

Ontario Police College

*Policy on
Course Training Standards
& Archiving*

August 1995

This policy is being issued subject to verification of some issues with legal implications. This, however, will not affect the method of preparing course training standards and student handouts.

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BACKGROUND

CMC appointed a committee to recommend a comprehensive and effective methodology for record-keeping in relation to program delivery and student performance. The committee submitted its interim report which was considered by management and this document sets out the steps which we endorse for immediate implementation.

It is recognized that instructors are at various stages of implementation. Some of you have virtually all that is required, whereas others may need to pay attention to detail and format to meet the requirements. This is a long range requirement and deputy directors will work with you over time to achieve the desired standard.

Most of what follows is excerpted from the committee's report. Recommendations of the committee have been modified in some instances to reflect decisions made following review of the original report.

Mandate:

To develop guidelines and make recommendations about the level and form of record-keeping necessary for the maintenance of the integrity of a reputable educational institution.

Committee:

Don McKnight
Yen Pin Chao
Joe Pilon

Sue Shannon
Andy Anderson
Ron Hoffman

Mike Lenehan
Tim Shannon
Doug Johnston

Scope:

The committee referred to applicable areas of the *Freedom of Information and Protection of Privacy Act*. It examined policies and procedures of the Ontario Colleges of Applied Arts and Technology, and the Canadian Police College, and then considered the requirements of its own membership and persons in other work areas of this College.

Committee's Work Plan

Objectives

To identify:

1. type of information to archive that satisfies institutional requirements
2. areas of responsibility for input and cataloguing
3. archiving system and process
4. users and accessibility
5. updating and validation process of training documents

Institutional Requirements

Data must:

- be responsive to judicial enquiries
- be styled in form useful to this and other institutions of learning
- reflect institutional integrity

Meeting the Needs

System must:

- be updated regularly
- be readily accessible by user
- have recognizable index (user friendly)
- comply with Freedom of Information and Protection of Privacy Act

Implementation Analysis

- point out benefits to the college staff
- recommended strategies, e.g., start with new or old training material to archive

Next Steps

- report to Director

TO BE IMPLEMENTED

Documents for Archiving - Objective 1

1. Course Training Standard
2. lesson plans
3. current course syllabus
4. student handouts
5. evaluations (qualitative & quantitative)
6. class attendance records
7. class list
8. student cards
9. course-end report

Data Input and Cataloguing - Objective 2

- the Registrar is responsible for student record management
- the Librarian is responsible for training document input and cataloguing.

Archiving System and Process - Objective 3

This committee has not yet determined the specifics.

Users and Accessibility - Objective 4

Users and accessibility are defined by:

- Policy and Procedures for the Retention of Student Records, *Appendix A*,
- Policy and Procedures for the Retention of Course Documents, *Appendix B*.

