



Protection, Security and Investigation Program Standard

The approved program standard for the Protection, Security and Investigation program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology. (MTCU funding code 53007)

Ministry of Colleges, Universities, Research Excellence and Security
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Introduction

This document is the Program Standard for the Protection, Security and Investigation program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 53007).

Development of system-wide program standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards Unit of the Ministry of Colleges, Universities, Research Excellence and Security has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario Colleges of Applied Arts and Technology.

Program standards

Program standards apply to all similar programs of instruction offered by Colleges of Applied Arts and Technology across the province of Ontario. Each program standard for a postsecondary program includes the following elements:

- [Vocational standard](#) (the vocationally specific learning outcomes which apply to the program of instruction in question),
- [Essential employability skills](#) (the essential employability skills learning outcomes which apply to all programs of instruction); and
- [General education requirement](#) (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges, curriculum matters such as the specific program structure and delivery methods.

The presentation of the vocational learning outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The development of a program standard

In establishing the standards development initiative, the Government of Ontario determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the program standard

The Ministry of Colleges, Universities, Research Excellence and Security will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Protection, Security and Investigation Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the [Ministry of Colleges, Universities, Research Excellence and Security](#).

Vocational standard

All graduates of the Protection, Security and Investigation program must have achieved the [nine vocational learning outcomes \(VLOs\)](#), listed in the following pages, in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

The Protection, Security, and Investigation program provides students with hands-on, technology-enhanced learning experiences and a comprehensive body of knowledge that equips them to perform competently, effectively, and safely in the rapidly evolving fields of protection, security, and investigation. This program is designed to meet both public and private sector demand for graduates with entry-level and emerging job skills; specialized expertise in protection, security, and investigation; and up-to-date knowledge of the criminal, youth criminal, and civil justice systems in Canada.

A guiding principle of the Protection, Security, and Investigation program is the requirement that learners, through a variety of practical and scenario-based experiences, achieve a strong foundational understanding of protection, security, and investigation. This principle ensures that learners develop and reliably demonstrate their ability to engage in community relations, resolve conflicts in a professional and culturally safe manner, and act ethically and equitably when working with **diverse populations**. The program also equips graduates to use modern protection, security, and investigation techniques and technologies to accurately monitor, assess, and document behaviours, incidents, and threats, as well as to collect, preserve, and present legally **admissible evidence** in both physical and digital environments.

Graduates of the program reliably demonstrate critical thinking, problem-solving, and decision-making skills in complex security operations, including **crisis, conflict, and emergency** situations. They are prepared to mitigate risks, manage stress effectively, and maintain **resilience**. In all roles and responsibilities, they are ready to: carry out duties safely, ethically, and in accordance with human rights laws; communicate across various platforms, including cybersecurity networks; work collaboratively in interdisciplinary teams; and comply with current federal and provincial legislation, industry regulations, professional standards, and organizational policies.

The program prepares graduates for a range of diverse and emerging career opportunities. Career pathways include protective services; investigative services (private and public); border security, airport security, customs, and immigration enforcement; loss prevention; corporate and institutional security; cybersecurity

investigations; emergency response management; correctional services; and expanding roles in law enforcement and **intelligence**. Graduates are employed by government agencies, police services, intelligence units, emergency management teams, security and investigation service companies, health and financial institutions, hotels, retail establishments, and commercial and industrial corporations. Graduates may also become entrepreneurs in the security and investigation industries.

Graduates have access to further educational qualifications through enhanced articulation agreements between colleges and universities. They are also prepared to write the Ontario Ministry of the Solicitor General examinations, which are mandatory for private investigators and security guards in Ontario. Under the Private Security and Investigative Services Act, 2005, successful candidates may apply for a private investigator and/or security guard licence. Additionally, graduates may pursue specialized certifications in cybersecurity, risk management, intelligence analysis, and emergency preparedness, further expanding their career prospects.

