

Models and Structures of Corrections and Police Training and Research Activities in Canadian and International Jurisdictions

Lisa Jewell

**Centre for Forensic Behavioural Science
and Justice Studies**

University of Saskatchewan



**UNIVERSITY OF
SASKATCHEWAN**

March, 2013

**Models and Structures of Corrections and Police Training and Research Activities in
Canadian and International Jurisdictions**

Prepared by:

Lisa Jewell, PhD

On behalf of the

Centre for Forensic Behavioural Science and Justice Studies

March 28, 2013

EXECUTIVE SUMMARY

This paper provides an overview of various models of training and research employed in the fields of policing and corrections. Jurisdictions, both within Canada and internationally (i.e., United States, United Kingdom, Ireland, and Australia), were scanned to determine current models of practice. In particular, information was sought about the governance structures of given training models; the timing, approach, and providers of basic/recruit training; and the nature of in-service/advanced training for mid-career professionals. With respect to research models, governance structures were examined, as well as specific areas of research focus, including whether there was any interrelationship between research and training.

There are several instances where policing and corrections fall under the same ministry (at least in Canada); however, there was little indication of any coordination across police and corrections training and research, even within these ministries. Given this lack of overlap, the policing and corrections fields were examined independently. Further, it was necessary to separately consider training models in corrections for each of the following common professional groups: correctional officers, youth workers, and probation and parole officers.

Given the breadth of information covered by this review, it primarily relied upon publically available documents identified through an Internet search. Therefore, the absence of certain characteristics with respect to a given jurisdiction's approach to police or corrections training and research does not necessarily mean these characteristics have not, in fact, been incorporated in their training or research models. A search of peer review and grey literature was used to enhance the information obtained from each jurisdiction.

MODELS AND STRUCTURES OF POLICE TRAINING AND RESEARCH

Governance Structures of Police Training in Canada

In Canada, the Royal Canadian Mounted Police (RCMP) is the national police force; it is an agency of Public Safety Canada. Provincially, policing usually falls under the domain a Ministry of Justice, but may also fall under a Ministry of Public Security or Ministry of Public Safety¹.

Each Canadian jurisdiction has its own police act that governs its police force. All Canadian provincial police acts have provisions around training; however some are more detailed about their regulations than others².

- Nine provincial police acts discussed who has the authority to prescribe training standards and set the minimal standards that must be met. Most commonly, the Minister has been bestowed this authority.
- Nine provincial police acts referenced the need for recruit training.
- Six provincial police acts referenced the need for advanced, in-service, or on-going training requirements.
- Three provincial police acts indicated specific content areas in which training is required.

¹ Specific titles of ministries may differ across jurisdictions; these groupings are based on common keywords.

² As requested by the Saskatchewan Ministry of Justice – Corrections and Policing, Saskatchewan was excluded from this review.

- Three provincial police acts established or designated a particular school as the primary training source for recruit training and the conditions under which the school is legislated to operate. Other legislation also may be used to establish training institutions, such as an order-in-council.

In addition, Provincial Police Commissions in Ontario and Manitoba have been tasked with providing some oversight on training matters. PEI also has established a Police Advisory Committee which oversees training in the province.

New Recruit Police Training Models

Timing of Training

Recruit training may take place either pre-employment (i.e., before a recruit has been formally hired by a police service) or post-employment (i.e., after recruits have been hired and, potentially, sworn in). Pre-employment training is often paid wholly or in part by the recruit, while post-employment training is typically paid by the police service with recruits receiving a salary while in training. There are, however, exceptions to these trends. In the jurisdictions reviewed, post-employment models were more common than pre-employment models.

Approaches to Training

Most jurisdictions employed a training approach that combined classroom and field training. Four unique variations of this approach emerged from the Internet/literature search.

- Intensive classroom training followed by field training.
- A combination of classroom and field training taking place over three blocks, where the field training block is sandwiched between classroom blocks.
- A combination of classroom and field training taking place over five blocks, where two field training blocks are sandwiched between classroom blocks.
- Completion of college/university training leading to a diploma or degree prior to admittance into a police service or academy.

Providers of Training

The organization of *who* provides training to police recruits is the most varied across jurisdictions. Six different provider models were identified through this review:

- *Centralized police training academies* for a national police service, province/state, or region. These academies are typically responsible for training all new police officers in a given state, province, or region.
- *Public safety institutes or schools*. These institutes generally offer training in a variety of areas, such as law enforcement, corrections, fire and safety, emergency services, and law and security. They operate independently of a given police service.
- *Independent municipal police agencies*. Some municipal police forces assume responsibility for developing and delivering training to their new recruits.

- *Universities or colleges in partnership with regional or provincial/state police services.* In some police forces, it is mandatory for recruits to complete a specific diploma or degree prior to being admitted into a police service.
- *Police training institutes designated as higher education institutes.* In Ireland and Australia, some police training colleges are able to confer diplomas and degrees to recruits who successfully complete designated training programs.
- *Providers not directly tied to a given police service.* Several diploma and degree programs exist that provide foundational knowledge in policing, but are not directly linked to any given police force.

Models of In-service or Advanced Police Training for Mid-career Professionals

Throughout the course of their careers, police officers are expected to remain up-to-date with the knowledge and skills required to effectively perform their duties. This training may be provided by several different providers, including:

- National training academies
- Provincial/regional training academies
- Institutes of public safety
- Independent municipal police agencies
- Post-secondary institutions
- Private or non-profit agencies

In-service and advanced training for police officers most commonly focuses on: a) certification or re-certification courses; b) leadership and management development; and c) specialized topics related to criminal investigation, investigative techniques, and traffic and patrol operations. In some cases, special certificate programs have been developed or arrangements have been made with a university to allow members to obtain advanced degrees in policing.

Models of Police Research

Six Canadian provincial police acts referenced the need for research on law enforcement practices and/or mandated the collection and reporting of data. Aside from the authority of police acts, several jurisdictions described a research function and indicated that this function may be the responsibility of a(n): a) Ministry; b) police academy; c) public safety institute; d) police service; e) academic institution; or f) a standalone research centre or governmental organization. In several jurisdictions, mandated research functions included conducting research on training and curriculum development in response to emerging needs and trends. Other areas of research included science and technology research, policy research, testing innovative approaches to support effective service delivery, crime analysis, and exploratory research on social, justice, and public safety issues.

MODELS AND STRUCTURES OF CORRECTIONS TRAINING AND RESEARCH

Governance Structures of Corrections Training

In Canadian provinces and territories, corrections most commonly falls under the domain of a Ministry of Justice, but it may alternatively belong to a Ministry of Public Security or Ministry

of Public Safety. In four provinces and territories, youth corrections is the responsibility of either a Ministry of Children and Family Development or Department of Health and Social Services. Correctional Services of Canada is responsible for corrections at the federal level.

Provincial and territorial corrections divisions must abide by their respective correction services acts and correction act regulations, as well as the federally-based *Youth Justice Act* and any existing provincially-passed youth justice acts. In addition, PEI must follow its *Probation Act*.

In comparison to policing, training for corrections is much more weakly regulated. For example:

- Only seven provincial/territorial and the federal corrections services acts specified who was designated to make regulations regarding the qualifications, duties, and powers of corrections staff. In most cases this authority only pertained to regulating probation officers.
- Only four provincial/territorial and the federal corrections services acts referenced the training requirements for staff.
- Four provincial/territorial corrections services acts referenced the training requirements for volunteers.
- One provincial youth justice act gave the Lieutenant Governor in Council the authority to establish qualification standards for youth probation officers.

Models of Corrections Basic Training Programs

Minimum Education Qualifications

Correctional officers. In Canada and the United States, the most common minimum education level required to work as a correctional officer is a high school diploma or its equivalent. The United Kingdom, Ireland, and Australia did not specify minimum education qualifications

Youth workers. In Canada, a two-year diploma is the most common minimum education level required. In the United States, the American Correctional Association requires that youth workers have a high school diploma to be eligible for certification. The United Kingdom, Ireland, and Australia did not specify minimal educational qualifications for youth workers.

Probation and parole officers. In general, across Canadian and international jurisdictions, an undergraduate degree was the preferred level of education.

Timing of Training

Correctional officers. Training for correctional officer recruits may take place either pre- or post-employment. In Canada, pre-employment training is the most common model whereas in the United States and Australia, post-employment training is the norm.

Youth workers. Aside from any training requirements related to having post-secondary education (e.g., a diploma), some Canadian jurisdictions offer additional pre- or post-employment youth worker training programs. The United States tends to use a post-employment model to train

youth workers, while the United Kingdom, Ireland, and Australia largely did not discuss youth worker training.

Probation and parole officers. The question of pre- versus post-employment training does not readily apply to probation and parole officers, since they are generally expected to have a degree prior to being hired. Therefore, any additional training is typically provided after they are hired.

Approach to Training

All of the jurisdictions described their basic training programs for correctional officers as being composed of a combination of classroom and on-the-job training, although a few jurisdictions did not indicate that their training programs included an on-the-job training component. New hires also often receive mentorship from senior correctional officers while completing their on-the-job training. Little detail was provided about the nature of training for youth workers and probation and parole officers.

Certification. Some jurisdictions in the United States, the United Kingdom, and Australia require correctional officers, youth workers, and probation and parole officers to undergo a certification process. Several examples are available, including:

- American Correctional Association Officer Basic Training Program (United States)
- Custodial Care National Vocational Qualification Level 3 (England and Wales)
- Scottish Vocational Qualification in Custodial Care Level 3 (Scotland)
- Qualification Framework for the Probation Service (England and Wales)
- Certificate III in Correctional Practice (Custodial, Community, or Youth; Australia)
- Certificate IV in Correctional Practice (Australia)

Models of In-service or Advanced Training for Mid-career Corrections Professionals

Throughout the course of their careers, corrections staff are expected to remain current with the knowledge, skills, and certifications required to effectively perform their duties. This training may be provided by the same providers who offer basic training programs, as well as by private or non-profit agencies.

Mid-career training for corrections professionals is not widely discussed in Canada. In contrast, the United States has developed a fairly comprehensive network for mid-career training. Several national organizations have been involved in establishing training programs, developing online (as well as some face-to-face) courses, and establishing certifications in advanced areas (including leadership, management, and trainer/instructor certification). A few universities also have established specialized institutes that provide in-service or advanced corrections training. In some cases, arrangements have been made to allow corrections staff to enter graduate degree programs.

Models of Corrections Research

Only one provincial police act (Manitoba) in Canada mandates that research be conducted to examine issues of relevance to correctional services in the province. However, several jurisdictions do identify a research function and indicated that research may be the responsibility of a(n): federal governmental department, provincial/state ministry or department of corrections,

public safety institute, academic institution, and standalone research centre or corrections organization.

In general, organizations did not describe their research functions in depth. A handful of jurisdictions across Canada and the United States explicitly identified training as a primary research goal. Otherwise, organizations indicated that they conducted research in order to develop and enhance policies, procedures, and practices; better understand prisoners, their life experiences, and variables influencing their behaviours; and have statistics on their clients.

SUMMARY AND CONCLUSIONS

This review of police and corrections training models revealed that there are several similarities in the models used to train both police and corrections professionals (i.e., correctional officers, youth workers, and probation and parole officers). There also are commonalities in the research models employed, particularly with respect to whom that research function may fall. Despite these similarities, there is limited overlap in the provision of training and conduct of research across policing and corrections. This summary discusses and compares the major police and corrections training and research models that were identified.

All of the training models examined have their own advantages and disadvantages. For instance, with respect to the timing of training, pre-employment training provides an additional opportunity to “screen out” recruits who are not able to meet the competencies required for their position prior to investing many resources in them. In contrast, post-employment training demonstrates greater commitment to recruits, which may provide them with additional confidence, help them perceive themselves as a member of the service more quickly, and increase their own commitment to the service.

In terms of approaches to training, corrections and policing clearly favoured integrating classroom and field/on-the-job training. In particular, several advantages of field training were cited, such as allowing new recruits to become comfortable in their professional roles and proficient at skills or competencies while receiving guidance from a training officer (Karp & Stenmark, 2011; Reveal, 2009).

A notable approach to training newly hired staff in the corrections field was centred on achieving certification. Certification has many benefits in that it provides documented evidence that individuals have been examined by an independent professional organization and deemed to be competent; it provides a mechanism for documenting mastery; it encourages continuing education and professional growth; it is a form of recognition and achievement; and it elevates a profession’s standing (Gala & Bouchard, 2009).

In general, the same types of providers were used to provide police and corrections training. Each provider model has strengths and weaknesses. For instance, centralized training academies may act as a socialization mechanism to induct staff into the ways of a given police or correctional service, instill a shared mission and organizational values among recruits, and shape their professional attitudes, but have been criticized by higher education institutes for being too technical in their focus (Caro, 2011; Heslop, 2011; Stargel, 2007). Public safety institutes can

result in costs savings and reduce the duplication associated with operating multiple training facilities. In addition, they can potentially coordinate the delivery of similar types of training courses required by more than one profession (e.g., police, fire, corrections), but this happens at the cost of making these courses less specialised. In contrast, delegating training to local police agencies or corrections institutions allows each local agency to shape its training curriculum to match its own specific needs and realities. However, it also may be challenging for smaller agencies to offer the same breadth of training as centralized academies or public safety institutes.

In policing, entering into a relationship with an academic institution (i.e., a university or college) to provide training has been associated with training officers who have better critical thinking, communication, and conflict resolution skills, and a greater appreciation for, and open-mindedness towards, diversity (Carlen, 2007; de Lint, 1998; Dominey, 2010; Paterson, 2011). Critics of involving higher education in police training suggest that instructors in these institutions are more likely to be disconnected from the reality of police work and, as a result, recruits are not as prepared when they enter the field (Carlan, 2007). Police academies or colleges who have become designated as higher education institutes or registered training organizations reflect attempts to bridge the “best of both worlds,” as they are able to maintain their strong connection to the police service, while integrating the ideals shared by higher education. It is likely that many of these arguments can be generalized to corrections.

With respect to mid-career training, policing seems to have more established models than corrections, at least in Canada. Canadian corrections systems may be well served to examine policing models or corrections models employed in the United States (e.g., certification, online training). They also may consider partnering with some of the American organizations that have thriving mid-career training models (e.g., National Institute of Corrections, American Correctional Association).

Similarly, research related to the improvement or development of training for staff is more commonplace in policing than in corrections, which may, in part, be one reason why police training tends to be more structured than corrections training. Otherwise, research in these two fields tends to be carried out by the same parties (e.g., government agencies, training colleges or academies, academic institutions, or standalone research centres). However, it is more common for research to be a mandated component of policing in Canadian provinces than it is for corrections services.

Conclusion

There is no single model for policing or corrections training and research that has been demonstrated to be superior over others. In fact, the amount of research conducted to formally evaluate and compare various models of police and corrections training (timing, approach, provider, or otherwise) and research has been limited. As such, there is a need to develop a stronger evidence base through research and evaluation to identify which models are more effective than others. In the meantime, when choosing a training or research model for either corrections or policing, organizations may be best served by reflecting upon their values, mandate, structure, and what they hope to accomplish. These considerations will likely lead to the training and research models best suited to their needs.

Table of Contents

Introduction.....	1
Part 1: Models and Structures of Police Training and Research	1
Method for Search Strategy	1
Governance Structures of Police Training.....	2
New Recruit Police Training Models	4
Models of In-service or Advanced Training for Mid-career Professionals	14
Models of Police Research.....	16
Part 2: Models and Structures of Corrections Training and Research.....	18
Method for Search Strategy	18
Governance Structures of Corrections Training	19
Models of Corrections Basic Training Programs.....	22
Correctional Officer Basic Training Models	22
Youth Worker Basic Training Models.....	30
Probation and Parole Officer Basic Training Models.....	33
Models of In-service or Advanced Training for Mid-career Corrections Professionals	36
Models of Corrections Research.....	39
Part 3: Summary and Conclusions.....	41
Governance Structures of Police and Corrections Training	41
Models of Basic Police and Corrections Training for New Recruits or New Hires	41
Models of In-service or Advanced Training for Mid-career Policing and Corrections Professionals	45
Models of Police and Corrections Research	46
Summary and Conclusion	47
References.....	48
Appendix A: Models of Police Training and Research	51
Appendix B: Policing Jurisdictions Searched and Related Documents.....	56
Appendix C: Models of Corrections Training and Research.....	59
Appendix D: Corrections Jurisdictions Searched and Related Documents	67

INTRODUCTION

This paper provides an overview of various models of training and research employed in the fields of policing and corrections. Jurisdictions, both within Canada and internationally (i.e., United States, United Kingdom, Ireland, and Australia) were scanned to determine models of training and research that are currently in practice. In particular, information was sought about governance structures of given training models, as well as the timing, approach, and providers of training. With respect to research models, governance structures were examined, as well as specific areas of research focus, including whether there was any interrelationship between research and training.

There are several instances where policing and corrections fall under the same ministry (at least in Canada); however, there was little indication of any coordination across police and corrections training and research, even within these ministries. Given this lack of overlap, the policing and corrections fields were examined independently. Further, it was necessary to separately consider training models in corrections for each of the following common professional groups: correctional officers, youth workers, and probation and parole officers.

Given the breadth of information covered by this review, it primarily relied upon publically available documents identified through an Internet search. Therefore, the absence of certain characteristics with respect to a given jurisdiction's approach to police or corrections training and research does not necessarily mean these characteristics have not, in fact, been incorporated into their training or research models. A search of peer review and grey literature was used to enhance the information obtained from each jurisdiction.

PART 1: MODELS AND STRUCTURES OF POLICE TRAINING AND RESEARCH

Discussions of police training models centre around two types of training: 1) training for new recruits; and 2) in-service or advanced training for mid-career professionals. Models of new recruit training are most widely described by jurisdictions and, as such, will constitute the focus of this section. Major elements of new recruit training models are discussed, including the timing of training (i.e., whether it occurs pre- or post-employment), the approach or modalities used to deliver training, and the providers of training. However, before discussing the various recruit training models employed, the governance structures of police training are reviewed. Brief discussions of in-service or advanced training models for mid-career professionals and police research models conclude this section.

Readers are encouraged to access Appendix A for detailed information about the specific jurisdictions that possess the characteristics described in this paper. Illustrative examples that exemplify certain types of training and research models are provided throughout.

Method for Search Strategy

First, a thorough Internet search was conducted to identify the models used in Canada. Specifically, models of police training were examined in each province and territory³ (excluding

³ The Canadian territories are policed by the RCMP.

Saskatchewan⁴), as well as federally. This included reviewing the websites (and any identified supplementary documents) of the Royal Canadian Mounted Police, the Ministry responsible for policing in each province and territory, provincial police acts, provincial and/or municipal police services (as appropriate), and non-profit, research, or private organizations involved in police training and research.

Following this thorough search of the Canadian landscape, a more selective search was conducted of international jurisdictions to determine if there were any additional models distinct from those adopted in Canada. This involved conducting an Internet search of the training and research models used in the United Kingdom⁵ (unique jurisdictions searched included England and Wales, Scotland, and Northern Ireland), Ireland, Australia (unique jurisdictions searched included the Australian Federal Police⁶, New South Wales, Northern Territory, Queensland, South Australia, Tasmania, Victoria, and Western Australia), New Zealand, and the United States. A review of state and local law enforcement training academies in the United States completed by Reaves (2009) revealed that the models of training employed did not differ substantially from those discovered in the other jurisdictions. Thus, models used in various parts of the United States were not reviewed unless they were exemplary in some way.

Finally, a search was conducted for additional peer-review and grey literature pertaining to models of police training and research using PsycINFO, Criminal Justice Abstracts, and Sociological Abstracts. Combinations of the following keywords were used: police, police personnel, training, and models. Appendix B contains a detailed list of the names of various jurisdictions and organizations searched and the websites/documents from which the information in this report was derived.

Governance Structures of Police Training

This section focuses predominantly on governance structures used in Canada. Each country is structured somewhat differently; therefore, it can be difficult to generalize governance structures that have been applied internationally. However, international examples are provided where appropriate.

In Canada, the Royal Canadian Mounted Police (RCMP) is the national police force; it is an agency of Public Safety Canada. Provincially, policing most commonly falls under the domain a Ministry of Justice, but it may also fall under a Ministry of Public Security or Ministry of Public Safety⁷.

⁴ As requested by the Saskatchewan Ministry of Justice – Corrections and Policing.

⁵ The United Kingdom is composed of four countries: England, Wales, Scotland, and Northern Ireland. There is a United Kingdom Ministry of Justice; however, any organizations and policies falling under this umbrella pertain only to England and Wales. Scotland and Northern Ireland have their own, independent justice systems. Therefore, for the purposes of this report, it will be assumed that the United Kingdom consists of three jurisdictions: England and Wales, Scotland, and Northern Ireland.

⁶ The Australian Federal Police also are responsible for policing in Australian Capital Territory.

⁷ The specific titles of ministries may differ across jurisdictions; these groupings are based on the use of common keywords.

Each Canadian jurisdiction has its own police act that governs its police forces. All Canadian provincial police acts have provisions around training; however some are more detailed about their regulations than others.

- Nine provincial police acts discussed who has the authority to prescribe training standards and the minimal standards that must be met. Most commonly, the Minister has been bestowed this authority.
- Nine provincial police acts referenced the need for recruit training.
- Six provincial police acts referenced the need for advanced, in-service, or on-going training requirements.
- Six provincial police acts referenced the need for research of law enforcement practices and/or mandated the collection and reporting of data; Quebec specifically denoted a need for training-related research.
- Three provincial police acts indicated specific content areas in which training is required.
- Three provincial police acts established or designated a particular school as the primary training source for recruit training and the conditions under which the school is legislated to operate.

