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**Draft Guidelines regarding recruitment, selection, training and
development of prison and probation staff**

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1. Definitions used for the purpose of these Guidelines

Prison service: A public body designated by law to deal with persons remanded in custody or deprived of their liberty following a conviction made by a judicial authority. Its tasks include ensuring safety and security and organising everyday life in prison, ensuring treatment which does not infringe the human dignity of prisoners, offering meaningful occupational activities and treatment programmes, thus preparing them for release and reintegration into society.

The prison service also has the task of selecting and recruiting sufficient staff of best possible quality, of ensuring they receive adequate training and professional development to enable them to work in a high ethical manner in order to provide positive care and assistance to prisoners and thus prepare them for social reintegration.

Prisons are institutions reserved for holding persons who have been remanded in custody by a judicial authority or who have been deprived of their liberty following conviction.

Probation: relates to the implementation of community of sanctions and measures, defined by law and imposed on a suspect or an offender. It includes a range of activities and interventions, which involve supervision, guidance and assistance aiming at the social inclusion of a suspect or an offender, as well as at contributing to community safety.

Probation agency: means any body designated by law to implement the above tasks and responsibilities. Depending on the national system, the work of a probation agency may also include providing information and advice to judicial and other deciding authorities to help them reach informed and just decisions; providing guidance and support to offenders while in custody in order to prepare their release and resettlement; monitoring and assistance to persons subject to early release; restorative justice interventions; and offering assistance to victims of crime.

The probation agency has also the task of selecting and recruiting sufficient staff of best possible quality, of ensuring they receive adequate training and professional development to enable them to work in a high ethical manner in order to provide just and effective supervision, guidance and assistance to suspects and offenders that can enhance their prospects of social inclusion on which desistance from crime usually depends.

2. Key principles

Mission: Within the criminal justice process the prison services and probation agencies are entrusted with the execution of penal sanctions and measures. The mission of staff of prison services and probation agencies is to significantly contribute to public safety through the safe, secure and humane management of suspects and offenders and the provision of opportunities for rehabilitation and reintegration. Their role and functions should be defined by law.

Status: Prison services and probation agencies are the responsibility of the public authorities independent of whether they are managed by public or private bodies or whether they are managed jointly in one department/directorate or function separately. They should be separate from the military, the police, the criminal investigation services and other criminal justice services.

Prison services and probation agencies should have a formally approved statement of the purpose of their work and of their main tasks and duties. They should have an allocated budget which allows them to fulfil their work in the best possible professional manner.

Staff: Prison and probation staff should be sufficient in numbers and should have a professional status and adequate training which allows them to have a sound understanding of their duties and the ethical requirements of their work. This will enable them to fulfil their everyday tasks and the overall purpose of the services they belong to. Staff should function within the context of high professional ethics based on treating suspects and offenders humanely and with respect for their human dignity.

Management should consult staff as a body on general matters, especially, on matters related to their employment conditions and training needs.

Training: Prison services should have their own induction and advanced training curricula, which correspond to the role and tasks of the different categories of their staff and to the aim and purpose of their work. Ideally they should have their own training facilities.

Probation agencies should have their own induction and advanced training curricula for staff to enable them to fulfil their role effectively. The training provided should correspond to the role and tasks of the different categories of their staff and to the aim and purpose of their work. Ideally probation agencies should have their own training facilities.

The provision of training should promote professional identity and develop the culture of the organisation in line with the overall mission.

Where appropriate, there should be opportunities for joint prison and probation staff training and for training with staff from other criminal justice agencies in order to encourage inter-agency and inter-disciplinary work. Such cooperation will promote the mutual goals of the respective services, i.e. to promote public safety, rehabilitation and reintegration. Opportunities should be offered to probation staff to learn about the nature of prison work and prison staff should be offered similar opportunities to learn about probation work.

It is advisable to regularly revise and update annual training plans aimed at workforce development and at providing adequate response to the needs of the prison services and probation agencies and to secure sufficient number of trainers and resources to be able to put it in practice.

