



## PROJECT #08 (2008-2009)



# ***E-LEARNING CURRICULUM***

## ***“End-of-Project Report”***



## Table of Contents

<b>PROJECT OVERVIEW .....</b>	<b>3</b>
<b>OVERALL ASSESSMENT .....</b>	<b>4</b>
<b>DETAILED ASSESSMENT .....</b>	<b>6</b>
<b>CONCLUSIONS .....</b>	<b>10</b>



## PROJECT OVERVIEW

In 2007 the *National Diagnostic on HR in Policing* provided considerable information on the increased use/awareness of e-learning in policing (~ 40% of services). It also clearly highlighted the need for more standardized national curriculum and e-learning options, maximizing the efficiency/effectiveness of distance and blended learning, and reducing the costs/impacts of travel and accommodation for off-site learning.

The Council has been partnering with its “sister” non-for-profit learning organization, the Canadian Police Knowledge Network (CPKN), to build a program of “mandatory” or nationally relevant courses in an e-learning format. This approach is considered of significant benefit to policing in terms of effective and efficient access to skills development and enhancement; and course evaluations have indicated real value in terms of the effectiveness of national e-learning solutions.

In the past two years the Sector Council Program (HRSDC) has provided ongoing funding to develop and deliver 6 courses, and to assess the up-take and impact of e-learning in the policing environment. The goal over the last fiscal year was to develop/deliver a broader range of e-learning curriculum for the policing - community adding new pieces of nationally relevant and “high-demand” curriculum to the inventory of learning options available to all police employees.

In summary:

### Activities

- develop/deliver courses – *diversity, firearms verification, ethics, mental health, firearms registry*
- implement - communicate the availability of courses in both official languages, register users, monitor use and maintain curriculum
- evaluate and report

### Output

- relevant curriculum provided at lowest cost to users across the policing community
- report highlighting up-take, utility and practicality, cost/benefit analysis
- recommendations and options for further curriculum

### Outcomes

- increased skills development and skills enhancement in critical training areas
- an accepted and standardized approach to more integrated distance learning
- sector-wide recognition /utilization of national e-learning
- efficiency gains, improved productivity/performance, and long term sustainability

### Budget/ Timeframes

- **\$270K** - for course development, translation, delivery, monitor evaluation; and steering committee activities over the period June 2008 to April 2009



## OVERALL ASSESSMENT

During the past fiscal year, five national bilingual e-learning initiatives have been undertaken and overseen by a national e-Learning Steering Committee:

1. Firearms Identification for Public Agents (FIPA)
2. Recognition of Emotionally Disturbed Persons (REDP)
3. Aboriginal and First Nations Awareness (AFNA)
4. Police Ethics and Accountability (PE&A)
5. Canadian Firearms Registry Online: A Tool for Officer Safety (CFRO)

Each of these courses has been promoted and offered “free of charge” for an introductory “learning and evaluation period.” The police and law enforcement employees are encouraged to take the courses, and to provide feedback on the learning experience and impact of the course. This input is collected and analyzed and used to improve existing courses and future learning opportunities.

### Application of funds

The expenditure breakdown for development \*( excludes meeting, GST, etc) of the courses:

	DESIGN/ DEV	TRANS- LATION	EVALUA TION	PSC	CPKN	Others	Total Cost
<b>FIPA</b>	20,000.00	4,449.75	5,000.00	29,449.75	5,920.00	20,000.00	55,369.75
<b>REDP</b>	50,000.00	7,382.50	5,000.00	62,382.50	6,920.00		69,302.50
<b>Aboriginal</b>	26,000.00	14,913.25	5,000.00	45,913.25	4,520.00		50,433.25
<b>Ethics</b>	60,000.00	7,500.00	5,000.00	72,500.00	7,920.00		80,420.00
<b>CFRO</b>	31,000.00	2,730.00	0.00	33,730.00	5,020.00	15,000.00	53,750.00
				<b>*243,975.50</b>	<b>30,300.00</b>		<b>309,275.50</b>
<b>In-kind contribution</b>							<b>97,324.00</b>
<b>Total</b>							<b><u>406,599.50</u></b>

### Success criteria

As detailed in the Schedule A of the contribution between the Sector Council Program and the Council, the following highlights the key results against the agreed criteria:

1. planning and governance
  - continued to utilize the CPKN Advisory Committee - acting as the “project” steering committee
  - meeting twice each year and via monthly conference calls - with a standing agenda of progress reports against plans, budget reviews, assessment and evaluation
2. partnerships
  - PSC has a strong working relationship with its “sister” non-for-profit CPKN which functions as the “learning arm” of the Council
  - expanded partnerships to include the Canadian Firearms Center (CFC); and the Ontario Police Training Video Alliance (OPTVA)
3. curricula review and consultations
  - included a wide range of stakeholders from the police community - noteworthy, the CACP Board of Directors agreed to develop an “endorsement process” for relevant national e-learning; and the over 75 HR leads and education/training advisors at an annual conference contribute to the identification of learning priorities



4. curricula development
  - via an effective, responsive and timely production plan, extensive contribution from subject matter experts/ content providers, validators and testers from policing services and academies to develop and deliver the courses
5. learning management system and communications and marketing
  - CPKN employs a fully functional LMS for learner access and support, and an effective web-site presence for accessibility of courses, and CPKN and PSC outreach through newsletters, kiosks and presentations to promote the courses
6. monitoring and evaluation
  - courses are monitored for registrants, starts and completions, as well as follow-up surveys, interviews and focus groups

### **In summary**

The project fully met, and in many ways exceeded, expectations.

- significant nationwide up-take
- increased openness to e-learning and blended learning training options
- police officers better skilled and capable of doing the job
- significant increase in sector support and endorsement
- increased standardization of course content, and understanding of the need for performance standards in training sector-wide
- reduced duplication of effort and inefficiencies in e-learning development by police services and academies - better ROI on training expenditures and resources

The learning from this project will inform an ongoing program of e-learning to meet the needs of police employees at all levels.

Based on the success of this project and the past initiatives (*CPIC Query Narrative Online*), it is clear that there is much benefit from continuing to expand the e-learning program:

- to develop more e-learning on a nationally approved and applicable program of courses
- to collaborate with the Canadian police community at large to identify and prioritize appropriate subject areas
- to optimize the CPKN systems/services partnership for the most effective and efficient development of e-learning



## DETAILED ASSESSMENT

The following provides a summary of each course and evaluations from the learner surveys.

### 1. Firearms Identification for Public Agents

#### ▪ **Course Description**

*Firearms Identification for Public Agents* instructs on the correct procedures and protocols to identify firearms to the Canadian standard. This course develops competencies around factors such as make, type, manufacturer, action, class, caliber and barrel length. Learners will understand the Canadian identification standard and the Firearms Reference Table database.

- content provider: RCMP - Canadian Firearms Program
- languages: English and French
- est. completion time: 2 hours
- released: June 1, 2008
- learning and evaluation period: June 1 – November 30, 2008 (6 months)

#### ▪ **Evaluation Results** - information was collected during the Learning and Evaluation period:

- 1928 learners successfully completed the course - 91% completed the evaluation survey (for the English pilot)
- 93% of survey respondents achieved their learning objectives
- 89% of respondents agreed/strongly agreed re experienced an increase in knowledge and confidence
- 90% of respondents agreed/strongly agreed re improved understanding of the Firearms Reference Table
- 89% of respondents would recommend this course to a colleague
- 64% of respondents would be interested in advanced firearms identification and safety training
- 37 of French learners reported a high level of satisfaction with their learning experience - 97% agreed or strongly agreed they experienced an increase in knowledge and confidence and that the course improved their understanding of the Firearms Reference Table.

#### ▪ **Learner Comments** - quotes from satisfaction survey:

- This is a great tool. I've encouraged all my colleagues to take the course as it covers so much information regarding Firearms Identification but also includes safe handling etc.
- Will recommend that our policy direction for reporting firearms transactions to CFC (as a Public Service Agency) includes mandatory FRT training for officers involved in these transactions
- One of the best on-line courses I have taken to date.
- This course is very worthwhile - I just wish I could have printed off the information to read over later.
- This course was presented and provided a brief overview of firearms identification and should be recommended to all officers involved with the public and entry onto properties. The course is beneficial for officer safety purposes
- waste of time will never use
- Well done and a good introduction to the FRT.
- Course very well presented. To the point, easy to use, and full of information.

#### ▪ **Considerations** - overall demonstrated benefits:

- online delivery of this course will significantly improve CFP's ability to manage expected increases in training demands (due to new regulations within the Firearms Act)
- introduced and promoted e-learning to a wide range of law enforcement agencies across the country
- learners reported a high level of satisfaction with this course - showing e-learning does represent a viable solution to enhancing and improving learner skill sets.



- should help organizations incorporate more e-learning into their existing training curriculums.

