

2. Course for learners (pre-service) working with emerging adults in correctional settings

LEVEL OF STUDIES	<i>Non-formal education / Lifelong Learning</i>
COURSE TYPE	<ul style="list-style-type: none"> • <i>General background / Soft Skills</i> • <i>Specialized field knowledge</i> • <i>Skills development</i>
TARGET GROUP	<i>Learners of Vocational Education and Training (VET) and/or Higher Education Institutions (HEI) aiming to work with emerging adults in correctional settings</i>
COURSE TITLE	<i>Core Competences for LEARNERS aiming to work with emerging adults in correctional settings</i>
COURSE DESCRIPTION	<p><i>This comprehensive course is designed to prepare individuals aspiring to work with incarcerated youth by equipping them with foundational skills and knowledge. Combining theoretical insights with practical learning opportunities, the curriculum addresses the specific challenges of correctional environments and the needs of emerging adults.</i></p> <p><i>The course includes 10 core modules covering essential topics such as soft skills development, adolescent psychology, technology integration, trauma-informed practices, communication, professional growth, legal frameworks, crisis management, cultural competence, and restorative practices. These modules provide learners with a balanced foundation of interpersonal, technical, and reflective skills tailored to this unique professional context.</i></p> <p><i>By completing this course, learners will gain competencies in active listening, teamwork, basic trauma-informed approaches, and conflict resolution. They will develop the ability to engage with diverse populations, understand key adolescent psychological principles, and apply restorative strategies to foster trust and accountability.</i></p>

	<p><i>Aligned with frameworks such as EQAVET, ESCO, and DigiComp, this course emphasizes the importance of transferable skills and readiness for professional roles. It supports learners in building confidence and competence for future opportunities in correctional education, rehabilitation, and related fields, ensuring they are equipped to make a meaningful impact in multidisciplinary settings.</i></p>
DURATION	250 hours (~25 hours each module)
CREDITS	Not applicable for Non-formal education / Lifelong Learning (could be 25 ECTS for formal education)
PREREQUISITES (if applicable)	No particular prerequisites are required
LANGUAGE	Bosnian/ Bulgarian/ Croatian/ English/ Greek/ Italian/ Montenegrin/ North Macedonian/ Portuguese/ Romanian/ Serbian
DELIVERY MODE	<ul style="list-style-type: none"> • Online/ Self-directed • Work-Based (applicable in some modules)
LEARNING OUTCOMES (suggested by module)* <i>* Module developers can provide more detailed learning outcomes for their modules, based on the educational content developed</i>	<p><i>Soft Skills Development (Empathy, Communication, Active Listening, Conflict Resolution)</i></p> <p>Category: LOTS</p> <ul style="list-style-type: none"> • <i>Define empathy and active listening and their significance in communication. (Remember)</i> • <i>Explain basic techniques for resolving conflicts in everyday interactions. (Understand)</i> • <i>Identify key components of effective verbal and non-verbal communication. (Understand)</i> <p>Category: HOTS</p> <ul style="list-style-type: none"> • <i>Compare communication strategies in different conflict scenarios to determine effectiveness. (Analyze)</i>

- *Evaluate how active listening contributes to resolving disputes among peers. (Evaluate)*
- *Design a group activity that incorporates empathy and teamwork to resolve a simulated conflict. (Create)*

Specialized Knowledge in Adolescent Psychology and Criminology

Category: LOTS

- *List the main psychological needs of adolescents during development. (Remember)*
- *Describe how peer pressure influences decision-making in adolescents. (Understand)*
- *Identify basic criminological concepts relevant to youth behavior. (Understand)*

Category: HOTS

- *Analyze scenarios involving risky behavior to determine the psychological motivators. (Analyze)*
- *Evaluate the role of family dynamics in shaping adolescent behavior. (Evaluate)*
- *Create a group presentation exploring the link between adolescent psychology and youth crime. (Create)*

Technology Integration in Correctional Education

Category: LOTS

- *Recall the features of commonly used educational technologies. (Remember)*
- *Describe how technology can support learning in challenging environments. (Understand)*
- *Apply digital tools to complete a simple educational project. (Apply)*