In case of substantial changes of prison or probation policies entailing consequences to staff recruitment, selection and training, missions and competencies, corresponding budgetary, and human resources adjustments should be made.

3. Entry educational levels of staff

3.1. Prison staff

- a) Basic grade prison staff in daily contact with detainees should have entry educational Level 4, of the European Qualifications Framework (EQF). In case they do not, they should have accomplished an (nationally recognised) apprenticeship or vocational equivalent, thus enabling them to apply for the apprenticeship and to become a prison officer.
- b) Prison services should specify additional educational entry criteria for staff other than basic grade prison staff, especially for staff with more advanced tasks and/or managerial roles. Offender management staff should have entry educational Level 4 of the EQF. Graduates in social-science, psychology, criminology and law working in prisons should have advanced knowledge of the field of work, involving a critical understanding of theories and principles, accordingly to entry educational Level 6 of the EQF.

3.2. Probation staff

- a) For probation staff working directly with suspects or offenders in a supervisory capacity, the starting educational level should be Level 6, EQF and preferably graduates from social sciences, psychology, law, criminology or cognate disciplines. **[Note: This section to be developed drawing on findings from CEP research when they become available]**
- b) Probation agencies should specify additional educational entry criteria for other staff, especially for staff with more advanced tasks and role, including managerial responsibilities and supervision of other staff.

4. Criteria regarding recruitment and selection

Recruitment processes should be fair and transparent. Details of the required competencies for the post, the selection criteria and the assessment procedures should be made available to applicants and the following general principles should apply:

- a) There should be no discrimination in the selection and recruitment of staff on grounds of race, colour, ethnic origin, gender, sexual orientation, religion, political or other opinion, economic or social status.
- b) Prior professional experience providing a factual and practical and/or theoretical knowledge within the field of work would be an asset to an applicant.
- c) Special recruitment and selection procedures for staff working with juveniles should operate, taking into consideration the qualities of character and the professional qualifications necessary to work with juveniles and their families.
- d) Recruitment processes should take into consideration the personal qualities required by staff for working in prison services and probation agencies, such as: flexibility, assertiveness, maturity, integrity, teamwork, social skills.
- e) Recruitment processes should aim towards encouraging diversity of staff to deal with the specific needs of diverse suspects and offenders.
- f) There may be a specific emphasis on recruiting staff based on linguistic abilities and inter-cultural skills, including an understanding of diverse religions and traditions.
- g) Recruitment processes may include an assessment of health and fitness to carry out the specified role.
- h) Recruitment processes may also include an assessment of other competencies necessary for the post (e.g.: driving licence; computer skills, communication skills).
- i) In order to safeguard the professional integrity of staff, a background check should be executed as far as national law allows. The objective of background checks is to ensure the safety and security of the new employees in the organisation

5. Advertising of vacant posts

- a) Posts, whether entry posts for first-time employees or advancement posts for current staff should be advertised as transparently and widely as possible to enable a broad diversity of candidates to apply. A clear job description should be provided, outlining the aims, duties and responsibilities of the post as well as the selection criteria and conditions of employment. Advertisement of the vacant post should take place on a range of media platforms including printed, radio/TV and social media. A designated point for requesting additional information could be considered to orient candidates at entry and give them a realistic perception of the work.
- b) When using social media, attention should be given to the benefits and limits of their use and to the need to react promptly to possible questions, comments and requests for additional information.
- c) Candidates should be provided with accurate and thorough information regarding the job and its importance for society, payment, conditions, nature of the work, training provided and opportunities for career development. This should attract suitable candidates and enable staff retention.
- d) Web sites of the services or agencies, civil service, Ministries or other competent authorities should also be used for advertising purposes. Applicants should be encouraged to visit these web sites in order to get up-to-date information about the

prison and probation tasks and roles. These web sites could provide an interactive way of presenting the information (virtual visits, interviews with staff members, quizzes, etc.) as well as training helping possible candidates to prepare for entry exams, as necessary.

