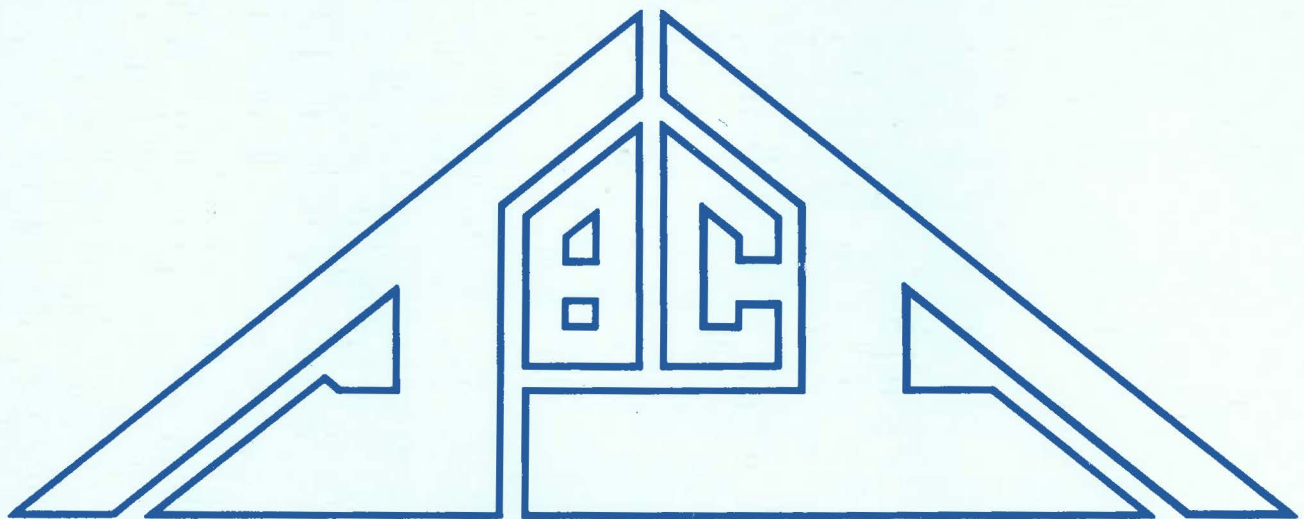


**Justice Institute  
Of  
British Columbia**



**1981-1986  
A PLAN FOR THE FUTURE  
PHASE III**



"Where no plan is laid, where the disposal of time is surrendered  
merely to chance....chaos will soon reign."

Victor Hugo

JUSTICE INSTITUTE  
OF  
BRITISH COLUMBIA

PHASE III

EDUCATIONAL 5 YEAR PLAN

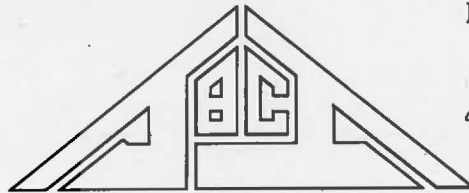
1981 - 1986

JANUARY 1982

Copy Number \_\_\_\_\_

Issued to \_\_\_\_\_

# Justice Institute Of British Columbia



Principal

Phone (604) 224-2311  
4180 West 4th Avenue, Vancouver, B.C. V6R 4J5

19 January, 1982

The Honourable Brian R.D. Smith  
Minister of Education  
Parliament Buildings  
Victoria, B.C.  
V8V 1X4

Dear Mr. Smith:

On behalf of the Justice Institute Board, I am pleased to submit our Educational Plan for 1981 - 1986 (Phase III).

This document represents considerable input from major clients of the Institute and is submitted for your consideration. It is our hope that it will provide the base from which the annual academic and financial plans for the Institute will emerge.

Yours truly,

R.J. Stewart  
Chairman of the Board



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## FOREWORD

The Justice Institute of British Columbia was established as a post-secondary educational institution on the 28 April, 1978 under the College and Institutes Act. In January of 1979, the Ministry of Education requested from each institution in the Province a comprehensive five year educational plan. In response to this request, the Board of the Institute endorsed a planning process involving three distinct phases. Phase I, which commenced early in 1979 and was completed in May of 1980, reviewed historically and chronologically all of the activities and planning that preceded the establishment of the Institute as a Crown Corporation in 1978. The document reviewed the planning for the development of a centralized training facility as a part of the Ministry of Attorney General (justice training centre) and concluded by identifying the major issues that would require resolution as training delivery responsibilities moved from within the Ministry of Attorney General to a post-secondary educational institution with an expanded mandate and a more autonomous status.

Phase I was circulated within the Ministry of Attorney General and the Ministry of Education for discussion and consideration. Subsequent to consultation with all interested parties on the recommendations in Phase I, the Phase II report, "Recommendations for Action", was tabled with the Board of the Institute on the 19 November, 1980. It was subsequently acted on by the Board on the 20 January, 1981. The Phase II Report consolidated the relationship of the Institute with its clients and established an organizational framework through which the Institute would honour its mandate for training and educational programming for the wider justice and public safety community.

This document constitutes Phase III of the five year planning of the Institute. It reflects the consolidation achieved in Phase I and II of the plan and establishes an accurate projection of growth for the period 1981-1986. Phase III has been developed in consultation with the major client populations of the Institute and presents as realistically and pragmatically as possible an assessment of the Justice Institute's plan to satisfy the demands for training in compliance with its designated provincial responsibility.

The plan represents a clear determination on the part of the Institute to embark upon a period of growth and development that will enhance the present opportunities available to our major clients to acquire the manpower training required by them for the maintenance of the highest level of public service in the fields of justice and public safety.

The endorsement of this plan by the Board of the Institute, the Ministry of Attorney General (the Corrections Branch, Court Services Branch, Office of the Fire Commissioner, Police Commission, Support Services Branch); the Ministry of Health (the Emergency Health Services Commission); and the Ministry of Education will represent a major step in the process of establishing for the Institute a method of institutional planning that integrates the variety of client training needs and the public responsibilities of the Institute into a sound, effective and efficient delivery system.

## INTRODUCTION

The development of this initial five year plan provides the opportunity for a more formal expression of the ongoing planning activities of the Institute. What follows offers all who are interested an opportunity to assess the growth and development of the Institute and to contribute to the direction and the philosophy that is proposed for the future.

The plan is not cast in bronze. The accelerating pace of change within society, the growing complexity of the future and the effects of current political and economic considerations, all contribute to a planning environment that at best can be described as tentative. Therefore, this document is to be considered an attempt to anticipate the future and plan for it within the parameters of today's knowledge.

Our planning process will strive, however, to reduce elements of surprise. In order to achieve this we have committed the Institute to establishing our planning mechanisms around the concept of "joint action" and "open communication". What follows is our "best guess" at the future. If at times the document sounds explicit or categorical, it is because the assumption of a definitive position allows more clarity to be achieved through the evaluation process and subsequently a more enlightened adjustment of the plan. Our intent, therefore, is to make explicit the proposed educational direction which will guide the Justice Institute for the next five years. The plan projects the manpower requirements for training identified by the major clients of the Institute; it establishes a data base upon which financial projections will be made; and it defines more clearly the role that the Institute will perform within the broader network of higher education in the province.

The process that has produced this plan has been lengthy and has required a considerable investment in time from many individuals. These efforts will hopefully result in a consensus on the training and educational direction of the Institute and encourage increased understanding of, and participation in, the further refinement and development of annual academic and financial plans.

Gerald B. Kilcup  
Principal

## MISSION STATEMENT

"The Justice Institute of British Columbia, as a post-secondary educational institute, provides leadership and coordination to support, develop and deliver a wide range of training, professional and educational programs and services for people working within the field of justice and public safety in the community. These programs and services are designed to improve the quality of justice and public safety for all citizens of British Columbia."

## GOALS

- I To develop and provide programs, courses of instruction and services consistent with the identified needs of,
  - A) the Corrections Branch of the Ministry of the Attorney General,
  - B) the Court Services Branch of the Ministry of the Attorney General,
  - C) the Emergency Health Services Commission of British Columbia,
  - D) the Fire Commissioner of British Columbia, and
  - E) the Police Commission of the Province of British Columbia.
  
- II To develop and provide courses of instruction and services consistent with the identified needs of,
  - A) other components of the Ministry of the Attorney General,
  - B) other ministries of the government in justice and public safety related areas, and
  - C) private agencies and community groups engaged in justice or public safety activities.

- III To provide opportunities through continuing education for the community to participate in activities that promote a better understanding of justice and public safety issues.
- IV To develop a cooperative system of coordination between the Institute's own programs and those of other institutes, colleges, universities, public schools and community based organizations.

## THE ROLE OF THE INSTITUTE

The approved Mission and Goals Statement of the Justice Institute has been translated into four roles. These roles have been differentiated according to the various functions that the Institute performs. They clarify the fundamental purpose for which the Institute was created and provide a focus for understanding the interaction of the Institute within the B.C. system of higher education, and the provincial Ministries of Attorney General, Health and Education.

### 1. THE TRAINING ROLE IN JUSTICE AND PUBLIC SAFETY

This function of the Institute is client oriented and structured to deliver training programs and services that meet the identified needs and established standards of the Ministry of Attorney General, the Ministry of Health and other ministries of government or public agencies within the fields of justice and public safety. The relationship is contractual. It requires the development of an annual training and financial plan approved and funded by the client and a facilities and support services plan approved by the Board of the Institute and funded through grants from the Ministry of Education.

The main clients of the Institute are:

- A) Ministry of Attorney General - Corrections Branch
  - Court Services Branch
  - Police Commission
  - Fire Commissioner
  - Support and Regulatory Services Branch
  - Land Titles Service
  - Personnel Service



B) Ministry of Health

- Emergency Health  
Services Commission

C) Other ministries of government or public agencies engaged in providing justice or public safety services to the public.

- Ministry of Environment
- Ministry of Transportation  
and Highways
- Ministry of Labour
- Conservation Branch
- Motor Vehicle Branch
- Safety Engineers
- Environment Canada
- Human Rights Commission
- Office of the Rentalsman

## 2. THE EDUCATIONAL ROLE IN JUSTICE AND PUBLIC SAFETY

This function of the Institute is oriented to the expanded justice and public safety community and the public at large. It provides programs and educational services directly related to issues of justice or public safety on contract or by the payment of tuition. Opportunities will be provided for interested individuals or agencies to expand their skill, understanding and knowledge of justice and public safety issues.

Within this five year plan the following examples demonstrate the commitment of the Institute to respond to this responsibility.

