	Physical Education
Weighting:	1-1-1
Credits:	1

Language of Instruction and Literature

Code: 000L

Objective**Standard****Statement of the Competency**

To communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Identify the forms of discourse appropriate to given fields of study. | <ul style="list-style-type: none"> • Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse |
| 2. Recognize the discursive frameworks appropriate to given fields of study. | <ul style="list-style-type: none"> • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument |
| 3. Formulate a discourse. | <ul style="list-style-type: none"> • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies • Formulation of a 1000-word discourse • Thorough revision of form and content |

Learning Activities

Discipline:	English
Hours of instruction:	60
Credits:	2

Humanities

Code: 000U

Objective**Standard****Statement of the Competency**

To apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Situate significant ethical issues in appropriate world-views and fields of knowledge. 2. Explain the major ideas, values, and social implications of ethical issues. 3. Organize the ethical questions and their implications into coherent patterns. 4. Debate the ethical issues. | <ul style="list-style-type: none"> • Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world-views and fields of knowledge • Adequate description of the salient components of the issues • Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view |
|--|--|

Learning Activities

Discipline:	Humanities
Hours of instruction:	45
Credits:	2

Objective**Standard****Statement of the Competency**

Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| <p>1. Dégager le sens d'un message oral simple lié à un champ d'études.</p> | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du message. • Distinction juste des caractéristiques du message. • Repérage juste du vocabulaire spécialisé. • Utilisation pertinente des techniques d'écoute choisies. • Distinction claire des principaux éléments du message. • Description précise du sens général et des idées essentielles du message. |
| <p>2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.</p> | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du texte. • Distinction juste des caractéristiques du texte. • Repérage précis du vocabulaire spécialisé. • Utilisation pertinente des techniques de lectures choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles du texte. |
| <p>3. Émettre un message oral simple lié à un champ d'études.</p> | <ul style="list-style-type: none"> • Repérage précis des difficultés d'expression orale. • Utilisation pertinente des techniques d'expression orale choisies. • Utilisation pertinente du vocabulaire courant et spécialisé. • Expression intelligible du propos. |

Langue seconde (niveau I)

Code: 0018

Objective**Standard**

- | | |
|--|---|
| 4. Rédiger un court texte lié à un champ d'études. | <ul style="list-style-type: none">• Repérage précis des difficultés d'écrire.• Utilisation pertinente des techniques d'écriture choisies.• Utilisation pertinente du vocabulaire courant et spécialisé.• Formulation claire et cohérente du texte. |
|--|---|

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau II)

Code: 000Q

Objective**Standard****Statement of the Competency**

Communiquer en français dans un champ d'études particulier.

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Distinguer les types de textes propres au champ d'études. 2. Interpréter des textes représentatifs du champ d'études. 3. Utiliser des techniques de production de textes appropriées au champ d'études. | <ul style="list-style-type: none"> • Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. • Distinction claire des principaux éléments du texte. • Interprétation claire du vocabulaire spécialisé. • Repérage précis des idées et des sujets traités. • Utilisation pertinente des techniques de lecture et d'écoute. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Utilisation pertinente des techniques d'expression. |
|--|--|

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau III)

Code: 000R

Objective**Standard****Statement of the Competency**

Communiquer avec aisance en français dans un champ d'études particulier.

Elements of the Competency**Performance Criteria**

1. Commenter des textes propres au champ d'études.

- Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.
- Explication précise du sens des mots dans le texte.
- Repérage précis de la structure du texte.
- Reformulation juste des idées principales et secondaires, des faits et des opinions.
- Emploi juste du vocabulaire spécialisé.

2. Produire un texte sur un sujet lié au champ d'études.

- Respect du sujet.
- Emploi pertinent du vocabulaire spécialisé et des conventions.
- Respect du niveau de langue et du code grammatical.
- Formulation claire et cohérente du propos.
- Agencement pertinent des idées.
- Adéquation entre forme et fond.

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau IV)

Code: 000S

Objective**Standard****Statement of the Competency**

Dissenter en français sur un sujet lié au champ d'études.

Elements of the Competency**Performance Criteria**

1. Analyser un texte lié au champ d'études.

- Distinction précise des caractéristiques formelles des types particuliers de textes.
- Formulation personnelle des éléments principaux.
- Inventaire des thèmes principaux.
- Repérage juste de la structure du texte.
- Relevé d'indices qui permettent de situer le texte dans son contexte.
- Articulation claire d'un point de vue personnel, s'il y a lieu.
- Association juste des éléments du texte au sujet traité.

2. Rédiger un texte sur un sujet lié au champ d'études.

- Respect du sujet.
- Emploi pertinent du vocabulaire spécialisé et des conventions.
- Choix judicieux des principaux éléments du corpus en fonction du type de texte.
- Formulation claire et cohérente du texte.
- Respect du code grammatical et orthographique.
- Articulation claire d'un point de vue personnel, s'il y a lieu.

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Social Sciences

Code: 000V

Objective**Standard****Statement of the Competency****Achievement Context**

To determine the contribution of the social sciences to an understanding of contemporary issues.

- Working alone
- In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues
- Using documents and data from the social sciences

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Recognize the focus of one or more of the social sciences and their main approaches. 2. Identify some of the issues currently under study in the social sciences. 3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues. | <ul style="list-style-type: none"> • Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences • Association of these issues with the pertinent areas of research in the social sciences • Presentation of contemporary issues by emphasizing their interpretation of the social sciences • Illustration of the interaction between certain social changes and the contribution of the social sciences |
|--|--|

Learning Activities

Hours of instruction:	45
Credits:	2

Social Sciences

Code: 000W

Objective**Standard****Statement of the Competency**

To analyze one of the major problems of our time using one or more social scientific approaches.

Achievement Context

- Working alone
- In an essay of approximately 750 words on a topic related to human existence
- Using reference materials from one or more disciplines in the social sciences

Elements of the Competency**Performance Criteria**

1. Formulate a problem using one or more social scientific approaches.

- Presentation of the background to the problem
- Use of appropriate concepts and language
- Brief description of individual, collective, spatiotemporal and cultural aspects of the problem

2. Deal with an issue using one or more social scientific approaches.

- Clear formulation of an issue
- Selection of pertinent reference materials
- Brief description of historical, experimental and survey methods

3. Draw conclusions.

- Appropriate use of the selected method
- Determination of appropriate evaluation criteria
- Identification of strengths and weaknesses of the conclusions
- Broadening of issue studied

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology

Code: 000X

Objective**Standard****Statement of the Competency**

To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

Achievement Context

- Working alone
- Given a written commentary on a scientific discovery or technological development
- In an essay of approximately 750 words

Elements of the Competency**Performance Criteria**

1. Describe scientific thinking and the standard method.
2. Demonstrate how science and technology are complementary.
3. Explain the context and the stages related to several scientific and technological discoveries.
4. Deduce different consequences and questions resulting from certain recent scientific and technological innovations.

- Brief description of the essential characteristics of scientific thinking, including quantification and demonstration
- Organized list and brief description of the essential characteristics of the main steps in the standard scientific method
- Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions
- Pertinent and coherent explanation of the relationship between the determining contexts of several scientific and technological discoveries
- List of the main stages of scientific and technological discoveries
- Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries
- Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology

Code: 000Y

Objective**Standard****Statement of the Competency****Achievement Context**

To resolve a simple problem by applying the basic scientific method.

- Working alone or in groups
- Given a simple scientific and technological problem that can be solved by applying the standard scientific method
- Using common scientific instruments and reference materials (written or other)

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| 1. Describe the main steps of the standard scientific method. | <ul style="list-style-type: none"> • Organized list and brief description of the characteristics of the steps of the standard scientific method |
| 2. Formulate a hypothesis designed to solve a simple scientific and technological problem. | <ul style="list-style-type: none"> • Clear, precise description of the problem • Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.) |
| 3. Verify a hypothesis by applying the fundamental principles of the basic experimental method. | <ul style="list-style-type: none"> • Pertinence, reliability and validity of the experimental method used • Observance of established experimental method • Appropriate choice and use of instruments • Clear, satisfactory presentation of results • Validity of the connections established between the hypothesis, the verification and the conclusion |

Learning Activities

Hours of instruction:	45
Credits:	2

Modern Languages

Code: 000Z

Objective	Standard
Statement of the Competency	Achievement Context
To communicate with limited skill ¹ in a modern language.	<ul style="list-style-type: none"> • For modern Latin-alphabet languages: <ul style="list-style-type: none"> – during a conversation consisting of at least eight sentences of dialogue – in a written text consisting of at least eight sentences Or • For non–Latin-alphabet languages: <ul style="list-style-type: none"> – during a conversation consisting of at least six sentences of dialogue – in a written text consisting of at least six sentences • Based on learning situations on familiar themes • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of a verbal message.	<p>Learning a modern language requires becoming aware of the culture of the people who use the language.</p> <ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connections between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connections between the various elements of the message

¹ This refers to the limited use of the structures, grammar and vocabulary of the language studied. This limitation varies depending on the complexity of the modern language.

