



# PO21 Training programme proposal

WP3 - Output 5



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# **Contents**

<b>Credits</b>	<b>3</b>
<b>Presentation</b>	<b>5</b>
Duties and professional competencies	10
<b>Essential Competencies</b>	<b>19</b>
<b>Training Programme</b>	<b>22</b>
A – Ensure Surveillance	24
B – Inmates management	30
C – Apply the adequate Administrative Procedures	60
D – Manage professional support and development	62
<b>Synthesis</b>	<b>74</b>
<b>Summary</b>	<b>86</b>

## **Main Duties**

<b>A - Ensure Surveillance</b>	<b>12</b>
A1 - Ensure the security in prison and premises – Manage security devices	12
A2 - Develop appropriate communication (oral and written)	12
A3 - Manage Firearms and weapons	12
<b>B - Inmates Management</b>	<b>13</b>
B1 - Apply the correct procedures during visitation periods (inmates, visits)	13
B2 - Routine supervision of inmates	13
B3 - Supervise inmates' mental health and assure proper forwarding	14
B4 - Register and Transmit inmates' requests and complaints through the proper hierarchic channels	14
B5 - Escort inmates in temporary exits according to legal procedures	14
B6 - Interact professionally and ethically with inmates from all nationalities (Interculturality and integration)	15
B7 - Assure the proper care to ageing inmates, lifelong prisoners and special needs	15
B8 - Detect organised crime and radicalisation phenomenon in prison	15
B9 - Support rehabilitation and training initiatives	15
B10 - Supervise inmates regarding substance misuse	16
B11 - Capture and lead back to the prison facility any inmate that escaped or is found outside the prison facility with no authorisation (individually or as part of a team)	16

B12 - Operate and manage digital solutions in prison context	16
<b>C – Apply the adequate Administrative Procedures</b>	<b>17</b>
C1 - Apply and follow procedures regarding Administrative work and Report through the proper hierarchic channels	17
<b>D – Manage professional support and development</b>	<b>18</b>
D1 - Develop Self-knowledge and act within the values of the mission of the prison service	18
D2 - Develop and implement strategies for self-care/resilience	18
D3 - Develop strategies to deal with unexpected emergencies	18
D4 - Collaborate with other services and agencies	18

# Credits

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**Presentation**

**01**

# Presentation

This document was produced in the scope of PO21\_Prison Officers for the 21st Century (PO21). The Project is funded by the Erasmus + programme and implemented by a partnership of nine institutions from five countries, coordinated by the BSAFE Lab Law Enforcement, Justice and Public Safety of the University of Beira Interior (Portugal)<sup>1</sup>, also including sectoral representatives (prison administrations, trade unions, VET and research organisations, and representatives of correctional private and public sector members).

The PO21 Project intends to develop a transnational Vocational Education and Training (VET) curriculum – a prison officer’s initial training course and learning resources. It aims to promote sectoral qualifications and ease professional mobility by adapting and developing new VET provisions according to current and foreseen skills needs. It seeks to provide innovative solutions and different skills for prison officers to be better equipped to face their everyday challenges. The results will also benefit public VET providers and decision-makers and the project partners, who represent a partnership for sustainable cooperation between prison administrations and correctional academies, trade unions, and other sectoral representatives.

To achieve the abovementioned objectives, the PO21 Project researched to produce a needs analysis that could provide the framework to support the development of the proposed outputs.

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<sup>1</sup> The Project, with the ID number 612529-EPP-1-2019-1-PT--EPPKA2-SSA, is financed under the Erasmus + KA2: Cooperation for innovation and the exchange of good practices – Sector Skills Alliances, by the Education, Audio-visual and Culture Executive Agency (EACEA). The contract foreseen 36 months (01.11.2019 – 31.10.2022) and was signed between the coordinator UBI/BSAFE Lab and has the following partners: IPS\_Innovative Prison Systems (Qualify Just IT solutions and Consulting), PT; Direção-Geral de Reinserção e Serviços Prisionais (DGRSP), PT; Sindicato Nacional Do Corpo Da Guarda Prisional, PT; Bremen Senate of Justice and Constitution, DE; De Federale Overheidsdienst Justitie – Le Service Public Feder, BE; Sindicatul Național al Polițiștilor de Penitenciare, RO; Stichting Foundation ICPA Office in Europe, NL

Data collection was carried out at various levels, including:

- National Level - **National Reports** - national report of each country present in the partnership (Portugal, Romania, Germany and Belgium) considering: i) the jurisdiction of the training; (ii) admission requirements for the profession; iii) characterisation of the course or initial training courses and iv) characterisation of the course or course of continuous training.

- European Level - **European Report** - analysis of 21 EU countries considering: i) the jurisdiction of training; (ii) admission requirements for the profession; iii) characterisation of the course or initial training courses and iv) characterisation of the course or course of continuous training.

- Auscultation of key actors:

- **DACUM workshops** - to survey current and future needs and challenges, considering the duties inherent to the prison officer profession.

- **Advisory Board Meetings** - the Advisory Board was created under the Project and involved experts and critical stakeholders in the sector. These meetings have produced records integrated in minutes, which were analysed. The inputs relating to topics such as (i) the challenges correctional officers face and their impacts on their daily work, (ii) requirements to be considered for the admission of correctional officers, iii) elements to be included in the initial and continuing training plan, iv) the importance of collaboration between agencies and iv) future challenges.

- Auscultation of correctional officers - **PO21 survey** - through a questionnaire applied and distributed by the partners, which intended to collect data on i) the professional posture of correctional officers; (ii) the perception of the inclusion of training elements in their initial formation; (iii) interest in each of the training topics submitted; (iii) the teaching-learning methods of

initial and continuing education; (iv) the skills considered to be essential to develop; v) and also on the perceived importance of emerging areas of knowledge.

The results obtained in each activity were subjected to comparative analysis and generated two outputs.

1) The first is a report that culminated in the proposal of recommendations on the elements to be considered for preparing a proposal for vocational training that may be nationally appropriate (**O.3.4 Recommendation Paper for re-thinking prison officers' training**) and internationally recognised. It should be noted that, despite the specificities of each country, correctional officers share common duties and tasks and, consequently, common needs and challenges.

2) The second is a proposal for a VET training course, which is the core of the present document. Its design was mainly based on the current and future needs expressed by the PO on the DACUM workshops and the survey data regarding training themes perceived as very important by the target audience and the competencies they elected as essential to developing. Its structure was based on the Council of the European Union Guidelines. It also considers the recommendation regarding European prison rules.

The **second stage** of this process has begun with a series of workshops, which will finetune the VET training course. The first was in Lisbon, from 28th March to 1st April.

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<sup>2</sup> COUNCIL RECOMMENDATION of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (2020/C 417/01)

During the workshop in Lisbon, 28 participants from Belgium, Germany, Portugal and Romania were gathered to analyse this proposal and to put forward the training features for each set of duties and specific duties.

Participants were divided into groups, and each group reorganised the definitions of PO profile.

During the second workshop in Ghent, 25 participants from Belgium, Germany, Portugal and Romania were gathered to discuss the modules and the training features of the VET course that resulted from the first workshop. The participants were divided into eight groups, and each was assigned some professional competencies with the respective training features. The essential competencies were also contemplated.

The **third stage** of this process was the review by expert trainers. The partners were invited to provide expert trainers to analyse this VET course proposal, complete the missing information, or propose appropriate changes. This report is the result of all this process.

This VET program was designed considering European training practices are very different and respond to different norms and regulations. However, as the Project's findings show, the competencies needed and the professional activities are shared, and only some specific national context features appear. Therefore, the course was designed to allow each national training system to integrate this program:

- The program represents the global training that allows the development of the intended professional profile

- The modules proposed can be chosen and organised in flexible paths:
  - Considering initial and continuous training: the program can be used as each training provider considers best suited:
    - All together, in an initial training path, as a complete initial course,
    - Or they can be divided into smaller sets of modules, the first set for initial training and the other modules provided as continuous training.
    - Considering the training organisation: the modules can be delivered in face-to-face training sessions, but most can be part of e-learning or b-learning strategies.

The present document is structured as follows:

- 1) A systematisation of the main and specific duties and the respective professional competencies based on the information given by the PO.
- 2) Presentation of the essential competencies regarding transversal, digital and sustainability.
- 3) The training programme, divided into each specific duty, the individual associated professional competencies and learning results, the required knowledge, behaviour and attitudes and the training features – module name, module type, length, syllabus, evaluation criteria, evaluation strategy, learning context and organisation and observations (where necessary), proposed by the participants in the Lisbon workshop, further developed by the participants in the Ghent Workshop and reviewed by expert trainers.
- 4) A table aggregating Professional competencies and learning results.

## ***Duties and professional competencies***

In this section, a detailed description of POs main duties and specific duties are presented. Each main duty has associated specific duties and professional competencies. The results from the DACUM workshops inspired the name of the duties and specific duties, which were then transformed into professional competencies. After the Lisbon workshop, there were some changes regarding the organisation of the duties, professional competencies and learning results and the training features were included.

Main Duty <sup>3</sup>	CU	Specific Duties	Professional Competences
<b>A – Ensure Surveillance</b>	<b>A1</b>	<b>Ensure the security in prison and premises – Manage security devices</b>	PCA1.1. Monitor the internal CCTV system PCA1.2. Monitor movement and approximations to the prison wall PCA1.3. Register and monitor people and vehicles entering and exiting the prison PCA1.4. Ensure that the devices are operational and manage their distribution PCA1.5. Operate the appropriate security and surveillance equipment PCA1.6. Perform searches adequately, respecting gender and cultural differences PCA1.7. Manage information respecting data protection regulations
	<b>A2</b>	<b>Develop appropriate communication (oral and written)</b>	PCA2.1. Use appropriate communication according to the individuals addressed PCA2.2. Report any occurrences to the correct hierarchic channels PCA2.3. Ensure communications with the outside PCA2.4. Write reports adequately PCA2.5. Use information adequately according to its nature (public/confidential)
	<b>A3</b>	<b>Manage Firearms and weapons</b>	PCA3.1. Apply the proper procedures regarding firearms when necessary PCA3.2. Use less-lethal weapons when necessary, according to the legal framework

<sup>3</sup> Main Duties, specific duties and competences were based on the DACUM workshops

Main Duty	CU	Specific Duties	Professional Competences
B – Inmates Management	B1	<b>Apply the correct procedures during visitation periods (inmates, visits)</b>	<p>PCB1.1. Assist and maintain security and surveillance during visitation periods</p> <p>PCB1.2. Supervise visits</p> <p>PCB1.3. Conduct searches respecting human rights, gender (transgender) and cultural differences</p> <p>PCB1.4. Escort inmates and visits respectfully</p> <p>PCB1.5. Activate and implement an emergency plan to evict the visits when necessary</p>
	B2	<b>Routine supervision of inmates</b>	<p>PCB2.1. Supervise, manage, and control the inmates and their activities (count and monitor)</p> <p>PCB2.2. Perform security checks and search proceedings with the inmates;</p> <p>PCB2.3. Motivate inmates for the cleanliness and hygiene of the spaces and cells</p> <p>PCB2.4. Detect and inform of situations that may generate insecurity for the inmates, the staff, and the prison</p> <p>PCB2.5. Prevent and manage conflicts</p> <p>PCB2.6. Interact with the inmates about rules and counselling matters</p> <p>PCB2.7. Assess inmates' disposition and posture using verbal and nonverbal communication</p> <p>PCB2.8. Maintain security and order in the prison</p> <p>PCB2.9. Ensure a safe environment according to the procedures regarding the searches of persons and belongings, separation criteria, space admission rules</p> <p>PCB2.10. Ensure the integrity of the cells and inmates by checking the facilities and the state of prisoners</p> <p>PCB2.11. Ensure the respect of inmates' rights and obligations</p> <p>PCB2.12. Organise the daily activities following the approved daily schedule</p> <p>PCB2.13. Prevent any disturbance and restore the order when necessary by reporting to superiors and by being part of the response actions</p> <p>PCB2.14. Control security aspects, safeguarding self-protection as well as protection of prisoners</p> <p>PCB2.15. Register inmates (electronic means) and report</p> <p>PCB2.16. Supervise the use of electronic communication within inmates' cells</p> <p>PCB2.17. Use electronic monitoring devices correctly to supervise inmates</p> <p>PCB2.18. Operate electronic locks/ fingerprint identification adequately</p> <p>PCB2.19. Fill electronic applications correctly</p> <p>PCB2.20. Plan inmates visits (electronic means)</p> <p>PCB2.21. Apply compensation techniques to extract information when necessary</p>

Main Duty	CU	Specific Duties	Professional Competences
<b>B – Inmates Management</b>	<b>B2</b>	<b>Routine supervision of inmates</b>	<p>PCB2.22. Apply conflict management techniques when necessary</p> <p>PCB2.23. Cooperate with law enforcement within prison space</p> <p>PCB2.24. Apply first aid techniques appropriately when necessary</p> <p>PCB2.25. Maintain a professional dialogue with inmates to gather information/keep informed</p>
	<b>B3</b>	<b>Supervise inmates' mental health and assure proper forwarding</b>	<p>PCB3.1. Analyse inmate's mental state and the clinical process</p> <p>PCB3.2. Ensure the inmate complies with medication and treatment prescriptions</p> <p>PCB3.3. Report adequately to the competent authority on situations that may pose harm to the inmate's health or others</p> <p>PCB3.4. Support inmates' emotional stabilisation</p> <p>PCB3.5. Escort inmates to appropriate clinical services when necessary</p> <p>PCB3.6. Interact with mentally ill inmates with professionalism and respect</p> <p>PCB3.7. Apply appropriate restraint techniques for psychotic outbreaks in collaboration with medical staff</p> <p>PCB3.8. Ensure security for the most vulnerable inmates</p> <p>PCB3.9. Maintain a professional and controlled posture</p>
	<b>B4</b>	<b>Register and Transmit inmates' requests and complaints through the proper hierarchic channels</b>	<p>PCB4.1. Use the existing information and apply report flows and procedures</p> <p>PCB4.2. Provide counsel and ensure that the inmate gets the necessary services</p> <p>PCB4.4. Observe, gather information, and inform superiors about inmates' preoccupation and behaviour</p> <p>PCB4.5. Forward legal requests of inmates or ensure that the information is transmitted to competent persons</p>
	<b>B5</b>	<b>Escort inmates in temporary exits according to legal procedures</b>	<p>PCB5.1. Check the inmates' identification, conduct body searches, and withhold their belongings with respect for human rights, gender and cultural differences</p> <p>PCB5.2. Accompany the inmates to different destinations</p> <p>PCB5.3. Ensure the safety, surveillance and guarding of the inmates during transportation</p> <p>PCB5.4. Ensure the safety of the disembarking location</p> <p>PCB5.5. Prevent unauthorised contact between inmates and others</p> <p>PCB5.6. Ensure communication with third parties</p> <p>PCB5.7. Comply with the established route</p> <p>PCB5.8. Establish a new route when necessary</p> <p>PCB5.9. Handcuff inmates respecting their integrity</p> <p>PCB5.10. Apply defensive or offensive driving according to the situations</p>

Main Duty	CU	Specific Duties	Professional Competences
B – Inmates Management	B6	<b>Interact professionally and ethically with inmates from all nationalities (Interculturality and integration)</b>	<p>PCB6.1. Assure the communication for foreign inmates</p> <p>PCB6.2. Interact respectfully with inmates from a different cultural, religious and ethnic backgrounds</p> <p>PCB6.3. Maintain a professional posture when facing different cultural/religious manifestations</p>
	B7	<b>Assure the proper care to ageing inmates, lifelong prisoners and special needs</b>	<p>PCB7.1. Follow the correct procedures (senior care) regarding ageing inmates</p> <p>PCB7.2. Assist older inmates when required (first aid, movement)</p> <p>PCB7.3. Detect and report isolation situations</p> <p>PCB7.4. Apply stress management techniques</p> <p>PCB7.5. Identify and report alert signs of suicide</p> <p>PCB7.6. Identify and report alert symptoms of other geriatric diseases</p> <p>PCB7.7. Ensure the needed inmates get the proper treatment/care</p> <p>PCB7.8. Adequate the proper treatment to the gender or condition of the inmates</p> <p>PCB7.9. Incentivise inmates towards healthy behaviours</p>
	B8	<b>Detect organised crime and radicalisation phenomenon in prison</b>	<p>PCB8.1. Identify and report signs of organised crime phenomenon</p> <p>PCB8.2. Collaborate with the team or other law enforcement agencies to dismantle organised crime networks</p> <p>PCB8.3. Identify and report signs of radicalisation phenomenon</p> <p>PCB8.4. Identify and report risks and dangerous situations for inmates and prison staff</p> <p>PCB8.5. Motivate inmates towards deradicalisation</p> <p>PCB8.6. Apply crisis management techniques (within a team)</p> <p>PCB8.7. Apply conflict management techniques</p> <p>PCB8.8. Use the prison facilities when necessary to tackle a crisis (within a team)</p>
	B9	<b>Support rehabilitation and training initiatives</b>	<p>PCB9.1. Motivate inmates to engage in education or training activities</p> <p>PCB9.2. Assist inmates in following their objectives for rehabilitation</p> <p>PCB9.3. Assist in the inmates' rehabilitation plan and initiatives in collaboration with a team (social workers, psychologists)</p> <p>PCB9.4. Report inmates' behaviour adequately</p> <p>PCB9.5. Report impressions about inmates professionally and fairly</p> <p>PCB9.6. Maintain a professional posture and act as a role model</p> <p>PCB9.7. Maintain professional communication with inmates</p>

