

Police Technology (310.A0)

Sector 20 – Social, Educational and Legal Services

College Education Program

2017 Version

This document was produced by the Ministère de l'Éducation et de l'Enseignement supérieur.

2017 version

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Please note the modifications that have been made to the program of study
Police Technology – 310.A0, 2017 version

The modifications made to the program-specific component consist mainly of the:

- Addition of a competency focused on police interventions in the area of mental health problems or substance abuse problems (06EB)
- Integration of more explicit behaviours into all the competencies of the program-specific component
- Changing of the objective and standard of Competency 046Q *To meet the physical requirements of police work*, replacing it with 06F5 *Meet the specific physical requirements of police work*
- Withdrawal of a competency focused on using computer software programs.

Modifications were also made to the following competencies:

- 06DL Analyze the occupation of patrol officer and its organizational context.
- 06DY Interact with people belonging to various cultural and ethnic communities.
- 06E3 Work in partnership with different community resources.
- 06DR Interact with a diverse public.
- 06E1 Intervene at a crime scene.
- 06DV Provide emergency first aid.
- 06E4 Intervene at the scene of a fire or other emergency situations.
- 06EK Carry out police interventions related to traffic and traffic accidents.
- 06F4 Carry out police interventions related to impaired driving under the influence of alcohol or drugs.
- 06EC Exercise the powers and duties of a patrol officer in matters of road safety.
- 06EE Analyze and communicate proof of criminal offences.

Modifications approved in 2017

Modifications resulting from the dropping of the term “first responder” in the four objectives and standards for the following competencies:

009F To provide emergency first aid as the first responder.

046H To intervene at a crime scene as the first responder.

046K To intervene at a fire or other emergency situation as the first responder.

00A6 To carry out police interventions related to traffic and traffic accidents.

Modifications approved in 2011

The modification made involved a change to the special admission conditions:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, Section 2, as well as the following special conditions, where applicable:

Must have passed the following secondary-level course:

- Secondary IV Mathematics: Cultural, Social and Technical option

Modification approved in 2009

The modification made involved a change to the special admission conditions:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, Section 2, as well as the following special conditions, where applicable:

Must have passed the following secondary-level course:

- Mathematics 514 or a Secondary IV mathematics course that is determined by the Minister and that has objectives with a comparable degree of difficulty (426 or 436)

Modification approved in 2007

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Year of approval: 2017

Type of certification:	Diploma of College Studies
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Number of credits:	88 credits
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Number of periods of instruction:	2385 periods of instruction
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General education component:	660 periods of instruction
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Program-specific component:	1725 periods of instruction
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Admission Requirements:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, as well as the following special requirements, where applicable:

- Secondary IV Mathematics: Cultural, Social and Technical Option

College-Level Programs

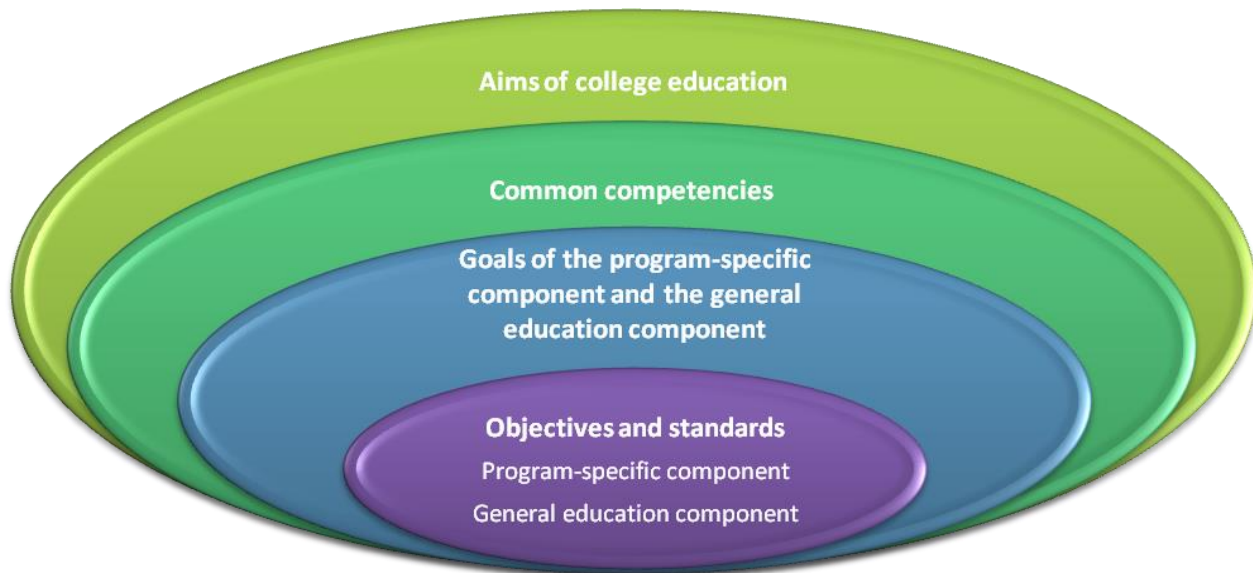
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

Figure 1 – Elements of a College-Level Program



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

Aims of College Education

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

The *Police Technology* Program

The *Police Technology* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the occupational 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 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 the occupation, but also a range of knowledge, skills and attitudes that will ensure their versatility.

The *Police Technology* program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of $61\frac{1}{3}$ credits.
- The general education component that is common to all programs consists of $16\frac{2}{3}$ credits:
 - Language of Instruction and Literature: $7\frac{1}{3}$ credits
 - Philosophy or Humanities: $4\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

Goals of the Program

Program-Specific Component

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

Educational aims in the program-specific component 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.

In keeping with the aims of college education, the program-specific component is also intended to educate students to live responsibly in society, to help them integrate cultural knowledge into their studies and, lastly, to help them master language as a tool for thought, communication and openness to the world.

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

- maturity and ethical judgment
- analytical skills
- autonomy and creativity
- spirit of teamwork and cooperation
- service to the public
- openness to diversity and social commitment

General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of twelve competencies associated with the three aims of college education:

- for the aim *To educate students to live responsibly in society*:
 - Demonstrate independence and creativity in thought and action
 - Demonstrate rational, critical and ethical thinking
 - Develop strategies that promote reflection on their knowledge and actions
 - Pursue the development of a healthy and active lifestyle
 - Assume their social responsibilities
- for the aim *To help students integrate cultural knowledge into their studies*:
 - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
 - Recognize the influence of the media, sciences or technology on culture and lifestyle
 - Analyse works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim *To help students master language as a tool for thought, communication and openness to the world*:
 - Improve communication in the second language
 - Master the basic rules of discourse and argumentation
 - Refine oral and written communication in the language of instruction

English, Language of Instruction and Literature

Students who have achieved the general education objectives in English, Language of Instruction and Literature,

- will be able to demonstrate their knowledge of the following:
 - the basic vocabulary and terminology used when discussing literary works
 - ways to apply an independent analytical approach to literary genres
 - ways to apply an independent analytical approach to literary themes
 - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
 - ways to identify the socio-cultural and historical context of different periods and movements
 - ways to refine oral and written communication in the language of instruction

- will be able to demonstrate their ability to do the following:
 - read, write, listen and speak at a college level of proficiency
 - develop their own ideas in arguments and theses
 - organize their arguments and theses in a discourse and edit their work
 - produce and analyze various styles of discourse
 - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
 - independence, individuality, and open-mindedness in thought and action
 - an appreciation of literature and other artistic works from different periods
 - a recognition of the role of media within a society and its culture
 - an awareness of strategies that foster self-reflective practice in their learning and actions
 - critical and ethical thought

Humanities

Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of the following:
 - the main concepts, limits and uses of a form of knowledge including significant historical reference points
 - the main concepts, limits and uses of a world view
 - the nature and organization of the basic elements of an ethical question
 - methods for coherent integration of concepts and the formulation and synthesis of ideas
 - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
 - describe, explain and organize the 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
 - recognize forms of creativity and original thought
 - 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
 - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
 - openness to diversity and pluralism
 - awareness of the limits of knowledge claims, world views and ethical perspectives
 - respect for the points of view of others
 - empathy and acceptance of others
 - concern for global issues
 - determination to continue learning

French as a Second Language

Students who have achieved the general education objectives in French as a Second Language,

- will be able to demonstrate their knowledge of the following:
 - different reading techniques
 - the formal elements needed to produce a structured text, both orally and in writing
 - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
 - question, analyze, judge and defend an argument in French
 - reflect on their knowledge and actions notably by revising their written productions
 - maintain social relationships and share in the cultural life of Québec
 - establish and maintain work-related relationships in French
- will be encouraged to develop the following attitudes:
 - openness to the various aspects of Québec culture
 - recognition and promotion of creativity
 - readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in physical education

- will be able to demonstrate their knowledge of the following:
 - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
 - the relationship between lifestyle, physical activity, physical fitness and health
 - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
 - the rules, techniques and conditions involved in different types of physical or sporting activity
 - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
 - give an initial account of their abilities, attitudes and needs
 - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
 - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
 - set goals that are realistic, measurable, challenging and situated within a specific time frame
 - improve their mastery of basic techniques and strategies associated with physical activities
 - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
 - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
 - use their creativity in physical activities
 - express their choice of activities in a clear and reasoned manner

- will be encouraged to develop the following attitudes:
 - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
 - awareness of the factors that encourage them to practise physical activity more often
 - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
 - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
 - respect for ethical behaviour when participating in a sport or a physical activity
 - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
 - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
 - readiness to adopt the values of discipline, effort, consistency and perseverance
 - readiness to promote, as a social value, the regular and sufficient practice of physical activity

Complementary General Education Component

Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

Goals of the Program-Specific Component

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

The program aims to help students who aspire to become patrol officers 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.

