



# International CPTED Association ICA Certified CPTED Practitioner (ICCP)

## THE CPTED CERTIFICATION PROGRAM OF THE INTERNATIONAL CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN ASSOCIATION (ICA) FOR INDIVIDUALS

### 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 Certification Program was created. The certification program requires that minimum competencies be obtained for two different levels of certification. The competencies are administered by the ICA Certification Committee or a Regional Chapter of the ICA (where available).

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 this certification program.

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# The Record Book (Evidence)

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 emailed to the Certification Coordinator or uploaded to the website using the upload link. The Record Book must be submitted in a Microsoft Word or PDF compatible format. One digitized copy shall be maintained by the ICA as long as the candidate maintains his or her certification designation.

*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) an ICCP-Advanced certified 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 candidate's work is accurate and that it meets the ICA certification 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.

# Certification Competencies

ICA membership is required for certification. Anyone can be a member of the ICA. Only those successfully completing the certification process can employ the “ICA Certified (Advanced or Basic) CPTED Practitioner” (ICCP – Advanced or ICCP – 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 ICCP certification will need to do the following: they will need to enrol in the certification program and submit the necessary documentation in the form of the Record Book.

To obtain the ICCP-Basic certification, a candidate is required to demonstrate competence in **eight core Competency Units**.

To obtain the ICCP-Advanced certification, a candidate is required to demonstrate competence in **eight core Competency Units** and at least **three elective Competency Units**.

The specific CPTED competencies are attached to the Appendix on page 8.

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

**ICCP** - A professional certification comprising a number of Competency Units, 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.

**Competency Unit** - 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** - Competency Units 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 candidate's 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 Competency Units (these can be found on page 11 of this document). 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, it is submitted to the ICA Certification Committee or Regional ICA Chapter's Certification Committee (where available) 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 Certification 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. In these cases the candidate will also sit a short oral exam following his or her conference or audio-visual presentation.

### **3. Recertification**

Those receiving certification as ICCP-Basic or ICCP-Advanced must re-certify every three years to keep the certification current. For more information on Re-certification please see the segment on Recertification on page 9.

# ICCP Certification Exam Guidelines

The ICCP certification exam can be written or oral. It will be administered by the ICA Certification Committee or ICA Regional Chapter's Certification Committee (where available), or by the agent authorized by the Chapter.

1. The exam can be taken any time during the year, or as set out by the ICA Certification Committee's or the ICA Regional Chapter's regulations. The candidate usually takes the exam after successful completion of the Record Book.
2. Candidates are encouraged to consult with the Certification Program Coordinator Certification Committee regarding expectations, or any other questions they might have about the exam. The Coordinator and Committee members should provide guidance in preparing for the exam. It is not, however, the role of the Coordinator 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 (6) 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 three or four (3 or 4) questions from the six provided for the Candidate to answer.

## WRITTEN EXAMS

In some cases candidates may wish to satisfy the competencies for certification by taking a written, "take home" exam. If the exam is written, candidates will be assigned a completion date of ten days from the date on which the examination materials are transmitted to the candidate to when they must be received by the Certification Committee.

1. Candidates are limited to a maximum of 10 pages for the examination, typed and double-spaced, not including supporting documents.
2. Candidates must submit the responses in a Microsoft Word or PDF compatible document in a digital form (via email or by uploading to the website link).
3. Together with written examination the candidates must submit a statement that the exam responses are their own work. The statement should be signed by an exam "sponsor" such as a public notary, ICA Board member, ICA Certification Committee Member or ICA fully certified member (ICCP-Advanced). Examinations will not be marked unless accompanied by this statement.
4. 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 Certification Committee whose decision is final. The Committee will designate an arbiter if necessary.

5. Cheating, plagiarism or other improprieties are violations of the ICA Code of Ethics. If such improprieties are suspected, the Certification Committee will contact the candidate. The 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 certification. 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**

In some cases candidates may wish to satisfy the competencies for certification by taking an oral exam. If the exam is scheduled to be taken orally, the Certification Committee will establish a process for conducting this exam. Most likely the exam will be scheduled during an ICA International Conference or the conference of the Regional Chapter of the ICA. The Committee will designate fully certified ICA members (ICCP-Advanced) as examiners; at least two (but not more than four unless agreed to by the candidate) will sit on the examination.

