

| A. Demonstration of Content and Knowledge | | | |
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| 1. Breadth and depth of knowledge of program content | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Sophisticated level of knowledge permits critical assessment of subject matter and/or development of applicable principles or models | Support the evaluation rubric set by the employer by authoring exam questions that address the taught material and learning outcomes of the lesson because members must be capable of serving in alignment with societal expectation, employer, and government requirements. | City Police Service 20XX-present | Tab 23 Recruit program exam Tab 5 Letter of attestation, Audrey Smythe |
| | Develop methodology for operating new integrated security software by assessing alarm, monitoring, and access functions in comparison with court services mandate so members can protect their fellow officers, the judiciary, judicial stakeholders, members of the public, prisoners, and the facility by operating the technology without delay. | City Police Service 20XX-present | Tab 24 Security control rooms lesson plan Tab 4 Letter of attestation, Sian Williamson |
| | Conclude that the evaluation structure is progressive in difficulty by comparing learning objectives to learning outcomes, then to the evaluation methods so that learners scaffold the acquisition of skills and abilities to progress through training and carry out their duties. | City Police Service 20XX-present | Tab 26 Civilian Officer recruit course training standard Tab 5 Letter of attestation, Audrey Smythe |
| | Judge lesson content and teaching methods for affecting change within LGBTQ training by comparing them to personal experience with discussing my sexual orientation with others and my understanding of the Affective Domain of Bloom's Taxonomy to maximise the learners | City Police Service 20XX-present | Tab 18 LGBTQ lesson plan Tab 6 Letter of attestation, John Collins |

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| | understanding of LGBTQ people and create more acceptance and inclusion in the community and workplace. | | |
| 2. Understanding of theory/concepts related to program content | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Monitors and assesses developments, behaviours, and changes in the field based on theoretical understanding; develops theory where appropriate | Determine that the contents of Bill C-75 impact court officer duties by comparing the bill to the role and identifying where the new law intersects with officer responsibilities so that all future training is preparing officers for their duties with knowledge of current legal requirements. | City Police Service 20XX-present | Tab 7 Bill C-75 handout Tab 5 Letter of attestation, Audrey Smythe |
| | Design a student evaluation rubric by comparing legislation, case law, industry best practices, policy, learner needs, and taught materials to job descriptions because training that is aligned to current position requirements and follows course training standards contains content that ensures officers equipped to serve the public safely and respectfully. | City Police Service 20XX-present | Tab 26 Civilian Officer recruit course training standard Tab 5 Letter of attestation, Audrey Smythe |
| | Design a process for data collection in a judicial hearing by comparing Bill C-75 to the needs of the organization so court officers document prisoner release and detention dispositions in language consistent with the law, fulfilling their role in the administration of justice. | City Police Service 20XX-present | Tab 7 Bill C-75 handout Tab 5 Letter of attestation, Audrey Smythe |
| 3. Policy and policy development | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |

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| <p>Interacts with others or spearheads policy implementation, development or change</p> | <p>Create an interim Field Training Plan for new trainees during a state of emergency by comparing the change in court officer job requirements to the training material so coach officers have more flexibility in capturing experiential learning in an evolving work environment, ensuring new members are prepared to serve in the community and justice system.</p> | <p>City Police Service 20XX-present</p> | <p>Tab 10 Interim Court Officer field training program Tab 5 Letter of attestation, Audrey Smythe</p> |
| | <p>Determine if there is a link between the suggestions to change the charter and the networks mandate by comparing the intention and spirit of suggestions to that of the mandate so that updates are reflective of current social expectations.</p> | <p>City Police Service 20XX-present</p> | <p>Tab 17 LGBTQ awareness network charter Tab 6 Letter of attestation, John Collins</p> |
| | <p>Amend the charter to include approved membership suggestions by examining the document and authoring updates in the existing format to ensure consistency and professionalism.</p> | <p>City Police Service 20XX-present</p> | <p>Tab 17 LGBTQ awareness network charter Tab 6 Letter of attestation, John Collins</p> |
| | <p>Provide consultation to governance by rationalizing my interpretation and recommendation to support the service in creating policy that ensures members are serving the public respectfully, safely, and legally.</p> | <p>City Police Service 20XX-present</p> | <p>Tab 12 Interim search directive email Tab 5 Letter of attestation, Audrey Smythe</p> |
| | <p>Critique draft policy by evaluating the document against my interpretation of the reference sources and summarizing my assessment so officers are guided toward making decisions that protect human rights and ensure safe prisoner management.</p> | <p>City Police Service 20XX-present</p> | <p>Tab 12 Interim search directive email Tab 5 Letter of attestation, Audrey Smythe</p> |