Patrol officers' 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 protect 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.

Patrol officers must react quickly to different situations, demonstrating good judgment and respecting the charters of rights and freedoms, laws and regulations, police ethics and the disciplinary rules of their organization.

In carrying out their duties, they must demonstrate great versatility when intervening in a preventive or repressive manner, showing concern for serving and protecting citizens in collaboration with partners and institutions that share their preoccupations and goals.

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

Objectives

Statements of the Competency

Program-Specific Component

- 06DL Analyze the occupation of patrol officer and its organizational context.
- 06DM Carry out criminological analyses of situations and contexts specific to police work.
- 06DN Adapt the principles and basic techniques of communication to the context of police intervention.
- 06DP Establish the roles and responsibilities of a patrol officer within the legal system of Québec.
- 06DQ Use observation methods.
- 06DR Interact with a diverse public.
- 06DS Interact with members of their organization.
- 06DT Intervene in situations of a private nature.
- 06DU Perform police activities within planned or supervised operations.
- 06DV Provide emergency first aid.
- 06DW Determine the role of the patrol officer in different situations involving young people in difficulty or young offenders.
- 06DX Establish the role of the patrol officer and other parties in the judicial process and in rehabilitation.
- 06DY Interact with people belonging to various cultural and ethnic communities.
- 06DZ Exercise the powers and duties of a patrol officer as regards Québec laws and municipal bylaws.
- 06E0 Establish that a crime has been committed.
- 06E1 Intervene at a crime scene.
- 06E2 Defend themselves against physical assault.
- 06E3 Work in partnership with different community resources.
- 06E4 Intervene at the scene of a fire or other emergency situations.
- 06E5 Carry out police interventions to provide help or assistance in minor incidents.
- 06E6 Defend themselves in hand-to-hand combats.
- 06E7 Exercise the powers and duties of a patrol officer in criminal matters.

- 06E8 Plan and apply intervention strategies that are preventive, repressive and community-oriented.
- 06E9 Manage stress inherent in police work.
- 06EA Put into practice specialized police communication techniques.
- 06EB Intervene with an individual with a mental health problem or a substance abuse problem.
- 06EC Exercise the powers and duties of a patrol officer in matters of road safety.
- 06F4 Carry out police interventions related to impaired driving under the influence of alcohol or drugs.
- 06EE Analyze and communicate proof of criminal offences.
- 06EF Carry out police interventions relating to tobacco, alcohol, drugs or other addictive substances.
- 06EG Use defensive driving techniques.
- 06EH Control a violent individual.
- 06F5 Meet the specific physical requirements of police work.
- 06EK Carry out police interventions related to traffic and traffic accidents.
- 06EL Intervene with individuals in a crisis situation.
- 06EM Conduct a first-level criminal investigation.

General Education Component Common to All Programs and General Education Component Specific to the Program

16⅔ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

4EA0 Analyze and produce various forms of discourse.

4EA1 Apply an analytical approach to literary genres.

4EA2 Apply an analytical approach to a literary theme.

4EAP Communicate in the forms of discourse appropriate to one or more fields of study.

Humanities

4HU0 Apply a logical analytical process to how knowledge is organized and used.

4HU1 Apply a critical thought process to world views.

4HUP Apply a critical thought process to ethical issues relevant to the field of study.

French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French.
- 4SF1 Communicate in standard French with some ease.
- 4SF2 Communicate with ease in standard French.
- 4SF3 Explore a cultural and literary topic.

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study.
- 4SFQ Communicate in French on topics related to the student's field of study.
- 4SFR Communicate with ease in French on topics related to the student's field of study.
- 4SFS Produce a text in French on a topic related to the student's field of study.

Physical Education

4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle.

4EP1 Improve one's effectiveness when practising a physical activity.

4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

- 000V Estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W Analyze one of the major problems of our time using one or more social scientific approaches.
- 000X Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y Resolve a simple problem by applying the basic scientific method.
- 000Z Communicate with limited skill in a modern language.
- 0010 Communicate on familiar topics in a modern language.
- 0067 Communicate with relative ease in a modern language.
- 0011 Recognize the role of mathematics or computer science in contemporary society.
- 0012 Use various mathematical or computer science concepts, procedures and tools for common tasks.
- 0013 Consider various forms of art produced according to aesthetic practices.
- 0014 Produce a work of art.
- 021L Consider contemporary issues from a transdisciplinary perspective.
- 021M Explore a contemporary issue from a transdisciplinary perspective.

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.

GENERAL COMPETENCIES

SPECIFIC COMPETENCIES

21

Program-Specific Component

Code: 06DL

Objective

Standard

Statement of the Competency	Achievement Context
Analyze the occupation of patrol officer and its organizational context.	<ul style="list-style-type: none"> Using recent data on the occupation of patrol officer and on police organizations Using recent data on police associations Using databases and digital tools required for police work Referring to laws and regulations governing police organizations

Elements of the Competency	Performance Criteria
1. Distinguish the scope of the territorial and absolute jurisdictions of patrol officers in organizations in Canada and Québec.	<ul style="list-style-type: none"> Recognition of the legal capacity for federal, provincial and municipal patrol officers to act within the scope of the territorial and absolute jurisdictions
2. Examine the areas of responsibility of: <ul style="list-style-type: none"> regulatory agencies different categories of personnel within police organizations 	<ul style="list-style-type: none"> Accurate understanding of the roles and powers of bodies that regulate the occupation and police organizations Accurate understanding of the roles and functions of the different categories of personnel within police organizations
3. Examine the tasks and operations related to the occupation of patrol officer.	<ul style="list-style-type: none"> Thorough examination of the operations, working conditions and performance criteria related to each task
4. Use databanks to search for information related to criminal and traffic offences.	<ul style="list-style-type: none"> Appropriate choice of search fields Accurate entering of search data Obtaining of all available relevant information Compliance with standards and rules governing: <ul style="list-style-type: none"> consultation of databanks management of the information obtained Demonstration of integrity
5. Examine the standards governing the production of reports that are an integral part of police work.	<ul style="list-style-type: none"> Correct identification of the different reports that are an integral part of police work Correct identification of ÉNPQ standards with respect to the production of reports
6. Examine the skills and behaviours required to practise the occupation.	<ul style="list-style-type: none"> Establishment of relevant connections between skills and behaviours and the different tasks performed by patrol officers Correct recognition of behaviours that comply with the <i>Code of ethics of Québec police officers</i> Correct understanding of the disciplinary codes of various police organizations Demonstration of discernment

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out criminological analyses of situations and contexts specific to police work.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol 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 • Demonstration of discernment
3. Assess the risks of criminal activity.	<ul style="list-style-type: none"> • Recognition of the characteristics of a person likely to commit a crime • Accurate assessment of situations conducive 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 • Demonstration of discernment

Objective**Standard**

Statement of the Competency	Achievement Context
Adapt the principles and basic techniques of communication to the context of police intervention.	<ul style="list-style-type: none"> In everyday occupational situations encountered by patrol officers

Elements of the Competency	Performance Criteria
1. Decode verbal and non-verbal messages.	<ul style="list-style-type: none"> Detection 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 skills.	<ul style="list-style-type: none"> Respecting rules related to effective listening Respecting rules related to the effective transmission of information Demonstration of self-respect and respect for others, empathy
4. Assess their communication style as a person of authority.	<ul style="list-style-type: none"> Identification of strengths and weaknesses in their verbal and non-verbal communication Determination of appropriate means for improving their communication style as a person in a position of authority Demonstration of introspection, discernment and judgment

Objective**Standard**

Statement of the Competency	Achievement Context
Establish the roles and responsibilities of a patrol officer within the legal system of Québec.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol officers • Using the <i>Criminal Code of Canada</i> and its related laws, the <i>Civil Code of Québec</i>, the <i>Canadian Charter of Rights and Freedoms</i>, the <i>Québec Charter of Human Rights and Freedoms</i>, and the <i>Code of ethics of Québec police officers</i>
Elements of the Competency	Performance Criteria
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 criminal 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 interventions and the roles required
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 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