Modern Languages**Code: 000Z**

3. Express a simple message verbally.
- Appropriate use of language structures in main and subordinate clauses
 - Appropriate application of grammar rules
 - Use of verbs in the present indicative
 - Appropriate use of basic vocabulary and idiomatic expressions
 - Comprehensible pronunciation
 - Coherent sequence of simple sentences
 - Spontaneous, coherent sequence of sentences in a dialogue
4. Write a text on a given subject.
- Appropriate use of language structures in main and subordinate clauses
 - Appropriate application of basic grammar rules
 - Use of verbs in the present indicative
 - Appropriate use of basic vocabulary and idiomatic expressions
 - Coherent sequence of simple sentences
 - Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction: 45
Credits: 2

Objective	Standard
Statement of the Competency To communicate on familiar topics in a modern language.	Achievement Context <ul style="list-style-type: none"> • During a conversation consisting of at least 15 sentences of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non–Latin-alphabet languages • Based on: <ul style="list-style-type: none"> – situations in everyday life – simple topics from everyday life • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of a verbal message.	Learning a modern language requires becoming aware of the culture of the people who use the language. <ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message verbally, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Comprehensible pronunciation • Coherent sequence of sentences of average complexity • Coherent dialogue of average complexity

Modern Languages**Code: 0010**

4. Write a text on a given subject, using sentences of average complexity.

- Appropriate use of language structures in main or subordinate clauses
- Appropriate application of grammar rules
- Use of verbs in the present and past indicative
- Appropriate use of enriched basic vocabulary and idiomatic expressions.
- Coherent sequence of sentences of average complexity
- Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages

Code: 0067

Objective	Standard
Statement of the Competency	Achievement Context
To communicate with relative ease in a modern language.	<ul style="list-style-type: none"> • Working alone • During a conversation consisting of at least 20 sentences of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text
Elements of the Competency	Performance Criteria
1. Understand the meaning of a verbal message in everyday language.	<p>Learning a modern language requires being aware of the culture of the people who use the language.</p> <ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation about a subject.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules
Learning Activities	

Hours of instruction: 45
Credits: 2

Mathematics and Computer Literacy

Code: 0011

Objective**Standard****Statement of the Competency**

To recognize the role of mathematics or informatics in contemporary society.

Achievement Context

- Working alone
- In an essay of approximately 750 words
- Using several concrete examples selected by the student demonstrating the competency

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Demonstrate the acquisition of basic general knowledge in mathematics or informatics. | <ul style="list-style-type: none"> • Identification of basic notions and concepts • Identification of main branches of mathematics or informatics • Appropriate use of terminology |
| 2. Describe the evolution of mathematics or informatics. | <ul style="list-style-type: none"> • Descriptive summary of several major phases |
| 3. Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. | <ul style="list-style-type: none"> • Demonstration of the existence of important contributions, using concrete examples |
| 4. Illustrate the diversity of mathematical or computer applications. | <ul style="list-style-type: none"> • Presentation of a range of applications in various areas of human activity, using concrete examples |
| 5. Evaluate the impact of mathematics or informatics on individuals and organizations. | <ul style="list-style-type: none"> • Identification of several major influences • Explanation of the way in which mathematics or informatics have changed certain human and organizational realities • Recognition of the advantages and disadvantages of these influences |

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics and Computer Literacy

Code: 0012

Objective**Standard****Statement of the Competency**

To use various mathematical or computer concepts, procedures and tools for common tasks.

Achievement Context

- Working alone
- While carrying out a task or solving a problem based on everyday needs.
- Using familiar tools and reference materials

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| 1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science. | <ul style="list-style-type: none"> • Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology |
| 2. Select mathematical or computer tools and procedures on the basis of specific needs. | <ul style="list-style-type: none"> • List of numerous possibilities available with mathematical or computer tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures • Appropriate choice according to needs |
| 3. Use mathematical or computer tools and procedures to carry out tasks and solve problems. | <ul style="list-style-type: none"> • Planned, methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure |
| 4. Interpret the quantitative data or results obtained using mathematical or computer tools and procedures. | <ul style="list-style-type: none"> • Accurate interpretation, given the context • Clear, precise formulation of the interpretation |

Learning Activities

Hours of instruction: 45
Credits: 2

Art and Aesthetics

Code: 0013

Objective**Standard****Statement of the Competency**

To consider various forms of art produced by aesthetic practices.

Achievement Context

- Working alone
- Given a specified work of art
- In a written commentary of approximately 750 words.

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Develop an appreciation for the dynamics of the imagination in art. 2. Describe art movements. 3. Give a commentary on a work of art. | <ul style="list-style-type: none"> • Precise explanation of a creative process connected to the construction of an imaginary universe • Descriptive list of the main characteristics of three art movements from different periods, including a modern movement • Coherent organization of observations, including identification of four basic elements of form and structure related to the language used as well as a justified description of the meaning of the work of art |
|--|---|

Learning Activities

Hours of instruction:	45
Credits:	2

Art and Aesthetics

Code: 0014

Objective**Standard****Statement of the Competency**

To produce a work of art.

Achievement Context

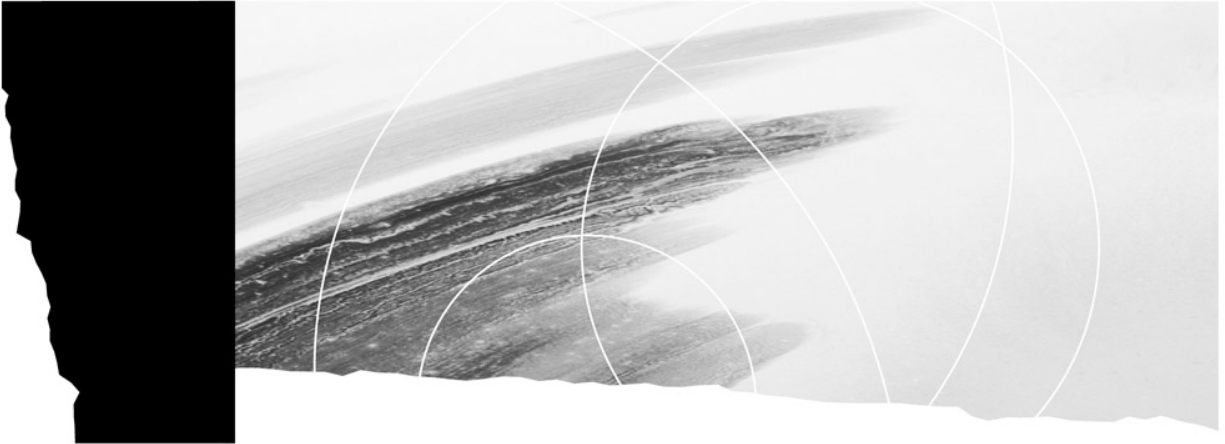
- Working alone
- During a practical exercise
- In the context of a creation or an interpretation
- Using the basic elements of the language and techniques specific to the medium selected

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Recognize the primary forms of expression of an artistic medium. 2. Use the medium. | <ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres • Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Observance of the requirements of the method of production |
|---|--|

Learning Activities

Hours of instruction:	45
Credits:	2



Part II

**Goals of the Program-Specific
Component**

**Educational Aims of the Program-
Specific Component**

Grid of Competencies

Harmonization

**Objectives and Standards of the
Program-Specific Component**

Goals of the Program-Specific Component

The *Police Technology* program prepares students to practise the occupation of police officer in Québec.

The program aims to assist police cadets in acquiring the knowledge, skills and attitudes required to practise the occupation and to prepare them for admission to the École nationale de police du Québec.

Police officers are first responders at the scene of an event, incident or accident. Their duties are to ensure public safety, keep the peace, protect life and property, prevent crime, apply criminal and penal laws, protect young people in compromising situations, and bring offenders before the courts. They are also called on to provide security to victims of criminal acts, to inform and counsel citizens and to refer them to appropriate community or professional resources, to act as mediators or conciliators in minor conflicts, to arrest criminals, to write up statements of offence, to gather evidence, to produce various reports, and to testify in court.

Police officers must react quickly to different situations, show good judgment, and respect the *Canadian Charter of Rights and Freedoms*, the *Québec Charter of Human Rights and Freedoms*, laws and regulations, police ethics and the disciplinary rules of their organization.

The scope of their work requires a high degree of versatility when intervening in a preventive or repressive manner, since they must also show concern for serving and protecting citizens and for collaborating with partners and organizations that share their preoccupations and goals.

Police officers work within a professional, community-oriented context that is centred on the quality of customer service, the active participation of the community, consultation with elected officials, and the search for durable solutions to problems related to public disorder and crime.

The goals of the program-specific component of the *Police Technology* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the work force, that is:
 - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and the desire to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence

- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims of the Program-Specific Component

Educational aims are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

The following is a description of the aims of the program-specific component of the *Police Technology* program:

- the development of mature behaviour and ethical judgment
- analytical skills
- autonomy and creativity
- team spirit and an attitude of cooperation
- service to the public
- openness to diversity, and social commitment

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations
- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency.

