



Kingdom of Saudi Arabia Female Training Center

الأكاديمية الإصلاحية النسائية في المملكة العربية

CURRICULUM MANUAL

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OVERVIEW

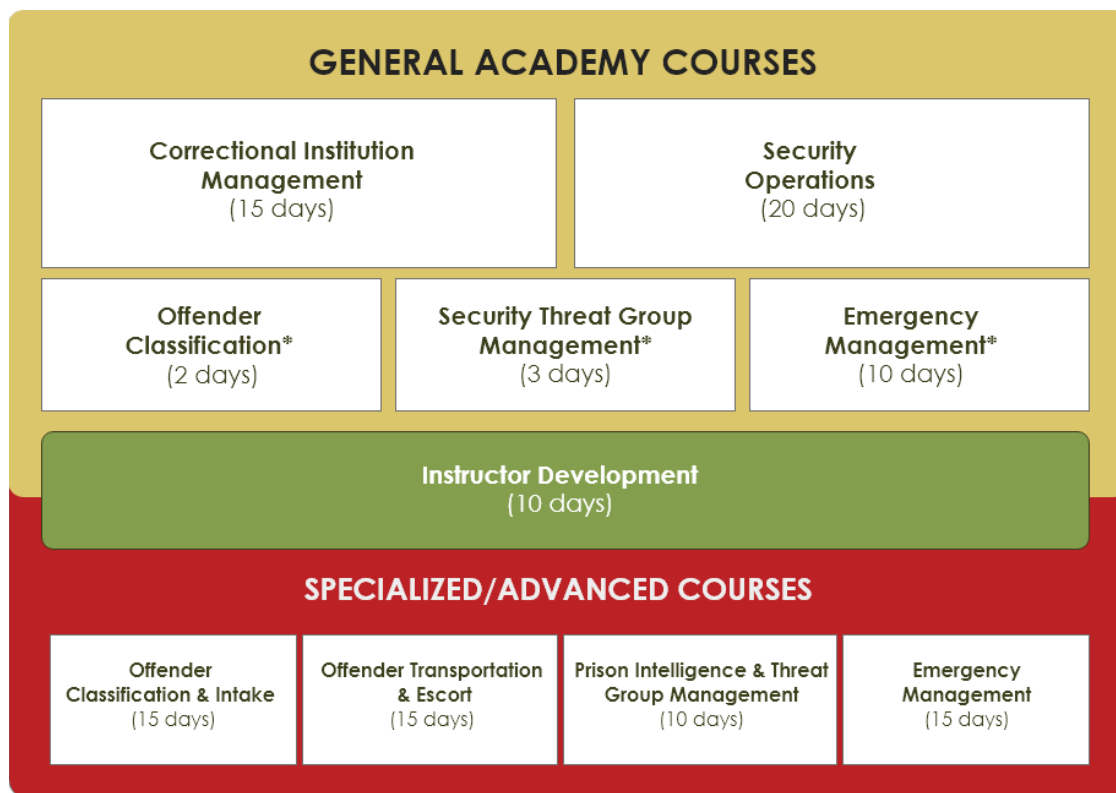
The Kingdom of Saudi Arabia Female Training Center, under the guidance of the Kingdom of Saudi Arabia's Ministry of Interior (MOI)'s General Directorate on Prisons (GDP), was designed to prepare female corrections officers for work in a modern correctional setting that adheres to internationally-accepted practices in correctional institutional management and human rights standards.

The curriculum was developed by subject matter experts and instructional systems designers using resources obtained from international organizations and the United States Government, to include:

- United Nations Office of Drugs and Crime (UNODC)
- DCAF - Geneva Centre for Security Sector Governance
- Penal Reform International
- U.S. Federal Bureau of Prisons
- U.S. Department of State
- U.S. Department of Justice
- U.S. State prison systems

CURRICULUM MAP

The curriculum consists of a 12-week General Training program, including a 10-day Instructor Development course, and four Advanced Courses ranging in 2 to 3 weeks as depicted in the course map below. Each course builds upon the other and provides a strong foundation in international best practices in Correctional Institution Management, Security Operations, Offender Classification, Security Threat Group Management, and Emergency Management.