1. 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 Certification Committee whose decision is final.
2. To assist in preparing for the examination, the guidelines and preparatory exam questions will be made available on the ICA website. In addition, Certification Committee members, ICA board 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.
3. To initiate the ICA certification process, the applicant should submit to the ICA Certification Committee or appropriate Regional Chapter of the ICA (where available), the application form. Once the candidate is registered in the program they can begin completing their Record Book and after its successful completion take the exam.

## Re-certification

Those receiving certification as ICCP-Basic or ICCP-Advanced must re-certify every three years. To do so they must also be ICA members in good standing at the time of application. To re-certify the applicant must submit updated proofs of continued competency to Certification Committee. These proofs must clearly indicate evidence of three accomplishments and must accompany Re-certification Application, which can be found on the ICA website.

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/re-certification cycle (i.e. within the past 3 years following previous certification).

The date of required re-certification is December 31<sup>st</sup> of the third year AFTER the year of original certification or recertification. If you were certified at any time in 2019 then the re-certification would be due no later than December 31<sup>st</sup> of 2022. This way you get a full three years of certification beyond the year in which you were certified.

## Fee Structure

A fee structure has been established for the application and processing of the Candidate in the ICCP program. The fee is **CA\$250 for certification** and **CA\$75 for re-certification** (Canadian Currency). **Applicants must be ICA members to apply and receive certification or re-certification.** Receipt of the fee must occur before processing of the application and attached materials can begin.

The fee must be paid on the ICA website using an automated payment processing system. In some cases payments can also be processed by cheque in either US\$ or CA\$ currency – contact Certification Coordinator if this is your preference.

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

## Appendix

# ICCP – Basic & Advanced Certification Level Competencies

**C – Core subject** required for both Basic and Advanced certification level

**E – Elective subject** required for Advanced certification level

Competency Unit	Competency Unit Title	Basic	Advanced	Core Subject #
Competency Unit 01	Define the scope of the task	C	C	1 8
Competency Unit 02	Work as part of a multidisciplinary team	C	C	9
Competency Unit 03	Undertake research in the nominated environment	C	C	1 2 3 6 8 11
Competency Unit 04	Read and interpret plans and drawings	C	C	4
Competency Unit 05	Read and interpret plans and drawings – <i>Advanced</i>		E	4
Competency Unit 06	Apply knowledge of regulatory processes	C	C	10 12
Competency Unit 07	Analyze and assess conditions	C	C	1 3 6 8 11 12
Competency Unit 08	Compile written report	C	C	5
Competency Unit 09	Assess CPTED options	C	C	1 3 6 8 11 12
Competency Unit 10	Apply CPTED principles in a specialist setting		E	8
Competency Unit 11	Prepare a crime prevention/CPTED implementation plan		E	12
Alternative Competency Unit	Identify traffic calming and mitigation requirements		E	7

# ***ICCP COMPETENCY UNIT REQUIREMENTS***

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

This competency 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**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

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

This competency 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	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>

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

This competency 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. Analyze the nature and dimensions of specific issues
5. Identify trends and projections
6. Prepare an existing conditions report

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>

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

This competency unit covers basic reading of plans and drawings.

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

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

## Competency Unit 05 - Read and interpret plans and drawings – *Advanced*

This competency 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. Recognize design deficiencies

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

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

## Competency Unit 06 - Apply knowledge of regulatory processes

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

### 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

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

## Competency Unit 07 - Analyze and assess conditions

This competency 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. Analyze relationships between factors
6. Assess threats and crime risks

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>

## Competency Unit 08 - Compile written report

This competency 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

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

## Competency Unit 09 - Assess CPTED options

This competency unit covers 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
5. Select options

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

## Competency Unit 10 – Apply CPTED principles in a specialist setting

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.”

### 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	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><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>• 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><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>

## Competency Unit 11 - Prepare a crime prevention/CPTED implementation plan

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

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

### 2. Prioritize implementation strategies

### 3. Develop crime prevention plan

### 4. Communicate crime prevention plan

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

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

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.

### 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	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>

# ***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, as well as more recent developments into Second Generation CPTED by Cleveland & Saville.

## **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.

## **Alternative Core Subject**

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.