The order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES

SPECIFIC COMPETENCIES	POLICE TECHNOLOGY	GENERAL COMPETENCIES																															
		Competency	Analyze the occupational and organizational aspects of the work of a police officer	Carry out criminological analyses of situations and contexts specific to police work	Adapt the principles and basic techniques of communication to the context of police intervention	Establish the roles and responsibilities of the police force within the legal system of Québec	Use observation methods	Interact with distinctive clientele	Interact with members of their organization	Intervene in situations of a private matter	Provide emergency first aid as the first responder	Determine the role of the police officer in different situations involving young people in difficulty and young offenders	Establish the role of the police officer and other parties in the judicial process and in rehabilitation	Interact with clientele belonging to different cultural and ethnic communities	Exercise the powers and duties of the police force as regards Québec laws and municipal bylaws	Establish that a crime has been committed	Use software related to the work of police officers	Defend themselves against physical blows	Work in partnership with different community resources	Intervene at a fire or other emergency situation as the first responder	Defend themselves in close-quarter combats	Exercise the powers and duties of the police force in criminal matters	Manage stress inherent in police work	Put into practice specialized police communication techniques	Exercise the powers and duties of the police force in matters of road safety	Analyze and communicate proof of criminal offences	Use defensive driving techniques	Control a violent individual	Meet the physical requirements of police work				
Competency		1	2	3	4	5	6	7	8	10	11	12	13	14	15	16	18	19	20	22	23	25	26	27	29	31	32	33					
Perform police activities within planned or supervised operations	9	o	o	o	o	o	o	o	o	o	o		o	o	o		o		o	o	o	o		o	o	o	o	o	o	o			
Intervene at a crime scene as the first responder	17	o	o	o	o	o	o	o		o	o	o	o		o	o	o	o	o	o	o	o	o		o		o	o	o	o			
Carry out police interventions requiring help or assistance in minor incidents	21	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o		o	o		
Plan and apply intervention strategies that are preventive, repressive and community-oriented	24	o	o	o	o	o	o	o	o		o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o				o		
Carry out police interventions related to impaired driving under the influence of alcohol or drugs	28	o	o	o	o	o	o	o		o	o		o	o	o	o	o	o		o	o	o	o	o	o	o	o	o	o	o	o		
Carry out police interventions relating to tobacco, alcohol, drugs or other addictive substances	30	o	o	o	o	o	o	o		o	o	o	o	o	o	o	o	o		o	o	o	o	o	o	o	o			o	o		
Carry out police interventions related to traffic and traffic accidents	34	o	o	o	o	o	o	o	o	o	o		o	o	o	o		o	o		o	o	o	o	o	o	o			o	o		
Intervene with individuals in a crisis situation	35	o	o	o	o	o	o	o	o	o	o	o	o	o	o		o	o	o	o	o	o	o		o		o	o	o	o	o		
Carry out a first-level criminal investigation	36	o	o	o	o	o	o	o		o	o	o	o		o	o	o	o	o	o	o	o	o		o			o	o	o	o		

Harmonization

The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Police Technology* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation Techniques policières*.

Code: 046B

Objective	Standard
<p>Statement of the Competency</p> <p>To analyze the occupational and organizational aspects of the work of a police officer.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using recent data on the job functions of a police officer • Using recent data on police associations and organizations • Referring to laws and regulations governing police organizations
Elements of the Competency	Performance Criteria
1. Examine the tasks and operations related to the occupation of a police officer.	<ul style="list-style-type: none"> • Thorough examination of the operations, working conditions and performance criteria related to each task
2. Examine the socioaffective skills and behaviours required to practise the occupation.	<ul style="list-style-type: none"> • Appropriate relationships established between the socioaffective skills and behaviours and the different occupational tasks
3. Distinguish the scope of the territorial and absolute jurisdictions of police officers in organizations in Canada and Québec.	<ul style="list-style-type: none"> • Recognition of the legal capacity for federal, provincial and municipal police officers to act within the scope of their territorial and absolute jurisdictions
4. Establish the role and powers of bodies governing the occupation and police organizations.	<ul style="list-style-type: none"> • Recognition of the spheres of authority of governing bodies
5. Establish the role and functions of different categories of personnel within police organizations.	<ul style="list-style-type: none"> • Recognition of the spheres of authority of different categories of personnel
6. Assess behaviours with respect to the requirements of the occupation.	<ul style="list-style-type: none"> • Recognition of wrongful conduct with respect to the <i>Code of ethics of Québec police officers</i> • Recognition of wrongful conduct with respect to the disciplinary codes of various police organizations • Appropriate relationships established between wrongful conduct and its consequences • Recognition of exemplary conduct
7. Analyze situations calling on the ethical judgment of a police officer.	<ul style="list-style-type: none"> • Clear distinction between ethics, a professional code of conduct and discipline • Recognition of the conflict of values and standards in various situations

Objective	Standard
<p>Statement of the Competency</p> <p>To carry out criminological analyses of situations and contexts specific to police work.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In everyday occupational situations encountered by police officers • Using the appropriate documentation
Elements of the Competency	Performance Criteria
1. Distinguish deviant, marginal and criminal behaviours.	<ul style="list-style-type: none"> • Recognition of different types of behaviours • Appropriate use of concepts and terminology specific to criminology
2. Draw up a picture of criminality in a given territory.	<ul style="list-style-type: none"> • Recognition of different types of criminality • Appropriate use of police, judicial and correctional statistics • Recognition of the criminogenic factors present in a territory • Application of a method for analyzing criminality
3. Assess the risks of criminal action.	<ul style="list-style-type: none"> • Recognition of the characteristics of a person likely to take criminal action • Accurate assessment of situations favourable to crime
4. Distinguish between types of criminals.	<ul style="list-style-type: none"> • Accurate distinction between types of criminals according to their main characteristics
5. Determine the measures to be taken with respect to the specific needs of a victim of a criminal act.	<ul style="list-style-type: none"> • Recognition of the consequences for the victim of a criminal act, based on appropriate signs • Proposal of appropriate measures

Code: 046D

Objective	Standard
<p>Statement of the Competency</p> <p>To adapt the principles and basic techniques of communication to the context of police intervention.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In everyday occupational situations encountered by police officers
Elements of the Competency	Performance Criteria
1. Decode verbal and nonverbal messages.	<ul style="list-style-type: none"> • Identification of relevant signs • Plausible interpretation of these signs
2. Detect difficulties in interpersonal communication.	<ul style="list-style-type: none"> • Accurate identification of favourable and unfavourable factors • Relevant explanation of the effects of these factors
3. Put into practice listening and language techniques.	<ul style="list-style-type: none"> • Observance of rules related to effective listening • Observance of rules related to the effective transmission of information
4. Assess their communication style as a person in authority.	<ul style="list-style-type: none"> • Identification of strengths and weaknesses in their verbal and nonverbal communication • Determination of appropriate means for improving their communication style as a person in a position of authority

Code: 0098

Objective**Standard****Statement of the Competency**

To establish the roles and responsibilities of a police officer within the legal system of Québec.

Achievement Context

- In everyday occupational situations encountered by police officers
- Using the *Criminal Code of Canada* and its related laws, the *Civil Code of Québec*, the *Canadian Charter of Rights and Freedoms*, the *Québec Charter of Human Rights and Freedoms*, and the *Code of ethics of Québec police officers*

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Distinguish an incident of a criminal nature from that of a civil nature. | <ul style="list-style-type: none"> • Use of appropriate legal terminology • Accurate identification of details leading to the conclusion that an incident comes solely or partly under penal or civil law • Accurate determination of the type of criminal offence and of the level of government jurisdiction (criminal law, provincial penal law, or municipal penal law) • Articulation of coherent and accurate legal arguments • Accurate determination of the type of police intervention required and the roles involved |
| <ol style="list-style-type: none"> 2. Distinguish the functions of different state institutions as regards criminal matters, and of each party involved. | <ul style="list-style-type: none"> • Precise distinction between the functions of the police force and those of other state institutions in our democratic political system • Accurate distinction between the different jurisdictions exercised by the courts as regards criminal matters • Accurate determination of the functions and tasks of each party involved in the judicial process of criminal matters |

3. Assess the constitutional and legal aspects of police interventions.
- Recognition of the legal framework governing police interventions
 - Accurate determination of the different legal consequences of unconstitutional or illegal police intervention
 - Articulation of coherent and accurate legal arguments
 - Recognition of the significance of the protection of fundamental rights by the Canadian and Québec charters of human rights and freedoms
 - Demonstration of a positive attitude with respect to the existence and the legal consequences of the *Canadian Charter of Rights and Freedoms*, the *Québec Charter of Human Rights and Freedoms*, and the *Code of ethics of Québec police officers*
 - Correct assessment of the consequences on a trial of evidence of violation of a fundamental right assured by the *Canadian Charter of Rights and Freedoms*

Code: 009A

Objective	Standard
Statement of the Competency To use observation methods.	Achievement Context <ul style="list-style-type: none"> • In everyday occupational situations encountered by police officers • Using binoculars, a portable radiotelephone and a portable tape recorder
Elements of the Competency	Performance Criteria
1. Observe and describe a person in a certain environment.	<ul style="list-style-type: none"> • Estimation of measurements and distances • Estimation of the ambient temperature and lighting • Identification of all characteristics required to describe a person, object or environment
2. Observe and describe a group of people in a certain environment.	<ul style="list-style-type: none"> • Identification of all essential elements required to describe an environment and to identify group members • Accurate identification of the actions of group members, as well as important relationships between them, with nearby objects or with their environment • Accurate identification of the sounds and words of group members • Accurate identification of the olfactory and tactile elements of a scene
3. Assess information reported by a witness.	<ul style="list-style-type: none"> • Correct assessment of a witness's situation, in an active or passive role, at the time of an event or incident • Assessment of the perceptual and mnemonic capacities of a witness • Demonstration of attitudes and behaviours conducive to effective communication
4. Write up an observation report.	<ul style="list-style-type: none"> • Objective and accurate description of people • Accurate description of actions • Accurate description of objects • Neat, clear sketches

