



Correctional Service of  
Norway Staff Academy

# **THE CORRECTIONAL SERVICE OF NORWAY STAFF ACADEMY**

2008



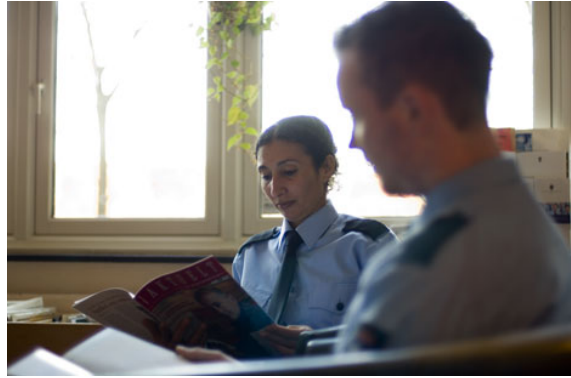
*FOR A SAFER SOCIETY:  
Working in a prison is about care  
and control, proximity and power,  
openness and limits. It's about being  
a fellow human, about understanding  
situations, finding solutions and in  
this way providing the necessary  
conditions to enable the inmate to  
assume responsibility for his own life.  
In 2007 KRUS graduated  
140 prison officers to the  
Correctional Service of Norway.*



## **About The Staff Academy**

- The Correctional Service of Norway is responsible for carrying out remands in custody and penal sanctions in a way that takes into consideration the security of all citizens and attempts to prevent recidivism by enabling the offenders, through their own initiatives, to change their criminal behaviour.
- The Staff Academy (KRUS) is the centre of expertise for correctional services in Norway. Our tasks are to provide specialized training for prison and works officers, offer further education and in-service training for the close to 3000 employees of the correctional service, carry out research and provide information on the service.
- KRUS has three departments: The Department for Basic Training consists of the Prison College, which offers a two-year basic training programme for all prison officer candidates in Norway, and the Works Officer Training Programme which offers six months of specialized training for works officers; *The Research and Development Department* contributes to the development, based on knowledge and experience, of correctional services through research, evaluation and instruction; *The Administration Department* is responsible for joint services such as the hotel for course participants, financial, human resource, office support, computer network, and the web site [www.krus.no](http://www.krus.no)
- During 2007, 201 trainees were attached to the Prison College.
- about 60 employees are today working at KRUS.

## **How does one Become a Prison Officer in Norway?**



Prison officers in Norway are trained by the Prison College at the Correctional Service of Norway Staff Academy (KRUS). The two-year training programme starts in January.

The first year begins with a preliminary course that gives an introduction to what it is like to work in a prison. After the introductory course, the students will be assigned to an approved training prison. Here they will take part in the day-to-day work as a prison officer, and will be regularly assessed and followed up by a supervisor. In this way the students will not only become familiar with the practical details of everyday prison life, they will also acquire experience and knowledge that will provide valuable insights for their work on the theoretical part of the training programme.

The theoretical year takes place at the Prison College premises in Oslo. Here they will receive instruction in subjects such as criminology, ethics, social work, sociology, psychology, penal law and organising spare time activities. The training programme is inspired by problem-based teaching methods, in which group instruction and team-work are an important part of student activity. Here too, as during their year of practical experience, the students will have a supervisor who will actively follow their progress throughout the period of study.

Students will receive pay during the training programme, and will be required to carry out a period of compulsory service after completing the prison officer training programme.

## Educational Model

Requirements for the job of prison officer have changed in the last decade. Report No. 27 (1997- 98) to the Storting (the Norwegian national assembly) emphasizes expectations and responsibilities in a new way. Prison officers are required to understand situations and analyze and find solutions, both individually and in groups. In a great many cases, these solutions go far beyond the factual knowledge of individual staff members. It is therefore essential to collaborate with others and learn how to obtain the necessary information. At the same time, the officers must have the expertise to be able to intervene in situations, both on their own and with colleagues.

Research in and development of the educational field have led to increasing use of interdisciplinary, practice-related topics in occupational training programmes. This does not mean that lectures and classroom instruction have been eliminated, they rather provide the starting point for students' further studies. Group instruction and structured group work have replaced much of the traditional classroom teaching. Students thus become more responsible for their own learning, and teachers become advisers as well as instructors.

The teaching methods at the Prison College are influenced and inspired by an approach called Problem-Based Learning (PBL). This form of learning can be organized in a variety of ways. The essential factor is that efforts are made to incorporate the basic theoretical principles and overarching goals into the programme. This is the fundamental notion underlying the training programme of the Prison College, during both the practical year and the theoretical year.

At the Prison College, trainees are divided into permanent study groups, each with a teacher/supervisor, who follow a certain work model for parts of the programme. In addition to the PBL approach, the Prison College's strategy is to have trainee groups work on traditional group tasks and projects during the training programme. An important principle behind this strategy is that trainees acquire skills that are relevant to their work, develop their problem-solving abilities and assume responsibility for their own education.

*The PELTS of 2007:*



## **What Qualifications do one need to become a Prison Officer?**

### **To be accepted as a trainee, applicants must:**

- have entrance qualifications for higher education, or:
- have other relevant training (trade or journeyman's certificate) and/or work
- experience that qualifies him or her to be employed in the Correctional Services, in addition to qualifications in the subjects of Norwegian, English and Social Studies that are equivalent to the general entrance qualifications for higher education
- have the necessary maturity and personal aptitude for employment in the Correctional Services
- have completed his or her compulsory military service/civil service or be able to provide proof of exemption service
- have at least one year of practical work experience
- be 21 years of age or older in the year he
- or she is accepted for the programme
- pass a physical test consisting trials of
- strength and endurance
- be in good health and have a spotless police
- record; a health certificate and a police
- certificate must be presented upon admission
- have a driver's licence

Information concerning admission to the trainee programme is published in the daily press and on our website, krus.no, in June.