[See Glossary](#)

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

Synopsis of the vocational learning outcomes Protection, Security and Investigation (Ontario College Diploma)

The graduate has reliably demonstrated the ability to:

1. work in compliance with established standards, relevant legislation and organizational policies and procedures in the protection, security and investigation fields.
2. make timely and legally defensible decisions to uphold protection and security.
3. execute delegated duties and responsibilities to meet the demands of different operational contexts in the protection, security and investigation fields.
4. interact equitably and justly with diverse populations to promote inclusion and respect.
5. collaborate as a member of a protection, security and/or investigation team to achieve organizational goals.
6. assess and respond to **crisis**, **conflict** and **emergency** situations to ensure the safety and protection of individuals and property.
7. collect, preserve, and present evidence in investigations in compliance with legal standards to support case outcomes.
8. monitor, assess and document behaviours, situations, events and data to support protection and security operations.
9. develop and apply strategies for personal **wellbeing** and professional growth to enhance work performance and maintain currency with industry.

[See Glossary](#)

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The vocational learning outcomes

1. The graduate has reliably demonstrated the ability to: work in compliance with established standards, relevant legislation and organizational policies and procedures in the protection, security and investigation fields.

Elements of the performance

- a. discern the similarities and differences among the criminal justice system, the youth criminal justice system and the civil justice system in Canada.
- b. delineate the jurisdictional scope and limits of international law, federal laws, provincial laws and municipal by-laws.
- c. differentiate and accurately categorize indictable, hybrid and summary offences according to the [Criminal Code](#).
- d. make choices that are consistent with organizational policies and procedures and current legislation, including but not limited to services where legal authority is applied such as courts, borders, corrections, public and private security, civil investigations, and law enforcement.
- e. conduct oneself in compliance with standards, policies, procedures and practices in the workplace and covered by the [Canadian Charter of Rights and Freedoms](#) and all applicable codes, acts, legislation, regulations and prohibitions.
- f. comply with the principal duties and responsibilities covered by the [Private Security and Investigative Services Act, 2005](#).
- g. recognize the scope and limits of practice and the responsibilities and liabilities associated with duty of care, **use of force**, search and seizure, and powers of arrest.
- h. protect confidentiality and privacy in compliance with the [Personal Information Protection and Electronic Documents Act, 2000](#) (PIPEDA); [Freedom of Information and Protection of Privacy Act, 1990](#) (FIPPA); [Personal Health Information Protection Act, 2004](#) (PHIPA); and the [Municipal Freedom of Information and Protection of Privacy Act, 1990](#) (MFIPPA).
- i. comply with health and safety standards in the workplace informed by the [Occupational Health and Safety Act, 1990](#).
- j. apply understanding of a variety of legislations, including but not limited to the [Provincial Offences Act, 1990](#); [Liquor Licence and Control Act, 2019](#); [Cannabis Control Act, 2017](#); [Safe Streets Act, 1999](#); [Emergency Management and Civil Protection Act, 1990](#); [Ministry of Correctional Services Act, 1990](#); [Trespass to Property Act, 1990](#); [Customs Act, 1985](#); [Immigration and Refugee Protection Act, 2001](#); [Mental Health Act, 1990](#); [Canada Evidence Act, 1985](#); and [Foreign Interference and Security of Information Act, 1985](#), as required by different roles in the protection, security and investigation sectors.
- k. examine the impact of historical and current legislation such as the [Indian Act, 1985](#), on Indigenous Peoples in Canada.
- l. explore the variety of professional standards relevant to the protection, security and investigation sectors.
- m. follow organizational cybersecurity policies and procedures while maintaining sound

cyber/data hygiene practices.

- n. discuss the impact of the Indigenous Peoples in Canada on Canadian law, including how the Gladue principles affect bail courts, trial courts, sentencing courts, and appeal courts.

2. The graduate has reliably demonstrated the ability to: make timely and legally defensible decisions to uphold protection and security.