- Integrated Management Programs,
- Community Programs,
- Human Resources and Private Agency Programs,
- Justice Programs offered in conjunction with other Colleges and Institutes,
- Public Safety programs offered in conjunction with other Colleges and Institutes,
- Justice and Public Safety courses and programs offered to the general public directly through the Institute.

### 3. THE SERVICE ROLE IN JUSTICE AND PUBLIC SAFETY

This function of the Institute identifies the ancillary resources that are available to the public or major clients of the Institute that support and complement educational and training activities. It provides the vehicle through which the Institute offers psychological services, media and library resource services, program development, personnel assessment, and human resources planning services to agencies and employees of the justice and public safety system.

### 4. THE LEADERSHIP AND ADVISORY ROLE IN JUSTICE AND PUBLIC SAFETY

This function places the Institute in a relationship with other post-secondary educational institutions in B.C. The Institute provides advice, leadership and expertise to enhance the delivery of justice and public safety related programs to the entire provincial community. This role involves the Institute in an advisory capacity to government, to other colleges and institutes, to Police and Fire Departments, to the Emergency Health Services Commission, and to the ministries of Attorney General, Health and

Education on issues in which it holds expertise. This role also constitutes a focal point for applied research in areas related to justice and public safety that from time to time may arise.

## THE ORGANIZATION OF THE INSTITUTE

Figure 1 presents the organization of the Institute and its external network of relationships. The four Academies primarily but not exclusively service role #1. The Educational Services Division primarily but not exclusively services roles #2 and #3. All divisions of the Institute service role #4.

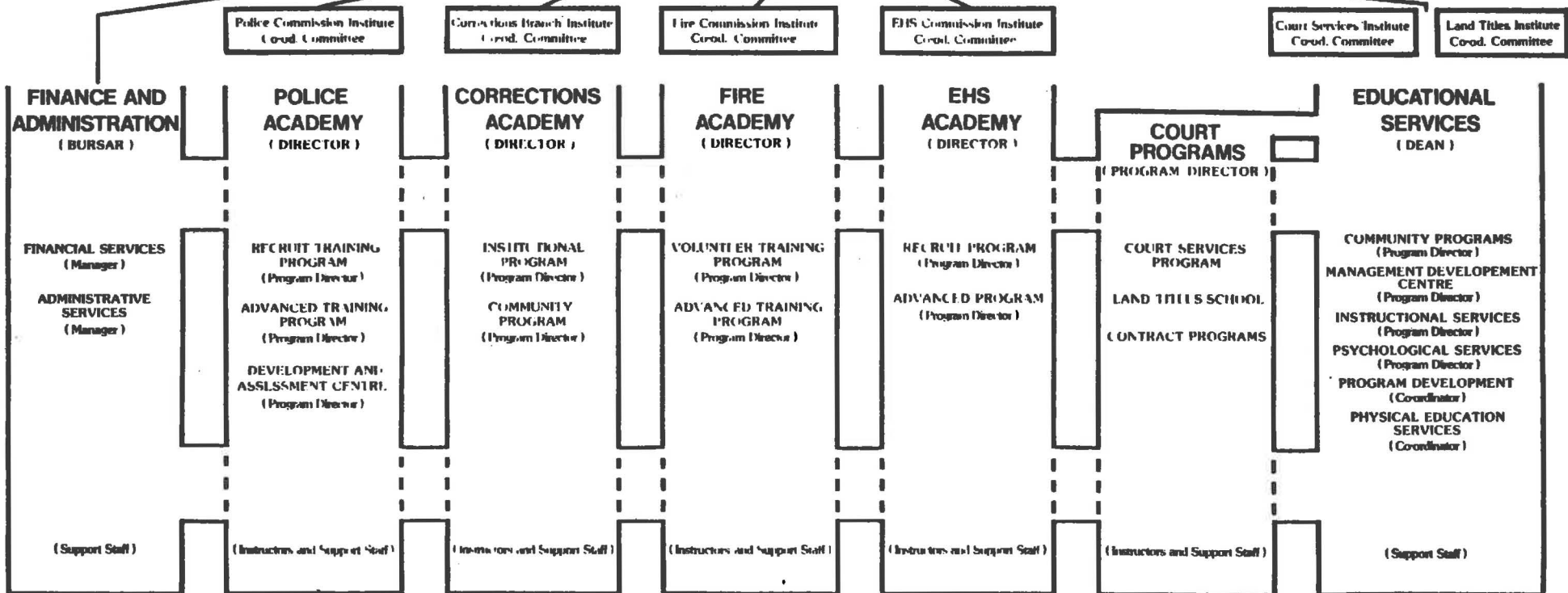
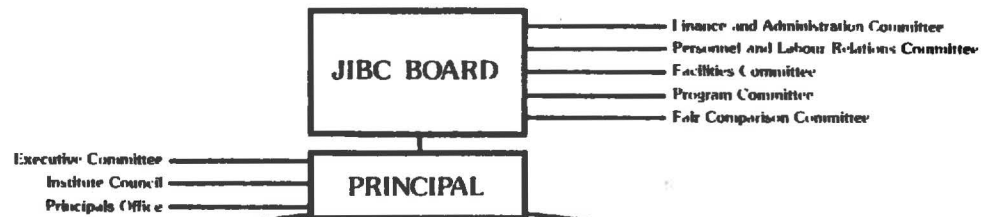


Figure 1

## PART II

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## INTRODUCTION TO DIVISIONAL PLANS

The provision of training to the major clients of the Institute must be guided by explicit policies and procedures. These policies and procedures, which are the responsibility of the Institute, will be derived through a process of consultation with major clients. To this end, the Board has authorized the establishment of Agency - Institute Coordinating Committees as the vehicle for the development, coordination and maintenance of program and policy-related issues.

Within the policy framework described above, specific training plans will be developed within the divisional structure of the Institute in consultation with major clients and referred to the Agency - Institute Coordinating Committee for a formal ratification.

In order to maintain both quality and consistency between Institute programs and client needs, effective internal and external coordinating mechanisms will be standardized. The long term provision of training services to our major clients is dependent upon the development and maintenance of appropriate courses and programs within an acceptable economic pattern. Practitioners therefore, within the major client groups, must participate in the detailed curriculum planning process, particularly where issues of specialized training or province-wide certification, regulation or standardization are involved. This participation will be through Curriculum-Development Committees established by the divisions of the Institute which in turn will be advisory to the Agency - Institute Coordinating Committees.

Following the development and approval of programs, implementation is the responsibility of the Institute. Program implementation through a variety of delivery methods such as direct instruction, simulations, self study, field training, computer-based education, individualized learning packages, outreach services and distance education will be utilized as vehicles of delivery wherever they can preserve quality and content within a viable framework of economic responsibility.

To complete the cycle from policy development through program development to program implementation, it is necessary to make provision for program evaluation. This refers specifically to means whereby the Institute and the major clients receive feedback on the effectiveness and efficiency of various training programs. In the broader context, the evaluation process will apply to all educational and training services provided by the Institute to its major clients. In a more specific sense, it will also apply to a single program or component of a program. In the context of limited resource allocation, the evaluation process assumes significant importance as it becomes the means whereby rational decision-making can be applied to issues of program review, resource allocation and program revision or termination. From this perspective, program evaluation is clearly a joint responsibility of the Institute, its clients and the Ministry of Education. Considerable attention must be given to ensure that this function is carried out regularly and appropriately. The focal point for evaluation will be the Agency-Institute Coordinating Committee.

The following divisional five year plans outline program and service objectives, current levels of program and service delivery, and intended program development. The review and adjustment of



this plan will be an activity to which a high priority is attached. It is at this point that the aspirations of each client, the Ministry, and the Institute are recast in the form of annual academic, capital and operating plans. The transition of long range program plans into annual academic and financial plans and subsequently into actual delivery activities constitutes the measure by which the Institute will achieve its objectives and fulfill its role. Much attention must be directed to the continual review of both the plan and the structure and practices through which the Institute organizes the limited available resources to achieve its established goals and honour its contractual obligations to its major clients.



## CORRECTIONS ACADEMY

### GOAL

To provide a range of training and development courses and related staff development services to ensure that Corrections Branch employees are able to carry out the duties of their positions in an efficient and competent manner and are provided with opportunities for growth and advancement.

### HISTORY

In September 1967, the Corrections Branch Training Academy was established at the Vancouver Island Regional Correctional Centre. Four full-time instructors were responsible for operating a variety of training programs consisting of a six week basic training program and a number of advanced training programs for correctional officers and principal officers. In May 1970, the Training Academy was moved to Pierce Creek Camp located in the Chilliwack Valley and for next five years the Branch training programs were offered at that site.

Training for Community Corrections Officers began in 1960. The location of the school moved from the Corrections headquarters to the New Haven Correctional Centre to the Marpole Training Centre in South Vancouver. Until 1974, the two training schools operated somewhat independently. In 1974, the administration of the training school was integrated and a training centre was established in Burnaby with a satellite school at the Marpole Training Centre.

In 1974, the Corrections Branch, in conjunction with other justice training groups, contributed to the planning for an

integrated justice education centre in the province. With the establishment of the Justice Institute of British Columbia in April 1978, the Corrections Branch moved all its training staff and programs from the Burnaby and Marpole locations in September 1978 and became a division of the Justice Institute of British Columbia. Over a period of approximately twenty years the Corrections Branch moved from a position of having a non-existent training system to a comprehensive and sophisticated training system offering a broad range of training programs and services for all levels of Corrections Branch staff.

#### POPULATION SERVED

The Corrections Branch of the Attorney General's Ministry consists of 2,064 permanent employees and approximately 200 auxiliaries. Of the total Corrections Branch complement, 1325 are employed in correctional institutions, 410 in probation and community services, 95 in excluded management positions, and 235 in administrative support positions.

It is projected that the institutional inmate population will remain relatively constant for the next five years and therefore any increase in staff will be the result of collective agreements, more staff required for a constant work level, or for the establishment of new facilities.

It is projected that the community offender population will remain relatively constant with a slight increase during the next five years. As the emphasis in B.C. Corrections, for the past ten years, has been to utilize community-based alternatives as opposed to institutional sentences, it could be anticipated that the number of corrections employees working as probation officers, family court counsellors, community service officers and probation interviewers will increase moderately during the next five years.

In addition to training courses, the Justice Institute may be contracted by the Corrections Branch to provide a number of related services such as an assessment centre, competency-based studies research and the development of distance learning packages.

#### TRAINING PLAN

Each year the Corrections Academy establishes a set of specific objectives and priorities to reflect the changing needs and requirements of the Corrections Branch of the Ministry of the Attorney General.