- e) Where possible, opportunities should be made available to prospective candidates for on-site visits to familiarise themselves with the role and everyday work of prison services and probation agencies and their importance to society.

6. Entry assessment procedures

- a) Assessment starts from the moment of receiving an application. Human resources staff should screen the eligibility and motivation of the candidates based on documents received, motivation letters, CVs, etc.
- b) Selection boards should be composed of persons with a range of relevant experience and care should be taken to ensure proper balance of its members. Members should be adequately trained to ensure that the recruitment and selection process is fair and unbiased.
- c) Assessment processes should be tailored to the requirements of the post. In the case of prison services this may include written tests, oral interviews (individual and/or in a group), role-play scenarios, physical tests. The composition of the test-items should clearly lay down the required competencies accordingly to the advertised post and institutional requirements.
- d) In the case of probation agencies this assessment may include competency-based assessment, tailored towards the role and aimed at assessing personal aptitudes, as well as assessment of specific abilities like inter-personal skills and report writing. This may also include assessment involving role-play scenarios; testing oral presentation and interview skills.

7. Training

The facilities used for training should be well-equipped and staffed in order to offer good quality education and training to newly recruited staff and in-career training on a regular basis thereon as necessary. Provision should be included for joint-training with other agencies where necessary.

- 7.1. The induction training curricula for newly recruited prison staff should be a balanced mixture of theory and practice. The training should include relevant content which enables newly recruited staff to ensure safety and security and to organise the everyday life in prison, while ensuring treatment which does not infringe human dignity of prisoners and offers meaningful occupational activities and treatment programmes, in order to facilitate the prisoner's preparation for release and reintegration into society. The training shall include, but is not limited to, the content as specified in Annex A.
 - a) The (key elements of training - Generic matrix attached) shall include mandatory parts of the training as: basics of general law (constitution, administrative, civil and criminal law); basics of penal law and procedure (knowledge of the process of execution of penal sanctions and measures); civic education, professional ethics (including the role and mission of the prison service), general data protection regulations and human rights standards. It should also include sentence planning, risk management, safety, dynamic and static and procedural security, good order and control, use of force, as well as self-defense. IT skills relevant to the job should also be part of the mandatory training.
 - b) The training should also include, as far as the duration of training permits and depending on the specific tasks assigned to staff: basics of social work, criminology and psychology; pro-social modelling; dealing with particular groups of offenders (like women, juveniles, foreigners, violent (extremist) offenders, sex offenders, offenders sentenced for domestic violence or organised crime); victim awareness; working in different types of institutions;

contacts with families; dealing with mental illnesses and effects of addictions; intercultural awareness; foreign language(s); conflict resolution techniques; risk assessment and first aid.

- c) All specialist (staff) working in prisons should receive elements of basic training required to perform their tasks.

7.2 The induction curricula for newly recruited probation staff should be a balanced mixture of theory and practice. The training should reflect the core mission and functions of probation agencies. **[Note: Matrix to be developed and added as an appendix].**

- a) Depending on the specific role key elements of training should include the legal framework under which the community sanctions and measures are implemented; professional ethics (including the role and mission of probation), general data protection regulations and human rights standards. It should also include assessment, sentence planning and implementation. Training should be informed by evidence-based practice, taking into account risk assessment and management and strategies for promoting desistance from offending. Specialist training should also be provided on report-writing and on written and oral presentations; inter-agency working, public protection arrangements, mediation and working with victims and the use of technology in supervision (e.g. electronic monitoring).
- b) The training should also include, depending on the specific tasks assigned to staff: effective practice with particular groups of offenders (like women, juveniles, foreigners, violent (extremist) offenders, sex offenders, offenders sentenced for domestic violence or organised crime); dealing with mental illnesses and effects of addictions; intercultural awareness.
- c) In case volunteers are recruited to work with suspects and offenders, they should be provided with adequate training to enable them to carry out their work effectively. Consideration should be given to the recruitment and training of ex-offenders to work within probation agencies where appropriate. Training should include reference to codes of ethics, clearly defined criteria about their tasks and responsibilities, limits of competence, accountability and other related issues.

