



École nationale
de police
du Québec

Summary of the ENPQ's Brief
Submitted on October 23, 2020
as Part of the Reflection Proposed by
the Green Paper on Police Reality in Québec

"Toward a National Public Security School"

It has been a privilege for our institution to participate in this process of collective reflection toward modern, efficient and trustworthy policing. Numerous questions have challenged the ENPQ's various teams as well as the members of its *Training and Research Commission* who have participated in the exercise over the past few weeks. Their contribution has given rise to this brief.

Its position as a hub for police training in Québec allows ENPQ to coordinate, lead and actively participate in multiple working groups, advisory committees, various public security bodies, as well as national and international networks.

The presence of its staff in these places of consultation and sharing has allowed ENPQ to gain a broader understanding of the issues and challenges the Québec police system is currently facing, particularly in terms of training and police practices.

Its observations of the environment have greatly influenced the reflections included in this brief.

The challenges raised by the ministère de la Sécurité publique du Québec's discussion paper entitled *RÉALITÉ POLICIÈRE AU QUÉBEC – Modernité, confiance, efficacité* (2019) are numerous. To better define the issues affecting ENPQ, we have divided our brief into seven chapters:

1. Does the profile of the candidates admitted to École nationale de police du Québec always correspond to the varied and evolving needs of the recruiting police organizations?

The entry profile and the exit profile of the graduates as well as the different training paths are at the heart of our concerns in order to meet the manpower needs of police organizations and comply with the expectations regarding trained police cadets.

The Québec training model to become a police officer is unique. However, it involves a major issue, namely an effective sharing of mandates between ENPQ and the colleges, as well as a uniformity that needs to be improved between the various colleges in the application of their responsibilities. The integration of new social realities in a coherent manner represents a significant challenge.

2. How do we ensure that our police officers and public security workers are requalified and maintain their competencies?

ENPQ is in the process of revising its network system of instructors in the various organizations to foster the autonomy of the organizations through better-trained and more effective staff.

It promotes the obligations to maintain the competencies that are societal issues with regard to public safety, including emergency driving, investigations, some elements of the use of force and social realities.

3. Is the training of specialized investigators adequate? Should the use of civilian personnel be increased?

ENPQ supports the MSP and the permanent anti-corruption unit (UPAC) to implement the recommendations of the UPAC Oversight Committee (Corbo Report, 2019) regarding the training of UPAC investigators. The opening of new pathways to become an investigative peace officer requires in-depth reflection to ensure that it is consistent with the current competency requirements to perform this function. ENPQ has the expertise to collaborate in the reflection and development of the new program, if necessary. The integration of a new model must be done in a manner consistent with the existing programs. It must also respect the multiple recommendations that affect the work of investigators and that are an integral part of the current police training continuum. As a result, investigators will be better equipped, especially in terms of evidence management and project management applied to a long and complex investigation.

4. What should be the model for basic management training and advanced training that would meet the needs of police forces and our requirements?

Several events, particularly the Chamberland Commission, have highlighted the relevance of tightening the standards for the basic training in police management. In the medium term, ENPQ intends to present regulatory proposals on this matter in order to offer a standardized and quality training path for the entire police community. A new proposal is currently being developed for police forces and the public security community to begin a pilot training program.

5. How to provide better access to specialized psychological health and suicide prevention resources for first responders?

ENPQ considers the prevention of the psychological health of police officers and other public security workers to be essential. It has been offering various courses on this subject since 2015. Public security organizations have welcomed these courses, reinforcing their relevance and importance.

6. There are also other training and research challenges and ENPQ needs to address them. Whether it concerns the integration and deployment of information technologies, the phenomenon of depolicing, Indigenous realities affecting police training or the selection process for senior police leaders, ENPQ must remain at the leading edge to support the police and public security community and maintain its status as an absolute reference.
7. What if establishing a national public security school is a way forward? That is one option that is being considered, at least going through the feasibility study stage.

ENPQ continues to work closely with *École nationale des pompiers du Québec*. This partnership is part of a desire to move toward a “national public security school” that could integrate various schools such as ENPQ and *École nationale des pompiers*.

It is important to mention that the Minister of Public Security has mandated the director general of both *École nationale de police du Québec* and *École nationale des pompiers du Québec* to work with the MSP to propose a plan to merge the two schools and make it a public security school.

Thirty proposed actions in total have emerged from these chapters. Whether in the deployment of its methods or in its development, ENPQ intends to pursue its work in close collaboration with its partners (colleges, universities, police forces and public security organizations).

Summary of the 30 proposed actions

Chapter 1 – Entry profile of the policing profession – Training paths

AP-1.1 Set up an integration activity offered by ENPQ for all college teachers in Police Technology.