The training needs are determined by conducting a comprehensive training needs analysis in the fall of each year to determine both the numbers of persons requiring recruit training and the content priorities for advanced training. In addition to offering training programs to Corrections Branch employees, the Corrections Academy will develop the capacity to offer programs to private agencies, community groups, and other government agencies (Rentalsman's Office, Ministry of Human Resources, and Federal Corrections staff) that have similar training needs to those addressed within the Corrections Academy.

#### PROJECTED GROWTH

The following chart, Figure 2, indicates the projected student training day mix for the next five years and the projected cost. These projections are based upon an expectation for growth, tempered by an appreciation of the current economic climate. Through the zero based budgeting procedures additional resources, if available, could be utilized to improve and increase training within the Correction field.

## CORRECTIONS ACADEMY

## 1981-86 Academic and Financial Projections

PROGRAMS 1981-1982	STUDENT TRAINING DAYS	BUDGET PROJECTIONS		TOTAL	STUDENT TRAINING DAY COSTS
		Min. of A.G.	Min. of Ed.		
RECRUIT	5,500	570,075	124,685	<u>1,136,880</u>	Min. of A.G. 103.65
ADVANCED	2,300	238,395	52,141		Min. of Ed. 22.67
MNGMT. & SPECIAL	<u>1,200</u>	<u>124,380</u>	<u>27,204</u>		
	<u>9,000</u>	<u>932,850</u>	<u>204,030</u>		
1982-1983					
RECRUIT	5,700	649,857	142,110	<u>1,319,939</u>	Min. of A.G. 114.01
ADVANCED	2,800	319,228	69,804		Min. of Ed. 24.93
MNGMT. & SPECIAL	<u>1,000</u>	<u>114,010</u>	<u>24,930</u>		* + 10%
	<u>9,500</u>	<u>1,083,095</u>	<u>236,844</u>		
1983-1984					
RECRUIT	5,900	739,919	161,778	<u>1,528,300</u>	Min. of A.G. 125.41
ADVANCED	3,100	388,771	85,002		Min. of Ed. 27.42
MNGMT. & SPECIAL	<u>1,000</u>	<u>125,410</u>	<u>27,420</u>		* + 10%
	<u>10,000</u>	<u>1,254,100</u>	<u>274,200</u>		
1984-1985					
RECRUIT	6,100	841,495	183,376	<u>1,764,555</u>	Min. of A.G. 137.95
ADVANCED	3,400	469,030	102,544		Min. of Ed. 30.16
MNGMT. & SPECIAL	<u>1,000</u>	<u>137,950</u>	<u>30,160</u>		* + 10%
	<u>10,500</u>	<u>1,448,475</u>	<u>316,080</u>		
1985-1986					
RECRUIT	6,300	955,962	214,011	<u>2,061,381</u>	Min. of A.G. 151.74
ADVANCED	3,800	576,612	129,086		Min. of Ed. 33.17
MNGMT. & SPECIAL	<u>1,000</u>	<u>151,740</u>	<u>33,970</u>		* + 10%
	<u>11,100</u>	<u>1,684,314</u>	<u>377,067</u>		

Figure 2

\* 10% is added to the Student Training Day Costs in anticipation of annual inflation.

The projections indicate a trend towards gradual growth of student training days in both the recruit and advanced training categories. It is anticipated that training staff will remain relatively constant and that there will be limited funds for expansion. The Corrections Academy will continue with efforts to provide on-site training whenever possible to minimize travel and accommodation costs. The table in Figure 2 includes both centralized and off-campus training. Although short on-site courses can be arranged for correctional institutions (providing training relief funds are available), most probation officer training must take place in a centralized location due to the wide geographical spread between probation offices. The Corrections Academy will participate in public programs where funds and staff resources allow. It is anticipated that the Corrections Academy will contribute to corrections regional and district conferences by assisting in organization and providing resource persons.

#### QUALITY

The content of every course is evaluated by utilizing an evaluation form which measures the relevancy of content, the degree to which the session objectives were met, and the competency of the instructor. In all recruit courses and in some advanced courses examinations are utilized to examine knowledge gained and in some cases pre and post tests to determine the results of the training. Classroom size is limited to twenty persons and training sessions emphasize a non-didactic teaching approach utilizing simulations, discussions and case studies whenever possible. In some courses, intensive team-teaching is used with video-demonstrations, role plays and problem-solving discussion groups.

Comprehensive lesson plans and outlines are developed for each content session for basic training programs and all content is circulated to field practitioners on a regular basis to ensure relevancy and validity.

#### FACULTY AND INSTRUCTIONAL RESOURCES

The faculty of the Academy will all be on time-limited secondments from the Corrections Branch. These instructors, top-calibre practitioners knowledgeable in their particular field, will gain instructional expertise through training courses offered at the Justice Institute at the beginning of secondment. Content on most training courses will be offered by seconded instructors, however, when funds are available and when in-house expertise is not available, contracts will be arranged with outside consultants.

#### ADVISORY COMMITTEES

Bi-monthly meetings are held with Corrections Branch Staff Development Officers representing each of the six corrections regions of the province. The management staff of the Corrections Academy and appropriate faculty also attend these meetings to discuss policy issues, training needs, and the professional development of trainers. This group also takes responsibility for coordinating an annual training needs analysis process throughout the Corrections Branch after which priorities are set for the Corrections Academy calendar. Subsequent to the endorsement of the Agency - Institute Coordination Committee the Corrections Academy academic plan is presented to the Corrections Senior Branch Management Committee to ensure that the plans for the next fiscal year are aligned with the requirements and expectations of management. In addition, an on-going liaison is maintained

between the Corrections Academy and the Human Resource Planning and Development Division of the Corrections Branch to ensure that the academy programs are meeting the needs of the Corrections Branch and to allow the academy staff to contribute to the development of Corrections policies and standards.

#### SPECIAL FACILITY REQUIREMENTS

A large number of Corrections Academy students are entitled by collective agreement to travel costs, accommodation, and meals while in attendance at Justice Institute training programs. The present arrangement of transporting students to and from downtown hotels is not only expensive (\$250,000 per year) but tends to detract from the learning environment and detracts from the positive gains that could be made by integrating students from all divisions in a common residential environment. Therefore, the need for a student residence on-site is a high priority. Facilities are also required for physical fitness training, self-defense training, and simulation areas.

#### SUMMARY

The Corrections Academy will show a slow and steady growth over the next five years and continued effort will be made to improve quality of training programs and ensure relevancy to the client group. The Corrections Academy proposes to expand the area of on-site training at correctional institutions and develop the capacity to utilize distance learning packages. A close liaison will be maintained between the Corrections Academy of the J.I.B.C. and the Corrections Branch to ensure that all courses and programs are reviewed annually for relevancy and quality.



## EMERGENCY HEALTH SERVICES ACADEMY

### GOALS

(A) To develop and provide programs, courses of instruction and services consistent with the identified needs of the Emergency Health Services Commission under the authority of the Emergency Health Services Act.

(B) To develop a network for teaching Basic Life Support to the general public and first responders courses to the employees of the broader justice and public safety community in British Columbia.

### HISTORY

Prior to March 1974, Ambulance Services were provided to British Columbians through private enterprise. With passage of the Emergency Health Services Act came the legislation forming the Emergency Health Services Commission. One of the major responsibilities of the Commission, outlined in section 5(f) of the Act is "...to recruit, examine, train, register and licence emergency medical assistants" and the regulations respecting emergency medical assistants in British Columbia.

In the Vancouver area the Metropolitan Ambulance Service operated a training school with financial support from local municipalities and Federal Manpower funding. The Emergency Health Services Commission built on the initial Metropolitan Ambulance Service training program to provide and meet the expanded ambulance service for the province. A progressive training program was developed to meet the needs of both the part and full-time ambulance personnel.

The Commission approached the Justice Institute in October 1979 to inquire whether the Institute might house a two week training program. The initial contact led to further discussion on the possibility of integrating the staff, faculty and programs offered by the Commission into the on-going operation of the Justice Institute. After lengthy negotiations a proposal to establish the Emergency Health Services Academy as part of the Justice Institute was submitted to the Institute Board on 12 December, 1979. The Board recommended that an Institute/Commission task force be established "to develop an academic plan, financial plan, organizational plan and support services plan" for 1980-81 for submission to the Emergency Health Commission and the Board of the Justice Institute. The task force report was accepted and the establishment of the Emergency Health Services Academy was endorsed by the Board on 24 March, 1980. The Order in Council transferring the training function from the Commission to the Institute was passed on 11 August, 1980.

#### POPULATION

The population served by the Emergency Health Services Academy consists of:

(1981-82)

- 2,312 part-time employees
- 677 full-time employees
- 27 temporary employees
- 86 relief attendants called "spareboard"
- 18 shift supervisors
- 6 zone coordinators

In addition, the Academy acts as the administrative and educational resource for the Commission in its Advanced Cardiac Life Support and Basic Life Support programs. These programs are oriented towards the medical community and lay public respectively. The objective of these programs is to have one in every five physicians, and one in every five citizens in the province trained in the respective programs.

#### PROGRAMS

The following training priorities have been developed by the Commission with the Institute for the next 5 years.

- Industrial First Aid - Maintain the certification of all full-time employees.
- Emergency Medical Assistant I (part-time) - increase the availability of training while working towards decreasing the number of part-timers employed.
- Emergency Medical Assistant II (full-time) - increase this group so that: a) it meets the loss due to attrition; b) boosts understaffed stations; c) more communities have full-time employees.
- Trauma (full-time) - increase the number of communities having trauma attendants based on: a) call volume: b) a hospital facility able to provide initial and ongoing maintenance of skills; c) the support of the medical community.
- Advanced Life Support I - increase modestly so that larger centers may receive this service.
- Advanced Life Support II - maintenance of present levels of service.

- Dispatch - formalize the dispatch training and modestly increase the number of dispatchers.
- Infant Transport Team - maintenance of present level plus modest increase to meet growing demand.
- First Responders - provide the basic course to other justice and public safety personnel on a cost recovery basis.
- Management - provide a tiered program for all levels of supervisors to be spread over 5 years.

#### PROJECTED GROWTH

Figure 3 identifies by program the growth projected for the next five years (1981-86) based on these priorities.