COURSE/MODULE LIST

Below is a complete course list with associated duration, modules, and training levels:

Course Title	Days/Level
Correctional Institution Management	15 days
• Offender Programs (<i>recreational, vocational, unit based, religious, substance abuse, educational, etc.</i>)	Basic
• Human Rights Principles (<i>Mandela Rules, Bangkok Rules</i>)	Basic
• Policy, Procedures and Post Orders	Basic
• Correctional Leadership and Communication	Basic
• Ethics and Professionalism	Basic
• Stress Management	Basic
• Correctional Support Operations (<i>medical, food service, mechanical</i>)	Basic
• Suicide Prevention	Basic
Security Operations	20 days
• Dynamic and Static Security (<i>includes entrance procedures, perimeter security, security inspections</i>)	Basic
• Special Housing Units (<i>all restrictive housing units</i>)	Basic
• Intelligence Systems (<i>gathering, analyzing and disseminating intelligence</i>)	Basic
• Interactive Communication	Basic
• Tool and Key Control (<i>classification, storage, check out procedures, disposal</i>)	Basic
• Offender Supervision (<i>basics of offender accountability-controlled movement, passes, patrolling techniques, counts, census checks</i>)	Basic
• Report Writing (<i>offender discipline system</i>)	Basic
• Searches (<i>offenders, non-offenders and areas, offender personal property</i>)	Basic
• Prison Escorts and Transportation (<i>escorted trips</i>)	Basic
Offender Classification	2 days
• Basic Classification Principles (<i>external and internal</i>)	Basic
• Records and Privacy (<i>types, retention, security</i>)	Basic
Security Threat Group Management	3 days
• Defining Security Threat Groups	Basic
• STG Management Basics	Basic
Emergency Management Field Guides	10 days
• Contingency Planning and Emergency Team Overview	Basic
• Use of Force and Application of Restraints (<i>practical, includes defensive tactics</i>)	Basic/FX*
• Basic Riot Control Techniques (<i>formations, equipment, baton basics, practical</i>)	Basic/FX*
• Physical Fitness (<i>practical</i>)	Basic
• First Aid and CPR (<i>practical, testing</i>)	Basic/FX*

Note: *FX refers to Field Exercise Guide and will require the necessary equipment and facilities.



Instructor Development	10 days
• Facilitating for Adult Learners	Basic
• Creating an Effective Learning Environment	Intermediate
• Designing and Using Effective Learning Aids	Intermediate
• Training in the Classroom	Intermediate
• *How to conduct Field Exercises	Intermediate
• Assessing Training Effectiveness	Advanced
• Capstone	Advanced

Advanced Offender Classification	15 days
• Overview of Offender Classification/ Judgement & Commitment Orders	Advanced
• Initial External Classification	Advanced
• Prisoner Intake and Diagnostics	Advanced
• Internal Classification	Advanced
• Classifying STGs and Terrorist Inmates	Advanced
• Interviewing	Advanced
• Disciplinary Procedures/Protective Custody/Restrictive Housing	Advanced
• Reclassification	Advanced
• Teach-backs	Advanced
Advanced Transportation & Escort	15 days
• Overview of Offender Transportation	Advanced
• Pre-Operational Planning	Advanced
• Operational Delivery (Searches, Vehicle Maintenance, Inspection)	Advanced
• Physical Techniques (Less than Lethal, Defensive Tactics)	Advanced/FX*
• Post Operational Activities	Advanced
• Capstone	Advanced
• Teach-backs	Advanced
Advanced STGs	8 days
• Overview of STGs	Advanced
• Collecting, Analyzing, and Disseminating Intelligence	Advanced
• Evidence and Chain of Custody	Advanced
• STG Management	Advanced
• Teach-backs	Advanced
Emergency Management	15 days
• Principles of Emergency Management	Advanced
• Incident Command Overview	Advanced
• Emergency Teams	Advanced
• Mitigating Emergency Incidents	Advanced
• Scenarios	Advanced
• Teach-backs	Advanced



INSTRUCTIONAL APPROACH

Grounded in adult learning theory, the curriculum is designed to be visually engaging and provide opportunities for interactive discussions and group work throughout. Participant are presented with new concepts and procedures using visual organizers and schematics and then encouraged to apply their knowledge in real-life scenarios and tabletop exercises.