Elements of the Competency	Performance Criteria
3. Assess the constitutional and legal aspects of police interventions.	<ul style="list-style-type: none"> • 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 <i>Canadian Charter of Rights and Freedoms</i>, the <i>Québec Charter of Human Rights and Freedoms</i>, and the <i>Code of ethics of Québec police officers</i> • Correct assessment of the consequences on a trial of evidence obtained by violating a fundamental right assured by the <i>Canadian Charter of Rights and Freedoms</i> • Demonstration of self-respect and respect for others, open-mindedness and discernment

Objective**Standard**

Statement of the Competency	Achievement Context
Use observation methods.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol officers • Using binoculars, a portable radio telephone and a portable recording device
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 • Demonstration of self-respect and respect for others, open-mindedness and discernment
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 • Demonstration of thoroughness

Objective**Standard**

Statement of the Competency	Achievement Context
Interact with a diverse public.	<ul style="list-style-type: none"> In situations requiring a patrol officer to interact with people who are at risk of being marginalized, such as people who are gay and lesbian, people with physical or intellectual disabilities, people suffering from autism spectrum disorder, the elderly, the poor or the homeless

Elements of the Competency	Performance Criteria
1. Analyze the ways different individuals think and behave, in light of their social group.	<ul style="list-style-type: none"> Recognition of the factors upon which social differentiation is based Wise use of the concepts of analysis of marginality
2. Recognize signs of social intolerance.	<ul style="list-style-type: none"> Recognition of obstacles to social tolerance Recognition of instances of social exclusion
3. Establish contacts with a diverse public.	<ul style="list-style-type: none"> Recognition of the characteristics and needs of different people Demonstration of open-mindedness, and self-respect and respect for others
4. Assess their own ability to develop relationships with different people.	<ul style="list-style-type: none"> Recognition of their own spontaneous reactions with respect to social diversity Recognition of the differences between the behaviours expected of a patrol officer and their own spontaneous reactions Assessment of their personal progress in terms of their open-mindedness to different people Demonstration of discernment and introspection

Objective**Standard**

Statement of the Competency	Achievement Context
Interact with members of their organization.	<ul style="list-style-type: none"> In everyday occupational situations encountered by patrol 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 Demonstration of discernment and introspection
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 Demonstration of cooperation and collaboration, self-respect and respect for others
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 Demonstration of introspection, integrity, cooperation and collaboration, self-respect and respect for others

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene in situations of a private nature.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol officers • Using the documentation generally used by patrol officers
Elements of the Competency	Performance Criteria
1. Analyze situations of a private nature.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 • Demonstration of self-respect and respect for others, discernment, empathy, self-control and integrity

Objective**Standard**

Statement of the Competency	Achievement Context
Perform police activities within planned or supervised operations.	<ul style="list-style-type: none"> • In different situations such as a disaster, flood, 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 • Respecting the rules of police ethics and discipline • Demonstration of self-respect and respect for others, discernment, initiative, cooperation and collaboration, integrity

Elements of the Competency	Performance Criteria
4. Proceed with police interventions related to a disaster.	<ul style="list-style-type: none"> • Effective performance of police interventions found in the <i>Manuel de base de la sécurité civile du Québec</i> • Respecting the rules and procedures found in the <i>Manuel de base de la sécurité civile du Québec</i> • Respecting the rules of police ethics and discipline • Demonstration of self-respect and respect for others, discernment, initiative and integrity
5. Write up a circumstantial report.	<ul style="list-style-type: none"> • Accurate, detailed report • Demonstration of initiative, discernment and thoroughness

Objective**Standard**

Statement of the Competency	Achievement Context
Provide emergency first aid.	<ul style="list-style-type: none"> • In the presence of cardiopulmonary problems, different types of hemorrhage, burns and injuries • Using the materials and equipment required to provide first aid

Elements of the Competency	Performance Criteria
1. Assess the scene of an event and take the necessary security measures.	<ul style="list-style-type: none"> • 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 • Respecting the rules for protecting themselves from exposure to disease • Correct use of techniques for moving a victim • Demonstration of discernment and thoroughness
2. Assess the condition of a victim.	<ul style="list-style-type: none"> • 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 • Demonstration of initiative
3. Intervene as required.	<ul style="list-style-type: none"> • 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 • Respecting the response techniques applied to different injuries • Respecting the areas of responsibility of patrol officers • Respecting the rules of police ethics and discipline • Demonstration of self-respect and respect for others, collaboration and cooperation, integrity
4. Provide information to the personnel concerned.	<ul style="list-style-type: none"> • Clarity, accuracy, thoroughness and concision of the facts reported • Demonstration of self-control and thoroughness

Objective**Standard**

Statement of the Competency	Achievement Context
Determine the role of the patrol officer in different situations involving young people in difficulty or young offenders.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol 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
1. Assess the situation of a young person in difficulty or that of a young offender.	<ul style="list-style-type: none"> • Gathering of all relevant data • Correct assessment given the gathered data • Demonstration of discernment, thoroughness and integrity
2. Decide on the most effective police interventions in problematic situations relating to a young person in difficulty.	<ul style="list-style-type: none"> • Recognition of the role and powers of a patrol officer • Appropriate choice of police interventions • Rigorous application of different response protocols • Demonstration of discernment, collaboration and cooperation
3. Decide on the most effective police interventions in problematic situations relating to a young offender.	<ul style="list-style-type: none"> • Recognition of the role and powers of a patrol officer • Appropriate choice of preventive, repressive or community-oriented police interventions • Rigorous application of different response protocols • Demonstration of discernment, collaboration and cooperation

Objective**Standard**

Statement of the Competency	Achievement Context
Establish the role of the patrol officer and other parties in the judicial process and in rehabilitation.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol 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 patrol officer with respect to the purposes of the criminal justice system.	<ul style="list-style-type: none"> • Clear determination of the role of the patrol 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 • Demonstration of discernment, thoroughness and initiative

Objective**Standard**

Statement of the Competency	Achievement Context
Interact with people belonging to various cultural and ethnic communities.	<ul style="list-style-type: none"> In everyday occupational situations encountered by patrol officers and involving relations with people belonging to various cultural and ethnic communities, including Indigenous people
Elements of the Competency	Performance Criteria
1. Analyze the characteristics of various cultural and ethnic communities in Québec.	<ul style="list-style-type: none"> Recognition of the characteristics of the various communities Accurate analysis of the issues related to the various communities
2. Analyze the ways different individuals think and behave, in light of the cultural and ethnic community to which they belong.	<ul style="list-style-type: none"> Accurate analysis of the ways different individuals think and behave, in light of the cultural and ethnic community to which they belong
3. Recognize signs of intolerance towards different cultural and ethnic communities in Québec.	<ul style="list-style-type: none"> Recognition of the obstacles to intercultural and inter-ethnic communication Recognition of signs of racial profiling Recognition of violations of fundamental human rights
4. Establish contacts with people belonging to various cultural and ethnic communities.	<ul style="list-style-type: none"> Recognition of the characteristics and needs of different people Demonstration of open-mindedness, and self-respect and respect for others
5. Assess their own ability to develop relationships with people belonging to diverse cultural and ethnic communities.	<ul style="list-style-type: none"> Recognition of their own spontaneous reactions to various types of cultural behaviours Recognition of the differences between the behaviours expected of a patrol officer and their own spontaneous reactions Assessment of their personal progress in terms of their open-mindedness to people belonging to various cultural and ethnic communities Demonstration of discernment and introspection

Objective**Standard**

Statement of the Competency	Achievement Context
Exercise the powers and duties of a patrol officer as regards Québec laws and municipal bylaws.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol officers • Using the <i>Code of Penal Procedure</i>, provincial laws and municipal bylaws • Using the documentation generally used by patrol officers
Elements of the Competency	Performance Criteria
1. Record that an offence has been committed.	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 • Demonstration of discernment, initiative and integrity
2. Fill out a statement of offence.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Choice of an appropriate method of service according to the <i>Code of Penal Procedure</i> • Demonstration of discernment and initiative

Objective**Standard**

Statement of the Competency	Achievement Context
Establish that a crime has been committed.	<ul style="list-style-type: none"> For the most common crimes recorded by patrol 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> or its related laws 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 Demonstration of discernment
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 Demonstration of discernment
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> Demonstration of discernment

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene at a crime scene.	<ul style="list-style-type: none"> • 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 employed by patrol officers • Using apparatus and software available to patrol officers • Respecting the areas of responsibility of patrol officers
Elements of the Competency	Performance Criteria
1. Receive a call related to a criminal event.	<ul style="list-style-type: none"> • Appropriate use of communication apparatuses • 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 • Respecting the areas of responsibility granted to patrol officers by law, by the Ministère de la Sécurité publique with regard 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 • Demonstration of discernment, initiative, collaboration and cooperation
2. Take measures necessary to protect individuals.	<ul style="list-style-type: none"> • 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 • Demonstration of self-control
3. Take measures necessary to protect a crime scene.	<ul style="list-style-type: none"> • 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 • Demonstration of thoroughness and initiative

