



## International CPTED Association The ICA Course Accreditation Program (CAP) *Competency Units of Instruction*

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<sup>1</sup> ICCP-Advanced Applicants must provide evidence of applying this competency in an independent project following completion of the CAP Course.

## ***COMPETENCY UNIT REQUIREMENTS***

### **Competency Unit #01 - Define the scope of the task/project**

#### **Competent practitioner is expected to:**

- 1. Identify task/project requirements**
- 2. Establish terms of reference**
- 3. Gather preliminary background information**
- 4. Develop strategies for approaching the task or project**

#### **COMPETENCY UNIT DESCRIPTION**

This competency unit includes developing terms of reference from first principles where they do not exist.

The purpose of this Competency is to describe how a CPTED practitioner must work with the client to properly scope a particular concern, to create a research plan to start the work, and to advise the client what they should expect from the CPTED review.

This competency is the ability to clearly define the nature of the problem in which CPTED will be, or might be, applied. In some cases, the problem may be well defined, such as a series of ongoing burglaries or assaults. In other cases, a client, community group, organization or others may seek an improvement in more general conditions in which crime and fear are problems. There may be a desire for CPTED guidelines or policies to enhance prevention in security, architecture or urban planning.

#### **There are two components to Scoping a Task: Task Definition and Terms of Reference.**

01 (A) Task Definition: In all cases a CPTED practitioner must be able to help narrow the focus of CPTED attention onto a clear set of goals or objectives so that specific CPTED tasks can be applied to address the problem(s). Task definition requires the practitioner to gather preliminary background information that will generate some tentative hypotheses about the scope of the problem. It will be those hypotheses that the CPTED practitioner will later analyze.

01 (B) Terms of Reference: The ability to create clear terms of reference for CPTED project work. Once the tasks are defined, the CPTED practitioner must clearly define their role and the limits of their responsibility. This is called the terms of reference. The practitioner uses initial discussions to create realistic terms of reference and deliverables for a project. The practitioner must demonstrate competency defining terms of reference regarding the relevant core subject areas.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Basic Crime Prevention and CPTED principles</li> <li>• Project planning</li> <li>• Customer relations (internal/external)</li> <li>• Applicable legislation &amp; regulation</li> <li>• Codes of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving</li> <li>• Applied research</li> <li>• Time management</li> <li>• Accessing stored information</li> </ul>

## RELEVANT CORE SUBJECTS

### **Core Subject 01: Basic Crime Prevention and CPTED principles**

Basic crime prevention and CPTED principles including the concepts of territoriality and defensible space, history of the field, role of the developers of basic concepts including, but not limited to, people such as Jane Jacobs, Oscar Newman, C. Ray Jeffery, Schlomo Angel, Timothy Crowe, Patricia Brantingham, and Barry Poyner, as well as more recent developments into Second Generation CPTED by Cleveland & Saville.

### **Core Subject 02: Applied research skills**

Research skills in quantitative and qualitative methods appropriate for CPTED analysis, knowledge of how to analyze and diagnose problems and apply CPTED, practical experience on CPTED projects, advanced research skills such as conducting safety audits, computerized GIS analysis, ortho-photography, surveying, analyzing crime statistics.

### **Core Subject 07: Experience implementing CPTED**

Practical experience implementing CPTED projects (parking lots, town home, mall projects, urban parks, other small to medium sites, etc.), analysis of the politics of implementation, etc.

### **Core Subject 11: Local legal issues (e.g. liability, disabilities regulations, laws)**

Local legal issues, such as liability, disabilities regulations and laws, and writing CPTED regulations or ordinances.

## Competency Unit #02 - Work as part of a multidisciplinary team

### Competent practitioner is expected to:

- 1. Establish role within the team**
- 2. Build credibility with other team members**
- 3. Contribute to team effectiveness**
- 4. Maintain an effective team reporting procedure**
- 5. Provide back-up support**

### COMPETENCY UNIT DESCRIPTION

This competency unit deals with the individual’s contribution to the effective functioning of a multidisciplinary team and the achievement of team’s goals.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Assignment instructions</li> <li>• Team aims and objectives</li> <li>• Team members’ responsibilities</li> <li>• Employer/client reporting procedures</li> <li>• Terminology across disciplines</li> <li>• Priority communications and procedures</li> <li>• Situations requiring back-up support</li> <li>• Codes of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Skills in prioritizing work tasks</li> <li>• Communication skills required for operating effectively within a multidisciplinary team</li> <li>• Interpersonal skills required to develop effective team relationships</li> <li>• Time management</li> <li>• Listening</li> </ul>

### RELEVANT CORE SUBJECTS

**Core Subject 08: Working in multidisciplinary teams, including facilitating community participation**

Multi-disciplined team approach, demonstrate an ability to work within a multi-disciplined team in conducting CPTED assessments and developing CPTED reports. Skills in facilitating community participation.

## Competency Unit #03 - Undertake research in the nominated environment

### Competent practitioner is expected to:

1. Review relevant literature
2. Undertake collection of primary data
3. Review data
4. Analyze the nature and dimensions of specific issues
5. Identify trends and projections
6. Prepare an existing conditions report

### COMPETENCY UNIT DESCRIPTION

This competency unit covers applied research to provide a basis for the development of options.

This involves the ability to collect relevant information and data related to the problem at hand to address any research hypotheses developed as part of the project. It is about how, and why, a CPTED professional chooses their data sources. Depending on the size and scope of a project, that data collection should involve both quantitative and qualitative information. It also involves the systematic collection of enough research to allow an adequate analysis of the data and formulation of logical CPTED recommendations.

Skills include conducting relevant literature reviews, collecting primary data during initial site visits, area inspections, surveys and available crime statistics.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Research &amp; evaluation methods</li> <li>• Economic, social and environmental issues</li> <li>• Information sources</li> <li>• Crime Prevention and CPTED principles</li> <li>• Relevant software applications</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative and quantitative research</li> <li>• Preparation and presentation of statistics/data including charting, graph preparation, tables, maps, models and plans</li> <li>• Observation</li> <li>• Interviewing techniques</li> <li>• Written and verbal communication strategies</li> <li>• Time management</li> </ul>

### RELEVANT CORE SUBJECTS

#### Core Subject 01: Basic Crime Prevention and CPTED principles

Basic crime prevention and CPTED principles including the concepts of territoriality and defensible space, history of the field, role of the developers of basic concepts including, but not

limited to, people such as Jane Jacobs, Oscar Newman, C. Ray Jeffery, Schlomo Angel, Timothy Crowe, Patricia Brantingham, and Barry Poyner, as well as more recent developments into Second Generation CPTED by Cleveland & Saville.

**Core Subject 02: Applied research skills**

Research skills in quantitative and qualitative methods appropriate for CPTED analysis, knowledge of how to analyze and diagnose problems and apply CPTED, practical experience on CPTED projects, advanced research skills such as conducting safety audits, computerized GIS analysis, ortho-photography, surveying, analyzing crime statistics.

**Core Subject 03: Lighting and landscaping**

Lighting and landscaping concepts, recognizing local security and environmental impacts and concerns.

**Core Subject 06: Movement predictors, crime generators, displacement effects, psychological social prevention**

Movement predictors, crime generators, edge effects, knowledge of environmental criminology and concepts like displacement effects, knowledge in psychological/social prevention strategies for safe places.

**Core Subject 08: Working in multidisciplinary teams, including facilitating community participation**

Multi-disciplined team approach, demonstrate an ability to work within a multi-disciplined team in conducting CPTED assessments and developing CPTED reports. Skills in facilitating community participation.

**Core Subject 11: Local legal issues (e.g. liability, disabilities regulations, laws)**

Local legal issues, such as liability, disabilities regulations and laws, and writing CPTED regulations or ordinances.

## Competency Unit #04 - Read and interpret plans and drawings

### Competent practitioner is expected to:

1. Identify types of drawings and their functions
2. Recognize commonly used symbols and abbreviations
3. Locate and identify key features on a site plan
4. Recognize amendments

### COMPETENCY UNIT DESCRIPTION

This competency unit covers basic reading of plans and drawings. This includes a basic skill in reading an architectural, urban planning, or site planning drawing. It also includes the capacity to identify types of drawings and their functions, recognize commonly used symbols and abbreviations, locate and identify key features on a site plan, and recognize amendments to those plans. The basic plan reading competency differs from more advanced plan reading in Competency Unit #05 in which the actual development and creation of those plans form part of the competency.

The basic knowledge underpinning basic plan reading includes a range on drawings, not just architectural, reading measurements and scale on the drawings, and the ability to interpret terminology in order to apply CPTED concepts.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• A range of drawings</li> <li>• Measurements and calculations</li> <li>• Symbols, dimensions and terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Basic literacy</li> <li>• Ability to measure accurately</li> </ul>

### RELEVANT CORE SUBJECTS

#### Core Subject 04: Plan and architectural drawing reading

Design skills, plan and architectural drawing reading to include photometric plan reading. The basic knowledge underpinning basic plan reading includes a range on drawings, not just architectural, reading measurements and scale on the drawings, and the ability to interpret terminology in order to apply CPTED concepts.

## Competency Unit #05 - Read and interpret plans and drawings – *Advanced (not part of course curricula)*

### Competent practitioner is expected to:

- 1. Identify required plans, drawings and specifications**
- 2. Read & interpret specifications**
- 3. Locate and identify related spaces and intended use**
- 4. Locate and identify existing strategies**
- 5. Recognize design deficiencies**
- 6. Identify design alternatives and/or treatments**

### COMPETENCY UNIT DESCRIPTION

This competency unit covers advanced reading of plans and drawings as part of a CPTED review. It covers more advanced reading of plans and drawings compared to Competency Unit #04. It requires participating as part of a full CPTED review that incorporates the creation of plan drawings, as opposed to reviewing an already existing plan. All the Competency Unit #04 skills are required, such as reading and identifying plan specifications, but additional skills include recognizing design deficiencies in the plan or drawing, and identifying other possible variations of plan drawings that might be required (photometric plans, landscape plans, traffic plans, and so forth). This competency includes the analysis of land use or crime pattern maps from adjacent areas to assess impact on the site plan under consideration.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• A range of drawings</li> <li>• Measurements and calculations</li> <li>• Symbols, dimensions and terminology</li> <li>• Landscape design process</li> <li>• Construction and engineering principles</li> <li>• Drafting techniques</li> <li>• Crime Prevention and CPTED principles</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to measure accurately</li> <li>• Site analysis</li> <li>• Interpret plans and drawings</li> <li>• Relate drawings to built environment</li> </ul>

### RELEVANT CORE SUBJECTS

#### **Core Subject #4: Plan and architectural drawing reading**

Design skills, plan and architectural drawing reading to include photometric plan reading. The underpinning knowledge in the advanced plan reading competency includes concept plans, construction or engineering renderings, landscape, photometric, traffic, and demographic renderings. The core requirement is that the practitioner can conduct a site analysis, work with plan designers, or urban designer, and create a plan drawing from the ground up.



## Competency Unit #06 - Apply knowledge of regulatory processes

### Competent practitioner is expected to:

- 1. Access information relating to the machinery of government**
- 2. Apply knowledge of organizational functions**
- 3. Apply knowledge of protocols**
- 4. Apply knowledge of legislation and regulations**
- 5. Apply knowledge of CPTED ordinances**
- 6. Apply knowledge of social issues, social planning and societal impacts of CPTED recommendations**

### COMPETENCY UNIT DESCRIPTION

This competency involves knowledge of the machinery of government, legislation and regulations, organizational functions and protocols, or other formal and legal requirements relating to CPTED. It also covers skills of incorporating these in a CPTED assessment and CPTED plan or report. It may involve legal by-laws, ordinances, building codes, zoning regulations, formally adopted standards (International Standards Organization, other recommended standards).

The competency also expects understanding and application of social planning considerations and regulations, and societal and ethical impacts of recommended CPTED strategies. This requires some understanding of social crime prevention and Second Generation CPTED.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Government structures</li> <li>• Regulatory frameworks</li> <li>• Research methods</li> <li>• A range of relevant legislation/regulations</li> <li>• Code/s of conduct and statements of values</li> <li>• EEO, disability, equity and diversity principles</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire information (learn)</li> <li>• Retain information (remember)</li> <li>• Recall information</li> <li>• Discard redundant information</li> </ul>

### RELEVANT CORE SUBJECTS

**Core Subject 09: CPTED and planning, impact of local zoning ordinances, land uses**  
 CPTED and planning, demonstrated understanding and analysis of the impact of local zoning ordinances, conflicting land uses, the planning and development proposal process on CPTED and crime prevention and deterrence issues.

**Core Subject 10: Social planning and development, Second Generation CPTED, large scale planning**

Strategies in social planning and social development; practical experience on large scale CPTED projects (town planning, urban in-fill projects), community and 2nd generation CPTED, CPTED in specialized environments such as schools, town centers, new communities, Crime Free Multi-Housing, etc.

**Core Subject 11: Local legal issues (e.g. liability, disabilities regulations, laws)**

Local legal issues, such as liability, disabilities regulations and laws, and writing CPTED regulations or ordinances.

**Core Subject 12: Societal impact, ethical considerations, considerations of specific environment**

Societal and social impact upon CPTED recommendations, creating a CPTED plan that demonstrates an understanding of how space is uniquely used in a particular environment and within a particular societal variation, issues related to ethics, minorities and special interests such as religious or cultural groups.

## Competency Unit #07 - Analyze and assess local conditions

### Competent practitioner is expected to:

- 1. Identify socio-economic conditions**
- 2. Identify likely victims and targets of specific crimes**
- 3. Identify possible crime facilitators**
- 4. Identify existing controls and strategies**
- 5. Analyze relationships between factors**
- 6. Assess threats and crime risks**

### COMPETENCY UNIT DESCRIPTION

This competency unit covers the interpretation of factors effecting crime opportunity.

This competency involves skills and knowledge of CPTED problem analysis and assessing conditions where CPTED is applied. It includes the ability to analyze qualitative data (e.g.: interviews, safety audits) and quantitative data (e.g.: crime statistics, crime maps).

The competency also includes the ability to compile the information following the application of Competency Unit #03 skills (undertaking and designing research, collecting data), and then using the data to assess the nature and dimensions of specific issues. These include identifying patterns, trends and projections, measuring potential crime displacement, and also preparing a preliminary summary of existing conditions and using that summary to identify appropriate CPTED responses.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Crime Prevention and CPTED Principles</li> <li>• Crime / victim relationships</li> <li>• Research &amp; evaluation methods</li> <li>• Economic, social and environmental issues</li> <li>• Information sources</li> <li>• EEO, disability, equity and diversity principles</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative and quantitative research</li> <li>• Read and interpret drawings</li> <li>• Observation</li> <li>• Interviewing techniques</li> <li>• Written and verbal communication strategies</li> <li>• Time management</li> </ul>

### RELEVANT CORE SUBJECTS

#### **Core Subject 01: Basic Crime Prevention and CPTED principles**

Basic crime prevention and CPTED principles including the concepts of territoriality and defensible space, history of the field, role of the developers of basic concepts including, but not limited to, people such as Jane Jacobs, Oscar Newman, C. Ray Jeffery, Schlomo Angel, Timothy

Crowe, Patricia Brantingham, and Barry Poyner, as well as more recent developments into Second Generation CPTED by Cleveland & Saville.

**Core Subject 03: Lighting and landscaping**

Lighting and landscaping concepts, recognizing local security and environmental impacts and concerns.

**Core Subject 06: Movement predictors, crime generators, displacement effects, psychological social prevention**

Movement predictors, crime generators, edge effects, knowledge of environmental criminology and concepts like displacement effects, knowledge in psychological/social prevention strategies for safe places.

**Core Subject 08: Working in multidisciplinary teams, including facilitating community participation**

Multi-disciplined team approach, demonstrate an ability to work within a multi-disciplined team in conducting CPTED assessments and developing CPTED reports. Skills in facilitating community participation.

**Core Subject 11: Local legal issues (e.g. liability, disabilities regulations, laws)**

Local legal issues, such as liability, disabilities regulations and laws, and writing CPTED regulations or ordinances.

**Core Subject 12: Societal impact, ethical considerations, considerations of specific environment**

Societal and social impact upon CPTED recommendations, creating a CPTED plan that demonstrates an understanding of how space is uniquely used in a particular environment and within a particular societal variation, issues related to ethics, minorities and special interests such as religious or cultural groups.

## Competency Unit #08 - Compile written report

### Competent practitioner is expected to:

- 1. Assemble information**
- 2. Determine report format**
- 3. Identify annexures**
- 4. Compile report**
- 5. Respond to queries**

### COMPETENCY UNIT DESCRIPTION

This competency unit covers the preparation of a report detailing the substance of findings and recommendations.

This competency involves skills related to compiling relevant information from research and analysis and then using that to produce a clearly written CPTED report for a client. The report process will include overview of the project scope, a description of the project area and problem(s), a summary of research conducted, the results of research and the CPTED recommendations that naturally flow from that analysis.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Report formats</li> <li>• Use of disclaimer</li> <li>• Editing procedures</li> <li>• Broad understanding of publishing methods</li> <li>• Presentation technology and procedures</li> <li>• Customer relations</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication as required for writing standard reports</li> <li>• Oral communication</li> <li>• Basic word processing</li> <li>• Analytical</li> <li>• Time management</li> </ul>

### RELEVANT CORE SUBJECTS

**Core Subject 05: Report writing including skills in conveying information, problems and solutions to those problems emerging from a thorough CPTED analysis of conditions**  
 Report Writing, demonstrate the ability to write a report that conveys the information, problems and solutions as determined by a CPTED survey and including a demonstration of all the basic core knowledge and skills.

## Competency Unit #09 - Assess and apply CPTED options

### Competent practitioner is expected to:

- 1. Identify treatment options**
- 2. Compare identified issues and treatment options**
- 3. Consider implementation factors**
- 4. Consider cost-benefit relationships**
- 5. Select options**

### COMPETENCY UNIT DESCRIPTION

This competency unit covers the identification and assessment of options for treatment of identified crime risks and issues.

It involves utilizing the information collected following activities from Competency Unit #03 - undertaking research - and also Competency Unit #07 - Analyzing and assessing conditions. It includes skills in developing a comprehensive range of CPTED options to help resolve problems, or potential problems, for a client. The competency also includes describing the impacts from designs and social conditions, the various CPTED tactics that might apply, which tactics are likely to produce results, potential consequences from the tactics (such as displacement of crime), and the prioritized recommendations for improvement, based directly on the documented information and analysis.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• CPTED assessment techniques and processes</li> <li>• Broad process of crime risk management</li> <li>• Working knowledge of applicable standards, regulations and legislation</li> <li>• Possible treatment options</li> <li>• Operating environment</li> <li>• Basic statistics and numeracy</li> <li>• Crime prevention and CPTED concepts and strategies</li> <li>• Industry codes of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills including negotiation, interviewing, oral briefing</li> <li>• Written communication needed for compiling reports, summarizing information</li> <li>• Collating numerical data</li> <li>• Problem solving</li> <li>• Research and analytical</li> <li>• Basic word processing</li> </ul>

### RELEVANT CORE SUBJECTS

#### **Core Subject 01: Basic Crime Prevention and CPTED principles**

Basic crime prevention and CPTED principles including the concepts of territoriality and defensible space, history of the field, role of the developers of basic concepts including, but not

limited to, people such as Jane Jacobs, Oscar Newman, C. Ray Jeffery, Schlomo Angel, Timothy Crowe, Patricia Brantingham, and Barry Poyner, as well as more recent developments into Second Generation CPTED by Cleveland & Saville.

**Core Subject 03: Lighting and landscaping**

Lighting and landscaping concepts, recognizing local security and environmental impacts and concerns.

**Core Subject 06: Movement predictors, crime generators, displacement effects, psychological social prevention**

Movement predictors, crime generators, edge effects, knowledge of environmental criminology and concepts like displacement effects, knowledge in psychological/social prevention strategies for safe places.

**Core Subject 08: Working in multidisciplinary teams, including facilitating community participation**

Multi-disciplined team approach, demonstrate an ability to work within a multi-disciplined team in conducting CPTED assessments and developing CPTED reports. Skills in facilitating community participation.

**Core Subject 11: Local legal issues (e.g. liability, disabilities regulations, laws)**

Local legal issues, such as liability, disabilities regulations and laws, and writing CPTED regulations or ordinances.

**Core Subject 12: Societal impact, ethical considerations, considerations of specific environment**

Societal and social impact upon CPTED recommendations, creating a CPTED plan that demonstrates an understanding of how space is uniquely used in a particular environment and within a particular societal variation, issues related to ethics, minorities and special interests such as religious or cultural groups.

## Competency Unit #10 – Apply CPTED principles in a specialist setting *(not part of course curricula)*

### Competent practitioner is expected to:

- 1. Identifying challenges not normally found in the more common application of CPTED principles**
- 2. Assess concerns and issues that need to be addressed**
- 3. Develop strategies for dealing with the identified issues**
- 4. Consider the scope and scale of the project and how it might relate to implementation strategies**
- 5. Consider implementation issues**
- 6. Select options**
- 7. Consider the issue of environmental sensitivity**
- 8. Consider available security technology and how it relates to CPTED principles**

### COMPETENCY UNIT DESCRIPTION

This competency unit pertains to the application of CPTED concepts and principles in other than common settings. Larger environments, locations with many segments, unusual settings and situations in which the practitioner faces complicated challenges can demonstrate a deeper understanding of CPTED and what is sometimes referred to as “Second Generation CPTED.”

This competency involves the application and mastery of CPTED in specific environments, for example in schools, commercial areas, recreational areas, critical infrastructures for anti-terrorism programs, or other specific land uses. It differs from the more general application of CPTED in the sense that there may be unique requirements of an environment - such as a shopping mall or a children's play area - that requires blending CPTED with other strategies. Specialist settings include large scale environments, such as town planning or neighborhood redevelopment, in which more complex factors such as social programming, will require the application of Second Generation CPTED strategies and a practitioner will need a deeper understanding of CPTED principles.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Crime Prevention and CPTED principles and strategies</li> <li>• Community profile and demographic trends</li> <li>• Laws and ordinances relating to security and safety</li> <li>• Traffic engineering practice</li> <li>• Planning development and principles</li> <li>• Available security technology/devices</li> <li>• Economic, social and environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills including negotiation skills, interviewing, oral briefing</li> <li>• Reading plans and drawings</li> <li>• Consultation and negotiation with a range of stakeholders</li> <li>• Qualitative and quantitative research methods</li> <li>• Policy interpretation</li> <li>• Security Technology</li> <li>• Written and verbal reporting strategies</li> </ul>



<ul style="list-style-type: none"> <li>• EEO, disability, equity and diversity principles</li> <li>• Research methods</li> <li>• CPTED assessment techniques and processes unique to the nominated environment</li> </ul>	<ul style="list-style-type: none"> <li>• Application of standards and guidelines</li> <li>• Forecasting trends</li> <li>• Analytical approaches to data</li> <li>• Design principles</li> <li>• Time management</li> </ul>
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## RELEVANT CORE SUBJECTS

This competency demands a wide range of CPTED skills from working in multidisciplinary environments, analysis, and scoping problems, to knowledge of laws and the consideration of implementation issues, environmental sustainability, disability issues, and economic and social issues, such as diversity issues. Some of the core subjects include security technology and how it relates to CPTED principles, community profile and demographic trends, civil and traffic engineering and the movement of people. Underpinning skills include communication and negotiation skills, such as interviewing and oral briefings, policy interpretation, forecasting trends, analytical approaches to data, and project management.

### **Core Subject 01: Basic Crime Prevention and CPTED principles**

Basic crime prevention and CPTED principles including the concepts of territoriality and defensible space, history of the field, role of the developers of basic concepts including, but not limited to, people such as Jane Jacobs, Oscar Newman, C. Ray Jeffery, Schlomo Angel, Timothy Crowe, Patricia Brantingham, and Barry Poyner, as well as more recent developments into Second Generation CPTED by Cleveland & Saville.

### **Core Subject 02: Applied research skills**

Research skills in quantitative and qualitative methods appropriate for CPTED analysis, knowledge of how to analyze and diagnose problems and apply CPTED, practical experience on CPTED projects, advanced research skills such as conducting safety audits, computerized GIS analysis, ortho-photography, surveying, analyzing crime statistics.

### **Core Subject 03: Lighting and landscaping**

Lighting and landscaping concepts, recognizing local security and environmental impacts and concerns.

### **Core Subject 04: Plan and architectural drawing reading**

Design skills, plan and architectural drawing reading to include photometric plan reading. The basic knowledge underpinning basic plan reading includes a range on drawings, not just architectural, reading measurements and scale on the drawings, and the ability to interpret terminology in order to apply CPTED concepts.

### **Core Subject 05: Report writing including skills in conveying information, problems and solutions to those problems emerging from a thorough CPTED analysis of conditions**

Report Writing, demonstrate the ability to write a report that conveys the information, problems and solutions as determined by a CPTED survey and including a demonstration of all the basic core knowledge and skills.

**Core Subject 06: Movement predictors, crime generators, displacement effects, psychological social prevention**

Movement predictors, crime generators, edge effects, knowledge of environmental criminology and concepts like displacement effects, knowledge in psychological/social prevention strategies for safe places.

**Core Subject 07: Experience implementing CPTED**

Practical experience implementing CPTED projects (parking lots, town home, mall projects, urban parks, other small to medium sites, etc.), analysis of the politics of implementation, etc.

**Core Subject 08: Working in multidisciplinary teams, including facilitating community participation**

Multi-disciplined team approach, demonstrate an ability to work within a multi-disciplined team in conducting CPTED assessments and developing CPTED reports. Skills in facilitating community participation.

**Core Subject 09: CPTED and planning, impact of local zoning ordinances, land uses**

CPTED and planning, demonstrated understanding and analysis of the impact of local zoning ordinances, conflicting land uses, the planning and development proposal process on CPTED and crime prevention and deterrence issues.

**Core Subject 10: Social planning and development, Second Generation CPTED, large scale planning**

Strategies in social planning and social development; practical experience on large scale CPTED projects (town planning, urban in-fill projects), community and 2nd generation CPTED, CPTED in specialized environments such as schools, town centers, new communities, Crime Free Multi-Housing, etc.

**Core Subject 11: Local legal issues (e.g. liability, disabilities regulations, laws)**

Local legal issues, such as liability, disabilities regulations and laws, and writing CPTED regulations or ordinances.

**Core Subject 12: Societal impact, ethical considerations, considerations of specific environment**

Societal and social impact upon CPTED recommendations, creating a CPTED plan that demonstrates an understanding of how space is uniquely used in a particular environment and within a particular societal variation, issues related to ethics, minorities and special interests such as religious or cultural groups.

**Core Subject 13: Traffic calming and traffic mitigation**

May be used to supplement or replace core subjects #3, #4, #6, or #11 - Traffic calming and traffic mitigation, the practitioner will understand and demonstrate knowledge in implementing traffic calming and traffic mitigation schemes as well as an understanding of the impact of traffic displacement.

## Competency Unit #11 - Prepare a crime prevention/CPTED implementation plan *(not part of course curricula)*

### Competent practitioner is expected to:

- 1. Confirm acceptance of proposed crime prevention strategies**
- 2. Prioritize implementation strategies**
- 3. Develop crime prevention plan**
- 4. Communicate crime prevention plan**

### COMPETENCY UNIT DESCRIPTION

This competency unit covers the preparation of a crime prevention/CPTED plan.

This competency involves skills in creating a comprehensive crime prevention plan for a client. It follows Competency Unit #08 - a formal CPTED report, and it compiles the CPTED recommendations into a formal plan of action. The difference between writing a CPTED report, and preparing an implementation plan, is that the former tells the client what is wrong and what to do, whereas the latter tells the client how and when it might be done, and by whom.

In some cases the CPTED report and the crime prevention plan may reside in the same document. In any case, the plan should include information from the CPTED report, along with a series of action steps that follow logically from the recommendations. Those action steps may include a cost/benefit review of CPTED recommendations, a timeline for implementation, a summary of potential assets and resources to assist implementation, and the expected short and long-term results from implementing the plan.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Familiarity with area, activities, systems, under review including future intentions</li> <li>• Risk assessment techniques/processes</li> <li>• Broad process of crime prevention</li> <li>• Working knowledge of applicable standards, regulations and legislation</li> <li>• CPTED principles, concepts, and strategies</li> <li>• Sources of specialist expertise</li> <li>• Broad understanding of mechanics and process for implementing a crime prevention plan</li> <li>• Industry codes of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills including negotiation skills, marketing, interviewing, oral briefing</li> <li>• Written communication needed for compiling reports, summarizing information, collating numerical data</li> <li>• Basic word processing</li> <li>• Problem solving</li> <li>• Research and analytical</li> <li>• Project management</li> </ul>

## RELEVANT CORE SUBJECTS

### **Core Subject 12: Societal impact, ethical considerations, considerations of specific environment**

Societal and social impact upon CPTED recommendations, creating a CPTED plan that demonstrates an understanding of how space is uniquely used in a particular environment and within a particular societal variation, issues related to ethics, minorities and special interests such as religious or cultural groups.

## Optional Competency Unit - Identify traffic calming and mitigation requirements *(not part of course curricula)*

### Competent practitioner is expected to:

1. Identify traffic flow, speed, volume and conflict concerns
2. Assess traffic flow, speed, volume and conflict concerns
3. Develop and evaluate options
4. Consider implementation issues
5. Select options

### COMPETENCY UNIT DESCRIPTION

This competency unit covers the identification of traffic management options with respect to flow, speed and volume.

This unit may be used to supplement or replace core subjects #3, #4, #6, or #11.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Traffic management policies</li> <li>• Traffic classification and statistics</li> <li>• Traffic related legislation</li> <li>• Traffic engineering practice</li> <li>• Planning development and principles</li> <li>• Community profile and demographic trends</li> <li>• Crime prevention and CPTED concepts and strategies</li> <li>• Industry codes of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Reading plans and drawings</li> <li>• Consultation and negotiation with a range of stakeholders</li> <li>• Qualitative and quantitative research methods</li> <li>• Traffic planning</li> <li>• Policy interpretation</li> <li>• Traffic control device design and application</li> <li>• Written and verbal reporting strategies</li> <li>• Application of standards and guidelines</li> <li>• Forecasting trends</li> <li>• Analytical approaches to data</li> <li>• Design principles</li> </ul>

### RELEVANT CORE SUBJECTS

#### Core Subject 13: Traffic calming and traffic mitigation

May be used to supplement or replace core subjects #3, #4, #6, or #11 - Traffic calming and traffic mitigation, the practitioner will understand and demonstrate knowledge in implementing traffic calming and traffic mitigation schemes as well as an understanding of the impact of traffic displacement.