RESiZE

Reshaping Correctional Competencies through RESCALED Innovation

European Vocational Core Profiles for the Correctional Workforce

Deliverable 2.3: Report

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Table of Contents

1. Introduction	**3**
1.1 Purpose of the deliverable	3
1.2 Positioning within Work Package 2	4
1.3 From competence framework to vocational profiles	4
1.4 Overview of the European vocational core profiles	5
1.5 Structure of the deliverable	6
2. Methodology	**7**
2.1 Evidence	7
2.2 Role identification and validation	7
2.2.1 Refinement of the vocational core profiles	7
2.2.2 Final review of the vocational core profiles	8
2.3 Competence mapping process	8
2.4 Development of the vocational core profiles	9
2.5 Methodological considerations	9
3. European vocational core profiles	**11**
No.1. Custodial officer / security practitioner	12
No.2. Case worker	15
No.3. Facility leader / director	19
No.4. Residential support and key worker	23
No.5. Psychosocial support worker	27
No.6. Healthcare practitioner	31
No.7. Education and employment worker	35
No.8. Peer or volunteer support worker	39
No.9. Specialist support worker	43

No.10. Administrative and operational support worker 47

No.11. Staff learning and development practitioner 51

4. Cross-profile analysis 55

4.1 Shared foundations across the profiles 55

4.2 Ecosystem interdependence and complementarity 55

4.3 Emerging trends across the correctional workforce 56

4.4 Implications for qualification and workforce development 56

5. The vocational core profiles in practice 57

5.1 Etablissement du Simplon (Switzerland) 58

5.2 Transition house Leuven (Belgium) 60

5.3 House of Recovery Twente (the Netherlands) 62

5.4 Detention House Kortrijk (Belgium) 64

6. Conclusions 66

6.1 Key contributions of the European Vocational Core Profiles 66

6.2 Future development and next steps 66

Glossary 67

1. INTRODUCTION

1.1 Purpose of the deliverable

Across Europe, people working in correctional settings are taking on increasingly diverse roles. Alongside traditional custodial staff, this includes social workers, educators, psychologists, healthcare professionals and people working for community-based organisations. Their work is changing. Correctional systems place greater emphasis on supporting people to rebuild their lives, return to society and receive the support they need to do so. At the same time, it is not only the scope of their work that is changing, but also the settings in which they work. Their work increasingly takes place across a wider range of settings, from prisons and open prisons to small-scale detention facilities, detention houses and other specialised settings.

This means that correctional professionals need a broader range of competences than before.

The RESiZE project responds to these developments. Deliverable **D2.3 – European Vocational Core Profiles for the Correctional Workforce** – is the final output of Task 2.3 within Work Package 2. Its purpose is to translate the competences required by correctional professionals, as identified earlier in the project, into a structured set of vocational core profiles that reflect the key professional functions across today's correctional settings.

The profiles provide a common European understanding of what correctional professionals do, what responsibilities they have, and what competences they need. They also take into account how these roles may change as correctional systems continue to develop. Rather than defining national occupations or job descriptions, the profiles focus on broad vocational-functional areas that can be recognised across different correctional systems (legal framework, staffing model, professional classification), types of institutions (kind of facility and how the facility is positioned in the correctional ecosystem) and professional contexts (circumstances in which the professional functions).

The profiles can support qualification and curriculum development, training provision and workforce planning. They can help identify shared and profile-specific learning needs, review training pathways and show where particular competences or professional expertise may need to be strengthened. They may also support reflection on how roles and responsibilities are organised within correctional organisations and how national training requirements compare with the European competence framework.

They also provide a bridge between the European Framework of Competences for the Correctional Workforce developed in D2.2 and the qualification-related work that follows in later stages of RESiZE.

"For more on how detention houses are positioned within the wider correctional ecosystem, check the European Blueprint of the Correctional Ecosystem."



Interactive map

1.2 Positioning within Work Package 2

The European Vocational Core Profiles build on earlier activities that explored how correctional work is organised, what professionals do and what competences they need, while also supporting the development of future-oriented professional standards.

The process began with the mapping of correctional ecosystems across partner countries under Deliverable D2.1 - European Blueprint of the Correctional Ecosystem. This work identified the institutional structures, professional actors, relationships and contextual factors that shape correctional practice across Europe. It showed that the correctional ecosystem is made up of many different actors and services, and that correctional work increasingly depends on cooperation between justice, health, education, social services, employment services, civil society organisations and community-based support structures.

Building on these findings, national DACUM workshops were organised across partner countries to identify the duties, tasks and competence requirements linked to different professional roles within correctional systems. The DACUM process provided direct input from practice and helped identify professional functions that appear across countries, even when job titles and organisational structures differ.

This resulted in Deliverable D2.2 – European Framework of Competences for the Correctional Workforce. D2.2 identified and organised the competences needed across the correctional workforce into ten competence areas, which were also validated through an international expert consultation process.

D2.3 builds directly on this work. It translates these competences into professional profiles that show how competences come together and are used in different roles across the correctional ecosystem, turning the competence framework into a practical set of professional profiles and creating a link to future work on qualifications, learning and training.

1.3 From competence framework to vocational profiles

Moving from a competence framework to vocational profiles reflects an important methodological principle in RESiZE: competences become meaningful when they are linked to professional practice and the settings in which that practice takes place.

For this reason, the vocational profiles presented in this deliverable are not merely collections of competences. The profiles describe different professional functions rather than national occupations or job descriptions. Their purpose is to provide a common European reference while allowing for differences in national job titles, organisational structures and ways of organising work. Each profile combines competence requirements, operational responsibilities, interactions within the ecosystem and how the role may develop in the future. The profiles provide a more practice-oriented perspective on the competence framework, showing how different competences come together and which are most important for different professional roles.

1.4 Overview of the European vocational core profiles

The DACUM overview provides the foundation for understanding the range of functions identified across correctional work.

No.	Original DACUM functional reference
1	Custodial / detention staff
2	Case manager
3	Facility leadership
4	Reintegration coach / social worker
5	Psychosocial / therapeutic staff
6	Healthcare staff
7	Educational / vocational trainers
8	Community liaison staff
9	Specialised staff for vulnerable groups
10	Professional development / training staff

Building on this work, the project resulted in eleven European Vocational Core Profiles. Together, these profiles cover key areas of correctional work, including safety and security, case coordination, leadership, residential and psychosocial support, healthcare, education, specialist support, participation and community connection, administrative and operational support, and staff learning and development.

The final profiles were further refined from the original DACUM functional references. Therefore, the DACUM functions and the final Core Profiles should not be read as direct one-to-one equivalents. Rather, the profiles bring together and translate the functions identified across partner countries into a European vocational framework.

No.	European vocational core profile
1	Custodial officer / security practitioner
2	Case worker
3	Facility leader / director
4	Residential support and key worker
5	Psychosocial support worker
6	Healthcare practitioner
7	Education and employment worker
8	Peer or volunteer support worker
9	Specialist support worker
10	Administrative and operational support worker
11	Staff learning and development practitioner

"For more information and the latest updates on the RESiZE project, visit the RESiZE website."



RESiZE website

1.5 Structure of the deliverable

The remainder of this deliverable is organised into four main chapters, followed by conclusions and a glossary. Chapter 2 presents the methodology used to identify, validate and develop the vocational core profiles, including the evidence base, role-identification process and competence-mapping approach.

Chapter 3 presents the eleven European Vocational Core Profiles. Each profile describes the main purpose of the role, its core areas of work, its position within the correctional ecosystem, typical responsibilities, competence clusters, how it applies in different correctional settings, how it may develop in the future and implications for learning and professional development.

Chapter 4 compares the profiles, highlighting shared competences, how the roles depend on and work with each other, emerging trends and implications for workforce development.

Chapter 5 shows how the profiles take shape in practice, using four small-scale facilities in Switzerland, Belgium and the Netherlands as examples.

Chapter 6 concludes with reflections on the contribution of the profiles to European cooperation, qualification development and the professionalisation of the correctional workforce. A glossary of key terms is included at the end of the document.

2. METHODOLOGY

2.1 Evidence

The development of the European Vocational Core Profiles was based on evidence collected through Work Package 2 of the RESiZE project. The profiles were developed through a structured process combining ecosystem analysis, practice-based analysis of professional tasks and responsibilities, and competence framework development.

Four main sources informed the development of the profiles:

Deliverable D2.1 – Ecosystem Mapping, which provided an overview of correctional systems, institutional structures and ecosystem actors across partner countries;

National DACUM workshop reports, which provided practice-based evidence on professional duties, tasks, responsibilities and competence requirements across a wide range of correctional professions;

Deliverable D2.2 – European Framework of Competences for the Correctional Workforce, which established a validated competence architecture organised into ten competence areas;

International consultation and workshop activities conducted within the RESiZE project, which supported cross-country reflection on emerging correctional practices, cooperation within the correctional ecosystem and future workforce requirements.

Together, these sources helped ensure that the profiles reflect how people work in correctional settings today and how their work is changing.

2.2 Role identification and validation

The first stage of profile development focused on identifying the professional functions that should be represented through European Vocational Core Profiles.

The process began with a review of DACUM workshop outputs across partner countries. Particular attention was paid to professional functions that appeared across several countries, and to the duties and tasks linked to these functions. Although participating countries often used different national job titles and organisational arrangements, many similarities in the work itself could be identified across systems.

The initial role-identification process was organised around the shared **"10 universal roles"** framework. As the project progressed, the profiles were refined through validation and competence mapping to better reflect the evidence and different national contexts.

The resulting set of profiles was cross-checked against the ecosystem mapping findings of D2.1 to make sure that selected functions exist within the wider correctional ecosystem, rather than only the roles represented in the workshops. Particular attention was paid to their relevance across different systems and settings, including custodial, community-based and transitional contexts.

The profiles were also reviewed against the competence framework in D2.2 to ensure that each profile was linked to relevant competence areas and that, together, they covered the full framework.

2.2.1 Refinement of the vocational core profiles

An initial set of vocational core profiles was developed following the desk research and ecosystem-mapping activities and used as a basis for the DACUM workshops. As the project progressed, findings from the workshops, expert consultation and competence mapping showed that some profiles required further refinement.

Some profile titles and descriptions were understood differently across countries, and the initial set did not fully reflect the range of functions found across correctional systems. For this reason, the vocational core profiles presented in this deliverable differ slightly from those

originally used during the DACUM workshops. Several profile titles were adjusted to improve clarity and transferability, while two profiles were revised to better reflect the realities of professional practice across different countries.

The initial DACUM-derived role descriptions and the shared "10 universal roles" framework were used as a starting point for comparison. They were refined through cross-country comparison, competence mapping and validation.

2.2.2 Final review of the vocational core profiles

The refined set of profiles was reviewed with all partners during the third RESiZE project meeting in Rijeka (September 2026). This review showed that one professional function was not yet covered by a separate profile: the learning and development of staff. This function had already been identified in the DACUM workshops as 'Professional development / training staff', but had not yet been developed into a profile of its own. Following the meeting, an eleventh profile was therefore added: No.11 Staff learning and development practitioner.

At the same time, two profile titles were changed to better describe the role. 'Education and skills development worker' became 'Education and employment worker', and 'Administrative and operational support staff' became 'Administrative and operational support worker'.

The eleven European Vocational Core Profiles presented in this deliverable are therefore the final, harmonised outcome of this process.

2.3 Competence mapping process

Following role identification, the eleven profiles were mapped against the ten competence areas established in D2.2 to determine which areas were most relevant to each professional function.

Each competence area was therefore assessed against each profile using a structured classification model comprising three levels:

Primary competence areas: fundamental to the core function of the profile;

Supporting competence areas: important for effective practice but not defining the profile;

Cross-cutting competence areas: relevant across the correctional workforce, regardless of specialisation.

The classification was based on the extent to which each competence area was essential to the professional role, regularly required in practice or applicable across the wider correctional workforce. This approach enabled differentiation between profiles while keeping them connected to the same European competence framework.

The profiles should be understood as European reference profiles, not national job descriptions or occupational standards. They provide a shared understanding of professional functions while allowing for differences between correctional systems and organisations.

2.4 Development of the vocational core profiles

The final stage involved translating the validated roles and competence mappings into comprehensive vocational core profiles. The profiles are grounded in practice: they were shaped through dialogue with professionals working in the field across Europe, so they reflect the realities of everyday work rather than theoretical job descriptions.

Each profile was developed using a common template to ensure consistency while allowing sufficient flexibility to reflect differences between professional functions. Each profile contains:

Profile title

Functional purpose, describing the main purpose of the role and its contribution to the correctional ecosystem;

Core operational domains, identifying the main areas of professional activity;

Ecosystem positioning and interactions describing how the role works with others within and beyond the correctional setting;

Typical responsibilities and tasks, showing what the role typically involves in practice;

Core competence clusters, linking the profile to the competence framework established in D2.2;

Application across different correctional contexts, showing how the role may differ across systems and settings;

Future-oriented practice dimensions, describing how the role may develop in the future;

Learning and professional development, outlining implications for workforce development and continuous professional learning.

Using a common structure makes the profiles easier to compare while allowing for differences between professional functions, correctional systems and organisational arrangements.

2.5 Methodological considerations

The profiles should be understood as European reference profiles, not national job descriptions or occupational standards. They provide a shared understanding of professional functions while allowing for differences between correctional systems and organisations.

Correctional systems across Europe differ considerably in institutional structures, staffing models, legal frameworks and professional classifications. Individual national occupations may therefore combine responsibilities that are distributed across several profiles within this framework, while in other systems these functions may be more specialised.

The profiles are not intended to replace national professional classifications. Instead, they provide a common European reference point for comparison, cooperation and future qualification development. This allows the framework to identify shared competence and workforce needs while respecting differences between national systems.

The profiles may also overlap in practice, especially in smaller or multidisciplinary settings. Their main differences lie in their purpose, core areas of work and position within the correctional ecosystem. For example, a social worker may mainly carry out case-work functions in one system, residential or key-worker functions in another, or a combination of both. Similarly, specialist support related to addiction, disability or trauma may be provided by internal staff in one institution and by external specialist services in another.

The profiles apply across both adult and juvenile correctional contexts. In juvenile settings, their implementation should reflect the developmental, educational, safeguarding and family-related needs of children and young people, as well as the legal and professional requirements of juvenile justice systems. This may involve a stronger emphasis on education, family engagement, safeguarding, behavioural support and multidisciplinary cooperation. These dimensions do not form a separate European profile, but shape how the relevant functions and competences are applied within juvenile correctional practice.

3. EUROPEAN VOCATIONAL CORE PROFILES

No.	European vocational core profile
1	Custodial officer / security practitioner
2	Case worker
3	Facility leader / director
4	Residential support and key worker
5	Psychosocial support worker
6	Healthcare practitioner
7	Education and employment worker
8	Peer or volunteer support worker
9	Specialist support worker
10	Administrative and operational support worker
11	Staff learning and development practitioner

No.1. Custodial officer / security practitioner

The custodial officer / security practitioner is responsible for maintaining safety, security and order within the detention setting. This involves supervision and security procedures, but also professional relationships, communication and day-to-day contact with people in detention.

This profile represents the professional function responsible for:

- ensuring physical, procedural and relational security;
- maintaining order and stability;
- identifying and responding to safety, security and behavioural risks;
- applying rules, boundaries and safety procedures in a lawful, proportionate and professional manner;
- upholding legal, ethical and human rights standards in daily practice;
- contributing to rehabilitation and reintegration through constructive relationships;
- supporting multidisciplinary cooperation and continuity of care, support and supervision.

