

Shaping the Future: Education and Training for Practice



Professor Nicola Carr
University of Nottingham

**CEP Education and Training in
Probation Network Meeting**

**Centre for Legal Studies and
Probation Training**

1st July 2022

Survey commissioned by CEP
(Joep Hanrath, Hogeschool, Utrecht)

Core Question: What kind of formation precedes the start of a career of a probation worker in the various EU Member states and how does it develop throughout his or her career?

Survey:

1. The services delivered by the organisations and the level of education required for its performance;
2. The admission procedures used and the required entry qualifications;
3. Required training prior to admission, as part of the introduction or as follow-up during employment;
4. Topics for the future training.

■ On becoming a good probation worker

Authors
Joep Hanrath
Kimberly Verbaan

Date
January 29, 2019

Survey Conclusions

18 Participating EU Countries

- The minimal entry level of education is tertiary level 5-6-7 ISCED/ (BA-MA).
- All organisations select and train new recruits. Introductory training is compulsory and different forms of on-the-job learning are offered.
- Introduction training focuses on specific skills and knowledge aiming for general standards of effective probation work.
- Probation workers develop over time through experience and training;
- Need for further training focuses on specific themes related to general standards for effective probation work as well as topics related to self-efficacy and protection from burn out.



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 2018 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

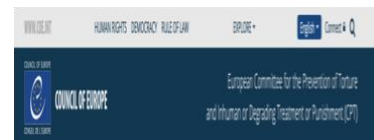
Probation agency: means any body designated by law to implement the above tasks and responsibilities. Depending on the national system, the work of a probation agency may also include providing information and advice to judicial and other deciding authorities to help them reach informed and just decisions; 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 (2010)21 on the Council of Europe Probation Rules