## 2. Recognition of Emotionally Disturbed Persons

### ■ **Course Description**

Recognition of Emotionally Disturbed Persons teaches the broad categories of EDPs and recommended response strategies and approaches to deal with individuals in crisis. It builds first responders' confidence in dealing with EDPs:

- content provider: Dalhousie university - department of psychiatry
- languages: English and French
- est. completion time: 2 hours
- release date: September 1, 2008
- learning and evaluation period: September 1 – December 31, 2008 (4 months)

### ■ **Learning and Evaluation Period Results** - information collected during the learning and evaluation:

- 883 police learners, including Military Police, First Nations Police, campus security, and CN Police, successfully completed the course - 62% completed a post-course evaluation survey.
- 12% reported they 'did not know anything about the subject matter' prior to completing this course
- 89% agreed or strongly agreed they learned new skills that they could apply to their jobs
- 87% agreed/strongly believed that they will be more effective in their job as a result
- 95% of respondents reported the overall quality as 'Good', "Very Good", or "Excellent"
- 89% of survey respondents would recommend this course to others
- 95% of respondents stated that online learning worked well for them

### ■ **Learner Comments**

- This was an excellent way to disseminate basic information that could be accessed by any officer
- Very thorough literature was used---I believe more knowledge on the Head Heart Hands would be beneficial
- As an Ops NCO, I have encouraged my members to take this course on line in conjunction with our in-house training sessions
- Excellent course. With 16-20% of soldiers returning from Afghanistan with an OSI, this course provided me with a few additional tools
- I enjoyed this course very much as it has helped me to see more of the issues that emotionally disturbed people experience. I feel it has given me a broader understanding and a new found compassion for such people
- As a non-sworn member of the police, training is somewhat limited. This is an excellent way to learn more about helping people, and dealing with situations. I hope to see it open up so that we have access to more online courses, certifications, and resources that are available to sworn members
- This course was excellent and I had already brought it to the attention of my Staff Sergeant colleagues and Training Committee before starting myself. I'm glad I did and I stand by my recommendation. Having taken a credit course in abnormal psychology and having dealt with several instances of mental illness in a previous job, this course has been the most useful training I have had to date. The head-heart-hands principle and the four category approach is needed for field officers.

### ■ **Conclusions**

English language pilot was well received by learners - no learners successfully completed the French language course. Additional promotion of French language courses be implemented to ensure greater levels of participation by French language audiences for this and other courses.



### 3. Aboriginal and First Nations Awareness

#### ▪ **Course Description**

This course provides basic knowledge of the history and geography of Aboriginal peoples as the foundation to the contemporary issues pertaining to Aboriginal lands, cultures, and communities.

- content provider: Ontario Police College
- languages: English and French
- est. completion time: 4 hours
- release date: November 17, 2008
- learning and evaluation period: November 17, 2008 – April 30, 2009

#### ▪ **Learning and Evaluation Period Results** - data collected during the Learning and Evaluation period

- 704 police learners, including employers as Military Police, Toronto Transit Commission, campus security, and railway police, successfully completed the course - 58% completed an evaluation.
- 22% - 'did not know anything about the subject matter' prior to completing this course
- 79% - agreed or strongly agreed they learned new skills that they could apply to their jobs
- 74% - agreed/strongly agreed that they will be more effective in their job as a result
- 89% - reported overall quality to be 'Good', "Very Good", or "Excellent"
- 79% - indicated they would recommend this course to others
- 92% - stated that online learning worked well for them

#### ▪ **Learner Comments**

- This is a very interesting in depth course that I feel is well worth taking. I think everyone should take the course if only to get the Aboriginal perspective. This knowledge could only increase a level of understanding and lead to positive changes in the future
- Great, please provide more courses -learning never stops
- Really enjoyed it. I learned some new things that I had limited knowledge on
- This course was initially advertised as requiring approximately four hours to complete. In my experience that is not an accurate estimation. It took me 10 - 12 hours to complete
- Way too much content. The amount of reading required for this course was not what I was expecting
- Very informative and well presented

#### ▪ **Conclusion**

English language pilot was well received by learners - only 2 successfully completed the French language course. Additional promotion of French language courses being implemented .

Learners' primary criticism related to the length of the course and the statistical nature of many of the exam questions. The Content Provider/Subject Matter Expert will review these aspects of the course.

### 4. Police Ethics and Accountability

#### ▪ **Course Description**

This course explores the complexities surrounding ethical decisions and dilemmas in policing - focusing on ways to avoid improper and unethical conduct, and helps officers ensure their behavior, judgment, and decisions are appropriate in their day to day duties.