Across detention facilities, the custodial officer / security practitioner is often the main point of daily contact for people in detention. This gives them an important role in observing behaviour, identifying risks early, preventing conflict and communicating with residents.

The role of custodial staff is changing as there is growing recognition that safety depends not only on physical and procedural measures, but also on professional judgement, communication, consistency and constructive relationships. This is particularly important in small-scale detention facilities where security is often achieved primarily through presence, trust and relational continuity. Nevertheless, the formal responsibility for safety, security procedures and operational order remains a defining feature of this professional role across all correctional settings.

The role also contributes to rehabilitation and reintegration while specialised support is provided by other professionals.

This profile describes a broad professional function that combines security, professional responsibility, relational work and support for rehabilitation and reintegration across different correctional settings, including large prison institutions and small-scale detention facilities.

Ecosystem positioning and interactions

The custodial officer / security practitioner works closely with professionals and services across the correctional ecosystem.

Works closely with: case workers, residential and key workers, psychosocial support workers, healthcare professionals, education and employment workers, facility leaders, specialist support workers, peer and volunteer support workers, probation services and other internal and external partners.

Through daily observations, communication and information-sharing, custodial staff share relevant information with other professionals to support coordinated decisions, risk management and access to appropriate support.

Their role connects day-to-day safety and supervision with wider processes of rehabilitation and reintegration. How this cooperation is organised may differ between countries and detention settings.

Across all settings, maintaining safety, security and order remains the core responsibility of the role.

Core operational domains

Operational domain	Short description
Safety, security and custodial supervision	Maintaining safety, security and order through supervision, security procedures and professional custodial practice
Relational security and professional communication	Supporting safety and stability through professional presence, communication, trust-building and constructive relationships
Behavioural observation and risk awareness	Observing behaviour and changes in wellbeing, identifying warning signs and recognising potential safety or security concerns
Conflict prevention, de-escalation and incident response	Preventing, de-escalating and responding to conflict, incidents and crises
Rehabilitation-oriented custodial practice	Supporting rehabilitation and reintegration through constructive daily interactions, routines and access to relevant activities and services
Documentation and operational accountability	Recording and reporting relevant information and ensuring procedural compliance
Interdisciplinary cooperation and information-sharing	Sharing relevant information and working with professionals and services to support coordinated practice

Typical responsibilities and tasks

Responsibility area	Typical tasks
Maintaining safety, security and order	Supervision, security checks, monitoring, incident response and applying procedures
Relational security and daily communication	Daily communication, trust-building, professional engagement and constructive interaction
Behavioural observation and risk awareness	Monitoring warning signs, documenting observations and communicating relevant concerns
Conflict prevention and incident response	De-escalation, crisis intervention and coordinated response to incidents
Rehabilitation-oriented custodial practice	Supporting constructive routines, positive behaviour and access to relevant services and activities
Documentation and information management	Reporting, record-keeping, information-sharing and confidentiality
Interdisciplinary cooperation	Coordination and communication with case workers, psychosocial staff, healthcare practitioners, educators and other relevant professionals

Core competence clusters

This profile draws on competences related to dynamic security, risk awareness, communication, ethical practice and operational accountability.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 1 – Ethics, human rights and professional integrity**	Supports lawful and ethically grounded practice
	Area 2 – Relational / dynamic security	Central foundation of the profile
	Area 3 – Risk assessment and case management	Supports behavioural observation and risk awareness
	Area 4 – Professional communication and documentation	Supports coordinated professional interaction
Supporting	**Area 5 – Rehabilitation and reintegration support**	Supports safe, constructive and reintegration-oriented environments
	Area 7 – Collaboration and multi-agency work	Supports interdisciplinary cooperation
	Area 8 – Digital, information and systems competence	Supports operational documentation and information handling
	Area 9 – Organisational, legal and policy context	Supports understanding of the organisational and legal context
Cross-cutting	**Area 6 – Professional learning, quality and improvement in practice**	Supports reflective practice and adaptability
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports emotional resilience and sustainable professional practice

Application across different correctional contexts

The balance between procedural security, dynamic security and relational work may differ across correctional settings. This depends on the correctional philosophy, legal framework, staffing model, type of setting and the needs of the people in detention.

In some systems or settings, the role may place greater emphasis on security, control and procedural compliance. In others, the role may involve a stronger focus on relationships, trust, continuity of support and participation in multidisciplinary processes. There may also be differences in how much autonomy staff have in making day-to-day decisions, how digital systems are used, how involved they are in individual support processes, and how they work within internal and external services.

Future-oriented practice dimensions

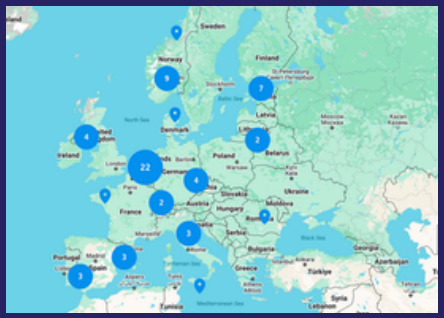
The role is evolving as correctional systems respond to more complex needs and place greater emphasis on rehabilitation, reintegration and coordinated support. This highlights the increasing relevance of dynamic security, relational practice, interdisciplinary cooperation and continuity-oriented approaches that extend beyond traditional correctional supervision models.

Learning and professional development

The changing role requires continuous learning and adaptation. Initial training needs to be complemented by ongoing professional development as responsibilities become more complex.

Key areas for further development include **dynamic security, communication, conflict management, behavioural observation, professional judgement, legal and ethical practice and interdisciplinary cooperation.**

Depending on national systems and institutional contexts, learning may include formal training, workplace-based learning, mentoring, interdisciplinary exchange and continuous professional development activities.



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

No.2. Case worker

The case worker is primarily responsible for coordinating assessment, individual planning, service coordination and continuity of support throughout a person's detention and reintegration pathway.

Depending on the national system, this function may be performed under different job titles, such as case manager, social worker or reintegration coordinator.

This profile represents the professional function responsible for:

- conducting individual needs, strengths and risk assessments;
- developing, coordinating and reviewing care, support and sentence plans;
- ensuring continuity across different support, intervention and service processes;
- coordinating multidisciplinary communication and information-sharing;
- monitoring progress, emerging needs and factors relevant to wellbeing, rehabilitation and reintegration;
- facilitating referrals and access to relevant services, programmes and support;
- upholding ethical, legal and human rights-based principles in case-related practice.

The case worker acts as the organisational anchor of a person's pathway through detention and reintegration, making sure that plans are in place, services are coordinated, and progress is monitored and documented.

In some detention settings, particularly smaller-scale facilities, the case worker function may be combined with the residential support and key worker role (Profile 4). However, their main functions remain different: where the key worker primarily holds the relationship, the case worker primarily holds the plan.

The role is becoming increasingly important as correctional systems place greater emphasis on person-centred support, rehabilitation and reintegration. This requires continuity, individual planning, information-sharing and cooperation between professionals.

This profile does not define a specific national job title or organisational position. It describes a broad professional function centred on assessment, planning, coordination, documentation and continuity of support.

Ecosystem positioning and interactions

The case worker has a coordinating position within the correctional ecosystem, bringing together the different professionals and services involved throughout a person's detention.

Works closely with: custodial officers and security practitioners, residential support and key workers, psychosocial support workers, healthcare practitioners, education and employment workers, specialist support workers, peer and volunteer support workers, probation services and other relevant internal and external partners.

Through case planning, referrals, documentation and information-sharing, the case worker helps ensure that different forms of support are coordinated and connected. The case worker does not replace specialist services such as therapeutic, healthcare, educational or support services, but helps ensure that interventions are coordinated, documented and aligned with individual needs and goals.

Depending on the national context, legal framework and detention facility, the degree of coordination responsibility, autonomy and involvement in planning processes may differ in intensity across different correctional settings and organisational arrangements.

where the key worker primarily holds the relationship, the case worker primarily holds the plan.

Core operational domains

Operational domain	Short description
Case coordination and continuity management	Coordinating individualised support and services and interventions across correctional and community-linked contexts
Reintegration planning and pathway support	Supporting structured reintegration-oriented planning related to social inclusion, education, employment, housing and community participation
Individualised assessment and support coordination	Identifying needs, strengths, vulnerabilities and support priorities relevant to the individual pathway and reintegration
Interdisciplinary and multi-agency cooperation	Collaborating with professionals and services across the correctional ecosystem to ensure coordination and continuity
Communication, engagement and motivational support	Supporting constructive communication, engagement and participation in individualised support processes
Referral and transition processes	Facilitating access to internal and external services, programmes and ongoing support
Documentation and information continuity	Maintaining case-related documentation and supporting information-sharing in line with ethical, legal and procedural standards
Ethical, rights-based and person-centred practice	Supporting individualised, non-discriminatory and human rights-based approaches within casework and reintegration

Typical responsibilities and tasks

Responsibility area	Typical tasks
Coordinating individualised case processes	Supporting structured case planning, coordinating services and interventions and monitoring continuity of support
Reintegration planning and pathway support	Supporting preparation for transition, social inclusion and community reintegration
individualised assessment and support coordination	Identifying needs, strengths, vulnerabilities and support priorities relevant to the individual pathway
Interdisciplinary and multi-agency cooperation	Coordinating communication and collaboration with professionals and services across the correctional ecosystem
Referral and continuity processes	Facilitating access to educational, psychosocial, healthcare, vocational and community-based services and programmes
Communication and motivational engagement	Supporting constructive communication, engagement and participation in individualised support processes
Documentation and information continuity	Maintaining case-related documentation, reporting relevant developments and supporting coordinated information-sharing
Ethical and rights-based case practice	Supporting person-centred, legally compliant and non-discriminatory approaches within casework and reintegration

Core competence clusters

The case worker profile draws particularly on competences related to assessment and case management, communication, rehabilitation and reintegration, and multidisciplinary cooperation.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 3 – Risk assessment and case management**	Central foundation of the profile, supporting individualised planning, coordination and continuity of support
	Area 4 – Professional communication and documentation	Supports communication, documentation, information continuity and multidisciplinary coordination
	Area 5 – Rehabilitation and reintegration support	Supports reintegration-oriented planning, pathway coordination and continuity of support
	Area 7 – Collaboration and multi-agency work	Supports interdisciplinary cooperation and work across services
Supporting	**Area 1 – Ethics, human rights and professional integrity**	Supports rights-based, person-centred and ethically grounded case practice
	Area 2 – Relational / dynamic security	Supports professional engagement, behavioural understanding and constructive interaction
	Area 8 – Digital, information and systems competence	Supports documentation, information-sharing and use of case-management systems
	Area 9 – Organisational, legal and policy context	Supports understanding of institutional frameworks, legal obligations and correctional policy
Cross-cutting	**Area 6 – Professional learning, quality and improvement in practice**	Supports reflective practice, adaptability and continuous professional development
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports resilience, wellbeing and sustainable professional practice in complex working environments

Application across different correctional contexts

The case worker role may look different across countries and correctional settings. This depends on the legal framework, type of setting, staffing model, multidisciplinary arrangements and the way the facility is connected to the wider correctional ecosystem.

In some settings, case coordination is carried out by dedicated case workers. In others, these responsibilities are shared across a multidisciplinary team or combined with residential support, psychosocial or other functions.

The role may be carried out in large prison institutions, small-scale detention facilities, facilities for youth or young adults, and specialised detention settings. These different contexts can influence how involved the case worker is in assessment, individual planning, service coordination, reintegration planning and continuity of support.

The role may also differ depending on the level of professional autonomy, decision-making responsibilities, documentation requirements and coordination mandates. The position of the facility within the wider correctional ecosystem also matters. A facility that is closely connected to community services, municipalities, healthcare, education and other external partners may create different opportunities for coordination and continuity of support than a more isolated institution.

Despite these contextual differences, assessment, planning, coordination, documentation and continuity support remain at the core of the profile.

Future-oriented practice dimensions

Casework is evolving as the needs of people in detention become more complex and correctional systems place greater emphasis on coordinated, person-centred support. This increases the importance of structured assessment, individualised planning, information continuity, service coordination and evidence-informed decision-making.

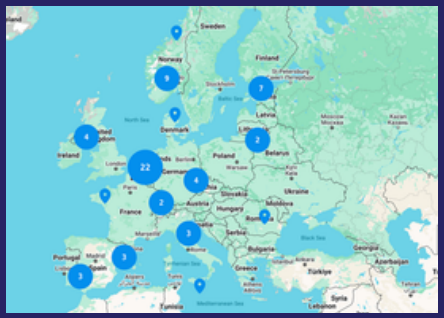
The case worker therefore plays an increasingly important role in ensuring that different interventions, services and professional contributions form a coherent whole. The ability to coordinate complex support trajectories, facilitate continuity and contribute to integrated decision-making is becoming increasingly important.

Learning and professional development

The changing nature of casework requires continuous learning and the ability to adapt to more complex needs and working environments.

Key areas for professional development include **assessment, individual planning, multidisciplinary coordination, documentation and responding to changing needs and circumstances.**

Depending on national systems and institutional contexts, learning may include formal education, workplace-based learning, mentoring, interdisciplinary exchange and continuous professional development.



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

No.3. Facility leader / director

The facility leader / director is responsible for the overall leadership and coordination of the detention facility. The role ensures that safety, legal requirements, professional practice and the facility's approach to detention are aligned in the way the facility is organised and managed.

This profile represents the professional function responsible for:

- coordinating operational and multidisciplinary correctional processes,
- supporting safe, ethical and legally compliant correctional environments,
- facilitating organisational communication and coordinated decision-making,
- guiding and supporting staff and promoting professional accountability and quality;
- supporting continuity, stability and cooperation within the wider local and correctional ecosystem;
- promoting rehabilitative, relational and human rights-based correctional approaches;
- supporting organisational development, staff sustainability and adaptation to change.

The role works with staff, other professionals, organisational leadership and external partners to ensure that the facility functions effectively.

The role is changing as correctional systems place greater emphasis on leadership that is adaptive, collaborative and ecosystem-oriented. Facility leaders are increasingly working across both the correctional system and the wider local community. This requires leadership that can adapt to changing needs while maintaining a clear organisational direction, exercise ethical judgement, strengthen organisational resilience and support integrated practice across different operational contexts.

This profile does not define a specific national management title. It describes a broad leadership function that combines organisational responsibility, staff leadership, multidisciplinary coordination and strategic development.

Ecosystem positioning and interactions

The facility leader / director has the central organisational leadership role within the detention facility. The role connects the facility's mission and values with its day-to-day practice and helps shape how the facility works with the wider correctional ecosystem.

Works closely with: custodial officers / security practitioners, case workers, psychosocial support workers, healthcare practitioners, education and employment workers, specialist support workers, administrative and operational support worker, probation services and other relevant internal and external partners.

Through leadership, communication and coordination, the facility leader helps ensure that different professional contributions are aligned and that cooperation with external partners supports continuity of care, rehabilitation and reintegration.

The facility leader / director ensures that safety, legal requirements, professional practice and the facility's approach to detention are aligned in the way the facility is organised and managed.