Elements of the Competency	Performance Criteria
4. Arrest an individual.	<ul style="list-style-type: none"> • Respecting legal requirements related to the arrest and release of a suspect • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Demonstration of self-respect and respect for others, and integrity
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 legal 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. Search for, 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. Detain charged individuals.	<ul style="list-style-type: none"> • Rigorous application of detention procedures • Respecting the rules of police ethics and discipline • Demonstration of self-respect and respect for others, integrity and thoroughness
10. Carry out the procedure for identifying an individual.	<ul style="list-style-type: none"> • Proper use of identification methods, such as the following: <ul style="list-style-type: none"> ○ taking of fingerprints ○ physical description of the individual, including any specific personal characteristics (tattoos, piercings, etc.) • Observance of the procedure used to obtain a sample of a bodily substance for DNA analysis
11. Transmit information relating to the incident.	<ul style="list-style-type: none"> • Advice given to the persons concerned • Proper writing up of an occurrence report • Transmission of information useful for the investigation • Appropriate communication with the investigators • Demonstration of thoroughness and initiative

Objective**Standard**

Statement of the Competency	Achievement Context
Defend themselves against physical assault.	<ul style="list-style-type: none"> In situations of combat between two individuals with different builds
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 assault
2. Adopt a safe position.	<ul style="list-style-type: none"> Respecting the minimal distance in relation to danger factors Demonstration of external signs indicating a maximum degree of concentration Demonstration of self-control 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 dodges.	<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 Demonstration of self-respect and respect for others Demonstration of integrity
4. Carry out physical impacts.	<ul style="list-style-type: none"> Rapid execution of tactical impacts: <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 Demonstration of self-respect and respect for others Demonstration of integrity
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 Demonstration of self-respect and respect for others Demonstration of integrity

Program-Specific Component

Elements of the Competency	Performance Criteria
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• Demonstration of discernment and introspection

Objective**Standard**

Statement of the Competency	Achievement Context
Work in partnership with different community resources.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol officers • Referring to different response protocols for specific populations such as victims of domestic violence, victims of sexual assault, individuals with mental health problems, the elderly, Indigenous people, immigrants, 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 patrol officers about all community resources in an area
2. Establish partnerships with different community resources.	<ul style="list-style-type: none"> • Appropriate introduction • Clear definition of type of possible collaboration • Demonstration of attitudes and behaviours favourable to maintaining a partnership • Demonstration of open-mindedness, self-respect and respect for others, collaboration and cooperation, and thoroughness
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 • Demonstration of discernment
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 • Demonstration of initiative
5. Apply specific response protocols to certain populations.	<ul style="list-style-type: none"> • Respecting protocols established between police organizations and other responders • Demonstration of self-respect and respect for others, collaboration and cooperation

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene at the scene of a fire or other emergency situations.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol officers • Using a portable extinguisher or a hose cabinet • Using documents on dangerous products • Referring to relevant legislation • Respecting the areas of responsibility of patrol officers
Elements of the Competency	Performance Criteria
1. Recognize situations presenting risks of fire, explosion or mass contamination.	<ul style="list-style-type: none"> • Recognition of signs of potential risks of fire, explosion or contamination • Identification of dangerous situations with respect to: <ul style="list-style-type: none"> ○ hazardous materials, electrical or heating systems ○ the layout and use of the premises • Demonstration of discernment
2. Intervene at the scene of a fire.	<ul style="list-style-type: none"> • 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 displacement techniques to remove an indisposed individual from the danger zone • 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 • Demonstration of initiative, discernment, thoroughness, collaboration and cooperation
3. Intervene in a situation presenting a risk of explosion or contamination.	<ul style="list-style-type: none"> • 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 • Demonstration of self-control, discernment, collaboration and cooperation

Elements of the Competency	Performance Criteria
4. Intervene in the case of a hazardous material spill.	<ul style="list-style-type: none">• 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• Demonstration of thoroughness, collaboration and cooperation

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out police interventions to provide help or assistance in minor incidents.	<ul style="list-style-type: none"> • 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 employed by patrol officers • Using laws, directories and leaflets • Using software simulating that employed by patrol officers

Elements of the Competency	Performance Criteria
1. Receive a request for help or assistance and visualize the problem.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Application of security measures related to approaching the scene • Application of security measures related to individuals and property
4. Intervene in a problematic situation.	<ul style="list-style-type: none"> • 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 • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Demonstration of self-respect and respect for others, initiative, open-mindedness, discernment and integrity

Program-Specific Component

Elements of the Competency	Performance Criteria
5. Write up a circumstantial report and plan a follow-up of the intervention.	<ul style="list-style-type: none">• Accurate determination of all individuals involved in the problematic situation• Detailed description of the intervention and measures taken• Choice of appropriate corrective measures• Demonstration of initiative
6. Verbally inform their supervisor or their colleagues and assess their intervention.	<ul style="list-style-type: none">• Accuracy of the verbal report• Recognition of the strengths and weaknesses of their intervention• Choice of appropriate corrective measures• Demonstration of thoroughness, discernment and introspection

Objective**Standard**

Statement of the Competency	Achievement Context
Defend themselves in hand-to-hand combats.	<ul style="list-style-type: none"> In situations of combat between two individuals with different builds 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 Demonstration of discernment
2. Adopt a safe position.	<ul style="list-style-type: none"> Respecting the 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 Demonstration of self-control
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 outside takedown minor outside takedown arm throw and leg block minor inside takedown Demonstration of security measures when falling forward, backward and sideways Demonstration of self-respect and respect for others Demonstration of integrity
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 Demonstration of discernment and introspection

Objective**Standard**

Statement of the Competency	Achievement Context
Exercise the powers and duties of a patrol officer in criminal matters.	<ul style="list-style-type: none"> • During incidents that might require the exercise of the power to arrest without warrant, excluding any form of physical control or use of force • Using the documentation generally used by patrol officers
Elements of the Competency	Performance Criteria
1. Exercise the power to arrest.	<ul style="list-style-type: none"> • 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 non-existence of the power to 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 • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Demonstration of discernment, self-respect and respect for others, thoroughness and integrity
2. Decide to release or to detain a person in custody, before his or her appearance in court.	<ul style="list-style-type: none"> • Appropriate use of duties or powers related to the administration of an individual's release • Complete writing up of necessary documents • Demonstration of discernment and thoroughness
3. Issue an appearance notice, a promise to appear, and a recognizance contracted in front of a peace officer.	<ul style="list-style-type: none"> • Appropriate choice of a procedure to constrain an individual to appear in court • Writing up in conformity with the requirements of the <i>Criminal Code of Canada</i>. • Demonstration of discernment and thoroughness

Elements of the Competency	Performance Criteria
4. Assess the constitutional and legal aspects of a police investigation.	<ul style="list-style-type: none">• 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• Demonstration of discernment and integrity

Objective**Standard**

Statement of the Competency	Achievement Context
Plan and apply intervention strategies that are preventive, repressive and community-oriented.	<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 and equipment required to carry out an intervention • Relying on statistics, surveys on victimization and existing prevention programs • Using software available to patrol 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 a criminality analysis method • Recognition of the problem • Demonstration of initiative and thoroughness
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 • Demonstration of discernment and thoroughness
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 • Demonstration of discernment and thoroughness

Elements of the Competency	Performance Criteria
5. Carry out the interventions.	<ul style="list-style-type: none"> • Appropriate choice and use of material and equipment • Efficient coordination of tasks • Respecting surveillance, clearing and identity verification 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 • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Demonstration of self-respect and respect for others, discernment, integrity, collaboration and cooperation
6. Assess the interventions.	<ul style="list-style-type: none"> • 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

Objective**Standard**

Statement of the Competency	Achievement Context
Manage stress inherent in police work.	<ul style="list-style-type: none"> • In everyday or critical occupational situations encountered by patrol 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 • Demonstration of discernment and introspection
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 • Demonstration of open-mindedness
3. Guard against or deal with the serious consequences of stress specific to police work.	<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 of these consequences or dealing with them • Demonstration of discernment

Objective**Standard**

Statement of the Competency	Achievement Context
Put into practice specialized police communication techniques.	<ul style="list-style-type: none"> • During events of a criminal nature • Using software simulating that employed by patrol 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 conducive 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 • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Identification of relevant testimonial evidence • Demonstration of self-respect and respect for others, integrity, open-mindedness, collaboration and cooperation
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 • Respecting legal measures for ensuring the admissibility of a suspect's confession • Appropriate use of the basic interrogation technique • Careful decoding of verbal and non-verbal signs made by the individual being interrogated • Recording of the statement in the words of the individual being interrogated • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Identification of relevant testimonial evidence • Demonstration of self-respect and respect for others, discernment, self-control and integrity