- content provider: Justice Institute of British Columbia
- languages: english and french
- est. completion time: 2 hours



- release date: February 2, 2009
- learning and evaluation period: February 2 – May 31, 2009 (4 months)

▪ **Learning and Evaluation Period Results (to date)**

As at May 30/2009, the learning and evaluation period for this course is on-going, but information was gathered during the February 2 – May 28 period:

- 950 learners completed the course - 501 learners completed the post-evaluation survey
- 1 learner successfully completed the French language version
- 7% - reported that they 'did not know anything about the subject matter' prior to this course
- 70% - agreed or strongly agreed that they learned new skills - that they could apply to their jobs
- 72% - agreed/strongly agreed that they will be more effective in their job as a result
- 93% - reported the overall quality to be 'Good', "Very Good", or "Excellent"
- 89% - indicated they would recommend this course to others
- 96% - stated that online learning worked well for them

▪ **Learner Comments**

The final report for the learning and evaluation period will be available by the end of June of 2009:

- Great Course! Many thanks!
- Should be mandatory.
- Excellent course, very direct and concise.
- I have been in Professional Standards for many years, so much of the content was too basic for me.
- PLEASE don't waste any more of my time with useless courses such as this!
- I prefer online learning as during working hrs I am limited with time required however enjoy completing assignments at home.
- Excellent Course of study

## 5. Canadian Firearms Registry Online: A Tool for Officer Safety

▪ **Course Description**

This course focuses on the query processes of the CFRO system - the various statuses associated with firearms, licenses, and certificates, and, using scenario-based exercises - instructs on how to interpret query results.

- content provider: RCMP - Canadian Firearms Program
- price: TBD
- languages: English and French
- est. completion time: 2 hours
- expected release date: June 1, 2009
- learning and evaluation period: June 1 – August 31, 2009 (3 months)

▪ **Status**

- no learner feedback is available for this course by May 30/2009
- the release of this course has been delayed due to changes in Subject Matter Expertise available at the Canadian Firearms Program and commitments by CPKN to deliver a timely course on Infectious Disease and Pandemic Preparedness
- evaluation of this course will include pre- and post-testing as well as follow up surveys/interviews and focus groups
- final evaluation report will be available in October 2009.



## CONCLUSIONS

To date, more than 4400 learners from across Canada have successfully completed the learning events funded through the Police Sector Council. Based on feedback, e-learning courses on nationally relevant topics should continue to be developed for the police and law enforcement sectors.

Ongoing collaboration with the Canadian police community at large is critical to identify, prioritize and promote more focused programs of e-learning to ensure that future initiatives meet essential training needs, and produce tangible benefits for police and law enforcement agencies.

While these courses may be considered highly successful, there is always room for improvement. For example, in each of these the English version courses were well received by the target audience but the French language courses achieved minimal uptake. Special communications with Police Chiefs and HR trainers in the province of Quebec will be undertaken to further promote e-learning and to generate greater participation. PSC and CPKN also plans to work more closely with Michel Beaudoin, Executive Director of the École nationale de police du Québec and a member of the CPKN Board of Directors, to address this issue.

To ensure the greatest return on course expenditures, CPKN and the PSC Steering Committee have created an Evaluation Sub-Committee, to guide and assist in the evaluation processes for the courseware and the program in general.

Over time, the “free” learning and evaluation periods have proved very beneficial - increasing the number of priority training courses available to a national police audience, but also providing a risk-free means by which organizations can assess the value and suitability of e-learning to meet their specific training needs. This has increased the number of learners/organizations exposed to online learning, as well as increased access to priority training courses.

This project has also significantly contributed to CPKN’s ability to further refine the protocols and processes around course selection and development. It has strengthened the collaboration between police services, training academies, and other sector organizations to support nationally relevant training topics, to contribute content, and to participate in course reviews.

Additionally this year, we have undertaken a further validation process by a Canadian Association of Chiefs of Police (CACP) -approved endorsement process which audits the processes associated with the selection, design, and development of CPKN courseware. This endorsement process will authenticate the CPKN’s development processes, and will provide a nationally recognized approval for courseware designed for the betterment of the Canadian policing sector in general. The first audit of a CPKN course (*Police Ethics and Accountability*) is expected to be completed in August 2009.

Overall this has proven to be a great partnership between two developing non-for-profit organizations driving the evolution of learning and training in the policing community. The Police Sector Council has been delighted with the professionalism, innovation and quality of the e-learning products; and will fully engage in a more rigorous competency-based program of learning approach with CPKN in the coming years.