8. **In-career training** (this section will be developed further adding more details to the terms used)

8.1. Prison staff

- a) Advanced training should be provided to all staff and should include refreshment courses on different priority topics and/or additional training on newly emerging topics (e.g. to be added).
- b) The frequency of advanced training should be sufficient to enable the regular training of all relevant staff (e.g. through a rolling programme on an annual cycle).
- c) Prison authorities should specify which advanced training is mandatory.
- d) Participation in training should be taken into consideration in professional career development and in appraisal procedures.
- e) Training opportunities involving a mix of staff grades should be encouraged to enhance collaboration and mutual understanding of their respective tasks and duties.
- f) Training opportunities encouraging inter-agency and cross border cooperation should be promoted.

8.2. Probation staff

- a) Advanced training should be provided to all staff and should include refreshment courses on different priority topics and/or additional training on newly emerging topics (**Examples to be added**).
- b) The frequency of advanced training should be sufficient to enable the regular training of all relevant staff (e.g. through a rolling programme on an annual cycle).
- c) Advanced training should be linked with frameworks for continuous professional development (CPD). National authorities should integrate such advanced training with a post-graduate qualification framework.
- d) Probation agencies should specify which advanced training is mandatory.
- e) Participation in training should be taken into consideration in professional career development and in appraisal procedures.
- f) Training opportunities involving a mix of staff grades should be encouraged to enhance collaboration and mutual understanding of their respective tasks and duties.
- g) Training opportunities encouraging inter-agency and cross border cooperation should be promoted.

9. Validation of induction training and initial employment

9.1. Prison staff

- a) In order to select the best candidates, exit tests (written, oral and practical, depending on the subject) should be organised. They should evidence the professional skills and knowledge acquired and how these are applied in practice.
- b) The successful candidates should receive a training certificate or a diploma, depending on the length and level of training as well as on the acquired status (e.g. civil servant).
- c) A protected period of employment, e.g. with a tutorship and lower level of responsibilities should be beneficial both for the new staff members as well as for the prison service itself.
- d) Where employment law allows, new recruits shall be subject to a trial/probationary period of employment where their competency and suitability to carry out the role is assessed before they are confirmed in post.

9.2. Probation staff

- a) The induction training provided to staff at entry should be of such a level that links with frameworks for continuous professional development (CPD) and should be regularly reviewed to ensure relevance to the roles and tasks of probation agencies. Training should be informed by research evidence and best practice. (**to be explained and further developed with examples given**).
- b) A protected period of employment e.g. with a tutorship and lower level of responsibilities should be beneficial both for the new staff members as well as for the probation agency itself.
- c) Where employment law allows, new recruits shall be subject to a trial/probationary period of employment where their competency and suitability to carry out the role is assessed before they are confirmed in post.

10. Quality of training / long-term effectiveness

Training curricula and work of trainers should be regularly assessed for quality and relevance and accredited according to national frameworks. The accreditation should be carried out or audited by an independent body.

In order to improve quality of training provided, data and national and international good practices should be collected. Training should be informed by research and adapted accordingly and should be adapted to working with changing populations and social circumstances of suspects and offenders.

The longer-term benefits of training should be assessed over time through research on the effectiveness of training in facilitating staff to carry out their roles and in the organisations' ability to fulfil its core functions.

Where possible trainers should have a relevant professional qualification and experience of high standard and should also be regularly evaluated and provided with additional training as necessary.

Face-to-face training methods should be used as a matter of course. In addition new training methods and tools should also be used, including interactive learning, computer technologies and others.

Recognising the importance of learning from other disciplines and jurisdictions, inter-agency and cross border cooperation in this area should be facilitated (Council of Europe, European Union, EPTA, CEP, EuroPris).