The three primary components of a course are the learning objectives, assessments, and instructional strategies. Content is presented in concise and modular segments with opportunities for informal evaluation throughout the training. *Knowledge Checks* or assessment measures are based on the goal of applying knowledge rather than reciting knowledge. Each course uses the following approach to instruction and learning:

1. **Identifying & Addressing Needs:** The introduction contains a brief participant activity covering participant learning expectations, giving facilitators an insight on how best to deliver their course modules to meet learner needs. Participants may either state their expectation as they introduce themselves or develop a summary from working in small groups. The outcomes of this activity are revisited at the conclusion of the course, proving to be an effective transition.
2. **Engaging through Activities & Discussions:** A key principle of adult learning theory states that the learning is enhanced if adults can contribute their own experiences. During the course, several group discussions and activities will be conducted, which will enable participants to share their insights and experiences in relation to their jobs. These activities promote interaction and lend more impact to certain concepts.
3. **Encouraging Teamwork:** The course design encourages participants to work in small groups whenever possible. Scenario-based group exercises prove to be very popular among participants who are motivated to apply a learning objective directly in a social setting.
4. **Allowing Time for Q&A:** The curriculum encourages the use of question and answer (Q&A) periods whenever appropriate, at the beginning/end of class, during breaks/lunch, or after modules that cover complex concepts. If questions arise from participants relating to forthcoming topics, facilitators can provide a brief answer and explain the topic will be covered later in greater detail.



COURSE PACKAGE

Each course contains the following curriculum components:

Component	Description
<input type="checkbox"/> Presentation Slides	PowerPoint slides designed with a branded theme containing text-based content and supporting visual aid to reinforce the key concepts. Multimedia resources (audio, video, animation, infographic) augment the content as appropriate.
<input type="checkbox"/> Facilitator Guide	Instructor guide with slides and supporting notes describing how to prepare for and conduct the module, activities, and exercises.
<input type="checkbox"/> Participant Guide	Learner workbook with slides, supporting content, space for notetaking, and activity worksheets for exercises.
<input type="checkbox"/> Course Calendar/Agenda	Course description, schedule, and necessary details for participating in the program.
<input type="checkbox"/> Policy Reference & Resources	Each course includes a policy reference template with space to include relevant national laws and institutional policies/procedures. This template also includes a definition of key terms and international resources used to develop the course.
<input type="checkbox"/> Learning Assessments	Learning should be assessed during and at the end of the learning process—but mostly during the process. Assessments are built within each activity (e.g., discussions, tabletops, exercises).
<input type="checkbox"/> Course Set Up <i>(included in facilitator guide)</i>	Guidance for facilitators on how to setup and prepare for training implementation including a list of required supplies.
<input type="checkbox"/> Course Worksheets and schematics	Course worksheets and supplemental material are included in both the participant and facilitator guide.
<input type="checkbox"/> Field Exercise (FX) Guide <i>(if appropriate)</i>	FX guides are used to demonstrate and practice tactical exercises (e.g., defensive tactics and use of less-than-lethal munitions). They include relevant videos or step-by-step action guides.
<input type="checkbox"/> Knowledge Survey	Proficiency assessment for pre- and post-course knowledge measurements.
<input type="checkbox"/> Course Evaluation	Questions to gather information about the participants' views of training effectiveness with regards to achievement of objectives and appropriateness in meeting their particular needs.
<input type="checkbox"/> Course Certificate	Certificate is consistent with course title/theme, name of participant and appropriate sponsor signatures.




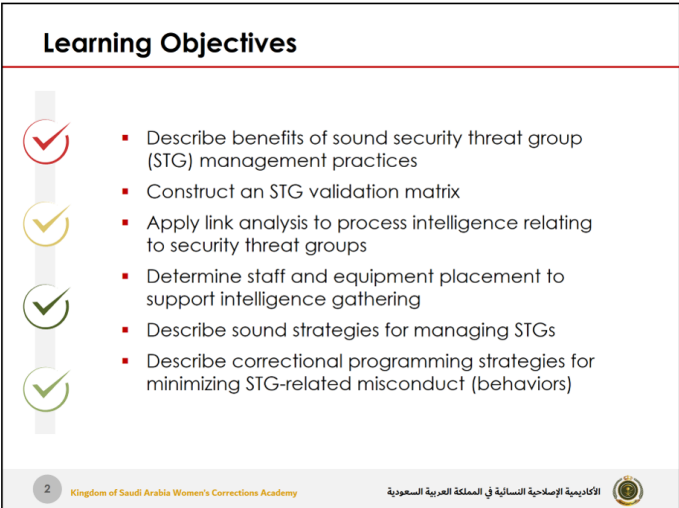
CURRICULUM FORMAT





Presentation Slides

To support the learner in achieving the learning objectives, presentation slides with content-specific visual aid (e.g., graphics, illustrations, infographics) are used to ensure learner success in every module, activity, and simulation. Microsoft PowerPoint presentation slides are custom branded for KSAWCA including typeface, color scheme, and graphics that reinforce key concepts addressed in the course.