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



Areas Covered in the Guidelines

Entry educational levels of staff

Criteria regarding recruitment and selection

Advertising posts

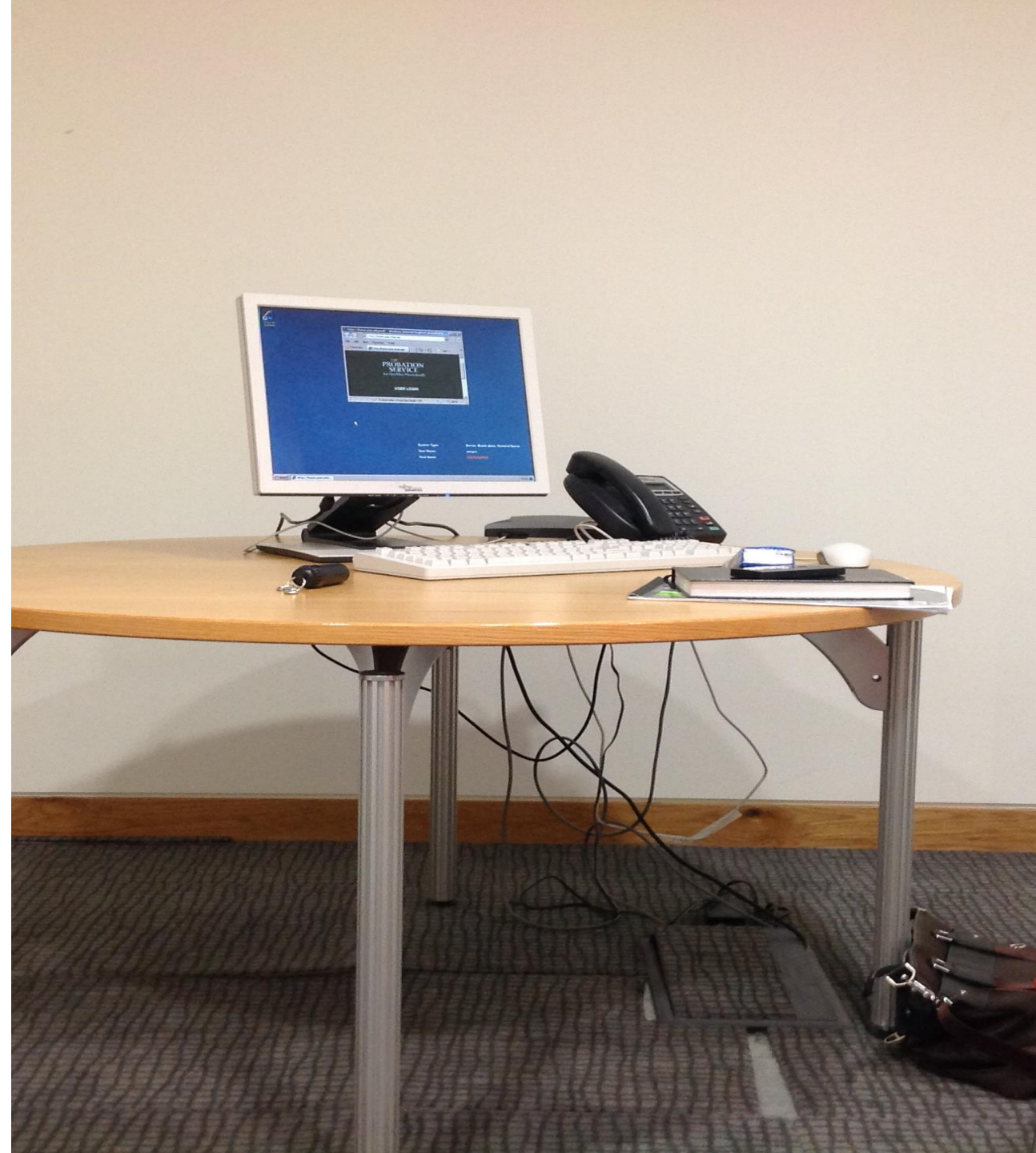
Entry assessment procedures

Education and training

Professional development

Professional ethics

Education and training matrix



Essentials of Success

“The right choice of a probation officer. This should be the paramount consideration for upon him everything depends. If he is strong and brave and earnest he can carry on his work in spite of difficulties of organisation and administration important as these may be. He should possess:

- a. *Distinctive personality. Upon this his power of influence depends.*
- b. **A real profession.** *Probation can never, and should never be, a mere untrained vocation.*
- c. **A good general education.** *The want of this tends to produce a narrowness of view inconsistent with the best work.*
- d. **Special study** *in sociology and economics and some knowledge of psychology and of criminal law and practice.*
- e. **A very careful training** *in the best courts and under the most efficient probation officers. ”*



Sir William Clarke Hall (1933) 'The extent and practice of probation in England'
In: S. Glueck (ed.) *Probation and Criminal Justice: Essays in Honour of Herbert C. Parsons.*

No cover
image
available

Volume 7, Issue 4
1977

< Previous Next >

The Probation Officer as Social Worker

ROBERT J. HARRIS

The British Journal of Social Work, Volume 7, Issue 4, 1 January 1977, Pages 433–442,
<https://doi.org/10.1093/oxfordjournals.bjsw.a056875>

Published: 01 January 1977

“ Cite Permissions Share ▾

Abstract

SUMMARY

In this article the author argues for a detachment of the probation service from the function of carrying out court orders to supervise offenders. He suggests that changes in social work training have not been matched by any fundamental changes in the probation service's relationship with the court or by any fundamental changes in the probation service's own organization or philosophy. The consequence is that probation officers spend a disproportionate amount of time doing tasks for which their training has not

Plan for ex-army probation officers

NICK COHEN | Sunday 8 January 1995 01:02 |



A CONFIDENTIAL civil service report has paved the way for Michael Howard, the beleaguered Home Secretary, to implement his plans to fill the probation service with ex-army and police officers, writes Nick Cohen.