On the basis of their application, candidates are called in to take an admissions test. This test consists of physical tests, written exercises and a personal interview with the Admissions Board.

The Board then reaches its conclusion based on an overall assessment of the candidate's application, the documents submitted and the admissions test. The entire trainee period is considered a probationary period, and the suitability of each trainee will be continually assessed

## Who becomes a Prison Officer?

### **Marit Lindstad**

"Initially, it was the paid education that attracted me. This, combined with the fact that I wanted to work in a socially oriented occupation, led me to apply to the Prison College. After many years in the service industry, I was tired of working *for* people. Now I wanted to work *with* them. Just under two years in the correctional services have confirmed that I made the right choice. I believe in talking to people, in listening to other people's experiences, meeting them as individuals and in that way creating an opportunity for positive cooperation. My experiences with this work during my practical year were good, and I came to realize how important the system of personal officers is."

### **Frode Schøning**

"It was the possibilities that first fascinated me: the varied working days, the broad range of continuing education courses and the ever-changing conversations with inmates. After seven years as an officer in the Armed Forces, I was looking for new challenges. The Correctional Services offered an exciting breadth of professional training through substance abuse and drug prevention programmes, instructor training and motivational activity courses. I was also attracted by the personal challenges posed by working in a prison. As a prison officer, you meet people in a difficult life situation every day. That demands a lot from the prison staff. The Prison College's combination of practical experience and theory has given me a good basis for meeting these challenges. Competent, knowledgeable lecturers, interesting topics and personal follow-up have made an important contribution to the awareness-raising process that is essential to becoming a good prison officer."

### **Said Ahmed**

"Most of all, I want to be a good role model. Inmates with the same multicultural background as mine need models. Since I myself have a minority background and speak Arabic, Somali and Norwegian, I want to take responsibility in relation to the community that I am a part of. As a prison officer I can show friends, relatives and inmates that it is worthwhile to take the initiative and get involved. I can also provide valuable support for inmates and their relatives who have the same cultural and linguistic background as mine. The desire to work with people, be a role model and make use of my own multicultural experience are key reasons for my choice to apply to the Prison College."



## **Research and Development Department**

The Correctional Service operates each day in the interface between care and control, proximity and power, openness and limits. This convergence of tasks demands a great deal - not only in terms of value choices, sets of norms and the resources society invests in regulating the exercise of power, but also in terms of the research and professional development that play a crucial role in ensuring the high quality and satisfactory standard of correctional measures. The Correctional Service of Norway Staff Academy is a centre of expertise that contributes to the knowledge-based development of Correctional Service through research, evaluation and further and after education. These efforts are currently focused on topics such as preventive detention, community penalties, the work of personal

officers, programme activities and effects, registration of acts of violence, and security and safety.

The department arranges about 100 conferences, seminars and courses every year. In addition:

- research and evaluation of projects
- educating and supporting programme instructors
- professional and research cooperation with national and international institutions, organizations and individuals

Research results are disseminated through KRUS's own series of publications and external periodicals and publications or through lectures, courses and seminars.

## Brief History of The Staff Academy (KRUS)



The Prison Reform Committee of 1927 called attention to the strong need to provide training for prison officers. This was a demand that had been put forward on several occasions by “lower level” prison service officials, one of their main arguments being that the other Scandinavian countries had come further in this field. As a result of this debate, the Prison College launched its first training course for prison officers on 1 April 1937. This aroused considerable interest, and was heralded in the daily papers as a “milestone in the development of our prison services”. The school was housed in the Botsfengslet penitentiary and Prison Governor Ole Hartvig Nissen (photo) was acting headmaster. Courses ran for nine weeks. When war broke out in 1940, three courses had been held and sixty prison officers had completed their training.

The war period and the post-war treason trials made heavy demands on the prison service. Training for prison officers was therefore suspended, and no new course was offered until 1950. At that time the course was expanded to ten weeks. From 1950 to 1957 a total of ten courses were held. The last of these courses represented a new development, since it ran for three months and was a pilot project for the expanded, restructured basic course that was introduced in 1959.

The new system launched in 1959 was initiated by the Prison Reform Committee appointed in 1951. Under the new system the training programme became a one-year course. The first six months consisted of practical training and a period of temporary service as prison officers during the summer. The second half of the year was devoted to theory. This new system was primarily designed for new recruits and trainee candidates, but prison officers already employed in the service also had to participate in the new programme.

From 1959 to 1984, the Prison College was located in a temporary building on the Oslo Prison premises. This building housed living accommodation for trainees, offices and classrooms. When more space was eventually required, particularly for teaching purposes, the college was allowed to use the prison church for a while. Later, when the Botsfengslet penitentiary was closed, the Prison College took over the prison governor’s house, the prison chaplain’s house and the tower building. The living room of the chaplain’s house was converted to a classroom and the other premises were used as common lounges and living accommodation for trainees.

In 1984 the Prison College moved to Teisen, where it leased the premises of the former Teisen Upper Secondary School. This gave the college the additional space it so sorely needed to be able to expand its activities. In 1987 the college changed its name to the Staff Academy (KRUS), thereby marking the broader scope of activities now provided by the centre.



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