Main Duty	CU	Specific Duties	Professional Competences
B – Inmates Management	B10	<b>Supervise inmates regarding substance misuse</b>	<p>PCB10.1. Identify symptoms of drug consumption and report</p> <p>PCB10.2. Perform cell and body searches regarding illegal substances, respectfully and ethically</p> <p>PCB10.3. Advise inmates to join a rehabilitation program</p> <p>PCB10.4. Detect trafficking of illicit substances and report</p> <p>PCB10.5. Collaborate with the team to dismantle traffic networks inside the prison</p> <p>PCB10.6. Identify, assess and report risks and dangerous situations that may pose harm to self or others</p>
	B11	<b>Capture and lead back to the prison facility any inmate that escaped or is found outside the prison facility with no authorisation (individually or as part of a team)</b>	<p>PCB11.1. Apply strategies to prevent escapes</p> <p>PCB11.2. Define strategies to detect escapes</p> <p>PCB11.3. Collaborate in the identification of strategies to implement a recovery mission</p> <p>PCB11.4. Escort escaped inmates back to prison (as a team)</p> <p>PCB11.5. Apply restraint techniques when necessary and within respect for human rights</p> <p>PCB11.6. Apply search techniques</p> <p>PCB11.7. Assure inmates' counting</p>
	B12	<b>Operate and manage digital solutions in prison context</b>	<p>PCB12.1. Operate and manage different digital devices</p> <p>PCB12.2. Assist inmates in using digital devices</p> <p>PCB12.3. Encourage inmates to use digital communications</p> <p>PCB12.4. Assist inmates attending to a video medical appointment</p> <p>PCB12.5. Browse and apply for different learning opportunities online</p> <p>PCB12.6. Encourage and assist inmates to use digital features for the transition into the community</p> <p>PCB12.7. Manage and Use the offender and case management system</p> <p>PCB12.8. Motivate inmates to use digital services</p>

Main Duty	CU	Specific Duties	Professional Competences
C – Apply the adequate Administrative Procedures	C1	<p><b>Apply and follow procedures regarding Administrative work and Report through the proper hierarchic channels</b></p>	<p>PCC1.1. Fill reports according to each situation</p> <p>PCC1.2. Comply with different administrative procedures</p> <p>PCC1.3. Respect the hierarchic chain</p> <p>PCC1.4. Cooperate with other professionals</p> <p>PCC1.5. Ensure essential services, applications, and statements</p> <p>PCC1.6. Observe discretion regarding all information</p>

Main Duty	CU	Specific Duties	Professional Competences
<b>D – Manage professional support and development</b>	<b>D1</b>	<b>Develop Self-knowledge and act within the values of the mission of the prison service</b>	<p>PCD1.1. Understand the PO's particular role as a prison staff member, within the prison system, and the mission of the prison service</p> <p>PCD1.2. Balance the needs of secure custody and discipline, ensuring prison conditions do not infringe on human dignity</p> <p>PCD1.3. Identify training needs and attend training</p> <p>PCD1.4. Demonstrate knowledge of legal documents in practice</p>
	<b>D2</b>	<b>Develop and implement strategies for self-care/resilience</b>	<p>PCD2.1. Manage the Work-life balance/ health and safety/ staying (mentally and physically) healthy.</p> <p>PCD2.2. Identify, assess and report alert signs of depression/stress</p> <p>PCD2.3. Approach and assist colleagues with stress symptoms in a professional and ethical manner</p> <p>PCD2.4. Develop awareness on self-situation</p> <p>PCD2.5. Implement self-care and team care</p> <p>PCD2.6. Develop self-awareness regarding public exposure on social networks</p> <p>PCD2.7. Implement self-defence techniques according to the WIEP approach</p>
	<b>D3</b>	<b>Develop strategies to deal with unexpected emergencies</b>	<p>PCD3.1. Implement strategies to handle unexpected situations (individually and as a team)</p> <p>PCD3.2. Apply conflict management techniques when necessary</p> <p>PCD3.3. Apply crisis management techniques within a team when necessary</p> <p>PCD3.4. Apply techniques for survival in a hostage situation</p>
	<b>D4</b>	<b>Collaborate with other services and agencies</b>	<p>PCD4.1. Provide support/information to other law enforcement agencies when necessary</p> <p>PCD4.2. Analyse and use relevant information with colleagues from other departments</p> <p>PCD4.3. Apply strategies to coordinate the activities with professionals from other organisations</p> <p>PCD4.4. Respect the hierarchy and appropriate channels</p>

# Essential Competencies

02

# Essential Competencies

The essential competencies comprise transversal, digital and sustainability competencies, following the Council of European Union guidelines<sup>4</sup>.

## ESSENTIAL COMPETENCIES

### ECA.1. TRANSVERSAL COMPETENCIES

- ECA.1.1 Assertiveness
- ECA.1.2 Communication
- ECA.1.3 Teamwork
- ECA.1.4 Report writing
- ECA.1.5 Proactiveness
- ECA.1.6 Autonomy
- ECA.1.7 Negotiation skills
- ECA.1.8 Professionalism
- ECA.1.9 Openness
- ECA.1.10 Awareness

### ECA.2. DIGITAL COMPETENCIES

- ECA.2.1 Proficiency in CCTV software and hardware and surveillance equipment
- ECA.2.2 Report writing using digital means

<sup>4</sup> Vocational education and training programmes offer a balanced mix of vocational including technical skills well aligned to all economic cycles, evolving jobs and working methods and key competences (26), including solid basic skills, digital, transversal, green and other life skills which provide strong foundations for resilience, lifelong learning, lifelong employability, social inclusion, active citizenship and personal development – Recommendation (2020/C 417/01)

- ECA.2.3.** Use email
- ECA.2.4.** Use digital means to attend/conduct meetings
- ECA.2.5.** Use tutorials
- ECA.2.6.** Use e-learning tools
- ECA.2.7.** Interacting through digital technologies
- ECA.2.8.** Sharing through digital technologies
- ECA.2.9.** Engaging citizenship through digital technologies
- ECA.2.10.** Collaborating through digital technologies
- ECA.2.11.** Protecting devices
- ECA.2.12.** Protecting personal data and privacy
- ECA.2.13.** Protecting health and well-being

### **ECA.3. SUSTAINABILITY COMPETENCIES**

- ECA.3.1** Apply the use of digital means instead of paper to register and report
- ECA.3.2.** Make awareness of environmental threats
- ECA.3.3.** Implement energy-saving practices, water-saving practices and waste selection practices
- ECA.3.4.** Understand the importance of individual action

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### **OBSERVATIONS**

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Essential competencies should be highlighted throughout all training modules

# Training Programme

03

# Training Programme

The training programme comprises each professional competency, the individual learning results, and the required knowledge, behaviours, and attitudes. It is divided by main duties.

The design of the training programme includes an initial phase of identifying and listing the learning results expected to accomplish each professional competencies that have to be developed by the future POs. After this listing, the second stage implies identifying the theoretical knowledge and information that must be acquired, the behaviours (skills) to be developed, and the attitudes incorporated. The last design phase involves the experts deciding how the training should/could be organized for each professional framework. The experts have to reflect on the training segments that better fit each learning result (deciding on the need to aggregate learning results in one training segment (module) or if they should be considered the main result of a particular component (module)).

Then, for each module, curricular decisions have to be made: length (time required to achieve the learning result), syllabus (from the knowledge, behaviour and attitudes, what content /themes need to be considered in each module, evaluation (considering the nature of the learning result, decide on the criteria that have to be considered to effectively verify its accomplishment and how each criterion can be evaluated). Finally, the learning context and organisation (indications of the conditions, resources and pedagogical strategies that have to be implemented to achieve the expected learning results). The following elements were included in each module: module type -

indicates if the module concerns a professional competence shared by all countries – core – or a professional competence required only in some national contexts (optional) and observations (other indications that should be considered).

The program is presented in four sections in the following pages. Each section shows the professional competencies and their respective framework elements, followed by the modules that have already been drafted. It is a work in progress, so this is still a preproposal to be further refined and completed.

# A – Ensure Surveillance

## Competence AI – Ensure the security in prison and premises – Manage security devices

### Learning Results

- LRA1.1.** Operate different security devices
- LRA1.2.** Explain the importance of static and procedural security
- LRA1.3.** Identify security risks and assess their level
- LRA1.4.** Distinguish concepts of static, procedural and dynamic security
- LRA1.5.** Demonstrate control and restraint techniques
- LRA1.6.** Demonstrate anti-terrorist procedures
- LRA1.7.** Use different search procedures (vehicles and goods)
- LRA1.8.** Identify the procedures to manage information according to data protection regulations

#### KNOWLEDGE

#### BEHAVIOURS

#### ATTITUDES

##### Essential

Security procedures and their importance  
 Security risks  
 Anti-terrorism procedures  
 Surveillance and security – legal framework and practical aspects  
 The importance of static security (walls, barriers, locks, lighting and equipment used to restrain prisoners when necessary)<sup>5</sup>  
 Technology and security devices  
 Static and Procedural Security  
 Risk assessment  
 Control and restraint techniques  
 Conflict management techniques  
 Searches procedures  
 Dynamic security

##### Specific Knowledge

Building Management Services- digital signage, audio-visual broadcasting, audio-visual recording, and surveillance – ICT, CCTV, X-Ray  
 Image and digital security technologies  
 Prison building  
 Human Rights in Context<sup>6</sup>  
 Professional Ethics

##### Essential

Use of XR equipment and devices proficiently and appropriately according to the situations  
 Use safety gantry, magnetometer, other type of metal detectors  
 Select and apply methods (personal observation, electronic surveillance body search, dynamic security, collecting/filtering information) to ensure the security of the prison perimeter and the interior of the prison (different levels of security/access)  
 Identify, select and apply techniques to prevent escapes and intrusions;  
 Implement strategies to detect suspicious vehicles parked by the prison wall and suspicious human activity;  
 Describe and apply procedures to ensure the safety of the prison as well as the community against any threats;  
 Detect the use of drones.  
 Select and apply techniques to secure the fence and entrance against any unauthorised entry or escapes;  
 Apply methods and techniques to perform security and antiterrorism checks at the entrance, document verification of those entering and exiting prison and keep a log of the prison entrance/exits;  
 Complete reports to the superiors adequately about any request to enter the prison and communicate vertically through the hierarchy  
 Practical observation to detect abnormal situations  
 Select and implement methods for observing the cell blocks and areas near the tower  
 Prepare and set up the surveillance equipment for the day – CCTV system  
 Operate IT solutions; Operate Xray devices; operate  
 Identify and apply procedures to monitor and search people, vehicles, goods (and detect forbidden goods), using the XR and performing metal detection  
 Preventing and detecting the introduction of forbidden goods or materials

Attention to detail in the execution of their tasks  
 Assertiveness in communication.  
 Demonstrate respect for people, despite their position/condition  
 Professionalism in the execution of all kinds of tasks and activities required  
 Assure that every action considers the Ethical principles of conduct.

<sup>5</sup> CoE guidelines – Static and Procedural Security - Guidelines regarding recruitment, selection, education, training and professional development of prison and probation staff (2019)

<sup>6</sup> UN standards (Nelson Mandela Rules), ECHR- The Convention, ECHR caselaw, European convention against torture, Council of Europe Recommendations, CPT standards

## TRAINING FEATURES

<b>Module Title</b>	<b>Security Device Management</b>	
<b>Module Type</b>	Core module	
<b>Lenght (h)</b>	240h (120h theory/ 120h practice)	
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Building Management Services- digital signage, audio-visual broadcasting, audio-visual recording, and surveillance - ICT, CCTV, X-ray - CCTV – Legal framework (Data protection- GRDP) – Operative system and functions – Image safeguarding (legal framework and procedures) (Custody of evidence)</li> <li>• Image and digital security technologies, Prison building, Security procedures and their importance, Security risks</li> <li>• The importance of static security (walls, barriers, locks, lighting and equipment used to restrain prisoners when necessary</li> <li>• Technology and security devices, Static and Procedural Security, Risk assessment</li> <li>• Videoconferences with courts – Protocol and legal framework – Operate with the physical system (cameras and connections)</li> <li>• National and international Videoconferences – legal framework – Operate with the physical system (cameras and connections)</li> <li>• Anti-terrorist procedures</li> <li>• Control and restraint techniques</li> <li>• Searches procedures (people, vehicles and goods – drugs, cellphones, other illicit goods/substances, weapons)</li> </ul>	<ul style="list-style-type: none"> <li>• Preventing and detecting the introduction of forbidden goods or materials</li> <li>• Dynamic security, collecting/filtering information</li> <li>• Access control procedures</li> <li>• The importance of static security (walls, barriers, locks, lighting and equipment used to restrain prisoners when necessary</li> <li>• Technology and security devices, Static and Procedural Security, Risk assessment</li> <li>• Videoconferences with courts – Protocol and legal framework – Operate with the physical system (cameras and connections)</li> <li>• National and international Videoconferences – legal framework – Operate with the physical system (cameras and connections)</li> <li>• Anti-terrorist procedures</li> <li>• Control and restraint techniques</li> <li>• Searches procedures (people, vehicles and goods – drugs, cellphones, other illicit goods/substances, weapons)</li> <li>• Preventing and detecting the introduction of forbidden goods or materials</li> <li>• Dynamic security, collecting/filtering information</li> <li>• Access control procedures</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (30%)</li> <li>• Application of knowledge in real context (30%)</li> <li>• Implementation of procedures/techniques(15%)</li> <li>• Problem solving (15%)</li> <li>• Participation and commitment (10%)</li> </ul>	
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Simulation – operate security devices in the prison</li> <li>• Role-play – conflict situations and restraint devices (handcuffs etc.)</li> <li>• Role-play and simulation – access control</li> <li>• Role-play – a videoconference with a court</li> <li>• Role play and simulation – daily routines</li> <li>• Simulation – searches procedures</li> <li>• Written test</li> </ul>	
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom</li> <li>• The practical component – handling security devices – should comprise at least 120 h (in the prison context)</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics.</li> <li>• The teaching strategy should incorporate role-play and simulations.</li> </ul>	
<b>Observations</b>	Given the importance and potential update development of the content, this module should be considered the basis for continuous training. This training could/should assume a refresh course of 5h, every 6 months.	

**Competence A2 – Develop appropriate communication (oral and written)**

**Learning Results**

- LRA2.1.** Apply different communication techniques
- LRA2.2.** Write reports correctly
- LRA2.3.** Apply conflict management solutions

- LRA2.4.** Report incidents correctly
- LRA2.5.** Select and process relevant information
- LRA2.6.** Discern public/confidential information

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b>                      Concepts of static, procedural and dynamic security;                      Communication techniques – verbal and non-verbal</p> <p><b>Specific Knowledge</b>                      Manage and use different work instruments                      Assertive communication;                      Conflict management.                      Personal data protection regulations                      Client centered communication – treat inmates and visitors like clients                      The importance of words and vocabulary – inmates own vocabulary</p> <p><b>Optional</b>                      Mastery of de-escalation techniques</p>	<p><b>Essential</b>                      Apply communication techniques to interact with people from outside at the entrance                      Use adequate communication techniques to interface (first contact) between prison administration and the outside world.                      Demonstrate a professional posture and a respectful approach                      Report incidents correctly                      Discerning public/confidential information – sources of information – Protection of confidential information.</p>	<p>Attention to detail in the execution of their tasks                      Assertiveness in communication.                      Demonstrate respect for people, despite their position/condition                      Professionalism in the execution of all kinds of tasks and activities required                      Assure that every action considers the Ethical principles of conduct.</p>

## TRAINING FEATURES

<b>Module Title</b>	<b>Communication and Register</b>
<b>Module Type</b>	Core module
<b>Lenght (h)</b>	80h (40h theory + 40h practical)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Correct report writing</li> <li>• Professional Ethics</li> <li>• Conflict management techniques</li> <li>• Communication techniques – verbal and non-verbal</li> <li>• Assertive communication.</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (25%)</li> <li>• Application of knowledge in real context (45%)</li> <li>• Implementation of procedures/techniques(10%)</li> <li>• Problem solving (10%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Simulation – write a report</li> <li>• Role play – communication techniques in critical situations/verbal/body language</li> <li>• Role play – selecting relevant information – before an event, select the relevant information</li> <li>• Citizen language and communication</li> </ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom</li> <li>• The practical component - handling security devices – should comprise at least 40 h (in the prison context)</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics.</li> </ul>
<b>Observations</b>	<p>Given the importance and potential update development of the content, this module should be considered the basis for continuous training. This training could/should assume a refresh course of 5h, every 6 months.</p> <p>The teaching strategy should incorporate simulated practice and role play (and should be delivered in the trainees professional context – where they will work)</p> <p>Mentorship is advisable (positive and negative feedback)</p>

Learning Results

- LRA3.1.** Interpret the use of different firearms within the respective legal framework
- LRA3.2.** Demonstrate the use of less-lethal weapons
- LRA3.3.** Develop proficiency in shooting firearms