Facilitators can project and scroll through slides in the classroom as they progress through their module facilitating relevant discussions and exercises. A preview of the slides will be included in the printed facilitator and participant guides which contain supporting content and references. Learners will be able to follow along on screen and in their printed guides. In addition to the slides/guides, exercise handouts and reference material will be distributed as appropriate.

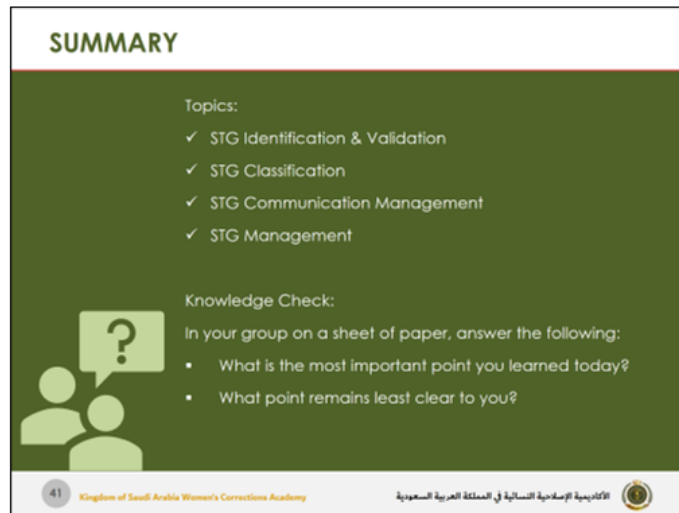
The figures illustrated below outline the various formats and layout of the courseware.

Slide Layout	Sample Preview
<p>Cover Name of course and module; custom image</p>	
<p>Learning Objectives Used at the start of each module to set expectations and provide guidance to both the facilitator and participants about what the participant will be able to do after successfully completing the course</p>	

<p>Content Most commonly used element for course content (text, graphics, illustrations, etc.)</p>	<div data-bbox="492 233 1170 745"> <h3>STG Criminality (Inside and Outside Prison)</h3> <ul style="list-style-type: none"> ▪ Criminality is committed in furtherance of reputation and influence ▪ This influence can breach prison walls ▪ STG members communicate with many outside persons who help coordinate and communicate their organization's business activity  <p>25 Kingdom of Saudi Arabia Women's Corrections Academy الأكاديمية الإصلاحية النسائية في المملكة العربية السعودية</p> </div>
<p>Exercise/Activity Used to introduce an exercise and explain how to successfully complete it</p>	<div data-bbox="492 787 1170 1297"> <h3>Acts of Misconduct in the KSA</h3> <p>EXERCISE</p> <ul style="list-style-type: none"> ▪ On a flipchart, list common acts of misconduct associated with KSA STG offenders ▪ Explain whether outside enablers are common ▪ Describe methods of communication ▪ Compare to U.S. STG misconduct <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">Work in Groups</div> <div style="font-size: 2em; margin-right: 10px;">➔</div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">Share Response</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">   <div style="border: 1px solid black; padding: 2px 5px;">15 – 20 min.</div> </div> <p>26 Kingdom of Saudi Arabia Women's Corrections Academy الأكاديمية الإصلاحية النسائية في المملكة العربية السعودية</p> </div>
<p>Regroup Follows each exercise slide to conclude a discussion, learn from one another, and summarize key learning points</p>	<div data-bbox="492 1333 1170 1843"> <h3>Security Threat Groups in the KSA</h3> <p>REGROUP</p> <ul style="list-style-type: none"> ▪ Common acts of misconduct ▪ Outside enablers, if any ▪ Methods of communication ▪ Compare list to U.S. STG misconduct  <p>27 Kingdom of Saudi Arabia Women's Corrections Academy الأكاديمية الإصلاحية النسائية في المملكة العربية السعودية</p> </div>