Elements of the Competency	Performance Criteria
3. Adapt an interview or an interrogation to a specific clientele.	<ul style="list-style-type: none"> • Respecting the areas of responsibility granted to patrol officers by the law, by the Ministère de la Sécurité publique with regard to police practices, and by the internal directives of police organizations • Consideration, when using approach and communication techniques, of the distinctive characteristics of children, adolescents, victims of sexual assault or domestic violence, and other clienteles • Careful decoding of verbal and non-verbal 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 • Demonstration of discernment
4. Record statements in an investigative report.	<ul style="list-style-type: none"> • 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 • Demonstration of thoroughness

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene with an individual with a mental health problem or a substance abuse problem. ¹	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol officers and involving individuals who suffer from: <ul style="list-style-type: none"> ○ a mental health problem, such as schizophrenia, bipolar disorder, delirium, anxiety or personality (borderline, anti-social, etc.) disorder, depression or a suicide crisis, etc. ○ substance abuse (different types of users, methods of administration, families of substances, etc.) • Using various intervention protocols • In collaboration with various resource persons
Elements of the Competency	Performance Criteria
1. Assess the overall situation and take the necessary measures before making contact with the individual.	<ul style="list-style-type: none"> • Careful observation of the individual's reactions and behaviours • Correct recognition of the signs of: <ul style="list-style-type: none"> ○ mental health problems ○ use or abuse of drugs or alcohol • Identification of any element that could pose a risk to a person's health and safety • Use of adapted protective measures
2. Make and keep contact with the individual.	<ul style="list-style-type: none"> • Appropriate contact • Clarification of the individual's needs and his or her perception of the situation in general • Use of communication techniques and an approach adapted to the individual and the situation • Demonstration of open-mindedness, empathy, self-control and discernment
3. Evaluate the potential danger inherent in a situation.	<ul style="list-style-type: none"> • Correct recognition of significant changes in attitude and behaviour on the part of the individual • Correct recognition of behaviours that are precursors of violence toward self or others

¹ Although substance abuse (alcohol or drug abuse) is sometimes believed to be a mental health problem, it seemed better to mention it separately in order to fully demonstrate the important place dealing with it occupies in this competency.

Elements of the Competency	Performance Criteria
4. Interpret the individual's reactions and behaviours.	<ul style="list-style-type: none"> • Establishment of a possible link between the observed behaviours, attitudes and symptoms and a mental health or substance abuse problem • Correct recognition of situations likely to aggravate the individual's disturbed state
5. Intervene with the individual.	<ul style="list-style-type: none"> • Correct recognition of the role and powers of a patrol officer with regard to an individual with a mental health problem and with regard to: <ul style="list-style-type: none"> ○ the protection of an individual whose mental state presents a danger to himself or herself or to others ○ the commission of an offence by a person with a mental health problem (arrest without warrant, fitness to appear in court, legal defence of "not criminally responsible," etc.) ○ etc. • Appropriate choice of intervention: <ul style="list-style-type: none"> ○ seeking, with the individual, of means of social support ○ direction of the individual to a specialized resource adapted to his or her situation ○ etc. • Strict application of different intervention protocols, if applicable
6. Assess their interventions with the individual suffering from a mental health problem or a substance abuse problem.	<ul style="list-style-type: none"> • Objective examination of their reactions to the individual's different behaviours • Recognition of the differences between the behaviours expected of a patrol officer and their own spontaneous reactions • Accurate evaluation of their capacity to intervene with individuals with a mental health problem or substance abuse problem • Identification of realistic ways to improve their interventions with individuals with a mental health problem or substance abuse problem • Demonstration of discernment, judgment and introspection

Objective**Standard**

Statement of the Competency	Achievement Context
Exercise the powers and duties of a patrol officer in matters of road safety.	<ul style="list-style-type: none"> • In occupational situations encountered by patrol officers • Using the <i>Highway Safety Code</i> and related regulations, the directory of offences generally used by patrol officers, the Criminal Code of Canada, the <i>Code of Penal Procedure</i>, driver's licences, car registration and insurance certificates
Elements of the Competency	Performance Criteria
1. Record the commission of penal offences as regards road safety or road transport.	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ by classifying them in the correct category of the titles of the <i>Highway Safety Code</i> 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 penalty and number of demerit points • Appropriate choice of police interventions that are preventive, repressive and community-oriented • Demonstration of discernment
2. Fill out a statement of offence and a notice of nonconformity.	<ul style="list-style-type: none"> • Efficient consultation of the alphabetical indexes of the <i>Highway Safety Code</i> 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 • Demonstration of initiative, discernment and thoroughness

Elements of the Competency	Performance Criteria
3. Decide to exercise special powers.	<ul style="list-style-type: none"> • Appropriate decision concerning the exercise of powers to: <ul style="list-style-type: none"> ○ hold, confiscate, move or store a motor vehicle ○ make an arrest without warrant or carry out a search in accordance with the <i>Code of Penal Procedure</i> and the <i>Criminal Code of Canada</i> • Demonstration of discernment
4. Choose a method of serving the statement of offence.	<ul style="list-style-type: none"> • Choice of an appropriate method of signifying according to the <i>Code of Penal Procedure</i> • Respect for the individual and respecting the rules of police ethics and discipline • Demonstration of self-respect and respect for others, and integrity

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out police interventions related to impaired driving under the influence of alcohol or drugs.	<ul style="list-style-type: none"> In situations involving: <ul style="list-style-type: none"> driving care or control of a vehicle Using the <i>Highway Safety Code</i>, the <i>Criminal Code of Canada</i> and documentation normally used in such situations
Elements of the Competency	Performance Criteria
1. Recognize the signs of intoxication by alcohol or drugs.	<ul style="list-style-type: none"> Identification of all verbal and non-verbal 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 Demonstration of discernment and thoroughness
2. Apply intervention procedures.	<ul style="list-style-type: none"> Respecting the areas of responsibility granted to patrol officers by law, by the Ministère de la Sécurité publique with regard to police practices, and by the internal directives of police organizations Respecting the provisions of the <i>Canadian Charter of Rights and Freedoms</i> Determination of the relevance of administering physical coordination tests Determination of the relevance of using an approved screening device (ASD) Determination of the relevance and legality of demanding a breath or blood sample 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 the cursory inspection of the vehicle Correct writing up and serving of legal documents Demonstration of discernment and thoroughness
3. Write up reports.	<ul style="list-style-type: none"> 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 Demonstration of thoroughness

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze and communicate proof of criminal offences.	<ul style="list-style-type: none"> • In situations bringing into question rules of evidence in criminal matters • With regard to testimony used in an examination or cross-examination made before a court • Using the <i>Canadian Charter of Rights and Freedoms</i>, the <i>Criminal Code of Canada</i>, the <i>Canada Evidence Act</i> and other relevant rules of law • Using the material generally used by patrol officers during testimony in court
Elements of the Competency	Performance Criteria
1. Assess the criminal evidence.	<ul style="list-style-type: none"> • Accurate determination of the relevance and probative value of each piece of admissible evidence • Demonstration of discernment and thoroughness
2. Transmit the evidence.	<ul style="list-style-type: none"> • 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 a summary of facts in accordance with the requirement of police organizations and the Director of Criminal and Penal Prosecutions • Respecting the principles of interpersonal and organizational communication with prosecutors in criminal and penal cases • Demonstration of discernment
3. Prepare to testify.	<ul style="list-style-type: none"> • Correct determination of rules of law relating to testimony • Clear distinction of subjects on which patrol officers must testify and of court procedures for doing so • Complete knowledge of the constituent elements of a file • Clear distinction of examination and cross-examination techniques • Demonstration of discernment and initiative

Elements of the Competency	Performance Criteria
4. Testify before a court.	<ul style="list-style-type: none">• Accurate response, addressed to the judge, only to the questions asked• Clear explanation of recorded facts• Complete knowledge of the constituent elements of a file• Respecting the rules of evidentiary law commonly applying to the testimony of a patrol officer• Application of relevant principles of verbal and non-verbal communication• Respecting the decorum of a court hearing• Demonstration of composure and self-control• Respecting the rules of police ethics and discipline• Demonstration of self-respect and respect for others, integrity and thoroughness

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out police interventions relating to tobacco, alcohol, drugs or other addictive substances.	<ul style="list-style-type: none"> • With regard to common offences related to tobacco, alcohol, drugs or other addictive substances • Using the material and equipment generally employed by patrol officers • Using software available to patrol officers
Elements of the Competency	Performance Criteria
1. Assess the situation relating to alcohol, drugs and other addictive substances in a given area.	<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 • Demonstration of initiative and thoroughness
2. Analyze data gathered as a result of a public complaint or a flagrant offence.	<ul style="list-style-type: none"> • Recognition of an offence • Accurate determination of police powers with respect to the violation • Establishment of appropriate intervention methods • Demonstration of discernment and thoroughness
3. Determine security measures in relation to an intervention.	<ul style="list-style-type: none"> • Choice of appropriate security measures • Demonstration of discernment
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"> • Respecting the legal requirements and the 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 • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Demonstration of self-respect and respect for others, thoroughness, discernment and integrity