Core operational domains

Operational domain	Short description
Operational coordination and organisational oversight	Supporting safe, stable and legally compliant correctional operations and services
Leadership and staff coordination	Guiding, supporting and coordinating multidisciplinary staff and operational teams
Multidisciplinary and ecosystem cooperation	Facilitating communication and cooperation across internal and external professionals and partners
Quality assurance and professional accountability	Supporting ethical, rights-based and quality-oriented correctional practice
Strategic and organisational communication	Supporting coordinated decision-making, information-sharing and organisational communication
Workforce support and professional development	Promoting staff guidance, reflective practice, resilience and professional learning
Reintegration-oriented organisational practice	Supporting organisational approaches that contribute to rehabilitation, reintegration and continuity of support
Organisational adaptation and future-oriented development	Supporting innovation, organisational resilience and adaptation to evolving correctional environments

Typical responsibilities and tasks

Responsibility area	Typical tasks
Operational coordination and oversight	Supporting organisational continuity, operational stability and coordinated service delivery
Leadership and staff coordination	Coordinating multidisciplinary teams, supporting communication and facilitating professional collaboration
Organisational communication and decision-making	Supporting information-sharing, reporting and coordinated operational communication
Quality assurance and professional accountability	Promoting ethical, lawful and quality-oriented correctional practice
Workforce support and professional development	Supporting staff guidance, reflective practice, wellbeing and continuous professional learning
Reintegration-oriented organisational coordination	Supporting organisational approaches that contribute to continuity, rehabilitation and reintegration
Multidisciplinary and ecosystem cooperation	Facilitating cooperation with internal and external professionals, services and partners
Organisational adaptation and future-oriented practice	Supporting innovation, organisational resilience and adaptation to evolving correctional environments

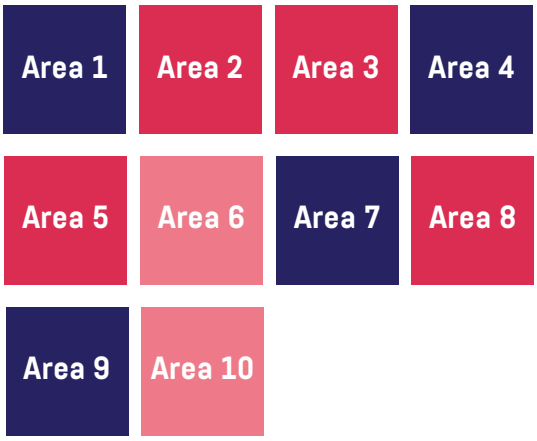
Core competence clusters

This profile draws on competences related to organisational leadership, ethical governance, communication, multidisciplinary cooperation and quality-oriented practice.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 1 – Ethics, human rights and professional integrity**	Supports ethical, legally compliant and professionally accountable leadership practice
	Area 4 – Professional communication and documentation	Supports organisational communication, reporting and coordinated information management
	Area 7 – Collaboration and multi-agency work	Supports multidisciplinary cooperation and coordination with internal and external partners
	Area 9 – Organisational, legal and policy context	Central foundation of the profile, supporting organisational oversight and institutional coordination
Supporting	**Area 2 – Relational / dynamic security**	Supports organisational approaches grounded in relational and dynamic security principles
	Area 3 – Risk assessment and case management	Supports operational awareness and coordinated organisational responses
	Area 5 – Rehabilitation and reintegration support	Supports organisational practice that contributes to continuity and reintegration
	Area 8 – Digital, information and systems competence	Supports organisational systems, digital coordination and information-sharing
Cross-cutting	**Area 6 – Professional learning, quality and improvement in practice**	Supports organisational learning, quality assurance and reflective professional cultures
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports workforce sustainability, resilience and staff wellbeing within demanding correctional environments

Application across different correctional contexts

The facility leader/director role may look different across countries and correctional settings. This depends on the legal framework, governance models, size and type of facility, target group and the way the facility is positioned within the wider correctional ecosystem.

In some systems, leadership responsibilities may be concentrated in a single director role. In others, responsibilities are shared across management teams or different organisational levels.

The role may be carried out in large prison institutions, small-scale detention facilities, facilities for youth or young adults and specialised detention settings. This can affect the leader's involvement in strategic planning, workforce management, multidisciplinary coordination, external partnership and organisational decision-making.

The level of organisational authority, budget responsibility, staff-management responsibility and accountability may also differ. The facility's connection to the wider community and external services can strongly influence the leader's role in building partnerships and ensuring continuity between detention and community-based support.

Despite these differences, organisational leadership, professional accountability, multidisciplinary coordination and responsibility for a safe, ethical and rehabilitative detention environment remain at the core of the profile.

Future-oriented practice dimensions

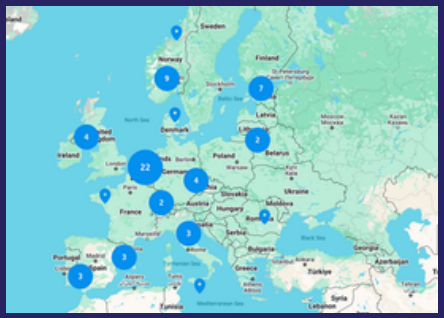
Facility leadership is evolving in response to increasing organisational complexity, workforce pressures and changing approaches to detention. As correctional systems place greater emphasis on rehabilitation, multidisciplinary cooperation and links with the wider ecosystem, adaptive leadership, organisational culture, staff sustainability and continuous quality improvement are becoming increasingly important.

Learning and professional development

The evolving nature of facility leadership requires continuous professional learning and the ability to adapt to new organisational and professional demands.

Key areas for development include **strategic and ethical leadership, staff management, multidisciplinary coordination, organisational learning, quality improvement and workforce sustainability.**

Depending on national systems and institutional contexts, learning may include formal education, leadership training, mentoring, workplace-based learning, interdisciplinary exchange and continuous professional development activities.



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

No.4. Residential support and key worker

The residential support and key worker is primarily responsible for day-to-day relational support, individual guidance and practical support within the living environment of a detention facility.

Unlike the case worker (Profile 2), who is primarily responsible for assessment, planning and coordination of the individual pathway, the residential support and key worker focuses on the relationship and continuity of support in everyday life.

This profile represents the professional function responsible for:

- supporting residents in daily living and participation in the life of the facility;
- building and maintaining trust-based professional relationships;
- providing individual guidance, encouragement and practical support;
- acting as a designated key worker where applicable and supporting continuity throughout a person's detention;
- contributing to reintegration-oriented planning and preparation through continuous relational support;
- facilitating communication between residents and relevant professionals or services;
- cooperating with multidisciplinary professionals to support wellbeing, development and reintegration;
- upholding ethical, rights-based and person-centred practice.

Through regular day-to-day contact, the residential support and key worker gets to know residents well and supports them with everyday challenges, personal development and preparation for life after detention. The role also helps residents stay connected with other professionals, family members and community-based services where relevant.

There is growing recognition that safe, humane and reintegration-oriented detention depends not only on formal programmes and interventions but also on consistent, high-quality support and professional relationships in everyday life.

This profile does not define a national job title. It describes a broad professional function centred on daily support, individual guidance, relational continuity and preparation for reintegration.

Ecosystem positioning and interactions

Because of their regular day-to-day contact with residents, residential support and key workers are often well placed to notice changes, understand what someone needs and help connect them with the right people and services.

Works closely with: custodial officers/security practitioners, case workers, psychosocial and healthcare services, educational actors, probation services, NGOs, municipalities and other relevant support organisations.

The role helps connect everyday life in detention with the wider network of support around the resident. Through regular contact, referrals and information-sharing, key workers make sure that residents receive consistent support as they move through different stages of detention and work with different service providers across the correctional and local ecosystem.

Where the key worker and case worker (profile 2) are separate roles, close cooperation is essential. Day-to-day support should remain aligned with the person's individual plan and the services involved.

"Where the case worker primarily holds the plan, the key worker primarily holds the relationship."

Core operational domains

Operational domain	Short description
Residential support and daily living assistance	Supporting residents in daily routines, wellbeing and participation in facility life
Key-worker practice and relational continuity	Building trust-based relationships and providing individualised guidance and support
Communication and motivational engagement	Supporting constructive communication, trust-building and participation
Individualised support and reintegration preparation	Supporting personal development, goal setting and preparation for reintegration
Referral and access to support services	Facilitating access to internal and external services
Family and community connections	Supporting continuity of meaningful social relationships where appropriate
Interdisciplinary cooperation	Collaborating with professionals involved in resident support
Documentation and continuity management	Maintaining records and supporting continuity of support

Typical responsibilities and tasks

Responsibility area	Typical tasks
Individualised social-support practice	Supporting day-to-day individualised support and consistent engagement within the facility
Reintegration planning and support	Supporting preparation for transition, reintegration and continuity of support
Communication and motivational engagement	Facilitating trust-based communication, engagement and supportive professional interaction with residents
Referral and access to services	Facilitating access to healthcare, education, employment and community-based services
Family and community-related coordination	Supporting communication and continuity between the detention facility and relevant external environments
Interdisciplinary and ecosystem cooperation	Coordinating with custodial officers/security practitioners, case workers and external services
Documentation and continuity management	Maintaining records and ensuring continuity between relational support and formal case documentation (where case worker function is separate)
Ethical and rights-based support practice	Supporting inclusive, non-discriminatory and person-centred practice within the detention environment

Core competence clusters

This profile draws on competences related to relationships, individual support, communication, rehabilitation and reintegration, and multidisciplinary cooperation.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 1 – Ethics, human rights and professional integrity**	Supports inclusive, rights-based and person-centred support practice
	Area 4 – Professional communication and documentation	Supports communication, engagement and coordinated information-sharing
	Area 5 – Rehabilitation and reintegration support	Central foundation of the profile, supporting individualised support, continuity and reintegration
	Area 7 – Collaboration and multi-agency work	Supports multidisciplinary cooperation and coordination across services
Supporting	**Area 2 – Relational / dynamic security**	Supports trust-based professional interaction and relational stability
	Area 3 – Risk assessment and case management	Supports individualised support planning and continuity of support
	Area 8 – Digital, information and systems competence	Supports documentation and coordinated information-sharing
	Area 9 – Organisational, legal and policy context	Supports understanding of institutional and community-based correctional contexts
Cross-cutting	**Area 6 – Professional learning, quality and improvement in practice**	Supports reflective practice, adaptability and continuous professional development
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports resilience and sustainable professional practice within emotionally demanding environments

Application across different correctional contexts

The residential support and key worker profile may look different across countries and settings. This depends on the approach to detention, staffing model, type and scale of the facility, target group and how strongly the facility is connected to the wider local and correctional ecosystem.

In some settings, residential support and key-worker responsibilities are combined in one role. In others, they are divided between different staff members or combined with other professional functions.

The level of autonomy and freedom of movement of residents also influences the role. In more open or small-scale settings, key workers may be more involved in everyday activities outside the facility, community participation and contact with local services. In more closed or highly structured settings, support and relationship-building may take place mainly within the facility.

How well the facility is connected to families, municipalities, healthcare, education, employment services and other community-based partners can also affect the role. Strong local connections may give key workers more opportunities to support continuity between detention and life in the community.

The level of professional autonomy, documentation responsibilities and involvement in individual support planning may also differ. Despite these differences, daily support, relational continuity, individual guidance and the focus on reintegration remain at the core of the profile.

Future-oriented practice dimensions

Residential support and key-worker practice is becoming more important as correctional systems place greater value on everyday life that is as normal as possible (normalisation), strong professional relationships, individual support and continuity of care. This increases the importance of resident participation, support and cooperation with other professionals, families and community-based services.

Learning and professional development

The evolving nature of residential support and key-worker practice requires continuous professional learning and reflection.

Professionals in this role need to keep developing their **communication, relationship-building and support skills**. They need to be able to support residents through everyday challenges, contribute to reintegration and work well with other professionals.

Depending on national systems and institutional contexts, learning may include formal education, workplace-based learning, mentoring, supervision, interdisciplinary exchange and continuous professional development.

No.5. Psychosocial support worker

The psychosocial support worker helps people in detention deal with psychological, emotional and social challenges, while contributing to their overall wellbeing and recovery. The role works in a person-centred way and in close cooperation with other professionals.

This profile represents the professional function responsible for:

- supporting psychosocial wellbeing and emotional stability;
- contributing to individualised support and intervention processes;
- identifying psychosocial vulnerabilities, risks and support needs;
- supporting communication, engagement and safe professional relationships;
- contributing to multidisciplinary assessment, coordination and continuity-oriented practice;
- supporting reintegration-oriented and recovery-sensitive approaches;
- upholding ethical, human rights-based and non-discriminatory professional practice.

Depending on their professional background and role, psychosocial support workers may provide counselling, emotional support, support during crises and other forms of psychosocial intervention.

The role works closely with people in detention, other professionals and, where relevant, external support services. There is a growing recognition that emotional wellbeing, stable relationships and coordinated support are important for safe and ethical detention and for successful reintegration.

This profile does not define a national psychosocial profession or licensed therapeutic title. It describes a broad professional function focused on psychosocial wellbeing, support, continuity of care and cooperation with other professionals.

Ecosystem positioning and interactions

The psychosocial support worker brings specific expertise on emotional and psychosocial wellbeing into the wider support around a person in detention. The role works closely with different professionals and services to make sure that psychosocial needs are recognised and addressed.

Works closely with: custodial officers/security practitioners, case workers, residential support and key workers, facility leadership/directors, healthcare staff, educators, reintegration services, community-based organisations and external psychosocial support structures where appropriate.

Through observation, assessment, communication and information-sharing, the role contributes to coordinated support and helps maintain continuity when different professionals or services are involved.

"The psychosocial support worker helps people in detention deal with psychological, emotional and social challenges, while contributing to their overall wellbeing and recovery."

Core operational domains

Operational domain	Short description
Psychosocial support and wellbeing-oriented practice	Supporting emotional wellbeing, stabilisation and psychosocial functioning
Individualised support and intervention	Contributing to individualised support planning and coordinated support
Behavioural and psychosocial observation	Identifying psychosocial vulnerabilities, behavioural changes and support needs
Communication and supportive engagement	Supporting constructive communication and emotionally safe interaction
Crisis-related psychosocial support	Supporting individuals during emotionally demanding or crisis-related situations
Reintegration-oriented psychosocial support	Supporting continuity, resilience and psychosocial support during reintegration
Interdisciplinary and ecosystem cooperation	Collaborating with multidisciplinary professionals and external support services
Ethical, rights-based and inclusive practice	Supporting non-discriminatory, trauma-informed and human rights-based psychosocial practice

Typical responsibilities and tasks

Responsibility area	Typical tasks
Psychosocial support and wellbeing-oriented practice	Supporting emotional stabilisation, psychosocial wellbeing and supportive interventions
individualised support coordination	Contributing to individualised support planning and coordinated support
Behavioural and psychosocial observation	Identifying psychosocial vulnerabilities, behavioural changes and support needs
Communication and supportive engagement	Supporting constructive communication, emotional safety and professional interaction
Crisis-related psychosocial support	Supporting individuals during emotionally demanding or crisis-related situations
Interdisciplinary and ecosystem cooperation	Coordinating with multidisciplinary professionals and external support services
Reintegration-oriented psychosocial practice	Supporting continuity of psychosocial support during reintegration
Documentation and ethical professional practice	Maintaining documentation and providing legally compliant, ethical and rights-based psychosocial support

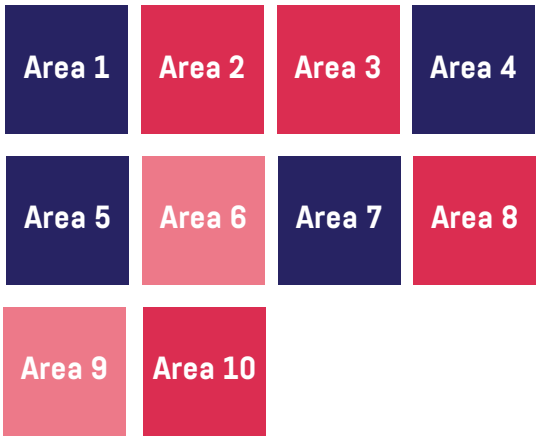
Core competence clusters

This profile draws on competences related to psychosocial support, communication, rehabilitation and reintegration, and multidisciplinary cooperation.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 1 – Ethics, human rights and professional integrity**	Supports ethical, person-centred and rights-based psychosocial practice
	Area 4 – Professional communication and documentation	Supports supportive communication, documentation and coordinated professional interaction
	Area 5 – Rehabilitation and reintegration support	Central operational foundation of the profile, supporting psychosocial wellbeing and reintegration-oriented support
	Area 7 – Collaboration and multi-agency work	Supports multidisciplinary cooperation and coordinated ecosystem-based intervention
Supporting	**Area 2 – Relational / dynamic security**	Supports relational stability and constructive psychosocial interaction
	Area 3 – Risk assessment and case management	Supports identification of psychosocial vulnerabilities and coordination of appropriate support
	Area 8 – Digital, information and systems competence	Supports documentation and participation in coordinated support systems
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports emotional resilience and sustainable psychosocial practice
Cross-cutting	**Area 6 – Professional learning, quality and improvement in practice**	Supports reflective practice, adaptability and continuous professional development
	Area 9 – Organisational, legal and policy context	Supports understanding of institutional frameworks and psychosocial practice environments

Application across different correctional contexts

The psychosocial support worker may look different across countries and correctional settings. This depends on the legal framework, type of facility, target group, available psychosocial and mental-health services, and the way the facility is connected to the wider local and correctional ecosystem.