With respect to police schools, other legislation also may be used to establish training institutions. An order-in-council was used to establish the Justice Institute of British Columbia (JIBC) and the Ontario Provincial Police, including its academy. In three provinces, a Governance Board was designated to oversee the operations of their respective police schools. Of interest, a Governance Board also oversees the police academy in Northern Ireland. Further, the *Police (Scotland) Act 1967* makes provisions for a central training institution; however, it does not specify the school by name.

In terms of other governance structures related to training, Provincial Police Commissions in Ontario and Manitoba have been tasked with providing some oversight on training matters. Further, PEI has established a Police Advisory Committee, which is chaired by the Policing Services Manager at the Department of Justice and Public Safety. The committee is responsible for: 1) making improvements to the required police training program; 2) collaborating with training providers and training administrators to ensure compliance with the regulations; 3) making recommendations about amendments to the Minister; and 4) developing training procedures that outline responsibilities for training administrators, trainers, and trainees.

The Quebec Police Act

The *Quebec Police Act* established the École nationale de police du Québec as a legal person and mandatory of the Government. It allows the government to choose a location for the school's head office, specifies its mission and powers, and outlines the conditions that must be abided when developing and teaching courses, as well as when giving credit for training obtained from outside agencies (e.g., universities).

“It is the mission of the school, as a think tank and an integrated police training activity centre, to ensure the pertinence, quality and coherence of police training. It is the exclusive responsibility of the school to provide the basic training that gives access to police patrolling,

police investigation and police management functions, except the training provided as part of a program leading to a Diploma of College Studies or an Attestation of College Studies in police technology. The school shall also offer advanced training activities and conduct training-oriented research. In addition, the school shall offer in-service training activities designed to meet the needs of the various police forces. In developing its basic training programs, the school shall, where expedient, consult university-level educational institutions concerning the recognition of its programs as university-level programs” (Section 10).

In addition, the *Police Act* specifies the school's responsibilities for conducting research. To help advance these objectives, a training and research commission (i.e., the Commission de formation et de recherche) was established.

“The school shall conduct or commission research or studies in areas related to police work that may have an impact on police training; the results shall be published and disseminated by the school, in particular among the members of the law enforcement community” (Section 12).

Finally, the *Police Act* describes the Minister’s ability to direct the school’s mandate and the composition and responsibilities of the 15-member governing board that is to oversee the school.

New Recruit Police Training Models

Timing of Training

One prominent factor that distinguishes various training models is whether or not recruits have been formally hired into a police force at the time they receive training. Recruit training may take place either pre-employment (i.e., before a recruit has been formally hired) or post-employment (i.e., after a recruit has been hired and, potentially, sworn in). Pre-employment training is often paid wholly or in part by the recruit, while post-employment training is typically paid wholly or in part by the police service with recruits being paid a salary while receiving training. However, there are exceptions to these generalizations.

In the jurisdictions reviewed, post-employment models were more common than pre-employment models:

- Four Canadian provinces, two jurisdictions in the United Kingdom, Ireland, three Australian jurisdictions, and New Zealand used a post-employment model.
- Five Canadian jurisdictions and three Australian states indicated a pre-employment model.

The decision as to whether to offer pre- or post-employment training may be linked to the provider of training (this connection is explored further in a subsequent section). Both pre- and post-employment training have their own advantages and disadvantages. Pre-employment training provides police services with an additional opportunity to “screen out” recruits who are not able to meet the competencies required to become police officers, prior to investing many resources in them. In contrast, post-employment training involves greater up-front resource investment in recruits that have not yet proven their competency. However, it also demonstrates greater commitment to recruits, which may in turn provide recruits with greater confidence, help

them perceive themselves as members of the police force more quickly, and increase their own commitment to the service.

Approaches to of Training

Another commonly discussed feature of police recruit training models is the approach used to deliver training. Most jurisdictions described their training approach as involving both classroom⁸ and field training. Four unique variations of this approach emerged from the Internet/literature search.

- Intensive classroom training followed by field training.
- A combination of classroom and field training taking place over three blocks.
 - Block 1=classroom training, Block 2=field training with field training officers, and Block 3=classroom training
- A combination of classroom and field training taking place over five blocks.
 - Block 1=classroom training, Block 2=field training with field training officers, Block 3=classroom training, Block 4=field training with field training officers, and Block 5=classroom training.
- Completion of college/university training leading to a diploma or degree prior to admittance into a police service or academy.

The two-block training approach appears to be the most common. In particular, the national police forces (e.g., RCMP, Australia Federal Police, and Royal New Zealand Police) tended to use this model, as did many Canadian provincial and municipal police services. A handful of police services indicated that they employed either three-block or five-block models (the jurisdictions that used a 5-block model were all based internationally). The model in which a university degree or college diploma (or the near completion of one) was required prior to entry into a police service was used in four of the Canadian jurisdictions examined, one jurisdiction in the United Kingdom, Ireland, and four states in Australia.

Field training has been identified as a particularly important aspect of police training models as it helps students become more comfortable in their professional roles and provides them with the time required to learn and adopt the attributes of their new profession (Karp & Stenmark, 2011). No formal research was identified discussing the merits of two-block, three-block, and five-block approaches to training. Regardless, a potential advantage of interspersing field training within blocks of classroom training is that students are likely not presented with as much information in each classroom segment, thereby increasing the likelihood that they will retain this information. They also are more likely to have the opportunity to apply the information they are taught more quickly after they learn it, which is a principle in line with adult education theories of best practices for enhancing knowledge retention (Knowles, Holton, & Swanson, 2005). In addition, recruits are able to reflect upon the application of their academic knowledge in the field in a structured setting when they return for another block of classroom training. On the other hand, recruits in a multi-block training program may not have learned all of the information they

⁸ Classroom training may involve practical activities and scenario-based learning; however these activities typically take place off-the-job and, for the purposes of this report, are subsumed under the category of “classroom training”.

require to perform effectively in the field. Consequently, they may be ill-prepared to handle situations for which they have not yet received training while in their field placements, since it is not always possible to control the nature of the calls recruits may be asked to attend. In the two-block training approach, recruits will have at least learned academically all of the information required to perform effectively on the job.⁹ The merits of requiring a diploma or degree prior to entering a police service will be discussed in the following section of this report.

A review of the literature revealed another quality that characterizes police recruit training approaches—the use of a stress-based military model or a non-stress-based academic model. According to Reaves (2009), the more traditional stress-based military model “typically includes paramilitary drills, intensive physical demands, public disciplinary measures, immediate reaction to infractions, daily inspections, value inculcation, and withholding of privileges” (p. 10). In contrast, the non-stress-based model emphasizes “academic achievement, physical training, administrative disciplinary procedures, and an instructor-trainee relationship that is more relaxed and supportive” (Reaves, 2009, p.10). The stress-based model is thought to lead to greater self-discipline and commitment to following departmental policies, better time management skills, and the completion of duties (even those that are undesirable). In contrast, the non-stress-based academic model is believed to produce officers who are more cooperative when interacting with citizens and community organisations and who will be more likely to take a problem-solving approach to community policing.

In addition, many police models involve training recruits in cohorts that are required to live in residence where they follow a structured lifestyle for the duration of their stay. The intensity brought about by requiring recruits to spend day and night together is thought to enhance their ability to bond with each other, learn how to be part of a team, and undergo an identify transformation process (Paterson, 2011).

Providers of Training

The element of police recruit training models that is the most varied across jurisdictions is the provider of training. Six different providers were identified through this review:

- Centralized police training academies for a national police service, province/state, or region
- Public safety institutes or schools that serve a given region or province/state
- Independent municipal police agencies
- Post-secondary institutions in partnership with regional or provincial/state police services
- Police training institutes designated as higher education institutes
- Providers not directly tied to a given police service

To illustrate the intricacies of these various models, each one is described below.

Centralized police training academies. The traditional approach of providing recruit training through a centralized police training academy is perhaps the most common approach to training. Generally, the academy is responsible for training all new police officers in a given state,

⁹ Personal communication with T. Hawkes, March 21, 2013.

province, or region. It is used by most federal police services in the countries examined (e.g., Canada, Ireland, Australia, and New Zealand), the majority of state and local police forces in the United States (Reaves, 2009), and other provincial, regional, and state jurisdictions in Canada, the United Kingdom, and Australia.

The police academy experience serves several functions in training officers. For instance, it teaches cadets the knowledge, technical, and interpersonal skills required to be competent in their positions; acts as a socialization mechanism to induct cadets into the police service; instills a shared mission and organizational values; and indoctrinates cadets in the ways and means of the organization by shaping their professional attitudes (Caro, 2011; Heslop, 2011; Stargel, 2007).

Royal Canadian Mounted Police (RCMP)

The RCMP's recruit training program is centralized at the RCMP Academy, Depot Division in Regina, Saskatchewan. Training is provided to recruits on a pre-employment basis, and is often delivered from instructors who are themselves members of the police force. Upon the successful completion of the 24-week program, recruits may be offered employment and deployed to selected training detachments where they complete a six-month Field Coaching Program under the supervision of a field coach. While at Depot, fees (room, board, and travel) are covered at no cost to the cadets. Cadets also receive an allowance, but are expected to pay for personal items, such as supplies and footwear.

The RCMP is Canada's national police service and is an agency of Public Safety Canada. It provides policing services nationally and, under contract, in eight provinces and three territories. The RCMP operates under the authority of the *RCMP Act* and is headed by the Commissioner who, by the direction of the Minister of Public Safety Canada, controls and manages the force.

Ontario Police College/Ontario Provincial Police Academy

The Ontario Police College (OPC) is responsible for training all recruits sworn into the Ontario Provincial Police (OPP) force using a post-employment model. The training program is 18 weeks in length and challenges the recruits both academically and physically. Typically, OPP recruits attend a one week orientation at the Provincial Police Academy operated by OPP in Orillia, followed by 12 weeks of Basic Constable Training at OPC. Recruits then return to the Academy in Orillia to complete five more weeks of post-recruit training. Upon successful completion of all training requirements, recruits are deployed to an assigned detachment to work with a coach officer. Recruits from municipal police forces, such as the Toronto Police Service, are not required to attend the Provincial Police Academy in Orillia and, instead, may attend orientation and post-recruit training at their own municipal police colleges.

OPC has 165 full- and part-time employees including instructors, support, and seconded staff. Recruits attending OPC are required to pay tuition fees (\$7,500), but they are eligible for a one-time \$2,000 supplemental payment to off-set the cost of tuition after completing training. Tax deduction receipts for the full amount of their tuition also are available. OPC provides on-site accommodation.

The *Ontario Police Services Act* designates the Solicitor General as having the power and duty to: a) develop and promote programs to enhance professional police practices, standards and training; and b) operate the Ontario Police College. The *Police Services Act* also designates the OPC as the institution responsible for training members of Ontario police forces.

Public safety institute or school. Some recruits receive training from a provincial or regional public safety institute. These institutes typically offer training in a variety of areas, such as law enforcement, corrections, fire and safety, emergency services, and law and security. Public safety institutes operate independently of a given police service, but generally maintain a close collaboration to ensure that any training offered is relevant and meets the legislated requirements. There are two public safety institutes involved in the provision of police training in Canada (JIBC and Atlantic Police Academy), one in Australia (Northern Territory Fire and Emergency Services College), and at least 25 in the United States (Reaves, 2009).

The strength of public safety institutes is that they manage the training of several professions, potentially resulting in cost savings and a reduction in duplication associated with the operational requirements of running multiple training facilities. Public safety institutes also can coordinate the delivery of similar types of training courses required by more than one profession (e.g., police, fire, corrections) to further reduce duplication of service delivery. In addition, since students are co-located, there is more opportunity for them to interact with, and learn about, members of professions with whom they are likely to come into contact when on the job. As evidenced by the JIBC and Atlantic Police Academy, public safety institutes also may be in a better position to engage in research related to curriculum development in response to emerging needs and trends, testing innovative approaches to support effective service delivery, and exploring social, justice, and public safety issues. On the other hand, public safety institutes risk being less closely linked to what police work is like in practice if instructors have not recently spent sufficient time in the field themselves or courses are generalized for multiple professions. In a recently published document, the Ontario Ministry of Community Safety and Correctional Services (2011) indicated that it may consider establishing a public safety college in the future to provide training to police, fire, and corrections.

Justice Institute of British Columbia (JIBC)

JIBC is composed of three schools: 1) School of Public Safety; 2) School of Community and Social Justice; and 3) School of Health Sciences. Of particular relevance is the School of Public Safety—here, the following training programs are offered: 1) Centre for Court Administration; 2) Corrections and Community Justice; 3) Justice and Public Safety; 4) Police Academy; 5) Fire and Safety; 6) Emergency Management; and 7) Sherriff Academy.

The JIBC Police Academy follows a post-employment model and offers training only to recruits who have been sworn into a police service in British Columbia. JIBC is responsible for training all municipal police recruits, transit police, and First Nations police in the province. A 9-month program is offered to recruits upon the conclusion of which they are conferred a Law Enforcement Studies Diploma. Recruit training takes place in three blocks—Block I: recruits attend the Police Academy for 13 weeks and learn basic skills and knowledge; Block II: recruits engage in field training with a field training officer in their home police department for 12-17 weeks; and Block III: recruits return to the Police Academy for 8 weeks to build upon the

knowledge learned in Block I and II and prepare for working independently upon graduation. Recruits are required to pay tuition while attending JIBC.

JIBC was established as a Provincial Institute through an Order-In-Council by the Attorney General and Ministry of Education, Science and Technology in 1978 to perform the following functions: 1) provide courses of instruction consistent with identified needs specifically for, but not limited to, police, corrections, courts, and sheriffs; 2) identify the educational and specific training needs for all components of the British Columbia Justice System; 3) develop a cooperative system of coordination between its own programs and those of other institutes, colleges, universities, public schools, and community-based organizations; and 4) provide a provincial forum for discussion and examination of justice and socially related issues. JIBC is a public post-secondary institution that receives funding from the Government. An eight member Board of Governors informs, directs, and monitors the activities of the Institute toward the achievement of its strategic objectives and those of the Ministry of Advanced Education.

Atlantic Police Academy at Holland College

Prince Edward Island (PEI), New Brunswick, and Nova Scotia have taken a coordinated approach to police recruit training and have established a regional training academy in partnership with Holland College. The Atlantic Police Academy offers training programs for: 1) police science (cadet); 2) correctional officers; 3) basic firefighting; 4) law and security; and 5) conservation enforcement. It provides pre-employment recruit training services to regional and municipal forces in PEI, New Brunswick, Nova Scotia and, to a lesser extent, Newfoundland.

The Police Science (Cadet) program is targeted toward men and women who want to enter the field of law enforcement. The program is 35 weeks long, including a 10-week practicum with a Canadian municipal police agency or the RCMP. The program blends knowledge with hands-on training using real life situations and various simulations. Students are required to stay in barracks and pay tuition fees, as well as additional fees for accommodation, meals, books, and uniforms. Credits earned through this training program are transferable to Cape Breton University or the University of PEI.

The *PEI Minister's Directive on Training* designates the Atlantic Police Academy as a competent training facility and the primary source of police recruit training. The *PEI and New Brunswick Police Acts* both state that, in order to qualify for appointment as a police officer, a person must have graduated from the police cadet training program at the Atlantic Police Academy or a similar program from an approved police training agency. The *PEI Police Act* also states that the Director of the Atlantic Police Academy is required to ensure that opportunities for training in specified areas are provided to instructing officers of the Academy before they are assigned to duty. The *Nova Scotia Police Act* simply states a person must have graduated from an approved training program to qualify for appointment. Some municipalities in Nova Scotia provide their own training programs and do not require that recruits attend the academy.

Independent municipal police agency. Oftentimes in Canada, larger municipalities (e.g., Toronto, Edmonton, Calgary, Winnipeg, and Halifax) assume responsibility for their police services and the training of their recruits (to the extent that legislation allows). In particular, two

Canadian provinces (Alberta and Manitoba) have placed the responsibility of training solely on municipal police services. That is, each municipal police service is responsible for developing, and providing training to their recruits (or making arrangements with other organisations to provide training). The United Kingdom (England and Wales) also moved to such a model in the 2000s and gave the responsibility of training to its individual police forces.

There are both advantages and disadvantages of delegating recruit training to independent police forces. On one hand, each municipal police service is able to shape its training curriculum to match the specific needs and realities of its own municipality. On the other, it may be challenging for smaller municipalities to provide the same breadth of training that larger municipalities or centralized police academies can provide. There also is the risk of duplicating services as each municipality must pay all of the operational costs associated with developing and running training programs. In addition, police officers may not be trained consistently across a province or region (although, in Canadian provinces at least, training programs must be approved and meet provincial standards, so perhaps this concern is minimal).

Interestingly, Alberta, Manitoba, and England and Wales have each recently considered moving away from the independent municipal training model and have encountered varying degrees of success in this process. Since 1999, Alberta has contemplated the creation of a provincial public safety and law enforcement college that would be responsible for delivering basic training and professional development to police and peace officers, including sheriffs, special constables, correctional officers, transportation officers, private investigators, and security guards. It was expected that approximately 1,000 peace officers and 400 police officers would be trained at the facility each year. Ground was broken for the project in 2011, but was soon halted in 2012. Input from police agencies indicating they already had adequate training at existing facilities led the Government of Alberta to conclude that a single standalone facility would not be financially viable. Jurisdictions considering changing their police training models can learn important lessons from Alberta, such as ensuring that key stakeholders are consulted throughout the project and that those involved are ready for, and committed to, an ideological shift in the model of training to be employed.

In Manitoba, a Manitoba Police Commission was recently announced in 2011. The Commission will, in part, be responsible for providing advice on policing regulations related to: a) qualifications to become police officers; b) training for police officers; c) equipment used by police officers; d) codes of conduct for police boards; and e) issues concerning the operation of the new independent investigation unit. Although information is not available as to whether the Commission will be directly delivering training, the fact that the Commission will act as a central oversight to police training activities suggests there was a greater need for regulation of training in the province.

England and Wales have only recently moved to an independent municipality police training model. In 2005, 46 individual police forces in England and Wales were mandated to design their own training models that would be responsive to local needs. Prior to this a national syllabus was used at dedicated Police Training Centres to train new police officers. However, upon moving to this municipality model, the police force has encountered several challenges. Namely, it has been difficult to develop a national strategy for police learning and development, which has resulted in

a fragmentation of training provision, little oversight of training delivery, and the absence of a clear evidence base to support police development (Heslop, 2011; White & Heslop, 2012). As a result, in 2011, the Home Office announced the establishment of a College of Policing and a return to a centralized recruit training model.

Examples from Alberta: Edmonton, Calgary, Medicine Hat, and Lethbridge

The **Edmonton Police Service** is an accredited training organization. It offers a three block training program to new recruits that takes approximately 12 months to complete. Block 1 consists of Academy foundations training where 50% of the time is spent in the classroom and 50% consists of practical exercises. Block 2 consists of field development where recruits are integrated into a patrol squad and partnered with a Police Training Officer for 15 sets of shifts. Block 3 consists of post-foundational assessment and development whereby recruits are brought back to the academy for a three week period to engage in targeted training and assessment. The Edmonton Police Service has a non-residential training facility.

The **Calgary Police Service** has developed a recruit training program which consists of 20 weeks of classroom training that is followed by a 3-month field training component where new officers work with a Police Training Officer.

The **Lethbridge Regional Police Service** has entered into a partnership with Lethbridge College. Recruits attend the Police Recruit Training Program at the College where they receive basic classroom training. Recruits are required to pay tuition and related fees to the College (\$4,100).

Post-secondary institutions. In Canada, there are a few instances where provincial or municipal police services have incorporated university degrees or college diplomas into their recruit training programs. For instance, Quebec requires that recruits have a two year diploma before entering the École nationale de police du Québec (the province's training academy). Independent municipalities, such as Lethbridge and Brandon, have entered into partnerships with local colleges to offer diploma programs to their recruits that they must complete before entering the police service. Similarly, the Royal Newfoundland Constabulary requires recruits to take a two year program from Memorial University before being eligible to join the Constabulary. Finally, several Australian states require recruits to complete (or nearly complete) a diploma or degree before being trained at the state police academy.

The involvement of higher education institutions, such as universities and colleges, in police training has been somewhat controversial. Proponents of higher education involvement suggest that exposure to university and college classes promotes critical thinking, problem-solving, decision-making, communication, and conflict resolution skills; greater appreciation for, and open-mindedness towards, diversity; and greater awareness of the social aspects of policing (Carlan, 2007; de Lint, 1998; Dominey, 2010; Paterson, 2011). Further, Paterson (2011) and Roberg and Bonn (2004) reported that officers who have been university educated were less authoritarian, less cynical, had more flexible value systems, and engaged in more ethical and professional behaviour. These are all qualities which are thought to make recruits better police officers once they begin working in communities. Proponents also suggest that higher education institutes are less likely to acquire these skills in training academies in which they are often

taught by former police officers and that it is actually the overall university experience that leads to these particular skills and attitudes (Paterson, 2011).

Critics of involving higher education in police training suggest that instructors in these institutions are disconnected from the reality of police work and, as a result, recruits are not as prepared as they could be when they enter the field (Carlan, 2007). Karp and Stenmark (2011) found that students are generally more inclined to listen to their police teachers than their academic teachers, as they see the police members as possessing knowledge, experience, and a cultural capital that they are striving for themselves. That is, students may find that who says something may matter more than what is actually said. Even so, Carlan (2007) found that experienced officers valued any academic training they received, regardless of the academic focus, and perceived it to enhance their ability to perform their roles beyond a mere technical expertise. Reports from Australia have indicated that the introduction of higher education certificates led to increased public support for the police, while, in the United States, officers with higher levels of education received fewer complaints and worked in areas that reported higher levels of citizen-satisfaction (Paterson, 2011; Roberg & Bonn, 2004).