Elements of the performance

- a. analyze how personal and systemic biases and values affect perception and decision making within the workplace.
- b. implement ethical decision-making strategies in work situations informed by relevant professional code(s) of conduct, context and systemic factors.
- c. take steps to enhance the effectiveness of personal decision-making techniques that improve risk management, protection and security.
- d. **distinguish** between operational **resilience**/business continuity and **crisis, conflict** and emergency situations to make decisions appropriate to the context.
- e. identify and select alternate courses of action in consultation with peers, stakeholders, supervisors and direct reports to inform decision-making.
- f. determine and assess the risks and vulnerabilities in **crisis, conflict** and **emergency** situations to make timely and legally defensible decisions.
- g. apply effective information and intelligence gathering techniques, including use of balanced data sets, observation, research and consultation, to make evidence-informed decisions.
- h. contribute to emergency preparedness plans and emergency, risk and threat management plans to uphold protection and security.
- i. monitor personal stress responses to minimize negative impact on decision-making.
- j. be accountable for one's decisions that impact personal performance.
- k. set priorities in compliance with organizational policies and procedures.

[See Glossary](#)

3. The graduate has reliably demonstrated the ability to: execute delegated duties and responsibilities to meet the demands of different operational contexts in the protection, security and investigation fields.

Elements of the performance

- a. recognize, approach, report and address workplace hazards in a safe and timely manner.
- b. monitor use of professional verbal and non-verbal communication to determine impact on interactions with others.
- c. wear protective clothing and use protective equipment as required to maintain the safety and security of self and others.
- d. exhibit professionalism through conduct, attire, hygiene and grooming as determined by organizational policy.
- e. work responsibly with or without supervision, both individually and within a team.
- f. respect structures of power and authority, including supervisory, within the workplace.
- g. complete work in an organized manner according to established timelines.
- h. mitigate risk by anticipating potential problems, consulting appropriate authorities and/or taking necessary action determined by the situation.
- i. understand legal processes and procedures, including appropriate behaviour and attitude, for court proceedings.

4. The graduate has reliably demonstrated the ability to: interact equitably and justly with **diverse populations** to promote inclusion and respect.

Elements of the performance

- a. uphold the [Canadian Charter of Rights and Freedoms \(1982\)](#), the [Canadian Human Rights Act \(1985\)](#), the [Accessible Canada Act \(2019\)](#), the [Canadian Multiculturalism Act \(1988\)](#) and all pertinent provincial or territorial Human Rights Codes and Accessibility Acts.
- b. follow organizational policies that promote an inclusive, equitable, respectful, safe and supportive workplace environment.
- c. recognize and adapt to prevailing differences in both verbal and non-verbal communication when interacting with diverse populations, while showing empathy to foster positive and respectful interactions
- d. utilize communication techniques such as active listening and validating others' lived experience to interact effectively and sensitively with diverse populations while minimizing the impact of personal bias.
- e. recognize and respond appropriately to situations involving harassment, bullying and violence in the workplace.
- f. recognize, document and report racism, sexism and other individual or institutional forms of discrimination according to organizational policies and procedures.
- g. apply a trauma-sensitive approach when working with individuals from diverse social backgrounds within a variety of protection, security and investigation settings.

5. The graduate has reliably demonstrated the ability to: collaborate as a member of a protection, security and/or investigation team to achieve organizational goals.

Elements of the performance

- a. understand various roles and authorities in protection, security and investigation settings within a team.
- b. enhance functioning of a team by carrying out delegated duties and responsibilities within a variety of workplace situations, including law enforcement and emergency measures.
- c. implement effective teamwork strategies to nurture and maintain safe, nonthreatening and secure working relationships depending on the protection, security and/or investigation context.
- d. implement strategies and tools to contribute to solving problems within the team in both everyday work situations and in **crisis, conflict** and **emergency** situations.
- e. assist and support team members within scope of practice.
- f. adopt a respectful work ethic to support a work environment that is free of harassment and discrimination.
- g. contribute to effective and efficient team communications by employing current information and communications technologies (ICT), such as mobile and wireless communication devices and encrypted/unencrypted communication systems, as required by the organization.
- h. contribute to effective and efficient team communications by employing standard communication conventions, such as the International Phonetic Alphabet (IPA) and law-based acronyms and naming convention abbreviations.
- i. display active listening, emotional regulation and empathy in interactions with colleagues, fostering positive communication and teamwork.
- j. collaborate with other professionals in law enforcement, legal, social services, cybersecurity and emergency response sectors to enhance public safety and conduct investigations.
- k. examine how Indigenous principles of community, relationship-building, collective responsibility and restorative justice contribute to enhanced teamwork and collaboration.

