

Guidelines Regarding Recruitment, Selection, Education and Training of Prison and Probation Staff

Current progress

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CEP Expert Group on Education and Training 18/11/20





GUIDELINES REGARDING RECRUITMENT, SELECTION, EDUCATION, TRAINING AND PROFESSIONAL DEVELOPMENT OF PRISON AND PROBATION STAFF

Background

The Guidelines were developed as a follow-up to the 22nd Council of Europe Conference of Directors of Prison and Probation Services (Norway, June 2017). The text was drafted by the Council for Penological Co-operation (PC-CP) between 2015 and 2019. The elected members of the PC-CP Working Group who took part in this work were Martina BARIĆ (Croatia); Nathalie BOISSOU (France); Annie DEVOS (Belgium); Anna FERRARI (Italy); Robert FRIŠKOVEC (Slovenia); Attila JUHÁSZ, Vice-Chair of the PC-CP (Hungary); Nikolaos KOULOURIS (Greece); Dominik LEHNER, Chair of the PC-CP (Switzerland); Nadya RADKOVSKA (Bulgaria). The PC-CP was assisted by two scientific experts: Torben ADAMS, Head of Division, Regional Ministry of Justice and Constitutional Affairs, Bremen, (Germany) and Nicola CARR, Associate Professor in Criminology, School of Sociology and Social Policy, University of Nottingham (United Kingdom). In the meetings took part also representatives of the Confederation of European Probation (CEP) and of the European Organisation of Prison and Correctional Services (EuroPris).

The Guidelines were adopted by the European Committee on Crime Problems (CDPC) at their 76th plenary meeting (25 April 2019).

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, interventions, thus preparing them for release and reintegration into society.

Prisons are facilities reserved for holding persons who have been remanded in custody by a judicial authority or who have been deprived of their liberty following conviction.¹

Probation: relates to the implementation of community sanctions and measures, defined by law and imposed on a suspect² or an offender under their responsibility. 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.³

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;

¹ CM Rec (2012)5 on the European Code of Ethics for Prison Staff

² The term "suspect" as defined by CM Rec (2014)4 on electronic monitoring means "any person who is alleged to have committed or who has been charged with having committed a criminal offence but who has not been convicted of it."

³ CM Rec (2012)1 on the Council of Europe Probation Rules

Guidelines adopted by the European Committee on Crime Problems at their 76th plenary meeting (25 April 2019)



Guidelines available at: <https://rm.coe.int/guidelines-training-staff/1680943aad>