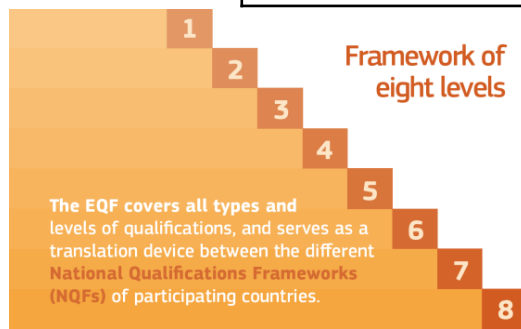
After a series of attacks from ministers on the "liberal" service since Christmas, Mr Howard is ready to undermine the probation officers' traditional role of providing counselling and support for offenders outside jail.

His civil servants' key recommendation is that the statutory requirement that all applicants for the probation service complete a two-year diploma in social work be abandoned. Probation officers learn too much about racial discrimination, the Home Officeteam say, and the present



Entry Level Qualification: Level 6 EQF

Knowledge	Skills	Responsibility and Autonomy
Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.



Education and Training

Induction training curricula for newly recruited staff should be a balanced mixture of theory, practice and experiential knowledge.

In-service training should be provided to all staff and should include refresher courses on different priority topics and/or additional training.

In-service training should be linked to national frameworks for continuous professional development.

Mix of grades and staff roles, inter-agency and cross-border.

Education and Training

New staff at entry level: protected period of employment (with tutorship and lower levels of responsibilities).

Education and training curricula should be regularly assessed and evaluated to assess fitness of purpose and effectiveness.

Training needs should be considered as part of professional development (appraisals)

Education and Training Matrix

- Matrix provides an overview of training elements reflecting the probation role that could be incorporated into training provision for probation staff working directly with suspects or offenders in a supervisory capacity, depending on their specific role and duties, including those working in prisons.
- Supporting on-going professional development.
- Indicative rather than proscriptive.
- Provides an overview of elements of training with a brief descriptor that could be included as part of staff induction and/or as elements of in-service.
- Training components reflect the components and stages of the probation role as outlined in the Recommendations CM/Rec (2010) 1 on the Council of Europe Probation Rules, CM/Rec (2017) 3 on the European Rules on community sanctions and measures and CM/Rec (2018) 8 concerning restorative justice in criminal matters.

APPENDIX II: EDUCATION AND TRAINING MATRIX PROBATION AGENCIES

This education and training matrix provides an overview of training elements reflecting the probation role that could be incorporated into training provision for probation staff working directly with suspects or offenders in a supervisory capacity, depending on their specific role and duties, including those working in prisons. In this context education and training is viewed as means of equipping staff to carry out their role effectively and supporting on-going professional development. It is intended as an indicative rather than proscriptive outline. The matrix provides an overview of elements of training with a brief descriptor that could be included as part of staff induction and/or as elements of in-service training like: pre-trial/pre-sentence; supervision of community sanctions and measures; work in prisons; resettlement and post-custodial supervision. The training components reflect the components and stages of the probation role as outlined in the Recommendations CM/Rec (2010) 1 on the Council of Europe Probation Rules, CM/Rec (2017) 3 on the European Rules on community sanctions and measures and CM/Rec (2018) 8 concerning restorative justice in criminal matters:

Training Element	Descriptor
Practice in Legal Context: National, International and Rights-Based	Probation practitioners should receive training on the legal and organisational context in which community sanctions and measures are implemented. This training should include information on organisational structures and the types, duration and modalities of implementation of measures as regulated by law. It should also include information of the conditions and obligations attached to community sanctions and measures and the consequences of non-compliance. The importance of rights-based approaches and guiding principles, in particular the Recommendations CM/Rec (2010) 1 on the Council of Europe Probation Rules and the CM/Rec (2017) 3 on the European Rules on community sanctions and measures should form a key component of such training.
Working Effectively to Promote Change	A key element of the probation role involves working with individuals and wider networks to reduce re-offending and to promote desistance and social integration thus contributing to public safety. The professional relationship is a key component in effecting changes in attitudes and behaviour. Probation agencies should provide training in techniques and models of practice, which guide practitioners in their professional practice. Examples of such techniques include, but are not limited to: Pro-Social Modelling and Motivational Interviewing. Probation Agencies may also deploy particular models of practice such as the Risk-Need-Responsivity (RNR) or the Good Lives Model (GLM). Where such models are used, probation practitioners should receive on-going training on their use and under-pinning evidence base.
Promoting compliance and dealing with non-compliance	Probation Agencies should provide training on promoting compliance and the policies and procedures for dealing effectively with non-compliance. This should include training on practical skills, legal frameworks safeguards and