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b>                      Firearms and weapons – types and legal framework                      Less Lethal Weapons (taser, gas)                      Shooting training                      Use of weapons and different technical means                      Human Rights in Context                      Professional Ethics                      Legal framework associated with shooting weapons – enquiries, conditions of use, situation, witnesses</p>	<p><b>Essential</b>                      Use firearms only when necessary and according to legal frameworks                      Use less-lethal weapons only when necessary and according to legal frameworks                      Handling, maintaining, and storing weapons (lethal and non-lethal) and ammunition.                      Documenting the use of weapons (reports, paperwork, etc.)</p>	<p>Attention to detail in the execution of their tasks                      Assertiveness in communication.                      Demonstrate respect for people, despite their position/condition                      Professionalism in the execution of all kinds of tasks and activities required                      Assure that every action considers the Ethical principles of conduct.</p>

## TRAINING FEATURES

<b>Module Title</b>	<b>Handling Firearms and Weapons (lethal, less lethal, non lethal)</b>
<b>Module Type</b>	Country Specific
<b>Lenght (h)</b>	72h (24h theory + 48h practice)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Risk Assessment</li> <li>• Fire arms – legal framework and general operation</li> <li>• Less lethal and non-lethal weapons – taser, gas – usage and legal framework</li> <li>• Fire arm – shooting training and shooting techniques (at least one training session every month)</li> <li>• Shooting Techniques to Use (Precision Shooting and Police Shooting)</li> <li>• Use of weapons and different technical means</li> <li>• How to use firearms</li> <li>• When to use firearms</li> <li>• Weapons and ammunition in use – assembly and disassembly</li> <li>• Basic principles of ballistics</li> <li>• Types of weapons and contextual use – Communication and Professional – Communication in tense situations – Escalation of means and clear communication of Escalation</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (10%)</li> <li>• Implementation of procedures/techniques(70%)</li> <li>• Problem solving (10%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Written Test –x legal framework regarding weapons and firearms</li> <li>• Shooting test</li> <li>• Practical tests for each weapon</li> </ul> <p>THEORETICAL COMPONENT</p> <ul style="list-style-type: none"> <li>• Conducting knowledge test on the themes presented in the theoretical component (2h)</li> </ul> <p>PRACTICAL COMPOSITION</p> <ul style="list-style-type: none"> <li>• Conducting shooting exercises for evaluation: <ul style="list-style-type: none"> <li>• Precision shot</li> <li>• Reaction shot</li> <li>• Dynamic shooting tracks (with various weapons)</li> <li>• Emotional control test (stress) - fit/unfit</li> </ul> </li> </ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom (24h classroom theory)</li> <li>• The practical component - Shooting training – should comprise at least 48 h (6h per day shooting practice x 8 days = 48h in the shooting range)</li> <li>• The training time on the other weapons must be adjusted according to the training effort</li> <li>• The teaching strategy should incorporate more practical dynamics.</li> </ul>
<b>Observations</b>	<p>Given the importance and potential update development of the content, this module should be considered the basis for continuous training. This training could/should assume a refresh course based on shooting training and legal framework update of 5h, every quarter months. PO should undergo a Psychological assessment at least once a year.</p> <p>Virtual Reality can also be used in shooting training</p> <p>It is advisable that trainers be recruited within the elements that are already in the prison system, not least because their experience will make the training context more objective and targeted (e.g, the use of firearms is governed by similar pros, but with another framework for Police or the Prison Officer.)</p>

## B – Inmates management<sup>7</sup>

### Competence B1 – Apply the correct procedures during visitation periods (inmates, visits)

#### Learning Results

- LRB1.1.** Apply guidance procedures to both inmates and visits
- LRB1.2.** Perform search procedures respectfully and according to the legal framework to inmates, visitors and representatives
- LRB1.3.** Apply security procedures during visitation periods
- LRB1.4.** Activate and manage all means necessary for any emergency and apply the correct procedures
- LRB1.5.** Perform an eviction in the visits area

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b></p> <p>Surveillance and security – legal frameworks            Permission Accesses – procedures            Security checks on entering the prison            Respect for others – Human rights, professional ethics            Communication techniques (body languages)            Conflict management techniques            Searches procedures (inmates/visitors)            Professional Ethics            Human rights in the context            Guidelines applied to inmates’ during visits            Prohibited items in prison</p> <p><b>Specific Knowledge</b></p> <p>Know the inmates            Understand the specific procedures of searches            Security plan            Emergency plan – eviction</p>	<p><b>Essential</b></p> <p>Identify, select and apply methods to detect and correct inappropriate behaviours.            Demonstrate security checks to enter the prison            Demonstrate and implement techniques to develop assertive communication when giving orders, expressing oneself, asking questions appropriately, and maintaining a humane posture;            Apply procedures regarding permission access of the persons that interact with the inmates they are responsible for            Apply the guidelines regarding inmates’ during visits            Select and apply the strategy to deal with emergencies            Apply procedures regarding evictions            Identify prohibited items in prison            Analyse situations and make the appropriate intervention decisions</p>	<p>Attention to detail in the execution of their tasks            Assertiveness in communication.            Demonstrate respect for people, despite their position/condition            Professionalism in the execution of all kinds of tasks and activities required            Assure that every action considers the ethical principles of conduct.            Demonstrate empathy towards other people’s situation            Act as a role model, representing the institution            Remain calm in stressful situations – PO as a mirror of the prison system</p>

<sup>7</sup> Recommendation Rec(2006)2-rev of the Committee of Ministers to member States on the European Prison Rules - Basic principles 1.- All persons deprived of their liberty shall be treated with respect for their human rights.

## TRAINING FEATURES

<b>Module Title</b>	<b>Organisation of visits in prison – visitations procedures</b>
<b>Module Type</b>	Core Module
<b>Lenght (h)</b>	10h
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Register visitors, print badges, and documentation checks</li> <li>• Possible exceptions –justifications and actions within the legal framework</li> <li>• Legal framework for the organisation of visits (interact/interrupt/ intervene/empathy)</li> <li>• Security procedures</li> <li>• Observation and report</li> <li>• Communication – treatment</li> <li>• Observation techniques for abnormal/disruptive behaviour</li> <li>• Search procedures – visitors, inmates, representatives (gender responsiveness, transgender inmates, Muslims)</li> <li>• Legal background of visitation system and Human Rights – Security and surveillance systems and containment areas in visitation systems (CCTV, ...)</li> <li>• Visits situational background (and corresponding inmates’ emotional condition) with examples (Inmates without visits, Foreign inmates, Visits with voluntaries, Visits with clergypersons, Visits with Embassies and Consulates, Lawyer’s visits, visits of sons accompanied by legal tutors, ...) – Gender sensibility (for visits and inmates) – Foreign language (English) – Conflict management (inmates/visits, inmates/PO, Visits/Visits, Visits/PO) – Emotional Control</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (45%)</li> <li>• Application of knowledge in real context (10%)</li> <li>• Implementation of procedures/techniques(20%)</li> <li>• Problem solving (5%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Role-play – search procedures</li> <li>• Role-play – communication techniques</li> <li>• Written test – rules and regulations/computer procedures</li> </ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or/and Face to face in a regular classroom (rules and regulations)</li> <li>• The practical component – simulation of organisation of visits – should comprise at least 5h (in the prison context)</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics.</li> </ul>
<b>Observations</b>	<p>The teaching strategy should incorporate simulated practice, role-play, observation training</p> <p>Monitoring - Role-play and simulation in the prison context – trainees should be taught the aspects to which they are supposed to pay attention. Participation to the final test should be given from main supervisor</p>

## TRAINING FEATURES

<b>Module Title</b>	<b>Execute emergency and security plan - visitations</b>
<b>Module Type</b>	Core Module
<b>Lenght (h)</b>	14h
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Security plan</li> <li>• Emergency plan</li> <li>• Analysis of films and situation – training observation techniques</li> <li>• Emergency response training</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (40%)</li> <li>• Application of knowledge in real context (10%)</li> <li>• Implementation of procedures/techniques(30%)</li> <li>• Problem solving (10%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Simulation – security plan and eviction plan</li> <li>• Role-play – disaster exercises</li> <li>• Written test</li> </ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom</li> <li>• The practical component – applying security and eviction plans – should comprise at least 7 h (in the prison context)</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics</li> </ul>
<b>Observations</b>	<p>Given the importance and potential update development of the content, this module should be considered the basis for continuous training. Annual follow-up training should be organised, with emergency exercises.</p> <p>The teaching strategy should include simulated practice, role-play, observation training</p>

Learning Results

- LRB2.1** Select the best approaches to motivate and persuade inmates towards training and positive activities
- LRB2.2** Compare different forms of communication with the inmates
- LRB2.3** Demonstrate active listening
- LRB2.4** Demonstrate and apply techniques of self-defence
- LRB2.5** Apply techniques to manage conflict and crisis
- LRB2.6** Use control and restraint techniques adequately
- LRB2.7** Organise cell searches within the legal framework and respect human rights
- LRB2.8** Report correctly about inmate's behaviour
- LRB2.9** Organise inmates' daily activities
- LRB2.10** Select and apply first aid techniques correctly
- LRB2.11** Use active listening
- LRB2.12** Use the electronic identification devices correctly
- LRB2.13** Select and apply observation methods (inmates)
- LRB2.14** Select and Assess relevant Information
- LRB2.15** Distinguish and implement different relationships with colleagues and inmates – dynamic security
- LRB2.16** Describe techniques for cooperating with law enforcement within prison space
- LRB2.17** Demonstrate compensation techniques to extract information
- LRB2.18** Apply different first aid techniques

**KNOWLEDGE**

**Essential**

Policies and procedures regarding inmates  
 Dynamic security  
 The balance of the relationship PO-inmates – balance the power  
 Security protocols  
 Correct reading and writing competencies;  
 The legal framework that regulates the prison service;  
 Static, procedural and dynamic security and social security;  
 Control and restrain techniques;  
 Techniques for knowledge and management of inmates' routines

**BEHAVIOURS**

**Essential**

Demonstrate methods to develop Self-control;  
 Identify, select and apply methods to develop emotional intelligence (verbal and non-verbal);  
 Use techniques to develop active listening;  
 Classify and apply techniques to persuade and motivate the inmates  
 Identify and use procedures regarding the rules to maintain the order inside the prison  
 Select and implement strategies to take part in different activities linked with the social reintegration of the inmates  
 Consider and act according to the inmate's rights, dignity, and personal responsibility;

**ATTITUDES**

Attention to detail in the execution of their tasks  
 Assertiveness in communication.  
 Demonstrate respect for people, despite their position/condition  
 Professionalism in the execution of all kinds of tasks and activities required  
 Assure that every action considers the ethical principles of conduct.  
 Demonstrate empathy towards other people's situation  
 Active listening

## KNOWLEDGE

### Essential

Motivation techniques  
Persuasion Techniques  
Occupational security  
Communication Techniques  
Self-control techniques  
Active listening techniques  
Human Rights  
Professional Ethics  
Sentence planning and implementation (knowledge of inmates' personal history to motivate)  
Teamwork  
Conflict management  
Safety and use of force  
Physical training;  
Use of weapons and other intervention means.  
ICT knowledge;  
Human Rights  
Nelson Mandela Rules  
Anti-discriminatory practice  
Electronic identification devices – instructions and procedures

### S. Knowledge

Know the inmates' schedule, routine and needs  
First aid

## BEHAVIOURS

### Essential

Select and apply adequate physical control and restraint techniques  
Understand and implement concepts of static, procedural and dynamic security  
Develop and apply self-defence techniques  
Identify, select and apply Teamwork strategies  
Select and use strategies to manage stress and make decisions in stressful situations  
Identify and implement techniques to supervise cells within the legal framework and respect human rights  
Select and apply First aid procedures correctly  
Use firearms when necessary according to the legal framework  
Select and propose occupational activities in prison for inmates  
Observe, gather information, and inform superiors about inmates' preoccupation and behaviour in an appropriate fashion;  
Organise and manage the activities (meals, consultations, visits, workshops, education) with the inmates they are responsible for;  
Instruct the inmates that perform daily activities on the wing or other premises in their responsibility area.  
Select and apply techniques to safeguard safety and ongoing practice.  
Understand and select case (inmates) management techniques  
Develop computer proficiency;  
Identify vulnerable inmates  
Verify electronic identification correctly  
Complete electronic files adequately with information about inmates  
Select and apply techniques for specialised intervention in case of incidents;  
Select and apply strategies for nonverbal communication;  
Select and use methods to observe inmates;  
Select and use approaches to inmates – how to talk, establish a relationship

## ATTITUDES

Understand people's situations without judgement  
Willingness to collaborate and help inmates  
Demonstrate self-control  
awareness of inmates' vulnerability  
Reveal comprehension of others  
awareness of inmates' vulnerability

## TRAINING FEATURES

**Module Title**    **Dynamic Security - communication**

**Module Type**    Core Module

**Lenght (h)**      46 h (38h theory + 8h practical)

**Syllabus**

- Dynamic security – concept, strategies and techniques to implement
- Active listening techniques
- Communication techniques – Posture and non-verbal communication
- Different communication styles
- Motivational techniques
- Observation techniques (disruptive behaviour signs, External signals indicating consumption – Identification of signs of emotional trends)
- Persuasion techniques
- Compensation techniques to extract information
- Prison rules and procedures
- Interaction with inmates
- Teamwork

**Evaluation Criteria**

- Rigorous knowledge of the topics (20%)
- Application of knowledge in real context (15%)
- Implementation of procedures/techniques(40%)
- Problem solving (15%)
- Participation and commitment (10%)

**Evaluation Strategy**

- Written test
- Role play - interaction with the inmate
- Continuous evaluation (in working context)

**Learning Context and Organisation**

- It can be delivered online or Face to face in a regular classroom
- The practical component - handling security devices – should comprise at least 8h (in the prison context)
- The teaching strategy should incorporate equivalent theory and practice dynamics

**Observations**    The teaching strategy should include simulated practice and role-playing

Mentorship is advisable (senior officers)

## TRAINING FEATURES

<b>Module Title</b>	<b>Conflict management and restraint techniques</b>
<b>Module Type</b>	Core Module
<b>Lenght (h)</b>	20h (10h theory + 10h practical)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Legal framework human restraint</li> <li>• Process of conflict (5 phases of escalation)</li> <li>• Management of conflict</li> <li>• Human rights</li> <li>• Physical training</li> <li>• Self-Defence techniques</li> <li>• Techniques of human restraint</li> <li>• Materials for human restraint</li> <li>• Stress management – dealing with aggression</li> <li>• Handcuffs and discardable handcuffs, bat techniques, impact and movement restriction techniques</li> <li>• Body searches procedures (by palpation and naked), and cell searches with report-filling and safeguard of evidence found – Gender sensibility (especially in searches)</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (50%)</li> <li>• Implementation of procedures/techniques(35%)</li> <li>• Problem solving (15%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Role play - self-defence techniques, human restraint techniques with and without materials, aggression</li> <li>• Written test</li> </ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom, in a gym or a training cell</li> <li>• The practical component - self-defence, human restraint, searches – should comprise at least 10 h (in the prison context);</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics.</li> </ul>
<b>Observations</b>	<p>Given the importance and potential update development of the content, this module should be considered the basis for continuous training. This training could/should assume a refresh course of 16h, once a year, with a strong practical component.</p> <p>The teaching strategy should incorporate simulated practice, role-play and observation training</p> <p>Trainees should undergo physical training</p>

## TRAINING FEATURES

<b>Module Title</b>	<b>First Aid and Reanimation</b>
<b>Module Type</b>	Core Module
<b>Lenght (h)</b>	24h (8h theory + 16h practical)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Legal framework</li> <li>• First aid</li> <li>• Reanimation techniques and potential resuscitation scenarios - fire, drowning, or possible cardiac arrest.</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (10%)</li> <li>• Implementation of procedures/techniques(80%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Simulation – first aid and reanimation</li> <li>• Written test</li> </ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom</li> <li>• The practical component should comprise at least 16h</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics.</li> </ul>
<b>Observations</b>	<p>Given the importance and potential update development of the content, this module should be considered the basis for continuous training. This training could/should assume a refresh course of 4h, once a year, with a strong practical component.</p> <p>Trainees should undergo physical training</p> <p>The teaching strategy should incorporate simulated practice, role-play, and observation training.</p>

Learning Results

- LRB3.1** Distinguish between a problematic inmate, a drugged inmate and a mental disorder
- LRB3.2** Identify the symptoms and manifestations of mental illnesses
- LRB3.3** Apply techniques to control inmates’ medication
- LRB3.4** Demonstrate self-control in stressful situations
- LRB3.5** Complete a report about inmates’ behaviour
- LRB3.6** Implement appropriate approaches to deal with specific inmates’ illnesses
- LRB3.7** Demonstrate comprehension and a non-judgemental attitude
- LRB3.8** Explain the signs of vulnerability
- LRB3.9** Assess the risk of self-harm and harm to others
- LRB3.10** Apply the correct restraint measures for psychotic outbreaks in collaboration with medical staff
- LRB3.11** Differentiate the different mental health needs for different inmates’ populations

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b></p> <p>Mental health problems and disorders – symptoms and manifestations</p> <p>Medication control techniques</p> <p>Inmates’ mental health – observation techniques</p> <p>Discrete Supervision techniques</p> <p>Helping structures and networks</p> <p>Habits and routines of the inmates – methods and strategies</p> <p>Conflict management techniques</p> <p>Self-control techniques</p> <p>Stress management techniques</p> <p>Practical approaches to emergencies</p> <p>Control and restraint techniques</p> <p>Safety and use of force in specific situations (e.g. psychotic outbreaks)</p> <p>Plans to deal with problematic inmates</p> <p>Communication techniques</p> <p>Report writing</p> <p>Human Rights</p> <p>Anti-discriminatory practice</p> <p>Psychotic outbreaks – alert signs and restraint measures</p>	<p><b>Essential</b></p> <p>Select the correct approaches to deal with different mental disabilities symptoms and manifestations</p> <p>Identify and implement strategies to control medication</p> <p>Select and apply strategies to deal with problematic inmates- avoid conflicts</p> <p>Develop Self-control techniques</p> <p>Select and apply techniques to supervise inmates discreetly</p> <p>Deal with stressful situations</p> <p>Write reports about inmates’ behaviour correctly</p> <p>Identify mechanisms to provide help – emergency networks and structures – proper forwarding</p> <p>Identify and apply the Best practices in health and safety procedures</p> <p>Identify and assess risk regarding self-harm</p> <p>Identify and assess psychotic outbreaks</p> <p>Apply restraint techniques in collaboration with medical staff (psychotic outbreaks)</p> <p>Distinguish and implement approaches to anticipate the manifestation of a mental disorder – identify vulnerable inmates</p> <p>Differentiate and apply techniques for emotional stabilisation</p> <p>Develop Communication Strategies</p>	<p>Attention to detail in the execution of their tasks</p> <p>Assertiveness in communication.</p> <p>Demonstrate respect for people, despite their position/condition</p> <p>Professionalism in the execution of all kinds of tasks and activities required</p> <p>Assure that every action considers the Ethical principles of conduct and professional integrity.</p> <p>Demonstrate empathy towards other people’s situation</p> <p>Active listening</p> <p>Understand people’s situations without judgement</p> <p>Willingness to collaborate and help inmates</p> <p>Demonstrate self-control</p> <p>awareness of inmates’ vulnerability</p>

<sup>8</sup> Recommendation Rec(2006)2-rev of the Committee of Ministers to member States on the European Prison Rules - Scope and application - 12.1 Persons who are suffering from mental illness and whose state of mental health is incompatible with detention in a prison should be detained in an establishment specially designed for the purpose. 12.2 If such persons are nevertheless exceptionally held in prison, there shall be special regulations that take account of their status and needs.