In some settings, psychosocial support is provided by dedicated professionals. In others, these functions are part of a broader multidisciplinary team or are partly provided by external services.

The role may differ in how much direct psychosocial support it provides and how much responsibility it has for assessment, referrals and coordination.

The availability of external mental-health, healthcare and community-based services can also strongly influence how the role is carried out.

Despite these differences, supporting psychosocial wellbeing, identifying support needs and contributing to coordinated and continuous support remain at the core of the profile.

Future-oriented practice dimensions

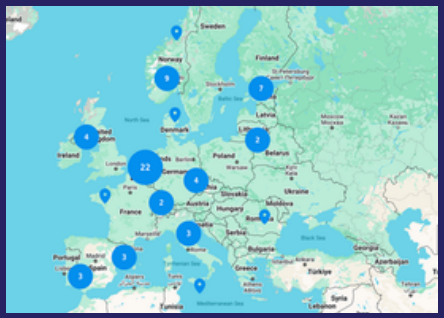
Psychosocial support is becoming increasingly important as correctional systems face more complex psychosocial needs and greater awareness of trauma and mental health. This increases the importance of trauma-informed practice, emotional wellbeing support, cooperation between professionals and continuity of psychosocial support across detention and reintegration.

Learning and professional development

Psychosocial support work requires continuous learning and reflection, particularly as needs become more complex and professionals work across different disciplines and services.

Professionals in this role need to keep developing their ability to **support emotional wellbeing, contribute to coordinated interventions and work in an ethical and person-centred way.**

Depending on the national system and setting, learning may include formal education, workplace-based learning, mentoring, reflective supervision, interdisciplinary exchange and continuous professional development.



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

No.6. Healthcare practitioner

The healthcare practitioner supports the physical and mental health of people in detention and helps ensure continuity of healthcare during detention and beyond. The role works in a person-centred way and in close cooperation with other professionals and healthcare services.

This profile represents the professional function responsible for:

- supporting access to healthcare and health-related interventions within correctional environments;
- contributing to physical, mental-health-related and wellbeing-oriented support processes;
- identifying health-related vulnerabilities, risks and support needs;
- supporting continuity of care across institutional and community-based contexts;
- cooperating with multidisciplinary professionals and external healthcare services;
- contributing to health education, prevention and wellbeing-oriented practice;
- upholding ethical, confidential and human rights-based healthcare practice.

Depending on their professional background and role, healthcare practitioners may be involved in primary healthcare, mental healthcare, medication, health monitoring, preventive care and coordination of ongoing healthcare.

They work with people in detention, other professionals and, where needed, external healthcare providers.

There is growing recognition that access to physical and mental healthcare and continuity of care are essential to safe and humane detention and successful reintegration.

This profile does not define a national medical or licensed healthcare title. It describes a broad healthcare function that may be organised differently across countries and settings.

Ecosystem positioning and interactions

The healthcare practitioner connects healthcare within detention with the wider health and community system. This is particularly important when people need specialist care or when healthcare must continue as they move into, through or out of detention.

The profile functions at the intersection of healthcare practice, psychosocial support and multidisciplinary ecosystem cooperation.

Works closely with: custodial officers/security practitioners, case workers, residential support and key workers, facility leadership/directors, psychosocial support workers, educators, external healthcare providers, mental-health-related services, community-based healthcare structures and reintegration actors where appropriate.

Through assessment, communication, referrals and information-sharing, healthcare practitioners help coordinate care across different professionals and services and support continuity of healthcare.

"The healthcare practitioner supports the physical and mental health of people in detention and helps ensure continuity of healthcare during detention and beyond."

Core operational domains

Operational domain	Short description
Healthcare and wellbeing-oriented practice	Supporting physical and mental health during detention
Health assessment and support coordination	Identifying health-related needs, vulnerabilities and continuity-of-care priorities
Mental-health-related and preventive support	Supporting prevention, stabilisation and mental and physical wellbeing
Communication and person-centred healthcare interaction	Facilitating respectful, confidential and supportive healthcare communication
Continuity of care and transition-related support	Supporting continuity between detention and community-based healthcare services
Interdisciplinary and ecosystem cooperation	Collaborating with correctional professionals and external healthcare services
Documentation and healthcare continuity	Maintaining healthcare documentation and supporting coordinated information-sharing
Ethical, confidential and rights-based healthcare practice	Supporting ethical, non-discriminatory and person-centred healthcare practice

Typical responsibilities and tasks

Responsibility area	Typical tasks
Healthcare and wellbeing-oriented practice	Supporting physical and mental-health-related healthcare needs and interventions
Health assessment and support coordination	Identifying healthcare-related needs, vulnerabilities and continuity-of-care priorities
Mental-health-related and preventive support	Supporting prevention, stabilisation and mental and physical wellbeing
Communication and person-centred healthcare interaction	Facilitating respectful, confidential and supportive healthcare communication
Continuity of care and transition-related support	Supporting continuity between detention-based and community-based healthcare services
Interdisciplinary and ecosystem cooperation	Coordinating with multidisciplinary professionals and external healthcare services
Documentation and healthcare continuity	Maintaining healthcare documentation and supporting coordinated information-sharing
Ethical and confidential healthcare practice	Supporting rights-based, confidential and non-discriminatory healthcare practice

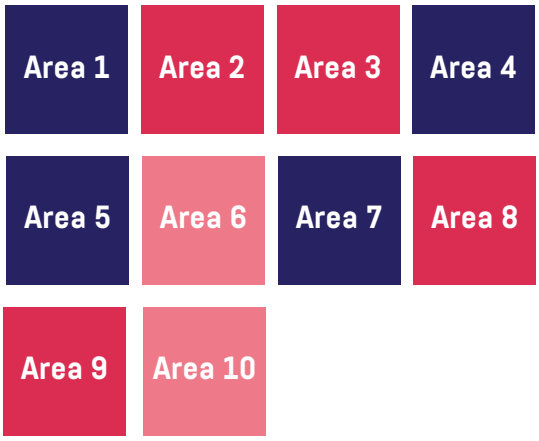
Core competence clusters

This profile draws on competences related to ethical healthcare practice, communication, continuity of care and multidisciplinary cooperation.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 1 – Ethics, human rights and professional integrity**	Central operational foundation of the profile, supporting ethical, confidential and rights-based healthcare practice
	Area 4 – Professional communication and documentation	Supports healthcare communication, documentation and coordinated professional interaction
	Area 5 – Rehabilitation and reintegration support	Supports continuity of healthcare during detention and reintegration
	Area 7 – Collaboration and multi-agency work	Supports multidisciplinary healthcare coordination and cooperation across services
Supporting	**Area 2 – Relational / dynamic security**	Supports supportive healthcare interaction and relational stability within correctional environments
	Area 3 – Risk assessment and case management	Supports identification of health-related vulnerabilities and continuity of care planning
	Area 8 – Digital, information and systems competence	Supports healthcare documentation and coordinated information-sharing
	Area 9 – Organisational, legal and policy context	Supports understanding of healthcare arrangements, legal requirements and the correctional setting
Cross-cutting	**Area 6 – Professional learning, quality and improvement in practice**	Supports reflective healthcare practice and continuous professional development
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports sustainable professional practice within emotionally and operationally demanding healthcare environments

Application across different correctional contexts

The healthcare practitioner role may look different across countries and correctional settings. This depends on the legal framework, type of facility, target group, available healthcare services and the way healthcare in detention is connected to the wider health system.

In some settings, healthcare services are provided mainly within the detention facility. In others, healthcare relies more strongly on public or community-based healthcare providers. This affects how healthcare practitioners work with external services and how continuity of care is organised.

The role may also differ in how much clinical responsibility and professional autonomy practitioners have, and in their involvement in primary healthcare, mental healthcare, referrals and coordination of care. These differences can be particularly important across large prison institutions, small-scale detention facilities, youth or young-adult settings and specialised facilities, where healthcare needs and access to external services may differ.

The location of a facility and its access to nearby healthcare services can also affect how easily people receive specialist care and how continuity of care is maintained.

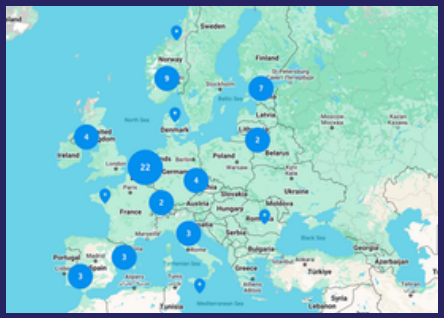
Future-oriented practice dimensions

Healthcare in correctional settings is evolving as more attention is given to mental health, trauma-informed care, prevention and continuity of healthcare. This increases the importance of cooperation between healthcare professionals, correctional staff and community-based healthcare services, particularly when people move between detention and the community.

Learning and professional development

Healthcare practitioners need to continue learning as health and psychosocial needs become more complex and care increasingly involves different professionals and services.

Key areas include **continuity of care, multidisciplinary cooperation, ethical and confidential practice, and responding to changing physical and mental health needs.**



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

No.7. Education and employment worker

The education and employment worker supports people in detention to learn, develop skills and prepare for further education, training or employment. The role provides learning opportunities that support personal development and reintegration.

This profile represents the professional function responsible for:

- delivering educational, instructional and training-related activities within correctional settings;
- supporting the development of vocational, social, digital and life skills;
- adapting learning to individual needs and supporting participation;
- supporting motivation, engagement and continuity of educational processes;
- supporting learning pathways linked to reintegration and employment;
- cooperating with multidisciplinary professionals and external education and training providers;
- upholding ethical, inclusive and human rights-based educational practice.

Depending on their professional background and role, education and employment workers may deliver structured educational and instructional programmes, including literacy or language education, vocational training, digital-skills development, employability training and other forms of personal development.

The profile reflects the growing importance of structured learning and active participation in education. Education, skills development and lifelong learning are increasingly recognised as important for reintegration and future opportunities after detention.

Education and skills development can provide structure and purpose during detention, strengthen future opportunities for education and employment, and support greater independence and stability after release.

This profile does not define a specific national teaching or training profession. It describes a broad professional function focused on education, skills development and continuity of learning during and after detention.

Ecosystem positioning and interactions

The education and employment worker helps connect learning within detention with education, training, employment and other opportunities in the wider community. This is particularly important for ensuring that learning can continue when someone moves between settings or returns to the community.

The profile functions at the intersection of education, employability-oriented learning and multidisciplinary correctional cooperation.

Works closely with: custodial officers/security practitioners, case workers, residential support and key workers, facility leadership/directors, psychosocial support workers, vocational and employment services, external educational providers, reintegration actors and community-based organisations where appropriate.

Through cooperation, information-sharing and referrals, the role helps connect individual learning needs and goals with appropriate education, training and employment opportunities. It can also help maintain continuity of learning across different stages of detention and after return to the community.

The level of teaching autonomy, curriculum responsibility and coordination with other professionals may differ between systems and settings.

"The education and employment worker supports learning, skills development and preparation for education, training or employment."

Core operational domains

Operational domain	Short description
Educational and instructional delivery	Delivering structured learning and instructional activities within correctional environments
Skills development and employability-oriented instruction	Supporting vocational, digital, social and life-skills-related learning
Individualised learning engagement	Supporting learner participation, motivation and continuity of learning
Reintegration-oriented educational support	Supporting continuity of learning and pathways to further education, training and employment
Communication and inclusive instructional interaction	Facilitating respectful, constructive and learner-centred educational interaction
Interdisciplinary and ecosystem cooperation	Working with correctional professionals and external education and training providers
Documentation and educational continuity	Maintaining instructional documentation and supporting continuity of learning
Ethical, inclusive and rights-based educational practice	Supporting equitable, non-discriminatory and learner-centred instructional approaches

Typical responsibilities and tasks

Responsibility area	Typical tasks
Educational and instructional delivery	Delivering structured educational and instructional activities within correctional environments
Skills development and employability-oriented instruction	Supporting vocational, digital, language and life-skills-related learning
Individualised learning engagement	Encouraging participation, motivation and continuity of learning
Reintegration-oriented educational support	Supporting continued learning and access to further education, training and employment
Communication and inclusive instructional interaction	Facilitating respectful, inclusive and learner-centred instructional engagement
Interdisciplinary and ecosystem cooperation	Coordinating with correctional professionals, education and training providers and external services
Documentation and educational continuity	Maintaining instructional documentation and supporting continuity of learning
Ethical and inclusive educational practice	Supporting equitable, rights-based and non-discriminatory instructional approaches

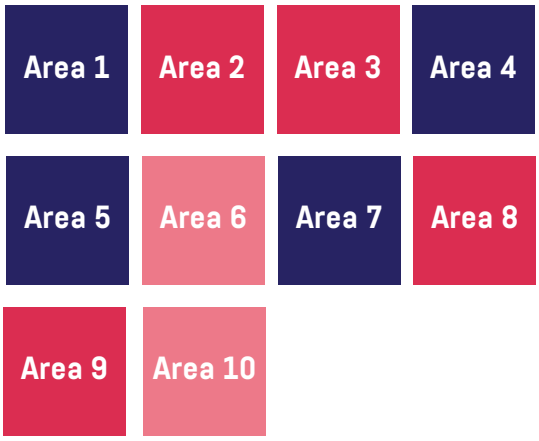
Core competence clusters

This profile draws on competences related to education and skills development, communication, rehabilitation and reintegration, and cooperation with other professionals and services.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 1 – Ethics, human rights and professional integrity**	Supports inclusive, learner-centred and rights-based educational practice
	Area 4 – Professional communication and documentation	Supports instructional communication, learner engagement and coordinated educational interaction
	Area 5 – Rehabilitation and reintegration support	Central foundation of the profile, supporting reintegration-oriented learning and skills development
	Area 7 – Collaboration and multi-agency work	Supports cooperation with correctional, educational and community-based professionals and organisations
Supporting	**Area 2 – Relational / dynamic security**	Supports constructive educational interaction and safe learning environments
	Area 3 – Risk assessment and case management	Supports understanding of learner needs, vulnerabilities and individual learning planning
	Area 8 – Digital, information and systems competence	Supports digital learning environments, instructional documentation and information-sharing
	Area 9 – Organisational, legal and policy context	Supports understanding of educational arrangements, legal requirements and learning within correctional settings
Cross-cutting	**Area 6 – Professional learning, quality and improvement in practice**	Supports reflective instructional practice and continuous professional development
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports sustainable educational practice and professional resilience within correctional environments

Application across different correctional contexts

The education and employment worker role may look different across countries and correctional settings. This depends on how education is organised, the legal framework, the availability of external education providers, and how learning is linked to reintegration.

