



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 31st 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 31st 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 (ica.iccp@pted.net) 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

Shaded areas – mark a mandatory competency unit for the Basic/Advanced level

O – marks optional competency unit

Competency Unit	Competency Unit Title	Basic	Advanced	Core Subject #
Competency Unit #01	Define the scope of the task/project			1 2 7 11
Competency Unit #02	Work as part of a multidisciplinary team			8
Competency Unit #03	Undertake research in the nominated environment			1 2 3 6 8 11
Competency Unit #04	Read and interpret plans and drawings			4
Competency Unit #05	Read and interpret plans and drawings – <i>Advanced</i>			4
Competency Unit #06	Apply knowledge of regulatory processes			9 10 11 12
Competency Unit #07	Analyze and assess conditions			1 3 6 8 11 12
Competency Unit #08	Compile written report			5
Competency Unit #09	Assess CPTED options			1 3 6 8 11 12
Competency Unit #10	Apply CPTED principles in a specialist setting			1 2 3 4 5 6 7 8 9 10 11 12 13
Competency Unit #11	Prepare a crime prevention/CPTED implementation plan			12
Optional Competency Unit	Identify traffic calming and mitigation requirements	O	O	7 13

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

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">• 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	<ul style="list-style-type: none">• Skills in prioritizing work tasks• Communication skills required for operating effectively within a multidisciplinary team• Interpersonal skills required to develop effective team relationships• Time management• Listening

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">• Research & evaluation methods• Economic, social and environmental issues• Information sources• Crime Prevention and CPTED principles• Relevant software applications	<ul style="list-style-type: none">• 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

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

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*¹

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">• 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	<ul style="list-style-type: none">• Ability to measure accurately• Site analysis• Interpret plans and drawings• Relate drawings to built environment

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

¹ Mandatory for ICCP-Advanced.

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">• 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	<ul style="list-style-type: none">• Acquire information (learn)• Retain information (remember)• Recall information• Discard redundant information

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

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

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">• 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	<ul style="list-style-type: none">• Communication skills including negotiation, interviewing, oral briefing• Written communication needed for compiling reports, summarizing information• Collating numerical data• Problem solving• Research and analytical• Basic word processing

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 setting²

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"> • 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 	<ul style="list-style-type: none"> • 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

² Mandatory for ICCP-Advanced.

<ul style="list-style-type: none"> • Economic, social and environmental issues • EEO, disability, equity and diversity principles • Research methods • CPTED assessment techniques and processes unique to the nominated environment 	<ul style="list-style-type: none"> • Written and verbal reporting strategies • Application of standards and guidelines • Forecasting trends • Analytical approaches to data • Design principles • Time management
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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 plan³

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">• 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	<ul style="list-style-type: none">• Communication skills including negotiation skills, marketing, interviewing, oral briefing• Written communication needed for compiling reports, summarizing information, collating numerical data• Basic word processing• Problem solving• Research and analytical• Project management

³ Mandatory for ICCP-Advanced.

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

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">• 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	<ul style="list-style-type: none">• 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

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.