## TRAINING FEATURES

<b>Module Title</b>	<b>Mental Diseases Information</b>
<b>Module Type</b>	Core Module
<b>Lenght (h)</b>	64h (34h theory + 30h practical)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Overview of different mental diseases - disorders and their symptoms and manifestations (DSM-5)</li> <li>• Identifying mental health problems in prisons: signs and procedures</li> <li>• DSM 5 – for identifying signs and symptoms to forward inmates to adequate services</li> <li>• Legal framework around medication and treatment</li> <li>• Observation techniques / report</li> <li>• Suicide and self-harm prevention: Assessment of self-harm / Suicide risk</li> <li>• Assessment of aggression/risk of harm to others</li> <li>• Interaction techniques with inmates with a mental disorder</li> <li>• Restraint measures for psychotic outbreaks (in collaboration with medical staff)</li> <li>• Effects of specific medication – Identification of inmates with unusual behaviours – Identification of activities of other inmates (or group of inmates) over an inmate</li> <li>• First aid techniques applied to mental health issues</li> <li>• Supporting mental health and wellbeing in prisons</li> <li>• Mental health needs of young offenders</li> <li>• Mental health needs of women in prison</li> <li>• Ensuring continuity of care</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (40%)</li> <li>• Implementation of procedures/techniques(30%)</li> <li>• Problem solving (10%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Role-play – restraint methods</li> </ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom or using virtual reality</li> <li>• The practical component - handling security devices – should comprise at least 30 h (in the prison context, prison hospital or medical unit)</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics.</li> </ul>
<b>Observations</b>	<ul style="list-style-type: none"> <li>• Trainers can be psychiatrists, psychologists</li> <li>• The training strategy can integrate case studies, role-playing techniques and observation of inmates in a prison context (handle aggression, interact with inmates with a mental disorder)</li> <li>• The teaching strategy should incorporate simulated practice, role-play, observation training</li> <li>• Example Videos can also be used for training</li> </ul>

Learning Results

- LRB4.1** Explain how to report inmates' complaints/requests professionally
- LRB4.2** Differentiate hierarchical channels
- LRB4.3** Demonstrate and implement active listening
- LRB4.4** Distinguish between complaints and requests
- LRB4.5** Collect information about the inmates and observe confidentiality and the rules of data protection
- LRB4.6** Rank the requests and needs of inmates according to the competent service and level of urgency

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>Report writing techniques</li> <li>Legal framework regarding inmates' consent</li> <li>Rights and rules of the inmates</li> <li>Hierarchical channels and official complaints commissions and their responsibilities (e.g. supervisory commission, complaints commission)</li> <li>Complaints procedures</li> <li>Requests Procedures</li> <li>Active listening techniques</li> <li>Communication skills</li> <li>Teamwork</li> <li>Behaviour observation</li> <li>Confidentiality and Data protection</li> </ul>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>Develop and use active listening techniques;</li> <li>Identify, select and implement Teamwork techniques</li> <li>Identify, select and implement communication techniques - colleagues, inmates, higher ranks, and specialised teams</li> <li>Select and implement behaviour assessment techniques</li> <li>Develop and apply Relational competencies techniques</li> <li>Write reports correctly</li> <li>Collect information about the inmates adequately and maintain confidentiality</li> <li>Provide information for disabled and foreign inmates</li> <li>Distinguish between complaints that PO can solve himself and complaints that require a referral.</li> </ul>	<ul style="list-style-type: none"> <li>Attention to detail in the execution of their tasks</li> <li>Assertiveness in communication.</li> <li>Demonstrate respect for people, despite their position/condition</li> <li>Professionalism in the execution of all kinds of tasks and activities required</li> <li>Assure that every action considers the Ethical principles of conduct and professional integrity.</li> <li>Demonstrate empathy towards other people's situation</li> <li>Active listening</li> <li>Understand people's situations without judgement</li> <li>Willingness to collaborate and help inmates</li> <li>Demonstrate self-control</li> <li>Respects confidentiality and does not comment on any information awareness of inmates' vulnerability</li> <li>Assess a situation objectively and according to facts.</li> <li>Display a correct attitude towards detainees, act professionally and according to the vision and mission of the organisation.</li> <li>Handle questions and complaints in all neutrality</li> <li>Work in a solution-focused way</li> <li>Have an open attitude to anyone who has questions or complaints.</li> </ul>

<sup>9</sup> Recommendation Rec(2006)2-rev of the Committee of Ministers to member States on the European Prison Rules - Part II Conditions of imprisonment Admission and record-keeping - 16A.1. Information recorded at admission and as soon as possible after admission shall be updated and supplemented where appropriate. 16A.2. Information shall be collected for each prisoner relating in particular to:

- a. the judicial process;
- b. individual sentence plans, the strategy for preparation for their release and release date;
- c. behaviour and conduct, including risk to self or others;
- d. requests and complaints, unless they are of a confidential nature;

- e. the imposition and duration of separation and of disciplinary punishments, including the use of solitary confinement;
- f. the use of instruments of restraint, including their nature and duration;
- g. intrusive searches, in particular internal physical searches, and searches of cells;
- h. any transfers; and
- i. their personal property. 16A.3 All information collected at admission and thereafter shall be kept confidential and made available only to those whose professional responsibilities require access to it

## TRAINING FEATURES

### Module Title **Handling requests and complaints**

Module Type Core Module

Lenght (h) 24h (8h theory +16h practice)

Syllabus

- Active Listening
- Procedures and rules on how to handle complaints
- Definition of complaints and requests - How to filter the information
- Writing resources
- How to solve the problems (PO or others)
- Final reports
- Identification of communication channels (Which Information shall be given to whom)
- Need to Know principle (who needs to know and what)
- Bureaucratic procedures regarding Information (if necessary) to inmates based on Procedural Justice principles (to ensure that the inmate perceives justice)
- The organisation's organisation chart, services and responsibilities
- External services responsible for the rights and obligations of detainees
- Local, national, international and European regulations applicable.
- What is a complaint, what is a question: ability to distinguish between the two
- Self solution, referral: differences.
- Time management, priorities set
- Dilemma training: rights and duties versus own values and norms
- Attitude training: relationship to the detainee and the rights
- Emotional self-control: becoming aware of own behaviour and influence of own behaviour
- Dealing with emotions in crisis situations.
- Critical self-reflection: am I still acting according to the values and norms of the organisation?
- Intervision discussions

Evaluation Criteria

- Rigorous knowledge of the topics (40%)
- Implementation of procedures/techniques(40%)
- Problem solving (10%)
- Participation and commitment (10%)

Evaluation Strategy

- Written test
- Simulation – fill out a complaint and a request and forward it to the appropriate hierarchic channel

Learning Context and Organisation

- It can be delivered online or in a classroom – rules and regulations, different prison services
- Face-to-face training - attitude training and dilemma training as well as communication techniques. Focus on verbal and non verbal behaviour
- The practical component should comprise at least 8h (in the prison context)
- The teaching strategy should incorporate a strong practical dynamics.

Observations Considering the possible changes in the rules and regulations, regular update training should be organised (every 6 months or yearly, depending on the context)

Regular intervision sessions should be organised so that the prison officer remains aware of his own values and standards framework, which sometimes clashes with the organisation's values and standards framework – a refresher course per year is advisable (5h)

The training should include role-play – handling a complaint and a request and forwarding them to the correct hierarchical channel and how to bring the message to a detainee. How do you react after receiving a complaint or a request.

The training should include Dilemma training: in which situations do your own values and norms conflict with the rights and obligations of a detainee.

## Competence B5 – Escort inmates in temporary exits according to legal procedures

### Learning Results

- LRB5.1** Apply security protocols to escort inmates
- LRB5.2** Demonstrate and perform searches and checks on inmates and inmates' belongings adequately within the legal framework
- LRB5.3** Assess the integrity of the transportation
- LRB5.4** Assess the premises to disembark inmates
- LRB5.5** Justify the choices for different itineraries
- LRB5.6** Demonstrate separation criteria during transportation
- LRB5.7** Propose courses of action for unexpected situations
- LRB5.8** Apply handcuff techniques
- LRB5.9** Demonstrate defensive and offensive driving

#### KNOWLEDGE

##### Essential

Security protocols.  
 Concepts of static, procedural and dynamic security;  
 Legal framework regarding the use of firearms;  
 Use of weapons and different technical means;  
 Law and operative procedures  
 Control and restrain techniques.

##### S. Knowledge

Outside diligences and transfers procedures  
 Assertive communication;  
 Dynamic security;  
 Legal provisions regarding specific types of inmates;  
 Conflict resolution techniques;  
 Crises techniques;  
 Stress management techniques

#### BEHAVIOURS

##### Essential

Identify, select and apply safety and security protocols and procedures  
 Understand and implement Static and procedural security concepts and practices  
 Understand and enforce dynamic security concepts and practices  
 Develop and use communication techniques – prison, inmates and third parties  
 Identify, select and apply the correct legal framework regarding Firearms  
 Identify and assess Risks  
 Apply separation criteria procedures  
 Identify, select and apply strategies to deal with unexpected situations  
 Use searches procedures correctly  
 Implements transfers diligence and procedures correctly  
 Report about the history of the transported inmates correctly  
 Select and implement strategies to ensure the security of the transportation and the destination  
 Select and apply techniques to verify the integrity of the vehicle  
 Assure proper transportation to disabled inmates  
 Organises strategies to define itineraries  
 Apply observation techniques for the context and identify vulnerable situations  
 Demonstrate techniques to Check the equipment  
 Identify and select strategies to avoid the traffic  
 Select and apply conflict resolution techniques;  
 Select and apply crises techniques;  
 Select and apply stress management techniques  
 Observe and assess the inmates' mood while being transported

#### ATTITUDES

Attention to detail in the execution of their tasks  
 Assertiveness in communication.  
 Demonstrate respect for people, despite their position/condition  
 Professionalism in the execution of all kinds of tasks and activities required  
 Assure that every action considers the Ethical principles of conduct and professional integrity.  
 Demonstrate empathy towards other people's situation  
 Active listening  
 Understand people's situations without judgement  
 Willingness to collaborate and help inmates  
 Demonstrate self-control  
 awareness of inmates' vulnerability

## TRAINING FEATURES

<b>Module Title</b>	<b>Escort inmates</b>
<b>Module Type</b>	Country specific module
<b>Lenght (h)</b>	130h (30h theory + 100h practical)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Legal framework; Rules and procedures</li> <li>• Performing searches</li> <li>• Self-defence and control and restrain techniques</li> <li>• Communication</li> <li>• Equipment</li> <li>• Handcuffing techniques</li> <li>• Defensive and Offensive Driving techniques</li> <li>• Tactical Route planning</li> <li>• Type of exit (Hospital, Court, ...) – weaponry adapted to the type of exit and to the destination (A court will be different from a funeral)</li> <li>• Inmates' typology and knowledge of procedural state</li> <li>• Need for an escort</li> <li>• Measures against the removal of an inmate by another person</li> <li>• Need for a pre-visit to the site – reaction to attacks and emergencies</li> <li>• Documentation accompanying the inmate (according to the diligence)</li> <li>• Safety measures in the destination</li> <li>• Need to contact other law enforcement agencies (or not)</li> <li>• Radio procedures</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (25%)</li> <li>• Implementation of procedures/techniques(55%)</li> <li>• Problem solving (10%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Simulation - escort an inmate and plan a tactical route</li> </ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom</li> <li>• The practical component should comprise at least 100 h (in the prison context)</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics.</li> </ul>
<b>Observations</b>	<p>At least 70h of practical training should occur in the prison context, with real situations.</p> <p>The teaching strategy should incorporate simulated practise and role play</p>

Learning Results

- LRB6.1** Interpret cultural differences without judgment, act with respect and tolerance
- LRB6.2** Demonstrate openness to dialogue with different cultures
- LRB6.3** Ensure the communication with foreign inmates
- LRB6.4** Interpret behaviours considering cultural and other specific features frameworks

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b>                      Cultural differences (food, habits)                      Religious differences                      Ethics                      Human rights                      Anti-discriminatory practice                      Basic tools for communication (digital, icons, symbols)</p> <p><b>S. Knowledge</b>                      Knowledge of keywords in other languages to be understood by most inmates</p>	<p><b>Essential</b>                      Interpret information about different cultures, food restrictions, habits                      Develop intercultural competences                      Select and apply techniques to break down reservations                      Develop and use strategies to observe own's behaviour                      Develop and apply Self-control techniques                      Develop English proficiency or another Foreign language</p>	<p>Attention to detail in the execution of their tasks                      Assertiveness in communication.                      Demonstrate respect for people, despite their position/ condition                      Professionalism in the execution of all kinds of tasks and activities required                      Assure that every action considers the Ethical principles of conduct and professional integrity.                      Demonstrate empathy towards other people's situation                      Active listening                      Understand people's situations without judgement                      Willingness to collaborate and help inmates                      Demonstrate self-control                      awareness of inmate's vulnerability                      understand the concept of reciprocity – action generates a reaction</p>

## TRAINING FEATURES

<b>Module Title</b>	<b>Interculturality and integration</b>
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<b>Module Type</b>	Core Module
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<b>Lenght (h)</b>	40h
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<b>Syllabus</b>	<ul style="list-style-type: none"><li>• Overview of religions and different cultures</li><li>• Racism</li><li>• Ethics</li><li>• Risk of extremism and radicalisation</li><li>• Marks, symbols, tattoos, flags – meanings and symbolism</li></ul>
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<b>Evaluation Criteria</b>	<ul style="list-style-type: none"><li>• Rigorous knowledge of the topics (70%)</li><li>• Implementation of procedures/techniques(20%)</li><li>• Participation and commitment (10%)</li></ul>
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<b>Evaluation Strategy</b>	<ul style="list-style-type: none"><li>• Written test</li></ul>
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<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"><li>• It can be delivered online or Face to face in a regular classroom</li></ul>
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**Competence B7 – Assure the proper care to ageing inmates, lifelong prisoners and special needs**

**Learning Results**

<b>LRB7.1</b>	Identify symptoms associated with common diseases in older inmates	<b>LRB7.6</b>	Report any incidents adequately
<b>LRB7.2</b>	Implement strategies to deal with suicide threats	<b>LRB7.7</b>	Describe the principles and standards of prison health
<b>LRB7.3</b>	Identify suicide alert signs	<b>LRB7.8</b>	Identify communicable and non communicable diseases
<b>LRB7.4</b>	Identify specific needs associated with particular ageing diseases	<b>LRB7.9</b>	Differentiate women’s needs in prison
<b>LRB7.5</b>	Apply first aid procedures according to inmates’ condition	<b>LRB7.10</b>	Explain the importance of oral health in prison

**KNOWLEDGE**

**BEHAVIOURS**

**ATTITUDES**

**Essential**

Prison health in prison – standards and principles  
 Communicable and non communicable diseases  
 Special conditions of older inmates.  
 Basics of oral Health  
 Care for elderly prisoners without medical treatment  
 Women health in prison  
 Common Diseases affecting older people – symptoms and possible treatments  
 Special needs of elderly people  
 Suicide and self-harm  
 First aid

**Essential**

Select the correct approach to deal with specific diseases  
 Identify, select and apply strategies to deal with the danger of suicide/ suicidal thoughts of inmates.  
 Report adequately  
 Apply methods to support older inmates who might not be able to work and carry out regular activities  
 Select and apply the adequate first aid procedures to help inmates  
 Verify if the inmates have taken the necessary medication  
 Identify and report inmates’ communicable and non communicable diseases  
 Identify and report inmates needing oral treatment  
 Select and apply the proper care for women