Summary

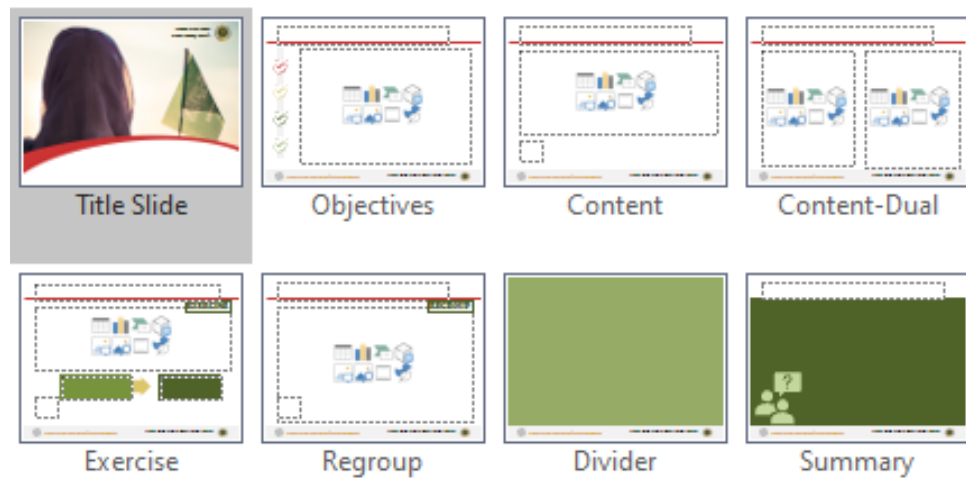
Used at the end of each module to conclude the module with an opportunity for learners to self-assess on new knowledge



Layout Templates

Layout options offer customized slide displays:

- Title Slide
- Objectives
- Content
- Dual Column
- Exercise
- Regroup
- Divider
- Summary



Learning Icons

These visual markers provide cues on anticipated learning activities and are in the lower-left corner of a slide:



Group Activity



Group Discussion



Worksheet/ Scenario



Key Term



Flipchart



Video


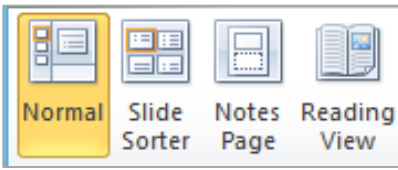

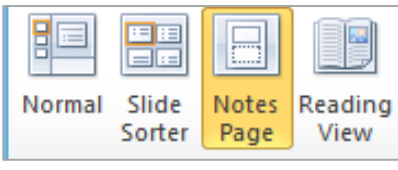
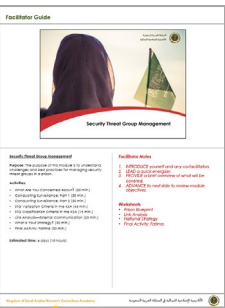


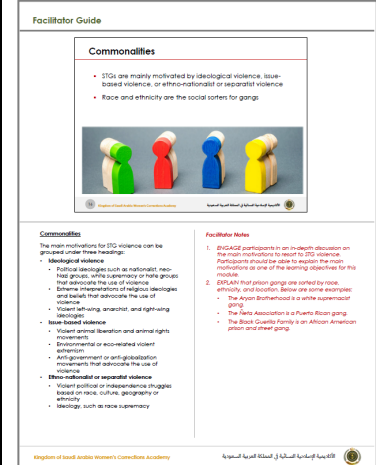
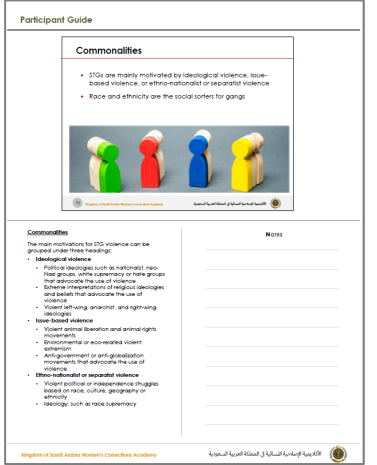
Knowledge Survey

Facilitator and Participant Guides

The printed guides are workbooks for in-class use by the facilitator and participant. The guides can also serve as a reference for corrections officers in the field after successfully completing the academy and specialized courses.