Program-Specific Component

Elements of the Competency	Performance Criteria
5. Write up a report and plan a follow-up.	<ul style="list-style-type: none">• Accurate and detailed report• Planning of relevant follow-up measures• Demonstration of thoroughness

Objective**Standard**

Statement of the Competency	Achievement Context
Use defensive driving techniques.	<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 • Demonstration of thoroughness
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 • Compliance with penal law with respect to driving a motor vehicle on a public highway. • Demonstration of professional attitudes and behaviours when driving • Demonstration of discernment, self-control, integrity, self-respect and respect for others
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 • Respecting pass standards set by the ÉNPQ on a predefined precision course

Program-Specific Component

Elements of the Competency	Performance Criteria
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• Demonstration of discernment and introspection

Objective**Standard**

Statement of the Competency	Achievement Context
Control a violent individual.	<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 legal rules Demonstration of self-control and discernment
2. Adopt a safe position.	<ul style="list-style-type: none"> Respecting the minimal distance in relation to danger factors Demonstration of external signs indicating a maximum degree of concentration Demonstration of self-control
3. Control a violent individual given predictable situations.	<ul style="list-style-type: none"> Rapid dodging 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 impacts 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 Respecting the rules of police ethics and discipline Demonstration of self-respect and respect for others, and integrity
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 Respecting the rules of police ethics and discipline Demonstration of self-respect and respect for others, and integrity

Elements of the Competency	Performance Criteria
<p>5. React to different physical assaults of a violent and unpredictable nature:</p> <ul style="list-style-type: none"> ○ violent attacks with objects ○ attacks from behind ○ attempts to take the weapon from the holster ○ underhanded attacks to the legs ○ other underhanded attacks 	<ul style="list-style-type: none"> • Rapid reaction to an assault and effective control of an individual using techniques in preparation for handcuffing • Respecting the rules of police ethics and discipline • Demonstration of self-respect and respect for others, and integrity
<p>6. Assess their intervention.</p>	<ul style="list-style-type: none"> • Accurate determination of the strengths and weaknesses of their intervention • Determination of appropriate corrective measures • Demonstration of discernment and introspection

Objective**Standard**

Statement of the Competency	Achievement Context
Meet the specific physical requirements of police work.	<ul style="list-style-type: none"> In situations where patrol officers must carry out tasks requiring physical abilities without which their own physical well-being or that of another person would be at risk.

Elements of the Competency	Performance Criteria
1. Upon receiving the signal, make a short burst of intense effort during a run.	<ul style="list-style-type: none"> Demonstration of the ability to make an intense effort, calling upon the anaerobic alactic system Demonstration of the ability to make an intense effort, calling upon the anaerobic lactic system
2. Make an endurance effort during a run.	<ul style="list-style-type: none"> Demonstration of their ability to make an effort during a run, calling upon their high-intensity aerobic system
3. Make muscular and motor coordination efforts.	<ul style="list-style-type: none"> Compliance with police work requirements with respect to: <ul style="list-style-type: none"> attainment of a level of power, strength and speed in the lower limbs attainment of a level of power, strength and speed in the upper limbs motor coordination during intense muscular efforts
4. Navigate an obstacle course and perform tasks, wearing a weighted vest.	<ul style="list-style-type: none"> Maintenance of dynamic balance Execution of quick movements in all directions Ability to pull and push loads Ability to think quickly while making an intense effort Efficient use of fine motor skills while making an intense effort Successful overcoming of multiple obstacles, including a wall that is 2 metres high Efficient towing of a victim weighing around 70 kilograms over a distance of 10 metres Demonstration of autonomy and initiative
5. Swim.	<ul style="list-style-type: none"> After getting into the water, demonstration of the ability to: <ul style="list-style-type: none"> swim continuously for 200 metres on the stomach, without touching bottom or pushing off a wall swim continuously for 50 metres, fully dressed, without touching bottom or pushing off a wall tread water in a vertical position for 3 minutes, while keeping the head above water

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out police interventions related to traffic and traffic accidents.	<ul style="list-style-type: none"> • 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 a train accident • Using a first-aid kit, a radio telephone, safety cones, road flares and a tape to mark off an accident scene • Using the <i>Highway Safety Code</i> • Using software available to patrol officers • Respecting the areas of responsibility of patrol officers
Elements of the Competency	Performance Criteria
1. Direct traffic in a rural or urban environment.	<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
2. Receive a call concerning an accident involving motor vehicles and visualize the problem.	<ul style="list-style-type: none"> • 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 • Demonstration of discernment and collaboration and cooperation
3. Take security measures at the accident scene.	<ul style="list-style-type: none"> • Establishment of a security perimeter and effective protection of the accident scene • Recognition of situations presenting risks of fire and explosion • Demonstration of initiative
4. Provide assistance to injured individuals.	<ul style="list-style-type: none"> • Respecting the rules and techniques associated with emergency assistance
5. Gather information at the accident scene.	<ul style="list-style-type: none"> • Gathering of all information required to produce an accident report • Localization, identification and protection of material evidence • Respecting legal rules related to: <ul style="list-style-type: none"> ○ the identification of deceased victims ○ the attestation of death • Demonstration of integrity

Elements of the Competency	Performance Criteria
6. Complete the intervention at the accident scene.	<ul style="list-style-type: none"> • 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 <i>Highway Safety Code</i>, a Québec law or a municipal bylaw • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Demonstration of self-respect and respect for others, discernment and integrity
7. Write up a report and plan a follow-up.	<ul style="list-style-type: none"> • 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 • Demonstration of thoroughness

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene with individuals in a crisis situation.	<ul style="list-style-type: none"> • In everyday occupational situations encountered by patrol officers, but excluding any form of physical control or use of force • Referring to different response protocols specific to a certain population such as victims of domestic violence, victims of sexual assault, individuals with mental health problems, the elderly, etc.
Elements of the Competency	Performance Criteria
1. Assess a situation.	<ul style="list-style-type: none"> • Recognition of an individual's condition • Appropriate interpretation of a situation as a whole • Choice of an appropriate intervention strategy • Demonstration of discernment
2. Intervene with an individual in a crisis situation.	<ul style="list-style-type: none"> • Demonstration of safety-oriented attitudes and behaviours • Appropriate use of communication techniques • Adaptation of their behaviour in terms of how the situation develops • Strict application of response protocols • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Demonstration of self-respect and respect for others, empathy, open-mindedness, discernment, self-control, initiative, integrity, collaboration and cooperation
3. Assess their intervention.	<ul style="list-style-type: none"> • Realistic assessment of the strengths and weaknesses of their intervention • Demonstration of discernment and introspection

Objective**Standard**

Statement of the Competency	Achievement Context
Conduct a first-level criminal investigation.	<ul style="list-style-type: none"> • At the time of events of a criminal nature possibly requiring the exercise of the power of arrest, except in cases of high-risk crime and use of force • Using the material and equipment generally employed by patrol officers • Using software available to patrol officers
Elements of the Competency	Performance Criteria
1. Draw up an investigation plan.	<ul style="list-style-type: none"> • Rigorous assessment of the event • Respecting the areas of responsibility granted to patrol officers by the law, by the Ministère de la Sécurité publique with regard to police practices, and by the internal directives of police organizations • 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 • Demonstration of discernment, thoroughness, initiative, collaboration and cooperation
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 • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Demonstration of self-respect and respect for others, and integrity
3. Analyze and classify in order of priority the gathered evidence.	<ul style="list-style-type: none"> • Detailed analysis of the gathered evidence • Demonstration of initiative and discernment

Elements of the Competency	Performance Criteria
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 the rules of writing with respect to the laws concerned • Demonstration of thoroughness
5. Proceed with the arrest of a suspect.	<ul style="list-style-type: none"> • Respecting legal requirements related to the arrest and release of a suspect • Demonstration of integrity
6. Proceed with searches and seizures.	<ul style="list-style-type: none"> • Respecting legal rules relating to the execution of a warrant or a search telewarrant • Respecting the rules of police ethics and discipline • Demonstration of self-respect and respect for others, and integrity
7. Interrogate a suspect or offender.	<ul style="list-style-type: none"> • Application of effective security measures • Respecting legal requirements • Appropriate application of rules relating to conducting an interrogation • Appropriate application of stress management techniques • Respecting the rules of police ethics and discipline • Demonstration of ethical judgment • Demonstration of self-respect and respect for others, self-control, initiative and integrity
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 • Respecting 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 • Demonstration of thoroughness and discernment
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 review 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 • Demonstration of self-respect and respect for others, thoroughness and initiative

Elements of the Competency	Performance Criteria
10. Follow up the case with a view to a long-term solution.	<ul style="list-style-type: none">• Appropriate integration of the results of the investigation with the tactical analysis of criminality• Application of appropriate problem-solving strategies• Demonstration of thoroughness and discernment

General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA0

Objective

Standard

Statement of the Competency

Analyze and produce various forms of discourse.