In some settings, education and training are mainly provided by staff working within the detention facility. In others, schools, vocational training providers, NGOs or other external organisations play a larger role.

The type and scale of the facility, the target group and the level of connection with the wider community can affect the learning opportunities available. The role may therefore vary in its involvement in formal education, vocational training, digital learning and support towards further education or employment.

Responsibilities for curriculum development, certification and coordination with external education systems may also differ.

Despite these differences, structured learning, skills development and continuity of education towards reintegration remain at the core of the profile.

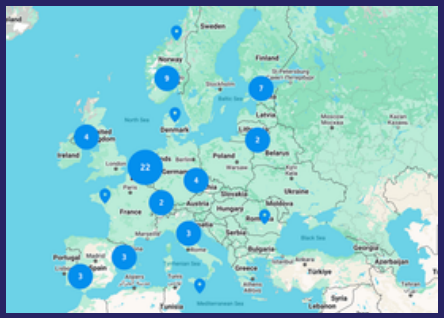
Future-oriented practice dimensions

Education and skills development in correctional settings is evolving as greater attention is given to lifelong learning, employability, digital inclusion and individual learning needs. This increases the importance of flexible, individual learning opportunities, digital learning, and stronger links between learning in detention and education, training and employment in the wider community.

Learning and professional development

Education and employment workers need to continue learning and adapt their teaching to different learners, settings and learning needs. Effective practice requires inclusive teaching, the ability to motivate and engage learners, and cooperation with other professionals and education or training providers.

Professional development may include **pedagogical training, digital teaching skills, workplace-based learning, learning with and from other professionals, and continuous professional development.**



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

No.8. Peer or volunteer support worker

The peer or volunteer support worker provides complementary support through peer relationships, lived experience, volunteering, mentoring and community participation. The role focuses on encouragement, social connection, participation and supportive relationships. It complements professional support rather than providing formal case management or professional intervention.

This profile represents the function responsible for:

- providing practical, social or motivational support to residents;
- contributing to supportive and trust-based relationships;
- supporting participation in learning, personal development and community activities;
- encouraging residents to make use of opportunities and resources that can support reintegration;
- supporting community participation and inclusion;
- supporting collaboration between residents, professionals and community actors;
- promoting dignity, participation and positive social interaction.

Peer and volunteer support workers offer encouragement, guidance and opportunities for meaningful participation. Their contribution may be based on lived or shared experience, community involvement, volunteering or mentoring, and adds a different kind of support alongside the work of professional staff.

The profile reflects growing recognition that supportive relationships, community participation and positive social connections can contribute to personal development, wellbeing and reintegration.

This profile does not define a single national volunteer or peer-support role. It describes a broad function in which peer support, volunteering, mentoring and community participation complement professional correctional practice.

Where community organisations are involved, this profile focuses on the direct support that peers or volunteers provide to residents. It does not include the formal coordination of partnerships, services or relationships between the facility and community organisations, which belongs to a community liaison function.

Ecosystem positioning and interactions

The peer or volunteer support worker profile contributes to the correctional ecosystem by strengthening supportive relationships, participation and community engagement. Through mentoring, volunteering, peer support and positive social interaction, the profile complements the work of professional staff and contributes to a supportive and inclusive environment.

Works closely with: residents, custodial officers, case workers, residential support workers, healthcare practitioners, educators, specialist support workers, community organisations and other ecosystem actors.

Through encouragement, participation and relationship-building, peer and volunteer support workers help residents build or maintain connections with people, communities and support networks.

"The peer or volunteer support worker provides complementary support through peer relationships, lived experience, volunteering, mentoring and community participation."

Core operational domains

Operational domain	Short description
Peer and volunteer support	Providing encouragement, practical support and positive engagement through peer or volunteer relationships.
Relationship-building and trust-based support	Contributing to supportive relationships that promote participation, wellbeing and personal development.
Community participation and inclusion	Supporting participation in community, social, cultural and recreational activities where appropriate.
Learning and personal development support	Encouraging engagement in learning, skills development and personal growth opportunities.
Reintegration-oriented support	Supporting awareness of opportunities, resources and pathways that contribute to community participation and reintegration.
Collaboration and ecosystem engagement	Contributing to cooperation between residents, staff, volunteers, community organisations and other relevant partners.
Communication and positive social interaction	Promoting respectful communication, dialogue and constructive social engagement.
Ethical and responsible practice	Acting in accordance with ethical principles, professional boundaries and agreed roles and responsibilities.

Typical responsibilities and tasks

Responsibility area	Typical tasks
Peer and volunteer support	Providing encouragement, practical support and positive engagement through peer or volunteer relationships
Relationship-building and trust-based support	Developing supportive relationships that promote participation and personal development
Community participation and inclusion	Supporting participation in community, social, cultural and recreational activities
Learning and personal development support	Encouraging engagement in learning, skills development and personal growth opportunities
Reintegration-oriented support	Sharing information about opportunities and resources for community participation and reintegration
Collaboration and ecosystem engagement	Supporting cooperation between residents, staff, volunteers, community organisations and other relevant partners
Communication and positive social interaction	Promoting respectful communication and constructive social engagement
Ethical and responsible practice	Maintaining appropriate boundaries and acting in accordance with agreed principles and expectations

Core competence clusters

This profile draws on competences related to supportive relationships, participation, learning, reintegration and cooperation with others.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 1 – Ethics, human rights and professional integrity**	Supports respectful, ethical and dignity-centred engagement with residents and other people involved
	Area 2 – Relational / dynamic security	Supports the development of supportive relationships and positive engagement.
	Area 5 – Rehabilitation and reintegration support	Supports participation, inclusion and community engagement.
	Area 6 – Professional learning, quality and improvement in practice	Supports personal growth, learning and development opportunities.
	Area 7 – Collaboration and multi-agency work	Supports cooperation with staff, volunteers, community organisations and other relevant partners.
Supporting	**Area 3 – Risk assessment and case management**	Supports participation in broader support and reintegration where appropriate.
	Area 4 – Professional communication and documentation	Supports effective communication and constructive social interaction.
	Area 8 – Digital, information and systems competence	Supports appropriate use of information and communication tools.
	Area 9 – Organisational, legal and policy context	Supports understanding of organisational expectations, responsibilities and boundaries.
Cross-cutting	**Area 10 – Staff wellbeing, resilience and professional sustainability**	Supports sustainable engagement and positive contribution within the role.

Application across different correctional contexts

The peer or volunteer support worker role may look different across settings depending on how support is organised, how strongly the local community is involved and what opportunities residents have to participate.

In some settings, support is mainly provided by volunteers, community organisations or faith-based groups. In others, peer-support programmes, mentoring or people with relevant lived experience may play a more prominent role.

Roles may also differ in how formally they are organised, what training and supervision are provided, and how closely peers or volunteers work with professional staff.

The location and openness of the facility can also shape the role. Facilities that are well connected to the local community may offer more opportunities for volunteers and community participation, while more isolated or difficult-to-reach settings may limit this involvement.

Despite these differences, the role remains focused on supportive relationships, participation and community connection. It complements, rather than replaces, professional staff and specialised services.

Future-oriented practice dimensions

Peer and volunteer support is becoming more visible as correctional systems place greater value on participation, supportive relationships, lived experience and connections with the wider community.

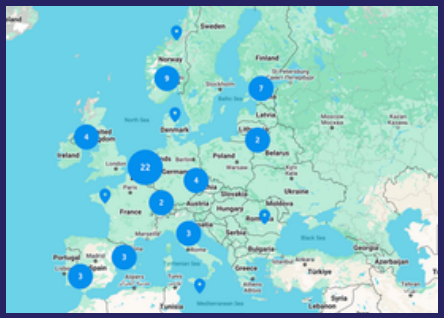
Learning and professional development

Peer and volunteer support workers need appropriate preparation, learning and ongoing support to carry out their role safely and responsibly.

Relevant learning and development opportunities may include:

- **communication and interpersonal skills;**
- **relationship-building and trust-based support;**
- **ethical practice, dignity and role boundaries;**
- **understanding the correctional ecosystem and the roles of different ecosystem actors (professionals and organisations);**
- **participation, inclusion and community engagement;**
- **safeguarding and responsible volunteering practices;**
- **personal reflection and continuous learning.**

Depending on the setting, learning opportunities may be provided through induction programmes, mentoring, volunteer training, peer-learning activities, supervision and ongoing development opportunities.



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

No.9. Specialist support worker

The specialist support worker provides targeted expertise for specific vulnerabilities or complex support needs that require support beyond general residential, casework or psychosocial support.

This may include expertise related to addiction, disability, trauma, gender-specific needs, cultural or linguistic needs, or other specific vulnerabilities.

This profile represents the professional function responsible for:

- providing targeted specialist support in defined domains of need;
- bringing specialist expertise into individual support and intervention processes;
- identifying and responding to domain-specific vulnerabilities, barriers and support requirements;
- supporting inclusive, trauma-informed and diversity-sensitive practice within their area of expertise;
- providing specialist support that contributes to continuity of care and reintegration;
- working closely with case workers, psychosocial support workers and residential/key staff;
- ensuring ethical, rights-based and non-discriminatory specialist practice.

The specialist area may vary and can include support related to addiction, disability, trauma, gender-specific needs, or cultural and linguistic needs. Which expertise is needed depends on the person's situation and the support available within the wider ecosystem.

Depending on the setting and area of expertise, specialist support may be provided by professionals working within the facility or by external specialists who provide support when needed.

Specialist support workers work closely with case workers, psychosocial support workers, residential and key workers, and other professionals involved in a resident's support.

The profile reflects the growing need for more specialised and differentiated support as people in detention may have complex needs that cannot always be addressed through general or psychosocial support alone.

This profile does not define a specific national specialist or therapeutic profession. It describes a broad professional function that brings specialist expertise into the wider support around a person in detention.

Ecosystem positioning and interactions

The specialist support worker brings expertise into a person's support when needs arise that cannot be fully addressed by general residential, casework or psychosocial support. This expertise may be available within the facility or accessed through specialist services in the wider correctional or local ecosystem.

Works closely with: custodial officers/security practitioners, case workers, residential support and key workers, psychosocial support workers, healthcare professionals, educators, facility leadership/directors and external specialised services where appropriate.

Through specialist assessment, targeted support, advice and cooperation with other professionals, the role helps ensure that specific needs are recognised and addressed as part of the person's wider support.

"The specialist support worker provides targeted expertise for specific vulnerabilities or complex support needs that require support beyond general residential, casework or psychosocial support."

Core operational domains

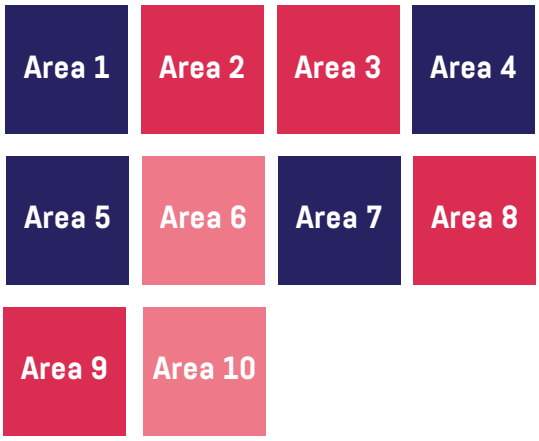
Operational domain	Short description
Specialised support practice	Supporting safety, wellbeing and individualised support for people with specific vulnerabilities or complex needs
Individualised assessment and support coordination	Identifying specific needs, risks and safeguarding concerns
Trauma-informed and diversity-sensitive intervention	Supporting inclusive, trauma-informed and non-discriminatory practice
Communication and supportive engagement	Facilitating respectful, supportive and individualised professional interaction
Reintegration-oriented individualised support	Supporting continuity of specialist support during reintegration
Interdisciplinary and safeguarding cooperation	Collaborating with multidisciplinary professionals and specialised support services
Documentation and protection-oriented continuity	Maintaining documentation and supporting coordinated safeguarding and support
Ethical, rights-based and inclusive practice	Supporting equitable, human rights-based and individualised specialist practice

Typical responsibilities and tasks

Responsibility area	Typical tasks
Vulnerability-sensitive support practice	Supporting individualised wellbeing, safety and support in response to specific vulnerabilities or complex needs
Individualised assessment and support coordination	Identifying support needs, vulnerabilities and safeguarding-related concerns
Trauma-informed and diversity-sensitive intervention	Supporting inclusive, non-discriminatory and trauma-informed practice
Communication and supportive engagement	Facilitating respectful and individualised professional interaction
Reintegration-oriented individualised support	Supporting continuity of specialist support during reintegration
Interdisciplinary and safeguarding cooperation	Coordinating with multidisciplinary professionals and specialised support services
Documentation and protection-oriented continuity	Maintaining documentation and supporting coordinated safeguarding
Ethical and rights-based practice	Supporting human rights-based, individualised and inclusive specialist practice

Core competence clusters

This profile draws on competences related to individualised support, psychosocial intervention, safeguarding and multidisciplinary cooperation.



Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.

	Competence area	Relevance to profile
Primary	**Area 1 – Ethics, human rights and professional integrity**	Central foundation of the profile, supporting rights-based, individualised and non-discriminatory practice
	Area 4 – Professional communication and documentation	Supports supportive communication, documentation for safeguarding and coordinated professional interaction
	Area 5 – Rehabilitation and reintegration support	Supports individualised and continuous specialist support during reintegration
	Area 7 – Collaboration and multi-agency work	Supports multidisciplinary safeguarding and coordinated support
Supporting	**Area 2 – Relational / dynamic security**	Supports relational stability, individualised interaction and safe professional engagement
	Area 3 – Risk assessment and case management	Supports identification of vulnerabilities, safeguarding concerns and individualised support planning
	Area 8 – Digital, information and systems competence	Supports documentation, safeguarding and coordinated information-sharing
	Area 9 – Organisational, legal and policy context	Supports understanding of relevant organisational, legal and safeguarding frameworks
Cross-cutting	**Area 6 – Professional learning, quality and improvement in practice**	Supports reflective practice, adaptability and continuous professional development
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports resilience and sustainable professional practice within emotionally demanding environments

Application across different correctional contexts

The specialist support worker role may look different across countries and settings. This depends on how support is organised within the facility, the safeguarding arrangements in place, how multidisciplinary teams work together, and the availability of specialist services.

In some settings, specialist professionals are part of the facility's own staff or multidisciplinary team. In others, specialist support is provided by external services or visiting professionals when a specific need arises.

The specialist support worker role may also differ depending on the type of setting and the people it supports. For example, youth facilities, women's facilities, healthcare-linked settings and community-based services may require different forms of specialist expertise and different levels of involvement in safeguarding, psychosocial support and reintegration. In work with women, specialist support may relate to experiences of violence and trauma, pregnancy and motherhood, and maintaining contact with children, in line with the UN Bangkok Rules (2010). This is particularly relevant in mixed facilities, where women are often a small minority and their needs can easily be overlooked.

Responsibilities may also differ in relation to referrals, safeguarding and cooperation with external specialist services. Despite these differences, the core function remains the same: providing specialist expertise for specific vulnerabilities or complex support needs and working with other professionals to ensure these needs are addressed.