Overall, the findings about the impact of higher education and police performance have been mixed, and there has not been clear support for either stance (Paterson, 2011). In fact, the amount of research conducted to formally evaluate and compare various models of policing training (timing, approach, provider, or otherwise) has been limited. As such, there is not a strong evidence base upon which to base claims that some models are indeed more effective than others. At this time, most information comes from perceptions of how well these various models have performed.

Newfoundland Royal Constabulary and Memorial University

The Royal Newfoundland Constabulary (RNC) is Newfoundland and Labrador's provincial police service. In 2004, the RNC entered into a partnership with Memorial University (MUN) wherein MUN was to offer a two-year Diploma in Police Studies to students interested in becoming police officers. In order to be accepted into the program, students had to meet MUN's entrance qualifications. The Diploma consists of two academic semesters followed by a practical training semester at the RNC in St. John's. Participants pay tuition fees for all three semesters, and cadets receive approximately \$15.00/hour during the third semester. Upon successful completion of this program, candidates are eligible for employment at the RNC.

Prior to 2004, RNC cadets could not train in their home province. Previously, those interested in policing had to attend the Atlantic Police Academy. When developing their own training program, the RNC wanted to avoid the traditional system of training recruits within a closed system where they would be taught by former police officers. Instead, they wanted to integrate recruits with other university students and expose them to a multi-disciplinary curriculum to enhance their understanding of the social aspects of policing.

Australia—New South Wales Police Force

All New South Wales (NSW) police recruits are required to complete a NSW Police Force-approved police education and training program. In this pre-employment model, there are three training and education pathways that recruits can take. The most popular pathway is an Associate Degree in Policing Practice that is offered jointly by the NSW Police Force and Charles Stuart University. In this partnership, Charles Stuart University undertakes the first stage of the entry process on behalf of NSW by determining whether recruits meet entrance requirements and accepting appropriately qualified students into the program. Students of the Associate Degree program must successfully complete two sessions of study and participate in a two week (80 hour) field placement before an offer of employment will be made to them by the NSW Police Force. While attending the Associate Degree program, recruits are not required to stay at the Academy.

Alternatively, recruits may complete a Bachelor of Justice Studies at Charles Stuart University. If students choose this route, they will take the third year of this three year program at the NSW Police Academy and will be sworn in as probationary constables at the end of the first trimester of their third year. Their final two semesters are completed by distance education. This degree has been designed with extensive consultation with police, the justice community, and academics to ensure it is vocationally relevant and up to date with latest issues.

Finally, recruits may choose to complete a Bachelor of Policing through the University of Western Sydney.

Police institutes designated higher training institutes. Diplomas or degrees may be bestowed by a university, a public safety institute, or, in some Australian states and Ireland, by the police academy itself. The Australian Federal Police and Northern Territory academies have been designated as higher education institutes or registered training organizations that can confer degrees or diplomas. Ireland also follows a similar model in which its police college, Garda College, has been designated as a higher education institute and its training program culminates in a Bachelor of Arts. The designation of being a higher education institute suggests that there may be additional rigour built into these programs, as there are likely additional educational standards that these training programs must meet. Thus, training offered by these academies is likely more intensive and potentially of a higher quality than training offered by academies that do not culminate in formal academic credentials. As such, they reflect attempts to integrate the “best of both worlds” by maintaining their strong connection to the police service, while integrating the ideals shared by universities and colleges.

Ireland’s Garda College

Garda College, the police academy of An Garda Síochána: Ireland’s National Police Service, has been designated as an Institute of Higher Education by the Higher Education and Training Awards Council. The college offers a two year student/probationer education program that is accredited by the Council that culminates in a Bachelor of Arts (Level 7) in Police Studies for probationers who successfully complete the program.

Garda College operates on a post-employment basis, and their training program takes place in five phases over the two year period. Phase 1 is an orientation phase that takes place at Garda

College and lasts for 20 weeks. Phase 2 serves as a broad experiential learning phase and is conducted over 22 weeks at specifically selected designated training stations under the supervision of the local divisional training staff. Phase 3 focuses on competency development and is 16 weeks. Twelve of those weeks are spent at Garda College, while the remaining four are spent at a Phase 4 station to continue development in the areas addressed during Phase 2. Phase 4 is another experiential learning phase and last for 38 weeks. During this time, students work, record their learning outcomes, and complete a dissertation as part of their degree program. Phase 5 is a graduation phase and takes place over 4 weeks at the college where students further develop any skills or competencies acquired during phase 4. It culminates in a formal graduation ceremony.

Training not tied directly to police forces. In addition to the above training models, there also are several diploma and degree programs that may be taken by persons interested in policing that are not directly linked to any given police force (i.e., these programs exist outside of the systems described thus far in this report). Examples of available diploma and degree programs in Canada can be found in Appendix A. Carlan (2007) estimates that there are more than 900 baccalaureate criminal justice programs and comments that the recruitment of college-educated officers has intensified as a result of the increasing number of students graduating from these degree programs.

North West Law Enforcement Academy

The North West Law Enforcement Academy in Winnipeg offers a Law, Protection, and Safety Diploma. The Academy is staffed by current and former employees of police services who teach only in areas of their expertise. It was established in 1999 to fill a perceived need for effective training for law enforcement personnel. The institution claims that: *“Too often the traditional education system offered a scholarly viewpoint where too many instructors had little or no hands on experience in the field”* (North West Law Enforcement Academy, n.d.).

Models of In-service or Advanced Training for Mid-career Professionals

Throughout the course of their careers, police officers are expected to stay up-to-date with the knowledge and skills required to effectively perform their duties. This training may be provided by several different providers, including:

- National training academies
- Provincial/regional training academies
- Institutes of public safety
- Independent municipal police agencies
- Post-secondary institutions
- Private or non-profit agencies

Often national training academies, provincial/regional training academies, and institutes of public safety offer training through the same facilities used to provide recruit training. They may offer in-service or advanced training to their own officers, officers from other jurisdictions, and other government agencies. Municipal police agencies that offer in-service or advanced training tend to restrict these opportunities to their own police force.

Other providers of training include universities and colleges, as well as private or non-profit agencies. Usually, these organizations create training courses in their areas of expertise and either invite law enforcement personnel to attend training at their sites or deliver in-house training to various police forces.

In-service and advanced training offered to police officers may be focused on:

- certification or re-certification;
- leadership and management development; and
- specialized topics related to criminal investigation, investigative techniques, and traffic and patrol operations.

In some cases, special certificate programs have been developed or arrangements have been made with universities to allow members to obtain advanced degrees in policing.

Canadian Police College

The Canadian Police College provides advanced and specialized training to members of Canadian police services; employees of Canadian federal, provincial, and municipal government agencies who have Peace Officer Status; accredited private sector agencies with an investigative mandate; and police services from outside of Canada.

The college offers a suite of over 55 courses and workshops. It consists of a number of centres and units that specialize in specific areas including the: 1) Leadership Development Centre; 2) Professional Development Centre for Aboriginal Policing; 3) Investigative Training; 4) Technological Crime Learning Institute; 5) Explosives Training Unit; and 6) Forensic Identification Training.

The College has 350 adjunct faculty and is a national police service of the RCMP.

University of Cincinnati Institute of Crime Science

The University of Cincinnati Institute of Crime Science (ICS) serves as a think tank that bridges research and practice to foster the use of best practices across the criminal justice system with respect to crime control, administration, and public safety. The ICS team is comprised of well-known experts in criminal justice research, with specializations ranging from policing to crime prevention and policy evaluation. The team is equipped to deliver training programs, technical assistance, consultations, and research and program evaluation services to international, national, regional, state, and local agencies.

ICS established the Chief's Scholar program in 2008 to allow members of the Cincinnati Police Department to be admitted into a Master's program, with the intention that these students will inform law enforcement practice with the most current research on policing. According to ICS, the program has been a success. Both students and faculty have gained an applied perspective through their interactions with police personnel, while the police department has benefitted by being up-to-date on the latest research.

Models of Police Research

As mentioned earlier, six provincial police acts referenced the need for research of law enforcement practices and/or mandated the collection and reporting of data. Similar provisions also have been made in the police acts for Scotland and Northern Ireland. Of these jurisdictions, only the *Quebec Police Act* specifically denoted a need for training-related research.

Aside from the authority of police acts, the Internet search revealed that several jurisdictions described a research function and indicated that this function may be the responsibility of a(n):

- Ministry
- Police academy
- Public safety institute
- Police service
- Academic institution
- Standalone research centre or governmental organization

In several jurisdictions, mandated research functions included conducting research on training and curriculum development in response to emerging needs and trends. Other areas of research (either in addition to, or in lieu of, research on training) included:

- Science and technology research
- Policy research
- Testing innovative approaches to support effective service delivery
- Crime analysis
- Exploratory research on social, justice, and public safety issues

Examples of Police Research Models

Public Safety Canada has a mandate to keep Canadians safe from a range of risks, including crime. It funds innovation and research projects that, for example, may support the development and implementation of policies and legislation or test innovative approaches to improve service delivery mechanisms. It also funds training and skills development projects that support learning and translate knowledge that will enhance public safety (and national security) into action in communities and community-based organizations.

In **PEI**, the Department of Justice and Public Safety, Community Safety and Justice Policy Division, among other duties, coordinates criminal justice policy development; provides leadership regarding justice research, statistics, and information systems; and develops policing policy.

In **Nova Scotia**, the Ministry of Justice requires larger police departments to have permanent planning offices for research to ensure they can conduct analyses on reported crimes and research on the development of operational procedures and guidelines.

The Police Chief of the **Halifax Regional Police Service** may undertake research upon approval from the Board of Police Commissioners.

The **Ontario Provincial Police** considers sound police research to be the basis for decision-making. It has an Operational Policy and Strategic Planning Bureau whose responsibilities include operational policy development and research and statistical analyses. It also has a Professional Standards Bureau that provides input into training and policy.

In **Alberta**, the Director of Law Enforcement is responsible for developing and promoting programs to enhance professional practice, standards, and training for police services, commissions, and policing committees; developing, maintaining, and managing programs and statistical records; and conducting research studies with respect to offences and enforcement practices. The Professional Standards Unit is involved in ongoing review and modification of these standards, in part, on the basis of research. Municipal police services also are expected to engage in crime analysis and analyze crime trends.

The **JIBC** established a Centre for Applied Research in 2008. The centre focuses on research that can be translated into justice and public safety curricula. This includes research on learning technologies and methods, justice and public safety process and products (e.g., training tools, field analysis tools), safety interventions, and social, justice, and public safety issues. The Institute's research is used to inform policies, programs, and procedures.

The **Atlantic Police Academy at Holland College** entered into a partnership with the **Canadian Police Knowledge Network**, which is focused on developing e-learning training options for police. Holland College was a founding partner of the network and has representation on the Board of Directors.

The newly established **College of Policing** in the **United Kingdom (England and Wales)** will be responsible for identifying evidence of what works in policing and sharing best practices.

The **University of Cincinnati's Institute of Crime Science (ICS)** engages in research that has implications for policing practice and involves collaborative relationships with criminal justice practitioners. The goal of the institute is to conduct research, provide technical assistance, develop and deliver training, and create interventions that have a real impact.

In **Scotland**, the Training and Educational Standards unit provides support to all College training divisions with the intent of helping the divisions ensure the development, design, and delivery of effective, quality-assured training interventions for the Scotland Police Service. It also supports divisions in the development of alternative delivery methods and flexible learning solutions. It is responsible for delivering the Diploma in Higher Education in Training and Development to ensure that all teaching staff have accredited qualifications.

In **Ireland**, Garda College's Training Development Unit works in collaboration with key stakeholders to research, develop, design, and implement training development programs. The Unit's key responsibilities include: policy advice, training needs analysis, program and materials design, training evaluation, distance learning support, and management information provision. The Training Development Unit also provides technical advice and support to the Director of Training and Development across a range of training and development areas.

PART 2: MODELS AND STRUCTURES OF CORRECTIONS TRAINING AND RESEARCH

Similar to policing, discussions of corrections training models centre on two types of training: 1) basic training for new recruits/new hires; and 2) in-service or advanced training for mid-career professionals. Training models for corrections are somewhat more complex than police models since there are a number of different professional groups that must be considered. For the purposes of this scan, training models are considered independently for: 1) correctional officers; 2) youth workers, and 3) probation and parole officers¹⁰. Major elements of basic training models are discussed, including the minimum education qualifications required, timing of training (i.e., whether it occurs pre- or post-employment), approach or modalities used to deliver training (including certification), and providers of training. However, before discussing the various recruit training models employed, the governance structures of corrections training are reviewed. A brief description of in-service or advanced training models for mid-career professionals and corrections research models concludes this section.

Readers are encouraged to access Appendix C for detailed information about the specific jurisdictions that possess the characteristics described in this paper. Illustrative examples that exemplify certain types of training and research models also are provided throughout.

Method for Search Strategy

A multi-pronged approach was used to identify corrections training and research models. First, a thorough search was conducted to identify models used in Canada to train correctional officers, youth workers, and probation and parole officers, as well as for conducting corrections research. This included reviewing the websites (and any identified supplementary documents) of the Correctional Service of Canada, the ministries and departments responsible for adult and youth corrections in each province and territory (excluding Saskatchewan¹¹), provincial or territorial corrections services acts, and non-profit, research, or private organizations involved in corrections training and research.

Following this thorough search of the Canadian landscape, a more selective search was conducted of international jurisdictions to determine if there were any additional noteworthy models that differed from those adopted in Canada. The training and research models employed by several national corrections organizations in the United States were examined, as well as the models adopted by each of the 50 states. In addition, models used in the United Kingdom¹² (unique jurisdictions searched included England and Wales, Scotland, and Northern Ireland), Ireland, and Australia (unique jurisdictions searched include the Australian Capital Territory,

¹⁰ Probation and parole officer training models will be examined together as they often require similar training; the major difference between these two groups is whether the work they perform is carried out at a federal or provincial/state level.

¹¹ As requested by the Saskatchewan Ministry of Justice – Corrections and Policing.

¹² The United Kingdom is composed of four countries: England, Wales, Scotland, and Northern Ireland. There is a United Kingdom Ministry of Justice; however, any organizations and policies falling under this umbrella pertain only to England and Wales. Scotland and Northern Ireland have their own, independent justice systems. Accordingly, for the purposes of this report, it will be assumed that the United Kingdom consists of three jurisdictions: England and Wales, Scotland, and Northern Ireland.

New South Wales, Northern Territory, Queensland, South Australia, Tasmania, Victoria, and Western Australia) were reviewed.

Finally, a search for additional peer-review and grey literature pertaining to models of corrections training and research was conducted using PsycINFO, Criminal Justice Abstracts, and Sociological Abstracts. Combinations of the following keywords were used: correction* officers, correction* personnel, corrections, probation officer, parole officer, juvenile justice worker, youth worker, prison, training, and development. Appendix D contains a detailed list of the names of various jurisdictions and organizations searched, and the websites/documents from which the information in this report was derived.

Governance Structures of Corrections Training

As with policing, this section focuses predominantly on governance structures used in Canada; however, international examples are provided where appropriate. In Canadian provinces and territories, corrections most commonly falls under the domain of a Ministry of Justice, but it may alternatively belong to a Ministry of Public Security or Ministry of Public Safety¹³. In four provinces and territories, adult and youth corrections do not fall under the same Ministry. In these jurisdictions, youth corrections may be the responsibility of either a Ministry of Children and Family Development or a Department of Health and Social Services. Correctional Services of Canada, a department within the Government of Canada, is responsible for corrections at the federal level.

Provincial and territorial corrections divisions must abide by their respective correction services acts and correction act regulations, as well as the federally-based *Youth Justice Act* and any existing provincially-passed youth justice acts. In addition, PEI must follow its *Probation Act*. Federally, the Correctional Service of Canada must operate under the *Corrections and Conditional Release Act and Regulations*, as well as the *Safe Streets and Communities Act*.

In comparison to policing, training for corrections is much more weakly regulated. For example:

- Only seven provincial/territorial and the federal corrections services acts specify who is designated to make regulations regarding the qualifications, duties, and powers of corrections staff.
 - In five provincial/territorial corrections services acts (or the *Probation Act* in the case of PEI), this legislation only pertains to making regulations regarding the qualifications, duties, and powers of *probation officers*.
 - Two provincial/territorial and the federal corrections services acts specify the authority to make regulations regarding the qualifications, duties, and powers of *all employees*.
 - Most commonly, the Lieutenant Governor in Council is given the authority to make regulations, but in some provinces/territories, this authority is bestowed upon the Commissioner or Minister.

¹³ The specific titles of ministries may differ across jurisdictions; these groupings are based on the use of common keywords.

- Only four provincial/territorial and the federal corrections services acts reference the training requirements for staff.
 - Two acts state that staff shall maintain training at the established standard (although that standard is not specified).
 - Three acts state that staff members will be given, wherever possible, appropriate career development and training opportunities
- Four provincial/territorial corrections services acts reference the training requirements for volunteers.
- One provincial corrections services act provides the authority to conduct research on any matter relevant to the administration of the act.
- One provincial youth justice act gives the Lieutenant Governor in Council the authority to establish qualification standards for youth probation officers.

Two other interesting observations can be made about the governance and organization of corrections training and research in Canada. First, CSC, Nova Scotia and Yukon Territory were the only jurisdictions that explicitly stated having a professional, properly trained staff was a guiding principle or vision. Second, Quebec described a unique structure that was put in place to harmonize operations affecting both Corrections and Parole. A Consultative Committee of Correctional Services, which is comprised of representatives from Corrections and the Parole Commission, was established to coordinate research, training, and other activities.

Finally, lessons about how to enhance the governance or organization of corrections training may be learned from both Western Australia and the United States. Western Australia's Department of Corrections has a professional development unit that specializes in professional development, recruitment, training, and performance management. In the United States, many states have adopted legislation to provide training on a state-wide basis. For instance, Maryland indicated that it was the 23rd state to adopt such legislation (Maryland Department of Corrections, n.d.). It also was the sixth state to make compliance with minimum standards mandatory, and the first to require correctional standards on a statewide basis.

The Manitoba Correctional Service Act

The *Manitoba Correctional Service Act* has the most detailed description of expectations around training for staff. Relevant sections of the *Act* are:

“7(1) Every staff member shall meet and maintain criteria established by the commissioner as to education, training, criminal record and any other qualifications prescribed in respect of the staff member's position and shall take courses of training in respect of their duties and functions in the administration of this Act as required by the commissioner.

10(1) The commissioner may make arrangements for the offering of training courses relating to the administration of correctional services (a) for staff members to enable them to meet or

maintain criteria or qualifications of positions of staff members; (b) for prospective applicants for employment in the administration of this Act; or (c) for any persons who are interested in the subjects covered in, or the content of, the courses.

10(2) *The commissioner may collect from a participant, other than a staff member, in a training course offered under subsection (1) any fee or charge prescribed to be paid by such a participant in respect of the course.*

59(1) *The Lieutenant Governor in Council may make regulations... (d) prescribing qualifications for the purpose of section 7; (d.1) prescribing fees for training courses offered under section 10...*

Quebec

In Quebec, Corrections falls under the Ministry of Public Safety and is governed by the *Quebec Correctional Systems Act*. Unique to Quebec is the Comité de Concentration des Services Correctionnels (Consultative Committee of Correctional Services; CCSC). The Committee consists of the Deputy Minister of Public Safety, Associate Deputy Minister of Correctional Services, and President of the Parole Commission of Quebec.

The CCSC has several responsibilities, including: 1) ensuring guidelines and policies established by the Minister are followed; 2) establishing a research program; 3) harmonizing training between Corrections and the Parole Commission; 4) facilitating cooperation to implement changes required to Corrections Services or Parole Services due to changes in laws, social trends, information technology and communications, professional practices, other government policies, and environment changes that alter practices; and 5) performing other duties assigned by the Minister. The committee meets as often as necessary to fulfill its mandate.

Nova Scotia

Nova Scotia's Correctional Services, which is a division of the Ministry of Justice, has a vision of "*a professional, properly trained, motivated staff team working in an integrated, focussed, equitable delivery system, providing cost-effective programs and services that are responsive to offenders and the public*" (Nova Scotia Correctional Services, 2013).

Correctional Services is governed by the *Correctional Services Act*, *Correctional Services Regulations*, *Sharing of Health Information Regulations*, and *Youth Criminal Justice Act* (federal). On the basis of this legislation, the Director of Correctional Services is responsible for assigned portions of legislation, audits, program development and design, training, conditional release and transfer, and special projects. Every employee is required to maintain training at the standard established by the Executive Director or as prescribed by the regulations. The Minister, with approval from the Governor in Council, also may make regulations prescribing standards for the training of employees. The Correctional Services Policies and Procedures Manual outlines the responsibilities of the Director, Policy and Program Manager, Community Corrections Manager, and Trainers with respect to developing and providing training for probation officers and correctional officers.

Models of Corrections Basic Training Programs

Correctional Officer Basic Training Models

Minimum Education Qualifications

Although the minimum education qualifications required to work as a corrections professional is not directly related to the training models used, having an understanding of the minimum education level required to become a correctional officer, youth worker, and probation or parole officer does put the approaches use to train these professional groups into context.

In Canada, the minimal educational level required to be hired as a correctional officer varies substantially across the provinces and territories. The lowest minimal qualifications are in Manitoba, where having a Grade 11 education is deemed sufficient. The majority of provinces and territories require a high school diploma or its equivalent as their basic requirement, while a handful of others indicate that incumbents will normally have a diploma or degree in corrections. Two territories did not specify the minimum level of education expected of correctional officers.