**EMERGENCY HEALTH SERVICES**

**1981-86 Academic and Financial Projections**

PROGRAMS	STUDENT TRAINING DAYS	BUDGET PROJECTIONS		TOTAL	STUDENT TRAINING DAY COSTS
		Min. of Health	Min. of Ed.		
1981-1982					
RECRUIT	7,700	306,245	174,559		Min. of Health \$39.75
ADVANCED	<u>20,500</u> <u>28,200</u>	<u>814,875</u> <u>1,121,120</u>	<u>464,735</u> <u>639,294</u>	<u>1,760,414</u>	Min. of Ed. \$22.67
1982-1983					
RECRUIT	16,070	1,044,550	400,625		Min. of Health 1 \$65.00
ADVANCED	<u>20,660</u> <u>36,730</u>	<u>1,342,900</u> <u>2,387,450</u>	<u>515,053</u> <u>915,678</u>	<u>3,303,128</u>	Min. of Ed. \$24.93 * + 10%
1983-1984					
RECRUIT	17,000	1,215,500	466,140		Min. of Health \$71.50
ADVANCED	<u>27,070</u> <u>44,070</u>	<u>1,935,505</u> <u>3,151,005</u>	<u>742,259</u> <u>1,208,399</u>	<u>4,359,404</u>	Min. of Ed. \$27.42 * + 10%
1984-1985					
RECRUIT	18,990	1,493,563	572,738		Min. of Health \$78.65
ADVANCED	<u>18,020</u> <u>37,010</u>	<u>1,417,273</u> <u>2,910,836</u>	<u>543,483</u> <u>1,116,221</u>	<u>4,027,057</u>	Min. of Ed. \$30.16 * + 10%
1985-1986					
RECRUIT	20,040	1,733,660	680,758	2,414,419	Min. of Health \$86.51
ADVANCED	<u>21,920</u> <u>41,960</u>	<u>1,896,299</u> <u>3,629,959</u>	<u>744,622</u> <u>1,425,381</u>	<u>2,640,921</u> <u>5,055,340</u>	Min. of Ed. \$33.17 * + 10%

Figure 3

<sup>1</sup> Large increase in recruit training on campus where higher student training day costs are incurred.

\* 10% is added to the Student Training Days cost in anticipation of annual inflation.

## QUALITY

The students immediately upon completion of a program are evaluated by their ability to perform in the field. The nature of the profession the graduates perform is such that a large percentage of the training is practically oriented. Classroom sessions are liberally interspersed with hands-on approaches, simulations, demonstrations and for some specialty areas, patient and hospital and en-route familiarization. The decision-making process concerning the patient's condition and progress is developed through a patient/management process. An exciting facet of the Academy within the Institute is the integrated or cross-systems training opportunities. Students from police, fire and ambulance services can work side-by-side on simulated situations and follow-up with discussion on each others' roles, responsibilities and capabilities.

## INSTRUCTIONAL RESOURCES

The Emergency Health Services Academy's instructional resource base is constructed in much the same manner as most of the other divisions. There are seconded faculty members and part-time specialty contracts as well.

The projected expansion of training needs will necessitate an increase of three nurse consultants hired on short-term contract basis and four additional seconded instructors.

## ADVISORY COMMITTEES

The complex mix of roles graduates must perform cover medicine, nursing, rescue, transportation, communications, psychology, and management. The Academy relies heavily on advisory groups for

its course content. The following represents the advisory groups providing input into Academy programs.

### ADVISORY COMMITTEES

#### Agency - Institute Coordinating Committee

The group consists of representatives from senior administration of both organizations and provides the Director with the overall training needs, parameters, and policies within which to work. It meets quarterly.

#### Emergency Medical Council

This body of emergency physicians chaired by the Program Director - Advanced Life Support Programs provides medical input into the course content and also monitors advanced life support operations in the field. It meets monthly.

#### Standards of Care Committee

A group of advanced life support attendants and emergency physicians and an Academy representative provide ongoing monitoring of the care patients receive. They in turn recommend to the Academy inservice programs for advanced life support personnel. It meets monthly.

#### Advanced Life Support II Continuing Education Committee

This group provides recommendations on continuing education needs of ALS II attendants in order to meet their recertification criteria. (ALS I and II attendants must recertify every three years.)

### Specific Program Advisories

Advisory committees are formed to develop and evaluate new programs. Two are presently operating; an Air Evacuation Program Advisory, and a Dispatcher Program Advisory Committee.

### Instructional Support

The Academy realizes the value of support services in all its programs. The clerical support staff are encouraged to enrich their roles through involvement in the program development and delivery. We rely heavily on the library and media centers to support the self-directed programs we produce. These programs are print-based in the form of learning packages. This makes a word processing function a critical instructional support. The Academy recognizes the need to keep abreast with the learners and their environment and is working towards interactive television and video disk as a delivery method. These will be natural outgrowths of the current print and video tape instructional support.

### SPECIAL FACILITY REQUIREMENTS

The rapid growth of the Emergency Health Services Academy within the Justice Institute is most dramatically evident in its requirement for specialized facilities. Already classroom space is at a premium. Library and particularly the media centre are experiencing a growing demand. Residential accommodations and student support within local hotels are a major financial expense. This issue will continue to be a bottleneck at the Justice Institute until on-campus residences are developed.



### SUMMARY

The Emergency Health Services Academy is rapidly becoming the leader in Canada for the development and training of emergency medical practitioners. Visitors from across the country have sought advice and council on how programs of the E.H.S.A. might be extrapolated to other jurisdictions. This rapid growth over the past few years will continue until the training requirements of the Emergency Health Services Commission are achieved.

## FIRE ACADEMY

### GOALS

1. To develop and provide training programs and courses of instruction that meet the requirements of the fire service agencies of the province of British Columbia consistent with section 3(3)(b) of the Fire Services Act, "establish, in consultation with the advisory board and subject to the minister's approval, minimum standards for selection and training of fire services personnel;".
2. To establish a resource for the upgrading and dissemination of all academic and technical knowledge in areas related to fire suppression and prevention.
3. To coordinate and deliver supervisory and management training programs that meet the organizational requirements of the fire service agencies of the province of British Columbia consistent with the Fire Services Act.

### HISTORY

In 1975 the report to the Attorney-General entitled "The Fire Fighting Services in B.C.", by Hugh L. Keenleyside, recommended the establishment of a provincial fire academy. In April 1978, the Justice Institute of B.C. was directed by Order in Council to include within its terms of reference the development of a Fire Academy to respond to the fire services training needs of the province. In a statement to the Board of the Institute, the Attorney-General, the Honourable Garde B. Gardom, said:

"The establishment of a training academy for the fire services, from recruit to senior management levels, is an important facet of the overall re-structuring of B.C.'s fire services."... "To establish and maintain uniform quality fire services, we need a central facility to plan, develop and deliver training and to ensure that every fire fighter in B.C. receives the best, most professional instruction available today."

In 1979, a Fire Academy was established as a division of the Institute. Consultation with all major representatives of the fire services community, including the Office of the Fire Commissioner, resulted in the development of a basic academic plan funded by the Ministry of Education and Ministry of Attorney-General that initiated the delivery of training programs to the fire services community in September 1979.

#### POPULATION SERVED

The B.C. Fire Service is comprised of 6,000 volunteer, 2,500 paid, and approximately 500 industrial members, for a total complement of some 9,000 fire service personnel in the province. This collective force, although individualized by the community or industry which they serve, is responsible for all fire protection within the province with the exception of forests, which is under the jurisdiction of the B.C. Forest Service.

Each branch of the fire services, paid professional, volunteer or industrial, share common training needs, e.g., fire prevention, fire investigation, leadership, management, suppression, and industrial fire specialists.

## ADVISORY STRUCTURES

Advisory committees have been established by the Fire Commissioner for all major program areas: Volunteer Training, Fire Investigation, Industrial Fire Protection and Basic and Advanced specialist training. All courses funded by the Ministry of Attorney General have the curriculum approved by a curriculum committee chaired by the Fire Commissioner. Each advisory committee is comprised of recognized experts in their respective fields plus representation from the Fire Academy of the Institute and Fire Commissioner's office.

The Agency - Institute Coordinating Committee will meet regularly to formally modify and approve all planning and policy issues related to the maintenance of contractual agreements.

## TRAINING PROGRAMS

Basic Recruit Training (Proposed for commencement in 1982-83)

Volunteer Fire Fighter Training

- Fire Chiefs - Phase I through Phase III
- In-field Suppression Training

Advanced Training

- Leadership Development (Middle Mngmt) - Courses 201 through 205
- Leadership Development (Senior Mngmt) - Courses 301 through 305
- Fire Prevention - Courses I through III
- Fire Investigation - Courses I through III
- Instructional Techniques - Courses I and II
- Industrial Fire Protection - Courses I and II

### SPECIAL FACILITY REQUIREMENTS

In addition to the requirements for a residential facility on campus (as per other divisions) the Fire Academy has a special interest in the development of a fire burning ground and practical training centre. These requirements have been included within the five year capital facilities forecast submitted by the Institute and have been provisionally approved by the Ministry of Education. The burning site at the present time is a venture shared with the Pacific Marine Training Institute.

### PROJECTED GROWTH

The projected growth for the Fire Academy over the next five years is described in Figure 4.

# FIRE ACADEMY

## 1981-86 Academic and Financial Projections

PROGRAMS 1981-1982	STUDENT TRAINING DAYS	BUDGET PROJECTIONS		TOTAL	STUDENT TRAINING DAY COSTS
		Min. of A.G.	Min. of Ed.		
RECRUIT	-	-	-	-	Min. of A.G. 87.75
ADVANCED	3,275	287,381	74,244		
VOLUNTEER	<u>2,062</u> <u>5,337</u>	<u>180,941</u> <u>468,322</u>	<u>46,745</u> <u>120,989</u>	<u>589,311</u>	Min. of Ed. 22.67
1982-1983					
RECRUIT	1,800	173,736	44,874		Min. of A.G. 96.52
ADVANCED	6,110	589,737	152,322		Min. of Ed. 24.93
VOLUNTEER	<u>4,450</u> <u>12,360</u>	<u>429,514</u> <u>1,192,987</u>	<u>110,938</u> <u>308,134</u>	<u>1,501,121</u>	* + 10%
1983-1984					
RECRUIT	4,800	509,616	131,616		Min. of A.G. 106.17
ADVANCED	6,810	723,018	186,730		Min. of Ed. 27.42
VOLUNTEER	<u>4,550</u> <u>16,160</u>	<u>483,074</u> <u>1,715,708</u>	<u>124,761</u> <u>443,107</u>	<u>2,158,815</u>	* + 10%
1984-1985					
RECRUIT	6,200	724,036	186,992		Min. of A.G. 116.78
ADVANCED	6,810	795,272	205,389		Min. of Ed. 30.16
VOLUNTEER	<u>4,550</u> <u>17,560</u>	<u>531,349</u> <u>2,050,657</u>	<u>137,228</u> <u>529,609</u>	<u>2,580,266</u>	* + 10%
1985-1986					
RECRUIT	7,000	899,150	232,190		Min. of A.G. 128.45
ADVANCED	6,710	861,900	222,570		Min. of Ed. 33.17
VOLUNTEER	<u>4,550</u> <u>18,260</u>	<u>584,448</u> <u>2,345,498</u>	<u>150,923</u> <u>605,683</u>	<u>2,951,181</u>	* + 10%

Figure 4

\* 10% is added to the Student Training Day Costs in anticipation of annual inflation.

