PO21
Training Programme Proposal

Executive Summary

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Credits

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Summary

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)[1], 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. 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, mobilising the terminology used by prison officers. Its structure was based on the Council of the European Union Guidelines[2].

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

It also considers the recommendation regarding European prison rules, frames on ESCO and VET for sustainable competitiveness, social fairness and resilience (R: 2020/C 417/01) vocabulary and layout, and follows the quality standards for EQAVET (2020).

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.

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:

   o 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.

   o 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 development of the course involved the following stages

Stage 1 – Development of professional competencies associated to each specific duty

Main Duty	Competency Unit	Specific Duties	Professional Competences
A - Ensure Surveillance	A1	Ensure the security in prison and premises	PCA1.1. Monitor the internal CCTV system; PCA1.2. Ensure that the devices are operational and manage their distribution; PCA1.3. Ensure communications with the outside; PCA1.4. Manage operative systems and apps; PCA1.5. Report any occurences to the correct hierarchic channels;

Stage 2 – Gather the competencies' framework
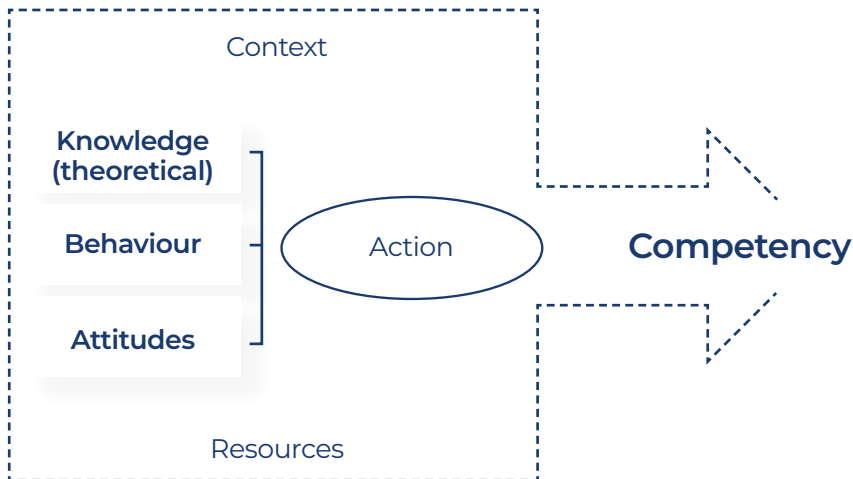
Stage 3 – Development of learning results and the training programme

Competence	B1 - (Competence name and code)	
Learning Results		
Learning Result (LRB)	Description of the action(s) that allow the trainer/ responsible to see that the trainee successfully learned	
Knowledge	**Behaviours**	**Attitudes**
Essential and optional knowledge to accomplish the Learning Results	Required behaviours that display the acquisition of the skills and development of competencies)	Personal attitudes that should be embedded in the behaviours and transmit values – essential competencies

Training Features	
Module Title	(According to its content and aim)
Module Type	(Core module or country-specific module)
Lenght (h)	(Number of hours)
Syllabus	(Theoretical content)
Evaluation Criteria	(Criteria for evaluating – knowledge, participation, implementation of procedures)
Evaluation Strategy	(What tools should be used to assess trainees – tests, simulations)
Learning context and organisation	(Where the training develops - online, face to face)
Observations	(Other comments such as proposing the module for continuous training or suggestions regarding trainers)

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) A summary of the training programme, presenting the learning results and modules.

4) A table summarising the specific duties and modules (type and length, divided into the number of hours of theory and practice).