In the United States, organizations such as the American Corrections Association (ACA) state that correctional officers must have a high school diploma (or its equivalent) to be eligible for certification. In fact, having a high school diploma was the minimum educational level required by the all of states examined (and which had made this information available).

Interestingly, a minimum education level for correctional officers was not specified in the United Kingdom (any jurisdiction) or Australia. Instead, academic skills and aptitude are tested through a screening process that is deemed to be a sufficient indicator of a candidate's academic ability.

Timing of Training

Training for correctional officer recruits may take place either pre-employment (i.e., before the recruit has been formally hired by a given department of corrections) or post-employment (i.e., after the candidate has been formally hired). In Canada, pre-employment training is most common and recruits are typically responsible for paying for the training themselves; however, in the Northwest Territories recruits are paid a training allowance. A post-employment training model is employed in two provinces and one territory.

In the United States, the majority of correctional officer training is post-employment, at least in the states that had information available. Recruits that are not able to pass all aspects of training (e.g., physical ability, knowledge) are dismissed from their positions. Several states in Australia also use a post-employment model and tend to hire recruits on temporary contracts. They become permanent employees only after successfully passing all required training.

The decision to employ pre- or post-employment training appears to be closely tied with the provider of training (which will be discussed in greater detail in a subsequent section). Briefly, pre-employment training is most often the model of preference when training is provided by post-secondary institutions, and post-employment training is most common when training is provided by regional training academies or local institutions.

The advantages of pre-employment training are similar to those for police training. It limits the amount of resources that an organization must invest in a potential employee before they have proven they have the ability and aptitude to be a correctional officer. In particular, when training is provided by post-secondary institutions, the costs are largely offset onto the individual candidates. In addition, aside from the stress and disappointment recruits may experience if they are not able to pass the training requirements, it protects them from experiencing any additional stress that may be associated with being dismissed from a new job. On the other hand, in the corrections system, post-employment training is typically offered by a regional academy or local institution. Thus, post-employment training has the potential to be more tailored and able to directly teach new hires about the specific context in which their correctional department operates.

Manitoba

Manitoba employs a pre-employment model. Candidates are first screened to determine their eligibility for training (i.e., they must pass a number of tests assessing their suitability, judgement, decision-making, and problem-solving, as well as an interview). Selected candidates are then asked to complete a 10-week mandatory, unpaid training program. After successfully completing the program, they may be hired as either part-time term correctional officers or juvenile officers.

Approach to Training

The approaches used to train correctional officers were fairly consistent across jurisdictions. Nearly all of the jurisdictions described their basic training programs as being composed of a combination of classroom¹⁴ and on-the-job training, although a few jurisdictions did not indicate that their training programs included an on-the-job training component. Generally, recruits are admitted directly into a training program and, upon completion of the classroom component, begin working in institutions to receive the rest of their training on-the-job. Recruits also often receive mentorship from senior correctional officers while completing their on-the-job training. Even training offered by post-secondary institutions typically includes a work placement to provide students with field training. However, a handful of organizations do ask recruits to complete a brief orientation before attending classroom training.

Only JIBC mentions that recruits return to the classroom part way through their on-the-job training phase for additional training, while Victoria intersperses two, one-week on-the-job placements between weeks of classroom work over the course of its nine-week training program. Some jurisdictions also make use of online training to enhance their students' on-the-job learning. Finally, unlike with police training models, having correctional officer recruits live in a residential setting is not a priority in most corrections training models. Of all the jurisdictions examined, only five explicitly stated that they purposefully offer a residential training program.

Training programs vary significantly in length, and range anywhere from 4 to 14 weeks, excluding those programs culminating in certificates or diplomas from post-secondary

¹⁴ In addition to classwork, classroom training may also include physical training, control and restraint exercises, and scenario-based learning.

institutions. The length of time officers formally receive on-the-job training varies anywhere from one week (Wyoming) to two years (California), with the norm being two or three weeks.

In addition to these approaches to training, the United Kingdom (all jurisdictions) and some states in the United States and Australia either recommend or mandate that correctional officers be certified before permanently appointing them to their positions. In the United States, the ACA and some state commissions certify correctional officers. Six states expect that correctional officers will be certified by the time they complete their probation period. In England and Wales, correctional officers are expected to complete the Custodial Care National Vocational Qualification (CCNVQ) Level 3 certification which formally qualifies them as a prison officer (Her Majesty [HM] Prison Service, 2007). In Northern Ireland, officers are expected to complete a Certificate of Competence and, in Scotland, officers are expected to obtain the Scottish Vocational Qualification in Custodial Care Level 3.

In Australia, all states and territories provide newly hired correctional officers with the opportunity to obtain the Certificate III in Correctional Practice (Custodial), which is a set of national training standards for correctional officers (Australian Government, 2012a; 2012b). It is mandatory for correctional officers to have this certificate in five states and territories.

Certification has obvious advantages in that it is one way to ensure that all correctional officers are consistently trained, either nationally or regionally, and meet a set of agreed upon competencies. Other advantages of certification are that it provides documented evidence that individuals have been examined by an independent professional organization and deemed to be competent; it provides a mechanism for documenting mastery; it encourages continuing education and professional growth; it is a form of recognition and achievement; and it elevates the professional standards of correctional training (Gala & Bouchard, 2009).

Ohio Department of Corrections

The Ohio Department of Corrections correctional officer training program focuses on on-the-job training to develop officers' knowledge and skills (Reveal, 2009). It considers on-the-job training to be a six step process: 1) trainee reviews the task information and supporting documents (e.g., policies, administrative rules, ACA standards); 2) coach explains and demonstrates the specific skill; 3) trainee explains the information as the coach demonstrates the skill; 4) trainee explains and demonstrates the skill to coach; 5) trainee participates; and 6) trainee performs the skill (proficiency is determined). If a trainee is not deemed to be proficient in a particular area, this information is passed onto the training officer and immediate supervisor. The trainee is then placed with a different coach; he/she has three chances to demonstrate his/her competency.

Ohio's on-the-job training component consists of an 80-hour module broken down into specific chapters that relate to specific job responsibilities and takes place after recruits complete their first week of orientation at the facility and four weeks of a basic pre-service academy. Collectively, seven weeks are committed to preparing new officers for their jobs as correctional employees. After this, there is a mentoring component for continued support of new employees through their probationary period. If problem areas are identified, trainees are offered remedial support. The training program has resulted in a 16% reduction in turnover rates in three years, and this lower turnover rate has saved the jurisdiction \$8.6 million.

Florida

In Florida, the Criminal Justice Standards and Training Commission has established uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement and correctional and probation officers. Specifically, the Commission dictates how officer training programs are to be established and maintained, curricula requirements, and the certification of training schools and training school instructors.

The Commission certifies correctional officers who complete the Florida Basic Recruit Training Program, or who are diversely qualified through experience and training, and who meet minimum employment standards. It is responsible for developing, maintaining, and administering the State Officer Certification Examination for criminal justice officers.

American Correctional Association

The American Correctional Association (ACA) is professional organization focused on improving the justice system. Among other areas, it is involved in: 1) professional development, including creating and providing meaningful opportunities for those who cannot participate in professional development through traditional venues; 2) standards and accreditation; and 3) research and education. It is governed by a National Advisory Board.

The ACA offers a two-pronged training approach for adult and juvenile correctional agencies – online correctional training through the Online Corrections Academy (OCA) and courses delivered at ACA headquarters or onsite at facilities throughout the United States (Black-Dennis, 2008). In fact, the ACA co-founded the Corrections Online Training Collaborative (COTC) with the American Jail Association and the American Probation and Parole Association to bring high quality, cost-effective staff training solutions to the corrections field.

The ACA offers training programs such as: 1) Basic Correctional Officer Package; 2) Correctional Supervision Package; 3) Basic Security Practices for Contractors and Volunteers; and 4) Offender Rights Course Package. Some of these course packages lead to certifications for correctional officers/juvenile officers; correctional supervisors; corrections managers; and corrections executives. Individuals may be certified for four-year blocks. Those who achieve certification must pursue continuing education credits to maintain their certification and be recertified after four years. Continuing education is offered by the ACA and may be gained through a variety of means, including training/education courses, publishing, and participating in conferences, discussion groups, committees/task forces, critiques or assessments, and the corrections compendium.

United Kingdom's (England and Wales) Custodial Care National Vocational Qualification (CCNVQ) Level 3

The CCNVQ Level 3 was established by the HM Prison Service and was enacted in 2007. It identifies the National Occupational Standards by which prison officers must abide. All of the knowledge and understanding required to achieve the CCNVQ is delivered through the Prison Officer Entry Level Training (POELT) program.

The CCNVQ is expected to offer the following benefits to establishments:

- *“Help to equip staff with the skills to operate more flexibly, and drive up the quality of service delivery.*
- *Establish an ethos of self-improvement and lifelong learning which will aid the Prison Service’s ability to compete, and establish a reputation as a centre of excellence in the open market.*
- *Improve the ability of the Prison Service to appeal to the labour market as an employer of choice, attracting high calibre candidates who have the opportunity for clear, structured progression, with the CCNVQ as the starting point.*
- *Ensure that staff have the skills and competence to perform the tasks required of them.*
- *Provide an opportunity to target training to support operational delivery in a much more coherent and accurate fashion”* (HM Prison, Service, 2007, Section 1.2).

To be awarded the CCNVQ Level 3, staff must complete five mandatory units and five optional units out of a possible 41.

Australia’s Certificate III in Correctional Practice (Custodial)

The Certificate III in Correctional Practice was developed by the Australian Government, Department of Education, Employment, and Workplace Relations. It was initially released in 2010 and updated in 2012. The following statement describes its purpose and nature.

“This qualification allows for the achievement of general competencies and also specialisation in Custodial, Community or Youth Custodial streams. The Generalist qualification covers the competencies required by staff members with non-operational roles, and staff whose work roles are not defined in specialist sector responsibilities.

The Community specialisation covers the competencies required by staff members who will be supervising offenders directly or indirectly in the community and within specified parameters of responsibility defined by work activities or the complexity of assessment offender’s needs and risks.

The Custodial specialisation covers the competencies required by staff members usually enrolled in an entry-level training program and required to demonstrate their capacity to assume custodial officer responsibilities. At the completion of this qualification, officers will be expected to assume full custodial duties.

The Youth Custodial specialisation covers the competencies required by staff members who will be supervising youth offenders in a custodial environment” (Australian Government, 2012a, p. 2).

Officers completing the certificate must complete 16 units of competency including 5 core units and 11 elective units out of a possible 39. The curriculum may be provided by Registered Training Organizations, which most commonly are various state/territory corrections departments.

Providers of Training

There are several different provider models employed to offer basic training to correctional officers. The most common providers are:

- Centralized corrections colleges or training academies
- Public safety institutes
- Post-secondary institutions
- Local institutions
- National organizations

Centralized corrections colleges or training academies. The provision of training through a centralized regional/provincial/state corrections college or training academy is by far the most common provider model employed internationally. Of the jurisdictions in the United States that provided information about how they train their newly hired correctional officers, 27 indicated that state correctional training academies were used. In addition, the Irish Prison Service Training Centre, the United Kingdom's (England and Wales) HM Prison Service College, and the Northern Ireland Prison Service College all constitute centralized colleges that train recruits in their respective jurisdictions. Western Australia and New South Wales also employ a centralized training academy model.

In Canada, the regional or provincial training college model is used less often with only CSC and Ontario indicating that they relied on regional or provincial colleges to train their recruits.

Correctional Service of Canada (CSC)

CSC offers correctional officer recruit training at one of five regional correctional staff colleges located at Memramcook, New Brunswick; Laval, Quebec; Kingston, ON; Saskatoon, Saskatchewan; Abbotsford, British Columbia, and the RCMP Training Academy "Depot" in Regina, Saskatchewan. Recruits are trained according to a pre-employment model and receive no training allowance or salary for the duration of the program; however, government or commercial accommodation and related costs (i.e., meals) will be provided if their permanent residence is deemed far enough away from the training site. Recruits do not pay any tuition fees.

The Correctional Training Program takes place over 10 weeks and is based in classrooms, gymnasiums, and exercise fields. It is comprised of four phases. Phase 1 consists of online training (i.e., theoretical modules) that takes 4 to 8 weeks to complete. Phase 2 involves workbook assignments that take approximately 2 to 4 weeks to complete. Phase 3 takes place at the regional staff college and lasts for 8 weeks. It includes self-directed and in-class learning sessions, physical training, weapons certification, fire safety training, and simulation exercises involving self-defence and use of equipment. Phase 4 concludes with two weeks of on-the-job training where the recruits' skills are assessed.

West Virginia

In Western Virginia, six-week basic correctional officer training takes place at the state training academy. According to their Department of Corrections (2013):

“Basic Training has been a vital tool in the introduction, development and establishment of ‘esprit de corps’, the importance of quality and teamwork, a common base of theoretical and operational knowledge, skills and abilities, and fosters an environment, which stresses continuing training and education for career-minded individuals. Basic Training accomplishes these ends through many means.”

They consider the residential nature of the academy to be one of the most valuable parts of the academy experience as it requires that *“each student begins, ends and spends his or her day with peers.”*

Public safety institutes. A few public safety institutes were identified as being involved in delivering training to corrections workers. In Canada, the JIBC and Atlantic Police Academy offer training to correctional officers. However, JIBC does not deliver correctional officer training on its campus; the training is delivered by local institutions and given credit through JIBC. In the United States, Maryland indicated that correctional officers received training from a public safety institute (i.e., the Public Safety Education and Training Center). Idaho also indicated that they send their correctional officers to a Peace Officer Standards and Training Academy (POST). Much like JIBC, POST facilities tend to host many training academies or programs within a single institution. For instance, the Idaho POST has academies for corrections, detention, dispatch, juvenile, misdemeanor probation (adult), patrol, probation and parole (felony) and reserve. Examples of additional public safety institutes involved in corrections training were not identified in other international jurisdictions.

Atlantic Police Academy

The Atlantic Police Academy provides training to correctional officers on a pre-employment basis through the Correctional Officer Certificate program. The program is 24 weeks in length and addresses the duties and roles of correctional officers in the Canadian justice system. It includes an on-the-job training component with placements in either federal or provincial correctional facilities. Recruits are required to stay in residence and must pay tuition themselves (\$6,300).

JIBC Adult Correctional Officer Program

In partnership with the British Columbia Ministry of Justice (Corrections Branch), JIBC trains all adult correctional officers in the province following a post-employment model. Correctional officers receive six weeks of classroom based training that is followed by additional coursework completed during the first 18 months of employment. During this time, officers also are paired with a mentor. After working in the field for 6 months, officers return to the classroom for additional training and, upon completing their advanced training at 18 months, are awarded full correctional officer status. Basic training primarily takes place at the centre where the correctional officer is hired and is delivered by a training officer. The training is then registered with JIBC. It is possible to receive formal post-secondary credit for the training.

Maryland Police and Correctional Training Commissions

The training of correctional officers in Maryland is overseen by the Maryland Police and Correctional Training Commissions (PCTC). The PCTC are separate entities under the Department of Public Safety and Correctional Services; however, both Commissions are served by a single Executive Director and Agency staff. They are vested with the authority to set standards for the initial selection and training of all governmental law enforcement, correctional, parole, probation, and juvenile justice officers in the State of Maryland.

The mission of the PCTC is to ensure the quality of law enforcement and correctional services by establishing and enforcing standards, as well as by facilitating and delivering training, education and prevention programs. The PCTC is housed in the Public Safety Education and Training Center. It is responsible for the administration of the Maryland Community Crime Prevention Institute and the Executive Development Institute. The PCTC also administers programs such as the Statewide Selection and Training Standards; Police Entrance Level Training Program; Correctional Entrance Level Training Program; and the Leadership Development Institute.

Post-secondary institutions. Common providers of training to aspiring correctional officers in Canada are post-secondary institutions. In particular, the Atlantic region (i.e., PEI, New Brunswick, Nova Scotia, and Newfoundland) operates on a pre-employment basis and requires correctional officers to successfully complete a diploma program (or, in the case of Newfoundland, a degree) prior to being hired. Quebec also requires its recruits to complete an 1860 hour training program from CEGEP John Abbott before being admitted into service. Several examples of diploma programs that may be taken by aspiring correctional officers also are available in Alberta and Manitoba; however, they are not directly linked to the hiring practices of the corrections departments in those provinces.

New Brunswick

To be hired as a correctional officer in New Brunswick, applicants must have successfully completed an approved post-secondary education program in corrections, the social sciences, law enforcement/policing, or another related field.

For example, potential officers may complete a two-year Diploma in Correctional Techniques offered by the New Brunswick Community College, Miramichi Campus. This program involves classroom training and two field placements that provide on-the-job experience in a correctional environment. The first year of this program is largely the same as the first year of programming for the Youth Care Workers, Police Foundations, and Criminal Justice Diploma.

Student may transfer the credits earned by completing the diploma to a Bachelor of Applied Arts in Criminal Justice at St. Thomas University.

Training at local institutions. A small number of jurisdictions indicated that correctional officer basic training is provided by the correctional facilities that hired them. As discussed previously, British Columbia/JIBC uses this model in combination with the public safety institute model. The HM Prison Service also indicated that it uses this practice in combination with sending recruits to a regional training centre for a portion of their training program. In addition, it is possible that Alberta uses this approach, since it refers to its correctional officer training program

as being “in-service” training, thereby suggesting it is offered on an institution by institution basis. However, this is not explicitly stated in the documents Alberta has made publically available.

HM Prison Service (United Kingdom – England and Wales)

The HM Prison Service offers a Prison Officer Entry Level Training (POELT) program that is shared between home establishments and a regional training venue (i.e., either the Prison Service College or a local POELT training centre).

The training program takes place over eight weeks. During week one, recruits complete a formal induction program at the officer’s establishment where they become familiar with the workplace and their new colleagues. Weeks two through seven are spent at the Prison Service College at Newbold Revel or a local POELT training centre where recruits participate in classroom-based learning, control and restraint exercises, team building exercises, and scenario-based learning. Week eight is based at the establishment where the officer has been placed and allows officers to contextualize their learning in the workplace to consolidate the knowledge and skills they have learnt. Within their probationary period, all recruits are required to complete the CCNVQ certification.

National organizations. Unique to the United States, basic correctional officer training may be provided by national organizations with a specified interest in corrections training. Both the National Institute of Corrections and the ACA provide basic training for correctional officers. These national organizations also play a significant role in providing correctional officers with mid-career training opportunities.

Youth Worker Basic Training Models

Models of training for youth workers have considerable overlap with the training delivered to correctional officers in some jurisdictions. Thus, this section will provide a brief overview of training models for youth workers and will primarily highlight that which is unique from correctional officers.

Minimum Education Qualifications

The qualifications for youth workers vary both across and within jurisdictions. In Canada, youth workers may be hired on the basis of having various combinations of education and experience. Minimal qualifications may include an undergraduate degree, a criminal justice/child and youth care/social sciences diploma with a certain amount of experience, in-service professional certification, a high school diploma with supplementary course work and experience, or grade 11. Overall, a two-year diploma is the most common minimum education level required.

In the United States, the ACA requires that youth workers have a high school diploma to be eligible for certification. This also was the minimum level of education requested by individual states that had made this information available. The United Kingdom (any jurisdiction), Ireland, and Australia did not specify minimal educational qualifications for youth workers.

Timing of Training

Given that most provinces and territories in Canada require individuals entering youth worker positions to have undertaken a relevant diploma or degree, by default a pre-employment training model is used in these jurisdictions. However, in addition to these pre-employment requirements, some jurisdictions offer additional pre- or post-employment youth worker training programs. For instance, Manitoba requires their youth workers to undergo the same 10-week training program they ask correctional officers to complete, while Ontario requires potential youth workers to complete a 5 to 6 week pre-employment training program in Youth Services Studies. In contrast, British Columbia and Alberta follow a post-employment model where additional training is provided once hiring has been complete.

Internationally, the United States generally uses a post-employment model to train youth workers (at least in states where information was available). The United Kingdom (any jurisdiction), Ireland, and Australia largely did not discuss training for youth workers.

Approach to Training

Other than the delivery models described by JIBC (which uses a combination of online, face-to-face, role-playing, and onsite training) and Canadian post-secondary institutions (which use classroom training and field placements), almost no information is available about the approach used to train youth workers in Canada. Similarly, little information is available about the nature of training in the United States. However, North Carolina does state that its curriculum is certified by its Criminal Justice Education and Training Standards Commission, and California indicates that its academy training is followed by an apprenticeship program. Formal state academy training may range from 2 to 16 weeks. No information is available from the United Kingdom (any jurisdiction).

In Australia, only Western Australia mentioned that its youth workers undergo a nine month training program that involves both off- and on-the-job components. New employees are expected to spend three months in paid intensive training prior to working onsite. It is also possible for youth workers in Australia to become certified by obtaining the Certificate III in Correctional Practice (Youth).

The lack of information available on training for youth workers is somewhat disconcerting since it suggests that this is not a widely discussed, and potentially underdeveloped, topic. In addition, the lack of discussion may be due to a perception that because youth workers are often required to have additional training, such as a diploma, there may not be as great a need for additional training after being hired. However, there is no guarantee that youth workers will be knowledgeable about the particular correctional system they are hired into on the basis of their post-secondary training, as they may not have taken courses on that particular system.

Providers of Training

Many of the same providers that offer training to correctional officers also provide training for youth workers; however, there are not as many providers involved in the delivery of youth worker basic training. Training may be provided by:

- Centralized colleges or training academies
- Public safety institutes
- Local institutions

Please note that the training discussed in this section primarily pertains to the additional pre- and post-employment training that may be provided to youth workers in addition to any mandatory post-secondary education requirements.