Practice in Legal Context: National, International and Rights-Based	Working Effectively to Promote Change	Promoting compliance and dealing with non-compliance	Programmes and Interventions
Case Management	Report Writing	Risk assessment: Principles, Practices and Proficiency	Specific Types of Offending
Inter-agency working and community context	Case records, data protection and confidentiality	Electronic monitoring and use of technology in probation practice	Anti-discriminatory practice
Working with juveniles	Gender responsiveness	Mental health, intellectual disabilities, substance misuse	Working with foreign national suspects and offenders



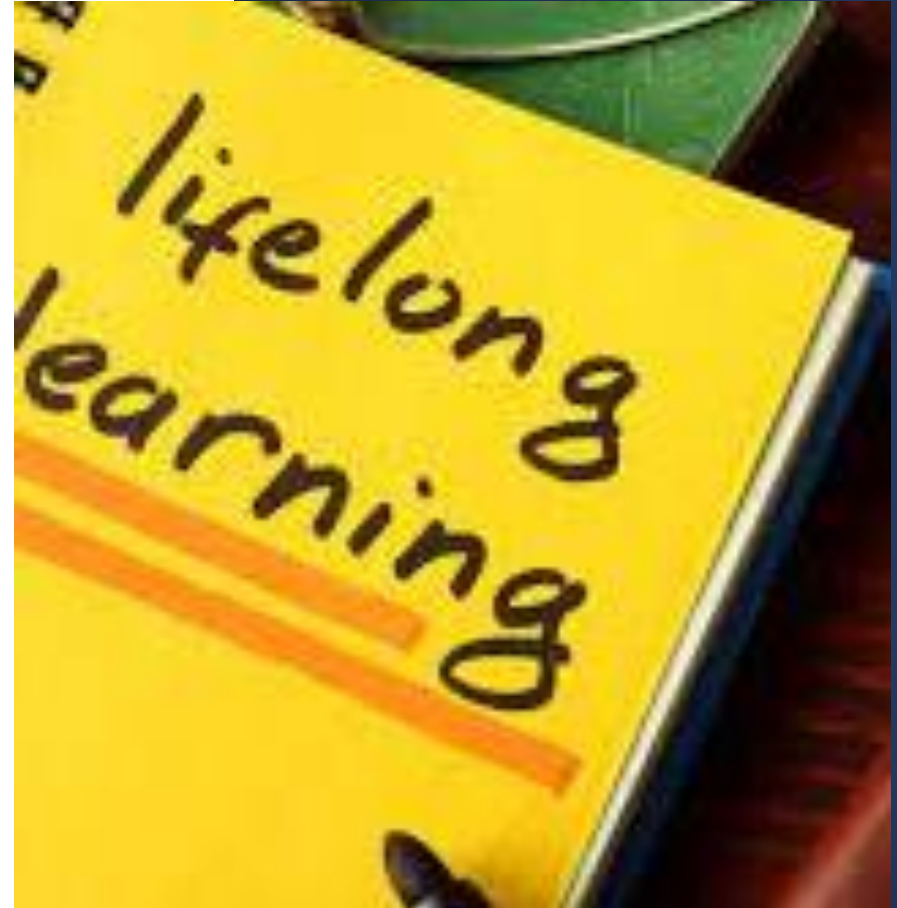
Continuous Professional Development



- ...the maintenance and enhancement of knowledge, expertise and competence of professionals throughout their careers according to a formulated plan with regards to the needs of the professional, the employer, the profession and society'.
(Madden and Mitchell, 1993:3)