Areas Covered in the Guidelines

Entry educational levels of staff

Criteria regarding recruitment and selection

Advertising posts

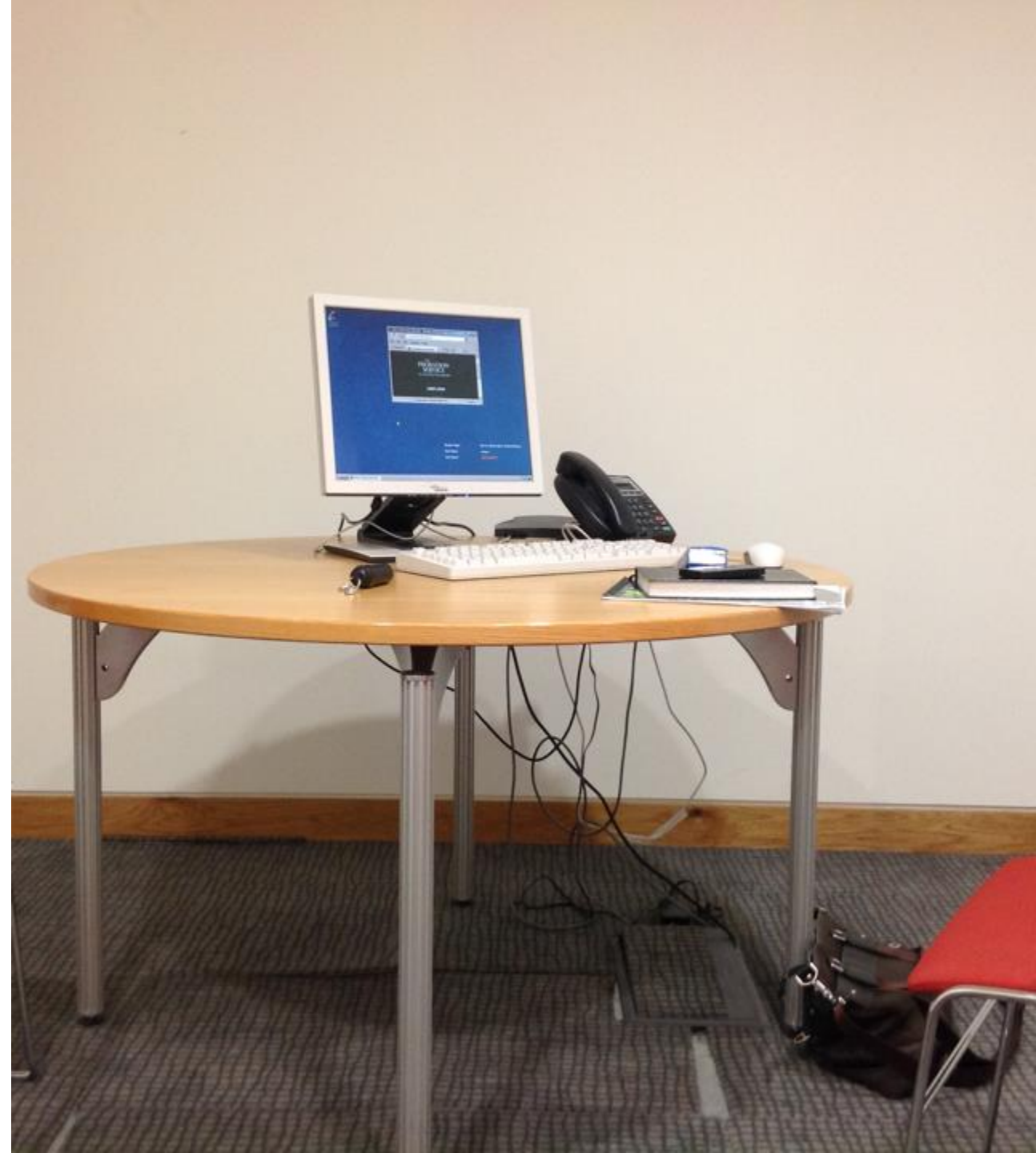
Entry assessment procedures

Education and training

Professional development

Professional ethics

Education and training matrix



Entry levels to probation training

Probation staff working directly with suspects or offenders in a supervisory capacity should have a starting educational level equivalent to Level 6 (degree level)

Induction curricula for new recruits

Depending on the specific position, key elements of education and 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 rules and human rights standards**. It should cover core areas of the probation role including **assessment, sentence planning, implementation and evaluation**.

Induction curricula for new recruits

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 key areas of practice including report-writing; work with the courts and judicial bodies; inter-agency working and public protection. Other core components should include **mediation, restorative justice and work with victims.**

Training

- In service training – training opportunities for a mix of grades
- Opportunities for Continuous Professional Development (CPD) accreditation.
- Inter-agency and cross-border training.

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Education and Training Matrix

Areas covered in Matrix

- Practice in Legal Context: National, International, Rights-based
- Working effectively to promote change
- Promoting compliance and dealing with non-compliance
- Programmes and interventions
- Case management
- Report writing
- Risk assessment
- Working with specific types of offending
- Inter-agency working and community context

Areas covered in Matrix contd.

- Case records, data protection and confidentiality
- Electronic monitoring and use of technology
- Anti-discriminatory practice
- Working with juveniles
- Gender responsiveness
- Mental health, intellectual disabilities and substance misuse
- Working with Foreign Nationals
- Working with victims
- Restorative approaches
- Staff support and development

Discussion points

- Is there sufficient coverage of topics?
- What else would you add based on your practice context?
- What are the barriers and enablers to delivering training for probation staff?