Centralized corrections colleges or training academies. The most common providers of training for youth workers in the United States are regional colleges or training academies (seven states indicated they employed this model). In some states, there are even a handful of training academies devoted specifically to training youth workers (e.g., Alaska Juvenile Justice Division Training Office, California Youth Correctional College, Ohio Department of Youth Services Training Academy). In Canada, only Ontario mentions that its correctional services college offers training to youth workers.

Public safety institutes. It was fairly uncommon for youth workers to be offered training through a public safety institute. JIBC was the only institute in Canada that provides training for youth workers, and Idaho was the only state which indicated that youth workers complete training at a POST facility.

JIBC Youth Supervisor Basic Training Program

The JIBC Youth Supervisor Basic Training Program is delivered post-employment to staff hired into a youth supervisor position (it is expected that staff already have a Bachelor's degree in the social sciences).

The training program consists of online and face-to-face training delivery. Youth supervisors must complete identified online training courses prior to starting work onsite. Onsite training is then delivered over the first month of employment. In total, the program consists of 190 hours of classroom work, role playing, and practical experience working on the living units. The online and onsite training courses are provided at no cost to successful applicants. Additional enhanced learning is delivered subsequent to the first month of employment and is generally completed within six months of hire.

Post-secondary institutions. The most common providers of training to aspiring youth workers in Canada are post-secondary institutions. Relevant diploma programs are typically provided by community colleges.

New Brunswick Community College, Miramichi Campus

The New Brunswick Community College offers a two-year **Diploma in Youth Care Worker**. The program includes a workplace practicum to provide students with field experience. Upon completion of the diploma, Griffith University in Queensland, Australia will grant up to 1.5 years of advanced standing in their Bachelor of Human Services degree program.

Local institutions. A handful of jurisdictions indicated that youth workers are provided with training directly in the offices where they are hired. JIBC's training model also would fall under this category as training is offered onsite. In addition, Alberta provides staff working with youth a 5-day orientation that it characterizes as in-service training.

Probation and Parole Officer Basic Training Models**Minimum Education Qualifications**

The minimum education level required to become a probation or parole officer is generally higher than what is required for either correctional officers or youth workers. In Canada, a Bachelor's degree is the preferred level of education in seven provinces and territories, a two-year diploma is needed in one province, and a high school diploma is the minimum in another. However, several of the provinces requiring degrees may accept a combination of education and experience that is perceived to be equivalent. There also are different classification levels for probation officers in some jurisdictions where "junior" probation officers are required to have less education than more "senior" probation officers. Parole officers are only present in federal jurisdictions (i.e., CSC) and Ontario. Both require parole officers to have a Bachelor's degree.

Internationally, having an undergraduate degree in a related field is the most common minimum level of education required. For instance, 43 states in the United States request a degree (Reddington & Kriesel, 2003), as do two states in Australia (Queensland and the Australian Capital Territory).

Timing of Training

The question of pre- versus post-employment training does not readily apply to probation and parole officers since they are generally expected to have a degree prior to being hired. Therefore, any additional training they receive typically is provided after they are hired. That being said, one institution (JIBC) does require potential probation officers to complete online training course(s) as part of the job application process, which may be considered as pre-employment training.

Rather, anecdotal evidence¹⁵ suggests that the pertinent question with respect to the timing of training for probation and parole officers is whether that training is pre-service (i.e., they enter training as soon as they begin their position) or if it occurs sometime within their first year of employment. Obviously, it is better for employees to receive formal training or an orientation as soon as possible after starting their position to ensure that they understand the context in which they work, including their organization's policies and protocols, and are able to effectively and efficiently carry out their duties.

¹⁵ Personal communication with T. Hawkes, March 21, 2013.

Approach to Training

Relatively little detail was provided about the nature of training for probation and parole officers. Reddington and Kriesel (2003) reported that 36 states in the United States mandated training for juvenile probation officers, while the remaining states recommended training. Training may be mandated by state statute or law, court rule, administrative order, or agency directive. Several Canadian and international jurisdictions stated that officers receive an orientation training or complete a training program, but did not provide details about what that training entails or how it is delivered. A handful of institutions indicated that they rely upon a combination of classroom training, role-playing, online training, and/or on-the-job training or mentorship. The length of training programs for probation and parole officers differs significantly across jurisdictions and may last 1 to 2 weeks, 5 to 8 weeks, or 24 to 36 weeks.

Seven states in the United States indicated that they use a certification process to ensure that their probation and parole officers are suitably trained. In three states, certification can be obtained from the Criminal Justice Standards and Training Commission, in two states certification can be obtained from POST, and two states have unspecified certification bodies.

According to Dominey and Walters (2011), a new qualification framework for the probation service in the United Kingdom (England and Wales, only) was implemented in April 2010. It establishes the qualifications for probation service officers (who are junior to probation officers) as the Level 3 Diploma in Probation Practice and the qualifications for probation officers as the Level 5 Diploma in Probation Practice. This new qualification replaces the Diploma in Probation Service that had previously been required by probation officers and which had been in use since 1998.

In Australia, the Certificate III in Correctional Practice (Community) can be used to certify Community Corrections Officers or the Certificate IV in Correctional Practice can be employed. Only Victoria and New South Wales explicitly indicated that they are using these certificates, but seven states and territories are registered training organizations for both certificates.

Australia's Certificate IV in Correctional Practice

The Certificate IV in Correctional Practice allows experienced staff to develop greater team leadership roles and achieve recognition for specialist organization roles. It also provides staff with pathways for management roles and cross-sector specializations. Staff must complete 18 units of competency: 5 core units and 13 elective units drawn from more than 80 options.

Providers of Training

As with correctional officers and youth workers, basic training for probation and parole officers may be administered by a variety of providers, including:

- Centralized colleges or training academies
- Public safety institutes
- Local institutions

Please note that the training discussed in this section pertains only to the additional pre- and post-employment training that may be provided to probation and parole officers in addition to any mandatory post-secondary education requirements.

Centralized corrections colleges or training academies. The most common provider of (post-hire) probation and parole officer training programs are regional colleges or training academies. Training is typically offered by *corrections* colleges or academies; however, there are a handful of probation and parole specific academies (e.g., Alaska Adult Probation Officer Training Academy, Colorado Probation Academy) in the United States.

Alaska Adult Probation Officer Training Academy

The Alaska Adult Probation Officer Training Academy offers a six-week basic training program to prepare newly hired probation and parole officers to become certified under Alaska Police Standards Council regulations. The training program employs various instructional methods and environments and emphasizes practical, hands-on training. During the program, students are exposed to several facets of the criminal justice system. The training concludes with scenario-based role-play training to expose students to circumstances they would encounter in the field.

Public safety institutes. It is fairly uncommon for probation and parole officers to be offered training through a public safety institute. JIBC is the only institute in Canada that provides training for probation officers. Two states in the United States also indicated that probation and parole officers complete training at a POST facility.

JIBC

JIBC offers training for both adult probation officers and youth probation officers in British Columbia. With respect to adult probation officers, applicants must first successfully complete a pre-requisite online course entitled, *The Adult Probation Officer*. The course consists of online modules that take 14 hours to complete; applicants must pay \$255 to take the course. Those applicants who are hired will then complete a post-hire training program. This program is completed while probation officers are working in their offices and involves face-to-face and online courses. Officers must complete assignments, quizzes, and practical evaluations. Upon a successful six month performance review, officers will be reimbursed up to \$255 for tuition fees associated with the prerequisite training course.

A similar model is followed for training youth probation officers. However, they must complete three online pre-requisite courses during the application process: 1) *Overview of the Youth Justice System*; 2) *Overview of the Youth Criminal Justice Act*; and 3) *The Community Youth Probation Officer*. Each course is \$297.

Local institutions. A handful of jurisdictions indicated that probation officers are provided with training directly in the offices where they are hired. In Nova Scotia, at least some post-employment training and orientation is provided to new hires by senior probation officers.

Models of In-service or Advanced Training for Mid-career Corrections Professionals

Throughout the course of their careers, corrections staff are expected to remain up-to-date with the knowledge, skills, and certifications required to effectively perform their duties. This training may be provided by several different providers, including:

- National organizations
- Provincial/regional training academies or colleges
- Institutes of public safety
- Independent municipal corrections agencies
- Post-secondary institutions
- Private or non-profit agencies

Mid-career training is not as widely discussed for those in the corrections field in Canada as it is for policing. Several provinces and CSC indicated that continuous learning and career development is encouraged and supported among corrections staff (i.e., correctional officers, youth workers, and probation and parole officers); however, few details were offered about the nature and delivery of this training.

In contrast, the United States has developed a fairly comprehensive network for mid-career training. Several national organizations have been involved in establishing training programs, developing online (as well as some face-to-face) courses to increase corrections professionals' access to training, and establishing certifications in advanced areas (including leadership, management, and trainer/instructor certification). The American-based national and international organizations who are heavily involved in providing and enhancing training opportunities for corrections staff include:

- American Correctional Association
- American Jail Association
- American Probation and Parole Association
- National Institute of Corrections.
- International Association of Correctional Training Personnel

Several states also have been involved in developing their own mid-career training opportunities, including:

- online learning delivery and management systems;
- supervisory, leadership, and management programs;
- instructor/facilitator training certification;
- courses on areas of specialization; and
- recertification training.

In addition, many states specify that their corrections staff must complete a certain number of continuing professional development training hours (e.g., 12 to 40 hours) annually. Other states require probation and parole officers to participate in quarterly training classes.

The United States has experienced a strong movement toward delivering in-service or advanced training through online and distance-based methods, such as videoconferencing. There is an increasing preference for advanced/in-service training models that employ short educational activities where students learn about one topic, rather than traditional models where students spend days at training focused on multiple topics (Weygandt, 2012). Several benefits of online and distance based training have been described in the literature, such as increased cost- and time-effectiveness (e.g., large numbers of learners can participate at minimal cost, less time is spent away from work, decreased travel costs), flexibility (e.g., staff can take courses in their own workplaces at their leisure), consistency (i.e., the same training is provided to all staff in exactly the same way), and centralization (i.e., all staff training documentation can be stored in one location; Dooley, 2009; Geiman, 2008; Pearson, 2012). However, some challenges have been associated with online learning including difficulties with technology, high attrition rates from training program, and limited computer literacy among some staff (Pearson, 2012).

Beyond online training, several universities have established specialized institutes that provide in-service or advanced training. For instance, the Institute of Criminology at the University of Cambridge (United Kingdom) provides corrections staff with advanced training opportunities, such as a Master's in Applied Criminology, Penology, and Management. The program is open to members of the HM Prison Service, the Probation Service, and other persons working in the criminal justice system. In addition, the South Australian Department of Correctional Services has established a partnership with the University of South Australia's School of Social Work and Social Policy's graduate degree program that allows their staff to obtain a graduate certificate. Even staff that do not have an undergraduate degree may be eligible to enter this program as long as they can demonstrate substantial experience working in corrections.

Canadian Training Institute

The Canadian Institute of Training provides courses on an in-agency basis that are customized to support the mission or culture of the specific organization. The Institute encourages an in-agency model as doing so provides significant savings in time, registration fees, and travel and accommodation expenses. It also encourages agencies to collaborate with others in order to sponsor a specific course or series of courses to reduce overall costs further. In addition, the institute offers training for individuals interested in taking courses on their own.

National Institute of Corrections

The National Institute of Corrections (NIC) is an agency within the United States Department of Justice, Federal Bureau of Prisons. It is headed by a Director appointed by the US Attorney General and overseen by a 16 member Advisory Board (also appointed by the Attorney General) that was established by the enabling legislation (Public Law 93-415) to provide policy direction to the Institute.

The NIC provides training, technical assistance, information services, and policy/program development assistance to federal, state, and local corrections agencies. It also awards funds to support program initiatives, and provides leadership to influence correctional policies, practices, and operations nationwide in areas of emerging interest and concern to correctional executives, practitioners, and policymakers. The NIC is composed of five divisions: 1) Academy Division

(which provides and coordinates training activities); 2) Community Services Division; 3) Jails Division; 4) Research and Information Services; and 5) Prisons Division.

The Academy Division offers training for correctional officers, detention officers, probation and parole officers, re-entry specialists, correctional health professionals, and other correctional line staff, including a:

- 1) Leadership and management initiative;
- 2) Workplace learning and staff performance enhancement initiative to build staff training and develop capacity in corrections agencies;
- 3) Regional training initiative that supports the delivery of corrections training and the development of training resources nationwide at minimal cost to local and state governments (this initiative is made possible by volunteer trainers in each region and support from volunteer agencies and other participating groups);
- 4) Frontline learning centre that provides corrections practitioners with access to 200 web-based courses on 20 specialized correctional topics that are between 30 minute and 2 hours in length (including hosted live online training programs); and
- 5) Satellite/Internet broadcast initiative that offers video learning and training opportunities for panelists and participants to address current and pressing topics in corrections.

Maryland Leadership Development Institute

Maryland's Leadership Development Institute consists of a set of programs that are offered through the Executive and Leadership Development Unit of the Police and Correctional Training Commissions. The programs focus on training for beginning, middle and senior level leaders. The Institute offers three programs: 1) a six-day Leadership Institute for middle and senior level leaders to help them be successful in their current positions and prepare them for moving into higher-level positions; 2) a 10-day Supervisor Academy for frontline supervisors; and 3) a 10-day Administrator Academy for mid-management personnel.

Tasmania

The Tasmania Prison Service provides numerous ongoing training opportunities to both its uniformed and non-uniformed staff. In addition to ongoing mandatory training in areas that require frequent certification/re-certification, staff also are expected to obtain accredited training qualifications throughout their career, such as the:

- Certificate III Correctional Practice – Custodial
- Certificate IV Correctional Practice
- Basic Case Management course
- Tasmania Prison Service Supervisor Program – Certificate IV in Government
- Intermediate Case Management course
- Tasmania Prison Service Management Program – Diploma of Government
- Advanced Case Management course
- Diploma of Correctional Administration

University of Cincinnati's Corrections Institute

The Corrections Institute is a component of the Center for Criminal Justice Research at the University of Cincinnati's School of Criminal Justice. It works with federal, state, and local governments, as well as with private sector and professional organizations, to promote effective interventions and assessments for adult and juvenile offenders. It offers services such as training; technical assistance with research, evaluation, and implementing evidence-based practices; program evaluation; and distance learning/e-learning. All of the training offered by the Institute is geared toward agencies and not individuals; it also provides "train-the-trainer" training.

Models of Corrections Research

As mentioned previously, only one provincial corrections services act (Manitoba) mandated that research be conducted to examine issues of relevance to offering correctional services. Despite the fact that many jurisdictions are not legislated to conduct research, the Internet search revealed that several jurisdictions do identify a research function and that research may be the responsibility of a(n):

- Federal governmental department
- Provincial/state ministry or department of corrections
- Public safety institute
- Academic institution
- Standalone research centre or corrections organization

In general, organizations did not describe their research functions in depth. A handful of jurisdictions across Canada and the United States explicitly identified training as a primary research goal. Otherwise, organizations indicated that they conducted research in order to achieve the following goals (goals are listed in descending order of popularity):

- develop and enhance policies, procedures, and practices
- better understand prisoners, their life experiences, and variables influencing their behaviours
- present statistics about corrections clients

Examples of Corrections Research Models

The **British Columbia Ministry of Justice – Community Corrections and Programs Division** provides expertise, co-ordination and support to all parts of the Corrections Branch through strategic planning, program development, research, and information systems. The Performance, Research and Evaluation (PREv) Unit strives to take an evidence-based approach by integrating empirical research and best practices in order to better assess risk and support successful offender reintegration. It provides access to dashboards that have monthly provincial and regional level statistics about the number, movement, and profile of corrections clients. The Department also works closely with academic and inter-ministry research and development units to improve operations with the ultimate goal of increasing public safety.

The **National Institute of Corrections' Research and Information Services Division** has both an internal and external focus. It supports the Institute by: 1) developing and executing evaluation protocols for training strategies; 2) advising programs and initiatives on how to develop evaluation components for various programs and initiatives; 3) coordinating special projects with research or evaluation components; and 4) tracking and disseminating information about recent research or emerging trends. The institute is especially focused on translating research so that it can be put into action in the field.

One of the goals of the **American Probation and Parole Association (APPA)** is to conduct research and develop activities that enhance the community corrections field. APPA has a number of grant-funded projects to create training programs on a variety of topics relevant to community corrections. In addition, the Association receives funds from federal agencies and private foundations to conduct research and training projects on juvenile and criminal justice issues. APPA projects typically culminate in program development and implementation guides, training curricula, and the delivery of training seminars (face-to-face and/or virtual).

The **University of Cincinnati Centre for Criminal Justice Research (CCJR)** conducts correctional research, including survey research, program/agency evaluations, assessment development and validation, sentencing research, and population projections. The types of agencies and clients served by CCJR include courts (local, state, and federal), police (local, state, and federal), probation and parole (local, state, and federal), private service providers, Ohio Office of Criminal Justice Services, National Institute of Justice, Office of Community Oriented Policing Services, Ohio Department of Rehabilitation and Correction, Ohio Department of Youth Services, Ohio Attorney General's Office, local counties and municipalities, and youth service agencies.

The **Australian Institute of Criminology (AIC)** is a national research and knowledge centre that was established under the *Criminology Research Act 1971*. The functions of the AIC include conducting criminological research; communicating the results of research; conducting or arranging conferences and seminars; and publishing material arising out of the AIC's work. It conducts research on topics such as non-custodial and community corrections, Australian correctional agencies and facilities, prisoner health, corrective services management and reform, prisoner return to the community, prisoner rights, and offender treatment.

The **Institute of Criminology at the University of Cambridge** is comprised of three research centres: the Prison Research Centre, the Peterborough Adolescent and Youth Adult Development Study, and the Centre for Penal Theory and Penal Ethics. The Prison Research Centre was founded in 2000 and conducts both applied and theoretical prison research projects. The Peterborough Adolescent and Youth Adult Development Study is an ongoing 10 year study of adolescents and young adults examining how their families, schools and communities influence their social development. The Centre for Penal Theory and Penal Ethics explores ethical and philosophical issues in criminal law and policy.

PART 3: SUMMARY AND CONCLUSIONS

This review of police and corrections training and research revealed that there are several similarities in the models used to train both police and corrections professionals (i.e., correctional officers, youth workers, and probation and parole officers). Despite these similarities, there appears to be little overlap in the provision of training in policing and corrections. This summary provides an overview of the major police and corrections training and research models, including a discussion of the ways in which they are similar and different.

Governance Structures of Police and Corrections Training

In Canada, police training is more strongly legislated than corrections training. All nine Canadian provincial jurisdictions that were examined passed police acts that designated an authority to prescribe training standards and set the minimal training standards that must be met. In addition, all provincial police acts specified the need for recruit training, and the majority also referenced the need for advanced, in-service, or on-going training requirements. Three provincial police acts went so far as to indicate specific content areas in which training is required, and three even established or designated a particular school as the primary training source.

In contrast, only seven of the twelve Canadian provincial/territorial and the federal corrections services acts designated the authority to make regulations regarding the qualifications, duties, and powers of corrections staff and, in five of these jurisdictions, this authority only applied to regulations for probation officers. Further, four provincial/territorial and the federal corrections services acts referenced the training requirements for staff and volunteers. Thus, compared to policing, there is much less legislation pertaining to the provision of training in corrections.

Models of Basic Police and Corrections Training for New Recruits or New Hires

Basic training models for both policing and corrections involve various combinations of three major elements, the: 1) timing of training; 2) approach to training, and 3) provider of training.

Timing of Training

With respect to timing, training may be offered either pre- or post-employment. Both approaches are fairly commonly used in police and corrections models within Canada, and internationally. Often the decision to use pre-employment training is linked to the decision to have a post-secondary institution train recruits prior to admitting them into a police or correctional service. However, there also are instances where a pre-employment training model is employed in combination with a regional college or training academy. That being said, training offered at most police and correctional training academies and colleges tends to be post-employment.

There are advantages and disadvantages to both approaches. Pre-employment training provides an additional opportunity to “screen out” recruits who are not able meet the competencies required for their position prior to investing many resources in them. It may also save potential employees some emotional distress if they are only dismissed from training and not from a job. In contrast, post-employment training demonstrates greater commitment to the recruits, which

may provide them with greater confidence, help them perceive themselves as a member of the service more quickly, and increase their own commitment to the service.

Approaches to Training

Approaches to training are most clearly discussed in relation to police training, as training is quite structured and may involve variations of two-, three-, or five-blocks of classroom training interwoven with field training. Correctional officer training models tended to employ a two-block model where classroom training was followed by on-the-job training. Little information is available about the specific approaches used to train youth workers and probation and parole officers. It may be that because youth workers and probation and parole officers are generally required to have formal post-secondary training (i.e., a two-year diploma or undergraduate degree, respectively), there may be less emphasis placed on providing additional pre- or post-employment training to these professional groups. However, there remains the possibility that these professionals were not trained in the intricacies of the particular correctional system into which they were hired.

Regardless, the benefits of field or on-the-job training are numerous. For instance, it may help new recruits become more comfortable in their professional roles and become proficient at certain skills or competencies while being provided with guidance from a training officer (Karp & Stenmark, 2011; Reveal, 2009). Field training followed by a second block classroom training may be especially helpful in that recruits are able to reflect upon their field experiences with their instructors and peers when they return to the classroom. They also are more likely to have the opportunity to apply the information they are taught more quickly after they learn it, which is a principle in line with adult education theories of best practices for enhancing knowledge retention (Knowles, Holton, & Swanson, 2005). On the other hand, recruits in a multi-block training program may not have learned all of the information they require to perform effectively in the field. Consequently, they may be ill-prepared to handle situations for which they have not yet received training while in their field placements.