	<p><i>Category: HOTS</i></p> <ul style="list-style-type: none"> • <i>Analyze the limitations of technology in addressing individual learning needs. (Analyze)</i> • <i>Evaluate the success of a specific e-learning tool in achieving learning objectives. (Evaluate)</i> • <i>Create a digital learning resource (e.g., infographic, video) on a topic of choice. (Create)</i> <p><i>Trauma-Informed Practices</i></p> <p><i>Category: LOTS</i></p> <ul style="list-style-type: none"> • <i>Recall the effects of trauma on individual well-being. (Remember)</i> • <i>Describe basic techniques for supporting peers who exhibit trauma-related behaviors. (Understand)</i> • <i>Identify safe and supportive responses to signs of trauma. (Understand)</i> <p><i>Category: HOTS</i></p> <ul style="list-style-type: none"> • <i>Analyze a peer interaction to identify potential trauma-informed responses. (Analyze)</i> • <i>Evaluate the impact of supportive behaviors in building trust with traumatized individuals. (Evaluate)</i> • <i>Create a personal action plan for responding to trauma in group settings. (Create)</i> <p><i>Communication and Interpersonal Skills (Inter-departmental Collaboration)</i></p> <p><i>Category: LOTS</i></p> <ul style="list-style-type: none"> • <i>Define interpersonal communication and its importance in teamwork. (Remember)</i> • <i>Explain how listening skills contribute to successful group dynamics. (Understand)</i>
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- Summarize strategies for resolving disagreements within a group. (Understand)

Category: HOTS

- Analyze team scenarios to identify effective and ineffective communication practices. (Analyze)
- Evaluate group projects for evidence of collaboration and shared responsibilities. (Evaluate)
- Develop a communication strategy for a hypothetical group activity, ensuring inclusivity and mutual understanding. (Create)

Continuous Professional Development

Category: LOTS

- Recall the benefits of reflecting on one's learning progress. (Remember)
- Explain how personal goal setting can improve future performance. (Understand)
- Identify opportunities for self-directed learning to enhance knowledge and skills. (Understand)

Category: HOTS

- Analyze past experiences to determine key areas for personal development. (Analyze)
- Evaluate the effectiveness of self-assessment tools in tracking learning progress. (Evaluate)
- Develop a personal learning portfolio to showcase growth and achievements. (Create)

Legal Knowledge and Procedural Understanding

Category: LOTS

- Define basic legal rights applicable to youth in correctional settings. (Remember)

- *Explain the importance of respecting laws and regulations in group activities. (Understand)*
- *Identify scenarios where ethical considerations may arise. (Understand)*

Category: HOTS

- *Analyze a case where legal principles conflict with personal decision-making. (Analyze)*
- *Evaluate responses to hypothetical situations involving fairness and justice. (Evaluate)*
- *Develop a code of conduct for group interactions that aligns with legal and ethical standards. (Create)*

Crisis Management and Security Protocols

Category: LOTS

- *Recall safety protocols for handling emergencies in group settings. (Remember)*
- *Explain the importance of staying calm and following instructions during a crisis. (Understand)*
- *Identify basic steps for resolving conflicts in high-pressure situations. (Understand)*

Category: HOTS

- *Analyze a conflict scenario to identify effective de-escalation techniques. (Analyze)*
- *Evaluate the outcomes of different responses to peer disagreements. (Evaluate)*
- *Create a team plan for managing group conflicts in an organized and safe manner. (Create)*

Cultural Competence and Diversity Awareness

Category: LOTS

- *Define cultural competence and its importance in teamwork. (Remember)*
- *Describe strategies for resolving misunderstandings due to cultural differences. (Understand)*
- *Identify ways to celebrate diversity in group settings. (Understand)*

Category: HOTS

- *Analyze a group activity to determine how cultural differences influence interactions. (Analyze)*
- *Evaluate the effectiveness of inclusive practices in promoting group harmony. (Evaluate)*
- *Design an activity to promote cultural understanding and inclusivity among peers. (Create)*

Restorative Practices

Category: LOTS

- *Recall the key steps of a restorative conversation. (Remember)*
- *Explain how restorative practices help rebuild trust. (Understand)*
- *Identify examples of harm-repair strategies in group settings. (Understand)*

Category: HOTS

- *Analyze the outcomes of different approaches to resolving peer conflicts. (Analyze)*
- *Evaluate the success of restorative activities in promoting mutual understanding. (Evaluate)*
- *Create a role-play activity that demonstrates restorative dialogue among peers. (Create)*

ASSESSMENT METHODS
(summative assessment
for the course in total, if
applicable)

1. **Knowledge quizzes** to confirm theoretical understanding. (A quiz bank of at least 20 questions per module will be provided)
2. **Skills demonstrations** using practical, scenario-based challenges. (Details will be provided in the assessment methodology)
3. **Competence confirmation** through tutor feedback, peer reviews, or reflective exercises that address attitudes and professional behaviors. (Details will be provided in the assessment methodology)