[See Glossary](#)

6. The graduate has reliably demonstrated the ability to: assess and respond to **crisis**, **conflict** and **emergency** situations to ensure the safety and protection of individuals and property.

Elements of the performance

- a. contribute to security audits using technologies such as control devices (e.g., card readers), biometric systems, covert and overt surveillance equipment, intrusion detection systems, hold-up alarms, duress alarms devices, drones and artificial intelligence (AI), as well as fire and safety equipment.
- b. contribute to the development and implementation of security awareness and crime prevention programs.
- c. recognize which behaviours, events or circumstances may trigger disruptive or dangerous situations.
- d. apply lawful and inclusive **conflict** management techniques, including de-escalation, mediation, conciliation and verbal and non-verbal communication to prevent harm and resolve **crisis**, **conflict**, and **emergency** situations.
- e. follow approved protocols to prevent and respond to **crisis**, **conflict** and **emergency** situations within the scope of their training and authority.
- f. apply critical thinking and lawful problem solving to mitigate, contain, resolve and intervene in **crisis**, **conflict** and **emergency** situations.
- g. follow standards and procedures dependent on the context for safe and effective evacuation in **emergency** situations.
- h. evaluate the importance of **use of force** training and the legal, ethical and moral implications of using reasonable **use of force**.
- i. use appropriate verbal and non-verbal communication strategies and/or techniques to gain compliance in **crisis**, **conflict** and **emergency** situations.
- j. act with discretion, tact and calm when provoked or when working under conditions of stress.
- k. assist in emergency procedures within scope of practice to strengthen the **surge capacity** of local emergency service providers during a major incident or disaster.
- l. apply efficient map reading skills and tactical use of Global Positioning Systems (GPS) as required by **crisis**, **conflict** and **emergency** situations.
- m. secure all relevant environments (e.g., physical, digital) to protect data and evidence and prevent injury to self and others within an incident scene.
- n. protect oneself from injury in **crisis**, **conflict** and **emergency** situations using self-defence tactics when properly trained and if necessary.
- o. administer first aid as required during **crisis**, **conflict** and **emergency** situations.

[See Glossary](#)

7. The graduate has reliably demonstrated the ability to: collect, preserve, and present evidence in investigations in compliance with legal standards to support case outcomes.

Elements of the performance

- a. ensure rules of evidence are followed in accordance with Canadian legal requirements.
- b. identify situations that require investigation using critical thinking.
- c. apply fundamental investigative techniques, including but not limited to preliminary, detailed and follow-up investigations, related to criminal activity and violations of organizational policy.
- d. apply appropriate and effective surveillance and evidence collection techniques, including digital evidence management, in culturally respectful and ethical ways.
- e. collect and preserve **admissible evidence** in accordance with forensic requirements using the appropriate available technology.
- f. assess the admissibility of evidence based on scope of practice and in consultation with colleagues and supervisors, when required.
- g. conduct interviews using appropriate professional, legal and ethical methods and technological tools, such as artificial intelligence (AI) transcription and audio and video recording.
- h. document accurately the relevant facts from interviews using appropriate technology and communication techniques.
- i. examine the reasons for inconsistencies identified in the communication of interviewees and witnesses.
- j. substantiate or validate claims when taking statements from interviewees and witnesses without personal bias.
- k. document and secure **admissible evidence** in accordance with organizational policies and procedures.
- l. critically analyze information from evidentiary statements, documents, and materials to draw conclusions and, when necessary, provide actionable recommendations.
- m. contribute to the preparation and presentation of a full report for the court, a tribunal, a client and/or an employer as required, utilizing Generative Artificial Intelligence (GenAI) ethically and lawfully to enhance the efficiency of report writing, as needed.
- n. contribute to the development of comprehensive investigation plans by applying appropriate investigative techniques, collecting and preserving **admissible evidence**, and adhering to legal and ethical standards.

