

## CCJ4C: CAREER COUNSELLING GUIDELINES FOR STAFF WORKING IN CRIMINAL CORRECTIONAL JUSTICE SYSTEMS

**WP3. Stakeholders Analysis in CCJ Careers, the supportive competencies, and educative needs.**

**Objectives: Run in each partner country a 4<sup>th</sup> “stakeholder check-point” with a number of practitioners to confirm that the profile is valid and relevant by using the DACUM technique.**

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<b>Date:</b>	<b>October 2021</b>
<b>Place:</b>	<b>Conducted virtually</b>
<b>Project partner:</b>	<b>York Associates International, UK</b>
<b>Number of participants:</b>	<b>11</b>

Due to constraints including limitations on meeting due to the COVID-19 pandemic, as well as staffing issues within our participants’ workplaces, it was not possible to gather all stakeholders together for one meeting on this occasion. This checkpoint was therefore carried out using a mix of virtual workshop discussion, one on one meetings, telephone interviews and email interviews. Some of the data shared in this report was gathered during previous stakeholder focus groups and is included due to its relevance to the specific subjects discussed in this report.

### **PARTICIPANT INFORMATION**

York Associates encountered reluctance among participants to permit their identifying details to be published in any report. The focus group facilitator and recorder have retained detailed identifying information about the participants, including their full names and job roles, but at the request of the participants, the descriptions provided in this report will not include any identifying information.

**Checkpoint Facilitator:** Tom Flaherty (TF)

**Checkpoint Recorder:** Linda Simi (LS)

**JP** – Prison officer in a maximum-security facility, with 12 months service

**RG** – Prison officer in a maximum-security facility, with 3.5 years’ service

**SG** – Partner of prison officer (RG), recently employed within Probation Service

**KW** – Youth Offending Officer in Restorative Justice team, with 6.5 years’ service

**HC** – Experienced teacher and teacher trainer for Career Development course programmes for adults

**PW** – Member of the UK Independent Prisons Monitoring Board

**RW** – Director of an organisation working on creative learning programmes inside prisons

**CR** – Lecturer of Criminology

**EB** – University Deputy Dean of School of Education and Social Sciences, formerly Principal Lecturer of Criminology

**DJ** – Head of Learning & Skills for HM Prison Service

**LS** – The checkpoint recorder, currently studying an undergraduate degree in Social Science, provided background materials from research for discussion at this checkpoint

## INTRODUCTION

TF began the workshop by re-introducing himself and LS, the focus group recorder. TF asked each workshop member to briefly re-introduce themselves and explain their role within the criminal justice and / or education system. All of the participants have been involved in previous checkpoints for this project so were already familiar with the main objectives of the project. However, TF reiterated to the participants that the project's aim is to develop, test and set in place a working methodology for starting or improving the career guidance process in the criminal correctional justice (CCJ) system, focusing on the competencies needed to manage own career. The partners' objective is to put on the European public agenda the need for a structured and guided approach to career management within prison system, starting with the involvement of the direct interested parties.

TF explained that the activities in this workshop are designed to capture the main duties and tasks of the Prison Officer role, in order to develop a detailed occupational profile. TF described the process for the task would be the DACUM (Developing A Curriculum) technique and described the DACUM process as a facilitated process to capture the major duties and related tasks included in an occupation as well as the necessary knowledge, skills, and traits.

TF then asked if there were any questions about the format of the focus group. Once TF had established the group were happy to continue, TF began the discussion and debate element of the focus group.

### OUTPUT ONE: Current Job Characteristics - Prison Officer

The first exercise of the workshop was to identify the current tasks of the role of Prison Officer. TF explained that the group should identify, classify, and prioritise the specific tasks knowledge and skills required. Working both alone and in smaller groups, the focus group was asked to make a list of the duties, skills, competencies, and knowledge required for a Prison Officer. The list from each individual / group discussion was compiled into the following table:

<b>Duty</b>	<b>Details of task</b>	<b>Competencies and behavioural skills required</b>	<b>Knowledge required</b>	<b>Current training</b>
Supervising and Managing Prisoners	Conducting role counts, accounting for all prisoners, supervising prisoner movements	Organised, attention to detail, diligence, Confidence, Assertiveness, respectful, authoritative	Familiarity with prison layout and population, understanding of process and procedure	Initial training focusses on managing prisons within the correctional environment