Code: 009B

Objective	Standard
Statement of the Competency To interact with distinctive clienteles.	Achievement Context <ul style="list-style-type: none"> • In situations requiring a police officer to interact with clienteles that are distinguished from the majority, such as gays and lesbians, the physically or mentally challenged, the elderly, the poor or the homeless
Elements of the Competency	Performance Criteria
1. Analyze the opinions and behaviour of individuals according to their social group.	<ul style="list-style-type: none"> • Recognition of the criteria of social differentiation • Careful application of analytical concepts of marginal status
2. Recognize signs of social intolerance.	<ul style="list-style-type: none"> • Recognition of obstacles to social tolerance • Recognition of social exclusion
3. Establish contacts with different clienteles.	<ul style="list-style-type: none"> • Demonstration of open-mindedness and respect • Recognition of the characteristics and needs of various clienteles
4. Assess their ability to deal with distinctive clienteles.	<ul style="list-style-type: none"> • Recognition of their spontaneous reactions to social diversity • Recognition of the difference between the behaviours expected of a police officer and their spontaneous reactions • Assessment of their personal progress in terms of open-mindedness to distinctive clienteles

Code: 009C

Objective	Standard
Statement of the Competency <p>To interact with members of their organization.</p>	Achievement Context <ul style="list-style-type: none"> • In everyday occupational situations encountered by police officers
Elements of the Competency	Performance Criteria
1. Detect elements affecting motivation in the workplace.	<ul style="list-style-type: none"> • Recognition of their needs and how they can be met in the workplace • Indication of appropriate means to maintain or increase their motivation
2. Recognize the phenomena related to work group dynamics.	<ul style="list-style-type: none"> • Accurate identification of signs of leadership, cooperation, competition, cohesion and conflict
3. Put into practice principles favouring cooperation within a work team.	<ul style="list-style-type: none"> • Demonstration of behaviours favouring cooperation
4. Use strategies for resolving conflicts.	<ul style="list-style-type: none"> • Accurate identification of signs of conflict • Recognition of their spontaneous reactions to conflicts • Choice of a strategy appropriate to the context • Demonstration of attitudes and behaviours in keeping with the chosen strategy

Code: 046E

Objective**Standard****Statement of the Competency**

To intervene in situations of a private nature.

Achievement Context

- In everyday occupational situations encountered by police officers
- Using the documentation generally used by police officers

Elements of the Competency**Performance Criteria**

1. Analyze situations of a private nature.

- Recognition of elements of a private nature
- Classification of a situation in the appropriate category of rules of law

2. Inform citizens of possible solutions in different situations of a private nature.

- Correct indication of the rights and obligations of the individuals concerned
- Articulation of coherent and accurate legal arguments
- Use of appropriate legal terminology
- Formulation of appropriate hypotheses given the specific circumstances of a situation

3. Conciliate the parties involved in a dispute of a private nature.

- Appropriate choice of intervention methods with a view to defusing a dispute
- Appropriate exercising of the roles of pacifier, mediator or resource person
- Correct execution of court orders or civil judgments
- Demonstration of ethical judgment

Objective	Standard
<p>Statement of the Competency</p> <p>To perform police activities within planned or supervised operations.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In different situations such as a disaster, flooding, major accident, disappearance in an urban or rural environment, large gathering, work conflict, etc. • Given an operations plan • Using the <i>Manuel de base de la sécurité civile au Québec</i> • Using geographic and road maps • Using portable radiotelephones, flashlights and first-aid kits • Working in a team
Elements of the Competency	Performance Criteria
1. Briefly assess a situation and take the necessary security measures.	<ul style="list-style-type: none"> • Accurate and rapid assessment of the danger presented by a problematic situation • Accurate distinction between an emergency situation and a disaster • Demonstration of caution and application of appropriate measures as regards protecting people and property • Accurate distinction between the role and functions of the police and those of the Protection civile du Québec
2. Gather and analyze information at the scene.	<ul style="list-style-type: none"> • Application of observation methods • Gathering of relevant information before intervening • Accurate representation of the problem as a whole • Distinction between the civil or criminal nature of a situation • Rapid transmission of all relevant data to the people and organizations involved
3. Proceed with police interventions related to an emergency.	<ul style="list-style-type: none"> • Appropriate choice and use of required material and equipment • Effective performance of the police interventions anticipated in the operations plan • Observance of the rules of police ethics and discipline

4. Proceed with police interventions related to a disaster.
 - Effective performance of police interventions found in the *Manuel de base de la sécurité civile du Québec*
 - Observance of rules and procedures found in the *Manuel de base de la sécurité civile du Québec*
 - Observance of rules of police ethics and discipline
5. Write up a circumstantial report.
 - Accurate, detailed report

Code: 009F

Objective**Standard****Statement of the Competency**

To provide emergency first aid as the first responder.

Achievement Context

- In the presence of cardiopulmonary problems, different types of hemorrhage, burns and injuries
- Using the material and equipment generally used by the first responder

Elements of the Competency**Performance Criteria**

1. Assess the scene of an event and take the necessary security measures.

- Accurate indication of the circumstances of an accident
- Recognition of all the potential risks related to an intervention
- Application of appropriate measures with a view to ensuring the safety of individuals
- Observance of rules for protecting themselves from exposure to disease
- Correct use of techniques for moving a victim

2. Assess the condition of a victim.

- Assessment of the victim's state of consciousness
- Correct assessment of the opening of the victim's respiratory tract
- Correct assessment of the seriousness of a hemorrhage
- Recognition of obvious death

3. Intervene as required.

- Effective communication with a view to comforting and reassuring the victim
- Appropriate application of different techniques of cardiopulmonary resuscitation and for unblocking the respiratory tract
- Appropriate application of first aid to a person suffering from a hemorrhage
- Appropriate application of first aid to a person suffering from burns
- Observance of response techniques applied to different injuries
- Observance of the *Protocole d'intervention clinique-premier répondant*
- Observance of rules of police ethics and discipline

4. Provide information to the personnel concerned.

- Clarity, accuracy, thoroughness and concision of the facts reported

Code: 046F

Objective	Standard
<p>Statement of the Competency</p> <p>To determine the role of the police officer in different situations involving young people in difficulty or young offenders.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In everyday occupational situations encountered by police officers • Referring to laws and regulations relating to young people • Referring to response protocols relating to young people • Referring to the <i>Entente multisectorielle relative aux enfants victimes d'abus sexuels, de mauvais traitements physiques ou d'une absence de soins menaçant leur santé physique</i>
Elements of the Competency	Performance Criteria
<p>1. Assess the situation of a young person in difficulty or that of a young offender.</p>	<ul style="list-style-type: none"> • Gathering of all relevant data • Correct assessment given the gathered data
<p>2. Decide on police interventions in problematic situations relating to a young person in difficulty.</p>	<ul style="list-style-type: none"> • Recognition of the role and powers of a police officer • Appropriate choice of police interventions • Rigorous application of different response protocols
<p>3. Decide on police interventions in problematic situations relating to a young offender.</p>	<ul style="list-style-type: none"> • Recognition of the role and powers of a police officer • Appropriate choice of preventive, repressive or community-oriented police interventions • Rigorous application of different response protocols

Code: 00A2

Objective	Standard
<p>Statement of the Competency</p> <p>To establish the role of the police officer and other parties in the judicial process and in rehabilitation.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In everyday occupational situations encountered by police officers • Using the appropriate documentation
Elements of the Competency	Performance Criteria
1. Determine the roles of the parties involved in the judicial process.	<ul style="list-style-type: none"> • Clear distinction of the stages of the criminal justice process, from the time of the wilful wrong to that of rehabilitation • Accurate determination of the roles of parties involved in each stage
2. Establish the role of the police officer with respect to the purposes of the criminal justice system.	<ul style="list-style-type: none"> • Clear determination of the role of the police officer
3. Assess the different consequences of a judicial intervention for a victim, a witness and an accused person.	<ul style="list-style-type: none"> • Correct assessment of the consequences of a judicial intervention for the persons involved and their environment
4. Collaborate with different parties in the choice and administration of criminal sanctions.	<ul style="list-style-type: none"> • Transmission of relevant information • Objective and well-balanced assessment of the persons accused or convicted • Appropriate choice of surveillance measures

Code: 009H

Objective	Standard
<p>Statement of the Competency</p> <p>To interact with clienteles belonging to various cultural and ethnic communities.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In everyday occupational situations encountered by police officers and involving relations with multicultural and multiethnic clienteles
Elements of the Competency	Performance Criteria
1. Establish the significance of immigration in the development of Québec society.	<ul style="list-style-type: none"> • Reference to contemporary immigration issues in Québec
2. Analyze the opinions and behaviour of individuals according to their cultural and ethnic background.	<ul style="list-style-type: none"> • Recognition of the characteristics of the cultural and ethnic communities to which individuals belong • Relevant explanation of the opinions and behaviour of individuals in terms of their cultural and ethnic background
3. Recognize the signs of intolerance toward cultural and ethnic communities.	<ul style="list-style-type: none"> • Recognition of obstacles to intercultural communication • Recognition of signs of racial profiling • Recognition of attacks on an individual's fundamental rights
4. Establish contacts with individuals belonging to different cultural and ethnic communities.	<ul style="list-style-type: none"> • Demonstration of open-mindedness and respect • Recognition of the characteristics and needs of different clienteles
5. Assess their ability to deal with individuals belonging to various cultural and ethnic communities.	<ul style="list-style-type: none"> • Recognition of their spontaneous reactions to different types of cultural behaviours • Recognition of the difference between the behaviours expected of a police officer and their spontaneous reactions • Assessment of their personal progress in terms of open-mindedness to clienteles belonging to various cultural and ethnic communities

Code: 00A4

Objective**Standard****Statement of the Competency**

To exercise the powers and duties of a police officer as regards Québec laws and municipal bylaws.