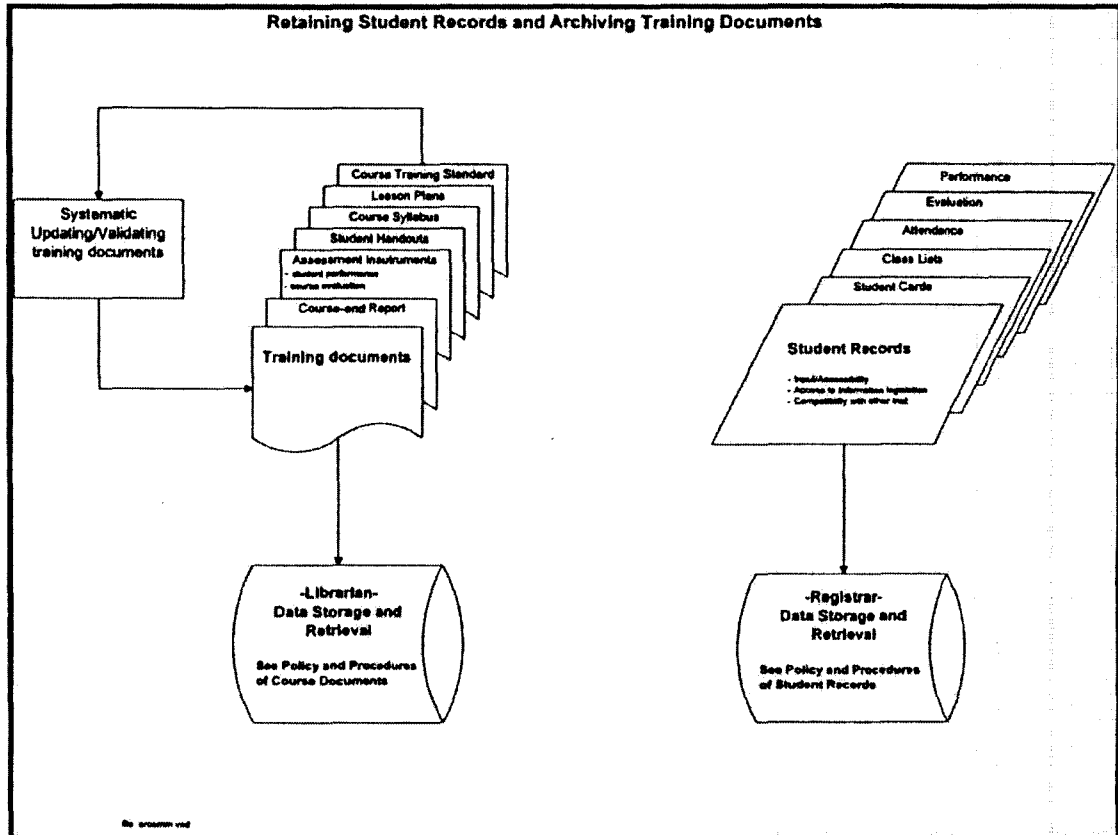
Updating and Validation - Objective 5

- see Policy and Procedures for the Retention of Course Documents, *Appendix B*.

Implementation Analysis

- current student record management and archiving of training material will continue during the transition
- a sample Course Training Standard appears at the end of this document with recommendations that (i) *references* and (ii), *see also* should be incorporated in the document

- pink print shop requisition form needs to be revised - delete *ARCHIVE* request as this is now the course coordinator's responsibility, **Appendix B, Updating and Validating**



**POLICY AND PROCEDURES FOR THE RETENTION OF
STUDENT RECORDS**

Retention of Student Records

The Registrar's Office will keep all student records for 55 years.

"Student records" include originals, copies and any other form of storage of:

- student evaluations -- both quantitative and qualitative
- class attendance records;
- class lists;
- student cards;
- written examinations;
- and any other information related to students.

The student record will remain active as long as the student is a member of a police service/agency. The Registrar's Office will transfer the student record to the inactive file on the student's 70th birthday.

Instructors shall submit student records within 30 days of course completion.

Access to Student Records

By convention the College communicates the initial results of every course directly to the Chief of Police or other sponsoring agency. The following deals with subsequent releases of student records.

General Guidelines:

- a) The basic guideline governing the release of information is that the Registrar acts with discretion upon authorization from the student. In response to third party enquiries, the Registrar's Office will not release information without student authorization.

- b) The contents of a student file generally shall not leave the Registrar's Office; nor shall they be duplicated for that purpose. The exceptions to this are where a subpoena is in effect, a search warrant is served, as per FOI legislation, or on the instructions of the Director and/or a designate.

Access by Student:

Students may have access to their own file upon completing an application and providing acceptable identification.

Access by Third Parties Outside of the College

Students may request access by a third party, in writing, specifying the limitations of the access:

a) **Sponsoring Agencies**

A transcript, progress report or attendance report may be released upon request to the sponsoring police service/agencies who provide full financial support to the student in College and who supply a written release from the student.

b) **Government Agencies**

The Registrar will treat properly identified representatives of federal, provincial or local government agencies as any third party; that is, written consent from the student must accompany their request for information. The Registrar may release the information as outlined in Section 42 of the FOI Act where disclosure is permitted.

c) **Courts**

The intention of this section is to ensure the cooperation of College officials with the courts in the collection and hearing of evidence and in the administration of justice in cases before the courts. This cooperation will be freely given when due process is followed and the rights of the students are protected.

In the event that a student record is subpoenaed by the Court on behalf of the student, a certified copy of the full student record under the Registrar's control will be offered. Should the record be subpoenaed by the party other than that representing the student, a certified copy of the record will be offered to the judge alone, where possible, with an explanation of the College's reluctance to release a private document without student authorization. In the event a search warrant is served, the Registrar shall provide the information required.

Appeals Policy

This is under consideration. The committee recommendation was not accepted. More discussion is necessary. In the interim, these will be treated on a case by case basis.

**POLICY AND PROCEDURES FOR THE RETENTION OF
COURSE DOCUMENTS**

Course Documents

Course documents include

- course training standard
- lesson plans
- training syllabus
- student handouts
- course end reports
- untouched instruments for assessing student performance and course evaluation
- equivalents, (eg., in self-directed learning, these documents differ in look, application and name, in some cases)

Updating and Validating

Subject coordinators will:

- in accordance with the *Standards for Course Training Documents*, validate annually all student handouts, for which they are responsible
- forward new and revised course documents to the course coordinator for approval

Course coordinators will:

- date and approve each original course document and subsequent revision prior to its implementation
- upon approval, forward new and revised course documents to the College librarian for archiving.

Retention

The College librarian will:

- maintain custody and control over archived course documents for a minimum of thirty (30) years
- retain course documents beyond thirty (30) years at his/her discretion. (*Archived course documents* refer to the original items archived and not to *working copies*).