Systematisation of the main and specific duties

A – Ensure Surveillance

A1 – Ensure the security in prison and premises – Manage security devices

A2 – Develop appropriate communication (oral and written)

A3 – Manage Firearms and weapons

B – Inmates Management

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

B2 – Routine supervision of inmates

B3 – Supervise inmates' mental health and assure proper forwarding

B4 – Register and Transmit inmates' requests and complaints through the proper hierarchic channels

B5 – Escort inmates in temporary exits according to legal procedures

B6 – Interact professionally and ethically with inmates from all nationalities (Interculturality and integration)

B7 – Assure the proper care to ageing inmates, lifelong prisoners and special needs

B8 – Detect organised crime and radicalisation phenomenon in prison

B9 – Support rehabilitation and training initiatives

B10 – Supervise inmates regarding substance misuse

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)

B12 - Operate and manage digital solutions in prison context

C - Apply the adequate Administrative Procedures

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

D - Manage professional support and development

D1 – Develop Self-knowledge and act within the values of the mission of the prison service

D2 - Develop and implement strategies for self-care/resilience

D3 - Develop strategies to deal with unexpected emergencies

D4 - Collaborate with other services and agencies

Essential Competencies

The essential competencies comprise transversal, digital and sustainability competencies, following the Council of European Union guidelines[3].

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 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 Proficiency in CCTV software and hardware and surveillance equipment ECA.3.2 Report writing using digital means ECA.3.3 Use email ECA.3.4 Use digital means to attend/conduct meetings

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[3] 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)

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).

Modules and Learning Results

A1 - Ensure the security in prison and premises – Manage security devices

Module: Security Device Management (240h)
- 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

A2 - Develop appropriate communication (oral and written)
Module: Communication and Register (80h)
- 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

A3 - Manage Firearms and weapons
Module: Handling Firearms and weapons (lethal, less lethal, non-lethal) (72h)
- 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

B1 - Apply the correct procedures during visitation periods (inmates, visits)

Module 1: Organisation of visits in prison – visitations procedures (10h)

Module 2: Execute emergency and security plan – visitations (14h)

- 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

B2 - Routine supervision of inmates

Module 1: Dynamic Security – communication (46h)

Module 2: Conflict management and restraint techniques (20h)

Module 3: First aid and reanimation (24h)

- 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 for human rights
- LRB2.8 Report correctly about inmates' behaviour
- LRB2.9 Organise inmates' daily activities
- LRB2.10 Select and apply first aid techniques correctly

- LRB2.11 Use techniques to maintain a professional conversation with inmates
- 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

B3 – Supervise inmates' mental health and assure proper forwarding
Module: Mental Diseases Information (64h)

- 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 restrain measures for psychotic outbreaks in collaboration with medical staff
- LRB3.11 Differentiate the different mental health needs for different inmates' populations

B4 – Register and Transmit inmates' requests and complaints through the proper hierarchic channels
Module: Handling requests and complaints (24h)

- 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

B5 – Escort inmates in temporary exits according to legal procedures
Module: Escort inmates (130h)

- 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 tactical routes for unexpected situations
- LRB5.8. Apply handcuff techniques
- LRB5.9 Demonstrate defensive and offensive driving

B6 - Interact professionally and ethically with inmates from all nationalities (Interculturality and integration)

Module: Interculturality and integration (40h)

- 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

B7 - Assure the proper care to ageing inmates, lifelong prisoners and special needs

Module 1: Prison Health (8h)

Module 2: Detainees with physical disabilities / special needs (43h)

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

B8 - Detect organised crime and radicalisation phenomenon in prison

Module 1: Disruptive behaviour – crime and organised crime (40h)

Module 2: Radicalisation: prevention and detection (25h)

- LRB8.1 Interpret signs of organised crime and report correctly
- LRB8.2 Describe how to 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

B9 - Support rehabilitation and training initiatives

Module: Assist and support rehabilitation and training (16h)

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

B10 - Supervise inmates regarding substance misuse

Module: Policy on drug and medication abuse. Product recognition and characteristics of products (40h)

- 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

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)

Module: Policy after escape – prevention, capture, and lead back to prison (16h)

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

B12 – Operate and manage digital solutions in prison context
Module: Digital Systems and Services in Prison (120h)
- LRB12.1 Operate different digital devices
- LRB12.2 Explain the importance of digital systems and services in corrections
- LRB12.3 Distinguish the application of digital communication and devices
- LRB12.4 Demonstrate how to attend medical appointments online and video courts
- LRB12.5 Select and access learning opportunities and resources online
- LRB12.6 Describe digital features for the transition into the community
- LRB12.7 Contrast Electronic monitoring with usual prison features
- LRB12.8 Demonstrate advantages of augmented and virtual reality for training and treatment
- LRB12.9 Explain the Offender and case management systems
- LRB12.9 Differentiate devices to enable inmates to access digital services