Achievement Context

- In everyday occupational situations encountered by police officers
- Using the *Code of Penal Procedure*, provincial laws and municipal bylaws
- Using the documentation generally used by police officers

Elements of the Competency**Performance Criteria**

1. Record that an offence has been committed.

- Organized gathering of facts and available data
- Formulation of a relevant hypothesis as to the law or bylaw in question and to the exact nature of an offence that may have been committed
- Accurate recognition of an offence:
 - by determining the relevant section or sections of a Québec law or municipal bylaw
 - by establishing an accurate link between each of the relevant facts and the constituent elements of the offence
 - by establishing the possible sentence
- Careful application of objective and subjective criteria for concluding that there are reasonable grounds to believe that an offence has been committed

2. Fill out a statement of offence.

- Choice of an appropriate form of a statement of offence
- Rapid writing up of the full statement of offence

3. Choose a method of service.

- Choice of an appropriate method of service according to the *Code of Penal Procedure*

Code: 009J

Objective	Standard
Statement of the Competency To establish that a crime has been committed.	Achievement Context <ul style="list-style-type: none"> • For the most common crimes recorded by police officers in their occupational functions • Using the <i>Criminal Code of Canada</i> and its related laws, as well as the <i>Canadian Charter of Rights and Freedoms</i>
Elements of the Competency	Performance Criteria
1. Record that a crime has been committed.	<ul style="list-style-type: none"> • Organized gathering of facts and available information • Determination of the nature of the crime committed • Accurate determination of the relevant section or sections of the <i>Criminal Code of Canada</i> by defining the constituent elements of the crime, the type of prosecution, the category of the crime and the possible sentence • Thorough analysis of the constituent elements of the crime in relation to the relevant facts
2. Determine individuals liable to undergo criminal proceedings.	<ul style="list-style-type: none"> • Distinction of the different ways of participating in a crime • Careful application of objective criteria for determining an individual's participation in a crime
3. Assess the possibility of a suspect raising a defence against the gathered evidence.	<ul style="list-style-type: none"> • Appropriate application of the principle of the presumption of innocence • Correct distinction of the different and special methods of defence • Appropriate application, during a criminal trial, of constitutional principles concerning the possible use or exclusion of evidence obtained by violating a fundamental right assured by the <i>Canadian Charter of Rights and Freedoms</i>

Objective**Standard****Statement of the Competency**

To use software related to the work of police officers.

Achievement Context

- In everyday occupational situations encountered by police officers
- Referring to the standards set by the École nationale de police du Québec (ÉNPQ) for filling out forms and reports
- Using the Centre de renseignements en techniques policières (CRTP)

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Use software associated with producing reports and documents related to police work. 2. Use software associated with the use of a digital camera. 3. Use databases related to criminal incidents and to traffic. 4. Use search engines on the Web. | <ul style="list-style-type: none"> • Appropriate use of the basic features of word-processing software • Correctly filled out forms • Formatting of narrative accounts in keeping with standards set by the ÉNPQ • Careful use of the basic features of presentation software to produce an informative document • Appropriate use of the basic features of the camera • Appropriate use of picture transfer software • Correct transfer of pictures to a file or database • Appropriate choice of search fields • Correct entering of search data • Obtaining of all available, relevant information related to a case • Observance of standards and rules governing the consultation of databases • Observance of standards and rules governing the management of the information obtained • Appropriate choice of search engines • Correct use of the Boolean search method |
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Code: 046H

Objective**Standard****Statement of the Competency**

To intervene at a crime scene as the first responder.

Achievement Context

- At the time of incidents of a criminal nature that may require an investigation or an arrest, except in cases of high-risk crime and use of force
- Using the material and equipment generally used by police officers
- Using apparatus and software available to police officers

Elements of the Competency**Performance Criteria**

1. Receive a call related to a criminal event.

- Appropriate use of communication apparatus
- Gathering of relevant information from the caller and information banks
- Appropriate judgment with respect to the urgency of the call and dangers presented by the situation
- Careful analysis of the nature and scope of the event
- Observance of the spheres of authority granted to police officers by law, by the Ministère de la Sécurité publique with respect to police practices, and by the internal directives of police organizations
- Clear definition of the action to be taken and of its effective distribution between the responders

2. Take measures with a view to protecting individuals.

- Rapid recognition and securing of victims, complainants, witnesses, suspects and other individuals at the scene
- Immediate gathering of information possibly leading to the identification and rapid arrest of one or more suspects
- Immediate gathering of information likely to result in rapidly establishing the crime scene

3. Take measures with a view to protecting a crime scene.

- Establishment of an appropriately protected perimeter around the crime scene
- Choice of appropriate measures for protecting material evidence (clues)
- Rigorous maintenance of the security of the perimeter

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| 4. Arrest an individual. | <ul style="list-style-type: none"> • Observance of legal requirements related to the arrest and release of a suspect • Observance of the rules of police ethics and discipline • Demonstration of ethical judgment |
| 5. Search for and identify potential witnesses. | <ul style="list-style-type: none"> • Locating of potential witnesses • Recognition of the quality of the witnesses • Transmission of clear information to witnesses with regard to the consequences of giving information |
| 6. Take photographs of the crime scene. | <ul style="list-style-type: none"> • Application of technical and statutory rules related to taking photos |
| 7. Record the topographical elements of the crime scene. | <ul style="list-style-type: none"> • Accuracy of measurements of crime scene elements in relation to permanent elements of the scene • Detailed sketch of the crime scene including accurate statement of measurements and other essential elements |
| 8. Proceed to search for and to gather and label material evidence (clues) at the crime scene. | <ul style="list-style-type: none"> • Systematic search of the crime scene • Location of clues accurately recorded • Systematic gathering of material clues and use of measures for protecting and preserving them • Correct distinction of the nature and source of clues found at the crime scene • Accurate labelling of each clue • Association of each clue to the type of analysis required |
| 9. Lock away charged individuals. | <ul style="list-style-type: none"> • Rigorous application of locking away procedures • Observance of rules of police ethics and discipline |
| 10. Proceed to identify a criminal. | <ul style="list-style-type: none"> • Use of measures to ensure that the hands of the person to be fingerprinted are clean • Appropriate use of the bertillonage system • Observance of the procedure used to obtain a bodily substance for DNA analysis |
| 11. Transmit information relating to the incident. | <ul style="list-style-type: none"> • Transmission of advice to the persons concerned • Proper writing up of an occurrence report • Transmission of information useful for the investigation • Appropriate communication with the investigators |

Objective	Standard
Statement of the Competency To defend themselves against physical blows.	Achievement Context <ul style="list-style-type: none"> • In situations of combat between two individuals of different build
Elements of the Competency	Performance Criteria
1. Assess the dangers presented by a combat.	<ul style="list-style-type: none"> • Rapid, accurate recognition of warning signs of physical blows
2. Adopt a safe position.	<ul style="list-style-type: none"> • Observance of minimal distance in relation to danger factors • Demonstration of external signs indicating a maximum degree of concentration • Proper position of body with respect to an attack: <ul style="list-style-type: none"> – 45-degree angle – left leg forward for right-handed person – hands at the side of the body – weight equally distributed between both legs
3. Carry out blocks and ducking.	<ul style="list-style-type: none"> • Rapid movement and effective blocks: <ul style="list-style-type: none"> – upper body and counterattack – outside body and counterattack – inside body and counterattack – lower body and counterattack • Respect for the other person
4. Carry out physical blows.	<ul style="list-style-type: none"> • Rapid execution of blows: <ul style="list-style-type: none"> – forward punch – forward counterpunch – elbow blow – backhand punch – front kick to middle body and lower body – front kick to lower body • Respect for the other person
5. Carry out joint holds.	<ul style="list-style-type: none"> • Rapid body movement and effective control of: <ul style="list-style-type: none"> – arm – arm at the armpit – shoulder – wrist • Respect for the other person
6. Assess their intervention.	<ul style="list-style-type: none"> • Accurate determination of the strengths and weaknesses of their intervention • Determination of appropriate corrective measures

Objective	Standard
<p>Statement of the Competency</p> <p>To work in partnership with different community resources.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In everyday occupational situations encountered by police officers • Referring to different response protocols specific to clientele such as victims of conjugal violence, victims of sexual assault, individuals with mental health problems, the elderly, etc.
Elements of the Competency	Performance Criteria
1. Gather information on the different resources in a given area.	<ul style="list-style-type: none"> • Identification of useful information for police officers about all community resources in an area
2. Establish partnerships with different community resources.	<ul style="list-style-type: none"> • Appropriate presentation technique • Clear definition of type of possible collaboration • Demonstration of attitudes and behaviours favourable to maintaining a partnership
3. Analyze situations possibly requiring recourse to community resources.	<ul style="list-style-type: none"> • Identification of elements possibly related to a problematic situation • Formulation of a likely hypothesis as to the nature of the problem
4. Refer an individual in difficulty to a community resource.	<ul style="list-style-type: none"> • Appropriate choice of resource • Communication of relevant information about available resources • Appropriate use of presentation and communication techniques with the clientele • Appropriate choice of follow-up measures
5. Apply specific response protocols to certain clientele.	<ul style="list-style-type: none"> • Observance of protocols established between police organizations and other responders

Code: 046K

Objective**Standard****Statement of the Competency**

To intervene at a fire or other emergency situation as the first responder.