Performing security checks and search procedures	Locking and unlocking prisoners, performing searches of possessions and person	Assertiveness, fairness, confidence, honesty, empathy	understanding of security process and procedure, knowledge of protocol to correctly perform searches	Initial training covers subject of searching in a custodial environment
Giving prisoners advice, connecting prisoners with professional help, and developing relationships with those involved in their welfare	Establishing positive relationships with prisoners, acting as a positive role model	Confident, friendly but professional, listening skills, assertiveness, positive body language	able to identify needs and appropriate routes for support, knowledge of available services	Initial training on developing working relationships with vulnerable individuals
Patrolling buildings and controlling disorderly behaviour	Working within rules to maintain prison order, including responding to incidents where use of force is required	Confidence, authoritative, assertiveness, ability to quickly assess a situation. Decision making, working alone and in a team, sound judgment	Knowledge of rules and protocols, selective and appropriate use of forceful behavioural strategies	Key component of initial training is on security, prisoner management and appropriate use of force
Awareness of Prisoners' rights, ensuring bullying and self harm are appropriately dealt with	Actively promoting anti bullying, prisoner safety, violence, and drug reduction strategies	Emotional awareness, empathy, alert to signs of bullying or self harm, sense of fairness, resilience	Clear understanding of process and procedure, knowledge of prison policies and sanctions	Moral and ethical obligation to prisoners is covered in initial training

Report writing, including risk assessments and incident reports	Completing reports and risk assessments recording incidents objectively and honestly	Literacy skills honesty, and objectiveness, careful (non-emotive) word choices, factual reporting.	Formatting documents in accordance with prison policy, report writing skills	Reading, writing and numerical tests at interview stage
Working with prisoners to help them prepare for release	Take an active part in rehabilitation programmes, including workshops	Friendly, enthusiastic, positivity, realism, managing expectations aware of prisoner needs, able to identify possible issues, professional at all times	Knowledge of prison release protocols, awareness of where to direct prisoners for access to social services benefits, housing, employment support	Role plays at interview, practicing interacting with offenders

This enabled the development of the more detailed occupational profile:

<b>Occupational Profile: Prison Officer</b>	
Main purpose of the role	Maintain a safe and secure environment where everyone is treated with dignity and respect. Create, maintain, and promote a healthy environment for both staff and prisoners.
Duties and tasks	<p>Maintain effective supervision and control of prisoners</p> <p>Maintain professional and appropriate relationships with prisoners</p> <p>Comply with required security procedures</p> <p>Contribute to an effective and high performing prison</p> <p>Deal with prisoner complaints and requests in an honest and appropriate way</p> <p>Complete objective, factual and concise reports</p> <p>Adhere to the Prison Rules framework at all times, reporting any breaches to superiors without delay</p> <p>Respond to incidents and disorder involving prisoners in an appropriate manner, using appropriate force as required</p>

Essential characteristics and requirements	Effective decision-making Good communication Calm and balance personality Teamwork and collaboration skills Resilience and mental stamina Patience Self-control Empathy and active listening skills
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## OUTPUT TWO

TF explained exercise two of the workshop, to identify future challenges in the Prison Officer role, possible new or changing duties and the adaptations required to meet these new challenges. Through both small group and individual discussion, the workshop was able to compile the following table of challenges and future duties:

<b>Challenge 1</b>	Managing prisoners with diverse needs – culture, language, religion, SEN
<b>Challenge 2</b>	New technology
<b>Challenge 3</b>	Mental health needs
<b>Challenge 4</b>	Doing more with less – funding issues
<b>Challenge 5</b>	Prohibited items in prisons – drugs and weapons. Staying ahead

Within the second exercise, TF also facilitated the group to compile a list of the skills Prison Officers would require in the future to enable them to meet the future challenges of the role:

Challenge	Future skills, competences, and behaviours	Future training required
Managing prisoners with diverse needs – culture, language, religion, SEN	Intercultural awareness, language skills, awareness of other religions, understanding of SEN and Neurodiversity	Intercultural training Emotional intelligence training Neurodiversity / SEN training Unconscious bias training
New technology	Ability to adapt to changing technology and learn new ways of working	Ongoing training in IT and literacy / numeracy skills, dedicated training for new technologies and systems

Mental health needs	Understanding of mental health considerations for prisoners, ability to be empathetic and understanding of mental health issues	Mental health first aid training, detailed understanding of processes for raising concerns about individual prisoners
Doing more with less – funding issues	Working smarter – considering possible new, more effective ways to carry out tasks	NA – group discussed need for officers to have a better understanding of funding constraints
Prohibited items in prisons – drugs and weapons. Staying ahead	Awareness of new and different methods of smuggling, and new types of prohibited items	Regular communications and updates regarding weapons, drugs, and new smuggling methods