Elements of the Competency

Performance Criteria

1. Identify the characteristics and functions of the components of literary texts.	<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 literary text.	<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. Revise the discourse.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-4 or 1-3-4
 Credits: 2½

Objective

Standard

Statement of the Competency

Apply an analytical approach to literary genres.

Elements of the Competency

Performance Criteria

1. Distinguish genres of literary texts.	<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 work within its historical and literary period.	<ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
Weighting: 2-2-3
Credits: 2½

Objective

Standard

Statement of the Competency

Apply an analytical 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. Write an analysis on a literary theme. | <ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text |
| 5. Revise the work. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content |

Learning Activities

Discipline: English, Language of Instruction and Literature
Weighting: 2-2-3
Credits: 2½

Objective

Standard

Statement of the Competency

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 • Exploration of a variety of topics |
| 2. Recognize the forms of discourse 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 an oral or a written discourse. | <ul style="list-style-type: none"> • Examine ways to address and structure a given topic • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies including media and technology • Formulation of a 1000-word discourse |
| 4. Revise the work. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content |

Learning Activities

Discipline:	English, Language of Instruction and Literature
Periods of instruction:	60
Credits:	2

Humanities

Code: 4HU0

Objective

Standard

Statement of the Competency

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 a field 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 a field 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 a field of knowledge • Accurate description of the effects of historical development and social context on the limits 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 • Appropriate use of revision strategies • Appropriate revision of form and content |

Learning Activities

Discipline: Humanities
Weighting: 3-1-3
Credits: 2½

Objective

Standard

Statement of the Competency

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 associated with a given 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 |
| 5. Convey the ideas, attitudes, and experiences of the societies or groups studied. | <ul style="list-style-type: none"> • Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate revision of form and content |

Learning Activities

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

Humanities

Code: 4HUP

Objective

Standard

Statement of the Competency

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

Elements of the Competency

Performance Criteria

- | | |
|---|---|
| 1. Situate significant ethical issues in appropriate world views and fields of knowledge. | <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 |
| 2. Explain the major ideas, values, and social implication of ethical issues. | <ul style="list-style-type: none"> • Adequate description of the salient components of the issues |
| 3. Organize the ethical questions and their implications into coherent patterns. | <ul style="list-style-type: none"> • 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 |
| 4. Debate the ethical issues. | <ul style="list-style-type: none"> • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view • Appropriate use of revision strategies • Appropriate revision of form and content |

Learning Activities

Discipline: Humanities
Periods of instruction: 45
Credits: 2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in standard French.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.

- Clear, coherent formulation of a text of about 250 words
- Adequate development of the text: intention, topic, reader
- Formulation of simple, well-constructed sentences
- Use of adequate vocabulary for the task
- Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future
- Satisfactory correction of errors in spelling or grammar
- Appropriate use of revision strategies

2. Understand the meaning of a simple text.

- Accurate description of the general meaning and essential ideas of a 500-word text
- Accurate identification of the difficulties in understanding the text
- Appropriate use of reading techniques
- Accurate identification of the main elements of the text

3. Convey a simple oral message.

- Clear and coherent formulation of an oral presentation of at least four minutes
- Appropriate use of standard vocabulary
- Clear and coherent statements

4. Understand the meaning of a simple oral message.

- Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes
- Accurate identification of the difficulties in understanding the message
- Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language
Weighting: 2-1-3
Credits: 2

Objective

Standard

Statement of the Competency

Communicate in standard French with some ease.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

Objective

Standard

Statement of the Competency

Communicate with ease in standard French.

Elements of the Competency

Performance Criteria

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> • Writing of a text of about 450 words • Respect for grammar and spelling rules • Adaptation to the intended audience • Appropriate use of the main elements of the corpus • Clear and coherent formulation of sentences, including at least three that are complex • Coherent organization of paragraphs
2. Revise and correct a text of moderate complexity.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of the text
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> • Accurate identification of the main elements of a text of between 2500 and 3000 words • Accurate explanation of the meaning of the words of the text • Accurate identification of the main and secondary ideas, of facts and opinions • Accurate identification of what is implicit and what is explicit
4. Produce a planned oral text of moderate complexity.	<ul style="list-style-type: none"> • Clear and coherent formulation of an oral presentation of at least five minutes • Appropriate use of standard vocabulary • Respect for the level of language and rules of grammar and pronunciation • Adaptation to the intended audience • Appropriate sequencing of ideas

Learning Activities

Discipline: French as a Second Language
Weighting: 2-1-3
Credits: 2

French as a Second Language (Level IV)

Code: 4SF3

Objective

Standard

Statement of the Competency

Explore a cultural and literary topic.

Elements of the Competency

Performance Criteria

1. Write a text on a cultural or literary topic.

- Clear and coherent formulation of a text of about 550 words
- Respect for the topic
- Respect for grammar and spelling rules
- Adaptation to the intended audience
- Appropriate use of the main elements of the corpus
- Clear articulation of a personal point of view

2. Revise and correct a text on a cultural or literary topic.

- Appropriate use of revision strategies
- Appropriate revision of the text

3. Analyze a cultural or literary text.

- Personal formulation of the main elements of the text
- Identification of the main themes
- Identification of clues that help situate the text in its sociocultural and historical context
- Accurate identification of the values expressed
- Accurate identification of the structure of the text
- Clear articulation of a personal point of view

Learning Activities

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in French in relation to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write and revise a short text related to the student's field of study.

- Accurate identification of difficulties in writing
- Appropriate use of writing techniques
- Appropriate use of standard and specialized vocabulary
- Clear and coherent formulation of the text
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Understand the meaning and characteristics of a text related to the student's field of study.

- Accurate identification of difficulties in understanding the text
- Accurate identification of the characteristics of the text
- Accurate identification of specialized vocabulary
- Accurate identification of the main elements of the text
- Accurate description of the general meaning and essential ideas of the text

3. Convey a simple oral message related to the student's field of study.

- Accurate identification of the difficulties in oral expression
- Appropriate use of techniques of oral expression
- Appropriate use of standard and specialized vocabulary
- Intelligible expression of the message

4. Understand the meaning of a simple oral message related to the student's field of study.

- Accurate identification of difficulties in understanding the message
- Accurate identification of the characteristics of the message
- Accurate identification of specialized vocabulary
- Accurate identification of the main elements of the message
- Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language
Periods of instruction: 45
Credits: 2

Objective

Standard

Statement of the Competency

Communicate in French on topics related to the student's field of study.

Elements of the Competency

Performance Criteria

- | | |
|--|---|
| 1. Write a text related to the student's field of study. | <ul style="list-style-type: none"> • Appropriate use of specialized vocabulary and of conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate use of writing techniques |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors |
| 3. Differentiate the types of texts specific to the student's field of study. | <ul style="list-style-type: none"> • Accurate identification of the formal characteristics of each of the main types of texts and the conventions used |
| 4. Analyze texts representative of the student's field of study. | <ul style="list-style-type: none"> • Accurate identification of the main elements of the text • Accurate interpretation of specialized vocabulary • Accurate identification of the ideas and subjects dealt with • Appropriate use of reading and listening techniques |

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Communicate with ease in French on topics related to the student's field of study.

Elements of the Competency

Performance Criteria

- | | |
|--|--|
| 1. Produce a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate sequencing of ideas • Appropriate form for the content |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors |
| 3. Comment on texts specific to the student's field of study. | <ul style="list-style-type: none"> • Accurate identification of the formal characteristics of the main types of texts and the conventions used • Accurate explanation of the meaning of the words in the text • Accurate identification of the structure of the text • Accurate reformulation of the main and secondary ideas, of the facts and opinions • Accurate use of specialized vocabulary |

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Produce a text in French on a topic related to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write a text on a topic related to the student's field of study.

- Respect for the topic
- Appropriate use of specialized vocabulary and the conventions specific to different types of texts
- Appropriate choice of the main elements of the corpus based on the type of text
- Clear and coherent formulation of the text
- Respect for the level of language and rules of grammar and spelling
- Clear articulation of a personal point of view

2. Revise and correct a text on a topic related to the student's field of study.

- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

3. Analyze a text related to the student's field of study.

- Precise differentiation of the formal characteristics of specific types of texts
- Personal formulation of the main elements
- Listing of the main themes
- Accurate identification of the structure of the text
- Identification of clues that help situate the text in its context
- Clear articulation of a personal point of view
- Accurate association of elements of the text with the topic

Learning Activities

Discipline: French as a Second Language

Periods of instruction: 45

Credits: 2

Objective

Standard

Statement of the Competency

Analyze one's physical activity from the standpoint of a healthy lifestyle.