Achievement Context

- In everyday occupational situations encountered by police officers
- Using a portable extinguisher or a hose cabinet
- Using documents on dangerous products
- Referring to relevant legislation

Elements of the Competency**Performance Criteria**

1. Recognize situations presenting risks of fire, explosion or mass contamination.

- Recognition of signs of potential risks of fire, explosion or contamination
- Identification of dangerous situations with respect to:
 - hazardous materials, electrical or heating systems
 - the layout and utility of the scene

2. Intervene at a fire.

- Correct detection of signs of a fire in a building
- Correct assessment of risks for individuals and property
- Search for and evacuation of individuals using appropriate techniques
- Choice of appropriate measures for preventing spread of flames
- Choice of appropriate measures for rapidly putting out a fire on an individual
- Appropriate moving out of the danger zone of an indisposed individual
- Correct identification and preservation of evidence related to arson
- Clear and accurate description of the situation for specialized resources
- Effective assistance given to specialized resources during the intervention

3. Intervene in a situation presenting a risk of explosion or contamination.

- Correct assessment of risks
- Careful choice of necessary protective measures
- Clear and accurate communication to specialized resources of signs observed
- Effective assistance given to specialized resources during the intervention

4. Intervene in the case of a hazardous material spill.
 - Identification of the hazardous material involved
 - Establishment of an appropriate security perimeter.
 - Clear and accurate description of the scene to specialized resources
 - Effective assistance given to specialized resources during the intervention

Objective**Standard****Statement of the Competency**

To carry out police interventions requiring help or assistance in minor incidents.

Achievement Context

- Given situations related to minor incidents involving different clienteles and not involving verbal threats or physical violence, such as minor conflicts, motorists in difficulty, or feelings of insecurity because of prowlers
- Using the material and equipment generally used by police officers
- Using laws, directories and leaflets
- Using software available to police officers

Elements of the Competency**Performance Criteria**

1. Receive a request for help or assistance and visualize the problem.

- Gathering of relevant information from individuals and police information banks
- Transmission of appropriate instructions to the individual communicating the information
- Correct establishment of a link between the nature of a problem and legal references

2. Gather and analyze information at the scene.

- Application of observation methods
- Gathering of relevant information prior to an intervention
- Appropriate application of criminology concepts
- Accurate representation of a problem and the associated risks
- Choice of an appropriate intervention

3. Take security measures.

- Application of security measures related to approaching the scene
- Application of security measures related to individuals and property

4. Intervene in a problematic situation.

- Application of basic communication techniques
- Demonstration of behaviour adapted to different clienteles
- Application of techniques related to the role of mediator
- Recourse to appropriate internal and external resources
- Recourse to appropriate community resources
- Observance of rules of police ethics and discipline
- Demonstration of ethical judgment

5. Write up a circumstantial report and plan a follow-up of the intervention.
 - Accurate determination of all individuals involved in the problematic situation
 - Detailed description of the intervention and measures taken
 - Choice of appropriate corrective measures
6. Verbally inform their supervisor or their colleagues and assess their intervention.
 - Accuracy of the verbal report
 - Recognition of the strengths and weaknesses of their intervention
 - Choice of appropriate corrective measures

Objective	Standard
Statement of the Competency To defend themselves in hand-to-hand combats.	Achievement Context <ul style="list-style-type: none"> • In situations of combat between two individuals of different build • Using arm, collar and neck holds
Elements of the Competency	Performance Criteria
1. Assess the dangers presented by a combat.	<ul style="list-style-type: none"> • Rapid and accurate recognition of warning signs of a hand-to-hand combat
2. Adopt a safe position.	<ul style="list-style-type: none"> • Observance of minimal distance in relation to danger factors • Demonstration of external signs indicating a maximum degree of concentration • Proper position of body with respect to an attack: <ul style="list-style-type: none"> – 45-degree angle – left leg forward for right-handed person – hands at the side of the body – body weight distributed equally on both legs
3. Carry out throws and takedowns.	<ul style="list-style-type: none"> • Rapid movement of the body and effective throws: <ul style="list-style-type: none"> – lower body throw – head throw – major outer takedown – minor outer takedown – arm throw and leg block – minor inner takedown • Demonstration of security measures when falling forward, backward and sideways • Respect for the other person
4. Carry out holds, armlocks and restraints.	<ul style="list-style-type: none"> • Safe execution of: <ul style="list-style-type: none"> – three-point hold in ground position – joint holds
5. Carry out joint holds.	<ul style="list-style-type: none"> • Rapid movement of body and effective control of: <ul style="list-style-type: none"> – elbow – wrist – shoulder
6. Assess their intervention.	<ul style="list-style-type: none"> • Accurate determination of the strengths and weaknesses of their intervention • Determination of appropriate corrective measures

Code: 009Q

Objective**Standard****Statement of the Competency**

To exercise the powers and duties of a police officer in criminal matters.

Achievement Context

- At the time of incidents possibly requiring the enforcement of power of arrest without warrant and excluding any form of physical control or use of force
- Using the documentation generally used by police officers

Elements of the Competency**Performance Criteria**

1. Enforce power of arrest.

- Organized gathering of available facts and information
- Recognition of the category of a possible criminal offence
- Appropriate decision with respect to either obtaining, if necessary and if possible, an arrest warrant issued by a justice of the peace, or to the existence or nonexistence of power of arrest without warrant conferred by law to peace officers
- Correct assessment of the opportunity to proceed with the arrest of a suspect
- Application of the general procedure for arrest in accordance with relevant constitutional and legal principles
- Articulation of coherent and accurate legal arguments
- Observance of rules of police ethics and discipline
- Demonstration of ethical judgment

2. Decide to release or to detain, before the appearance in court, a person in custody.

- Appropriate use of duties or powers related to the administration of an individual's release
- Complete writing up of necessary documents

3. Issue an appearance notice, a promise to appear, and a recognizance contracted in front of a peace officer.

- Appropriate choice of a procedure to constrain an individual to appear in court
- Writing up in conformity with the requirements of the *Criminal Code of Canada*

4. Assess the constitutional and legal aspects of a police investigation.
- Rigorous application of relevant constitutional principles
 - Proper application of rules of law relating to methods of investigating individuals and their activities
 - Proper application of rules relating to the necessary procedures for investigating a place or an object
 - Correct assessment of the probability of using or excluding a piece of evidence during a criminal trial

Objective	Standard
<p>Statement of the Competency</p> <p>To plan and apply intervention strategies that are preventive, repressive and community-oriented.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • With regard to recurrent crimes that are the subject of tactical analysis by police organizations, such as robberies, breaking and enterings, vandalism, misconduct, etc., or situations of social disorder creating a feeling of insecurity, such as street gangs • Using the material required to carry out an intervention • Relying on statistics, surveys on victimization and existing prevention programs • Using software available to police officers
Elements of the Competency	Performance Criteria
1. Identify a criminality problem.	<ul style="list-style-type: none"> • Consultation of all available sources of information • Choice of relevant data • Application of an analysis method for criminality • Recognition of the problem
2. Analyze data relating to the problematic situation.	<ul style="list-style-type: none"> • Accurate determination of the suspects • Accurate determination of the occurrence of a crime • Accurate determination of target spots • Accurate determination of the <i>modus operandi</i>
3. Explore solutions.	<ul style="list-style-type: none"> • Examination of different intervention strategies that are preventive, repressive and community-oriented • Recognition of relevant and realistic strategies
4. Develop an intervention strategy.	<ul style="list-style-type: none"> • Choice of a relevant strategy • Clear definition of activity priorities and areas of intervention • Determination of specific and accurate objectives • Drawing up of an accurate and complete activity schedule • Planning of resources required for each activity • Determination of suitable security measures for the interventions

5. Carry out the interventions.

- Appropriate choice and use of material and equipment
- Efficient coordination of tasks
- Observance of surveillance, clearing and identity check techniques
- Effective communication with different partners
- Effective supervision of activities
- Detailed recording of observations and findings made during the interventions
- Detailed and accurate reports
- Demonstration of safety-oriented attitudes and behaviours during the interventions
- Observance of rules of police ethics and discipline
- Demonstration of ethical judgment

6. Assess the interventions.

- Correct assessment of the results in terms of the objectives
- Assessment of the positive and negative effects of the interventions
- Planning of relevant follow-up measures

Code: 009R

Objective	Standard
Statement of the Competency To manage stress inherent in police work.	Achievement Context <ul style="list-style-type: none"> • In everyday or critical occupational situations encountered by police officers
Elements of the Competency	Performance Criteria
1. Recognize the causes and consequences of stress specific to police work.	<ul style="list-style-type: none"> • Identification of stressors specific to police work • Identification of the physical, psychological and social aspects of stress specific to police work • Recognition, in themselves and in others, of the physical, psychological and social responses to stress
2. Put into practice stress management strategies in everyday situations.	<ul style="list-style-type: none"> • Appropriate application of different stress management strategies before, during and after being exposed to a stressor
3. Guard against the serious consequences of stress specific to police work, or react to them.	<ul style="list-style-type: none"> • Recognition of factors likely to cause any one of these consequences • Observation of signs specific to any one of these consequences • Appropriate application of different stress management strategies with a view to guarding against any one of these consequences or to facing up to it