Access to Course Documents

Request access to course documents through the librarian. Current examinations are excepted.

STANDARDS FOR COURSE TRAINING DOCUMENTS

Note: This is a document that perhaps would have merit as a guide to illustrate the minimum elements we wish to standardize without totally negating opportunity for individual creativity or ignoring the necessity for variance to accommodate other methodologies.

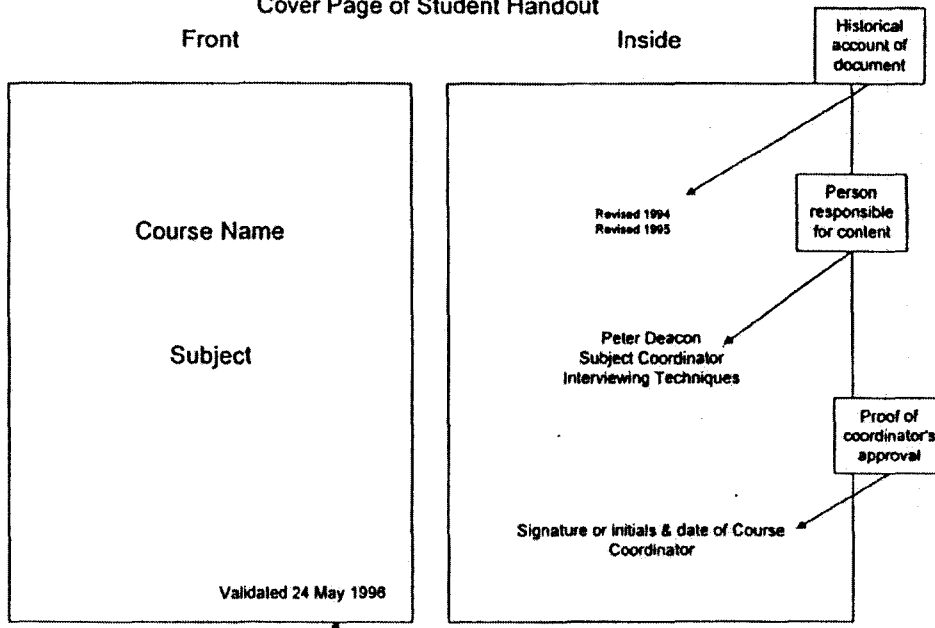
Student Handouts will include:

- a cover page
- a bibliography, where applicable
- references from which material developed

Cover Page of Student Handouts will include:

- on the front, the name of the course
- the name of the topic
- in the lower right, "*Validated*" plus date of validation or "*Revised*" plus date of revision
- on the inside cover, a date-list of previous revisions and the name and title of the person responsible for the material
- course coordinator's signature and date of approval for implementation on that course

Cover Page of Student Handout



This information will vary, e.g.,
NEW DOCUMENT - USE DATE ONLY
WHEN CONTENT AMENDED - USE "REVISED" + DATE
WHEN REVIEWED & NO CHANGES - USE "VALIDATED" + DATE

Course Training Standard

- to contain references and *see also* (*see also* means other places within course in which this subject matter appears)
- see example below

A FEW LEVELS PRESUPPOSED

⇒ macro level: entire course, overall description, rationale, objectives etc.

⇒ micro level: both by subject and by topic

Suggested format

COURSE	ADVANCED TRAINING COURSE
SUBJECT	BASIC INVESTIGATIVE SKILLS
TOPIC	INTERVIEWING
RATIONALE	(brief explanation of context, reference to established need or type of KSA in relation to tasks performed on the job) * in one step this takes care of both instructor-centred and student-centred statement.
TEACHING POINTS	1 list, brief, one word if possible 2 3
OBJECTIVES	USE ANY FORMAT, ST. FX IF YOU WILL, BUT PROVIDE BASIS FOR MEASUREMENT AND SHOW CONNECTION BETWEEN KSA AND PERFORMANCE

The information above is sufficient for external distribution when required by the courts, or as a brief overview of how a particular part of a course is presented.

Additional information which will be addressed in the facilitator's guide and which is not necessarily for universal consumption looks generally at the INSTRUCTIONAL PROCESS, the housekeeping, as it were:

Instructional process

Key concepts	flesh out details of teaching points which facilitator must take care to emphasize
Methodology	strategies, process, types of experiences or exercises designed for various stages of the offering
Resources	check-list of all that is needed for segment of training, e.g. # of cars, handcuffs, redman gear, tables, camcorders, environment - type of room/space to be booked for class -- idiot-proof details
Evaluation	implicit in learner objectives but expressed in detail describing methods e.g., informal by peers, formal with structured instrument, formal with written test or by observation techniques; explicit statement of what is being evaluated, measurement criteria, what constitutes satisfactory performance
Follow-up	if any

It is readily acknowledged that all kinds of variations on this theme are possible. This is a suggestion to meet minimum standards.