Elements of the Competency

Performance Criteria

1. Establish the relationship between one's lifestyle habits and health.	<ul style="list-style-type: none"> • Proper use of documentation from scientific research or the media • Recognition of the influence of social and cultural factors on the practice of physical activity • Pertinent links made between one's lifestyle habits and the impact they have on health
2. Be physically active in a manner that promotes one's health.	<ul style="list-style-type: none"> • Respecting the rules specific to the physical activity practised • Respect for codes of ethics, safety rules and regulations when being physically active • Respect for one's abilities when practising physical activities
3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.	<ul style="list-style-type: none"> • Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition • Overall assessment of one's needs and abilities in terms of physical activity • Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis
4. Propose physical activities that promote one's health.	<ul style="list-style-type: none"> • Appropriate choice of physical activities according to one's needs, abilities and motivational factors • Use of clear reasoning to explain the choice of physical activity

Learning Activities

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

Physical Education

Code: 4EP1

Objective

Standard

Statement of the Competency

Improve one's effectiveness when practising a physical activity.

Elements of the Competency

Performance Criteria

- | | |
|---|--|
| 1. Plan an approach to improve one's effectiveness when practising a physical activity. | <ul style="list-style-type: none"> Initial assessment of one's abilities and attitudes when practising a physical activity Statement of one's expectations and needs with respect to the ability to practise the activity Appropriate formulation of personal objectives Appropriate choice of the means to achieve one's objectives Use of clear reasoning to explain the choice of physical activity |
| 2. Use a planned approach to improve one's effectiveness when practising a physical activity. | <ul style="list-style-type: none"> Respecting the rules and regulations of the physical activity Respect for codes of ethics, safety rules and regulations when being physically active Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills Periodic assessment of one's abilities and attitudes when practising a physical activity Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity Pertinent, periodic and proper adjustments of one's objectives or means Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity |

Learning Activities

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

Objective

Standard

Statement of the Competency

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Elements of the Competency

Performance Criteria

1. Plan a personal physical activity program.

- Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis
- Proper and appropriate formulation of personal objectives
- Appropriate choice of physical activity or activities to achieve personal objectives
- Appropriate planning of the conditions for performing the physical activity or activities in a personal program

2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.

- Respecting the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors

3. Manage a personal physical activity program.

- Appropriate choice of criteria for measuring the attainment of program objectives
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity
- Periodic assessment of the time invested and activities practised during the program
- Appropriate, periodic and proper adjustment of personal objectives or means used
- Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities
- Recognition of the effect of physical activity on one's lifestyle

Learning Activities

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

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> 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 field of social sciences
Elements of the Competency	Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.	<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
2. Identify some of the issues currently under study in the social sciences.	<ul style="list-style-type: none"> Association of issues with the pertinent areas of research 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"> Presentation of contemporary issues by highlighting the interpretation of the social sciences Illustration of the interaction between certain social changes and the contribution of the social sciences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from the field of social sciences
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> • Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatio-temporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> • Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. Draw conclusions.	<ul style="list-style-type: none"> • Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of the issue analyzed
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Science and Technology

Code: 000X

Objective**Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> Working alone Using 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 scientific method.	<ul style="list-style-type: none"> Brief description of the essential characteristics of scientific thinking, including quantification and demonstration Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> 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	
<p>Periods of instruction: 45</p> <p>Credits: 2</p> <p>Note: Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>	

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> Working alone or in groups Applying the standard scientific method to a given, simple scientific and technological problem 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"> Ordered 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 Respecting 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	
Periods of instruction: 45	
Credits: 2	
Note:	
Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.	

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill 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 lines of dialogue in a written text consisting of at least eight sentences For modern non-Latin-alphabet languages: <ul style="list-style-type: none"> during a conversation consisting of at least six lines 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 an oral message.	<ul style="list-style-type: none"> Accurate identification of words and idiomatic expressions Clear recognition of the general meaning of simple messages 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 of simple messages Logical connection between the various elements of the message
3. Express a simple message orally.	<ul style="list-style-type: none"> Appropriate use of language structures in main and coordinate clauses Appropriate application of grammar rules Use of verbs in the present indicative Appropriate use of basic vocabulary and idiomatic expressions Clear pronunciation Coherent sequencing of simple sentences Spontaneous and coherent sequencing of sentences in a conversation
4. Write a text on a given subject.	<ul style="list-style-type: none"> Appropriate use of language structures in main and coordinate clauses Appropriate application of basic grammar rules Use of verbs in the present indicative Appropriate use of basic vocabulary and idiomatic expressions Coherent sequencing of simple sentences Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.
Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> • During a conversation that includes at least 15 lines 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"> ○ common situations in everyday life ○ simple topics from everyday life • Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral 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
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 orally, 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 • Clear pronunciation • Coherent sequencing of sentences • Dialogue
4. Write a text on a given subject, 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 and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequencing of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Modern Language

Code: 0067

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> • Working alone • During a conversation consisting of at least 20 lines 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 an oral message in everyday language.	<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 on 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 • Respecting presentation and writing rules applicable to the text
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>The acquisition of a modern language requires an awareness of the culture of its native speakers.</p> <p>Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> Working alone In an essay of approximately 750 words Using different personally selected concrete examples
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> Identification of basic notions and concepts Identification of the main branches of mathematics or computer science Appropriate use of terminology
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> Descriptive summary of several major phases
3. Recognize the contribution of mathematics or computer science 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 science 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 computer science on individuals and organizations.	<ul style="list-style-type: none"> Identification of several major influences Explanation of the way in which mathematics or computer science have changed certain human and organizational realities Recognition of the advantages and disadvantages of these influences
Learning Activities	
Periods of instruction: 45	
Credits: 2	
Note:	
<p>Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>	

Objective**Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> • 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 computing tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> • Listing of numerous possibilities available through the use of mathematical and computing tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures • Appropriate choice according to needs
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> • Use of a planned and 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 computing tools and procedures.	<ul style="list-style-type: none"> • Accurate interpretation, given the context • Clear, precise formulation of the interpretation
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> • Working alone • Given a specified work of art • In a written commentary of approximately 750 words
Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> • Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	<ul style="list-style-type: none"> • Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> • Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art
Learning Activities	
Periods of instruction: 45	
Credits: 2	
Note:	
Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course.	
Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.	

Art and Aesthetics

Code: 0014

Objective**Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> • Working alone • During a practical exercise • In the context of creating or interpreting a work of art • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	<ul style="list-style-type: none"> • Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Compliance with the requirements of the method of production
Learning Activities	
Periods of instruction: 45	
Credits: 2	
Note:	
Use the 500 series of codes to link a course to objective 0014, with the exception of code 502. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.	

Objective**Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	<ul style="list-style-type: none"> • Exploration of various contemporary issues • Description of the main perspectives concerning these issues • Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	<ul style="list-style-type: none"> • Identification of some of the theories used in analyzing the issue • Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	<ul style="list-style-type: none"> • Clear formulation of the perspectives of the issue • Precise description of the main contributions of the disciplines • Pertinent explanation of the interaction among various disciplines • Appropriate use of language and concepts from the disciplines
Learning Activities	
<p>Periods of instruction: 45</p> <p>Credits: 2</p> <p>Note: This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.</p>	

Contemporary Issues

Code: 021M

Objective**Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Present a research problem.	<ul style="list-style-type: none"> • Justification of the choice of research problem • Brief description of the main issues involved in the problem • Clear formulation of the main dimensions of the problem • Appropriate use of language and concepts from the disciplines • Clear formulation of the research question
2. Analyze the research problem.	<ul style="list-style-type: none"> • Relevant description of a research approach or method • Appropriate selection of research data • Proper application of the approach or method used • Appropriate use of an analytical framework
3. Propose solutions.	<ul style="list-style-type: none"> • Clear description of the main contributions from the disciplines • Pertinent explanation of the interaction among various disciplines • Justification of solutions proposed • Assessment of the strengths and weaknesses of the proposed solutions
Learning Activities	
<p>Periods of instruction: 45</p> <p>Credits: 2</p> <p>Note: This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.</p>	

Additional Information

Vocabulary Used in Technical Programs

Program

A program is an integrated set of learning activities leading to the achievement of education objectives based on set standards (*College Education Regulations*, s. 1). All college programs include a general education component common to all programs; a general education component adapted to the specific program; a complementary general education component; and a program-specific component (*College Education Regulations*, s. 6).

Competency

In the program-specific component of a technical program, a competency is defined as the ability to act, succeed and evolve in order to adequately perform tasks or work-related activities, based on an organized body of knowledge (including elements 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 is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

Statement of the Competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and (in some cases) other factors. In the general education components, it is the result of an analysis of the needs of general education.

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 and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an achievement context and performance criteria.

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. 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.

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

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.

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 applying the program-based approach.

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 number of contact hours, the number of credits and any details deemed essential.

Harmonization

The Ministère de l'Éducation et de l'Enseignement supérieur 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*.

**Éducation
et Enseignement
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Québec