### SUMMARY

The Fire Academy that this province has needed for so many years has now been established. While growth over the past few years has been slow it is expected that a full range of training services for the fire agencies of the province could be in place by 1983-84. The satisfaction of students and the confirmed positive support of all departments in the province, paid and volunteer, augers well for the eventual development of one of the finest fire training academies in North America.

## THE POLICE ACADEMY

### GOAL

(A) To develop and provide training programs and courses of instruction consistent with the identified needs of the police community of British Columbia.

(B) To develop and provide training programs to assure that municipal police officers have a level of competence in skill, knowledge and understanding that meet the law enforcement requirements of the Police Act and attending regulations.

### HISTORY

Prior to 1975 there was no organized training of police officers for municipalities operating their own forces within British Columbia, with the exception of those serving in the Vancouver Police Department. The Vancouver force operated a training academy geared to its own needs and, whenever possible, provided space for recruits from other municipal forces.

In March 1975 the B.C. Police College was established by the B.C. Police Commission under the provisions of the Police Act. The Commission's legislated function was "to establish, subject to the approval of the Minister, minimum standards for the selection and training of constables; to establish and carry out, or to approve and supervise, programs for the training and retraining of constables and persons who intend to become constables." When the Justice Institute was established in 1978, the B.C. Police College was one of several justice training organizations to be consolidated under its jurisdiction. As a division of the Justice Institute, the College became the Police Academy of the J.I.B.C.



In 1980, after discussions with police management and labour groups, a set of training rules were proposed to the Attorney General. The rules outline the training prerequisites for the office of municipal constable; recognized eligibility for municipal constable by accommodating transfers from one municipal department to another; created an exemption and challenge process for experienced officers from outside the province and defined the relationship of the Justice Institute with the B.C. Police Commission and the Municipal Police Forces. These rules were signed by the Attorney General in February 1981 and were appended to the Police Act.

#### POPULATIONS SERVED

The twelve municipal police forces in British Columbia have a complement of 1,845 police officers (1981). It is estimated that the population for initial or recruit training, considering attrition and growth, will remain relatively stable (13% per year) with a modest expectation for growth over the five year planning period. The advanced and management training sections will increase steadily for four years and then stabilize. This growth is designed to provide a minimum of two weeks advanced training to every serving member. These projections are based on the jurisdiction of the municipal police forces remaining geographically unaltered. They do not include the impact in required training should any municipality or region, not now policed by a municipal service, create their own department.

#### PROJECTED GROWTH

The Academy will be required to train the following number of peace officers from 1981 to 1986 (Figure 5). Financial projections are based on 1981-82 student training day costs increased by 10% per year to allow for inflation (12-15%) and projected economies that will be achieved through volume and program integration.

## POLICE ACADEMY

## 1981-86 Academic and Financial Projections

PROGRAMS 1981-1982	STUDENT TRAINING DAYS	BUDGET PROJECTIONS		TOTAL	STUDENT TRAINING DAY COSTS
		Min. of A.G.	Min. of Ed.		
RECRUIT	21,350	1,351,039	484,004		Min. of A.G.
ADVANCED	4,150	262,675	94,080		\$63.28
TOTAL	25,500	1,613,714			Min. of Ed.
SVCS. ASSESS. CNTR.					\$22.67
- 240 CANDIDATES		+ 136,387	---		
\$568.28		1,750,101	578,084	2,328,185	
1982-1983					
RECRUIT	22,500	1,566,000	560,925		Min. of A.G.
ADVANCED	6,960	484,416	173,512		\$69.60
TOTAL	29,460	2,050,416			Min. of Ed.
SVCS. ASSESS. CNTR.					\$24.93
- 287 CANDIDATES		+ 179,403	---		* + 10%
\$625.10		2,229,819	734,437	2,961,256	
1983-1984					
RECRUIT	25,750	1,971,420	706,065		Min. of A.G.
ADVANCED	8,352	639,429	208,215		\$76.56
TOTAL	34,102				Min. of Ed.
SVCS. ASSESS. CNTR.					\$27.42
- 324 CANDIDATES		222,785	---		* + 10%
\$687.61		2,833,634	914,280	3,747,914	
1984-1985					
RECRUIT	29,750	2,277,660	897,260		Min. of A.G.
ADVANCED	10,022	767,284	302,263		\$76.56
TOTAL	39,772	3,044,944			Min. of Ed.
SVCS. ASSESS. CNTR.					\$30.16
- 385 CANDIDATES		+ 291,202	---		* + 10%
\$756.37		3,336,146	1,199,523	4,535,669	
1985-1986					
RECRUIT	31,000	2,868,430	1,028,270		Min. of A.G.
ADVANCED	12,026	1,112,765	398,902		\$92.53
TOTAL	43,026	3,981,195			Min. of Ed.
SVCS. ASSESS. CNTR.					\$33.17
- 463 CANDIDATES		+ 385,216	---		* + 10%
\$832.00		4,366,411	1,427,172	5,793,583	

Figure 5

\* 10% is added to the Student Training Day Costs in anticipation of annual inflation.

## TRAINING PROGRAMS

### RECRUIT TRAINING PROGRAMS

Peace Officers Basic Training  
Peace Officers General Training  
Spousal Awareness

### ADVANCED TRAINING PROGRAM

Peace Officers' Advanced Training  
Breathalyzer Technicians  
Cardiopulmonary Resuscitation  
Commanders Hostage/Barricaded Persons  
Crime Prevention Practitioners  
Effective Presentation  
Firearms Instructors Training  
First Level Police Supervisors Training  
Fraud Investigation  
General Investigation  
Incident Investigation  
Juvenile Officers  
Major Crime Investigational Techniques  
Negotiators Hostage/Barricaded Persons  
Writing Skills  
Arson Investigation Seminar  
Financial Management Workshop  
Police Act Seminar/Discipline Code  
Police and the Media Workshop  
Pre-Retirement Preparation Seminar  
Stress and the Police Family Seminar  
Complaint Takers and Radio Dispatchers Training  
Breathalyzer Technician Refresher

## FACULTY AND INSTRUCTIONAL RESOURCES

Most of the Faculty and Instructional staff of the Police Academy are serving municipal or R.C.M. police officers who have been seconded to the Institute for a two year period with the option of a one year extension. Since 1980, when expertise could not be found within the police service, or when a department was unable to release an individual for secondment, contracts consistent with the secondment model have been utilized. (Law, Research, Development and Assessment).

## ADVISORY COMMITTEES

The training rules under the Police Act stipulate that each municipal Chief Constable will appoint a Department Training Officer. These officers and a designate of the R.C.M. Police Training Branch of "E" Division, form the Advisory Committee to the Academy. Approximately nine times a year the committee meets to discuss training standards and municipal requirements. Additionally the Police Academy discusses on a regular basis the direction of police training and other relevant issues with all municipal police chiefs. The Director of the Police Academy, by virtue of his position, meets regularly with the B.C. Police Commission to maintain an open and responsive communications link for program development and evaluation. The Institute - B.C. Police Commission Coordinating Committee meets annually to formally modify all planning and policy issues related to the maintenance of contractual agreements.

The Academy provides non-instructional services to the municipal police community through its Assessment, Research and Development section. These assessment services provide evaluations of applicants for entry into the police service and provides

assessments of prospective candidates for promotion within the police service. The section also assists in composing and administering promotional exams and is in the process of identifying educational programs at other universities and colleges which may be of benefit to police supervisors, managers and executives. These programs, married to Academy courses, might lead to higher certification and may eventually be recommended as prerequisites for entering into the management tiers of the police hierarchy. Finally, this section hopes to assist the career counselling services of B.C.'s secondary and post-secondary institutions and advise them on the police function and describe desirable preparatory training and educational directions for students interested in a policing career.

#### SPECIAL FACILITY REQUIREMENTS

A common residential facility on campus is a major priority.

An indoor firearms range on campus is a facility requirement already approved by the Ministry of Education.

#### SUMMARY

The programs of the Police Academy are responding adequately to the training needs of our clients. They have expressed satisfaction regarding the services rendered and the professional development opportunities afforded their staff through advanced training courses. The aggregate of these positive evaluations makes us vulnerable to be content to continue traditional trends and from some points of view become stagnant. However, since the Academy has a role to play as a catalyst for change it must give leadership in the exploration of alternatives to traditional methods.

The aggregate cost of police training is formidable. The looming financial restraints anticipated may well require the Institute to seriously explore training alternatives, in consultation with the Police Commission and Ministry of Attorney General, to investigate what measures can be developed to maintain the current and projected demands for training and services.

EDUCATIONAL SERVICES DIVISION  
FIVE YEAR PLAN 1981-86

GOALS

- A. To provide educational services to the Academies within the Institute and other client groups consistent with standards set for post-secondary institutions in British Columbia;
- B. To provide programs to the justice and public safety community in B.C. in areas where it is appropriate for these programs to be delivered on a cross-system basis;
- C. To provide administrative support to program areas that do not report through any of the four main Academies within the Institute;
- D. To bring coordination and a better cross-systems delivery of programs and services to the Institute and the justice and public safety community throughout British Columbia.

HISTORY

In response to expanding needs over the past three year period the following sections have been established:

(i) Program Development	September 1978
(ii) Instructional Services	September 1978
(iii) Community Programs	February 1979
(iv) Psychological Services	October 1979
(v) Court Programs	April 1981
(vi) Management Development Centre	April 1981
(vii) Physical Education Services	October 1981

From September 1978 to October 1981 the Division has grown from a staff of three people and a budget of \$112,650 to a staff of twenty-eight people and a budget of \$1,234,698. Throughout this period the division has attempted to develop the various sections to meet the identified needs of the Academies and other justice and public safety client groups involved with the Justice Institute.

### POPULATION SERVED

#### Community Served

The population served by the Educational Services Division involves first all justice and public safety employees trained by Municipal Police Forces in B.C., B.C. Corrections, B.C. Court Services, B.C. Fire Services and B.C. Ambulance Services. In total this amounts to approximately 17,600 people. A second population served by the Division involves a variety of justice and public safety private agencies and community groups along with a number of client groups who approach the Institute for specific justice or public safety training. To date this involved a clientele of approximately 5,000 people.

A third population served by the Division involves a variety of public programs that are open to all citizens of B.C. This includes the total population of the province but tends to be focused on specific areas or communities that can be serviced by our limited staff resources.