Attention to detail in the execution of their tasks  
 Assertiveness in communication.  
 Demonstrate respect for people, despite their position/ condition  
 Professionalism in the execution of all kinds of tasks and activities required  
 Assure that every action considers the Ethical principles of conduct and professional integrity.  
 Demonstrate empathy towards other people’s situation  
 Active listening  
 Understand people’s situations without judgement  
 Willingness to collaborate and help inmates  
 Demonstrate self-control  
 awareness of inmates’ vulnerability

## TRAINING FEATURES

<b>Module Title</b>	<b>Prison Health</b>
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<b>Module Type</b>	Core Module
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<b>Length (h)</b>	<b>8h (4h theory + 4h practice)</b>
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<b>Syllabus</b>	<ul style="list-style-type: none"><li>• Prison health is public health</li><li>• Principles and standards in prison health</li><li>• Communicable diseases</li><li>• Non-communicable diseases (NCD)</li><li>• Oral health</li><li>• Prisoners with special needs</li><li>• Women's health in prison</li><li>• The older prisoner</li></ul>
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<b>Evaluation Criteria</b>	<ul style="list-style-type: none"><li>• Rigorous knowledge of the topics (40%)</li><li>• Implementation of procedures/techniques (35%)</li><li>• Problem solving (15%)</li><li>• Participation and commitment (10%)</li></ul>
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<b>Evaluation Strategy</b>	<ul style="list-style-type: none"><li>• Written test</li><li>• Simulation – identifying communicable and non communicable diseases</li></ul>
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<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"><li>• It can be delivered online or Face to face in a regular classroom</li></ul> <p>The practical component should comprise at least 4 h (in the prison context)</p>
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## TRAINING FEATURES

### **Module Title** Detainees with physical disabilities / special needs and ageing inmates

**Module Type** Core Module

**Lenght (h)** 43h (17h theory + 26h practical)

**Syllabus**

- Legal framework
- Human rights
- Organisation of health care and treatment
- Procedures for report and observation
- First Aid – adapted to inmates’ age
- Incidents with ageing inmates – how to intervene
- Basic Life support
- Care for disabled patients
- Holistic care for the older prisoner
- Special needs and challenges
- Identifying age-related health issues in prison: signs and procedures
- Working with older prisoners
- Ensuring continuity of care

**Evaluation Criteria**

- Rigorous knowledge of the topics (40%)
- Implementation of procedures/techniques(35%)
- Problem solving (15%)
- Participation and commitment (10%)

**Evaluation Strategy**

- Written test
- Simulation – incidents with ageing inmates
- Role-play – basic life support

**Learning Context and Organisation**

- It can be delivered online or Face to face in a regular classroom
- The practical component should comprise at least 26 h (in the prison context)

**Observations** Some countries advise three-day volunteerism in a daycare centre, so future PO can watch, assist, and learn how to care for older people in a basic approach (40h).

The teaching strategy should incorporate simulated practise and role play

Learning Results

- LRB8.1** Interpret signs of organised crime and report correctly
- LRB8.2** Implement a crisis management plan (as a part of a team)
- LRB8.3** Report threats adequately
- LRB8.4** Assess risks and dangerous situations
- LRB8.5** Use the prison to tackle crisis (as a team)
- LRB8.6** Apply adequate techniques to observe inmates
- LRB8.7** Differentiate various radicalisation phenomenon
- LRB8.8** Interpret and distinguish deradicalisation programmes
- LRB8.9** Identify and assess the signs of radicalisation
- LRB8.10** Motivate inmates towards deradicalisation
- LRB8.11** Cooperate with other agencies when dealing with the radicalisation/organised crime phenomenon

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b>                      The phenomenon of organised crime.                      The phenomenon of violent extremism and radicalisation processes                      Deradicalisation programmes                      Conflict management                      Crisis management                      Self-control                      Self-defence                      Inmates observation                      Report threats                      Analyse situation                      Risk assessment                      Safety and use of force                      Use the prison                      Communication                      Radicalisation and radicalised inmates.                      Knowledge of the habits and movements of the inmates;                      Cooperation with other law enforcement agencies</p> <p><b>S.Knowledge</b>                      Habits and movements of the inmates.                      Identification and assessment methods and models</p>	<p><b>Essential</b>                      Identify and report signs, networks, communication connected with organised crime phenomenon –                      Understand and identify the radicalisation process – stages, signs, behaviours                      Identify and report about vulnerable inmates                      Select and apply techniques to communicate with radicalised inmates                      Select and use methods to identify radicalisation processes                      Apply conflict management techniques                      Apply self-defence techniques                      Apply crisis management techniques                      Report threats adequately                      Implement procedures to observe inmates                      Identify deradicalisation programmes                      Identify and analyse possible dangerous situations and intervene rapidly                      Use the knowledge of the prison facilities to tackle organised crime signs                      Select and apply intelligence processes to face organised crime                      Develop and apply assertive communication techniques                      Understand and use the prison to deal with radicalisation                      Understand and use the Intelligence process (tasking, collection, evaluation, collation, analysis, dissemination, and re-evaluation).                      Adapt existing processes and expansion skills related to radicalised inmates.                      Select and apply strategies to motivate the inmates.                      Work in a team                      Cooperate with inmates to collect information regarding the crimes that occur in prison – use sources of information</p>	<p>Attention to detail in the execution of their tasks                      Assertiveness in communication.                      Demonstrate respect for people, despite their position/condition                      Professionalism in the execution of all kinds of tasks and activities required                      Assure that every action considers the Ethical principles of conduct and professional integrity.                      Demonstrate empathy towards other people’s situation                      Active listening                      Understand people’s situations without judgement                      Willingness to collaborate and help inmates                      Demonstrate self-control                      awareness of inmates’ vulnerability</p>

## TRAINING FEATURES

**Module Title** Disruptive behaviour – crime and organised crime**Module Type** Core Module**Length (h)** 40h (32h theory + 8h practical)**Syllabus**

- Legal framework
- Organised crime and signs
- Observation techniques / report
- History and religion
- Isolation of disturbed inmates – Disciplinary, containment or isolation cells

**Evaluation Criteria**

- Rigorous knowledge of the topics (40%)
- Implementation of procedures/techniques (35%)
- Problem solving (15%)
- Participation and commitment (10%)

**Evaluation Strategy**

- Written test
- Simulation – write a report on disruptive behaviour
- Role-play – observation techniques

**Learning Context and Organisation**

- It can be delivered online or Face to face in a regular classroom
- The practical component should comprise at least 8h (in the prison context)

**Observations** Due to the importance of this subject, continuous training should be available annually, for a minimum of 40h

The teaching strategy should incorporate simulated practice, role-play, observation training

## TRAINING FEATURES

**Module Title** Radicalisation: prevention and detection**Module Type** Core Module**Length (h)** 25h (15h theory + 10h practice)**Syllabus**

- Radicalisation in prisons: awareness
- Radicalisation - concept
- Pathways to radicalisation
- Levels and mechanisms of radicalisation
- Radicalisation in prisons
- Radicalisation in Prisons Assessment: tools and procedures
- Analysing radicalisation risk in prisons
- Radicalisation risk assessment tools
- Dynamic security and prison intelligence

**Evaluation Criteria**

- Rigorous knowledge of the topics (40%)
- Implementation of procedures/techniques(35%)
- Problem solving (15%)
- Participation and commitment (10%)

**Evaluation Strategy**

- Written test
- Simulation – write a report on detecting radicalised behaviour
- Role-play - observation techniques

**Learning Context and Organisation**

- It can be delivered online or Face to face in a regular classroom
- The practical component should comprise at least 10h (in the prison context and training room)

**Observations** Due to the importance of this subject, continuous training should be available annually, for a minimum of 25h

The teaching strategy should incorporate simulated practice, role-play, observation training

**Competence B9 - Support rehabilitation and training initiatives**  
**All detention shall be managed to facilitate the reintegration into the free society of persons who have been deprived of their liberty<sup>10</sup>**

**Learning Results**

<b>LRB9.1</b>	Apply techniques to motivate and persuade an inmate	<b>LRB9.6</b>	Assist and support rehabilitation initiatives
<b>LRB9.2</b>	Demonstrate active listening	<b>LRB9.7</b>	Integrate a technical team
<b>LRB9.3</b>	Explain the reasons for attending training	<b>LRB9.8</b>	Demonstrate how to Report behaviour and results adequately
<b>LRB9.4</b>	Explain the importance of inmates rehabilitation	<b>LRB9.9</b>	Compare different forms of communication with the inmates
<b>LRB9.5</b>	Act as a role model		

**KNOWLEDGE**

**Essential**

Structured approaches to rehabilitation  
 Surveillance and security  
 Rehabilitation programs  
 Inmates observation  
 Training opportunities inside the prison  
 Report behaviours and changes  
 Motivation techniques  
 Persuasion techniques  
 Negotiation techniques  
 Sentence planning and implementation – knowledge of different forms of detention and the applicable internal regimes  
 Rights and duties of the inmates  
 Summarise information about training opportunities and select the appropriate ones for inmates  
 Self-defence.  
 Assertive communication;  
 Nonverbal communication;  
 Legal provisions and Intervention programs regarding specific types of inmates:  
 Crises techniques;  
 Stress management techniques.  
 Pedagogy elements;

**BEHAVIOURS**

**Essential**

Apply methods to observe inmates  
 Gather information about rehabilitation programmes  
 Gather information about training opportunities for inmates  
 Select and apply adequate strategies to motivate inmates  
 Select and apply negotiation strategies  
 Select and apply persuasion techniques  
 Select and implement structured approaches according to each inmate’s sentence  
 Report behaviours and results correctly  
 Analyse behaviours and results  
 Cooperate with other teams – strategies  
 Understand PO professional role as an important part of rehabilitation  
 Give positive feedback to inmates and credit them for their positive actions

**ATTITUDES**

Attention to detail in the execution of their tasks  
 Assertiveness in communication.  
 Demonstrate respect for people, despite their position/condition  
 Professionalism in the execution of all kinds of tasks and activities required  
 Assure that every action considers the Ethical principles of conduct and professional integrity.  
 Demonstrate empathy towards other people’s situation  
 Active listening  
 Understand people’s situations without judgement  
 Willingness to collaborate and help inmates  
 Demonstrate self-control  
 Treat inmates fairly  
 awareness of inmates’ vulnerability

<sup>10</sup> Recommendation Rec(2006)2-rev of the Committee of Ministers to member States on the European Prison Rules – Basic principles 6

## TRAINING FEATURES

<b>Module Title</b>	<b>Assist and Support Rehabilitation and Training</b>
<b>Module Type</b>	Core Module
<b>Lenght (h)</b>	16 h (8 h theory + 8 h practical)
<b>Syllabus</b>	<ul style="list-style-type: none"><li>• Legal framework around liberation and traject of detainees</li><li>• Explanation of the work of the social worker / integrational officer</li><li>• Motivational techniques</li><li>• Observation techniques / report</li><li>• The PO as a role model</li></ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"><li>• Rigorous knowledge of the topics (40%)</li><li>• Implementation of procedures/techniques(40%)</li><li>• Problem solving (10%)</li><li>• Participation and commitment (10%)</li></ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"><li>• Written test</li><li>• Case Study</li><li>• Role play (motivational techniques, observation techniques)</li></ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"><li>• It can be delivered online or Face to face in a regular classroom</li></ul>
<b>Observations</b>	Depending on the country, social workers, psychologists, or multifunctional teams define the rehabilitation strategies. Although POs are not responsible for their implementation, they should be involved to contribute to the understanding of the process of each inmate, and their role in each case should be defined, as they may contribute with information gathered on the inmates in performing their job

Learning Results

- LRB10.1** Identify and classify various addictive substances and other prohibited substances
- LRB10.2** Distinguish the symptoms of consumption
- LRB10.3** Demonstrate strategies to handle drugged inmates
- LRB10.4** Identify traffic networks inside the prison and report adequately
- LRB10.5** Apply strategies to persuade inmates to join rehabilitation
- LRB10.6** Identify and assess dangerous situations that may pose risks to self and others

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b>                      Information about the various addictive substances and other prohibited substances. Symptoms associated with consumption (red eyes, shaking, etc.).                      Conflict management techniques                      Self-defence techniques                      Motivation techniques                      Biological effects of drugs on the human body</p>	<p><b>Essential</b>                      Identify illicit substances and respective consumption symptoms                      Select and apply techniques to motivate inmates towards rehabilitation (drugs)                      Select and apply strategies to handle conflicts peacefully                      Identify traffic networks inside the prison</p>	<p>Attention to detail in the execution of their tasks                      Assertiveness in communication.                      Demonstrate respect for people, despite their position/condition                      Professionalism in the execution of all kinds of tasks and activities required                      Assure that every action considers the Ethical principles of conduct and professional integrity.                      Demonstrate empathy towards other people’s situation                      Active listening                      Understand people’s situations without judgement                      Willingness to collaborate and help inmates                      Demonstrate self-control                      Treat inmates fairly                      Ability to adapt to each type of personality</p>

## TRAINING FEATURES

**Module Title** Policy on drug and medication abuse. Product recognition and characteristics of products

**Module Type** Core Module

**Lenght (h)** 40h (20h theory + 20h practical)

**Syllabus**

- Legal framework
- Prevention
- Harm reduction
- Treatment initiatives and programs (drug rehabilitation)
- Safety measures
- Cooperation with prosecutor/police
- Search techniques
- Observation and report
- Dog training techniques
- Illicit Drugs - symptoms and biological effects on the human body, level of addiction
- Medication and overdose symptoms
- Rehabilitation – effects and symptoms of drug abstinence

**Evaluation Criteria**

- Rigorous knowledge of the topics (40%)
- Implementation of procedures/techniques(40%)
- Problem solving (10%)
- Participation and commitment (10%)

**Evaluation Strategy**

- Written test
- Simulation – identify symptoms and report
- Simulation - search techniques applied in a simulator cell room with real drugs hidden

**Learning Context and Organisation**

- It can be delivered online or Face to face in a regular classroom
- The practical component - handling security devices – should comprise at least 20h (in the prison context or training cell)
- The teaching strategy should incorporate equivalent theory and practice dynamics.

**Observations** Continuous training should be available every six months, minimum of 8h of practice

The teaching strategy should incorporate simulated practice, role-play, observation training

**Competence** B11 – Capture and lead back to the prison facility any inmate that escaped or is found outside the prison facility with no authorisation (individually or as part of a team)

**Learning Results**

<b>LRB11.1</b>	Demonstrate techniques to detect escapes	<b>LRB11.5</b>	Explain how to report adequately
<b>LRB11.2</b>	Demonstrate how to organise a search for an escaped inmate (teamwork)	<b>LRB11.6</b>	Demonstrate restraint techniques
<b>LRB11.3</b>	Define a strategy to approach an escaped inmate	<b>LRB11.7</b>	Demonstrate search techniques
<b>LRB11.4</b>	Demonstrate techniques to escort escaped inmates back to the prison	<b>LRB11.8</b>	Apply techniques for inmates’ counting

**KNOWLEDGE**

**BEHAVIOURS**

**ATTITUDES**

<p><b>Essential</b>                  Legal procedures to escort escaped inmates                  Techniques to monitor and count inmates                  Search strategies                  Group organisation techniques                  Stress management techniques                  Conflict management techniques                  Self-defence techniques                  Inmates’ counting</p>	<p><b>Essential</b>                  Select and apply techniques to prevent the inmate from escaping to detect escapes                  Select and apply the best approaches to organise a search procedure                  Select and apply techniques to escort inmates back to prison                  Interact with the inmates peacefully and ethically</p>	<p>Attention to detail in the execution of their tasks                  Assertiveness in communication.                  Demonstrate respect for people, despite their position/condition                  Professionalism in the execution of all kinds of tasks and activities required                  Assure that every action considers the ethical principles of conduct and professional integrity.                  Active listening                  Willingness to collaborate and help the team                  Demonstrate self-control                  Treat inmates fairly</p>
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## TRAINING FEATURES

<b>Module Title</b>	<b>Policy After Escape – Prevention, Capture, and Lead Back to Prison</b>
<b>Module Type</b>	Country Specific Module
<b>Lenght (h)</b>	16h (8 theory + 8 practical)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Legal framework</li> <li>• Cooperation with other services (police)</li> <li>• Techniques to escort and search escaped inmate</li> <li>• Techniques for human restraint</li> <li>• Adaptation of means</li> <li>• Communication with other law enforcement agencies</li> <li>• Weaponry and radio</li> <li>• Exfiltration</li> <li>• Watching recordings of escapes, with explanations of the steps that were followed</li> <li>• Risk situations that can lead to escapes</li> <li>• Inmates’ counting</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (35%)</li> <li>• Implementation of procedures/techniques(45%)</li> <li>• Problem solving (10%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Role-play – searches and restraints</li> </ul>
<b>Learning Context and Organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom</li> <li>• The practical component – handling security devices – should comprise at least 8 h (in the prison context) and role-play</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics.</li> </ul>
<b>Observations</b>	<p>There should be a refresher course yearly – 16h</p> <p>The teaching strategy should incorporate simulated practice, role-play, observation training</p>

## Competence B12 - Operate and manage digital solutions in prison context

### Learning Results

<b>LRB12.1</b>	Operate different digital devices	<b>LRB12.6</b>	Describe digital features for the transition into the community
<b>LRB12.2</b>	Explain the importance of digital systems and services in corrections	<b>LRB12.7</b>	Contrast Electronic monitoring with usual prison features
<b>LRB12.3</b>	Distinguish the application of digital communication and devices	<b>LRB12.8</b>	Demonstrate advantages of virtual reality for training
<b>LRB12.4</b>	Demonstrate how to attend medical appointments online and video courts	<b>LRB12.9</b>	Explain the Offender and case management systems
<b>LRB12.5</b>	Select and access learning opportunities and resources online	<b>LRB12.10</b>	Differentiate devices to enable inmates to access digital services

### KNOWLEDGE

#### Essential

Inmate digital Communications; Inmate E-Mail/Messaging; Secured internet access via whitelist and content filters; Intranet/Storage: Inmate access to the Intranet with prison relevant information, personal information, application forms and document management; E-Shopping: buy corrections-approved items online. Digital payments: Deposit money to a digital wallet that can be used for phone time, video visitation, messaging, voicemail, and other digital services; Devices that enable inmate access to digital services like mobile, tablets or kiosks; Infotainment: Access to individual corrections-approved songs, books, podcasts, and video on demand

Consultations and self-services: Access to legal or social services, personal tasks and bookings, personal and group calendar, inmate request tracking.