Objective	Standard
Statement of the Competency To put into practice specialized police communication techniques.	Achievement Context <ul style="list-style-type: none"> • At the time of events of a criminal nature • Using software available to police officers
Elements of the Competency	Performance Criteria
1. Interview a victim, a complainant or a witness.	<ul style="list-style-type: none"> • Drawing up of an interview plan appropriate to the event in question • Appropriate securing of the victim, complainant or witness • Demonstration of behaviours favourable to creating an atmosphere of trust and cooperation • Formulation of relevant questions with a view to obtaining an accurate description of an event • Accurate and relevant note taking • Appropriate reading of a complete deposition • Clear and accurate data with respect to victim aid resources • Observance of rules of police ethics and discipline • Demonstration of ethical judgment • Identification of relevant testimonial evidence
2. Interrogate a suspect or an offender.	<ul style="list-style-type: none"> • Drawing up of an interrogation plan appropriate to the event in question • Gathering and careful examination of data relating to the event • Gathering of all relevant information on the individual to be interrogated • Use of effective security measures • Establishment of a bond of trust with the individual • Observance of legal measures for ensuring the admissibility of a suspect's confession • Appropriate use of the basic interrogation technique • Accurate decoding of verbal and nonverbal signs made by the individual being interrogated • Recording of the statement in the words of the individual being interrogated • Observance of rules of police ethics and discipline • Demonstration of ethical judgment • Identification of relevant testimonial evidence

3. Adapt an interview or an interrogation to a specific clientele.
 - Observance of the spheres of authority granted to police officers by the law, by the Ministère de la Sécurité publique, and by the internal directives of police organizations with respect to police practices
 - Consideration, when using approach and communication techniques, of the distinctive characteristics of children, adolescents, victims of sexual assault or conjugal violence, and other clienteles
 - Accurate decoding of verbal and nonverbal signs during interrogation in terms of the individual's social or cultural group
 - Verification of the credibility of the intermediary
 - Appropriate adaptation of the interview or interrogation plan
4. Record statements in an investigative report.
 - Appropriate choice of the order of presentation of statements
 - Accurate naming of individuals interviewed or interrogated
 - Accurate indication of the date, time and place of an interview or interrogation, and of the people present
 - Clear, complete recording of testimonies

Code: 009Z

Objective**Standard****Statement of the Competency**

To exercise the powers and duties of a police officer in matters of road safety.

Achievement Context

- In occupational situations encountered by police officers
- Using the *Highway Safety Code* and related regulations, the directory of offences generally used by police officers, the *Code of Criminal Procedure*, driver's licences, car registration and insurance certificates

Elements of the Competency**Performance Criteria**

1. Record the commission of criminal offences as regards road safety or road transport.

- Use of appropriate legal and technical terms
- Correct determination of methods, legal powers and situations allowing them to establish that an offence has been committed
- Accurate recognition of offences:
 - by classifying them in the correct category of the titles of the *Highway Safety Code* and its related regulations
 - by establishing an accurate link between each of the relevant facts and the constituent elements of the offence
 - by establishing the possible sentence and the number of demerit points involved
- Appropriate choice of police interventions that are preventive, repressive and community-oriented

2. Fill out a statement of offence and a notice of nonconformity.

- Efficient consultation of the alphabetical indexes of the *Highway Safety Code* and other available search tools in order to obtain the necessary information
- Appropriate decision as to whether or not a statement of offence should be issued
- Rapid and complete writing up of a statement of offence
- Appropriate decision as to whether or not a notice of nonconformity should be issued

3. Decide to use special powers.

- Appropriate decision concerning powers to:
 - hold, confiscate, move or store a motor vehicle
 - to make an arrest without warrant or to carry out a search in accordance with the *Code of Criminal Procedure* and the *Criminal Code of Canada*

4. Choose a method of serving the statement of offence.
- Choice of an appropriate method of service according to the *Code of Penal Procedure*
 - Respect of the clientele and observance of rules of police ethics and discipline

Objective**Standard****Statement of the Competency**

To carry out police interventions related to impaired driving under the influence of alcohol or drugs.

Achievement Context

- In situations involving:
 - driving
 - the care or control of a motor vehicle
- Using the *Highway Safety Code*, the *Criminal Code of Canada* and documentation generally used in these situations
- With the help of an approved screening device
- Referring to physical coordination tests found in the *Highway Safety Code*

Elements of the Competency**Performance Criteria**

1. Recognize the signs of intoxication by alcohol or drugs.

- Identification of all verbal and nonverbal signs possibly related to intoxication by alcohol or drugs
- Correct distinction between signs related to intoxication by alcohol and those related to intoxication by drugs

2. Apply intervention procedures.

- Observance of the spheres of authority granted to police officers by law, by the Ministère de la Sécurité publique with respect to police practices, and by the internal directives of police organizations
- Observance of the provisions of the *Canadian Charter of Rights and Freedoms*
- Determination of the relevance of using standard impaired driving tests
- Observance of procedures for using standard impaired driving tests
- Determination of the relevance of using an approved screening device
- Determination of the relevance and legality of demanding a breath or blood sample
- Observance of the procedure for obtaining a breath sample when a breath analyzer is used
- Clear communication of the order to provide a breath or blood sample
- Observance of the procedure for obtaining the telewarrant required to take a blood sample when the suspect is unconscious
- Detection of any abnormality when making a brief mechanical inspection of the motor vehicle
- Correct writing up and serving of legal documents

3. Write up reports.

- Presence of full, accurate information relating to the intervention, erratic driving, behaviour of the suspect, other observations, communication of rights, inspection of the motor vehicle, procedures relating to analyses and their results, and other relevant information

Code: 009X

Objective**Standard****Statement of the Competency**

To analyze and communicate proof of criminal offences.

Achievement Context

- In situations bringing into play rules of evidence in criminal matters
- With regard to testimony used in an examination or cross-examination made before a court
- Using the *Canadian Charter of Rights and Freedoms*, the *Criminal Code of Canada*, the *Canada Evidence Act* and other relevant rules of law
- Using the material generally used by police officers during testimony in court

Elements of the Competency**Performance Criteria**

1. Assess the criminal evidence.

- Accurate determination of the relevance and probative value of each piece of admissible evidence

2. Transmit the evidence.

- Correct determination of the rules of law and directives relating to confidentiality and the diffusion of information contained in a police file
- Appropriate classification and arrangement of the constituent elements of a file
- Writing up of an occurrence report that complies with the requirements of police organizations and prosecutors
- Observance of principles of interpersonal and organizational communication for interacting with prosecutors

3. Prepare to testify.

- Correct determination of rules of law relating to testimony
- Clear distinction of subjects on which police officers must testify and of court procedures for doing so
- Command of the constituent elements of a file
- Clear distinction of examination and cross-examination techniques

4. Testify before a court.

- Accurate response, addressed to the judge, only to the questions asked
- Clear explanation of recorded facts
- Command of the constituent elements of a file
- Observance of the rules of evidentiary law commonly applying to the testimony of a police officer
- Application of relevant principles of verbal and nonverbal communication
- Observance of the decorum of a court hearing
- Demonstration of composure and self-discipline
- Observance of rules of police ethics and discipline

Code: 002E

Objective**Standard****Statement of the Competency**

To carry out police interventions relating to tobacco, alcohol, drugs or other addictive substances.

Achievement Context

- With regard to common offences related to tobacco, alcohol, drugs or other addictive substances
- Using the material and equipment generally used by police officers
- Using software available to police officers

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Assess the situation relating to alcohol, drugs and other addictive substances in a given area. 2. Analyze data gathered as a result of a public complaint or a flagrant offence. 3. Determine security measures in relation to an intervention. 4. Carry out verifications and investigations relating to offences in matters of tobacco, alcohol, drugs or other addictive substances, and also with regard to municipal bylaws. | <ul style="list-style-type: none"> • Detailed description of the criminality related to alcohol, drugs and other addictive substances: <ul style="list-style-type: none"> – identification of drinking establishments – identification of places of drug use and dealing – determination of types of drugs – determination of criminality related to a problematic situation • Correct application of observation methods • Appropriate use of police information banks • Recognition of an offence • Accurate determination of police powers with respect to the violation • Establishment of appropriate intervention methods • Choice of appropriate security measures • Observance of legal requirements and use of appropriate methods for collecting evidence • Accurate identification of licensees • Location of potential informers and gathering of information from them • Application of basic communication techniques • Report of a violation of municipal bylaws relating to public order, noise or protection of the environment • Careful application of knowledge relating to a police intervention involving young people in difficulty • Appropriate use of community resources • Observance of rules of police ethics and discipline • Demonstration of ethical judgment |
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5. Write up a report and ensure a follow-up.
 - Accurate and detailed report
 - Planning of relevant follow-up measures

Objective	Standard
Statement of the Competency To use defensive driving techniques.	Achievement Context <ul style="list-style-type: none"> • With a patrol car • On public roads • In variable weather conditions
Elements of the Competency	Performance Criteria
1. Check a motor vehicle before using it.	<ul style="list-style-type: none"> • Application of the procedure for checking: <ul style="list-style-type: none"> – the condition of the main components of a motor vehicle – the working order of a motor vehicle • Safe adjustment of the cab interior • Recognition of risk factors related to a motor vehicle
2. Put into practice the precepts of defensive driving on a public road.	<ul style="list-style-type: none"> • Safe starting up of a motor vehicle • Correct application of visual investigation (Smith System) • Recognition of risk factors related to driving • Informed choice of techniques and manoeuvres • Effective and safe application of techniques and manoeuvres related to driving • Observance of penal law with respect to driving a motor vehicle on a public highway • Demonstration of professional attitudes and behaviours when driving
3. Carry out precision manoeuvres.	<ul style="list-style-type: none"> • Coordinated driving of the motor vehicle • Correct application of techniques relating to: <ul style="list-style-type: none"> – vision – driving position – handling of controls • Correct execution of precision manoeuvres: <ul style="list-style-type: none"> – zigzag (forwards and backwards) – bottleneck and funnel – parking – passage of left wheels – 90-degree turn – precision stop – 180-degree turn • Observance of pass standards set by the ÉNPQ on a predefined precision course
4. Assess their driving.	<ul style="list-style-type: none"> • Critical assessment of their driving • Formulation of goals to attain and determination of the methods for doing so