### PROJECTED GROWTH

The projected growth for the Educational Services Division over the next five years is described in Figure 6.

# EDUCATIONAL SERVICES

## 1981-86 Academic and Financial Projections

PROGRAMS 1981-1982	STUDENT TRAINING DAYS	BUDGET PROJECTIONS		TOTAL	STUDENT TRAINING DAY COSTS
		Clients	Education		
COMMUNITY PROGRAMS	3,000	142,543	68,010	210,553	Clients \$47.51
COURT PROGRAMS	3,300	325,000	74,811	399,811	Min. of A.G. \$98.48
LAND TITLES SCHOOL	620	52,000	14,055	66,055	Min. of A.G. \$83.86
MANAGEMENT DEVELOP. CENTRE	2,000	85,459	45,340	130,799	Clients \$47.72
	<u>8,920</u>	<u>605,002</u>	<u>202,216</u>	<u>807,218</u>	Min. of Ed. \$22.67
1982-1983					
COMMUNITY PROGRAMS	4,000	209,040	99,720	308,760	Clients \$52.26
COURT PROGRAMS	4,000	433,280	99,720	533,000	Min. of A.G. \$108.32
LAND TITLES SCHOOL	1,100	101,464	27,423	128,887	Min. of A.G. \$92.24
MANAGEMENT DEVELOP. CENTRE	2,500	117,475	63,325	180,800	Clients \$46.99
	<u>11,600</u>	<u>861,259</u>	<u>290,188</u>	<u>1,151,447</u>	Min. of Ed. \$24.93 * + 10%
1983-1984					
COMMUNITY PROGRAMS	4,500	258,660	123,390	382,050	Clients \$57.48
COURT PROGRAMS	4,600	548,090	126,132	674,222	Min. of A.G. \$119.15
LAND TITLES SCHOOL	1,100	111,606	69,320	180,926	Min. of A.G. \$101.46
MANAGEMENT DEVELOP. CENTRE	3,000	115,040	82,260	237,300	Clients \$51.68
	<u>13,200</u>	<u>1,073,396</u>	<u>401,102</u>	<u>1,474,498</u>	Min. of Ed. \$27.42

Figure 6 (Page 1)

# EDUCATIONAL SERVICES

## 1981-86 Academic and Financial Projections

PROGRAMS 1984-1985	STUDENT TRAINING DAYS	BUDGET PROJECTIONS		TOTAL	STUDENT TRAINING DAY COSTS
		Clients	Education		
COMMUNITY PROGRAMS	5,000	316,100	150,800	466,900	Clients \$63.22
COURT PROGRAMS	5,300	694,618	159,848	854,466	Min. of A.G. \$131.06
LAND TITLES SCHOOL	1,150	128,340	34,684	163,024	Min. of A.G. \$111.60
MANAGEMENT DEVELOP. CENTRE	3,000	170,520	90,480	261,000	Clients \$56.84
	<u>14,150</u>	<u>1,309,578</u>	<u>435,812</u>	<u>1,745,390</u>	Min. of Ed. \$30.16
1985-1986					
COMMUNITY PROGRAMS	5,200	361,608	172,484	534,092	Clients \$69.54
COURT PROGRAMS	6,100	879,376	202,337	1,081,713	Min. of A.G. \$144.16
LAND TITLES SCHOOL	1,200	147,312	39,804	187,116	Min. of A.G. \$122.76
MANAGEMENT DEVELOP. CENTRE	3,500	218,820	116,095	334,915	Clients \$62.52
	<u>14,800</u>	<u>1,607,116</u>	<u>530,720</u>	<u>2,137,836</u>	Min. of Ed. \$33.17

Figure 6 (Page 2)

\* 10% is added to the Student Training Day Costs in anticipation of annual inflation.

### LEVEL OF SERVICES

The level of service of the various sections is directed toward serving the priorities of the Institute. First to provide educational services and programs to meet the needs of our major client groups; second the needs of other components of the Ministry of the Attorney General, Health or other ministries of the government, private agencies or community groups concerned with justice and public safety; and third any citizen in British Columbia concerned about criminal, civil and social justice and public safety issues.

The educational services are available for all students attending programs at the Justice Institute and on a contracted basis on a province-wide level (i.e., library, media, psychological services, program development). The program sections are available on a province-wide basis with the majority being delivered at the Institute (i.e., Court Programs, Management Development Centre) for recruit, intermediate and advanced level programs. The Community Program section is working toward an expanded outreach program. Within a few years it is anticipated that 50% of the programs will be offered on campus and 50% through outreach. This will also involve close co-operation with colleges interested in co-sponsorship and the Knowledge Network.

### QUALITY

The quality of the programs developed are monitored by a variety of client advisory groups that are involved throughout the program from needs assessment to evaluation.

The educational services sections (Library, Media, Program Development, Psychological Services, Physical Education) are designed to assist all Institute programs increase their quality in areas including needs assessment, design delivery and evaluation.

#### ADVISORY COMMITTEE

Each section has developed appropriate advisory committees to assist them in delivering the most appropriate programs and services required for their particular area. To date these include:

- (i) Agency-Institute Coordinating Committee - Court Services
- (ii) Agency-Institute Coordinating Committee - Land Titles Branch
- (iii) Management Development Centre Advisory Committee
- (iv) Instructional Services Advisory Committee
- (v) Advisory Committees for each Community Program developed

#### FACULTY

The staff of Educational Services involves a dean, five program directors, four co-ordinators, two librarians, three instructors and thirteen support staff. All are permanent members of the Justice Institute and are highly qualified and knowledgeable in their particular field.

## SUMMARY

The growth of the Educational Services Division over the next five years will mainly be dependent on the growth of the Institute as a whole and the level of funding available from the Ministry of Education. It is our intention to remain flexible in our organizational structure and staffing so that we can continually adjust to the needs of the divisions within the Institute, our client groups and the students both on campus and throughout the province.

### PART III

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ACADEMIC AND FINANCIAL SUMMARY  
1981 - 1986

ACADEMY/DIVISION 1981-1982	STUDENT TRAINING DAYS	BUDGET PROJECTIONS			TOTAL
		Min. of A.G.	Min. of Ed.	Min. of Health	
CORRECTIONS STAFF DEVELOPMENT DIV.	9,000	932,850	204,030	-	1,136,880
EDUCATIONAL SVCS. DIVISION	8,920	<u>Clients</u> 605,002	202,216	-	807,218
EMERGENCY HEALTH SERVICES ACADEMY	28,200	-	639,294	1,121,120	1,760,414
FIRE ACADEMY	5,337	468,322	120,989	-	589,311
POLICE ACADEMY & ASSESSMENT CENTRE	25,500	1,750,101	578,084	-	2,328,185
	<u>76,957</u>	<u>3,756,275</u>	<u>1,744,613</u>	<u>1,121,120</u>	<u>6,622,008</u>
	538,699 Student Contact Hours				
1982-1983					
CORRECTIONS STAFF DEVELOPMENT DIV.	9,500	1,083,095	236,844	-	1,319,939
EDUCATIONAL SVCS. DIVISION	11,600	<u>Clients</u> 861,259	290,188	-	1,151,447
EMERGENCY HEALTH SERVICES ACADEMY	36,730	-	915,678	2,387,450	3,303,128
FIRE ACADEMY	12,360	1,192,897	308,134	-	1,501,121
POLICE ACADEMY & ASSESSMENT CENTRE	29,460	2,229,819	734,437	-	2,964,256
	<u>99,650</u>	<u>5,367,070</u>	<u>2,485,281</u>	<u>2,387,450</u>	<u>10,239,801</u>
	697,550 Student Hours				

Figure 7 (Page 1)



ACADEMY/DIVISION 1983-1984	STUDENT TRAINING DAYS	BUDGET PROJECTIONS			TOTAL
		Min. of A.G.	Min. of Ed.	Min. of Health	
CORRECTIONS STAFF DEVELOPMENT DIV.	10,000	1,254,100	274,200	-	1,528,300
EDUCATIONAL SVCS. DIVISION	13,200	<u>Clients</u> 1,073,396	401,102	-	1,474,498
EMERGENCY HEALTH SERVICES ACADEMY	44,070	-	1,208,399	3,151,005	4,359,404
FIRE ACADEMY	16,160	1,715,708	443,107	-	2,158,815
POLICE ACADEMY & ASSESSMENT CENTRE	34,102	2,833,634	914,280	-	3,747,914
	<u>117,532</u>	<u>6,876,838</u>	<u>3,241,088</u>	<u>3,151,005</u>	<u>13,268,931</u>
	822,724 Student Hours				
1984-1985					
CORRECTIONS STAFF DEVELOPMENT DIV.	10,500	1,448,475	316,080	-	1,764,555
EDUCATIONAL SVCS. DIVISION	14,150	<u>Clients</u> 1,309,578	435,812	-	1,745,390
EMERGENCY HEALTH SERVICES ACADEMY	37,010	-	1,116,221	2,910,836	4,027,057
FIRE ACADEMY	17,560	2,050,657	529,609	-	2,580,266
POLICE ACADEMY & ASSESSMENT CENTRE	39,772	3,336,146	1,199,523	-	4,535,669
	<u>118,992</u>	<u>8,144,856</u>	<u>3,597,245</u>	<u>2,910,836</u>	<u>14,652,937</u>
	832,944 Student Hours				

Figure 7 (Page 2)

ACADEMY/DIVISION 1985-1986	STUDENT TRAINING DAYS	BUDGET PROJECTIONS			TOTAL
		Min. of A.G.	Min. of Ed.	Min. of Health	
CORRECTIONS STAFF DEVELOPMENT DIV.	11,100	1,684,314	377,067	-	2,061,381
EDUCATIONAL SVCS. DIVISION	14,800	<u>Clients</u> 1,607,116	530,720	-	2,137,836
EMERGENCY HEALTH SERVICES ACADEMY	41,960	-	1,425,381	3,629,959	5,055,340
FIRE ACADEMY	18,260	2,345,498	605,683	-	2,951,181
POLICE ACADEMY & ASSESSMENT CENTRE	43,026	4,366,411	1,427,172	-	5,793,583
	<u>129,146</u>	<u>10,003,330</u>	<u>4,366,023</u>	<u>3,629,959</u>	<u>17,999,312</u>
	904,022 Student Hours				

SUMMARY IN PERCENT BY MINISTRY

		Min. of A.G.	Min. of Ed.	Min. of Health	OTHER
1981-82		55%	26%	17%	2%
1982-83		50.5%	25%	23%	1.5%
1983-84		51%	25%	23%	1%
1984-85		54%	25%	20%	1%
1985-86		54%	24%	21%	1%