11. Career development

- a) A transparent system for annual appraisals of performance of all staff members should be developed, allowing their career advancement and professional development. Staff carrying out appraisals should be trained accordingly, in order to insure a fair appraisal system.
- b) The appraisal should indicate training needs at individual and service level, as required.
- c) Prison services and probation agencies should provide regular training opportunities for enhancing professional performance and for career development, as appropriate.
- d) There should be frameworks in place to facilitate advanced career development specifically by developing leadership and management capacities allowing career progression to middle and upper management. This should not preclude advanced entry schemes of recruitment to management grades.
- e) Career development does not have to focus only on promotion frameworks. Other forms of recognition of competence should be sought and used as appropriate.
- f) Salaries and conditions of service should be commensurate with the staff's skills and responsibilities. The financial, employment conditions and working hours should be regulated by law and should permit the recruitment and retention of staff of good quality, allowing them to carry out their tasks effectively and humanely and to develop their awareness of the importance of their work for society.
- g) In order to enhance effective working within and between the prison services and probation agencies, joint-working, co-location arrangements and secondments of staff for training or working purposes should be encouraged. Such arrangements should take place only with the consent of the persons concerned and should not entail any change in their employment status. Provision for international secondments to promote cross-border learning should also be considered.

12. Professional ethics

Prison services and probation agencies should have a publicly available ethical code of conduct for their staff which should form an integral part of staff induction and advanced training and the adherence to this code should be part of the appraisal procedures.

Prison services and probation agencies shall adhere to this code of ethics and professional conduct, which is a set of standards pertaining to morals and the effective discharge of duties. However, the overarching goal is to administer justice with integrity, and within the bounds of the law. The code serves as the basis of policies and directives, rules and regulations, protocols and procedures, all of which are observed and undertaken in relation to facility management and operations. It embodies such core values as discipline, judiciousness, truthfulness, vigilance, respect for human rights, and sense of responsibility for the sake of successful reintegration of offenders into society and to security for the public.

The ethical code should regulate (but is not limited to) areas such as staff accountability, integrity, respect for and protection of human dignity, care and assistance, fairness, impartiality and non-discrimination, co-operation, confidentiality and data protection. The ethical code should reference key international legal instruments and in the first place the European Convention on Human Rights and Fundamental Freedoms, the CPT, as well as the Code of ethics of prison staff, the European Prison Rules and the European Rules on Community Sanctions and Measures, Recommendation (97)12, CoE Probation Rules, Rules for juvenile offenders, ERCSM, as well as Mandela Rules, Beijing Rules, Bangkok Rules, Riyadh Rules.

Annex A. - Training 7.1 - 5 Domains (Law, Ethics, Competencies, Specific, and IT) 22 Topics, cross-cutting issues possible)

Domain	Law	Ethics	Competencies	Specific	IT
Training-Topic	1. Penal Law	6. Mission	11. Pedagogics	15. Professional Interaction with Offenders	23. MS Office Basics
Learning Objectives	Basic understanding of the overall strategic and operational parameters for the prison-service; such legislation relating to prisons (Prison act, regulations, policies, and procedures))	Understanding the mission of the Institution and building a professional understanding on the own role as prison officer towards rehabilitation and maintaining security.	Understanding of pedagogical concept of individual, team, and group development. Learning theories (Models, Learning due success, learning due to insight)	Developing situational tailored conversation techniques, developing intercultural competencies, how to observe and appropriate assess behaviour.	Use of basic MS applications (word, excel)