Digital security features (inmate authentication via fingerprint recognition, shock sensor for vandalism detection or security body scanners).

Jamming and detection of illegal mobile phones and devices. Multi-band detectors & jammers; Internet of Things (IoT) devices for monitoring and control – panic button, motion detection, asset monitoring, occupancy sensor etc.

Telemedicine; Transition into the community (Support rehabilitation and prepare the integration into society)

Education: Access to pre-loaded e-books, e-learning resources, motivational podcasts, and live chats with teachers; Virtual/augmented reality to support the delivery of behavioural interventions and training for inmates and training for staff.

Video visitation/video calls: Possibility to connect with people outside the prison through video calls.

Service Tracking: Reducing workload for officers by processing requests and complaints and sharing a transparent status.

Canteen Automation: Automation of canteen processes, digital menu orders, delivery to cell

Offender Management System: A system that allows registering all relevant information about an inmate's lifecycle inside the prison service.

Artificial intelligence / Machine learning: Availability of artificial intelligence algorithms and systems to support decisions.

#### Specific Knowledge

Human Rights in Context<sup>11</sup>  
Professional Ethics

### BEHAVIOURS

#### Essential

Use of inmate communications proficiently and appropriately according to the situations and assist inmates to use it

Use digital security features

Apply technology to jamming and detecting illegal mobile phones and devices

Assist inmates to attend doctor appointments online

Encourage and assist inmates to use devices for the transition into the community

Browse and use internet responsibly

Incentivise inmates to browse educational resources and attend training online

Assist inmates in purchasing online authorised items

Operate the Offender management system proficiently

Assist inmates to use video visitation calls

### ATTITUDES

Attention to detail in the execution of their tasks

Assertiveness in communication.

Demonstrate respect for people, despite their position/condition

Professionalism in the execution of all kinds of tasks and activities required

Assure that every action considers the Ethical principles of conduct.

Respect for personal data

<sup>11</sup> UN standards (Nelson Mandela Rules), ECHR- The Convention, ECHR caselaw, European convention against torture, Council of Europe Recommendations, CPT standards

## TRAINING FEATURES

### Module Title **Digital Systems and Services in Prison**

**Module Type** Core Module

**Lenght(h)** 120 h (60h theory + 60h practice)

- Syllabus**
- Digital Systems and Services in Corrections
  - Inmate communications
  - Education, e-learning, and access to online resources
  - Digital self-service solutions
  - Training and treatment using Virtual and Augmented reality
  - Telemedicine
  - Offender and Case Management Systems
  - Electronic monitoring in prisons
  - Smart Prisons and digital transformation in corrections
  - Artificial Intelligence in corrections

- Evaluation Criteria**
- Rigorous knowledge of the topics (30%)
  - Implementation of procedures/techniques(30%)
  - Problem solving (15%)
  - Participation and commitment (10%)

- Evaluation Strategy**
- Simulation – operate digital systems and services
  - Role-play - Training and treatment using Virtual and Augmented reality
  - Role-play and simulation – train an inmate in using digital communications
  - Role play and simulation – help an inmate to attend a doctor appointment online
  - Simulation – procedures regarding electronic monitoring
  - Practical test – operate digital systems and services

- Learning context and organisation**
- It can be delivered online or Face to face in a regular classroom with the necessary digital resources
  - The practical component – operate digital systems – should comprise at least 60 h
  - The teaching strategy should incorporate equivalent theory and practice dynamics.
  - The teaching strategy should incorporate role-play and simulations.

**Observations** Given the importance and potential update development of the content, this module should be considered the basis for continuous training. This training could/should assume a refresh course of 20h, every year.

## C – Apply the adequate Administrative Procedures

Competence C1 - Apply and follow procedures regarding Administrative work and Report through the proper hierarchic channels

### Learning Results

- LRC1.1** Identify and Fill different types of reports correctly
- LRC1.2** Distinguish the essential features to fill observation sheets, checklists, statements
- LRC1.3** Organise basic administrative work procedures
- LRC1.4** Use information about the inmates to report correctly
- LRC1.5** Apply adequate writing to report
- LRC1.6** Understand reporting flow and procedures (to whom address)
- LRC1.7** Collaborate with other professionals
- LRC1.8** Observe discretion when accessing inmates' files (medical, legal, case management)

#### KNOWLEDGE

##### Essential

Organisational needs and processes.  
 Legal framework regarding administrative procedures  
 Implementation of requirements in practice as well as other relevant positions and instructions  
 Different types of reports  
 Different terminology specific for each situation  
 Professionalism  
 Report examples  
 Writing  
 Situation assessment  
 Report writing  
 Penalties for the absence of reporting

#### BEHAVIOURS

##### Essential

Process applications,  
 Write correspondence with other (involved) authorities and institutions adequately  
 Implement and report daily routines.  
 Fill out checklists, observation sheets and statements, and basic administrative work procedures adequately  
 Fill reports correctly  
 Objectivity  
 Understand different types of reports  
 Write impressions on a critical incident clearly  
 Use the existing information correctly to report flows and procedures.  
 Develop administrative skills  
 Select and apply Techniques to update documentation about the inmates  
 Develop and apply writing strategies

#### ATTITUDES

Attention to detail in the execution of their tasks  
 Assertiveness in communication.  
 Demonstrate respect for people, despite their position/condition  
 Professionalism in the execution of all kinds of tasks and activities required  
 Assure that every action considers the Ethical principles of conduct and professional integrity.  
 Active listening  
 Understand people's situations without judgement  
 Demonstrate self-control

## TRAINING FEATURES

### Module Title **Administrative Procedures**

**Module Type** Core Module

**Lenght(h)** 16h

**Syllabus**

- Legal framework
- When, what, why, who is writing a report to whom and what the report will be used for
- Administrative flow and procedures
- How to write a report – administrative skills
- Different reports for different situations
- How to write impressions about critical incidents – awareness of how perception can be influenced, attention to bias, sources of bias and factual events
- The importance of reporting – the importance of information and the creation of patterns

**Evaluation Criteria**

- Rigorous knowledge of the topics (30%)
- Implementation of procedures/techniques(60%)
- Participation and commitment (10%)

**Evaluation Strategy**

- Written Test
- Simulation – write a report and forward
  - Elements to be considered:
    - Objectivity
    - Text structure
    - Grammatical correctness
    - The usefulness of the information
    - Synthesizing information

**Learning context and organisation**

- It can be delivered online or in a classroom.
- The practical component – report writing – should comprise at least 8h (in the prison context)
- The teaching strategy should incorporate equivalent theory and practice dynamics.

**Observations** Given the importance and potential update development of the content, this module should be considered the basis for continuous training. This training could/should assume a refresh course of 2h, once a year

A diagnosis assessment can be carried out initially – ask the trainees to write a report, 1 report at the beginning of the training and another at the end and then compare.

## D – Manage professional support and development

### Competence D1 – Develop self-knowledge and act within the values of the mission of the prison service

#### Learning Results

<b>LRD1.1</b>	Describe and assess PO's dual role and competencies	<b>LRD1.7</b>	Assess the need to attend training
<b>LRD1.2</b>	Understand the importance of PO job	<b>LRD1.8</b>	Identify training needs
<b>LRD1.3</b>	Select and define career path and progression associated with training	<b>LRD1.9</b>	Understand the dual role of a PO – security and rehabilitation
<b>LRD1.4</b>	Describe and explain the mission and the vision of the prison service	<b>LRD1.10</b>	Explain the prison system organisation chart
<b>LRD1.5</b>	Demonstrate the importance of PO role in inmate rehabilitation	<b>LRD1.11</b>	Understand the different legal frameworks – European, national
<b>LRD1.6</b>	Identify differences between different inmates' populations		

#### KNOWLEDGE

#### BEHAVIOURS

#### ATTITUDES

<p><b>Essential</b></p> <p>PO role and competencies          PO role expectations          Importance of the PO role          The mission of the prison service          History of prison          Security and Rehabilitation          General law          Penal law          Constitution          European law and Recommendations regarding inmates' rights          Nelson Mandela rules          Stress management          Career options          Career management          Human rights          Anti-discriminatory practice          Gender responsiveness          Juveniles, women          Training opportunities and paths          Training needs          Training opportunities          Organisation chart of prison service          Different functions in prison service</p>	<p><b>Essential</b></p> <p>Understand PO competencies and role          Understand the expectations of the job          Select information about career possibilities          Compare and assess the mission of the prison service and the balance between incarceration and rehabilitation          Understand the mission and the vision of the prison system          Understand the national legal framework          Identify, select and apply methods to be a role model          Be a model/example for colleagues and inmates          Develop and apply Stress management techniques          Understand and act respecting Human rights information and legal framework          Understand the characteristics of different publics (juveniles, women)          Understand the role of the prison services from a historical perspective and how it has changed over time          Understand career progression associated with training attendance          Select and apply techniques to identify own training needs          Select and assess information about training opportunities          Understand the prison service chart</p>	<p>Attention to detail in the execution of their tasks          Assertiveness in communication.          Demonstrate respect for people, despite their position/condition          Professionalism in the execution of all kinds of tasks and activities required          Assure that every action considers the Ethical principles of conduct and professional integrity.          Active listening          Understand people's situations without judgement          Demonstrate self-control          Demonstrate self-awareness and awareness of being a role model</p>
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## TRAINING FEATURES

### **Module Title**    **Mission & Vision of the National Prison System - National and European Legal Frameworks**

**Module Type**    Core Module

**Lenght(h)**    40h

**Syllabus**

- General/ penal law; Applicable legislation (Charter of Fundamental Rights of EU, Universal Declaration of Human Rights, Constitution of the Republic, Code of Criminal Procedure, Penal Code, and others regarding inmates and his rights),
- Human rights; national an european/international approach); CPT standards- the basics;
- Professional ethics and integrity at work
- Legal framework
- Mission of the prison service
- Vision of the prison service
- PO role and competencies
- History of the evolution of punitive systems (The Prison as the least bad of the systems) – The development of Prison to a Rehabilitation system – The evolution of the Prison as a building (from the panoptic system to the present days) – Evolution of the PO’s role – PO assignments – International Law – National Law – Communication with the inmates – Observation techniques – Information to inmates of all prison procedures and their responsibilities – Inmates’ identification and criminal record (Computer system and others) – Identification and screening of situations of suicidal ideation – RNR model (Risk, Need, Responsivity) – Individual Risk assessment and cell or wing allocation according to different typologies – Identification and screening of potential sources of tension – Escalation of means to mitigate tensions – Legal expedient – Searches and inspections

**Evaluation Criteria**

- Rigorous knowledge of the topics (90%)
- Participation and commitment (10%)

**Evaluation Strategy**

- Written Test

**Learning context and organisation**

- It can be delivered online or Face to face in a regular classroom
- The practical component should comprise at least 2 h (in the prison context)
- The teaching strategy should incorporate more theory dynamics

## TRAINING FEATURES

<b>Module Title</b>	<b>PO-Career within Prison Service</b>
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<b>Module Type</b>	Core Module
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<b>Lenght(h)</b>	8h
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<b>Syllabus</b>	<ul style="list-style-type: none"><li>• Organisation chart of prison service</li><li>• Different functions in prison service</li><li>• PO in prison service</li><li>• Interaction of a PO with other services</li><li>• The career path of a PO</li></ul>
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<b>Evaluation Criteria</b>	<ul style="list-style-type: none"><li>• Rigorous knowledge of the topics (90%)</li><li>• Participation and commitment (10%)</li></ul>
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<b>Evaluation Strategy</b>	<ul style="list-style-type: none"><li>• Written Test</li></ul>
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<b>Learning context and organisation</b>	<ul style="list-style-type: none"><li>• It can be delivered online or Face to face in a regular classroom</li></ul>
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## Competence D2 – Develop and implement strategies for self-care/resilience

### Learning Results

<b>LRD2.1</b>	Describe and assess PO's dual role and competencies	<b>LRD2.6</b>	Assess the need to attend training
<b>LRD2.2</b>	Understand the importance of PO job	<b>LRD2.7</b>	Identify training needs
<b>LRD2.3</b>	Select and define career path and progression associated with training	<b>LRD2.8</b>	Understand the dual role of a PO – security and rehabilitation
<b>LRD2.4</b>	Describe and explain the mission and the vision of the prison service	<b>LRD2.9</b>	Explain the prison system organisation chart
<b>LRD2.5</b>	Demonstrate the importance of PO role in inmate rehabilitation		

#### KNOWLEDGE

#### BEHAVIOURS

#### ATTITUDES

<p><b>Essential</b></p> <p>Help structures and networks          Psychology structures          Teamwork          Alert signs of burnout          Aftercare structures          Conflict management          Stress management          Self-control          Emotional control          Work-personal, family life balance.          Digital identity          Internet and social networks</p>	<p><b>Essential</b></p> <p>Identify, select and propose helping structures and psychology structures; Identify and select psychological and psychiatric approaches to burnout and aftercare structures          Develop self-awareness          Select and use techniques to care for the team, observation, and alert signs          Identify burnout, and overstress signs          Select and use stress management techniques          Select and use emotional control techniques          Select and implement techniques to deal with own and others' burnout          Select, develop and apply strategies to balance work and personal/family life          Identify possible consequences of posting in social networks</p>	<p>Attention to detail in the execution of their tasks          Assertiveness in communication.          Demonstrate respect for people, despite their position/condition          Professionalism in the execution of all kinds of tasks and activities required          Assure that every action considers the Ethical principles of conduct and professional integrity.          Active listening          Understand people's situations without judgement          Demonstrate self-control          Demonstrate self-awareness</p>
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## TRAINING FEATURES

### **Module Title**    **Health & Safety / Work Life Balance**

**Module Type**    Core Module

**Lenght(h)**    8h

**Syllabus**

- Help Structure in prison: Confidential person/ Psychologist; Medical staff.
- Signs and symptoms of stress/burnout/depression
- Mental Health issues/work
- Teamwork and Tutoring process
- Work-life balance
- Selfcare and Team care
- Video training
- Roleplay – depression simulation
- Case studies
- Screening stress or burnout cases
- Identification of suicidal ideation cases

**Evaluation Criteria**

- Rigorous knowledge of the topics (30%)
- Implementation of procedures/techniques(60%)
- Participation and commitment (10%)

**Evaluation Strategy**

- Written Test
- Practical test

**Learning context and organisation**

- It can be delivered online or Face to face in a regular classroom
- The practical component should comprise at least 2h (report writing)

**Observations**

- Trainers can be Senior officers; Psychologist/ Life coach

## TRAINING FEATURES

<b>Module Title</b>	<b>Digital Safety and Privacy</b>
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<b>Module Type</b>	Core Module
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<b>Lenght(h)</b>	4h
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<b>Syllabus</b>	<ul style="list-style-type: none"><li>• Internet and social network</li><li>• Internet footprint and digital identity</li><li>• Social networks and posts – impacts and possible consequences (limits, rules and regulations)</li></ul>
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<b>Evaluation Criteria</b>	<ul style="list-style-type: none"><li>• Rigorous knowledge of the topics (30%)</li><li>• Implementation of procedures/techniques(60%)</li><li>• Participation and commitment (10%)</li></ul>
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<b>Evaluation Strategy</b>	<ul style="list-style-type: none"><li>• Simulation – posts on social networks – consequences</li></ul>
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<b>Learning context and organisation</b>	<ul style="list-style-type: none"><li>• It can be delivered online or Face to face in a regular classroom</li></ul>
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## TRAINING FEATURES

Module Title	Personal Defence
<b>Module Type</b>	Core Module
<b>Lenght(h)</b>	50 h (5h theory+45h practical)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• The concept of personal defence – legal and professional aspects</li> <li>• The concept of muscular memory</li> <li>• The WIEP approach (Warning/Intimidation/Execution/Proportionality)</li> <li>• Escalation and De-escalation techniques</li> <li>• Postures and impacts</li> <li>• Handcuffing techniques</li> <li>• Restriction techniques</li> <li>• Immobilisation techniques</li> <li>• Impact techniques</li> <li>• Stick techniques</li> <li>• Adapting the response to different situations (aggression, non-compliance with orders, need to restrict or contain)</li> <li>• Teamwork – diminishing the potential damages</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (20%)</li> <li>• Implementation of procedures/techniques(70%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Multiple choice test – personal defence legal framework</li> <li>• Practical exam - Demonstration of the techniques</li> <li>• Role Play – approach to a real situation – de-escalation</li> </ul>
<b>Learning context and organisation</b>	<ul style="list-style-type: none"> <li>• The theoretical part can be delivered online or face-to-face</li> <li>• The practical component should be delivered in a gym or training field.</li> <li>• 50 hours should be divided into classes from 1h30 to 2h00, 2 to 3 times a week</li> </ul>
<b>Observations</b>	<ul style="list-style-type: none"> <li>• Trainers should be PO or knowledgeable of the legal aspects regarding the use of personal defence within prison contexts</li> </ul>