Code: 00A1

Objective	Standard
Statement of the Competency To control a violent individual.	Achievement Context <ul style="list-style-type: none"> • In work situations involving one or two victims of assault
Elements of the Competency	Performance Criteria
1. Assess the dangers presented by different situations involving physical assault.	<ul style="list-style-type: none"> • Rapid and effective recognition of warning signs of physical assault • Careful assessment of the force required in relation to the threat involved and to statutory rules
2. Adopt a safe position.	<ul style="list-style-type: none"> • Observance of minimal distance in relation to danger factors • Demonstration of external signs indicating a maximum degree of concentration
3. Control a violent individual given predictable situations.	<ul style="list-style-type: none"> • Rapid ducking and: <ul style="list-style-type: none"> – effective control of an individual with hand-to-hand movements – effective control of an individual with movements to the joints – accurate blow to create a diversion and to safely disarm an individual of an object other than a bladed weapon or firearm – effective control of the individual and turning him or her over onto the stomach prior to handcuffing • Observance of rules of police ethics and discipline
4. Control a violent individual following physical provocation.	<ul style="list-style-type: none"> • Effective control of: <ul style="list-style-type: none"> – an individual who pushes with his or her arm – an individual who withdraws his or her arm – an individual who withdraws his or her arm in an upward movement • Observance of rules of police ethics and discipline

5. React to different physical assaults of a violent and unpredictable nature:
 - violent attacks with objects
 - attacks from behind
 - attempts to disarm from the holster
 - underhand attacks to the legs
 - other underhand attacks
 6. Assess their intervention.
- Rapid reaction to an assault and effective control of an individual using techniques in preparation for handcuffing
 - Observance of rules of police ethics and discipline
 - Accurate determination of the strengths and weaknesses of their intervention
 - Determination of appropriate corrective measures

Code: 046Q

Objective**Standard****Statement of the Competency**

To meet the physical requirements of police work.

Achievement Context

- In everyday occupational situations encountered by police officers and requiring specific physical skills

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Make a long-lasting effort of endurance by running. 2. Make a short, intense effort by running. 3. Carry out utilitarian muscular efforts. 4. Clear obstacles in different situations. 5. Carry out life-saving operations in water. | <ul style="list-style-type: none"> • Mechanics of effective, comfortable and safe running • Obtaining of a running time of 40 minutes for men and 48 minutes for women over a distance of 8 km • Observance of requirements of the Cooper Test, i.e. 2 700 m for men and 2 250 m for women in a time of 12 minutes • Attainment of a sufficient threshold of muscular endurance, strength and power to meet the requirements of police work • Approaching of different types of obstacles with confidence • Clearing of an obstacle with ease • Effective and safe landing • Demonstration of their ability to: <ul style="list-style-type: none"> – swim continuously over 200 m – swim continuously over 50 m when fully dressed – tread water on the spot for 3 minutes • Careful choice of the method to use to reach a victim • Safe approaching of the victim • Effective towing, with a floating aid, of a conscious or unconscious victim over a distance of 25 m, following an approach of 25 m. Both the victim and lifesaver are dressed. |
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Objective**Standard****Statement of the Competency**

To carry out police interventions related to traffic and traffic accidents.

Achievement Context

- In situations relating to traffic obstruction
- In situations relating to accidents involving a joint report of automobile accident, or material damage and requiring an accident report, or physical injuries, or a hit-and-run offence, or train accidents
- Using a first-aid kit, a radiotelephone, security cones, road flares and a tape to mark off an accident scene
- Using the *Highway Safety Code*
- Using software available to police officers

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Direct traffic in a rural or urban environment. 2. Receive a call concerning an accident involving motor vehicles and visualize the problem. 3. Take security measures at the accident scene. 4. Provide assistance to injured individuals. 5. Gather information at the accident scene. | <ul style="list-style-type: none"> • Appropriate choice and use of clothing and equipment • Adopting of a safe position and accurate performance of movements for directing traffic • Rapid and appropriate reaction to unpredictable situations • Effective use of authority • Gathering of relevant data and request for assistance from the appropriate resources • Proper judgment as to the nature of an accident and the urgency of a call • Establishment of a security perimeter and effective protection of the accident scene • Recognition of situations presenting risks of fire and explosion • Observance of the rules and techniques related to emergency first aid provided by the first responder • Gathering of all information required to produce an accident report • Localization, identification and protection of material evidence • Observance of statutory rules related to: <ul style="list-style-type: none"> – the identification of deceased victims – the attestation of death |
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6. Complete the intervention at the accident scene.
 - Application of measures required to rapidly restore traffic
 - Gathering and labelling of personal belongings left at the accident scene
 - Correct assessment of the behaviour of drivers, and issuing of a statement of offence to individuals who have violated the *Highway Safety Code*, a Québec law or a municipal bylaw
 - Observance of rules of police ethics and discipline
 - Demonstration of ethical judgment
7. Write up a report and plan a follow-up.
 - Complete and accurate accident report
 - Accurate sketch of the accident scene
 - Accurate determination of the relevance and probative value of gathered evidence
 - Choice of appropriate follow-up measures

Objective**Standard****Statement of the Competency**

To intervene with individuals in a crisis situation.

Achievement Context

- In everyday occupational situations encountered by police officers, but excluding any form of physical control or use of force
- Referring to different response protocols specific to clienteles such as victims of conjugal violence, victims of sexual assault, individuals with mental health problems, the elderly, etc.

Elements of the Competency**Performance Criteria**

1. Assess a situation.

- Recognition of an individual's condition
- Appropriate interpretation of a situation as a whole
- Choice of an appropriate intervention strategy

2. Intervene with an individual in a crisis situation.

- Demonstration of safety-oriented attitudes and behaviours
- Appropriate use of communication techniques
- Adaptation of their behaviour in terms of how the situation develops
- Rigorous application of response protocols
- Observance of rules of police ethics and discipline
- Demonstration of ethical judgment

3. Assess their intervention.

- Realistic assessment of the strengths and weaknesses of their intervention

<i>Objective</i>	<i>Standard</i>
Statement of the Competency To carry out a first-level criminal investigation.	Achievement Context <ul style="list-style-type: none"> • At the time of events of a criminal nature possibly requiring the enforcement of power of arrest, except in cases of high-risk crime and use of force • Using the material and equipment generally used by police officers • Using software available to police officers
Elements of the Competency	Performance Criteria
1. Draw up an investigation plan.	<ul style="list-style-type: none"> • Rigorous assessment of the event • Observance of the spheres of authority granted to police officers by the law, by the Ministère de la Sécurité publique and by the internal directives of police organizations with respect to police practices • Complete analysis of evidence • Classification in order of priority of the evidence to be gathered • Classification in order of priority of the witnesses to be met • Determination of required specialized resources • Correct establishment of grounds for intervention (entry, arrest, search) • Establishment of realistic scenarios in matters of entry, arrest, search and seizure
2. Intervene with a victim, a complainant or a witness.	<ul style="list-style-type: none"> • Correct application of interview techniques • Obtaining of relevant information • Relevant and accurate note taking • Accurate writing up of a statutory declaration • Transmission of correct information on the consequences of giving information • Clear and accurate data with respect to victim aid resources • Observance of rules of police ethics and discipline • Demonstration of ethical judgment
3. Analyze and classify in order of priority the gathered evidence.	<ul style="list-style-type: none"> • Detailed analysis of the gathered evidence

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| 4. Write up information with a view to obtaining arrest or search warrants. | <ul style="list-style-type: none"> • Recourse to the appropriate criminal information form • Observance of rules of writing with respect to the laws concerned |
| 5. Proceed with the arrest of a suspect. | <ul style="list-style-type: none"> • Observance of legal requirements related to the arrest and release of a suspect |
| 6. Proceed with searches and seizures. | <ul style="list-style-type: none"> • Observance of statutory rules relating to the execution of a warrant or a search telewarrant • Observance of rules of police ethics and discipline |
| 7. Interrogate a suspect or offender. | <ul style="list-style-type: none"> • Application of effective security measures • Observance of legal requirements • Appropriate application of rules relating to conducting an interrogation • Appropriate application of stress management rules • Observance of rules of police ethics and discipline • Demonstration of ethical judgment |
| 8. Build up an investigative file. | <ul style="list-style-type: none"> • Accurate determination of the relevance and probative value of each piece of gathered evidence • Observance of rules related to writing up an investigative report or a brief • Relevance of the conclusion of the report • Transmission of objective and qualified data concerning suspects |
| 9. Assist witnesses and victims in court. | <ul style="list-style-type: none"> • Securing of victims and witnesses • Transmission to victims of clear, accurate information on the different police, judicial and community-related procedures related to the investigation • Transmission to witnesses of complete, accurate explanations relating to the different stages of judicial proceedings and to their rights • Thorough revision of relevant evidence • Transmission to witnesses of relevant advice on the behaviour to adopt and the rules to respect during their testimony in court • Transmission to expert witnesses of accurate, detailed information on the progress of the case |

Code: 046S

10. Follow up the case with a view to a long-term solution.

- Appropriate integration of the results of the investigation with the tactical analysis of criminality
- Application of appropriate problem-solving measures