AP-1.2 Contribute to the establishment of an entry profile for the police training candidates.

AP-1.3 Work with colleges to increase the attractiveness of police training for candidates from cultural and ethnic communities.

AP-1.4 Amend the *Police Act* to replace the requirement “to be a Canadian citizen” with the requirement “to be a permanent resident”.

AP-1.5 Maintain the status quo on the equivalency process.

AP-1.6 Act as a partner in the search for solutions for funding the training of future Indigenous police officers.

AP-1.7 Explore a training path specific to specialized investigations.

AP-1.8 Develop an integration activity for new civilian employees.

Chapter 2 – Requalification and maintenance of competencies for fixed periods

AP-2.1 Improve the requalification system applied in Québec to make it a regulated and periodic system on the requalification and maintenance of competencies in the various fields of police training.

AP-2.2 Provide for the provisions of this requalification system in the *Police Act*.

AP-2.3 Revise the existing requalification system on police know-how to make it more efficient, as well as better integrated and contextualized to operational realities.

AP-2.4 Decentralize the current system of advanced training in order to integrate the different disciplines in a horizontal consistency (for example, police intervention integrating the use of force and social realities such as communication [de-escalation]).

AP-2.5 Integrate flexible training and exercise methods, including training police officers as part of their usual work assignment (simulated calls).

AP-2.6 Enhance the network of persons accredited by ENPQ to ensure the maintenance of competencies in police organizations.

Chapter 3 – Basic training program in police investigation and cybercrime

AP-3.1 Propose amendments to the Regulation respecting the minimum qualifications required to exercise investigative functions to the MSP.

AP-3.2 Ensure the requalification and maintenance of competencies of investigators.

AP-3.3 Support organizations to enable the integration of technologies in an investigative context.

Chapter 4 – Basic training in management

AP-4.1 Implement a regulation respecting basic training in police management for front-line supervisors to meet social expectations regarding qualifying training for the police manager position.

AP-4.2 Harmonize the competency profile of the basic training program in police management with the selection tools for future managers developed by the *Centre d'évaluation des compétences et aptitudes professionnelles (CECAP)*, for consistency, performance and quality.

Chapter 5 – Psychological health of first responders

AP-5.1 Provide new training to police cadets related to the prevention of psychological impacts. In addition, a specific component could be developed for police officers called upon to work in remote areas or in Indigenous communities where counselling services are presently lacking.

AP-5.2 Inform and support police organization executives (conferences, articles, and training) with concrete tools and an evidence-based protocol for intervention in potentially traumatic events (PTE) that meet their operational and organizational reality.

AP-5.3 Provide a two-part training to psychologists who wish to work with police officers. The first part will increase their knowledge of the police function while the second part will train them to intervene in the field following exposure to a PTE.

AP-5.4 In collaboration with academic partners, formalize a research infrastructure for supporting research initiatives aimed at preventing the psychological health of emergency responders.

Chapter 6 – Training and research challenges

6.1 Integration of information technology

AP-6.1-To improve training and promote the implementation of a system for updating and requalifying competencies, police organizations will also have to improve their technological capacity and make room for flexible ways to give training within their organization. By providing online training portals, ENPQ has the expertise and experience to contribute to this capacity deployment.

6.2 Depolicing

AP-6.2 Pursue research or studies on depolicing to help ENPQ and the police community better understand the scope and implication of this issue in order to prevent or resolve a crisis of confidence that could have significant social consequences.

6.3 Indigenous realities

AP-6.3.1 Obtain funding to:

- Adapt training courses to their social realities, deliver them in their communities and translate them as needed;
- Equip Indigenous communities in order to increase accessibility to training for more Indigenous police officers through online training;
- Pursue research on the Indigenous policing model in Québec and review the support services that can be offered to them in the field, both at the time of integration and for continuing education purposes;
- Enhance the psychological preparation of future police officers and implement career support measures to reduce the professional and social isolation they experience.

6.4 Selection process for senior police leaders

AP-6.4.1 Mandate CECAP as an independent firm in the selection processes of senior police leaders in collaboration with municipalities. A business relationship with the *Union des municipalités du Québec (UMQ)* would be desirable.

Chapter 7 – Toward a national public security school

AP-7.1 Conduct a feasibility study to establish a national public security school in Québec that would be a common and central place for exchanges between the various public security agencies, thus promoting a concerted and collaborative police for the benefit of the Québec population.

AP-7.2 Fund the school for the total costs incurred for the management of its facilities.

AP-7.3 Initiate a reflection in the feasibility study on the adequate financing of training activities for public security clients.