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| | Defend my recommendations by comparing and contrasting them to the draft version so that policy is created that supports and guides members in making decision in a way that manages prisoners safely and protects human rights. | City Police Service 20XX-present | Tab 12 Interim search directive email Tab 5 Letter of attestation, Audrey Smythe |
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B. Essential Process and Application Skills

4. Critical thinking, problem solving, decision-making

| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
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| Monitors and assesses developments, behaviours, and changes in the field based on theoretical understanding; develops theory where appropriate | Conclude that areas of Bill C-75 change court officer responsibilities and will require training by comparing legislative changes to court officer job requirements so that future training is compliant with current legislation and officers understand the rationale behind their function. | City Police Service 20XX-present | Tab 7 Bill C-75 handout Tab 5 Letter of attestation, Audrey Smythe |
| | Evaluate the facility for vulnerabilities and problem areas by comparing design to caselaw, known occurrences, expert consultation and past events so training, policy, and best practice reduces risk to the facility, judicial partners, prisoners, the public and the physical and mental health of the members. | City Police Service 20XX-present | Tab 19 Orientation checklist Tab 4 Letter of attestation, Sian Williamson |

5. Communication skills/Capacity to disseminate knowledge

| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
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| Demonstrates ability to write persuasively about discipline-related matters, to synthesize | Create a learning environment with diverse teaching methods that suit cognitive, affective, and psychomotor learning styles by valuing methods in their ability to achieve learning outcomes ensuring members with | City Police Service 20XX-present | Tab 9 Courtroom terminology lesson plan Tab 5 Letter of attestation, |

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| thoughts, and to effectively disseminate knowledge within and about the field | diverse learning styles are given equal opportunity to learn the material. | | Audrey Smythe |
| | Explain Bill C-75 to court officers by summarising the judicial interim release revisions and presenting them in a table that lists the release, the universal abbreviation, the definition, and whether it is releasable so officers understand the functions of the justice system that are impacted by the change and are up-to-date on terminology and processes. | City Police Service 20XX-present | Tab 7 Bill C-75 handout Tab 5 Letter of attestation, Audrey Smythe |
| | Summarize progress by appraising completed tasks against the goal to communicate project details to the employer. | City Police Service 20XX-present | Tab 8 Command update Tab 5 Letter of attestation, Audrey Smythe |
| | Justify missed targets by determining the cause through assessment to ensure project plans are addressing corporate goals. | City Police Service 20XX-present | Tab 8 Command update Tab 5 Letter of attestation, Audrey Smythe |
| | Shorten lesson plans by critiquing learning outcome goals, lesson content, and teaching methods against the related concepts, theories, and job requirements because lessons that are time appropriate mitigate the operational staffing constraints, lower the financial impact on the tax payer, and help the learner absorb the taught material by maintaining focus and respect. | City Police Service 20XX-present | Tab 26 Civilian Officer recruit course training standard Tab 5 Letter of attestation, Audrey Smythe |

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| | Create a best practice addressing Bill C-75 for court officers by summarising the judicial interim release revisions into a concise handout to give direction so officers understand the relevant functions of the justice system and are up-to-date on terminology and processes. | City Police Service 20XX-present | Tab 7 Bill C-75 handout Tab 5 Letter of attestation, Audrey Smythe |
| 6. Professionalism and ethical practice | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Exhibits complex and nuanced judgments based on professionalism and ethical understanding of field | Develop LGBTQ training that is community driven by participating in community led committees, projects, discussions, and consultations and interpreting social expectations of police and their interactions with LGBTQ people because it is critical that officers are respectful and unbiased when interacting with marginalized people. | City Police Service 20XX-present | Tab 18 LGBTQ lesson plan Tab 5 Letter of attestation, Audrey Smythe |
| | Assess changing safety situations continuously by weighting associated factors against positive and negative consequences so the risk of personal injury is minimised and decisions are made that protect the membership, employer, judiciary, members of the public, and prisoners in accordance with policy, standards of conduct, and the core values of the service | City Police Service 20XX-present | Tab 22 Prisoner classification Tab 4 Letter of attestation, Sian Williamson |
| | Evaluate candidate applications by judging merit of qualifications, skills, experience, and demonstrated understanding of bias avoidance, fairness, and equity in relation to job requirements and expectation of the role so the Justice System is continuously improving in the areas | Justice of the Peace Advisory Committee 20XX-20XX | Tab 30 Selection criteria 1 other support not included in this sample |