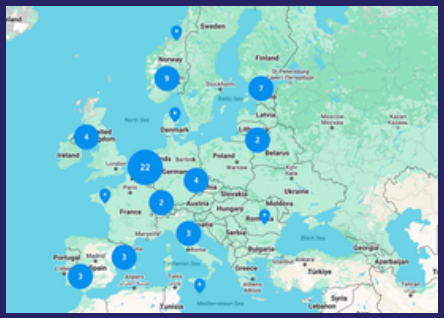
Future-oriented practice dimensions

Specialist support is becoming increasingly important as correctional systems pay more attention to trauma, diversity, mental-health-related needs and the fact that different people may require different forms of support. This increases the need for specialised interventions related to areas such as addiction, trauma, diversity, cultural inclusion, gender-specific needs and other complex vulnerabilities.

Learning and professional development

The changing nature of specialist support requires continuous learning, strong safeguarding awareness and the ability to adapt to increasingly complex needs and multidisciplinary working environments.

Professionals in this role need to be able to provide individualised specialist support, recognise and respond to safeguarding concerns, protect people from harm, and help ensure continuity of support throughout detention and reintegration.



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

No.10. Administrative and operational support worker

Administrative and operational support worker provides the information, documentation, coordination and procedural support needed for correctional services to function effectively.

Unlike roles focused mainly on direct support or intervention, this profile helps ensure that organisational processes, records and information flows are reliable and that daily operations can continue smoothly.

This profile represents the professional function responsible for:

- supporting the administration and coordination of activities and processes across the correctional ecosystem;
- maintaining accurate records, documentation and information flows;
- supporting intake, reporting, scheduling and operational procedures;
- contributing to compliance with organisational, legal and procedural requirements;
- facilitating communication and coordination across services and professional groups;
- supporting the effective use of digital and information-management systems;
- contributing to organisational continuity, accountability and quality assurance.

These professionals may not be directly involved in support or intervention, but their work has a direct impact on whether services are coordinated, information is available when needed and daily operations run reliably.

The role is becoming increasingly important as correctional services become more complex and rely more heavily on accurate information, effective communication, digital systems and coordination across different professionals and services.

This profile does not define a single national administrative occupation. It describes a broad support function that helps keep information, administration and operational processes working across the correctional ecosystem.

Ecosystem positioning and interactions

Administrative and operational support workers help connect the different parts of the correctional ecosystem by ensuring that information, documentation and administrative processes move reliably between professionals and services.

Works closely with: custodial staff, case workers, healthcare practitioners, educators, specialist support workers, leaders and external partners.

Through documentation, information-sharing, scheduling and administrative coordination, the role helps other professionals carry out their work and supports continuity across different services and processes.

Responsibilities may differ between organisations and settings, but reliable information management, administrative coordination and operational support remain at the core of the profile.

"Administrative and operational support workers provide the information, documentation, coordination and procedural support needed for correctional services to function effectively."

Core operational domains

Operational domain	Short description
Information and records management	Maintaining accurate records, documentation and information systems
Administrative coordination	Supporting the organisation and coordination of daily processes, activities and operational procedures
Communication and information flow	Facilitating communication and the timely exchange of information across professional groups, services and partners
Digital and information systems support	Supporting the use of digital tools and information-management systems
Compliance and procedural support	Supporting compliance with organisational, legal and procedural requirements
Intake and administrative processes	Supporting intake-related procedures and other administrative processes for residents and professionals
Organisational support and quality assurance	Contributing to accountability, quality assurance and reliable organisational processes
Information and records management	Maintaining accurate records, documentation and information systems

Typical responsibilities and tasks

Responsibility area	Typical tasks
Information and records management	Maintaining records, files and documentation in accordance with organisational procedures
Administrative coordination	Supporting the organisation and coordination of activities, meetings and operational processes
Communication and information flow	Supporting the exchange of information between services, professionals and external partners
Digital and information systems support	Using and maintaining digital systems and information-management tools
Compliance and procedural support	Helping ensure organisational, legal and procedural requirements are followed
Intake and administrative processes	Supporting intake-related procedures, registration and administrative processes
Reporting and documentation	Preparing, updating and managing reports, records and administrative documentation
Organisational support	Contributing to the effective functioning of activities and processes across the organisation

Core competence clusters

This profile draws on competences related to information management, communication, digital systems, legal and organisational requirements, and coordination across services.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 1 – Ethics, human rights and professional integrity**	Supports ethical handling of information, confidentiality and professional accountability.
	Area 4 – Professional communication and documentation	Supports communication, documentation and information sharing across the organisation and wider network of services.
	Area 8 – Digital, information and systems competence	Supports the use of digital tools, information systems and records management.
	Area 9 – Organisational, legal and policy context	Supports understanding of organisational procedures, legal requirements and institutional frameworks.
Supporting	**Area 2 – Relational / dynamic security**	Supports respectful interaction and constructive professional relationships.
	Area 3 – Risk assessment and case management	Supports administrative aspects of planning and coordination.
	Area 5 – Rehabilitation and reintegration support	Supports administrative processes linked to reintegration and participation.
	Area 6 – Professional learning, quality and improvement in practice	Supports continuous learning and adaptation within changing organisational and digital environments.
Cross-cutting	**Area 7 – Collaboration and multi-agency work**	Supports cooperation across services, organisations and ecosystem actors.
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports sustainable and effective professional practice.

Application across different correctional contexts

The administrative and operational support role may look different across settings depending on how the organisation is structured, how responsibilities are governed and how daily operations are organised.

In some settings, these tasks are carried out by dedicated administrative staff. In others, they are shared across several roles or combined with broader organisational responsibilities.

Depending on the setting, the role may focus more strongly on areas such as information management, intake, scheduling, reporting, documentation or operational coordination.

The role can also differ depending on how many services and external partners the facility works with, and how information is shared across them. Settings with more complex networks of internal and external services may require greater coordination and stronger information-management systems.

Despite these differences, accurate information, reliable administration and coordinated operational processes remain at the core of the profile.

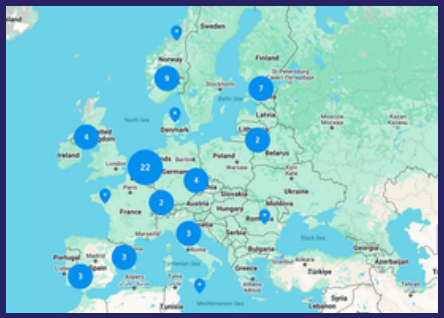
Future-oriented practice dimensions

The role is evolving as correctional services make greater use of digital systems and as information needs to be shared more effectively across professionals, services and organisations. This also increases the importance of transparency, accountability and reliable coordination.

Learning and professional development

Administrative and operational support workers need to continue learning as organisational processes, digital systems, legal requirements and information-management practices change.

Learning may include workplace-based learning, mentoring, peer learning, formal training and continuous professional development.



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

No.11. Staff learning and development practitioner

The staff learning and development practitioner supports professional learning, competence development and continuous improvement within correctional services. The role coordinates training, supports workforce development and contributes to organisational learning.

Depending on the national system, this work may be carried out by a training department or academy, or integrated into operational leadership, HR or multidisciplinary organisational structures. The role may also cooperate with external providers of staff training and professional education, such as training academies and universities.

This profile represents the professional function responsible for:

- Supporting staff learning and competence development within correctional services;
- Facilitating staff training and professional development activities;
- Contributing to reflective practice and a culture of quality and improvement;
- Helping staff adapt to changes in correctional practice, policy and ecosystem needs;
- Promoting interdisciplinary learning and knowledge-sharing;
- Supporting staff wellbeing, resilience and sustainable professional practice;
- Ensuring that learning and development are ethical, inclusive and grounded in human rights.

Across the correctional ecosystem, the role may support staff induction, continuing professional development, mentoring, interdisciplinary learning and digital learning. It works through regular interaction with correctional staff, leaders, external education providers and other partners.

The profile reflects the growing importance of workforce development and organisational learning as correctional work changes and staff need to continue developing their competences.

This profile does not define a specific national training or HR job title. It describes the professional function where staff learning, professional development, organisational learning and correctional competence development come together.

The profile focuses on the learning and development of staff. Education, training and employment support for people in detention is covered by profile No.7, Education and employment worker.

Ecosystem positioning and interactions

The staff learning and development practitioner has a coordinating and organisational-development role within the correctional ecosystem.

Works closely with: facility leaders, custodial officers and security practitioners, psychosocial and education staff, external training providers, academic institutions, NGOs and other multidisciplinary partners.

Through training coordination, mentoring, communication and organisational learning, the role contributes to integrated correctional practice and sustainable workforce development.

The level of training responsibility, involvement in organisational development and coordination authority may differ between national systems, organisations and correctional ecosystems.

"The staff learning and development practitioner supports staff to keep learning, developing their competences and adapting as practice changes."

Core operational domains

Operational domain	Short description
Workforce learning and training coordination	Supporting professional learning and workforce development processes
Competence development and continuous professional learning	Facilitating competence-oriented and reflective professional development activities
Induction, mentoring and professional support	Supporting onboarding, mentoring and professional adaptation
Organisational learning and quality improvement	Supporting reflective practice, quality-oriented learning cultures and continuous improvement
Interdisciplinary and ecosystem-based learning cooperation	Facilitating joint learning and knowledge-sharing between staff from different professions and partner organisations
Digital learning and information support	Supporting e-learning platforms and digital tools for staff training
Staff wellbeing and sustainable professional functioning	Supporting resilience, wellbeing and sustainable workforce development
Ethical, inclusive and rights-based professional development	Ensuring staff training is accessible, equitable and grounded in human rights

Typical responsibilities and tasks

Responsibility area	Typical tasks
Workforce learning and training coordination	Supporting staff learning, training activities and competence development initiatives
Competence development and continuous professional learning	Facilitating professional development activities and reflective learning
Induction, mentoring and professional support	Supporting onboarding, mentoring and the professional adaptation of correctional staff
Organisational learning and quality improvement	Supporting quality-oriented learning cultures and continuous professional improvement
Interdisciplinary and ecosystem-based learning cooperation	Coordinating staff training with external trainers, training academies and partner organisations
Digital learning and information support	Supporting e-learning platforms and digital tools for staff training
Staff wellbeing and sustainable professional functioning	Supporting resilience and sustainable workforce development
Ethical and inclusive professional development	Ensuring staff training is accessible, equitable and grounded in human rights

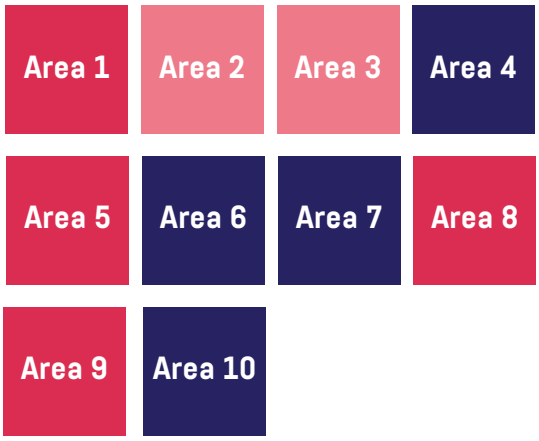
Core competence clusters

This profile draws on competences related to professional learning, organisational development, communication and multidisciplinary cooperation.

Primary competence areas: These competences are essential to the core function of this profile.

Supporting competence areas: These competences are important for effective practice, but do not define the main purpose of the role.

Cross-cutting competence areas: These competences are relevant across the correctional workforce, regardless of role or specialisation.



	Competence area	Relevance to profile
Primary	**Area 4 – Professional communication and documentation**	Supports training communication, mentoring and coordinated professional development processes
	Area 6 – Professional learning, quality and improvement in practice	Central foundation of the profile, supporting workforce learning and continuous professional development
	Area 7 – Collaboration and multi-agency work	Supports interdisciplinary learning and ecosystem-based cooperation
	Area 10 – Staff wellbeing, resilience and professional sustainability	Supports sustainable workforce development and resilience-oriented professional practice
Supporting	**Area 1 – Ethics, human rights and professional integrity**	Supports ethical, inclusive and rights-based workforce development
	Area 5 – Rehabilitation and reintegration support	Supports alignment of workforce development with reintegration-oriented correctional practice
	Area 8 – Digital, information and systems competence	Supports digital learning systems and professional development tools
	Area 9 – Organisational, legal and policy context	Supports understanding of institutional learning environments and correctional workforce structures
Cross-cutting	**Area 2 – Relational / dynamic security**	Supports constructive professional interaction and relational learning environments
	Area 3 – Risk assessment and case management	Supports understanding of operational complexity and correctional practice within workforce learning

Application across different correctional contexts

The staff learning and development practitioner role may look different across European correctional ecosystems depending on training structures, workforce development models, legal frameworks and organisational arrangements.

In some systems, the role is based in a dedicated training department or academy. In others, it is integrated into operational leadership, HR or multidisciplinary organisational structures.

The level of involvement in staff induction, mentoring, quality improvement, digital learning and interdisciplinary competence development may vary across correctional institutions, probation services, regional training structures and community-linked settings. Responsibility for staff training curricula and cooperation with external professional development providers may also differ.

Despite these differences, workforce learning, competence development and organisational learning remain at the core of the profile.

Future-oriented practice dimensions

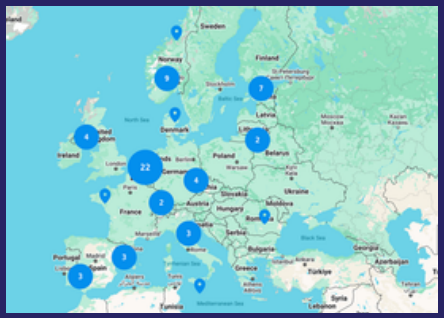
The role is evolving as correctional services become more complex, respond to workforce challenges and place greater emphasis on continuous competence development.

Reflective professional cultures, digital learning systems, interdisciplinary competence development and sustainable approaches to workforce support are becoming increasingly important.

Learning and professional development

The changing nature of staff learning and professional development requires continuous professional learning, organisational adaptability and ongoing engagement with changes in correctional services and workforce needs.

Effective practice depends on the ability to support competence development, facilitate organisational learning and contribute to sustainable and future-oriented workforce development.



Do you want to know what this profile looks like in practice?

Check chapter 5 to discover how this core profile is put into practice in Switzerland, Belgium and the Netherlands.

4. Cross-profile analysis

4.1 Shared foundations across the profiles

Although the eleven European Vocational Core Profiles represent distinct professional functions, they share a common professional foundation that cuts across professional boundaries and organisational structures. Across the profiles, four elements consistently stand out:

Shared foundation	What this means across the workforce
Ethical practice, professional integrity and respect for human rights	Working lawfully, ethically and with respect for dignity, diversity and non-discrimination
Communication and relationships	Communicating effectively with people in detention, colleagues, multidisciplinary teams and external partners
Collaboration and coordinated practice	Working across professional and organisational boundaries, including with partners in justice, health, education, social services, employment, etc. Cooperation is a core part of correctional practice, not an additional skill.
Learning and wellbeing	Continuing to learn, reflect and adapt while maintaining professional wellbeing and resilience

These shared foundations show that professionalisation of the correctional workforce is not only about developing specialist expertise. It also requires a common professional basis that enables people in very different roles to work effectively together.

4.2 Ecosystem interdependence and complementarity

The profile analysis confirms a central finding of the RESiZE project: correctional systems function as interconnected ecosystems rather than collections of isolated roles.

Each profile contributes a distinct professional function, but none operates independently of the others. Effective practice depends on continuous interaction, information exchange and coordination across professional boundaries.