**Competence D3 – Develop strategies to deal with unexpected emergencies**

**Learning Results**

- LRD3.1** Identify and Assess emergencies and implement adequate procedures
- LRD3.2** Select and implement the correct procedures for each type of emergency
- LRD3.3** Apply emotional control techniques
- LRD3.4** Use crisis management techniques
- LRD3.5** Apply conflict management techniques
- LRD3.6** Apply the roles, techniques, and procedures in a hostage survival situation

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b>                      Crisis management                      Conflict management                      Teamwork                      Information about emergencies (pandemic)                      Team Dynamics                      Procedures in emergencies                      Alert signs for emergencies                      Reaction responses                      Hostage situation survival techniques                      Hostage situation procedures</p>	<p><b>Essential</b>                      Apply crisis management techniques                      Apply conflict management techniques                      Select and implement Dynamic group techniques                      Apply emotional control techniques                      Select and implement the correct procedures in emergencies                      Apply hostage situation survival techniques</p>	<p>Attention to detail in the execution of their tasks                      Assertiveness in communication.                      Demonstrate respect for people, despite their position/condition                      Professionalism in the execution of all kinds of tasks and activities required                      Assure that every action considers the Ethical principles of conduct and professional integrity.                      Active listening                      Understand people's situations without judgement                      Demonstrate self-control                      Demonstrate self-awareness</p>

## TRAINING FEATURES

Module Title	Emergencies
<b>Module Type</b>	Core Module
<b>Lenght(h)</b>	40h (20h theory + 20h practice)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Crisis management</li> <li>• Conflict management</li> <li>• Information about emergencies (pandemic)</li> <li>• Team Dynamics</li> <li>• Procedures in emergencies</li> <li>• Alert signs for emergencies</li> <li>• Hostage situation survival techniques and procedures</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (25%)</li> <li>• Implementation of procedures/techniques(55%)</li> <li>• Problem solving (10%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Simulation – procedures in a given emergency</li> </ul>
<b>Learning context and organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom</li> <li>• The practical component should comprise at least 20 h (in the prison context)</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics.</li> </ul>
<b>Observations</b>	<p>The teaching strategy should incorporate simulated practice, role-play, observation training, case studies</p> <p>The time distribution and learning organisation for the syllabus should be the following</p> <ul style="list-style-type: none"> <li>• Crisis management - course/procedures / regular classroom - 8 h</li> <li>• Conflict management - theory + practical training - 8 h</li> <li>• Information about emergencies (pandemic) - course / regular classroom - 4 h</li> <li>• Procedures in emergencies - course / regular classroom . 8 h</li> <li>• Hostage situation survival procedures - course / practical training / role-play - 4 h</li> <li>• Hostage situation survival techniques - course / practical training / role play - 8h</li> </ul> <p>It is advisable to deliver continuous training every year regarding procedures</p> <p>Locally, it is advisable to develop continuous training:</p> <ul style="list-style-type: none"> <li>• Each month for evacuation / fire procedures / uprising / aggression</li> <li>• Each year for crisis management (theory)</li> <li>• Each year for Simulation with external agencies (fire department/hospital/police)</li> </ul>

Learning Results

- LRD4.1** Distinguish the agency or services that may collaborate with the prison
- LRD4.2** Identify and select relevant information for each agency/service
- LRD4.3** Provide the required information through the appropriate channels
- LRD4.4** Engage and interact with multiagency teams

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>Essential</b>                      Teamwork                      Team Dynamics                      Knowledge about the services and agencies that may be involved with prison services                      Roles and tasks of partner agencies                      Role in the interaction with other agencies and services                      Reporting skills</p>	<p><b>Essential</b>                      Understanding the role of the partner agencies;                      Identify/ distinguish/ report relevant information for each agency;                      Be part of a multidisciplinary team;                      Know, respect and take into account the views and functioning of other agencies                      Self-awareness at work and in reporting identified issues.                      Select and implement the correct procedures to address other agencies or services                      Identify and select relevant information for each service or agency and report to your hierarchy</p>	<p>Attention to detail in the execution of their tasks                      Assertiveness in communication.                      Demonstrate respect for people, despite their position/condition                      Professionalism in the execution of all kinds of tasks and activities required                      Assure that every action considers the Ethical principles of conduct and professional integrity.                      Active listening                      Understand people's situations without judgement                      Demonstrate self-control                      Demonstrate self-awareness                      Integrity</p>

## TRAINING FEATURES

Module Title	Inter-agency correlation
<b>Module Type</b>	Core Module
<b>Lenght(h)</b>	16h (8h theory + 8h practice)
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Team Dynamics</li> <li>• Services and agencies that may be involved with prison services – roles and cooperation levels, and partnerships</li> <li>• Programs implemented at the level of institutions</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Rigorous knowledge of the topics (55%)</li> <li>• Implementation of procedures/techniques(35%)</li> <li>• Participation and commitment (10%)</li> </ul>
<b>Evaluation Strategy</b>	<ul style="list-style-type: none"> <li>• Written test: Analyze statistics - <b>no. of reports/ year</b></li> <li>• Communication techniques – role play</li> <li>• Annual repetition</li> </ul>
<b>Learning context and organisation</b>	<ul style="list-style-type: none"> <li>• It can be delivered online or Face to face in a regular classroom</li> <li>• The teaching strategy should incorporate equivalent theory and practice dynamics</li> </ul>

**Synthesis**

**04**

# Synthesis

## Main duty<sup>12</sup> A – Ensure Surveillance

CU	Specific Duties	Professional Competences	Learning Results
<b>A1</b>	Ensure the security in prison and premises – Manage security devices	<p>PCA1.1. Monitor the internal CCTV system;</p> <p>PCA1.2. Monitor movement and approximations to the prison wall</p> <p>PCA1.3 Register and monitor people and vehicles entering and exiting the prison</p> <p>PCA1.4. Ensure that the devices are operational and manage their distribution</p> <p>PCA1.5. Operate the appropriate security and surveillance equipment</p> <p>PCA1.6 Perform searches adequately, respecting gender and cultural differences</p> <p>PCA1.7 Manage information respecting data protection regulations</p>	<p>LRA1.1. Operate different security devices</p> <p>LRA1.2. Explain the importance of static and procedural security</p> <p>LRA1.3. Identify security risks and assess their level</p> <p>LRA1.4. Distinguish concepts of static, procedural and dynamic security</p> <p>LRA1.5. Demonstrate control and restraint techniques</p> <p>LRA1.6. Demonstrate anti-terrorist procedures</p> <p>LRA1.7. Use different search procedures (vehicles and goods)</p> <p>LRA1.8. Identify the procedures to manage information according to data protection regulations</p>
<b>A2</b>	Develop appropriate communication (oral and written)	<p>PCA2.1. Use appropriate communication according to the individuals addressed</p> <p>PCA2.2. Report any occurrences to the correct hierarchic channels</p> <p>PCA2.3. Ensure communications with the outside</p> <p>PCA2.4 Write reports adequately</p> <p>PCA2.5 Use information adequately according to its nature (public/confidential)</p>	<p>LRA2.1. Apply different communication techniques</p> <p>LRA2.2. Write reports correctly</p> <p>LRA2.3 Apply conflict management solutions</p> <p>LRA2.4. Report incidents correctly</p> <p>LRA2.5. Select and process relevant information</p> <p>LRA2.6. Discern public/confidential information</p>
<b>A3</b>	Manage Firearms and weapons	<p>PCA3.1. Apply the proper procedures regarding firearms when necessary</p> <p>PCA3.2 Use less-lethal weapons when necessary, according to the legal framework</p>	<p>LRA3.1. Interpret the use of different firearms within the respective legal framework</p> <p>LRA3.2. Demonstrate the use of less-lethal weapons</p> <p>LRA3.3. Develop proficiency in shooting firearms</p>

<sup>12</sup> Main Duties, specific duties and competences were based on the DACUM workshops

## Main duty B– Inmates Management

CU	Specific Duties	Professional Competences	Learning Results
<b>B1</b>	Apply the correct procedures during visitation periods (inmates, visits)	<p>PCB1.1. Assist and maintain security and surveillance during visitation periods</p> <p>PCB1.2. Supervise visits</p> <p>PCB1.3. Conduct searches respecting human rights, gender (transgender) and cultural differences</p> <p>PCB1.4. Escort inmates and visits respectfully</p> <p>PCB1.5. Activate and implement an emergency plan to evict the visits when necessary</p>	<p>LRB1.1. Apply guidance procedures to both inmates and visits</p> <p>LRB1.2. Perform search procedures respectfully and according to the legal framework to inmates, visitors and representatives</p> <p>LRB1.3. Apply security procedures during visitation periods</p> <p>LRB1.4. Activate and manage all means necessary for any emergency and apply the correct procedures</p> <p>LRB1.5. Perform an eviction in the visits area</p>
<b>B2</b>	Routine supervision of inmates	<p>PCB2.1. Supervise, manage, and control the inmates and their activities (count and monitor)</p> <p>PCB2.2. Perform security checks and search proceedings with the inmates;</p> <p>PCB2.3. Motivate inmates for the cleanliness and hygiene of the spaces and cells</p> <p>PCB2.4. Detect and inform of situations that may generate insecurity for the inmates, the staff, and the prison</p> <p>PCB2.5. Prevent and manage conflicts</p> <p>PCB2.6. Interact with the inmates about rules and counselling matters</p> <p>PCB2.7. Assess inmates' disposition and posture using verbal and nonverbal communication</p> <p>PCB2.8. Maintain security and order in the prison</p> <p>PCB2.9. Ensure a safe environment according to the procedures regarding the searches of persons and belongings, separation criteria, space admission rules</p> <p>PCB2.10. Ensure the integrity of the cells and inmates by checking the facilities and the state of prisoners;</p> <p>PCB2.11. Ensure the respect of inmates' rights and obligations</p>	<p>LRB2.1. Select the best approaches to motivate and persuade inmates towards training and positive activities</p> <p>LRB2.2. Compare different forms of communication with the inmates</p> <p>LRB2.3. Demonstrate active listening</p> <p>LRB2.4. Demonstrate and apply techniques of self-defence</p> <p>LRB2.5. Apply techniques to manage conflict and crisis</p> <p>LRB2.6. Use control and restraint techniques adequately</p> <p>LRB2.7. Organise cell searches within the legal framework and respect for human rights</p> <p>LRB2.8. Report correctly about inmates' behaviour</p> <p>LRB2.9. Organise inmates' daily activities</p> <p>LRB2.10. Select and apply first aid techniques correctly</p> <p>LRB2.11. Use techniques to maintain a professional conversation with inmates</p> <p>LRB2.12. Use the electronic identification devices correctly</p> <p>LRB2.13. Select and apply observation methods (inmates)</p> <p>LRB2.14. Select and Assess relevant Information</p>

## Main duty B– Inmates Management

CU	Specific Duties	Professional Competences	Learning Results
<b>B2</b>	Routine supervision of inmates	<p>PCB2.12 Organise the daily activities following the approved daily schedule</p> <p>PCB2.13. Prevent any disturbance and restore the order when necessary by reporting to superiors and by being part of the response actions</p> <p>PCB2.14. Control security aspects, safeguarding self-protection as well as protection of prisoners</p> <p>PCB2.15. Register inmates (electronic means) and report</p> <p>PCB2.16. Supervise the use of electronic communication within inmates' cells</p> <p>PCB2.17. Use electronic monitoring devices correctly to supervise inmates</p> <p>PCB2.18. Operate electronic locks/ fingerprint identification adequately</p> <p>PCB2.19. Fill electronic applications correctly</p> <p>PCB2.20. Plan inmates visits (electronic means)</p> <p>PCB2.21. Apply compensation techniques to extract information when necessary</p> <p>PCB2.22. Apply conflict management techniques when necessary</p> <p>PCB2.23. Cooperate with law enforcement within prison space</p> <p>PCB2.24. Apply first aid techniques appropriately when necessary</p> <p>PCB2.25. Maintain a professional dialogue with inmates to gather information/keep informed</p>	<p>LRB2.15 Distinguish and implement different relationships with colleagues and inmates – dynamic security</p> <p>LRB2.16 Describe techniques for cooperating with law enforcement within prison space</p> <p>LRB2.17 Demonstrate compensation techniques to extract information</p> <p>LRB2.18 Apply different first aid techniques</p>

## Main duty B– Inmates Management

CU	Specific Duties	Professional Competences	Learning Results
<b>B3</b>	Supervise inmates' mental health and assure proper forwarding	<p>PCB3.1. Analyse inmate's mental state and the clinical process</p> <p>PCB3.2. Ensure the inmate complies with medication and treatment prescriptions</p> <p>PCB3.3. Report adequately to the competent authority on situations that may pose harm to the inmate's health or others</p> <p>PCB3.4. Support inmates' emotional stabilisation</p> <p>PCB3.5. Escort inmates to appropriate clinical services when necessary</p> <p>PCB3.6. Interact with mentally ill inmates with professionalism and respect</p> <p>PCB3.7. Apply appropriate restraint techniques for psychotic outbreaks in collaboration with medical staff</p> <p>PCB3.8. Ensure security for the most vulnerable inmates</p> <p>PCB3.9. Maintain a professional and controlled posture</p>	<p>LRB3.1. Distinguish between a problematic inmate, a drugged inmate and a mental disorder</p> <p>LRB3.2. Identify the symptoms and manifestations of mental illnesses</p> <p>LRB3.3. Apply techniques to control inmates' medication</p> <p>LRB3.4. Demonstrate self-control in stressful situations</p> <p>LRB3.5. Complete a report about inmates' behaviour</p> <p>LRB3.6. Implement appropriate approaches to deal with specific inmates' illnesses</p> <p>LRB3.7. Demonstrate comprehension and a non-judgemental attitude</p> <p>LRB3.8. Explain the signs of vulnerability</p> <p>LRB3.9. Assess the risk of self-harm and harm to others</p> <p>LRB3.10. Apply the correct restrain measures for psychotic outbreaks in collaboration with medical staff</p> <p>LRB3.11. Differentiate the different mental health needs for different inmates' populations</p>
<b>B4</b>	Register and Transmit inmates' requests and complaints through the proper hierarchic channels	<p>PCB4.1. Use the existing information and apply report flows and procedures.</p> <p>PCB4.2. Provide counsel and ensure that the inmate gets the necessary services</p> <p>PCB4.4. Observe, gather information, and inform superiors about inmates' preoccupation and behaviour</p> <p>PCB4.5. Forward legal requests of inmates or ensure that the information is transmitted to competent persons</p>	<p>LRB4.1. Explain how to report inmates' complaints/requests professionally</p> <p>LRB4.2. Differentiate hierarchical channels</p> <p>LRB4.3. Demonstrate and implement active listening</p> <p>LRB4.4. Distinguish between complaints and requests</p> <p>LRB4.5. Collect information about the inmates and observe confidentiality and the rules of data protection</p> <p>LRB4.6. Rank the requests and needs of inmates according to the competent service and level of urgency</p>

## Main duty B– Inmates Management

CU	Specific Duties	Professional Competences	Learning Results
<b>B5</b>	Escort inmates in temporary exits according to legal procedures	<p>PCB5.1. Check the inmates' identification, conduct body searches, and withhold their belongings with respect for human rights, gender and cultural differences</p> <p>PCB5.2. Accompany the inmates to different destinations</p> <p>PCB5.3. Ensure the safety, surveillance and guarding of the inmates during transportation</p> <p>PCB5.4. Ensure the safety of the disembarking location</p> <p>PCB5.5. Prevent unauthorised contact between inmates and others</p> <p>PCB5.6. Ensure communication with third parties</p> <p>PCB5.7. Comply with the established route</p> <p>PCB5.8. Establish a new route when necessary</p> <p>PCB5.9. Handcuff inmates respecting their integrity</p> <p>PCB5.10. Apply defensive or offensive driving according to the situations</p>	<p>LRB5.1. Apply security protocols to escort inmates</p> <p>LRB5.2. Demonstrate and perform searches and checks on inmates and inmates' belongings adequately within the legal framework</p> <p>LRB5.3. Assess the integrity of the transportation</p> <p>LRB5.4. Assess the premises to disembark inmates</p> <p>LRB5.5. Justify the choices for different itineraries</p> <p>LRB5.6. Demonstrate separation criteria during transportation</p> <p>LRB5.7. Propose tactical routes for unexpected situations</p> <p>LRB5.8. Apply handcuff techniques</p> <p>LRB5.9. Demonstrate defensive and offensive driving</p>
<b>B6</b>	Interact professionally and ethically with inmates from all nationalities (Interculturality and integration)	<p>PCB6.1. Assure the communication for foreign inmates</p> <p>PCB6.2. Interact respectfully with inmates from a different cultural, religious and ethnic backgrounds</p> <p>PCB6.3. Maintain a professional posture when facing different cultural/religious manifestations</p>	<p>LRB6.1. Interpret cultural differences without judgment, act with respect and tolerance</p> <p>LRB6.2. Demonstrate openness to dialogue with different cultures</p> <p>LRB6.3. Ensure the communication with foreign inmates</p> <p>LRB6.4. Interpret behaviours considering cultural and other specific features frameworks</p>