Continuous Professional Development and Probation

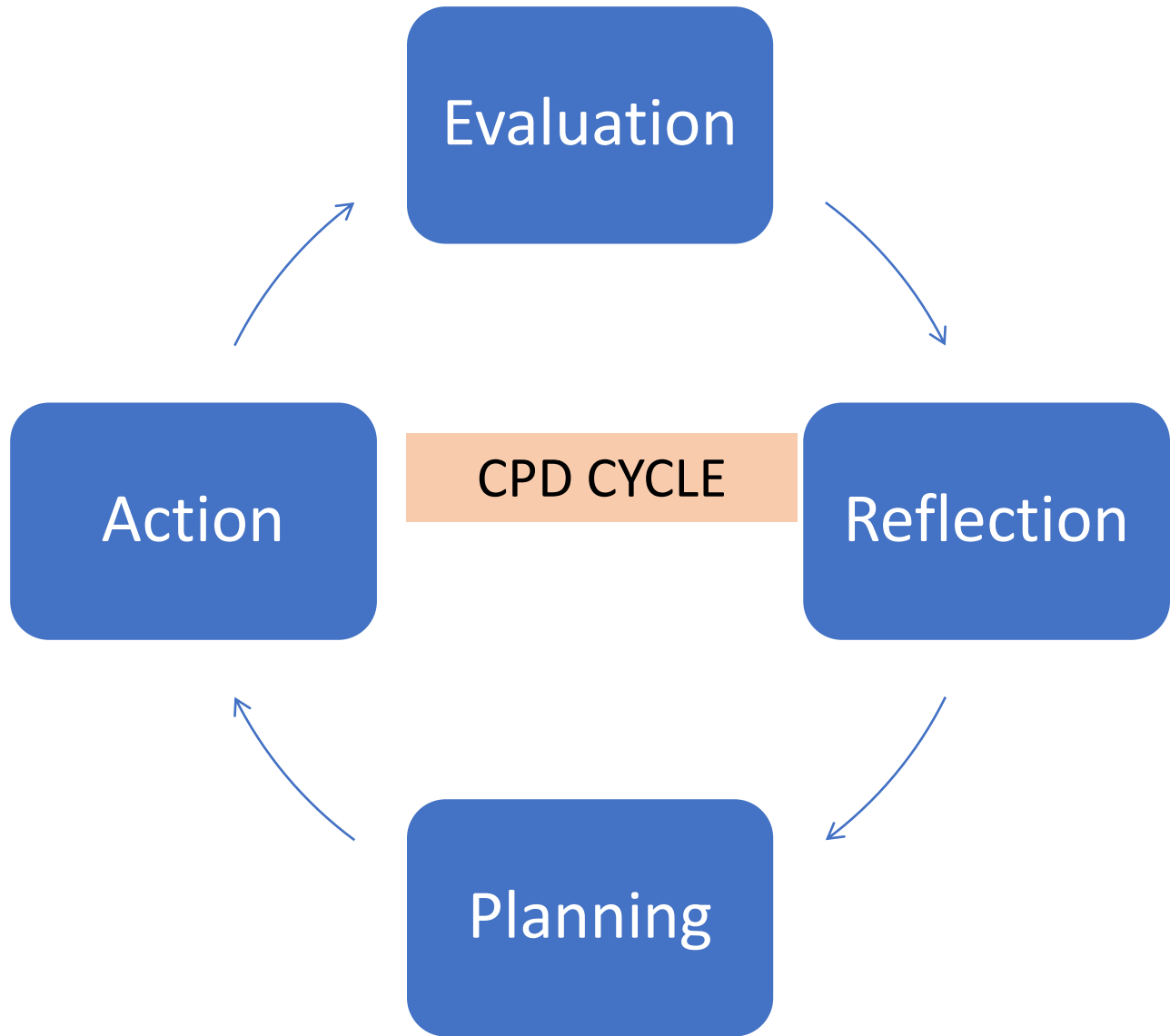
- Little systematic knowledge about provision of CPD in probation
- Recognised gap between initial training and subsequent learning provision
- Ad hoc provision
- Content and outcomes?