Custodial officers and security practitioners contribute to safety, operational stability, daily relational engagement and behavioural observation.
Case workers coordinate assessment, planning and continuity of support.
Residential support and key workers provide sustained day-to-day relational support and individual guidance.
Psychosocial, healthcare and specialist support professionals provide targeted support related to wellbeing, health and specific or complex needs.
Education and employment workers support learning, skills development and future education or employment.
Peer and volunteer support workers strengthen participation, supportive relationships and community connection.
Facility leaders provide organisational direction and coordination.
Administrative and operational support workers maintain the information, documentation and operational processes needed for services to function effectively.
Staff learning and development practitioners support the learning, competence development and wellbeing of staff, helping teams adapt as practice and workforce needs change.

These functions are complementary rather than self-contained. This becomes especially visible in reintegration and restoration, where progress rarely depends on a single intervention, but on contributions that connect over time, across stages of detention and across institutional and community settings.

Importantly, this does not end at the boundaries of the detention facility. Depending on the setting and individual needs, professional functions connect with healthcare, education, employment, municipal services, community-based organisations and other local support structures. The location, scale and openness of a facility, as well as its connections with the surrounding community, influence how these relationships can be organised and how easily continuity can be maintained.

The profiles therefore show not only who contributes to correctional practice, but also how these different professional functions depend on one another to support safety, wellbeing, rehabilitation, reintegration and community participation.

4.3 Emerging trends across the correctional workforce

Analysis of the profiles reveals several common trends influencing the future development of correctional professions across Europe.

1. **Growing importance of relational and dynamic approaches:** Communication, trust, constructive engagement and relational stability are becoming more important alongside procedures and technical expertise.
2. **Increasing importance of multidisciplinary and multi-agency cooperation:** Complex needs increasingly require professionals and services to work together across professional and organisational boundaries.
3. **Growing emphasis on continuity-oriented support and community-linked approaches:** Support increasingly needs to connect detention, reintegration and community-based services.
4. **Increasing significance of digitalisation and information management:** Digital systems play a growing role in communication, documentation, case coordination, learning, information-sharing and organisational management.
5. **Growing recognition of staff sustainability:** Wellbeing, resilience and continuous professional development are increasingly recognised as conditions for sustainable practice.

Together, these trends suggest that correctional professions are becoming more interconnected, more relational and more dependent on cooperation across organisational boundaries.

4.4 Implications for qualification and workforce development

The profiles show that workforce development should not focus only on individual professions or job titles. While each professional function requires specific expertise, many competences are shared across roles. Professionals need to understand how their role connects with others and how they work together within the correctional ecosystem.

The profiles can therefore provide a useful basis for developing and reviewing qualifications, curricula, training and professional development. They make it possible to identify both the competences that are specific to a particular profile and those that need to be developed across the workforce. This can support learning that combines professional expertise with a better understanding of other roles and multidisciplinary cooperation.

The profiles also underline the importance of continuous professional development. Correctional work continues to change, for example through digitalisation, increasing diversity, more multidisciplinary working, greater attention to staff wellbeing and changing approaches to detention and reintegration. Initial education or training therefore needs to be complemented by opportunities to continue learning throughout a professional career.

Finally, the profiles provide a common European reference that can be used to compare and discuss professional functions, competence needs and qualifications across countries. Because they describe professional functions rather than prescribe specific national job titles, they can support European cooperation while still allowing for differences in national systems, organisational structures and qualification requirements.

Together, the profiles can be used not only to describe the correctional workforce, but also to identify learning and development needs, review existing qualifications and training, and support future workforce planning.

5. The vocational core profiles in practice

The eleven European Vocational Core Profiles presented in Chapter 3 describe broad professional functions rather than specific job titles or organisational structures. To connect these profiles to practice, this chapter looks at four inspirational practices that were previously mapped through the RESiZE project: Etablissement du Simplon (Switzerland), transition house Leuven (Belgium), House of Recovery Twente (the Netherlands), and Detention House Kortrijk (Belgium).

For each profile, the section shows, where information is available, which role or team carries out the function in each facility. Not all functions are carried out by dedicated staff within the facility. In some cases, support is provided by services or professionals from the wider community. This is an important part of how small-scale, community-integrated detention can work in practice. The examples are illustrative rather than exhaustive. They do not aim to define or standardise the profiles, but to show how these functions are organised in different facilities and national contexts.



Etablissement du Simplon (Switzerland)



Transition house Leuven (Belgium)

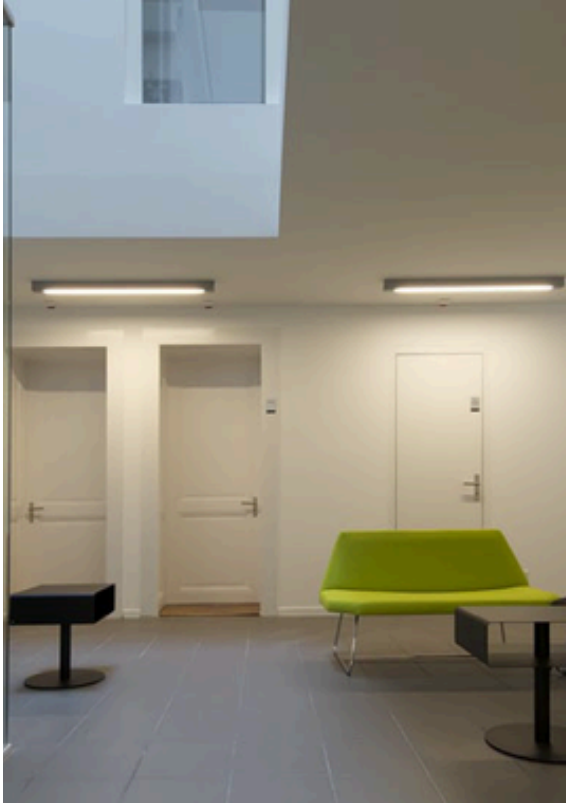


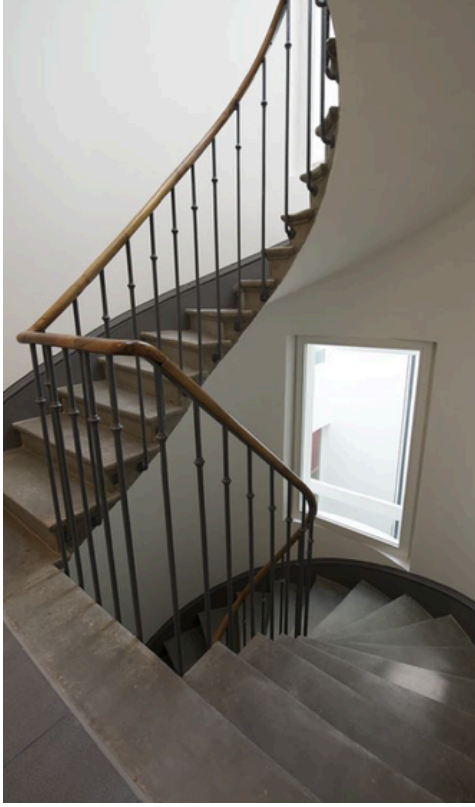
House of recovery Twente (The Netherlands)



Detention House Kortrijk (Belgium)







Etablissement du Simplon (Switzerland)

Etablissement du Simplon, also referred to as "Simplon 43", is a detention facility in the centre of Lausanne, the fourth-largest city in Switzerland. It opened in April 2012 and falls under the State Penitentiary Service (SPEN) of the canton of Vaud, sharing its management with Bois-Mermet prison. With 40 places for adult men and women, the facility has two main objectives: preventing people serving semi-custodial sentences from losing their connection with society and their work, and supporting the professional reintegration of people in the final phase of their sentence through external work, following the principle of "work outside, free time in custody". In this way, it acts as a bridge between detention and life in freedom.

No.1. Custodial officer / security practitioner

This function is carried out by a team of ten uniformed, experienced detention officers together with a chief surveillance officer. The facility's atmosphere is described as friendly and family-like, with trust as the foundation of all interactions.

No.2. Case worker

This function is carried out by a social worker. Residents can address requests and permission matters to this person.

No.3. Facility leader / director

This function is carried out by the Assistant Director, as part of a management team that also includes a chief surveillance officer. The facility shares its overall management with Bois-Mermet prison.

No.4. Residential support and key worker

This function appears to be carried out by the same detention officers who fulfil the custodial function, rather than by a separately named role. The facility's friendly, family-like atmosphere points to day-to-day relational support and guidance being built into the officers' daily contact with residents.

No.5. Psychosocial support worker

This function is not fulfilled by the facility's own staff. Residents needing psychosocial support are referred to services within the wider community.

No.6. Healthcare practitioner

This function is not fulfilled by a healthcare practitioner who is part of the facility's own staff. Depending on their regime, residents either access a healthcare practitioner in the community or are required to use the doctor at the mother prison. In practice, the latter arrangement is not always considered efficient, as that doctor lacks the resources to provide this support, and bringing residents to the prison places an additional burden on the staff of Etablissement du Simplon.

No.7. Education and employment worker

This function is carried out by one part-time educator, who organises activities within the facility, particularly for residents in closed detention. The part-time, single-person nature of the role illustrates how this function can be present but resource-limited in a smaller facility.

No.8. Peer or volunteer support worker

This function is not fulfilled by staff internal to the facility. As an example of how this function can exist in the wider ecosystem, the foundation REPR (Relais Enfants Parents Romands) recruits and trains volunteers to staff welcome points outside prisons in the Lausanne region, offering a listening ear, orientation and non-judgmental support to visiting families and relatives of incarcerated people.

No.9. Specialist support worker

This function is not part of the facility's own staff. Where a resident has a specific support need, such as addiction, staff connect them with a relevant service in the local community, for example a drug counsellor.

No.10. Administrative and operational support worker

This function is not a separately staffed role. Administrative and operational tasks appear to be carried out by the management team.

No.11. Staff learning and development practitioner

This function is not a separately staffed role within the facility. In Switzerland, detention officers are generally trained while in employment, combining practical training in their institution with theoretical courses at the Swiss Centre of Expertise in Prison and Probation in Fribourg, leading to a federal diploma. No data is available on further training or continuing professional development for staff at Etablissement du Simplon.



For more information visit our website or discover the correctional ecosystem in Switzerland.

Etablissement du Simplon

Correctional ecosystem Switzerland

AT A GLANCE

- **Opened** in April 2012
- **Public facility** run by the State Penitentiary Service (SPEN), canton of Vaud
- Also known as **"Simplon 43"**
- **Capacity:** 40 places for adult men and women, mainly in semi-detention and external work







Transition house Leuven (Belgium)

Transition House Leuven is located in the city of Leuven, Belgium, 1.5 km from Leuven-Hulp prison. It opened in June 2024 and is run by Foundation De Kansenfabriek ("The Opportunity Factory"), which is committed to the restoration and positive integration of vulnerable groups in society. The house offers 16 individual rooms to people in the final phase of their detention, up to 18 months before they become eligible for conditional release. Participants gradually build up their freedoms and increasingly shape their lives outside the house, focusing on work, housing, leisure, support and rebuilding relationships. The house grew out of close cooperation with the city of Leuven and local partners. By referring to residents as "participants", the programme emphasises their active role in their own reintegration.

No.1. Custodial officer / security practitioner

This function is fulfilled by the transition guides rather than by a separately designated security role. Safety rests mainly on round-the-clock presence, a positive living climate and clear house rules, supported by access control, cameras and room inspections. Prevention, emergency planning and incident response are organised together with the city, local police, the prison of origin and the prison administration.

No.2. Case worker

This function is carried out by the integration coaches, who follow each participant's individual pathway across all life domains as supporter, confidant, facilitator and connecting figure. Working in a restoration-oriented way, they help participants work toward concrete restorative actions, coordinate access to care and support services and stay in contact with the psychosocial service of the prison of origin. They also report monthly to the justice authorities, prepare the transition towards conditional release or electronic monitoring and cooperate with the justice house at release and in aftercare.

No.3. Facility leader / director

The coordinator is responsible for the overall management of the house, supported by a deputy coordinator. Together, they lead the multidisciplinary team of transition guides and integration coaches, and make sure that the house's rules and working agreements are followed in daily practice. The coordinator also helps to put the house's mission and values into practice, both within the team and in its cooperation with external partners. The coordinator is ultimately responsible for the participants' case files and decides how to respond when issues arise.

No.4. Residential support and key worker

This function is carried out by seven transition guides, who work rotating early, late and night shifts to provide round-the-clock presence. They support daily communal living, act as first point of contact and mentor for participants, organise and lead group activities inside and outside the house, and work to build participants' self-reliance across daily-life domains.

No.5. Psychosocial support worker

This function is not a role within the facility. Day-to-day emotional support runs through the integration coach as part of the case-worker function. For specialised psychosocial or mental-health needs, the transition house in Leuven's named structural partner is CGG (Centrum Geestelijke Gezondheidszorg). Residents are also free to access any provider of their choosing in the wider community — this function is not restricted to CGG alone.

No.6. Healthcare practitioner

This function is not fulfilled by the facility's own staff. It is carried out through the partnership with the local wijkgezondheidscentrum, where new residents can consult, generally by appointment. Residents may also freely use any healthcare provider in the community. The main documented friction point is informational: these external practitioners do not automatically receive a resident's medical history from the originating prison, occasionally requiring the coordinator to intervene directly (e.g. arranging medication with the prison's medical service).

No.7. Education and employment worker

This function is carried out partly by the facility's own staff and partly through an external partner. One day a week, a staff member of Groep Intro works in the house as a connecting figure, helping participants find their way to work, training and leisure activities. Groep Intro supports people across different areas, including work, education, customised employment, leisure, neighbourhood and justice. Within the house, the integration coaches support work and education goals as part of each participant's placement plan.

No.8. Peer or volunteer support worker

This function is not a formally staffed role but is embedded in the house's philosophy and daily programme. Transition House Leuven stays in contact with former participants who have completed their programme. They visit the house regularly, sharing their experiences and encouraging current participants. This lived-experience presence is described as having a strong positive impact, giving current participants a message of hope and a concrete example to look up to. Participants themselves also look for ways to contribute to the community through volunteering.

No.9. Specialist support worker

This function is not part of the facility's own staff. Where a resident has a specific support need, the transition house connects them with a relevant service in the local community, such as a drug counsellor.

No.10. Administrative and operational support worker

This function is not a separately staffed role. Administrative and operational tasks are carried out by the coordinator.

No.11. Staff learning and development practitioner

This function is not a separately staffed role. Responsibility for organising staff training lies with the coordinator and deputy coordinator. Staff received training before the house opened and continue to receive it during operation, in cooperation with Groep Intro and combined with coaching on the work floor. De Kansenfabriek also emphasises autonomy, opportunities for growth and talent development within its team.

For more information visit our website or discover the correctional ecosystem in Belgium.

Transition House Leuven

Correctional ecosystem Belgium

AT A GLANCE

- **Opened** in June 2024
- **Run by** Foundation De Kansenfabriek ("The Opportunity Factory")
- Residents are referred to as "**participants**"
- **Focus**: reintegration in the final phase of detention
- **Capacity**: 16 participants, in individual rooms.





House of Recovery Twente (The Netherlands)

House of Recovery Twente (in Dutch: Huis van Herstel Twente) is an open detention facility in Almelo, the Netherlands. It was established in 2021 as an experimental pilot and has been a permanent part of PI Almelo since 1 January 2026, under the Custodial Institutions Agency. The facility works as a network organisation: a partnership between PI Almelo, the three Dutch probation organisations and the fourteen municipalities of the Twente region. Through this network, residents gain access to a wide range of organisations that can support their return to society, such as care providers, housing corporations and volunteer organisations. Support is based on Krachtwerk, a strengths-based methodology, and continues after release for as long as needed, under the responsibility of the municipalities. The facility houses up to 29 men in the last phase of their detention (a maximum of eighteen months) before they return to one of the fourteen Twente municipalities.