Many police recruit training models involve having cohorts live in residence where they follow a structured lifestyle during that duration. The intensity brought about by requiring recruits to spend day and night together is thought to enhance recruits' ability to bond with each other, learn how to be part of a team, and undergo an identity transformation process (Paterson, 2011). This is not a common characteristic of corrections training models.

In corrections, it is more common than in policing for jurisdictions to rely upon certification as a component of new hire training models. Certification of correctional, youth, and probation/parole officers is not typical in Canada; however, certification is employed in several parts of the United States, the United Kingdom, and Australia. Some examples of certifications that have been developed include:

- American Correctional Association Officer Basic Training Program (United States)
- Custodial Care National Vocational Qualification Level 3 (United Kingdom – England and Wales)
- Scottish Vocational Qualification in Custodial Care Level 3 (United Kingdom – Scotland)

- Qualification Framework for the Probation Service (United Kingdom – England and Wales)
- Certificate III in Correctional Practice (Custodial, Community, or Youth; Australia)
- Certificate IV in Correctional Practice (Australia)

Certification has obvious advantages in that it is one way to ensure that all correctional officers are consistently trained, either nationally or regionally, and meet a set of agreed upon competencies. Other advantages of certification are that it provides documented evidence that individuals have been examined by an independent professional organization and deemed to be competent; it provides a mechanism for documenting mastery; it encourages continuing education and professional growth; it is a form of recognition and achievement; and it elevates a profession's standing (Gala & Bouchard, 2009).

Providers of Training

In general, the same types of institutions and organizations are used to provide police and corrections training. Providers of training include:

- Centralized training academies or colleges (for federal, provincial/state, or regional police or corrections services)
- Public safety institutes or schools that serve a given region or province/state
- Local police or corrections services/agencies (i.e., independent municipal police agencies, corrections institutions or offices)
- Post-secondary institutions
- Providers not directly tied to a given police or correctional service

Centralized training academies or colleges are common providers of training in both the policing and corrections fields. In fact, they are the “traditional” approach to providing basic training to new recruits or new hires. Academies typically teach recruits the knowledge, technical, and interpersonal skills required to be competent in their positions. They may also act as a socialization mechanism to induct staff into the ways of a given police or correctional service, instill a shared mission and organizational values among recruits, and shape their professional attitudes (Caro, 2011; Heslop, 2011; Stargel, 2007).

Public safety institutes or schools typically offer training in a variety of areas, such as law enforcement, corrections, fire and safety, emergency services, and law and security. The advantage of public safety institutes is that they manage the training of several professions, potentially resulting in cost savings and a reduction in duplication associated with the operational requirements of running multiple training facilities. In addition, public safety institutes can also coordinate the delivery of similar types of training courses required by more than one profession (e.g., police, fire, corrections) to further reduce duplication of service delivery (Ontario Ministry of Community Safety and Correctional Services, 2011). That being said, there was little evidence on the basis of this review that public safety institutes, such as JIBC and the Atlantic Police Academy actually coordinated training across professional groups, as distinct delivery models were used to provide training to police and corrections professionals. However, some public safety institutes in the United States did seem to take a more coordinated approach to police and corrections training (e.g., Maryland Public Safety Education and Training Center).

Delegating training to local police agencies or corrections institutions is one of the least common approaches to training. On one hand, each local agency is able to shape its training curriculum to match its own specific needs and realities. On the other, it may be challenging for smaller agencies to provide the same breadth of training that centralized academies or public safety institutes can provide. There also is the risk of duplicating services as each agency must develop and deliver its own training programs. Further, staff may not be trained consistently across a given province/state. In policing, this independent municipality training model has been employed in Alberta, Manitoba, and the United Kingdom (England and Wales); however, each of these jurisdictions have actively attempted to move towards a more centralized approach with varying degrees of success. In corrections, the practice of training recruits at local institutions is sometimes combined with also training them at a centralized training academy or public safety institute for portions of the program.

Entering into a relationship with an academic institution (i.e., a university or college) to provide training to potential police and correctional officers is another fairly common approach to training that has been employed. The involvement of higher education institutions, such as universities and colleges, in police training in particular has been controversial. Proponents of their involvement suggest that the university experience promotes critical thinking, communication, and conflict resolution skills and breeds greater appreciation for, and open-mindedness towards, diversity (Carlan, 2007; de Lint, 1998; Dominey, 2010; Paterson, 2011). In fact, Paterson (2011) and Roberg and Bonn (2004) reported that police officers who have been university educated were less authoritarian, less cynical, had more flexible value systems, and engaged in more ethical and professional behaviour.

Critics of involving higher education in police training claim that instructors in these institutions are more likely to be disconnected from the reality of police work and, as a result, recruits are not as prepared when they enter the field (Carlan, 2007). Karp and Stenmark (2011) found that students were generally more inclined to listen to their police teachers than their academic teachers, as they saw the police members as possessing knowledge, experience, and a cultural capital that they were striving for themselves. That being said, Carlan (2007) found that experienced officers valued any academic training they received and perceived it to enhance their ability to perform their roles beyond a mere technical expertise. Reports from Australia have indicated that the introduction of higher education certificates led to increased public support for the police, while, in the United States, officers with higher levels of education received fewer complaints and worked in areas that reported higher levels of citizen-satisfaction (Paterson, 2011; Roberg & Bonn, 2004). Overall, the findings about the impact of higher education and police performance have been mixed, and there has not been clear support for either stance (Paterson, 2011). It is likely that many of these arguments can be generalized to the corrections field.

In a few jurisdictions, there have been attempts to meld the post-secondary training approach with a centralized academy approach to police training. In some Australian states and territories and Ireland, police academies or colleges have been designated as higher education institutes or registered training organizations that can confer degrees or diplomas. Presumably, these training programs have additional rigour and intensity built into them as there are likely additional educational standards they must meet. As such, they reflect attempts to integrate the “best of

both worlds” by maintaining their strong connection to the police service, while integrating the ideals shared by higher education institutions.

Finally, basic training programs may be provided to police and corrections staff from providers who are not directly tied to a given police or correctional service. There are several examples of diploma and degree programs related to policing and corrections that may be taken by persons who are interested in these fields that are not directly linked to entering any given police or correctional service. In addition, in the United States, correctional officers also may take basic correctional training from national organizations such as the American Correctional Association.

Models of In-service or Advanced Training for Mid-career Policing and Corrections Professionals

Throughout the course of their careers, police and correctional personnel are expected to remain current with the knowledge and skills required to effectively perform their duties. Common areas of in-service and advanced training in policing and corrections are:

- Certification or re-certification
- Leadership and management development
- Specialized topics of relevance to their professions

Similar types of providers are involved in delivering in-service or advanced training to both policing and corrections staff, including:

- National, provincial/state, or regional training academies
- Institutes of public safety
- Local police and corrections agencies
- Post-secondary institutions
- National organizations
- Private or non-profit agencies

Oftentimes, the same centralized academies and institutes of public safety that offer basic training to new recruits or new hires also provide in-service or advanced training opportunities to mid-career professionals. These agencies may offer in-service or advanced training to their own staff, staff from other jurisdictions, and other government agencies. However, local police and corrections agencies that offer in-service or advanced training tend to restrict these opportunities to their own staff.

Other providers of training, such as university and colleges and private or non-profit agencies usually create training courses in their areas of expertise and either invite law enforcement personnel to attend training at their sites or deliver in-house training to various service agencies. In some cases, various police and corrections services have worked with universities to establish a mechanism to allow their staff to enter advanced degree programs (see programs offered at the University of Cincinnati’s Institute of Crime Science and Corrections Institute and the University of Cambridge’s Institute of Criminology for examples).

The United States has a particularly strong model with respect to delivering mid-career training to corrections professionals (an area in which Canada appears to be fairly weak). Several

national organizations have been involved in developing training programs, creating online and face-to-face courses to increase corrections professionals' access to training, and establishing certifications in advanced areas (e.g., leadership, management, and trainer/instructor certification). In addition, many states specify that their corrections staff must complete a certain number of continuing professional development training hours annually.

In the United States, there also has been a strong movement toward delivering in-service or advanced training through online and distance-based methods, such as videoconferencing. This movement has come about, in part, because there is an increasing preference for providing short educational activities where students can spend their time learning about a single topic, rather than spending several days in training focused on multiple topics (Weygandt, 2012). There are several benefits associated with online and distance-based training, such as increased cost- and time-effectiveness, flexibility, consistency, and centralization (Dooley, 2009; Geiman, 2008; Pearson, 2012). However, some challenges also have been associated with online learning including difficulties with technology, high attrition rates from training program, and limited computer literacy among some staff.

Models of Police and Corrections Research

As with governance structures for police and corrections training, there also is a difference in governance structures of research between these two fields. In Canada, provincial police acts are much more likely to mandate a research function (or the collection and reporting of data) than provincial/territorial corrections services acts (i.e., 6 of 9 police acts mandated a research function compared to 1 of 12 corrections services acts).

Aside from the authorities of these acts, several national and international jurisdictions described that they had a research function and indicated that this function may be the responsibility of a(n):

- Federal governmental department
- A provincial/state ministry or department of corrections
- Centralized police or corrections training academy or college
- Public safety institute
- Independent municipal police agency
- Academic institution
- Standalone research centre, governmental, or non-profit organization

Research functions in the policing field were more likely to involve research on training as a primary goal than those in corrections. Aside from research on training, both policing and corrections research tended to focus on policy development, as well as on developing and enhancing procedures and practices to support effective service delivery. In addition, police research functions indicated an emphasis on science and technology research, crime analysis, and exploratory research on social, justice, and public safety issues. In contrast, corrections research functions reported a focus on presenting statistics about corrections clients and conducting research to better understand prisoners, their life experiences, and variables influencing their behaviours.

Summary and Conclusion

This review of policing and corrections training and research models revealed that there are several models that may be employed. With respect to basic training for recruits or new hires, the major elements to consider in selecting a training model is: 1) when will that training program be delivered to recruits in relation to their formal employment with a given police or correctional service; 2) how will that training be delivered and will it include a combination of classroom and field training; and 3) who will provide that training. There are many combinations of possibilities available, all with various strengths and weaknesses.

Models of in-service and advanced training are more informal, and there are a number of ways this training can be provided to mid-career professionals. They all have merit, and organizations will likely find that using a combination of the approaches described in this paper will be most advantageous.

Of all the topics discussed in this paper, models of research were perhaps the most ill-defined. The question of “who” will be responsible for policing and corrections research varies significantly across jurisdictions, as does the focus of research. The policing field has paid the most attention to using research to improve its training practices, which may, in part, be one reason why police training tends to be more structured than corrections training.

In conclusion, there is no single model for policing or corrections training and research that has been demonstrated to be clearly superior over all others. In fact, the amount of research conducted to formally evaluate and compare various models of police and corrections training (timing, approach, provider, or otherwise) and research has been limited. As such, there is a need to develop a stronger evidence base through additional research and evaluation to identify, beyond mere perception, which models are more effective than others. In the meantime, when choosing a training or research model for either corrections or policing, organizations may be best served by reflecting upon their values, mandate, structure, and what they hope to accomplish. These considerations will likely lead to the training and research models best suited to their needs.

REFERENCES

- Australian Government (2012a). *Certificate III in Correctional Practice*. Retrieved from: <http://training.gov.au/Training/Details/CSC30112>
- Australian Government (2012b). *Certificate IV in Correctional Practice*. From <http://training.gov.au/Training/Details/CSC40112>
- Carlan, P. E. (2007). The criminal justice degree and policing: Conceptual development or occupational primer? *Policing: An International Journal of Police Strategies and Management*, 30, 608-619.
- Caro, C. A. (2011). Predicting state police officer performance in the field training officer program: What can we learn from the cadet's performance in the training academy? *American Journal of Criminal Justice*, 36, 357-370.
- de Lint, W. (1998). Regulating autonomy: Police discretion as a problem for training. *Canadian Journal of Criminology*, 40, 277-304.
- Dominey, J. (2010). The higher education contribution to police and probation training: Essential, desirable, or an indulgence. *British Journal of Community Justice*, 8, 5-16.
- Dominey, J., & Walters, M. (2011). Training for probation officers: Lessons from evaluation. *British Journal of Community Justice*, 9, 65-78.
- Dooley, M. (2009). Dollars and sense: Our future in training. *Corrections Today*, August, 81-83.
- Heslop, R. (2011). Community engagement and learning as 'becoming': Findings from a study of British police recruit training. *Policing and Society: An International Journal of Research and Police*, 21, 327-342.
- Gala, D. D., & Bouchard, J. (2009). Certification of correctional trainers: Announcing the genesis of the certification process. *American Jails*, January/February, 27-29.
- Geiman, D. (2009). Yes, training is possible – even in a recession. *Corrections Today*, August, 16-17.
- Her Majesty Prison Service (2007). Custodial Care NVQ Levels 2 & 3. *Prison Service Order Number 8260*.
- Heslop, R. (2011). Community engagement and learning as 'becoming' Findings from a study of British police recruit training. *Policing and Society: An International Journal of Research and Policy*, 21, 327-342.
- Home Office (2011) *College of Policing*. Retrieved from: <http://www.homeoffice.gov.uk/police/college-of-policing/>

- Karp, S. & Stenmark, H. (2011). Learning to be a police officer: Tradition and change in the training and professional lives of police officers. *Police Practice and Research: An International Journal*, 12(1), 4-15.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). London: Elsevier.
- Maryland Department of Corrections (n.d.). *Maryland Police and Corrections Training Commissions*. Retrieved from: <http://www.dpscs.state.md.us/aboutdpscs/pct/index.shtml>
- North West Law Enforcement Academy (n. d.) *About us*. Retrieved from: <http://www.northwestlaw.ca/about/academy.php?content=The Academy>
- Nova Scotia Correctional Services (2013). Vision and mission of Correctional Services. Retrieved from: <http://novascotia.ca/just/Corrections/VisionandMission.asp>
- Ontario Ministry of Community Safety and Correctional Services (2011). *Training colleges: Alternate business model analysis*. Toronto, ON: Author.
- Paterson, C. (2011). Adding value? A review of the international literature on the role of higher education in police training and education. *Police Practice and Research*, 12(4), 286-297.
- Pearson, D. (2012). Blended learning: An approach to quality correctional training. *Corrections Training*, January, 48-51.
- Reaves, B. A. (2009). State and local law enforcement training academies, 2006. *Bureau of Justice Statistics Special Reports* (NCJ 222987). Washington, DC: U.S. Department of Justice. Retrieved from: <http://bjs.gov/content/pub/pdf/slleta06.pdf>
- Reddington, F. P. & Kreisel, B. W. (2003). Basic fundamental skills training for juvenile probation officers: Results of a nationwide survey of curriculum content. *Federal Probation*, 67(1), 41-46.
- Reveal, T. L. (2009). Structured on-the-job training addresses turnover in Ohio. *Corrections Today*, April, 38-40.
- Roberg, R., & Bonn, S. (2004). Higher education and policing: Where are we now? *Policing: An International Journal of Police Strategies & Management*, 27, 469-486.
- Stargel, T. M. K. (2010). *The perceived valued of problem-based learning at a police training academy*. (Unpublished doctoral dissertation). Seattle University, Seattle, WA.
- West Virginia Department of Corrections (2013). *History*. Retrieved from: <http://www.wvdoc.com/wvdoc/PrisonsandFacilities/WestVirginaCorrectionsAcademy/tabid/57/Default.aspx>

- Weygandt, S. (2012). NIC's Frontline Learning Center extents e-learning to correctional line staff. *National Jail Exchange*. Retrieved from http://community.nicic.gov/blogs/national_jail_exchange/archive/2012/12/26/nic-s-frontline-learning-center-extends-e-learning-to-correctional-line-staff.aspx
- White, D., & Heslop, R. (2012). Educating, legitimising, or accessorising? Alternative conceptions of professional training in UK higher education: A comparative study of teacher, nurse, and police officer educations. *Police Practice and Research: An International Journal*, 13, 342-356.

APPENDIX A: MODELS OF POLICE TRAINING AND RESEARCH

Policing					
Training			Research		
Governance	New Recruit	Mid-Career	Governance	Research and Training	Other Research
<p>Policing generally falls under:</p> <ul style="list-style-type: none"> Ministry of Justice (6 provinces) BC, Alberta, Manitoba, Nova Scotia, PEI, Newfoundland Ministry of Public Security/Safety (3 provinces) Quebec, Ontario, New Brunswick <p>All provinces must abide by their respective Police Acts.</p> <p>All provincial Police Acts have provisions around training.</p> <p>9 provinces and 1 international jurisdictions discuss in Police Act who has authority to prescribe training standards and the minimal standards that must be met</p> <ul style="list-style-type: none"> BC, Alberta, Manitoba, Ontario, 	<p>Timing of Training</p> <p>Pre-employment</p> <ul style="list-style-type: none"> RCMP, Quebec, PEI, Newfoundland, Halifax, Australian Federal Police, Victoria, New South Wales <p>Post-employment</p> <ul style="list-style-type: none"> JIBC, Ontario, Alberta, Manitoba Scotland, Northern Ireland, Ireland Northern Territory, South Australia, Tasmania New Zealand <p>Approach</p> <p>Classroom training at academy followed by field training</p> <ul style="list-style-type: none"> RCMP, Ontario, Calgary, Medicine Hat, Lethbridge, Toronto, Brandon, Atlantic Police Academy 	<p>Providers</p> <p>National training academy</p> <ul style="list-style-type: none"> RCMP, Canadian Police College <p>Provincial/regional police training academy</p> <ul style="list-style-type: none"> Quebec, Ontario Scotland, Northern Ireland Western Australia <p>Provincial/regional school/institute of public safety</p> <ul style="list-style-type: none"> JIBC, Atlantic Police Academy <p>Independent municipal police agency, or</p> <ul style="list-style-type: none"> Calgary, Winnipeg, Toronto <p>Through partnership with a university/college</p> <ul style="list-style-type: none"> University of Cincinnati, New South Wales, Tasmania 	<p>Police Acts referenced need for research of law enforcement practices and/or mandated collection and reporting of data in 6 provinces</p> <ul style="list-style-type: none"> BC, Alberta, Ontario, Quebec, New Brunswick, Newfoundland <p>Police Act directs Training Academy/Institute to engage in research (1 provinces)</p> <ul style="list-style-type: none"> Quebec <p>Research is an identified mandate/ division of a:</p> <ul style="list-style-type: none"> Ministry or one of its departments PEI, Alberta, Nova Scotia A police academy Canadian Police College, Quebec, Ireland Scotland, England and Wales 	<p>Several jurisdictions/ organizations are involved in training and curriculum development in response to emerging needs and trends:</p> <ul style="list-style-type: none"> Federal organizations Public Safety Canada, Canadian Police College Police academies/ public safety training institutes Quebec, Atlantic Police Academy, JIBC, Scotland, Ireland, Northern Ireland, England and Wales, Western Australia Provincial ministries PEI, Alberta, Nova Scotia Provincial/municipal police services Ontario Provincial Police 	<p>Science and technology research</p> <ul style="list-style-type: none"> Canadian Safety and Security Program, Public Safety Canada National Institute of Justice <p>Policy research</p> <ul style="list-style-type: none"> Public Safety Canada, PEI Ministry, JIBC, Ontario Provincial Police Victoria (Australia) <p>Testing of innovative approaches to support effective service delivery</p> <ul style="list-style-type: none"> Public Safety Canada, Quebec: école nationale du Québec, JIBC, Ontario Provincial Police, Alberta Ministry, Manitoba Police Commission, Holland College/

<p>Quebec, New Brunswick, Nova Scotia, PEI, Newfoundland</p> <ul style="list-style-type: none"> Scotland <p>9 provinces and 3 international jurisdictions reference need for recruit training in Police Act</p> <ul style="list-style-type: none"> BC, Alberta, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, PEI, Newfoundland Ireland, Scotland, and Northern Ireland <p>6 provinces reference need for advanced or in-service training in Police Act</p> <ul style="list-style-type: none"> BC, Alberta, Manitoba, Quebec, New Brunswick, PEI <p>3 provinces indicate specific content areas in which training is required in Police Act</p> <ul style="list-style-type: none"> Quebec, New Brunswick, PEI <p>Police Acts designate/identify specific schools as</p>	<ul style="list-style-type: none"> Australia Federal Police New Zealand <p>Three-block training: classroom training, field training, and then classroom training</p> <ul style="list-style-type: none"> JIBC, Edmonton, Winnipeg England and Wales <p>Five phased training: classroom training, field training, classroom training, field training, and the classroom training</p> <ul style="list-style-type: none"> Scotland Ireland South Australia <p>Completion of diploma prior to academy training</p> <ul style="list-style-type: none"> Quebec, Brandon, Lethbridge Newfoundland Constabulary Scotland Ireland New South Wales, South Australia, Tasmania, Western Australia <p>Providers National training academy</p>		<ul style="list-style-type: none"> Provincial/municipal police force Ontario; Toronto; Halifax Police Commission Ontario, Manitoba <p>Research is required by municipal police services in three provinces</p> <ul style="list-style-type: none"> Alberta, Ontario, Nova Scotia <p>Research may be conducted through established partnerships with academic institutions:</p> <ul style="list-style-type: none"> Holland College/ Atlantic Police Academy JIBC Toronto Police Services with University of Guelph, Humber Institute and University of Toronto <p>Research may be conducted by standalone research centers/governmental organizations:</p> <ul style="list-style-type: none"> Canadian Safety and Security 	<ul style="list-style-type: none"> Toronto Universities University of Cincinnati 	<p>Atlantic Police Academy</p> <ul style="list-style-type: none"> University of Cincinnati National Institute of Justice <p>Crime Analysis is required by municipal police services in:</p> <ul style="list-style-type: none"> Alberta, Nova Scotia <p>Exploratory research on social, justice, and public safety issues</p> <ul style="list-style-type: none"> JIBC <p>Research can be undertaken by the police chief in Halifax</p>
---	--	--	--	---	---