The presentation slides and the formatted guides will be integrated within the Microsoft PowerPoint file. They can be viewed and printed while in the Notes Page view. You can do this in PowerPoint by clicking the *View* tab > *Notes Page* (see Menu Option below).

Format	Menu Option	Preview
 <p>Slide (Normal) for projection on screen</p>		
<p>Guide (Notes Page) for printed guides</p>		

Facilitator Guide	Participant Guide
 <p>Includes presentation slide; key points to emphasize; preparation instructions (time, equipment) and facilitation notes to enhance learning process.</p>	 <p>Includes presentation slide; key content displayed in easy-to-read segments; space for notetaking or to document additional instructions for group discussions and activities.</p>

Facilitator Guide		دليل المدرب
1		
2	<p>Security Threat Group Management</p> <p>Purpose: The purpose of this module is to understand challenges and best practices for managing security threat groups in a prison.</p> <p>Activities:</p> <ul style="list-style-type: none"> • What Are You Concerned About? (20 min.) • Conducting Surveillance: Part 1 (30 min.) • Conducting Surveillance: Part 2 (30 min.) • STG Validation Criteria in the KSA (45 min.) • STG Classification Criteria in the KSA (15 min.) • Link Analysis—External Communication (25 min.) • What Is Your Strategy? (30 min.) • Final Activity: Fatima (30 min.) <p>Estimated Time: 4 days (18 hours)</p>	3
	<p>Facilitator Notes</p> <ol style="list-style-type: none"> 1. <i>INTRODUCE yourself and any co-facilitators.</i> 2. <i>LEAD a quick energizer.</i> 3. <i>PROVIDE a brief overview of what will be covered.</i> 4. <i>ADVANCE to next slide to review module objectives.</i> <p>Worksheets</p> <ul style="list-style-type: none"> • <i>Prison Blueprint</i> • <i>Link Analysis</i> • <i>National Strategy</i> • <i>Final Activity: Fatima</i> 	
<p>Kingdom of Saudi Arabia Women's Corrections Academy الأكاديمية الإصلاحية النسائية في المملكة العربية السعودية</p>		

Each facilitator guide contains:

- 1. Presentation slides:** A preview of the slide is shown in its final view and does not indicate any animations.
- 2. Participant notes:** Pages that are included in the participant guide will also contain extra content for the participant. This helps relieve the amount of text needed on a slide and reduces the need for note taking on the part of the participant.
- 3. Facilitator notes:** In the right column of each page are red, italicized notes specifically for the facilitator. These notes explain the intended delivery for the content. Print the facilitator guide in color to practice for delivery.
- 4. Classroom materials:** Modules may include worksheets offering further facilitator guidance, answer keys, or activity support for participants. It may also reference classroom materials, such as reusable activity cards or other takeaway materials.

COURSE SUSTAINMENT

The facilitator guide developed in Microsoft PowerPoint is the core document that contains all course content as both presentation slides and notes. The participant guide is then created by removing the facilitator notes. This format allows the curriculum management team to update and sustain the content over time more easily.

To sustain the curriculum over time, the curriculum manager will need to access and edit content included in the PowerPoint files. When editing a module in PowerPoint, editors will have to switch views to access different pieces of content. Content is stored in three main areas: the slide, notes page, and master layouts. To switch among these views, click the **View** tab on the main ribbon, and then select the desired view.

Editing Content

The content of the module can be found and edited in the slide (Normal View) or guide (Notes Page). If you are unable to select and edit an item in either of these views, that is because that particular content element is located in the master layout. The figure and table below outline the content elements of a PowerPoint file with a description on how to access them for editing.

Note: Every aspect of the PowerPoint file may be edited. If you are unable to select an item, check the other views.

