

## Canada – Justice Institute of British Columbia (JIBC)

Justice Institute of British Columbia (JIBC) is Canada’s leading public safety educator with a mission to develop dynamic justice and public safety professionals through its exceptional applied education, training and research. Founded in 1978 as a public post-secondary institution with a provincial mandate, JIBC offers internationally recognized education that leads to certificates, diplomas, bachelor’s degrees and graduate certificates; continuing education for work and career-related learning and development; and customized contract training to government agencies and private organizations worldwide.

Student numbers			
More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data

  

Core Funding	
Private	Public

  

Qualifications offered	
Vocational qualification (ISCED 3-4)	Master’s degree or equivalent (ISCED 7)
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)
No formal/non-formal credits or qualifications / independent study	Other

  

Subjects offered	
Generic programmes and qualifications	Information and communication technologies
Education	Engineering
Arts and humanities	Agriculture & veterinary
Social sciences, journalism and information	Health and welfare
Business, administration and law	Security, transport, hygiene and public health services
Natural sciences, mathematics and statistics	Other: public safety, first responder education (police, fire, paramedicine) and social justice

Organisation of learning provision		
Primarily campus provision	Primarily distance learning provision (correspondence)	Primarily online provision

  

Technology-enhanced learning elements	
Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)
Open Educational Resources (OER)	Wikis
Digital Badging	Videoconference
Learning Analytics	Teleconference
Artificial Intelligence	Learning Management System (LMS)
E-Portfolios	Mobile Learning
Blogging and micro-blogging	Bring Your Own Device (BYOD)
Social Media	Online Assessment
Other: live simulations (online and F2F), WordPress open courses	

  

**TEL Strategy**

3-5-year plan: Areas of focus for the last 5 years (and expected to be for another 3 years) are OERs, mobile learning, simulations, emerging technologies.

Business Model	
<b>Entrepreneurial model with fixed core</b>	
Defender-related characteristics <i>versus</i> Prospector-related characteristics	
Networks	Profitability / sustainability
	Competitive advantage
	Value chain
	Communication channels
Target group	Products / services

  

**Business Model: Additional Information**

The business model focuses on using digital technologies to reach existing markets via non-traditional channels using new or innovative products and services.

**OOFAT Model**

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

**OOFAT for multiple projects**

**OOFAT Model: Additional Information**

**Content**  
Content for some programs is regulated by accreditation/regularity bodies (e.g. fire, paramedicine). Niche subject areas mean we are often required to create our own, but as a first step look to adapt or reuse as much as possible to save costs and time. Most contents are CC-BY licensed, some CC-BY-NC, some not licensed but 'free' to use.

**Delivery**  
Short course programming (3 days or less), online offerings in addition to f2f offerings, provincial mandate to deliver to remote communities means online and tech enabled a necessity. Content access depends on the program or course, some is completely open, some semi-open, some completely locked down. Access to support almost non-existent, mainly through instructor or program manager, program centric, no centralized support.

**Recognition**  
Certain open WordPress courses allow learners to use as is or to register with JIBC to take an exam for credit. Flexibility of assessment depends on who the course/program was created for. We do a lot of contract training so sometimes created for a non JIBC student.