Continuous Professional Development (CPD)

- Maintain up-to-date knowledge and skills as a foundation for professional practice
- Requirement of professional registration
- Supporting the delivery of quality services.
- Culture of accountability.

Continuing professional development is the means by which health and social care professionals maintain and improve their knowledge, skills and competence and develop the professional and personal qualities required throughout their professional life. CPD is an important component in the continued provision of safe and effective services for the benefit of service users (CORU, 2013).



EVALUATION: PERSONAL DEVELOPMENT PLANNING
REFLECTION: TRAINING NEEDS ANALYSIS
PLANNING: PARTICIPATION IN LEARNING
ACTION: MONITORING AND EVALUATION

“we help to
develop well
trained
care staff”

keeping up the good work

– a practical guide to implementing continuing professional
development in the adult social care workforce

2010



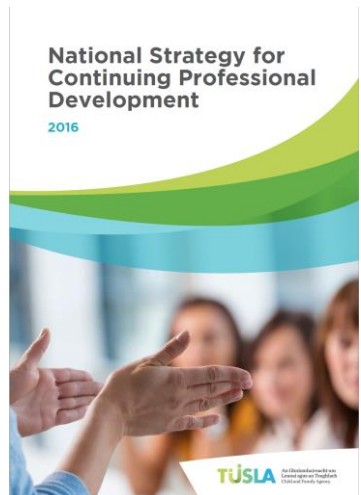
What's included in CPD?

1. Induction and statutory training;
2. Work-based learning (supervision and other opportunities at one's place of work, such as in-house courses, job-shadowing, secondment, mentoring, coaching);
3. Qualifications required for registration or to meet CQC (Care Quality Commission) requirements;
4. Post-registration training and learning (PRTL);
5. Post-qualifying training for social workers;
6. Formal learning leading to awards, certificates and diplomas recognised under the Qualifications and Curriculum Framework (QCF), or higher education qualifications;
7. Informal learning and learning through experience in life and work;
8. Reflection on what has been learned from planned and unplanned experiences in work

QUESTION 4. WHAT ARE YOUR INDIVIDUAL LEARNING & DEVELOPMENT NEEDS?