[See Glossary](#)

8. The graduate has reliably demonstrated the ability to: monitor, assess and document behaviours, situations, events and data to support protection and security operations.

Elements of the performance

- a. monitor, record and assess behaviours accurately and in compliance with legal, professional, ethical and organizational requirements.
- b. observe behaviours and events in holistic ways, respecting different perspectives, learning from oral traditions, and understanding the land as a source of knowledge.
- c. maintain clear and concise written and/or electronic notes to ensure that documented information is comprehensive, concise, factual and objective according to organizational requirements.
- d. discuss the purpose of and procedure for a background or due diligence check with cross-references.
- e. consider verbal and non-verbal cues to predict behaviour.
- f. recognize and respond empathetically to behaviours associated with common mental health challenges while considering a person's sociocultural and ethnic background and maintaining safety of self and others.
- g. deduce patterns and trends in qualitative and/or quantitative data based on analysis to inform strategic decision-making.
- h. evaluate open-source datasets, using a framework such as Open-Source Intelligence (OSINT), to determine accuracy, reliability and impartiality.

9. The graduate has reliably demonstrated the ability to: develop and apply strategies for personal **wellbeing** and professional growth to enhance work performance and maintain currency with industry.

Elements of the performance

- a. recognize and adapt to workforce demands and trends within the protection, security and investigation fields.
- b. maintain currency in security, cybersecurity and investigation technologies, including emerging innovative solutions and the growing convergence of physical and digital spaces.
- c. examine the importance of completing and maintaining all necessary certifications and licenses required for the role within the protection, security, and investigation fields.
- d. take advantage of learning and professional development opportunities within the protection, security and investigation fields.
- e. develop professional networks and participate in professional associations' activities in the protection, security and investigation fields.
- f. develop and implement practical strategies to recognize and manage stress, maintain mental health and develop **resilience**.
- g. align personal, physical, mental, and emotional strengths and limitations with specific role requirements in the profession.
- h. solicit and accept constructive feedback and adjust behaviour accordingly.
- i. implement strategies that optimize personal **wellbeing** and minimize the potential for injury, illness and burnout.
- j. maintain awareness of health and safety resources, such as wellness or employee assistance programs, to support personal **wellbeing**.
- k. identify and access a variety of community resources to enhance interactions with **diverse populations** and build cultural understanding.
- l. commit to learning and enacting the Truth and Reconciliation Commission of Canada's Calls to Action relevant to the protection, security and investigation fields.

[See Glossary](#)

Glossary

Admissible evidence: Evidence, such as testimonies, documentary materials, [data files] or physical objects that is entitled or deemed worthy to be admitted, allowed or conceded in compliance with the rules of evidence in the Ontario Evidence Act, 1990 and Canada Evidence Act, 1985.

Crisis: The turning point or decisive moment at which a situation either will or will not result in harm or loss of life and/or loss or damage to possessions, property and/or other vital interests.

Conflict: A state of antagonism, opposition, resistance, strife or struggle involving two or more individuals or larger social groups, that have mutually incompatible ideas, views, desires, needs and/or values. Conflicts may be relatively short-term (minutes to hours), prolonged (days, months or years) and in some cases, indefinite (generational). Various forms of conflict can range from passive resistance and defiance to verbal, physical and/or violent altercations.