Figure 7 (Page 3)

PROGRAM MIX BY STUDENT DAYS FOR 1981 - 1986

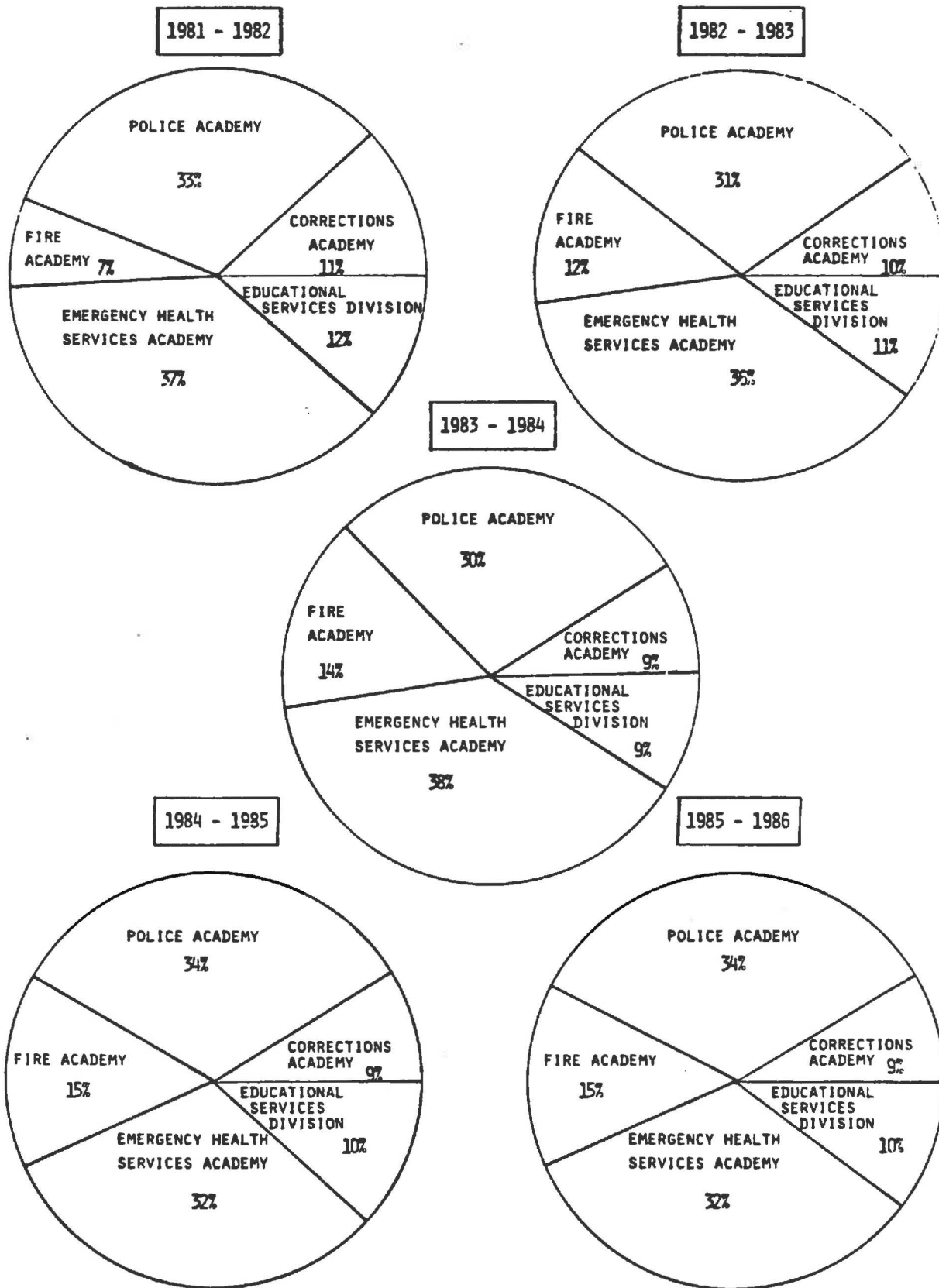
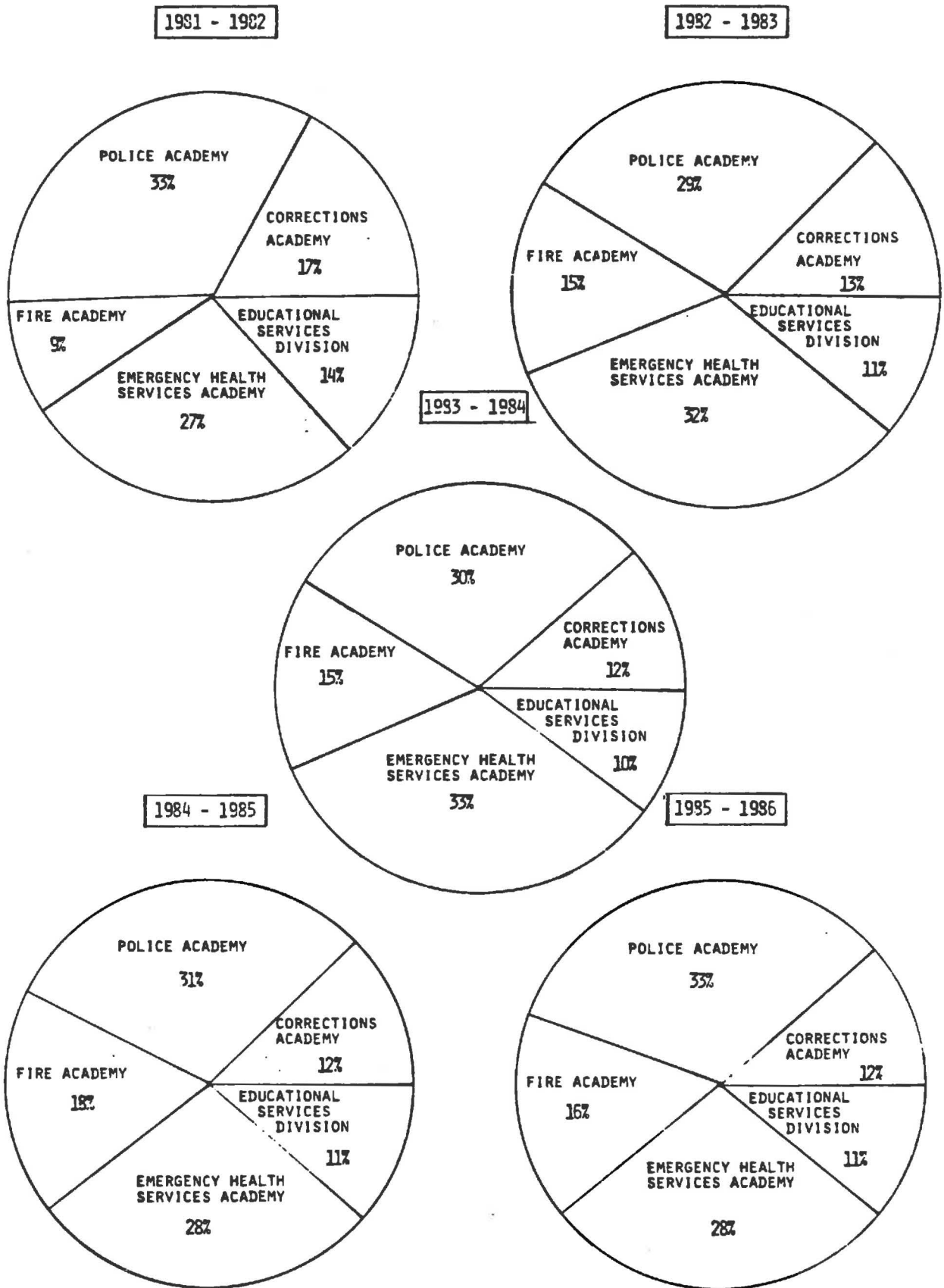