No.1. Custodial officer / security practitioner

This function is carried out by the zbiw'er (a care-and-supervision officer), the largest staff group on site. The role maintains safety, order and supervision, but achieves this primarily through presence rather than physical separation: residents and on-duty zbiw'ers cook and eat meals together, and staff describe relying on informal, low-threshold contact rather than hierarchy to keep the environment safe. Staff are selected specifically for their ability to combine risk management with relational engagement.

No.2. Case worker

This function is carried out by the casemanager (senior and back-office roles), who holds the resident's reintegration plan and coordinates it across the network of partners. The casemanager works alongside the probation officer and behavioural scientist, tracks progress toward each resident's reintegration goals, and is described by staff as accessible and "low-threshold" — based on-site rather than reached only through referral.

No.3. Facility leader / director

This function is carried out jointly by the programme manager and operational manager, supported by a programme secretary. Together they are responsible for day-to-day operations and chair the multi-organisation core team that includes the Dutch probation organisations and the fourteen participating Twente municipalities. Formal decisions on longer periods of reintegration leave are escalated to the director of PI Almelo, reflecting how facility leadership in this network-based model sits alongside, rather than replaces, statutory authority.

No.4. Residential support and key worker

This function is carried out by the zbiw'er acting specifically in their assigned role as mentor. Each resident is paired one-to-one with a mentor, who works with them on their personal action plan and goals, is present on the day of release, and — distinctively — stays involved for an average of 12 to 18 months after release.

No.5. Psychosocial support worker

This function is carried out by the behavioural scientist (gedragswetenschapper), who joined the team in 2022 and is described by staff as bringing much greater clarity to methodical working and reflection on cases. The behavioural scientist co-leads structured trajectory evaluations with residents' mentors, supports the bi-weekly team reflection sessions ("TeamKrachtBesprekingen") on complex cases, and is, like the casemanager, based on-site and low-threshold to reach.

No.6. Healthcare practitioner

This function is carried out by a nurse, part of the core multidisciplinary team rather than an external referral. This keeps basic healthcare support directly accessible within the small-scale facility and connected to residents' broader reintegration goals, alongside continuity of medical information from the originating detention facility.

No.7. Education and employment worker

This function is carried out by the work supervisor for labour activities, who runs the on-site garden work programme. Finding meaningful daytime occupation and, eventually, paid work is one of the most common reintegration goals among residents.

No.8. Peer or volunteer support worker

At the time of writing, Huis van Herstel has no active peer or volunteer support role. An example from the wider Dutch ecosystem is Herstelmaatje (Restorative Buddy), a national programme run by Humanitas in which trained volunteers are matched with people during and after detention. The role is explicitly not probation, therapy, case management or supervision, but is built on equality, self-determination and demand-driven support, from offering a listening ear to helping rebuild a social network.

No.9. Specialist support worker

This function is carried out by the health psychologist (gz-psycholoog), whose role is distinct from the team's general psychosocial support. Dutch law requires a risk assessment and offence analysis before any resident with a serious sexual or violent offence history can be granted freedoms such as leave — work that falls specifically to the available psychologists rather than the wider team.

No.10. Administrative and operational support worker

This function is carried out by the programme secretary and a support officer, who support the programme and operational managers in running the facility day to day and in delivering the documentation and reporting it requires. The deliberately lean structure, with four coordinating roles serving a facility for 29 residents, is itself an example of how administrative support scales down in a small facility without disappearing.

No.11. Staff learning and development practitioner

This function is not a separately staffed role, but staff development is one of the pillars of the House of Recovery concept. Staff are trained in restoration-oriented work and in working with specific groups, such as people with a mild intellectual disability, through courses, training, theme meetings, individual coaching and peer supervision. The behavioural scientist supports the biweekly team reflection sessions on complex cases. Action research by Rotterdam University of Applied Sciences has also fed directly into practice, resulting in a blueprint of the working method published in March 2026.

For more information visit our website or discover the correctional ecosystem of the Netherlands.

House of Recovery Twente

Correctional ecosystem Netherlands

AT A GLANCE

- **Opened** in 2021
- **Falls** under the Custodial Institutions Agency
- Runs through **cross-domain cooperation** with PI Almelo, three probation organisations and fourteen Twente municipalities
- **Capacity:** up to 29 men, for a maximum of 18 months before release





Detention House Kortrijk (Belgium)

Detention House Kortrijk is located on the outskirts of Kortrijk, on the site of a former residential care centre, and falls under the Federal Public Service Justice. It opened in September 2022 as the first detention house in Belgium, as part of the then Minister of Justice's plan to open fifteen detention houses across the country. Today, there are three detention houses in Belgium: in Forest (Vorst), Kortrijk and Olen. The facility houses up to 77 men and women serving sentences of up to three years, split into living groups of up to twelve people to preserve a small-scale feel.

No.1. Custodial officer / security practitioner

This function is carried out by detention officers (detentiebegeleiders) rather than by separate security or surveillance staff. Around half of the detention officers were recruited from outside the prison system, including people with backgrounds in youth work, psychiatry and social support. Safety is based strongly on presence and relationships, with team leaders supporting the daily work and the coordinator holding overall responsibility for safety and emergencies.

No.2. Case worker

This function is carried out within the psychosocial service (PSD), which includes social workers and criminologists. They work with each resident to develop a detention plan covering both their sentence and their reintegration goals. The PSD also takes part in regular multidisciplinary meetings with the director, team leaders and administrative staff.

No.3. Facility leader / director

This function is carried out by a two-person director team. The directors are responsible for the overall management of the house and are involved in multidisciplinary consultations and decisions concerning residents. They also receive and follow up on incident reports from staff.

No.4. Residential support and key worker

This function is carried out by the detention officers, rather than by a separate role. Their daily contact with residents is based on relational security, with staff spending time with residents and building relationships as an important part of maintaining safety. Their role also includes supporting residents with everyday and reintegration-related needs. For example, some detention officers help residents prepare CVs and look for work.

No.5. Psychosocial support worker

This function is carried out by psychologists within the psychosocial service (PSD), alongside social workers and criminologists. Residents can receive psychosocial support within the detention house, while they can also access psychologists or other specialised support providers in the community when needed.

No.6. Healthcare practitioner

This function is carried out by an in-house medical team consisting of a doctor and nurses. The doctor is present at least twice a week and can be contacted when needed, while nurses are present every day for several hours. Residents can also access healthcare providers in the wider community when needed, so healthcare is not limited to the services available within the detention house.

No.7. Education and employment worker

This function is partly carried out by staff working on financial skills and partly through cooperation with external partners. The detention house works with VDAB, the Flemish public employment service, to support residents with employment and work-related goals. This is therefore a combination of in-house support and access to external education and employment services rather than a single dedicated education role.

No.8. Peer or volunteer support worker

An example of this function is the buddy project organised together with VIVES University of Applied Sciences. Students are paired with residents and provide regular contact and support, helping to strengthen the connection between the detention house and the local community.

No.9. Specialist support worker

This function is not part of the facility's own staff. Residents with specific support needs are connected to specialised services in the community. For example, residents can receive addiction support from De Kiem vzw, while local welfare organisations such as OCMW and CAW provide broader support through the DEPAR project for residents with multiple and complex needs.

No.10. Administrative and operational support worker

This function is carried out by four administrative staff who support the daily operation of the house. Their responsibilities include the records office (griffie), accounting and administrative support to the director's office. Administrative staff also participate in the regular multidisciplinary meetings, alongside the directors, team leaders and psychosocial service.

No.11. Staff learning and development practitioner

This function is not a separately staffed role. Before the house opened, staff followed a five-week training programme. Detention officers also receive specific training for working in a detention house, in addition to their general training, covering communication, dealing with difficult situations, suicide prevention, group work, individual coaching and drug awareness. Team leaders support detention officers in their daily work.



For more information visit our website or discover the correctional ecosystem in Belgium.

Detention House Kortrijk

Correctional ecosystem Belgium

AT A GLANCE

- **Opened** in September 2022; as the first detention house in Belgium
- Falls under the **Federal Government Department of Justice**
- **Located** on the outskirts of Kortrijk
- **Capacity:** up to 77 residents, split into living groups of up to twelve

6. Conclusions

6.1 Key contributions of the European Vocational Core Profiles

This deliverable presents eleven European Vocational Core Profiles that describe key professional functions across different correctional settings. Together, they provide a common European reference for understanding what these functions involve, how they relate to one another and which competences they require.

The profiles build on the work carried out throughout Work Package 2 and translate the competence framework developed in D2.2 - European Framework of Competences for the Correctional Workforce - into recognisable professional functions. In this way, they create a practical bridge between the competence framework and future work on qualifications, training and workforce development.

They also provide a common language for discussing professional roles and competence needs across countries. This can support dialogue and cooperation between correctional organisations, training providers, policymakers and other relevant partners.

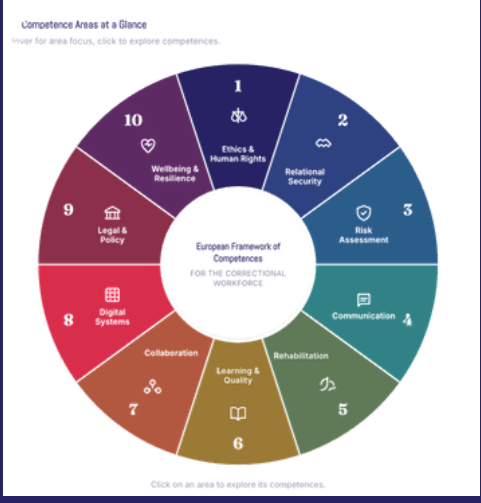
In this way, the framework can support a workforce that is better prepared to work across professional and organisational boundaries and to adapt as correctional practice continues to change.

6.2 Future development and next steps

The European Vocational Core Profiles were refined following external expert validation under Task T2.3.4. The validation confirmed the overall relevance, clarity and applicability of the framework and identified areas for improvement, including cross-national transferability, clearer differentiation between profiles, practical guidance for implementation and applicability to juvenile correctional contexts. These recommendations have been incorporated into the final version while maintaining the overall structure and ecosystem-based approach.

The profiles now provide a validated foundation for the next RESiZE activities on qualification mapping, learning pathways and training development within Work Package 3. Their use should remain adaptable to national occupational structures, legal frameworks and organisational models while maintaining the common European reference.

Ultimately, the European Vocational Core Profiles support a shared vision of a competent, adaptable and future-oriented correctional workforce that can respond to changing societal expectations, increasingly complex professional demands and the evolving nature of correctional practice across Europe.



For more on the competences behind these profiles, check the European Framework of Competences.

Interactive framework

Glossary

1. Open prison: A lower-security detention setting that allows more freedom of movement and contact with the outside community than a traditional prison institution.

2. Detention house: A detention facility based on three principles; small-scale, differentiation and community integration.

3. RESiZE project: Reshaping Correctional Competencies through RESCALED Innovation, the EU-funded project of which this deliverable forms part.

4. D2.3 European Vocational Core Profiles for the Correctional Workforce: this deliverable, the final output of Task 2.3 within Work Package 2.

5. Vocational core profiles: European reference descriptions of professional functions within the correctional workforce, distinct from national job titles or occupational classifications.

6. D2.1 - European Blueprint of the Correctional Ecosystem: the RESiZE deliverable that mapped correctional ecosystems and institutional structures across partner countries.

7. Correctional ecosystem: The network of institutional structures, professional actors, services and community partners that shape correctional practice.

8. DACUM: "Developing A Curriculum", a structured occupational-analysis method used in national workshops to map the duties, tasks and competences linked to correctional roles.

9. Deliverable D2.2 – European Framework of Competences for the Correctional Workforce: the RESiZE deliverable that organised the workforce's competences into ten competence areas.

10. Primary competence areas: Competence areas that are fundamental to the core function of a profile.

11. Supporting competence areas: Competence areas that are important for effective practice but do not define a profile's main purpose.

12. Cross-cutting competence areas: Competence areas that are relevant across the correctional workforce, regardless of specialisation.

13. Safeguarding: Action taken to protect people, especially children and other vulnerable groups, from harm, abuse or neglect.

14. The custodial officer / security practitioner: The professional responsible for maintaining safety, security and order within the detention setting, through supervision and security procedures as well as professional relationships and day-to-day contact with people in detention.

15. Relational security: refers to the safety created through human interaction and trust-based relationships between staff and incarcerated people. The term originated in forensic mental health literature and reflects an explicit intention to move away from static security measures. In essence, relational security is about securing the context through relationship-building itself, rather than through barriers or surveillance.

16. Dynamic security: refers to the safety created by staff who are alert, present, and know the people in their care well. It operates as a complement to, rather than a replacement for, static security. The term originated in traditional prison settings and reflects a dynamic between static and relational forms of security. As defined in the European Prison Rules (Rule 51.2): "the security which is provided by physical barriers and other technical means shall be complemented by the dynamic security provided by an alert staff who knows the prisoners who are under their control."

17. Multi-agency / multidisciplinary cooperation: Cooperation between different professions and organisations (e.g. justice, health, education, social services) that together support a person in detention.

18. Case worker: The professional primarily responsible for coordinating assessment, individual planning, service coordination and continuity of support throughout a person's detention and reintegration pathway.

19. Person-centred practice: An approach that organises support around the individual's own needs, goals and circumstances, rather than around fixed procedures or programmes.

20. Facility leader / director: The professional responsible for the overall leadership and coordination of the detention facility, ensuring that safety, legal requirements, professional practice and the facility's approach to detention are aligned in how it is organised and managed.

21. Residential support and key worker: The professional primarily responsible for day-to-day relational support, individual guidance and practical support within the living environment of a detention facility.

22. Key worker vs. case worker, in more detail: Unlike the case worker (Profile 2), who is primarily responsible for assessment, planning and coordination of the individual pathway, the residential support and key worker focuses on the relationship and continuity of support in everyday life.

23. Normalisation: The principle that daily life during detention should resemble life outside as closely as possible, to support wellbeing and reintegration.

24. Psychosocial support worker: The professional who helps people in detention deal with psychological, emotional and social challenges, contributing to their overall wellbeing and recovery, in a person-centred way and in close cooperation with other professionals.

25. Trauma-informed practice: An approach that recognises the impact of past trauma on behaviour and wellbeing, and adapts support accordingly to avoid causing further harm.

26. Healthcare practitioner: The professional who supports the physical and mental health of people in detention and helps ensure continuity of healthcare during detention and beyond.

27. Education and employment worker: The professional who supports people in detention to learn, develop skills and prepare for further education, training or employment.

28. Lifelong learning: Continued learning and skills development throughout a person's life, including during and after detention, rather than only through initial education or training.

29. Peer or volunteer support worker: A role that provides complementary support through peer relationships, lived experience, volunteering, mentoring and community participation, alongside, not in place of, professional support.

30. Specialist support worker: The professional who provides targeted expertise for specific vulnerabilities or complex support needs, beyond what general residential, casework or psychosocial support can offer.

31. Administrative and operational support worker: The professionals who provide the information, documentation, coordination and procedural support needed for correctional services to function effectively.

32. Staff learning and development practitioner: The professional who supports the learning, competence development and wellbeing of staff within correctional services, through training coordination, induction, mentoring and organisational learning, so that teams can continue to adapt as practice and workforce needs change.

RESIZE

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