C1 - Apply and follow procedures regarding Administrative work and Report through the proper hierarchic channels
Module: Administrative procedures (8h)
- LRC1. 1. Identify and Fill different types of reports correctly
- LRC1. 2. Distinguish the essential features to fill observation sheets, checklists, statements
- LRC1.3. 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)

D1 - Develop Self-knowledge and act within the values of the mission of the prison service

Module 1: Mission & Vision of the National Prison system – National and International legal frameworks (40h)

Module 2: PO-career within prison service (8h)

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

D2 - Develop and implement strategies for self-care/resilience

Module 1: Health & Safety/ Work life balance (8h)

Module 2: Digital Safety and Privacy (8h)

Module 3: Personal Defence (50h)

- LRD2.1 Identify and select helping structures and networks
- LRD2.2 Assess the need for specialised help
- LRD2.3 Develop awareness for alert signs of stress/depression (own and colleagues)
- LRD2.4 Identify, select and use approaches to deal with burnout stress/depression (own and colleagues)
- LRD2.5 Assess work-life balance and implement strategies to minimise negative impacts

- LRD2.6 Develop self-awareness and team awareness
- LRD2.7 Develop and apply stress management techniques
- LRD2.8 Reflect on own attitudes and behaviour (and correct them if necessary)
- LRD2.9 Develop self-awareness regarding the risks of exposure (social networks)
- LRD2.10 Select and apply techniques for de-escalation
- LRD2.11 Select and use self-defence techniques

D3 - Develop strategies to deal with unexpected emergencies
Module: Emergencies (40h)
- LRD3.1 Identify and Assess emergencies
- 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

D4 - Collaborate with other services and agencies
Module: Inter-agency correlation (16h)
- 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 Summary

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**
Specific Duty A1 – Ensure the security in prison and premises – Manage security devices				
Core	Security Device Management	240h	120h	120h
Specific Duty A2 – Develop appropriate communication (oral and written)				
Core	Communication and Register	80h	40h	40h
Specific Duty A3– Manage Firearms and weapons				
Country Specific	Handling Firearms and weapons (lethal, less lethal, non lethal)	72h	24h	48h
Specific Duty B1 – Apply the correct procedures during visitation periods (inmates, visits)				
Core	Organisation of visits in prison – visitations procedures	10h	5h	5h
Core	Execute emergency and security plan - visitations	14h	7h	7h
Specific Duty B2 – Routine supervision of inmates				
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			
Specific Duty B3 – Supervise inmates' mental health and assure proper forwarding			
Core	Mental Diseases Information	64h	34h	30h
B4 – Register and Transmit inmates' requests and complaints through the proper hierarchic channels			
Core	Handling requests and complaints	24h	8h	16h
B5 – Escort inmates in temporary exits according to legal procedures			
Country Specific	Escort inmates	130h	30h	100h
B6 – Interact professionally and ethically with inmates from all nationalities (Interculturality and integration)			
Core	Interculturality and integration	40h	40h	–
B7 – Assure the proper care to ageing inmates, lifelong prisoners and special needs			
Core	Prison Health	8h	4h	4h
Core	Detainees with physical disabilities / special needs	43h	17h	26h
B8 – Detect organised crime and radicalisation phenomenon in prison			
Core	Disruptive behaviour - crime and organised crime	40h	32h	8h
Core	Radicalisation: prevention and detection	25h	15h	10h
B9 – Support rehabilitation and training initiatives			
Core	Assist and support rehabilitation and training	16h	8h	8h
B10 – Oversee inmates regarding substance misuse			
Core	Policy on drug and medication abuse. Product recognition and characteristics of products	40h	20h	20h
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)			
Country Specific	Policy after escape – prevention, capture, and lead back to prison	16h	8h	8h

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

PO21
Training Programme
Proposal

Executive Summary

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