Diverse populations/Diversity: The variety of identities present [and intersecting] in an organization, group, or society. Diversity is manifested through factors such as culture, ethnicity, religion, sex, gender, sexual orientation, age, language, education, ability, family status, or socioeconomic status. [Government of Canada, Guide to Terminology Related to Equity, Diversity, and Inclusion, 2022.](#)

Emergency: A situation or an impending situation that constitutes a danger of major proportions that could result in serious harm to persons or substantial damage to property and that is caused by the forces of nature, a disease or other health risk, an accident or an act whether intentional or otherwise. [Emergency Management and Civil Protection Act, 1990.](#)

Intelligence: A thorough study of information that results in meaningful recommendations and is defined as the analyzed and further processed information correlated at strategic, tactical, and operational levels to provide a clear-cut direction. [\(PDF\) Information Versus Intelligence: The Legitimate Approximation and Variability Between Processed Data and Evidence-Based Knowledge](#)

Resilience: The process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. [American Psychological Association, n.d.](#)

Surge capacity: The ability to expand care in response to rapid or more prolonged demand in health care services. [Operating Manual for Community-Based Agencies/Programs, 2017.](#)

Use of force/Use of force continuum: In Canada, a use of force continuum is a guideline for law enforcement officers and others, like security personnel, to determine the appropriate level of force to use in a given situation. It's a framework that helps assess the situation, determine the level of force required, and potentially de-escalate or escalate the use of force as needed. [National Use of Force Framework, 2000](#) Use of force options available include officer presence and communication and physical force. [Ontario Use of Force Model, n.d.](#)

Wellbeing: A positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic and environmental conditions. Wellbeing encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose. [Promoting well-being \(who.int\)](#)

Essential employability skills

All graduates of the Protection, Security and Investigation program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, in addition to achieving the [vocational learning outcomes](#) and meeting the [general education requirement](#).

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's Colleges of Applied Arts and Technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today
- our colleges are well equipped and well positioned to prepare graduates with these skills
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education

Skill categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses or developed through discrete courses. However, these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

Skill category: communication

Defining skills

Skill areas to be demonstrated by graduates:

- reading
- writing
- speaking
- listening
- presenting
- visual literacy

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.
2. respond to written, spoken or visual messages in a manner that ensures effective communication.

Skill category: numeracy

Defining skills

Skill areas to be demonstrated by graduates:

- understanding and applying mathematical concepts and reasoning
- analyzing and using numerical data
- conceptualizing

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. execute mathematical operations accurately

Skill category: critical thinking and problem solving

Defining skills

Skill areas to be demonstrated by graduates:

- analyzing
- synthesizing
- evaluating
- decision making
- creative and innovative thinking

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. apply a systematic approach to solve problems.
2. use a variety of thinking skills to anticipate and solve problems.

Skill category: information management

Defining skills

Skill areas to be demonstrated by graduates:

- Gathering and managing information
- Selecting and using appropriate tools and technology for a task or a project
- Computer literacy
- Internet skills

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. locate, select, organize and document information using appropriate technology and information systems.
2. analyze, evaluate and apply relevant information from a variety of sources.

Skill category: interpersonal

Defining skills

Skill areas to be demonstrated by graduates:

- Teamwork
- Relationship management
- Conflict resolution
- Leadership
- Networking

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. show respect for the diverse opinions, values, belief systems and contributions of others.
2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Skill category: personal

Defining skills

Skill areas to be demonstrated by graduates:

- Managing self
- Managing change and being flexible and adaptable
- Engaging in reflective practices
- Demonstrating personal responsibility

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. manage the use of time and other resources to complete projects.
2. take responsibility for one's own actions, decisions and their consequences.

General education requirement

All graduates of the Protection, Security and Investigation program must have met the [general education requirement](#) described below, in addition to achieving the [vocational](#) and [essential employability skills](#) learning outcomes.

Requirement

The [General Education Requirement](#) for programs of instruction is stipulated in the [Credentials Framework](#) in the Minister's Binding Policy Directive Framework for Programs of Instruction.

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to Ontario Colleges in the development and identification of courses that are designed to fulfil the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall

goals of General Education.

Arts in society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

Social and cultural understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person

to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

Personal understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

Science and technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the

human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

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