<p>primary training sources in 3 provinces</p> <ul style="list-style-type: none"> • Quebec, PEI, and Ontario <p>In Scotland, the Police Act makes provisions for a “central training institution” that is not named</p> <p>Both JIBC and Ontario Provincial Police established by an Order-in-Council</p> <p>Governance Board oversees the police academies in:</p> <ul style="list-style-type: none"> • Quebec, PEI, BC, • Northern Ireland <p>A Provincial Police Commission is involved in training oversight in Ontario and Manitoba</p>	<ul style="list-style-type: none"> • RCMP, AFP, Ireland, New Zealand <p>Provincial/regional police training academy</p> <ul style="list-style-type: none"> • Ontario, Quebec • Scotland, Northern Ireland • Australia: Queensland; South Australia; Victoria • Most state police forces in United States <p>Provincial/regional school/institute of public safety</p> <ul style="list-style-type: none"> • JIBC, Atlantic Police Academy (serves PEI, NB, and Nova Scotia), • Australia’s Northern Territory Fire and Emergency Services College <p>Independent municipal police agency</p> <ul style="list-style-type: none"> • Alberta, Manitoba, Toronto, Halifax Edmonton, Calgary, Winnipeg and Halifax <p>Academic institutions (university or college)</p> <ul style="list-style-type: none"> • Quebec (required a 		<p>Program</p> <ul style="list-style-type: none"> • Canadian Police Knowledge Network (affiliated with Holland College/ Atlantic Police Academy) • Public Safety Canada • University of Cincinnati Institute of Crime Science • National Institute of Justice (United States) • Australian Institute of Policing (Western Australia) • Australian Institute of Criminology <p>Secretary of State can commission research to improve efficiency</p> <ul style="list-style-type: none"> • Scotland, Northern Ireland 		
---	--	--	---	--	--

	<p>CEGEP from John Abbott), Lethbridge (with Lethbridge College), Royal Newfoundland Constabulary (with Memorial University)</p> <ul style="list-style-type: none"> • New South Wales (with Charles Stuart University/ University of Western Sydney); Tasmania (with University of Tasmania), Western Australia (with the Joondalup Learning Precinct) <p>Police academies designated as a higher education institute:</p> <ul style="list-style-type: none"> • Ireland (Garda College) • Australia Federal Police, Northern Territory <p>Police training that is not directly linked to admittance to a particularly police force:</p> <ul style="list-style-type: none"> • North West Law Enforcement Academy (Diploma in Law, Protection and Safety; Diploma in 				
--	--	--	--	--	--

	<p>Aboriginal Police Training)</p> <ul style="list-style-type: none">• Henson College (Dalhousie University; Certificate in Police Leadership);• University of Winnipeg (Degree in Police Leadership)• University of Regina (Bachelor of Human Justice)• Lethbridge College (Criminal Justice – Policing Diploma)• Medicine Hat College (Policing and Security Diploma)• Mount Royal University (BA in Criminal Justice);• Norquest College (Certificate in Aboriginal Policing and Security).				
--	--	--	--	--	--

APPENDIX B: POLICING JURISDICTIONS SEARCHED AND RELATED DOCUMENTS

Jurisdiction	Policing Organizations	Relevant Documents and Websites
Canada(federal)	RCMP	<i>RCMP Act</i> (1985). http://www.rcmp-grc.gc.ca/about-ausujet/organi-eng.htm http://www.rcmp-grc.gc.ca/depot/index-eng.htm
	Canadian Police College	http://www.cpc.gc.ca/en/courses
	Canadian Safety and Security Program	http://www.drdc-rddc.gc.ca/drdc/en/centres/drdc-css-rddc-css/canadian-safety-and-security-program/
	Public Safety Canada	http://www.publicsafety.gc.ca/abt/www/index-eng.aspx
British Columbia	Ministry of Justice, Policing in British Columbia	<i>British Columbia Police Act</i> (1998). http://www.pssg.gov.bc.ca/policeservices/about/index.htm
	Justice Institute of BC, Police Academy	http://www.jibc.ca/programs-courses/schools-departments/school-public-safety-security/police-academy/programs http://www.jibc.ca/about-jibc/governance http://www.jibc.ca/research/vision-mission
Alberta	Ministry of Justice and Solicitor General	<i>Alberta Police Act</i> (2000). <i>Alberta Police Service Regulation</i> (2012). <i>Alberta Policing Standards Manual</i> (2006). Walton, D. (2012, August 29). Alberta town considers suing after province pulls plug on police college. <i>The Globe and Mail</i> . CBC News (2012, August 29). <i>Provincial police college cancellation shocks Fort Macleod</i> . https://www.solgps.alberta.ca/programs_and_services/public_security/law_enforcement_oversight/Pages/default.aspx http://alis.alberta.ca/occinfo/Content/RequestAction.asp?aspAction=GetHTMLProfile&format=html&occPro_ID=71003122
	Edmonton Police Services	http://www.joineps.ca/
	Calgary Police Services	http://calgarypolice.ca/recruiting/
	Medicine Hat Police Services	http://www.medicinehatpolice.com/recruitment.html http://www.medicinehatpolice.com/admin3.html
	Lethbridge Police Services	http://lethbridgepolice.ca/recruiting/
Manitoba	Manitoba Justice	<i>Manitoba Police Act</i> (2009). http://www.gov.mb.ca/justice/safe/policeact/index.html http://news.gov.mb.ca/news/index.html?item=10864
	Manitoba Police Commission	http://www.gov.mb.ca/justice/safe/policeact/pdf/provincial_police_commission.pdf
	Winnipeg Police Service	http://winnipeg.ca/police/recruiting/

	Brandon Police Service	http://police.brandon.ca/recruitment
	North West Law Enforcement Academy	http://www.northwestlaw.ca/about/academy.php?content=The%20Academy
Ontario	Ministry of Community Safety and Correctional Services	<i>Ontario Police Services Act</i> (1990). http://www.mcscs.jus.gov.on.ca/english/police_serv/about.html
	Ontario Civilian Police Commission	http://www.ocpc.ca/english/aboutocpc/aboutus.html
	Ontario Provincial Police	www.opp.ca
	Ontario Provincial Police Academy	http://www.opp.ca/ecms/files/250258838.6.pdf
	Ontario Police College	http://www.mcscs.jus.gov.on.ca/english/police_serv/OPC/AbouttheCollege/History/OPC_history.html http://www.mcscs.jus.gov.on.ca/english/police_serv/OPC/SpecializedSeniorTraining/Communication/OPC_Communication.html
	Toronto Police Service Toronto Police College	http://www.torontopolice.on.ca/careers/uni_training.php
Quebec	Ministry of Public Security	<i>Quebec Police Act</i> (2012). http://www.securitepublique.gouv.qc.ca/police.html
	École nationale de police du Québec	Lussier, M. B. (2004). Training at the Surete du Quebec. <i>Police Practice and Research: An International Journal</i> , 5(2), 149-163. http://www.enpq.qc.ca/en/lecole/lecole-en-un-coup-doeil.html
Prince Edward Island	Department of Environment, Labour, and Justice	<i>Prince Edward Island Police Act</i> (2006). <i>Minister's Directive: Police Training, Police Act and Regulations</i> . http://www.gov.pe.ca/jps/index.php3?number=1026542&lang=E
	Atlantic Police Academy at Holland College	http://www.hollandcollege.com/admissions/full_time_programs/police_science_cadet/ http://www.hollandcollege.com/applied_research/
New Brunswick	Ministry of Public Safety	<i>New Brunswick Police Act</i> (1977). http://www2.gnb.ca/content/gnb/en/departments/public_safety/safety_protection/content/police_fire_and_emergency/career_in_policing/minimum_requirements.html
	Saint John Police Service	http://www.saintjohn.ca/en/home/cityservices/publicsafety/police/policeadministration/workingatsaintjohnpoliceforce/requirements.aspx
Nova Scotia	Ministry of Justice Halifax Regional Police Service	<i>Nova Scotia Police Act</i> (2004). http://novascotia.ca/just/Policing_Services
	Halifax Regional Police Service	http://novascotia.ca/just/Policing_Services/standards.asp https://www.halifax.ca/police/recruiting.html
Newfoundland	Department of Justice Royal Newfoundland Constabulary	<i>Royal Newfoundland Constabulary Act</i> (1992). http://www.rnc.gov.nl.ca/
	Memorial University	http://www.mun.ca/arts/diploma/police/prepared.php
Northwest Territories	See RCMP	
Yukon Territories	See RCMP	

Nunavut Territories	See RCMP	
Canada (non-profit)	Canadian Police Knowledge Network	http://www.cpkn.ca/about
United States (federal)	National Institute of Justice	http://www.nij.gov/welcome.html
United States (state level)		See Reaves, B. A. (2009). State and local law enforcement training academies, 2006. <i>Bureau of Justice Statistics Special Reports</i> (NCJ 222987). Washington, DC: U.S. Department of Justice. Retrieved from: http://bjs.gov/content/pub/pdf/slleta06.pdf
United States (academic)	University of Cincinnati Institute of Crime Science	http://www.uc.edu/ics/about.html
United Kingdom (England and Wales)	Home Office: College of Policing	http://www.homeoffice.gov.uk/police/ http://www.homeoffice.gov.uk/police/college-of-policing/about/ http://www.homeoffice.gov.uk/publications/police/college-of-policing-introduction?view=Binary
	Association of Chief Police Officers	http://www.acpo.police.uk/About/collegeofpolicing.aspx http://www.acpo.police.uk/documents/reports/2012/201210PolicingintheUKFinal.pdf
United Kingdom (Northern Ireland)	Police Service of Northern Ireland	<i>Police (Northern Ireland) Act</i> (1967). http://www.psnl.police.uk/directory/careers/careers_police_officer_recruitment/careers_training_and_probation.htm
United Kingdom (Scotland)	Scotland Police Service Scottish Police College	<i>Police (Scotland) Act</i> (1967). http://www.tulliallan.police.uk/
Ireland	An Garda Síochána: Ireland's National Police Service Garda College	http://www.garda.ie/Controller.aspx?Page=369&Lang=1 http://www.garda.ie/Controller.aspx?Page=369
Australia (federal)	Australia Federal Police	http://www.afp.gov.au/jobs/recruit-training.aspx
Australia (states and territories)	Northern Territory Police Force	http://www.pfes.nt.gov.au/Police/Careers-in-policing.aspx
	New South Wales Police Force	http://www.police.nsw.gov.au/recruitment/application_process http://www.police.nsw.gov.au/recruitment/faq
	Queensland Police Service	http://www.policerecruit.qld.gov.au/
	South Australia Police	http://www.achievemore.com.au/officer/the-academy.html
	Tasmania Police	http://www.police.tas.gov.au/join-us/recruit-training/
	Western Australia Police	http://www.police.wa.gov.au/Aboutus/Academy/Faculties/tabit/1699/Default.aspx http://www.policeacademy.edu.au/ http://www.joondaluplearningprecinct.com/
	Victoria Police Department	http://www.policecareer.vic.gov.au/police/life-at-the-academy/the-academy http://www.policecareer.vic.gov.au/websites/victoriapolice/userdocuments/English-Victoria-Police-Website.pdf
Australia (government research centre)	Australian Institute of Criminology	http://www.aic.gov.au/criminal_justice_system/policing.html
New Zealand (federal)	Royal New Zealand Police	http://www.newcops.co.nz/

APPENDIX C: MODELS OF CORRECTIONS TRAINING AND RESEARCH

Corrections (Canada and USA)					
Training			Research		
Governance	New Recruit	Mid-Career	Governance	Research and Training	Other Research
<p>Corrections falls under :</p> <ul style="list-style-type: none"> Ministry of Justice (or a related Ministry) in 7 provinces and 3 Territories BC, Alberta, Manitoba, Ontario, PEI, Nova Scotia, Newfoundland, NWT, Yukon, and Nunavut Ministry of Public Security/ Safety in 2 provinces Quebec, New Brunswick <p>Young offenders fall under the domains of:</p> <ul style="list-style-type: none"> Ministry of Children and Family Development in 2 provinces British Columbia, Ontario Department of Health and Social 	<p><u>Correctional Officer</u></p> <p>Timing of Training</p> <p>Pre-employment</p> <ul style="list-style-type: none"> CSC, Manitoba, Ontario, Quebec, Atlantic Police Academy, PEI, New Brunswick, Nova Scotia, Newfoundland, Yukon Ireland Australian Capital Territory <p>Post-employment</p> <ul style="list-style-type: none"> BC/JIBC, Alberta, Nunavut United States (all states that made information available) Tasmania, Western Australia <p>Approach/Modality</p> <p>Combination of Classroom and on-the-job</p> <ul style="list-style-type: none"> Atlantic Police 	<p><u>Canada</u></p> <p>Mid-career training for Correctional Officers and Probation/ Parole Officers was mentioned by 4 provincial ministries (BC, Alberta, Ontario, Nova Scotia) and CSC; details about what this training entailed was unspecified for all, but two provinces.</p> <p><u>USA</u></p> <p>Training by national/international organizations</p> <ul style="list-style-type: none"> American Correctional Association American Jail Association American Probation and Parole Association National Institute of Corrections. International Association of 	<p>Research is mentioned in only one provincial/ territorial Corrections Services Acts (Manitoba).</p> <p>A research function was identified to be the responsible of a:</p> <ul style="list-style-type: none"> Federal governmental department CSC, Justice Canada, Public Safety Canada, Ireland HM Prison Service (United Kingdom – England and Wales) Provincial or state ministry or department of corrections BC, Alberta, Manitoba, Quebec, PEI, Nova Scotia, North Carolina, Pennsylvania, Rhode Island, 	<p>Research on training and skills development is conducted by:</p> <ul style="list-style-type: none"> 2 federal organizations Public Safety Canada, CSC 3 provincial or state ministries Nova Scotia, BC Vermont 3 public safety institutes/ colleges JIBC, Atlantic Police Academy Florida 1 correctional services division/ parole commission Quebec 3 national associations National Institute of Corrections, American Correctional Association, 	<p>Research is conducted to develop and enhance policies, procedures, and practices:</p> <ul style="list-style-type: none"> CSC, Justice Canada, Public Safety Canada Atlantic Police Academy Manitoba, Quebec, PEI, Nova Scotia National Institute of Corrections, American Correctional Association, American Probation and Parole Association North Carolina, Pennsylvania HM Prison Service (United Kingdom – England and Wales) Victoria, New South Wales University of Cincinnati Center for Criminal Justice Research,

<p>Services in 1 province and 1 territory</p> <ul style="list-style-type: none"> • Yukon, Quebec <p>Seven provincial/territorial and the federal Corrections Services Acts specify who has been designated to make regulations regarding qualifications, duties, and powers of staff</p> <ul style="list-style-type: none"> • Alberta, BC, Newfoundland, PEI, Yukon, Manitoba, Nova Scotia <p>In 5 provincial/territorial Corrections Services Acts/Probation Act (in the case of PEI), pertains only to making regulations regarding qualifications, duties, and powers of <i>probation officers only</i></p> <ul style="list-style-type: none"> • Alberta, BC, Newfoundland, PEI, Yukon • In 4 provinces, the designated official is the Lieutenant Governor in Council • Alberta, BC, Newfoundland, PEI 	<p>Academy, JIBC, CSC, New Brunswick Community College, Nova Scotia Community College and Success College, Yukon</p> <ul style="list-style-type: none"> • Alaska, California, Idaho, Maine, Ohio, Oregon, New York, North Carolina, South Carolina, Vermont, Wyoming • Ireland • South Australia, Western Australia, Victoria, Tasmania, Northern Territory <p>Classroom only (on-the-job training not referenced)</p> <ul style="list-style-type: none"> • Massachusetts, Nebraska, New Jersey, North Carolina, Rhode Island, West Virginia <p>Online training</p> <ul style="list-style-type: none"> • National Institute of Corrections, American Correctional Association, Arkansas, Oregon <p>Certification</p>	<p>Correctional Training Personnel</p> <p>States that offer:</p> <ul style="list-style-type: none"> • Online learning delivery and management systems • Montana, Ohio <p>Instructor/facilitator training certification</p> <ul style="list-style-type: none"> • Nebraska, New Mexico, North Carolina, Utah • Courses on areas of specialization • Alabama, Idaho, Nebraska, New York, Tennessee, Utah <p>Supervisory, leadership, and management programs</p> <ul style="list-style-type: none"> • Alabama, Arkansas, Maryland, Nebraska, New York, North Carolina <p>Other states that offer training but did not specific details:</p> <ul style="list-style-type: none"> • Arizona, Florida, Pennsylvania, Vermont, West Virginia <p>States that require</p>	<p>Vermont</p> <ul style="list-style-type: none"> • Western Australia, Victoria, Queensland, New South Wales, Tasmania • Public safety institute • JIBC, Atlantic Police Academy, Florida • Academic institution • University of Cincinnati Center for Criminal Justice Research • University of Cambridge Institute of Criminology • Standalone research centre or corrections organization • National Institute of Corrections, American Correctional Association, American Probation and Parole Association, • Australian Institute of Criminology 	<p>American Probation and Parole Association</p>	<p>Australian Institute of Criminology, University of Cambridge Institute of Criminology</p> <p>Research is conducted to better understand prisoners, their life experiences, and variables influencing their behaviours</p> <ul style="list-style-type: none"> • Ireland • HM Prison Service (United Kingdom – England and Wales) • Victoria, New South Wales, • University of Cincinnati Center for Criminal Justice Research, Australian Institute of Criminology, University of Cambridge Institute of Criminology <p>Research is conducted to improve technology:</p> <ul style="list-style-type: none"> • Public Safety Canada • BC <p>Research is used to present statistics about corrections clients</p> <ul style="list-style-type: none"> • BC
---	---	--	--	--	--

<ul style="list-style-type: none"> • In one territory, it is the Commissioner • Yukon <p>Four provincial/territorial and the federal Corrections Services Acts reference the training requirements for staff</p> <ul style="list-style-type: none"> • Manitoba, Newfoundland, Nova Scotia, and Yukon <p>Two of these Acts state that staff shall maintain training at the established standard</p> <ul style="list-style-type: none"> • Manitoba and Nova Scotia <p>Three Acts state that staff members will be given, wherever possible, appropriate career development and training opportunities</p> <ul style="list-style-type: none"> • CSC, Yukon, and Newfoundland <p>Four provincial/territorial Corrections Services Acts reference the training requirements for volunteers</p> <ul style="list-style-type: none"> • Manitoba, Nova Scotia, Northwest Territories, and 	<ul style="list-style-type: none"> • American Correctional Association, Alaska, Florida, New Hampshire, North Carolina, Oregon, Wyoming • United Kingdom – Custodial Care National Vocational Qualification Level 3; Northern Ireland – Certificate of Competence; Scotland – Scottish Vocational Qualification in Custodial Care Level 3 • Australia (all states) – Certificate III in Correctional Practice (Custodial <p>Provider Centralized college or training academy</p> <ul style="list-style-type: none"> • CSC, Ontario, Northwest Territories, • American Association of Corrections, New York, Ohio, Alaska, Arizona, Arkansas, Colorado, Connecticut, Idaho, Indiana, Maine, Massachusetts, Montana, Nebraska, 	<p>continuing education hours:</p> <ul style="list-style-type: none"> • Alabama, Idaho, Indiana, New York, Utah, West Virginia <p>Australia States that encourage continuous learning and development:</p> <ul style="list-style-type: none"> • South Australia, Victoria, Tasmania <p>Other Training Providers Private or non-profit training organizations:</p> <ul style="list-style-type: none"> • Canadian Training Institute • Training by Storm <p>Academic institutions that offer advanced training to corrections staff:</p> <ul style="list-style-type: none"> • University of Cincinnati Corrections Institute • University of Cambridge Institute of Criminology (Masters in Applied Criminology, Penology, and Management) • Western of Australia (Graduate Certificate) 	<ul style="list-style-type: none"> • New South Wales <p>Content of research unspecified, but a research function was indicated:</p> <ul style="list-style-type: none"> • Alberta • Western Australia, Tasmania, Queensland
--	--	---	---

<p>Yukon</p> <p>One provincial Youth Justice Act gives the Lieutenant Governor in Council the authority to establish qualification standards for youth probation officers</p> <ul style="list-style-type: none"> • BC <p>Three jurisdictions explicitly stated that having professional, properly training staff is a guiding principle/vision.</p> <ul style="list-style-type: none"> • CSC, Nova Scotia, Yukon <p>Quebec has established the Consultative Committee of Correctional Services which is comprised of representatives from Corrections and the Parole Commission to coordinate research, training, and other activities.</p>	<p>New Hampshire, New Jersey, North Carolina, Ohio, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming</p> <ul style="list-style-type: none"> • Ireland • United Kingdom (England and Wales), Northern Ireland • Western Australia, New South Wales <p>Public safety institute</p> <ul style="list-style-type: none"> • JIBC, Atlantic Police Academy, Maryland <p>Post-secondary institutions</p> <ul style="list-style-type: none"> • Quebec (CEGEP John Abbott), PEI, New Brunswick (New Brunswick Community College), Nova Scotia (Nova Scotia Community College; Success College), Newfoundland, Manitoba (Red River College), 				
---	--	--	--	--	--