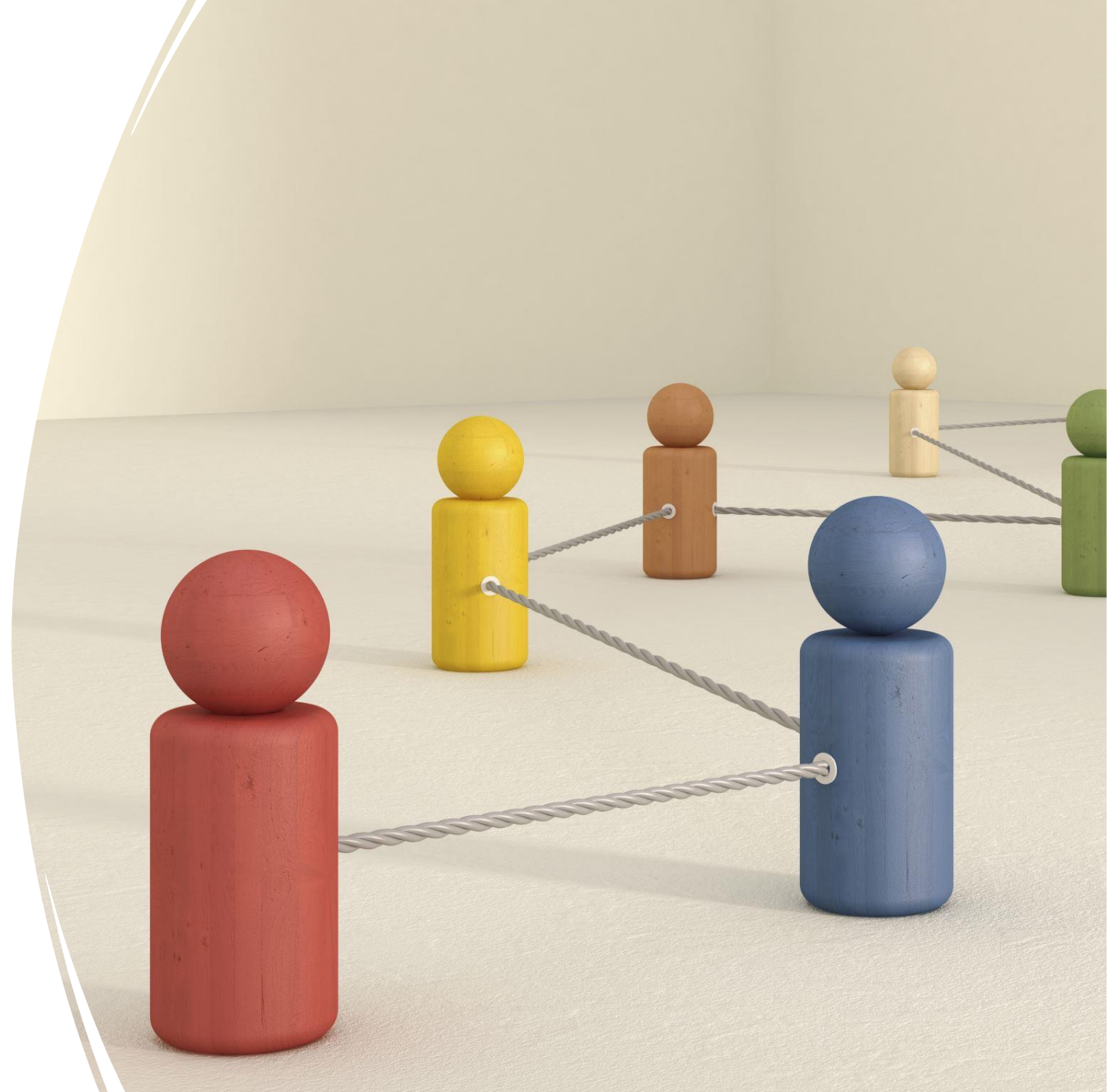
Based on your PDP review and in agreement with your Line Manager, please complete your L&D needs¹⁰ on the *Individual Learning & Development Assessment* record below:

L&D Need Please list below your top (1-3) L&D needs focusing on the learning outcomes you want to achieve e.g. <i>(I will be able to and/or I will understand.)</i>	Reason for inclusion in development plan Why is this a need for you?	Learning objectives Specifically, what knowledge, skills, attitude and values development do you hope to acquire?	Learning & development activities to be used What learning & development activities will address this need for you?	Timeframe Indicate when the activity will take place	What evidence will you keep? How will you evidence that you have addressed this L&D need?
1. Sample L&D Need: I want to be able to assess neglect effectively.	My caseload indicates that neglect is very common.	Consistent method for the assessment of neglect.	Conduct a literature review and attend training event.	Within six months	A copy of literature review; Certificate of attendance.
2.					
3.					
Signature (Employee):			Date:		
Signature (Line Manager):			Date:		
Date of PDP review:					



Challenges

- Changing landscape
- Matching individual learning goals to organizational priorities
- Static – initial training
- Resourcing – staff time and capacity
- Quality of provision



Questions for discussion

- What is current provision for probation training?
- What is CPD offering for probation staff in your jurisdiction?
- How are ongoing learning needs assessed?
- How can continuous professional development be facilitated and accredited?