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| | of diversity, inclusivity, accessibility, fairness, and impartiality. | | |
| | Appraise candidates by comparing their answers to behavioural and situational questions to the marking rubric while continuously self-assessing potential bias or preconceived notions so each candidate is scored in a non-partisan manner and members hired are reflective of the recruiting goals of the Attorney General. | Justice of the Peace Advisory Committee 20XX-20XX | Tab 30 Selection criteria 1 other support not included in this sample |
| | Judge language and processes when updating policy by reflecting on lived experience as an LGBTQ person that works for a police service and participates in community led committees, projects, discussions, and consultations so revisions are reflective of social expectation and human rights and officers understand their role and how to express support and acceptance when interacting with members of diverse experiences. | City Police Service 20XX-present | Tab 11 Gender diversity and trans inclusion email Tab 5 Letter of attestation, Audrey Smythe |
| 7. Working independently and/or in teams | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Provides formal team leadership, assessment of team skills, team training, or exhibits ability to complete complex tasks autonomously with little supervision | Appraise member performance by documenting behavior, accomplishments, failures, interpersonal, and technical skills to recognise success, address concerns, boost morale, and encourage growth; all contributing to healthy workplace culture and safer communities. | City Police Service 20XX-present | Tab 20 Performance evaluation of member Tab 5 Letter of attestation, Audrey Smythe |

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| | Evaluate learners by comparing their behaviour and participation to learning outcomes and program expectations to ensure members are wholly prepared for their role. | City Police Service 20XX-present | Tab 21 Performance evaluation of recruit Tab 5 Letter of attestation, Audrey Smythe |
| | Critique the quality of lesson plans by analysing the style, format, spelling, and grammar in comparison to universal standards and the standards of the section to improve quality and professionalism through guidance and mentorship. | City Police Service 20XX-present | Tab 16 Lesson plan template Tab 5 Letter of attestation, Audrey Smythe |
| | Support coach officers by creating a plan matching the members skillset with the goals of the service so members are challenged and capable of success which creates an empowered work environment and promotes leadership. | City Police Service 20XX-present | Tab 15 Field training plan meeting minutes Tab 4 Letter of attestation, Sian Williamson |
| | Judge member suitability for work assignments by comparing skills, behaviours, and personality to task requirements so work is allocated in a manner that supports service goals and develops members abilities. | City Police Service 20XX-present | Tab 27 Civilian Officer training section minutes Tab 5 Letter of attestation, Audrey Smythe |
| | Set goals by evaluating the team's individual and joint ability and forecasting required time for completion so that the members are able to complete their assignments while also being challenged which ensures a fulfilling workplace through individual and collective development. | City Police Service 20XX-present | Tab 25 Civilian Officer generalist project goals Tab 5 Letter of Attestation, Audrey Smythe |
| | Mentor members by creating and providing style guides based on professional standards to improve | City Police Service 20XX-present | Tab 16 Lesson plan template |

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| | the reputation and professionalism of the Training Section. | | Tab 5 Letter of attestation, Audrey Smythe |
| 8. Planning, organizing and executing projects | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Provides formal leadership for project plan or implementation and assumes responsibility for success, troubleshooting, and alternate plans | Evaluate technical and bureaucratic steps of past projects and compare that to new assignment goals so that projects are in support of service initiatives to serve the community. | City Police Service 20XX-present | Tab 25 Civilian Officer generalist project goals Tab 5 Letter of attestation, Audrey Smythe |
| | Set deadlines for projects and tasks by evaluating development time, member availability, and organizational process to ensure employer expectations and corporate goals are met. | City Police Service 20XX-present | Tab 25 Civilian Officer generalist project goals Tab 5 Letter of attestation, Audrey Smythe |
| | Create a strategic training response to Bill C-75 by evaluating content changes and delivery methods in conjunction with deadlines and number of members requiring training, so members fulfill the expectation of the employer and act according to legal requirements when performing their job function. | City Police Service 20XX-present | Tab 7 Bill C-75 handout Tab 5 Letter of attestation, Audrey Smythe |
| | Judge lesson plans by considering content in relation to legal authorities, industry standards, community expectations, and job requirements so Civilian Officers can protect themselves, their co-workers, prisoners, justice participants, and members of the public from legal, physical, or mental harm. | City Police Service 20XX-present | Tab 26 Civilian Officer recruit course training standard Tab 5 Letter of attestation, Audrey Smythe |