	<p>Alberta (Bow Valley College, Grant MacEwan University; Lethbridge College).</p> <p>Training at local institutions</p> <ul style="list-style-type: none"> • JIBC, Alberta • HM Prison Service <p>National Organizations</p> <ul style="list-style-type: none"> • National Institute of Corrections • American Correctional Association <p><u>Youth Worker</u></p> <p>Timing</p> <p>Pre-employment</p> <ul style="list-style-type: none"> • Alberta, Manitoba, Ontario, Quebec, Atlantic Police Academy, PEI, New Brunswick, Nova Scotia, Newfoundland, Nunavut, Yukon <p>Post-employment</p> <ul style="list-style-type: none"> • BC/JIBC, Alberta, • Alaska, California, Colorado, Indiana, North Carolina, Ohio • Western Australia 				
--	---	--	--	--	--

	<p>Approach/Modality Combination of online, classroom, roleplaying, and/or on-the-job</p> <ul style="list-style-type: none"> • JIBC • California • Western Australia <p>Certification</p> <ul style="list-style-type: none"> • North Carolina • Australia <p>Provider Centralized college or training academy</p> <ul style="list-style-type: none"> • Ontario • Alaska, California, Colorado, Indiana, North Carolina, Ohio, Pennsylvania, South Dakota, Tennessee • Western Australia <p>Public Safety Institute</p> <ul style="list-style-type: none"> • JIBC • Idaho <p>Post-secondary institutions</p> <ul style="list-style-type: none"> • PEI, New Brunswick (New Brunswick Community College), Nova Scotia (Nova Scotia Community College; Success College), 				
--	---	--	--	--	--

	<p>Newfoundland, Nunavut, Yukon</p> <p>Training at local institutions</p> <ul style="list-style-type: none"> • JIBC, Alberta <p><u>Probation and Parole Officer</u></p> <p>Approach</p> <p>Orientation training</p> <ul style="list-style-type: none"> • CSC, Alberta (for working with youth only) • Indiana, New York, Ohio <p>Classroom, online, and/or on-the-job training</p> <ul style="list-style-type: none"> • JIBC, Alberta, • Alaska, Colorado, New Jersey • Western Australia, Victoria, New South Wales <p>Unspecified, but training offered</p> <ul style="list-style-type: none"> • Ontario, Nova Scotia, • Florida, Georgia, Idaho, New Mexico <p>Certification</p> <ul style="list-style-type: none"> • Alaska, Florida, Idaho, Indiana, 				
--	--	--	--	--	--

	<p>Louisiana, New Jersey, North Carolina, Oregon</p> <ul style="list-style-type: none"> • Australia (all states) – Certificate III in Correctional Practice (Community); Certificate IV in Correctional Practice <p>Provider Centralized college or training academy</p> <ul style="list-style-type: none"> • CSC • Colorado, Alaska, Florida, New Mexico, New Jersey, North Carolina, Ohio, West Virginia • Western Australia, Victoria, New South Wales <p>Public Safety Institute</p> <ul style="list-style-type: none"> • JIBC • Idaho, Louisiana <p>Training at local institutions</p> <ul style="list-style-type: none"> • JIBC, Alberta, Nova Scotia 				
--	---	--	--	--	--

APPENDIX D: CORRECTIONS JURISDICTIONS SEARCHED AND RELATED DOCUMENTS

Jurisdiction	Corrections Organizations	Relevant Documents and Websites
Canada(federal)	Correctional Service of Canada	<i>Corrections and Conditional Release Act and Regulations</i> (1992). <i>Safe Streets and Communities Act</i> (2012). http://www.csc-scc.gc.ca/text/emplo-eng.shtml http://www.csc-scc.gc.ca/about-us/006-0003-eng.shtml http://www.csc-scc.gc.ca/text/plcy/toccd-eng.shtml
	Public Safety Canada	http://www.publicsafety.gc.ca/abt/www/index-eng.aspx
	Justice Canada	<i>Youth Justice Act</i> (2002). http://www.justice.gc.ca/eng/dept-min/mandat.html
British Columbia	Ministry of Justice	<i>Correction Act</i> (2004). <i>Correction Act Regulation</i> (2007). <i>Youth Justice Act</i> (2003). Ministry of Public Safety and Solicitor General Corrections Branch (2010). <i>Adult probation officer – applicant information package</i> . Retrieved from: http://www.jibc.ca/sites/default/files/ccjd/pdf/APO_ApplicantInfoPkg.pdf http://www.pssg.gov.bc.ca/corrections/index.htm
	Ministry of Children and Family Development	http://www.mcf.gov.bc.ca/youth_justice/index.htm
	Justice Institute of BC	http://www.jibc.ca/programs-courses/schools-departments/school-public-safety-security/corrections-community-justice-division/programs/adult-correctional-officer http://www.jibc.ca/programs-courses/schools-departments/school-public-safety-security/corrections-community-justice-division/programs/adult-probation-officer http://www.jibc.ca/programs-courses/schools-departments/school-public-safety-security/corrections-community-justice-division/programs/youth-supervisor http://www.jibc.ca/about-jibc/governance http://www.jibc.ca/research/vision-mission
Alberta	Ministry of Justice and Solicitor General	<i>Corrections Act</i> (2000). <i>Youth Criminal Justice Protocol</i> (2008). <i>Youth Justice Act</i> (2000) https://www.solgps.alberta.ca/programs_and_services/correctional_services/Pages/default.aspx https://www.solgps.alberta.ca/about_the_ministry/Pages/default.aspx
Manitoba	Manitoba Justice*	<i>The Correctional Services Act</i> (2004). http://www.gov.mb.ca/justice/criminal/corrections/
	Red River College	http://me.rrc.mb.ca/Catalogue/ProgramInfo.aspx?ProgCode=JUSPP-CT&RegionCode=WPG
Ontario	Ministry of Community Safety and Correctional Services*	<i>Ministry of Correctional Services Act</i> (1990). http://www.mcscs.jus.gov.on.ca/english/corr_serv/careers_in_corr/become_corr_off/careers_corr_become_off.html
	Ontario Correctional Services College	Probation Officers Association of Ontario (2011). Ontario Correctional Services College. <i>POAO Monitor, Spring</i> . Retrieved from:

		http://www.pao.org/assets/files/pdf/Monitor%20part%202.pdf http://www.mcscs.jus.gov.on.ca/english/TrainingEducation/MCSCS_train.html
	Ministry of Children and Youth	http://www.children.gov.on.ca/htdocs/English/topics/youthandthelaw/index.aspx
	Ontario Parole Board	http://www.opb.gov.on.ca/english/about_board/mandate/about_mandate.html
Quebec	Ministry of Public Security	<i>Quebec Correctional System Act</i> (2013). http://www.securitepublique.gouv.qc.ca/services-correctionnels.html http://imt.emploiquebec.net/mtg/inter/noncache/contenu/asp/mtg122_descrproufession_01.asp?PT4=53&lang=ANGL&Porte=1&cregncomp1=QC&cregn=QC&tri=06&PT1=25&prov=pje&PT3=10&pro=6462&PT2=21&type=01&motpro=corrections&aprof=6462
	Ministry of Health and Social Services	http://www.msss.gouv.qc.ca/en/sujets/prob_sociaux/troubled_youth.php
	CEGEP John Abbott	http://www.johnabbott.qc.ca/prospective-students/programs/career-programs/310b0-youth-and-adult-correctional-intervention
Prince Edward Island	Department of Environment, Labour, and Justice	<i>Correctional Services Act</i> (2012). <i>Probation Act</i> (2012). <i>Youth Justice Act</i> (2012). http://www.gov.pe.ca/jps/index.php3?number=1026541&lang=E
	Atlantic Police Academy at Holland College	http://www.hollandcollege.com/admissions/full_time_programs/correctional_officer/ http://www.hollandcollege.com/applied_research/
New Brunswick	Ministry of Public Safety	<i>Corrections Act</i> (2011). <i>Custody and Detention of Young Persons Act</i> (2011). http://www2.gnb.ca/content/gnb/en/departments/public_safety/safety_protection/content/corrections.html
	New Brunswick Community College Miramichi Campus	http://www.nbcc.ca/en/home/programs_and_courses/programsearch/programdetails/default.aspx/Details/pf/3874/ http://www.nbcc.ca/en/home/programs_and_courses/programsearch/programdetails/default.aspx/Details/pf/3889/ http://www.nbcc.ca/en/home/programs_and_courses/programsearch/programdetails/default.aspx/Details/pf/3751/#tabCurriculum
Nova Scotia	Ministry of Justice*	<i>Correctional Services Act</i> (2005). <i>Correctional Services Police and Procedures</i> (2007). <i>Correction Services Regulations</i> (2006). http://novascotia.ca/just/Corrections/VisionandMission.asp
	Nova Scotia Community College	http://www.nscs.ca/learning_programs/programs/plandescr.aspx?prg=husv&pln=hs-corserv
	Success College	http://successcollege.ca/programs/corrections-officer-and-policing-foundations/
Newfoundland	Department of Justice	<i>Correctional Services Act</i> (2011). <i>Young Persons Offences Act</i> (1984). http://www.justice.gov.nl.ca/just/corrections/index.html http://www.justice.gov.nl.ca/just/careers/career_profiles.html

Northwest Territories	Department of Justice*	<i>Corrections Act</i> (1988). <i>Corrections Service Regulations</i> (1990). http://www.justice.gov.nt.ca/Corrections/Corrections.shtml http://www.justice.gov.nt.ca/Corrections/TrainingProgram.shtml
Yukon Territories	Department of Justice*	<i>Corrections Act</i> (2009). <i>Corrections Act Regulations</i> (2009). http://www.justice.gov.yk.ca/
	Department of Health and Social Services	http://www.hss.gov.yk.ca/youthjustice.php
Nunavut Territories	Department of Justice*	<i>Consolidation of Corrections Act</i> (1988). <i>Consolidation of Young Offenders Act</i> (1988). http://www.justice.gov.nu.ca/apps/authoring/dspPage.aspx?page=corrections
Canada (non-profit)	Canadian Training Institute	www.cantraining.org
United States (national)	National Institute of Corrections	http://nicic.gov/AboutUs http://nic.learn.com/learncenter.asp?id=178425
	American Correctional Association	https://www.aca.org/pastpresentfuture/doc_visionstatement2.pdf http://aca.cequick.com/
	American Jail Association	http://www.americanjail.org/education/
	American Probation and Parole Association	http://www.appa-net.org/eweb/DynamicPage.aspx?WebCode=IA_Introduction
United States (state level)	Alabama Department of Corrections	http://www.doc.state.al.us/academy.asp
	Alaska Department of Corrections	http://www.correct.state.ak.us/training-academy
	Arizona Department of Corrections	http://www.azcorrections.gov/adcc/COTA.aspx
	Arkansas Department of Corrections	http://adc.arkansas.gov/employment/Pages/training.aspx
	California Department of Corrections and Rehabilitation	http://www.cdcr.ca.gov/Career_Opportunities
	Colorado Department of Corrections	https://www.jbits.courts.state.co.us/mosaicweb/careersJobDescDetail.htm?selJob=179 http://www.ehow.com/how_7980151_become-parole-officer-colorado.html
	Connecticut Department of Correction	http://www.ct.gov/doc/cwp/view.asp?a=1496&Q=265278
	Delaware Department of Correction	http://www.doc.delaware.gov/employment.shtml
	Florida Department of Correction; Department of Law Enforcement	http://www.fldocjobs.com/paths/co/qualifications.html http://www.fdle.state.fl.us/Content/getdoc/05c013ca-a32e-48a1-aca8-df7f06854d49/CJP-Home-Page.aspx http://www.fdle.state.fl.us/Content/getdoc/91a75023-5a74-40ef-814d-8e7e5b622d4d/CJSTC-Home-Page.aspx
	Georgia Department of Corrections	http://www.gdcjobs.com/jobspub/pdf/BrochureCareerInCorrections.pdf
	Hawaii Department of Public Safety Corrections Division	http://dps.hawaii.gov/about/divisions/corrections
	Idaho Department of	http://www.idoc.idaho.gov/content/careers/career_facts_

Correction; Peace Officer Standards and Training	employment_faq http://www.post.idaho.gov/
Illinois Department of Corrections	https://www2.illinois.gov/idoc/aboutus/Pages/Careers_At_IDOC.aspx
Indiana Department of Correction	http://www.in.gov/idoc/2340.htm
Iowa Department of Corrections	http://www.doc.state.ia.us/CareerOpportunities.asp
Kansas Department of Corrections	http://www.doc.ks.gov/employment
Kentucky Department of Corrections	http://corrections.ky.gov/about/Pages/Careers.aspx
Louisiana Department of Public Safety and Corrections; Peace Officer Standards and Training Council	http://doc.la.gov/pages/employment/probation-parole-officer-i/ http://www.lcle.la.gov/programs/post.asp
Maine Department of Corrections	http://www.state.me.us/corrections/Career/index.htm
Maryland Department of Public Safety and Correctional Services	http://www.dpscs.state.md.us/aboutdpscs/pct/index.shtm
Massachusetts Department of Corrections	http://www.mass.gov/eopss/law-enforce-and-cj/prisons/recruitment/recruit-faq.html#section8
Minnesota Department of Corrections	http://www.doc.state.mn.us/employment/default.htm
Mississippi Department of Corrections	http://www.mdcc.state.ms.us/MDOC%20Job.htm
Missouri Department of Corrections	http://doc.mo.gov/DHS/Recruit.php
Montana Department of Corrections	http://www.cor.mt.gov/default.mcp
Nebraska Department of Correctional Services	http://www.corrections.state.ne.us/stafftraining.html
Nevada Department of Corrections	http://www.doc.nv.gov/?q=node/14
New Hampshire Department of Corrections	http://www.nh.gov/nhdcc/documents/cotraineencf.pdf
New Jersey Department of Corrections	http://www.state.nj.us/corrections/pages/careers.html#app http://www.state.nj.us/parole/docs/RecruitmentBrochureParoleOfficerRecruit.pdf
New Mexico Corrections Department	http://corrections.state.nm.us/admin/ta.html
New York State Department of Correctional Services	http://www.doccs.ny.gov/Jobs/CorrectionOfficer.html http://www.criminaljustice.ny.gov/opca/training.htm
North Carolina Department of Corrections	https://www.ncdps.gov/index2.cfm?a=000003,000008,002395
North Dakota Department of Corrections and Rehabilitation	http://www.nd.gov/docr/careers/
Ohio Department of Rehabilitation and Correction	Reveal, T. L. (2009). Structured on-the-job training addresses turnover in Ohio. <i>Corrections Today</i> , April, 38-40. http://www.drc.ohio.gov/web/careers.html

		http://www.dys.ohio.gov/dnn/InsideDYS/TrainingAcademy/tabid/127/Default.aspx
	Oklahoma Department of Corrections	http://www.doc.state.ok.us/adminservices/personnel/careers.htm
	Oregon Department of Corrections	http://www.oregon.gov/DOC/HR/pages/r_co_bcc.aspx http://agency.governmentjobs.com/oregon/default.cfm?action=viewclassspec&ClassSpecID=735158
	Pennsylvania Department of Corrections	http://www.portal.state.pa.us/portal/server.pt?open=512&objID=14624&mode=2 http://www.portal.state.pa.us/portal/server.pt/community/hide_human_resources/13475/employee_training/584792 http://www.pccd.state.pa.us/portal/server.pt/community/justice_research/5259
	Rhode Island Department of Corrections	http://www.doc.ri.gov/administration/training/description.php
	South Carolina Department of Corrections	http://www.doc.sc.gov/Employment/employment.jsp
	South Dakota Department of Corrections	http://doc.sd.gov/careers/
	Tennessee Department of Correction	http://www.tn.gov/correction/tca/tcahome.html
	Texas Department of Criminal Justice	http://corrections.utah.gov/administration/training/training.html
	Utah Department of Corrections	http://www.jjs.utah.gov/training.htm
	Vermont Department of Corrections	http://www.doc.state.vt.us/involvement/careers-in-corrections/careers http://www.doc.state.vt.us/involvement/careers-in-corrections/vca/academy
	Virginia Department of Corrections	http://www.vadoc.state.va.us/careers/development.shtm
	Washington State Department of Corrections	http://www.doc.wa.gov/jobs/core.asp
	West Virginia Division of Corrections	http://www.wvdoc.com/wvdoc/CareersInCorrections/tabid/63/Default.aspx
	Wisconsin Department of Corrections	http://www.wi-doc.com/index_employment.htm
	Wyoming Department of Corrections	http://corrections.wy.gov/careers/index.html
United States (academic)	University of Cincinnati Corrections Institute	http://www.uc.edu/corrections.html http://www.uc.edu/ccjr.html http://www.uc.edu/ics/about.html
United States (private)	Training by Storm	http://www.trainingbystorm.net/
United Kingdom (England and Wales)	Ministry of Justice, HM Prison Service	<i>HM Prison Service Order Number 8260: Custodial Care NVQ Levels 2 and 3</i> (2007). Retrieved from: http://www.justice.gov.uk/PSO_8260_CNVQ_levels_2_and_3_sep07.doc http://www.justice.gov.uk/jobs/prisons/on-offer/prison-officer/prison-officer-training http://www.justice.gov.uk/jobs/prisons/on-offer/prison-officer/eligibility http://www.justice.gov.uk/publications/research-and-analysis

United Kingdom (Northern Ireland)	Department of Justice, Northern Ireland Prison Service	http://www.dojni.gov.uk/index/ni-prison-service/nips-recruitment-4/candidate-booklet.pdf http://www.dojni.gov.uk/index/ni-prison-service/nips-recruitment-4/prisoner-custody-officer-custody-prison-officer.htm
	Northern Ireland Prison Board	http://www.dojni.gov.uk/index/ni-prison-service/nips-recruitment-4/prisoner-custody-officer-custody-prison-officer.htm
United Kingdom (Scotland)	Scottish Prison Service	http://www.sps.gov.uk/Careers/careers.aspx
UK (academic)	University of Cambridge Institute of Criminology	http://www.crim.cam.ac.uk/
Ireland	Ireland Prison Service	http://www.irishprisons.ie/images/pdf/paso1.pdf http://www.irishprisons.ie/index.php/recruitment http://www.irishprisons.ie/index.php/research
Australia (national)	Certificate III and IV in Correctional Practice	<i>Certificate III in Correctional Practice</i> (2012). Retrieved from: http://training.gov.au/Training/Details/CSC30112 <i>Registered Training Organizations</i> (2013). Retrieved from: http://training.gov.au/Training/Details/CSC30112 <i>Certificate IV in Correctional Practice</i> (2012). Retrieved from: http://training.gov.au/Training/Details/CSC40112 <i>Registered Training Organizations</i> (2013). Retrieved from: http://training.gov.au/Training/Details/CSC40112
Australia (states and territories)	Australia Capital Territory Corrective Services	http://www.cs.act.gov.au/careers http://www.jobs.act.gov.au/__data/assets/pdf_file/0020/430445/JCSD_P11783,-several_ASO6.pdf
	New South Wales Corrective Services	http://www.correctiveservices.nsw.gov.au/about-us/statement-of-purpose http://www.correctiveservices.nsw.gov.au/information/research-and-statistics http://www.correctiveservices.nsw.gov.au/careers/recruitment/correctional-officer http://www.correctiveservices.nsw.gov.au/careers/recruitment/probation_and_parole_officer
	Northern Territory Correctional Services	http://www.correctionalservices.nt.gov.au/PrisonOfficers/Pages/default.aspx
	Queensland Corrective Services	http://www.correctiveservices.qld.gov.au/Employment/Custodial_Operations/cco_first_12_months.shtml http://www.correctiveservices.qld.gov.au/Employment/Probation_Parole/how_we_recruit.shtml http://www.correctiveservices.qld.gov.au/About_Us/The_Department/Research/index.shtml
	South Australia Department of Correctional Services	http://www.corrections.sa.gov.au/employment/roles-forms/correctional-officers
	Tasmania Department of Justice, Corrective Services, Tasmania Prison Service; Community Corrections Service	http://www.justice.tas.gov.au/communitycorrections/about/employment http://www.justice.tas.gov.au/__data/assets/pdf_file/0014/202703/Correctional_Officer_Job_Package_5.pdf http://www.justice.tas.gov.au/prisonservice/students_and_research
	Western Australia Corrective Services	http://www.correctiveservices.wa.gov.au/careers/opportunities/prison-officer.aspx http://www.correctiveservices.wa.gov.au/careers/opportunities/community-corrections-officer.aspx

		http://www.correctiveservices.wa.gov.au/careers/opportunities/youth-custodial-officer.aspx http://www.correctiveservices.wa.gov.au/careers/opportunities/youth-justice-officer.aspx http://www.correctiveservices.wa.gov.au/_files/careers/opportunities/cco-yjo-recruitment.pdf http://www.correctiveservices.wa.gov.au/about-us/dcs-structure.aspx
	Corrections Victoria; Custodial Services; Community Correctional Services	http://cvcareers.com.au/community-correctional-services/community-corrections-officers/training/ http://cvcareers.com.au/community-correctional-services/apply-now/position-description/ http://cvcareers.com.au/custodial-services/career-information/training/ http://www.justice.vic.gov.au/home/prisons/research+and+statistics/
Australia (government research centre)	Australian Institute of Criminology	http://www.aic.gov.au/criminal_justice_system/corrections/reform.html
International (non-profit)	International Association of Correctional Training Personnel	http://www.iactp.org/#about
	International Corrections and Prisons Association	http://www.icpa.ca/pages/about-icpa/

*Note: In these jurisdictions, current job advertisements were searched for additional information about training and qualification requirements; however, these postings are transitory records.