Domain	Law	Ethics	Competencies	Specific	IT
Training-Topic	2. Criminal Law	7. Professional Ethics	12. Psychology	16. Static and Procedural Security	24. Office IT Applications
Learning Objective	Basic understanding of the overall strategic and operational parameters for the prison-service; such legislation relating to prisons (Criminal Procedural Law, Criminal Code)	Knowledge and understanding of; European Convention on Human Rights and Fundamental Freedoms, the CPT, Code of ethics of prison staff, the European Prison Rules, Recommendation (97)12, CoE Probation Rules, Rules for juvenile offenders, ERCSM, Mandela Rules, Beijing Rules, Bangkok Rules, Riad Rules	Knowledge of Conflict-resolution, motivational interviewing, feedback. Basic understanding of the concept of; cognition, including mental processes underlying perception, learning, problem solving, reasoning, thinking, memory, attention, language, and emotion.	Understanding of the security infrastructure including; walls, barriers, lightning, locks and equipment used to restrain inmates	Sound knowledge and use of the organisations professional IT applications

Domain	Law	Ethics	Competencies	Specific	IT
Training-Topic	3. Constitution	8. Complaint Mechanisms	13. Criminology	17. Report Writing	25. Communication
Learning Objective	Basic understanding of the overall strategic and operational parameters for the prison-service; such the constitutional rights for citizens (also citizens deprived of liberty)	Internal and external complaint-mechanism. Proper handling of complaints.	Basic understanding of; rational choice theory, social disorganisation theory, strain theory, social learning and social control theory, and labelling theory.	Sound understanding of proper-report writing (e.g. Progress, incident, periodic, etc.)	Competent use of electronic communication (Radio, Personal Alarm Systems, Work in the control-room)

Domain	Law	Ethics	Competencies	Specific	IT
Training Topic	4. Civil Law	9. Civic Education	14. Communication/Dynamic Security	18. Sentence Planning	26. Use of Social Media
Learning Objective	Basic understanding of the overall strategic and operational parameters for the prison-service; such legislation relating to prisons and the difference between civil and criminal law	Understanding of the importance to educate and encourage staff and offender as well, to actively participate in society and in the democratic process	<p>Knowledge on the concept of prison staff actively and frequently observing and interacting with prisoners to gain a better understanding and awareness of prisoners and assessing the risks they represent.</p> <p>Elements of dynamic security (staff presence, interaction, observation, information, gathering, knowledge of each prisoner, conflict management, searching, counting, patrols, observation and supervision, movement control, visitors)</p>	Basic understanding of content of the sentence plan. Assessment of criminogenic needs and associated risks.	Responsible use of social-media as law enforcement official

Domain	Law	Ethics	Competencies	Specific	IT
Training Topic	5. Administrative Law	10. HR Standards		19. Safety / Use of Force	27. GDPR
Learning Objective	Basic understanding of the overall strategic and operational parameters for the prison-service and understanding of the administrative law as the legal framework within which public administration is carried out.	Knowledge and understanding of; European Convention on Human Rights and Fundamental Freedoms, the CPT, Code of ethics of prison staff, the European Prison Rules, Recommendation (97)12, CoE Probation Rules, Rules for juvenile offenders, ERCSM, Mandela Rules, Beijing Rules, Bangkok Rules, Riad Rules		<p>Understanding of the institutional safety concept (Fire-alarm, escape, lock-up, evacuation)</p> <p>Understanding of the proportional use of force continuum from empty hand-control until the use of lethal weapons. Sound understanding that each level is relative to a corresponding level of inmates resistance</p>	Basic knowledge of the General Data Protection Regulations.

Domain	Law	Ethics	Competencies	Specific	IT
Training Topic				20. Good Order and Control	
Learning Objective				<p>Understanding the concept of Good Order and Control, The applications of a set of rules and regulations which govern the daily lives of inmates through established routines.</p> <p>The use of the prison infrastructure and equipment and the use of force to manage and respond to prison incidents.</p>	

Domain	Law	Ethics	Competencies	Specific	IT
Training Topic				21. Risk Management	
Learning Objective				Basic understanding of risk-management. Definition, Dimensions of risk, levels of risk, risk-assessment, static and dynamic risk factors. Basic knowledge on risk-assessment tools.	
Domain	Law	Ethics	Competencies	Specific	IT
Training Topic				22. Physical Fitness	