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| | Estimate the length of time required for learners to acquire the knowledge presented in the learning outcomes by considering the goal of the outcomes to the related concepts, theories, and job requirements so that knowledge retention is maximised. | City Police Service 20XX-present | Tab 26 Civilian Officer recruit course training standard Tab 5 Letter of attestation, Audrey Smythe |
| 9. Leadership and supervisory ability | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Engages in organizational policy and vision-related activities; manages leadership responsibilities (recruitment, assessment, succession, resource management); initiates change; engages in high-level professional activities beyond the organization | Compare software functions to employee responsibilities when selecting a procedure so that points of contact align with operations ensuring that all data required by the employer is collected. | City Police Service 20XX-present | Tab 28 Records management system functions Tab 5 Letter of attestation, Audrey Smythe |
| | Conclude which methods suit the requirements of the employer by valuing the results of mock scenarios to ensure that processes used are risk adverse and efficient. | City Police Service 20XX-present | Tab 28 Records management system functions Tab 5 Letter of attestation, Audrey Smythe |
| | Judge the suitability of a candidate by relating their answers and decorum to the selection criteria because new hires must wholly reflect the values, skills, and abilities sought by the employer and expected by the public. | Justice of the Peace Advisory Committee 20XX-20XX | Tab 30 Selection criteria 1 other support not included in this sample |

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| | Value the relevancy of membership suggestions for a revised charter by comparing their ideas to the mandate of the network to ensure revisions support marginalized and discriminated against members and improve awareness and acceptance throughout the service. | City Police Service 20XX-present | Tab 17 LGBTQ awareness network charter Tab 6 Letter of attestation, John Collins |
| | Create orientation tours by identifying building features, areas of interest, areas of risk, and updates to design and judicial process, then authoring concise, easy to understand descriptions of each, based off consultation with internal members, developers, construction partners, current industry trends, legislation, and policy so that personnel have the knowledge and buy-in required for success in a new work environment. | City Police Service 20XX-present | Tab 19 Orientation checklist Tab 4 Letter of attestation, Sian Williamson |
| | Inspire growth within the sector by discussing how I develop sensitive training in a way that is meaningful and absorbable by the learner so that other criminal justice agencies can improve their internal culture and strengthen the trust with the communities they serve. | Criminal Justice Professionals Conference 20XX, 20XX City Police Service 20XX-present | Tab 29 Conference LGBTQ lesson plan Tab 6 Letter of attestation, John Collins |

10. Lifelong Learning (self and professional development)

| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
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| Assumes leadership role in profession; teaches, mentors or models professional activity within the field; works toward | Defend access to justice and policing services for LGBTQ people by listening to community guidance and advocating for inclusive policy and training because improving the relationship between diverse people and the police creates a safer community for everyone. | City Police Service 20XX-present | Tab 11 Gender diversity and trans inclusion email Tab 5 Letter of attestation, Audrey Smythe |

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| developing the profession within society | | | |
| | Create relational teaching methods where students acquire empathy through real-life examples of applied injustice, so they have context while acquiring higher learning, thereby improving the internal culture, the relationship with the community, and supporting the goals of the employer. | City Police Service 20XX-present | Tab 18 LGBTQ lesson plan Tab 5 Letter of attestation, Audrey Smythe |
| | Develop relationship and trust between police and the community by explaining the Charter of Rights and Freedoms to Canada's new comers; many of whom are racialized, marginalized, and LGBTQ, because when new comers understand their rights and trust the police, they are more likely to develop confidence and contribute lawfully within society. | City Police Service 20XX-present | Tab 13 Community center invite email Tab 6 Letter of attestation, John Collins |
| | Evaluate the use auditory, visual, and kinesthetic teaching methods when teaching in comparison to the lesson content so students can maximize their learning, their way, and wholly prepare to become officers in accordance with their respective job duties. | City Police Service 20XX-present | Tab 26 Civilian Officer recruit course training standard Tab 5 Letter of attestation, Audrey Smythe |
| | Predict growth potential in members by comparing skills, abilities, personality, interests, and ambition to course catalog so that I can recommend training and improve individual, team, and employer development. | City Police Service 20XX-present | Tab 14 Teaching effectiveness course email Tab 5 Letter of attestation, Audrey Smythe |

[BPA CRJS \(Program\) program-based criteria table](#)