## Main duty B– Inmates Management

CU	Specific Duties	Professional Competences	Learning Results
<b>B7</b>	Assure the proper care to ageing inmates, lifelong prisoners and special needs	<p>PCB7.1. Follow the correct procedures (senior care) regarding ageing inmates</p> <p>PCB7.2. Assist older inmates when required (first aid, movement)</p> <p>PCB7.3. Detect and report isolation situations</p> <p>PCB7.4. Apply stress management techniques</p> <p>PCB7.5. Identify and report alert signs of suicide</p> <p>PCB7.6. Identify and report alert signs of other geriatric diseases</p> <p>PCB7.7. Ensure the needed inmates get the proper treatment/care</p> <p>PCB7.8. Adequate the proper treatment to the gender or condition of the inmates</p> <p>PCB7.9. Incentivise inmates towards healthy behaviours</p>	<p>LRB7.1. Identify symptoms associated with diseases in older inmates</p> <p>LRB7.2. Implement strategies to deal with suicide threats</p> <p>LRB7.3. Identify suicide alert signs</p> <p>LRB7.4. Identify specific needs associated with particular ageing diseases</p> <p>LRB7.5. Apply first aid procedures according to inmates' condition</p> <p>LRB7.6. Report any incidents adequately</p> <p>LRB7.7. Describe the principles and standards of prison health</p> <p>LRB7.8. Identify communicable and non communicable diseases</p> <p>LRB7.9. Differentiate women's needs in prison</p> <p>LRB7.10. Explain the importance of oral health in prison</p>
<b>B8</b>	Detect organised crime and radicalisation phenomenon in prison	<p>PCB8.1. Identify and report signs of organised crime phenomenon</p> <p>PCB8.2. Collaborate with the team or other law enforcement agencies to dismantle organised crime networks</p> <p>PCB8.3. Identify and report signs of radicalisation phenomenon</p> <p>PCB8.4. Identify and report risks and dangerous situations for inmates and prison staff</p> <p>PCB8.5. Motivate inmates towards deradicalisation</p> <p>PCB8.6. Apply crisis management techniques (within a team)</p> <p>PCB8.7. Apply conflict management techniques</p> <p>PCB8.8. Use the prison facilities when necessary to tackle a crisis (within a team)</p>	<p>LRB8.1. Interpret signs of organised crime and report correctly</p> <p>LRB8.2. Describe how to implement a crisis management plan (as a part of a team)</p> <p>LRB8.3. Report threats adequately</p> <p>LRB8.4. Assess risks and dangerous situations</p> <p>LRB8.5. Use the prison to tackle crisis (as a team)</p> <p>LRB8.6. Apply adequate techniques to observe inmates</p> <p>LRB8.7. Differentiate various radicalisation phenomenon</p> <p>LRB8.8. Interpret and distinguish deradicalisation programmes</p> <p>LRB8.9. Identify and assess the signs of radicalisation</p> <p>LRB8.10. Motivate inmates towards deradicalisation</p> <p>LRB8.11. Cooperate with other agencies when dealing with the radicalisation/organised crime phenomenon</p>

## Main duty B– Inmates Management

CU	Specific Duties	Professional Competences	Learning Results
<b>B9</b>	Support rehabilitation and training initiatives	<p>PCB9.1. Motivate inmates to engage in education or training activities</p> <p>PCB9.2. Assist inmates in following their objectives for rehabilitation</p> <p>PCB9.3. Assist in the inmates' rehabilitation plan and initiatives in collaboration with a team (social workers, psychologists)</p> <p>PCB9.4. Report inmates' behaviour adequately</p> <p>PCB9.5. Report impressions about inmates professionally and fairly</p> <p>PCB9.6. Maintain a professional posture and act as a role model</p> <p>PCB9.7. Maintain professional communication with inmates</p>	<p>LRB9.1. Apply techniques to motivate and persuade an inmate</p> <p>LRB9.2. Demonstrate active listening</p> <p>LRB9.3. Explain the reasons to attend training</p> <p>LRB9.4. Explain the importance of inmates rehabilitation</p> <p>LRB9.5. Act as a role model</p> <p>LRB9.6. Assist and support rehabilitation initiatives</p> <p>LRB9.7. Integrate a technical team</p> <p>LRB9.8. Demonstrate how to Report behaviour and results adequately</p> <p>LRB9.9. Compare different forms of communication with the inmates</p>
<b>B10</b>	Supervise inmates regarding substance misuse	<p>PCB10.1. Identify symptoms of drug consumption and report</p> <p>PCB10.2. Perform cell and body searches regarding illegal substances, respectfully and ethically</p> <p>PCB10.3. Advise inmates to join a rehabilitation program</p> <p>PCB10.4. Detect trafficking of illicit substances and report</p> <p>PCB10.5. Collaborate with the team to dismantle traffic networks inside the prison</p> <p>PCB10.6. Identify, assess and report risks and dangerous situations that may pose harm to self or others</p>	<p>LRB10.1. Identify and classify various addictive substances and other prohibited substances</p> <p>LRB10.2. Distinguish the symptoms of consumption</p> <p>LRB10.3. Demonstrate strategies to handle drugged inmates</p> <p>LRB10.4. Identify traffic networks inside the prison and report adequately</p> <p>LRB10.5. Apply strategies to persuade inmates to join rehabilitation</p> <p>LRB10.6. Identify and assess dangerous situations that may pose risks to self and others</p>

## Main duty B– Inmates Management

CU	Specific Duties	Professional Competences	Learning Results
<b>B11</b>	Capture and lead back to the prison facility any inmate that escaped or is found outside the prison facility with no authorisation (individually or as part of a team)	<p>PCB11.1. Apply strategies to prevent escapes</p> <p>PCB11.2. Define strategies to detect escapes</p> <p>PCB11.3. Collaborate in the identification of strategies to implement a recovery mission</p> <p>PCB11.4. Escort escaped inmates back to prison (as a team)</p> <p>PCB11.5. Apply restraint techniques when necessary and within respect for human rights</p> <p>PCB11.6. Apply search techniques</p> <p>PCB11.7. Assure inmates' counting</p>	<p>LRB11.1. Demonstrate techniques to detect escapes</p> <p>LRB11.2. Demonstrate how to organise a search for an escaped inmate (teamwork)</p> <p>LRB11.3. Define a strategy to approach an escaped inmate</p> <p>LRB11.4. Demonstrate techniques to escort escaped inmates back to the prison</p> <p>LRB11.5. Explain how to report adequately</p> <p>LRB11.6. Demonstrate restraint techniques</p> <p>LRB11.7. Demonstrate search techniques</p> <p>LRB11.8. Apply techniques for inmates' counting</p>
<b>B12</b>	Operate and manage digital solutions in prison context	<p>PCB12.1. Operate and manage different digital devices;</p> <p>PCB12.2. Assist inmates in using digital devices</p> <p>PCB12.3. Encourage inmates to use digital communications</p> <p>PCB12.4. Assist inmates attending to a video medical appointment</p> <p>PCB12.5. Browse and apply for different learning opportunities online</p> <p>PCB12.6. Encourage and assist inmates to use digital features for the transition into the community</p> <p>PCB12.7. Manage and Use the offender and case management system</p> <p>PCB12.8. Motivate inmates to use digital services</p>	<p>LRB12.1. Operate different digital devices</p> <p>LRB12.2. Explain the importance of digital systems and services in corrections</p> <p>LRB12.3. Distinguish the application of digital communication and devices</p> <p>LRB12.4. Demonstrate how to attend medical appointments online</p> <p>LRB12.5. Select and access learning opportunities and resources online</p> <p>LRB12.6. Describe digital features for the transition into the community</p> <p>LRB12.7. Contrast Electronic monitoring with usual prison features</p> <p>LRB12.8. Demonstrate advantages of virtual reality for training</p> <p>LRB12.9. Explain the Offender and case management systems</p> <p>LRB12.10. Differentiate devices to enable inmates to access digital services</p>

## Main duty C – Apply the Adequate Administrative Procedures

CU	Specific Duties	Professional Competences	Learning Results
C1	Apply and follow procedures regarding Administrative work and Report through the proper hierarchic channels	<p>PCC1.1. Fill reports according to each situation</p> <p>PCC1.2. Comply with different administrative procedures</p> <p>PCC1.3. Respect the hierarchic chain</p> <p>PCC1.4. Cooperate with other professionals</p> <p>PCC1.5. Ensure essential services, applications, and statements</p> <p>PCC1.6. Observe discretion regarding all information</p>	<p>LRC1.1. Identify and Fill different types of reports correctly</p> <p>LRC1.2. Distinguish the essential features to fill observation sheets, checklists, statements</p> <p>LRC1.3. Use information about the inmates to report correctly</p> <p>LRC1.5. Apply adequate writing to report</p> <p>LRC1.6. Understand reporting flow and procedures (to whom address)</p> <p>LRC1.7. Collaborate with other professionals</p> <p>LRC1.8. Observe discretion when accessing inmates' files (medical, legal, case management)</p>

## Main duty D – Manage professional support and development

CU	Specific Duties	Professional Competences	Learning Results
D1	Develop Self-knowledge and act within the values of the mission of the prison service	<p>PCD1.1. Understand the PO's particular role as a prison staff member, within the prison system, and the mission of the prison service</p> <p>PCD1.2. Balance the needs of secure custody and discipline, ensuring prison conditions do not infringe on human dignity</p> <p>PCD1.3. Identify training needs and attend training</p> <p>PCD1.4. Demonstrate knowledge of legal documents in practice</p>	<p>LRD1.1. Describe and assess PO role and competencies</p> <p>LRD1.2. Understand the importance of the PO job</p> <p>LRD1.3. Select and define career path and progression associated with training</p> <p>LRD1.4. Describe and explain the mission and the vision of the prison service</p> <p>LRD1.5. Demonstrate the importance of PO role in inmate rehabilitation</p> <p>LRD1.6. Identify differences between different inmates' populations</p> <p>LRD1.7. Assess the need to attend training</p> <p>LRD1.8. Identify training needs</p> <p>LRD1.9. Understand the dual role of a PO – security and rehabilitation</p> <p>LRD1.10. Explain the prison system organisation chart</p> <p>LRD1.11. Understand the different legal frameworks – European, national</p>
D2	Develop and implement strategies for self-care/ resilience	<p>PCD2.1. Manage the Work-life balance/ health and safety/ staying (mentally and physically) healthy.</p> <p>PCD2.2. Identify, assess and report alert signs of depression/stress</p> <p>PCD2.3. Approach and assist colleagues with stress symptoms in a professional and ethical manner</p> <p>PCD2.4. Develop awareness on self-situation</p> <p>PCD2.5. Implement self-care and team care</p> <p>PCD2.6. Develop self-awareness regarding public exposure on social networks</p> <p>PCD2.7. Implement self-defence techniques according to the WIEP approach</p>	<p>LRD2.1. Identify and select helping structures and networks</p> <p>LRD2.2. Assess the need for specialised help</p> <p>LRD2.3. Develop awareness for alert signs of stress/depression (own and colleagues)</p> <p>LRD2.4. Identify, select and use approaches to deal with burnout/ stress/depression (own and colleagues)</p> <p>LRD2.5. Assess work-life balance and implement strategies to minimise negative impacts</p> <p>LRD2.6. Develop self-awareness and team awareness</p> <p>LRD2.7. Develop and apply stress management techniques</p> <p>LRD2.8. Reflect on own attitudes and behaviour (and correct them if necessary)</p> <p>LRD2.9. Develop self-awareness regarding the risks of exposure (social networks)</p> <p>LRD2.10. Select and apply techniques for de-escalation</p> <p>LRD2.11. Select and use self-defence techniques</p>

## Main duty D – Manage professional support and development

CU	Specific Duties	Professional Competences	Learning Results
<b>D3</b>	Develop strategies to deal with unexpected emergencies	<p>PCD4.1. Implement strategies to handle unexpected situations (individually and as a team)</p> <p>PCD4.2. Apply conflict management techniques when necessary</p> <p>PCD4.3. Apply crisis management techniques within a team when necessary</p> <p>PCD4.4. Apply techniques for survival in a hostage situation</p>	<p>LRD3.1. Identify and Assess emergencies</p> <p>LRD3.2. Select and implement the correct procedures for each type of emergency</p> <p>LRD3.3. Apply emotional control techniques</p> <p>LRD3.4. Use crisis management techniques</p> <p>LRD3.5. Apply conflict management techniques</p> <p>LRD3.6. Apply the roles, techniques, and procedures in a hostage survival situation</p>
<b>D4</b>	Collaborate with other services and agencies	<p>PCD4.1. Provide support/information to other law enforcement agencies when necessary</p> <p>PCD4.2. Analyse and use relevant information with colleagues from other departments;</p> <p>PCD4.3. Apply strategies to coordinate the activities with professionals from other organisations</p> <p>PCD4.4. Respect the hierarchy and appropriate channels</p>	<p>LRD4.1. Distinguish the agency or services that may collaborate with the prison</p> <p>LRD4.2. Identify and select relevant information for each agency/service</p> <p>LRD4.3. Provide the required information through the appropriate channels</p> <p>LRD4.4. Engage and interact with multiagency teams</p>

**Summary**

**05**

# Summary

## VET course

The VET course is organised following a modular structure with 28 modules, 3 country-specific and 25 core modules, totalling 1254h hours of training, divided into 627 hours of theory and 627h of practice.

Modules				
Type	Name	Lenght		
		Total	Theoretical	Practical
<b>Specific Duty A1 – Ensure the security in prison and premises – Manage security devices</b>				
Core	Security Device Management	240h	120h	120h
<b>Specific Duty A2 – Develop appropriate communication (oral and written)</b>				
Core	Communication and Register	80h	40h	40h
<b>Specific Duty A3– Manage Firearms and weapons</b>				
<b>Country Specific</b>	Handling Firearms and weapons (lethal, less lethal, non lethal)	72h	24h	48h
<b>Specific Duty B1 – Apply the correct procedures during visitation periods (inmates, visits)</b>				
Core	Organisation of visits in prison – visitations procedures	10h	5h	5h
Core	Execute emergency and security plan – visitations	14h	7h	7h
<b>Specific Duty B2 – Routine supervision of inmates</b>				
Core	Dynamic Security – communication	46h	38h	8h
Core	Conflict management and restraint techniques	20h	10h	10h
Core	First aid and reanimation	24h	8h	16h

Modules				
<b>Specific Duty B3 – Supervise inmates’ mental health and assure proper forwarding</b>				
Core	Mental Diseases Information	64h	34h	30h
<b>B4 – Register and Transmit inmates’ requests and complaints through the proper hierarchic channels</b>				
Core	Handling requests and complaints	24h	8h	16h
<b>B5 – Escort inmates in temporary exits according to legal procedures</b>				
<b>Country Specific</b>	Escort inmates	130h	30h	100h
<b>B6 – Interact professionally and ethically with inmates from all nationalities (Interculturality and integration)</b>				
Core	Interculturality and integration	40h	40h	-
<b>B7 – Assure the proper care to ageing inmates, lifelong prisoners and special needs</b>				
Core	Prison Health	8h	4h	4h
Core	Detainees with physical disabilities / special needs	43h	17h	26h
<b>B8 – Detect organised crime and radicalisation phenomenon in prison</b>				
Core	Disruptive behaviour - crime and organised crime	40h	32h	8h
Core	Radicalisation: prevention and detection	25h	15h	10h
<b>B9 – Support rehabilitation and training initiatives</b>				
Core	Assist and support rehabilitation and training	16h	8h	8h
<b>B10 – Oversee inmates regarding substance misuse</b>				
Core	Policy on drug and medication abuse. Product recognition and characteristics of products	40h	20h	20h
<b>B11 – Capture and lead back to the prison facility any inmate that escaped or is found outside the prison facility with no authorisation (individually or as part of a team)</b>				
<b>Country Specific</b>	Policy after escape – prevention, capture, and lead back to prison	16h	8h	8h

Modules				
<b>B12 - Operate and manage digital solutions in prison context</b>				
Core	Digital Systems and Services in Corrections	120h	60h	60h
<b>C1 - Apply and follow procedures regarding Administrative work and Report through the proper hierarchic channels</b>				
Core	Administrative procedures	16h	8h	8h
<b>D1 - Develop self-knowledge and act within the values of the mission of the prison service</b>				
Core	Mission & Vision of the National Prison system – National and European legal frameworks	40h	40h	-
Core	PO-career within prison service	8h	8h	-
<b>D2 - Develop and implement strategies for self-care/resilience</b>				
Core	Health & Safety/ Work life balance	8h	6h	2h
Core	Digital Safety and Privacy	4h	4h	-
<b>D3 - Develop strategies to deal with unexpected emergencies</b>				
Core	Emergencies	40h	20h	20h
<b>D4 - Collaborate with other services and agencies</b>				
Core	Inter-agency correlation	16h	8h	8h
<b>Total</b>	<b>28 Modules (25 Core + 3 Country-specific)</b>	<b>1254h</b>	<b>627h</b>	<b>627h</b>



# Training programme proposal

WP3 - Output 5

## Disclaimer

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