Facilitator Guide
دليل المدرب

Link Analysis—External Communication


EXERCISE

- Using the chart, create 5-10 investigative leads to either investigate or refer to outside investigators
- Explain how you would advance the investigation and describe what could limit the investigation based on your investigative assets

Work in your group

➔

Be prepared to share



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الأكاديمية الإصلاحية النسائية في المملكة العربية السعودية


STG Classification Criteria in the KSA	
Duration	25 minutes
Purpose	The purpose of this exercise is to learn how link analysis helps visualize complex links between offenders or offenders and outsiders.
Materials	<ul style="list-style-type: none"> • Pens & Pads • Link Analysis Worksheet
Steps	<ol style="list-style-type: none"> 1. Analyze the link analysis. 2. Create 5-10 investigative leads to either investigate or refer to outside investigators. 3. Explain how you would advance the investigation and what would limit your investigation based on current investigative assets (no staff, lack of training, lack of investigative resources such as computers, phone monitoring equipment, lack of outside cooperation, etc.). 4. Define what outside resources you could request information from (courts, prosecutors, federal agents, military personnel, other government agencies) and why you would use that resource. 5. Regroup on the following slide.

Facilitator Notes

1. *DISTRIBUTE* the Worksheet: Link Analysis.
2. *OBSERVE* participants and provide any additional guidance on conducting a link analysis.
3. Participants have 25 minutes in which to work but *PROVIDE* more time if requested.

Kingdom of Saudi Arabia Women's Corrections Academy

الأكاديمية الإصلاحية النسائية في المملكة العربية السعودية

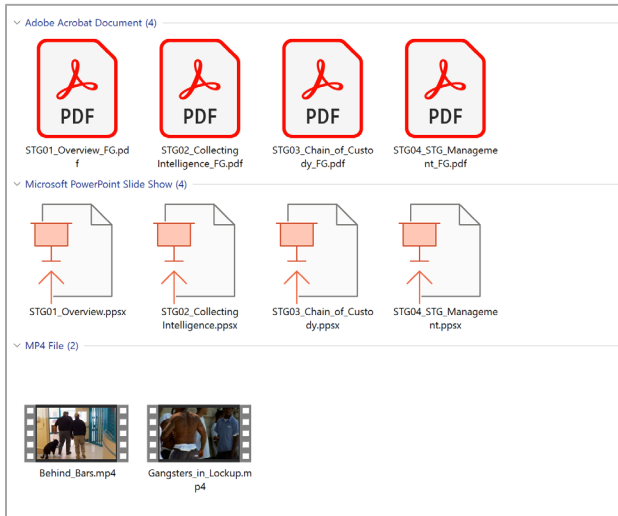


Content	Location/View	How to Access
A Slide Content	Normal	To edit content on a slide, go to the normal slide view by clicking View > Normal on the ribbon or double click the slide image on the notes page.
B Module footer	Slide Master	To edit the module footer information on a slide, go to the parent master slide by clicking View > Slide Master , and then scrolling up to the FIRST and largest slide. This will change all instances on the slide footers.
C Participant and Facilitator Notes	Notes Page	To edit the participant and facilitator notes, go to the notes page by clicking View > Notes Page on the ribbon. NOTE: Even though the notes are accessible in the normal slide view, it is not recommended to edit them here as the final formatting is not accurately represented.
D Notes page header/footer	Notes Master	To edit header or footer information on the notes pages, click View > Notes Master .



Digital File Structure

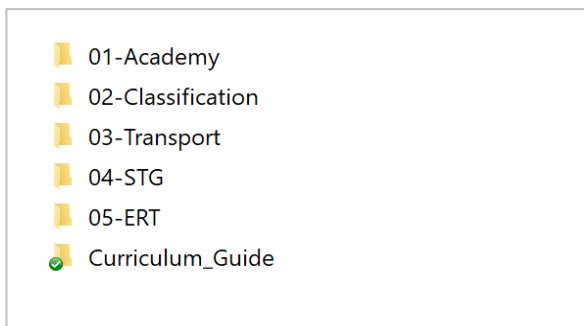
Each course module includes a set of digital files. The PowerPoint presentation slides (.ppsx), the facilitator guide (FG.pdf), and if applicable, video files (.mp4). All course handouts, including the pre- and post-test knowledge survey, are included in the facilitator and participant guide. These files can be housed on a shared drive or cloud-based server (e.g., OPMOI SharePoint) and managed by the curriculum manager.



Source Files

The KSAFTC curriculum manager can maintain the source files and printable PDF files in a central location. The source files are a series of Word documents and PowerPoint files that are editable. The curriculum is designed to be modular, so you can change one module without impacting the other modules. To compile them for Print, we recommend using Adobe Acrobat. You can print the files in Notes View using the Print to PDF feature.

Example of files per course:



Example of files within a course:

