



# The ICA Certification Program

## THE CPTED ACCREDITATION PROGRAM OF THE INTERNATIONAL CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN ASSOCIATION (ICA)

### How Do I Become Certified in CPTED?

Anyone with training in CPTED and experience in crime prevention can practice CPTED. However, this will not ensure that a minimum level of competency has been achieved. That is why the ICA and the ICA Accreditation Program was created. The accreditation program requires that minimum competencies be obtained for two different levels of certification. The competencies are administered by each regional chapter of the ICA.

In order to become an ICA Certified CPTED Practitioner, (Basic or Advanced), it is necessary to obtain the necessary skills, knowledge and *experience* to do work in CPTED. Many CPTED practitioners have a university degree in urban planning, architecture, landscape architecture, criminology, criminal justice, or an area related to urban design and crime prevention. A degree, however, is not required and does not indicate experience.

Other CPTED practitioners have had extensive professional experience in urban design, law enforcement, and private security. In order to provide a minimum level of certification, the ICA embarked on research to establish criteria for competent CPTED practice and then developed these criteria in the following accreditation program.

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# The RECORD BOOK

CPTED practitioners enrolled in the program must record their work experience in a record book. In accordance with the regulations of the program:

- The record book shall set out the specific CPTED activity, or case study, and what experience was obtained, reflecting, where possible, the specialized interest of the practitioner. For example, landscape architects may document projects or case studies regarding a CPTED landscaping project. A police crime prevention officer may document a CPTED project regarding a shopping mall or school.
- The record book shall show the duration of time for each item of CPTED experience. It should contain a full textual description of the project, with photos, charts with data, site plan diagrams, or any other graphical material that describes the project.
- Each item noted in the record book shall have a signature of an authorized project manager or client representative on site who can authorize that the work described in the project was actually completed by the applicant. An ICA member who is already a fully certified CPTED practitioner can also sign the authorization.
- The work recorded shall correspond to the definition of one or more of the required CPTED competencies. The applicant must make clear what competencies were satisfied by the activity.

## RECORD BOOK FORMAT

The record book is a document that details 'responsible professional experience'. It is to be presented on common letter size paper, typed, and should be submitted once a year until the certification process is satisfied. Three copies must be submitted and all material shall be destroyed upon successful completion of the application process. A digitized copy shall be maintained by the ICA. Three digitized copies may be submitted in lieu of paper. The digitized copies must be submitted in a Microsoft Word compatible format and all but one digitized copy shall be destroyed upon successful completion.

*Each record book entry* must be presented in the following format:

- Position held
- Employer/Client name, phone number and address
- Time and duration of experience
- Relationship to client
- Description of experience
- Dated signature of candidate
- Dated signature of a "Sponsor". This sponsor should be:
  - A) an authorized supervisor
  - B) a client representative or
  - C) a fully accredited ICA member

- The Sponsor must attest the following in writing: "*As the (insert role as described above) of (insert name of candidate), I hereby confirm that the preceding description of the candidates work is accurate and that it meets the ICA accreditation program competencies as set out by the program/competencies description.*"

When the candidate has satisfied the necessary competencies, the record book will accompany the application to the committee.

### **What are the certification competencies?**

Anyone can be a member of the ICA. Membership is required for certification. Only those successfully completing the certification process can employ the “ICA Certified (Advanced or Basic) CPTED Practitioner” (ICACP – Advanced or ICBCP – Basic) title.

The ICA spent considerable time researching and debating the kinds of minimum qualifications needed for competent CPTED practice. These are known here as CPTED competencies, or simply “competencies”. The competencies are broken into “Core” and “Advanced” competencies. Both have subjects accompanying them that the candidate must master. Each of the competencies must be satisfied in some way in order to qualify for CPTED certification.

Because CPTED draws people from so many diverse professions and fields, there are a number of ways that one can become certified. In some cases planning or architecture students may utilize their academic training and field experience. In other cases police officers or security officials may apply their professional experience. In yet others architects or planners might use projects they are working on as related experience. All these methods, and many more, are relevant ways to achieve the CPTED competencies. People enrolled in the program are considered “candidates”.

The method chosen for certification is up to you. However, all persons seeking ICA certification will need to do the following: they will need to enroll in the certification program and submit the necessary documentation in the form of the record book.

To obtain the ICCP Certification, a candidate is required to demonstrate competence in nine core units of competence, and at least two electives.

The specific CPTED competencies are attached to the appendix of this regulation.

There are some terms to understand as you move on to certification:

ICCP - A professional certification comprising a number of units of competence, the award of which indicates that a candidate has demonstrated competence in the application of CPTED concepts and principles as prescribed by the Board of the International CPTED Association.

Unit of Competence - an area of work or duty that comprises a number of elements (tasks) that would be required to be performed competently, in combination, by a candidate to be considered suitable to be awarded ICCP certification.

Core Subject – CPTED broken down into subjects for which competence is required

Elements - the tasks undertaken in order to perform a duty.

Unit of Qualification – Units of competency packaged together to satisfy the requirements of a job to be assessed

Elective Unit of Qualification – Competencies required for the ICCP – A (Advanced) certification

Performance/Assessment Criteria - The criteria by which a candidate may demonstrate the application of knowledge and skills to competently perform the prescribed elements / tasks.

Range of variables - the context within which performance of an area of work or duty may be assessed, including factors that affect performance.

Once enrolled in the program, candidates can achieve mastery of each of the competencies in any way they choose. In so doing, they are required to satisfy two specific tasks for the program. These two tasks are the method the ICA uses to document the candidates progress in the program.

### **1. The Record Book**

Candidates are required to keep and submit a record book of their CPTED related activities. The activities should be related to one or more of the Units of Competency or Elective Units of Competency. This might include, for example, a CPTED project on which they are working. When enough activities are completed to satisfy all the CPTED competencies required for the Basic or Advanced certification, the candidate proceeds to the next step.

### **2. The CPTED Certification Exam**

Once the record book is complete, the record book is submitted, in triplicate, to the regional ICA chapter's certification committee for consideration. If approved, candidates are then required to complete a final review of their competency. This review can occur in a number of ways, depending on the learning style and each candidate's own strengths. The most common forms of exam review will be either an oral exam or a written exam. However, the candidate is advised that exam review options can be negotiated with the examination committee. For example, if a

candidate has strengths in public presentations, the committee may agree to permit examination of a candidate's presentation at the ICA annual conference, providing the presentation meets the core competencies and core subject area requirements. Another example: if a candidate has unique audio visual skills and wishes to present a self produced video of a project at the ICA conference, this may also be negotiated with the committee providing the core competencies and core subject areas are covered.

### **3. Recertification**

Those receiving certification as ICBCP or ICACP must recertify every three years to keep the certification current. For more information on Recertification please see the segment on Recertification on page 8.

# ICA Certification Exam Guidelines

The CPTED accreditation exam can be written or oral. It will be administered by each ICA Chapter's certification committee, or by the agent authorized by the Chapter.

1. The exam can be taken any time during the year, or as set out by ICA Chapter regulations.
2. Candidates are encouraged to consult with regional/chapter committee or board members regarding their expectations, or any other questions they might have about the exam. Committee and board members should provide guidance in preparing for the exam. It is not the role of the board or committee to review answers to specific questions prior to the exam.
3. If the candidate chooses a written examination format, the candidate shall submit six questions for the exam. The questions will be designed so that they demonstrate an understanding of the demonstrated competencies, core subject areas and the presented evidence guide. The Certification Committee will select two questions from the six provided for the Candidate to answer.

## WRITTEN EXAMS

3. In some cases candidates may wish to satisfy the competencies for accreditation by taking a written, "take home" exam. If the exam is written, candidates will be assigned a completion date of one week from the date on which the examination materials are transmitted to the candidate to when they must be received by the examining committee or board member(s).
4. Candidates are limited to a maximum of 10 pages for the examination, typed and double-spaced, not including supporting documents.
5. Candidates must submit original, plus 3 copies (may be submitted in digital form).
6. Candidates must submit certification that the exam responses are their own work with the examination. The certification should be signed by an exam "sponsor" such as a public notary, ICA Board member, ICA Certification Committee Member or ICA fully certified member. Examinations will not be marked unless accompanied by this form.
7. The examination will be evaluated as a pass/fail by the examiner(s). Tied evaluation scores will be arbitrated by a member designated on the examining committee whose decision is final. The committee will designate an arbiter if necessary.

8. Cheating, plagiarism or other improprieties are violations of the ICA Code of Ethics. If such improprieties are suspected, the examining committee will contact the candidate. The examining committee will discuss the examination with the candidate. Where the committee determines wrongful actions occurred, the examination will be considered void and the individual disqualified from ICA accreditation. Notice will also be sent of these actions to the ICA board for consideration under the ICA Code of Ethics. Disqualification is permanent unless otherwise decided by the ICA Board of Directors.

## **ORAL EXAMS**

9. In some cases candidates may wish to satisfy the competencies for accreditation by taking an oral exam. If the exam is scheduled to be taken orally, the examining committee will establish a process for conducting these exams. Most likely they will be scheduled during meetings of the regional chapters of the ICA, or at the annual ICA meeting. The committee will designate fully accredited (ICCP) ICA members as examiners and at least two (but not more than four unless agreed to by the candidate) will sit on the examination.
10. The oral examination will be evaluated as a pass/fail by the examiners. Any tied evaluation scores will be arbitrated by a third person designated on the examining committee whose decision is final.
11. To assist in preparing for the examination, these regulations for the ICA accreditation process, as well as the list of certification competencies, will be made available on the ICA website. In addition, ICA board members, examining committee members, and other fully certified members of the ICA will be available as “exam mentors” for questions on-line, on telephone, or at ICA functions. A list of the ICA members who volunteer for “mentoring” will be made available to candidates.
12. To initiate the ICA certification process, the applicant should send, by mail to the appropriate regional chapter of the ICA, or to the ICA Headquarters, the application form. Once the candidate is registered in the program they can begin completing their Records. They can also choose to take the exam at any stage when they are ready.

## **FEE STRUCTURE**

A fee structure has been established for the application and processing of the Candidate in the ICCP program. The fee for certification is \$200.00 (US) and \$50.00 (US) for recertification. Applicants must be members to apply and receive certification or recertification. Receipt of the fee must occur before processing of the application and attached materials can begin.

The check must be made out to the ICA and sent with the application to the chapter before it is forwarded to the ICA

The Board of the ICA may change the fee structure. For updates please consult the ICA web site.

## **RECERTIFICATION**

Those receiving certification as ICBCP or ICACP must recertify every three years. To do so they must also be members in good standing at the time of application. To recertify the applicant must submit an updated log book to the Certification Committee. The log book must clearly indicate three new proofs of continued competency and evidence of those three accomplishments must also be provided. A Competency Recertification Application must also be submitted. The fee for recertification is \$50.00 (US).

The three proofs can take many forms. Articles written, presentations/classes given, surveys or assessments conducted, committees participated in, plans reviewed or degrees or certifications attained in related fields. These proofs, or accomplishments, must have all occurred during the current certification/recertification cycle.

The date of required recertification is December 31<sup>st</sup> of the third year AFTER the year of original certification or recertification. If you were certified in 2001 then the recertification would be due no later than December 31<sup>st</sup> of 2004. This way you get a full three years of certification beyond the year in which you were certified.



**Attachment - A**

ICCP – B & A Competencies (Draft)

C – Core subject required for both Basic and Advanced

E – Elective subject required for Advanced

<b>Unit</b>	<b>Unit Title</b>	<b>Basic</b>	<b>Adv</b>	<b>CS</b>
Unit 01	Define Scope of the task	C	C	1 8
Unit 02	Work as part of multidisciplinary team	C	C	9
Unit 03	Undertake research in the nominated environment	C	C	1 2 3 6 8 11
Unit 04	Read and interpret plans and drawings	C	C	4
Unit 05	Read and interpret plans and drawings – <i>Advanced</i>		E	4
Unit 06	Apply knowledge of regulatory processes	C	C	10 12
Unit 07	Analyze and assess conditions	C	C	1 3 6 8 11 13
Unit 08	Complete written report	C	C	5
Unit 09	Assess CPTED options	C	C	1 3 6 8 11 13
Unit 10	Apply CPTED principles in a specialist setting		E	8
Unit 11	Prepare a Crime Prevention/CPTED Implementation Plan		E	13
Alternative Unit	Identify traffic calming and mitigation requirements		E	7

## Core Subjects

Core Subject #1 - 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

Core Subject #2 - 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 #3 - Lighting and landscaping concepts, recognizing local security and environmental impacts and concerns

Core Subject #4 - Design skills, plan and architectural drawing reading to include photometric plan reading

Core Subject #5 - 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 #6 - 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 #7 - 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 #8 - 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 #9 - 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 - 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, such as liability, disabilities regulations and laws, and writing CPTED regulations or ordinances

Core Subject #12 - 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

Additional/non-core Subject #7 - 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

## **Unit 01 - Define the scope of the task**

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

### **1. Identify task**

### **2. Establish terms of reference**

### **3. Gather preliminary background information**

### **4. Develop strategies**

#### **Underpinning knowledge**

- Basic Crime Prevention and CPTED principles
- Project planning
- Customer relations (internal/external)
- Applicable legislation & regulation
- Codes of practice

#### **Underpinning skills**

- Communication
- Problem solving
- Applied research
- Time management
- Accessing stored information

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

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

- 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**

### **Underpinning knowledge**

- Assignment instructions
- Team aims and objectives
- Team members' responsibilities
- Employer/client reporting procedures
- Terminology across disciplines
- Priority communications and procedures
- Situations requiring back-up support
- Codes of practice

### **Underpinning skills**

- Skills in prioritising work tasks
- Communication skills required for operating effectively within a multidisciplinary team
- Interpersonal skills required to develop effective team relationships
- Time management
- Listening

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

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

### **1. Review relevant literature**

### **2. Undertake collection of primary data**

### **3. Review data**

### **4. Analyse the nature and dimensions of specific issues**

### **5. Identify trends and projections**

### **6. Prepare an existing conditions report**

## **Underpinning knowledge**

- Research & evaluation methods
- Economic, social and environmental issues
- Information sources
- Crime Prevention and CPTED principles
- Relevant software applications
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## **Underpinning skills**

- Qualitative and quantitative research
- Preparation and presentation of statistics/data including charting, graph preparation, tables, maps, models and plans
- Observation
- Interviewing techniques
- Written and verbal communication strategies
- Time management

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

This unit covers basic reading of plans and drawings

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

### **Underpinning knowledge**

- A range of drawings
- Measurements and calculations
- Symbols, dimensions and terminology

### **Underpinning skills**

- Basic literacy
- Ability to measure accurately

## **Unit 05 - Read and interpret plans and drawings (advanced)**

This unit covers advanced reading of plans and drawings as part of a CPTED review

### **1. Identified 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. Recognise design deficiencies**

### **6. Identify design alternatives and/or treatments**

## **Underpinning knowledge**

- A range of drawings
- Measurements and calculations
- Symbols, dimensions and terminology
- Landscape design process
- Construction and engineering principles
- Drafting techniques
- Crime Prevention and CPTED principles

## **Underpinning skills**

- Ability to measure accurately
- Site analysis
- Interpret plans and drawings
- Relate drawings to built environment

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

This unit covers the application of a knowledge of the machinery of government, legislation and regulations, organisational functions and protocols.

### **1. Access information relating to the machinery of government**

### **2. Apply a knowledge of organisational functions**

### **3. Apply a knowledge of protocols**

### **4. Apply a knowledge of legislation and regulations**

### **5. Apply a knowledge of CPTED ordinances**

#### **Underpinning knowledge**

- Government structures
- Regulatory frameworks
- Research methods
- A range of relevant legislation/regulations
- Code/s of conduct and statements of values
- EEO, disability, equity and diversity principles

#### **Underpinning skills**

- Acquire information (learn)
- Retain information (remember)
- Recall information
- Discard redundant information



## **Unit 07 - Analyse and assess conditions**

This unit covers the interpretation of factors effecting crime opportunity.

### **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. Analyse relationships between factors**

### **6. Assess crime risk**

## **Underpinning knowledge**

- Crime Prevention and CPTED Principles
- Crime / victim relationships
- Research & evaluation methods
- Economic, social and environmental issues
- Information sources
- EEO, disability, equity and diversity principles

## **Underpinning skills**

- Qualitative and quantitative research
- Read and interpret drawings
- Observation
- Interviewing techniques
- Written and verbal communication strategies
- Time management

## **Unit 08 - Compile written report**

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

### **1. Assemble information**

### **2. Determine report format**

### **3. Identify annexures**

### **4. Compile report**

### **5. Respond to queries**

## **Underpinning knowledge**

- Codes of practice
- Report formats
- Use of disclaimer
- Editing procedures
- Broad understanding of publishing methods
- Presentation technology and procedures
- Customer relations

## **Underpinning skills**

- Written communication as required for writing standard reports
- Oral communication
- Basic word processing
- Analytical
- Time management

## **Unit 09 - Assess CPTED options**

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

### **1. Identify treatment options**

### **2. Compare identified issues and treatment options**

### **3. Consider implementation factors**

### **4. Consider cost-benefit relationships**

### **4. Select options**

#### **Underpinning knowledge**

- CPTED assessment techniques and processes
- Broad process of crime risk management
- Working knowledge of applicable standards, regulations and legislation
- Possible treatment options
- Operating environment
- Basic statistics and numeracy
- Crime prevention and CPTED concepts and strategies
- Industry codes of practice

#### **Underpinning skills**

- Communication skills including negotiation, interviewing, oral briefing
- Written communication needed for compiling reports, summarising information
- Collating numerical data
- Problem solving
- Research and analytical
- Basic word processing

## **Unit 10 – Apply CPTED Principles in a Specialist Setting**

This 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.”

### **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**

#### **Underpinning knowledge**

- Crime Prevention and CPTED principles and strategies
- Community profile and demographic trends
- Laws and ordinances relating to security and safety
- Traffic engineering practice
- Planning development and principles
- Available security technology/devices
- Economic, social and environmental issues
- EEO, disability, equity and diversity principles
- Research methods
- CPTED assessment techniques and processes unique to the nominated environment

#### **Underpinning skills**

- Communication skills including negotiation skills, interviewing, oral briefing
- Reading plans and drawings
- Consultation and negotiation with a range of stakeholders
- Qualitative and quantitative research methods
- Policy interpretation
- Security Technology
- Written and verbal reporting strategies
- Application of standards and guidelines
- Forecasting trends
- Analytical approaches to data
- Design principles
- Time management

## **Unit 11 - Prepare Crime Prevention Plan**

This unit covers the preparation of a crime prevention plan.

### **1. Confirm acceptance of proposed crime prevention strategies**

### **2. Prioritise implementation strategies**

### **3. Develop crime prevention plan**

### **4. Communicate crime prevention plan**

#### **Underpinning knowledge**

- Familiarity with area, activities, systems, under review including future intentions
- Risk assessment techniques/processes
- Broad process of crime prevention
- Working knowledge of applicable standards, regulations and legislation
- CPTED principles, concepts, and strategies
- Sources of specialist expertise
- Broad understanding of mechanics and process for implementing a crime prevention plan
- Industry codes of practice

#### **Underpinning skills**

- Communication skills including negotiation skills, marketing, interviewing, oral briefing
- Written communication needed for compiling reports, summarising information, collating numerical data
- Basic word processing
- Problem solving
- Research and analytical
- Project management

## **Alternative Unit - Identify traffic calming and mitigation requirements**

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

### **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**

## **Underpinning knowledge**

- Traffic management policies
- Traffic classification and statistics
- Traffic related legislation
- Traffic engineering practice
- Planning development and principles
- Community profile and demographic trends
- Crime prevention and CPTED concepts and strategies
- Industry codes of practice

## **Underpinning skills**

- Reading plans and drawings
- Consultation and negotiation with a range of stakeholders
- Qualitative and quantitative research methods
- Traffic planning
- Policy interpretation
- Traffic control device design and application
- Written and verbal reporting strategies
- Application of standards and guidelines
- Forecasting trends
- Analytical approaches to data
- Design principles