Figure 8

PROGRAM MIX BY FINANCIAL PLAN FOR 1981 - 1986



ure 9

1981 - 1986

STUDENT TRAINING DAYS BY DIVISION

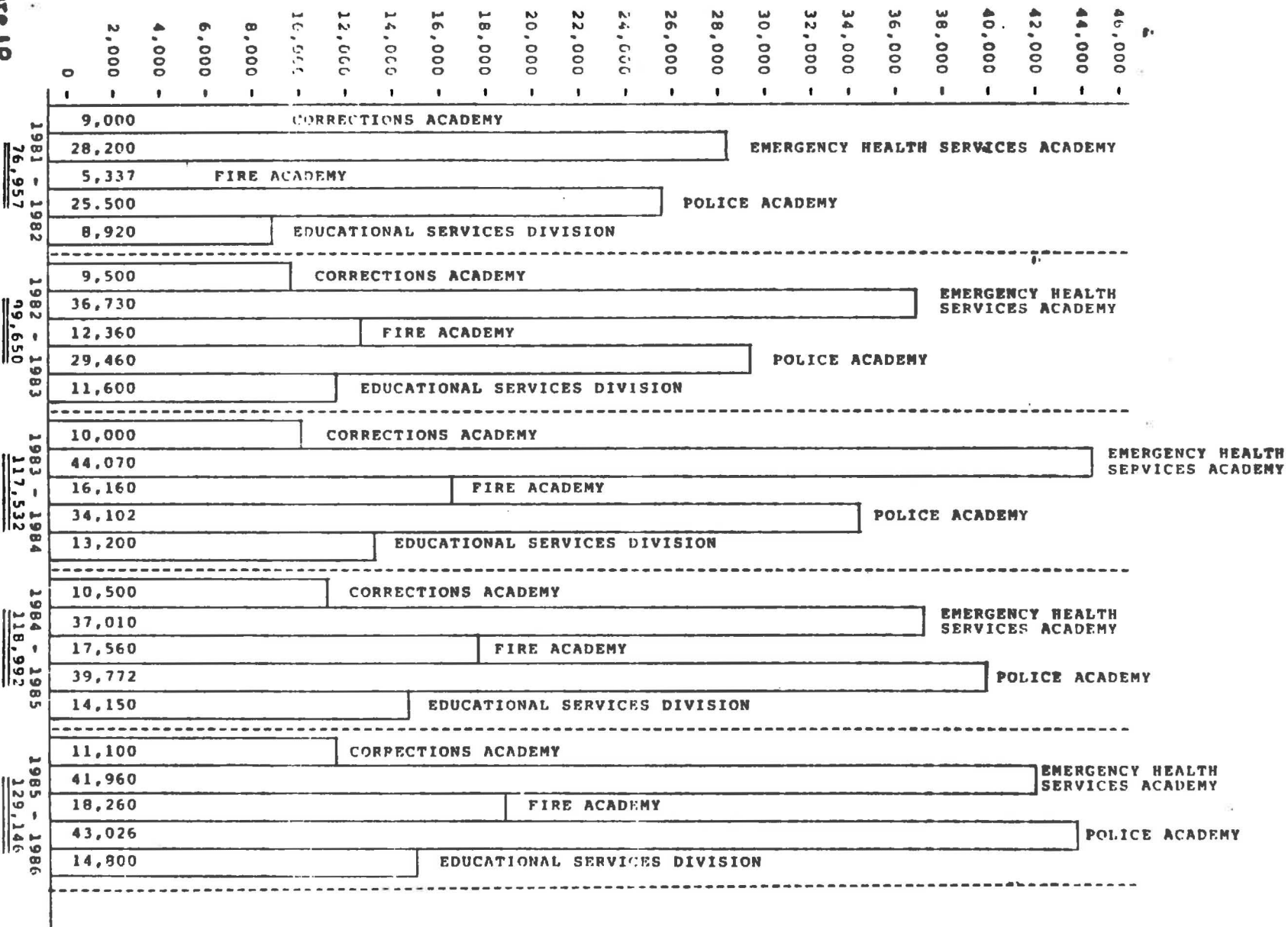


Figure 10

## ANALYSIS - IMPLICATIONS AND ALTERNATIVES

The foregoing detailed forecast was developed utilizing the conventional wisdom of organizational planning. It represents a position based on the premise that "tomorrow will be very much like today". The planning process itself has emphasized the extrapolation of quantitative variables that are descriptive of the current and projected levels of training activity expected for the Institute. It projects activity, its magnitude and its resource requirements within a framework that is both understandable and measurable against the economic and social realities of the day. If tomorrow is very much like today, then it establishes a clear pattern for future growth and development. If not, then as a linear view of the future, it will allow for the examination, articulation and evaluation of possible alternative futures and their respective implications.

A refinement of the future role and growth pattern of the Institute must be within the context of the anticipated social, economic and technological trends that are developing within the province. It is a reasonable projection that within five years, at the present rate of inflation, we will require double the fiscal resources that we have today to maintain the present level of training and education offered within the province. It will most likely be more than double since many estimates project an average erosion of over 20% per year. These losses from inflation, salary increases and general recession will overbalance all gains from tax monies or other sources. Larger dollars will be reflected within budgets but they will not reflect an increase in usable resources or programs.

Should we assume that these are short term economic problems and not long term, and that they are reversible? We think not. One reason for anticipating that these are long term problems is based on the analysis of the severe national economic fluctuations that are now in evidence. Economic forecasts indicate that, for the next five years, periods of modest growth will alternate with recession (perhaps even world wide depression) depending on how well governments handle the problems of resource management, slow economic growth and massive inflation. Within this context we can be sure that training and education will not have first claim on the fiscal reordering of priorities that may be necessary by our major client groups in the next few years.

At the time of writing, no political consensus is emerging on the nature of either the problems or the solutions. Therefore, for the next five years, we may not be able to predict with a great deal of accuracy the future direction of post-secondary education within the province. However, the growing economic and social fluctuations suggest that our present funding problems will continue for quite some time and that the only solution may lie in a total reordering of the system.

Within the larger post-secondary system of the province another major concern must be faced. We may have reached the maximum percentage of income that the public and government is willing to spend on training and education. Over time, the piece of pie that higher education has been able to claim from the public sector has crept up and up and now there are signs that government and the public are saying, "no more". The bottom line created by this situation is that there can be no more "business as usual" in education. Less expensive and more innovative ways of providing education and services to the public and to our specific client groups must be found.

How can we, as a medium sized institution with a reasonably selective client group, respond to this long term, economic and social crisis? Some institutions, one as recently as October of this year (1981), announced publicly that their strategy will be to cut "everything" equally across the spectrum of services. It requires little wisdom to interpret that after a few years of this strategy, an institution will not only be doing an inadequate job in all areas but will further destroy public confidence in education and will not have made progress in dealing with fundamental issues. Nonetheless, where appropriate, a conscious effort will need to be made to "tighten up" areas that have enjoyed more than adequate funding.

Another approach will be to delete major chunks of our responsibilities - to say to the public, "we're not going to meet these particular objectives any more - we don't have the money". We may have to renounce some of our current obligations in education even if less expensive ways of course and program delivery can be developed. Clearly this will not be a popular position to take. A major shift would cause enormously destructive conflicts within the system as we collectively try to decide what to give up and what to keep. It may contribute to a major dysfunction in the entire system since no-one accepts cutbacks in service easily. However, reductions in services to the public are a very real issue for our major clients in the fire, health and police agencies. They are forcing a reordering of priorities in which many traditional roles and behaviours are being examined, reduced, and in some cases, abandoned in response to limited economic resources.

Somehow we in education must develop an approach to education and training that is fiscally less expensive. We would suggest that there are four thrusts that the Institute can pursue in concert with the Ministry of Education and major clients over the next few years.



## ALTERNATIVES

1. THE DEVELOPMENT OF THE MAXIMUM USE OF TECHNOLOGY. The capital intensive approach is historically the best proven way to reduce costs. Some futurists argue that within the next decade computer assisted instruction will be three times as productive at one-half the cost. (No-one has identified a system for making human teachers three times as effective at half the cost.) The ability to develop and utilize technology would save a great deal of repetitive teacher directed activity. Savings would include travel, facilities and major capital investment. There is an enormous range of technological hardware that could be considered under this heading and utilized in concert with the Open Learning Institute, the Knowledge Network and regional colleges.

2. THE RESTRUCTURING OF PROGRAM ALLOCATION AND PROGRAM RESPONSIBILITY WITHIN THE PROVINCE. This would involve designating specific programs to specific institutions and requiring students, wherever they may reside in the province, to register and be serviced through the institution responsible for their respective program. This will require a centralization of program development, administration and control but will allow for a restructured decentralization of program delivery. The proliferation of criminal justice and public safety programs across the post-secondary system of British Columbia was documented in January, 1981, when the Justice Institute published the "British Columbia Post Secondary Justice and Public Safety Program Directory". The document constitutes 135 pages outlining the various programs and courses that are offered by all the institutions, specifically in the justice area. If this is any example of what exists in other program disciplines, then there is an overwhelming suggestion that even a modest restructuring designed to erase duplication and establish uniform control could generate enormous savings.

The Institute has demonstrated its willingness to engage in discussions with the Ministry of Education and other institutions that offer justice and public safety training to achieve this end. In May of 1981, the Institute produced on behalf of the Provincial Coordinating Committee on Justice Education a "core curriculum" for justice programs within the colleges of the province. To date this document has not received much debate or discussion.

If this growing emphasis on the "provincial role" of the Institute is to continue, it will require policy direction from the Ministry of Education.

3. THE GRADUAL SHIFT OF POST-EMPLOYMENT BASIC/RECRUIT TRAINING PRESENTLY PROVIDED TO THE MAJOR CLIENTS OF THE INSTITUTE TO PRE-EMPLOYMENT TRAINING. This shift has a variety of major implications and will require considerable discussion with our major clients. Such a shift, however, would place justice and public safety career/vocational/technical training into the mainstream of other career/vocational/technical programs and include the student in the economic support of these program/s.

4. THE ESTABLISHMENT OF POST EMPLOYMENT TRAINING AS APPRENTICESHIP PROGRAMS UNDER THE PROVINCIAL APPRENTICESHIP BRANCH. This alternative has the strong support of the Fire Commissioner and is recommended as a model that could be pursued for the professional fire services of the province. The establishment of an Apprenticeship Program for the fire services would open the opportunity to gain federal funds through Canada Employment and Immigration Commission.

In summary, the four alternatives above, if implemented systematically over the next five years, could achieve the following results:

1. systematically reduce and eventually eliminate program duplication and competition for public support within the system in areas related to justice and public safety;
2. integrate provincial manpower planning in justice and public safety areas into a comprehensive strategic delivery system that would maximize the efficient and effective use of resources across the province;
3. preserve the quality of programs through the establishment of provincial standards;
4. achieve provincial accessibility by directing energy towards the development, co-ordination and utilization of uniform delivery strategies with the assistance of the KNOW, OLI, and BCIT;
5. capitalize on the maximum utilization of the physical and human resources that have and are being developed by the Justice Institute;
6. reduce some of the direct cost of training to major clients by shifting the financial burden from post-employment recruit / basic training to pre-employment training. ( Within the present funding patterns of the Institute, this may decrease client funding and increase funding through the Ministry of Education or Ministry of Labour, but the net effect would be to reduce public funding for these training activities.)

## SUMMARY AND CONCLUSION

The aggregate of divisional academic and financial plans is represented in Figures 7 through 10 (pages 55 - 60). These summaries demonstrate that over the next five years the total output of the Justice Institute will expand from 75,000 student training days (525,000 student contact hours) in 1981-82, to 127,000 student training days (889,000 student contact hours) in 1985-86. The public resources required over the next five years to provide this level of training within a traditional delivery system range from 6.6 million in 1981-82 to 17.8 million in 1985-86. We are prepared to proceed according to this pattern of growth if the resources required are available. However, we are more disposed to pursue a pattern of development more in line with the alternatives proposed under the section of the report entitled, "Analysis - Implications and Alternatives".

Predictions for the 1980's clearly indicate that institutional growth within the College and Institute system will have to occur within the parameters of a decreasing resource base. If the Justice Institute is to grow according to the projected five year pattern some other institutions of necessity must retrench. Lester C. Thurow in the "Zero Sum Society" states, "we have become a society in which the losses and gains in economic standing add close to zero....each gain by one group comes at a cost to others". If this is indeed the ground rule for the future and if we are to avoid a tomorrow of unprecedented chaos, there is the need to establish an orderly way to consider, plan and implement change within the larger provincial system.

Our intent has been to engage in a deliberate speculation about the future and to establish a perspective that will allow a forward looking process of decision-making to occur. The forefathers of post-secondary education in this province displayed a confidence in the future. It was on that basis that they set important events in motion. We have attempted to initiate a planning process that will, (1) take an integrated view of the context in which education operates within the province, (2) to propose a strategy for quantitative and qualitative change, and (3) to indicate a willingness to participate in a movement within the province away from isolation and autonomy to the development of a system of higher education in which the main feature will be the interdependence of institutions in which the uniqueness of each complements the whole.

To this end, we look forward to engaging in discussions that will result in a more comprehensive five year plan for the Institute, our clients and the Ministry of Education.