

SUMMARY VOLUME

CRIME PREVENTION


**TRAINING
NEEDS
ASSESSMENT**

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F O R E W O R D



The success of crime prevention depends very largely on the skills and knowledge of those in the field. Both the Commonwealth Government's National Campaign Against Violence and Crime (NCAVAC) and the National Anti-Crime Strategy (NACS) have therefore placed a high priority on the development and delivery of training.

This document is a summary version of a national Crime Prevention Training Needs Assessment conducted for NACS and NCAVAC by University of South Australia. This is a comprehensive piece of research, and possibly the first of its

kind in the world. The report is of enormous benefit to many people in our community including training developers, providers and institutions, community groups, practitioners and policy makers. It underlies the far reaching and complex nature of crime prevention, and poses some unique challenges for the future development and delivery of crime prevention training.

As a result of the findings and recommendations of the Training Needs Assessment, the following training strategies have now been initiated:

- A project to develop an integrated national training framework for crime prevention to ensure any training is of high quality and is effectively targetted
- The development, piloting, evaluation and dissemination of specific training material and programs
- The development of volunteering crime prevention skills
- The development and trial of learning materials through the Adult and Community Education sector
- The development of materials and strategies on cultural diversity in crime prevention

I commend this report to you, and encourage you to support the future development of training in crime prevention.

A handwritten signature in black ink that reads "Amanda Vanstone".

Senator the Hon. Amanda Vanstone

MINISTER FOR JUSTICE

SYNOPSIS

This report details a national project conducted between June and November 1997 to investigate the training needs of crime and violence prevention practitioners and to provide a 'snapshot' of the field through industry, labour, occupational and training needs analysis.

Analysis involved:

- literature search and review
- responses to a national press advertisement
- face-to-face interviews with key stakeholders
- focus group sessions and functional analysis workshops with people employed in crime prevention
- interrogation of Australian Bureau of Statistics census data
- a questionnaire sent to crime and violence prevention, community safety and allied practitioners in all jurisdictions

Results

There is no currently emerging violence and crime prevention 'industry', but the core group of crime prevention officers recognises a body of knowledge that they practise, develop, and undertake as a professional activity.

Jurisdictional differences in crime prevention strategies and institutional arrangements, and a lack of consistent perspectives about crime prevention between jurisdictions, limit the development of:

- codes of practice
- standards and entry requirements
- industry codes
- national networks and/or professional associations
- a national crime prevention training framework

The labour market for crime prevention derives from public funding and has the characteristics of program based funding:

- short term contracts
- short term labour planning
- employment vulnerability
- practitioner stress
- movement in and out but very little internal movement
- no movement between unpaid and paid workforces
- very well-educated paid work force
- staffing split evenly between males and females
- most practitioners have moved into this area from community service pathways

The functional analysis of occupations identified competencies in crime prevention, and highlighted the need for:

- induction packages
- performance measurement
- best practice processes
- the use of information technology
- career pathways

A needs analysis questionnaire incorporating the outcomes of the occupational analysis was distributed across all jurisdictions to:

- establish educational background and further professional development
- obtain ratings of knowledge topics and skills, and the need for professional development
- identify gaps between current and required competence to measure training need
- identify priorities in professional development, delivery and accreditation

The most preferred provider was a university, reflecting a strong preference for formal training/professional development.

The report provides a benchmark against which buyers of training can evaluate needs.

I N T R O D U C T I O N

WHAT IS CRIME PREVENTION?

Crime prevention involves anticipating and recognising the risks of crime, and reducing opportunities for and the desire to commit crime. This includes a diverse range of government and non-government agencies undertaking programs and projects aimed at both social intervention (the social causes of crime) and situational prevention (reducing the opportunities for crime).

The crime prevention training needs assessment project required:

- Industry analysis — identifying the key organisations and agencies involved in crime and violence prevention, and community safety, the types of activities undertaken and likely trends in these areas.
- Labour market analysis — determining the numbers of people significantly involved directly or indirectly in crime and violence prevention, and community safety, the current availability of appropriately trained people and the likely future demands for such people.
- Occupational analysis — identifying the duties, tasks and key competencies required for crime and violence prevention, and community safety.
- Training needs analysis — determining the difference between the required level and the actual level of knowledge, attitude and skills in these areas.

These build toward:

- a national profile of training needs
- an independent assessment of priorities for training
- an appraisal of the knowledge and skills required by core practitioners
- an estimate of the demand for training courses
- recommendations on the most effective means of delivery to different groups
- recommendations for the development of curricula and training materials
- suggestions for assessing future training needs
- baseline information for evaluating training

M E T H O D O L O G Y

INDUSTRY AND LABOUR MARKET ANALYSES

Four processes were used to identify key agencies, organisations and groups in crime prevention and associated labour market issues:

- a call for submissions through advertisements in *The Australian*
- focus groups
- interviews
- discussions with staff in five jurisdictions

Participants in the consultations were chosen to represent key agencies, organisations and groups. Eight to fifteen people attended consultations in Adelaide, Melbourne, Brisbane and Cairns. Group discussions and interviews were also held in New South Wales, Queensland, Victoria, the Northern Territory and Western Australia. Phone interviews were held in Tasmania.

Participants were asked:

- What key agencies are involved in crime prevention?
- What are their principal functions?
- What trends are occurring with regard to their involvement?
- What is determining the trends?
- What changes are likely to have impacts on the development of crime prevention?
- Are there differences across States/within localities?
- What are the conditions of employment tenure — contract, permanent, casual or voluntary?
- What are practitioners' gender/age/ethnicity/skills/experience?
- What is the stability of tenure?
- Where do practitioners come from/what is their destination?
- How are practitioners recruited/selected?
- Are there internal/external labour markets?
- Is there significant localised employment?

- Is there an internal labour market or do people move to other sectors?
- What employee associations/unions networks exist, and how are jobs characterised?
- Are positions covered by awards?

Data sources

This aspect of the study used employment data from the 1996 Australian Bureau of Statistics census, research by Syme (1997),¹ the Australian Standard Classification of Occupations, appropriate occupational and industry descriptions, and the brief to develop an occupational overview.

Validation

A four-way categorisation of crime prevention as:

- law enforcement
- situational
- developmental (or social)
- community

provides a starting point for evaluating occupations with a crime prevention function, however indirect or imperfectly realised. The subjectivity of this coding exercise inspired Syme (1997) to develop a larger number of subcategories into which a given occupation could be placed — an ‘industry’ classification of crime prevention activities and functions consisting of 27 categories that identified occupations and sectors with similar crime prevention functions.

Secondary objective

Because the brief required a methodology to ensure participants would discuss the issues beyond the formal consultations, open and provocative focus group consultations left participants with appropriate issues for independent discussion.

¹ Syme D (1997) Audit of Crime Prevention Training Stage 1 Report (Draft) *NCAVAC Unit, Canberra*.

OCCUPATIONAL AND TRAINING NEEDS ANALYSES

An occupational profile for practitioners in crime prevention was developed through:

- references pertaining to competency based training
- a project literature review
- modified functional analysis group workshops
- validation of the profile developed from those workshops by key informants

Database

A database of 623 crime prevention practitioners was developed from information gathered during the first three phases of the project.

Training needs assessment questionnaire

A questionnaire to gather training needs information was developed:

1. You and your work — background information on respondents and their work
2. Specific training for crime prevention — activities to help respondents in their work
3. Underpinning knowledge and skills for crime prevention — rating levels of importance and training need in relevant areas
4. Competencies in crime prevention work — rating respondents' ability and the perceived level of ability required by organisations
5. Further training/professional development

By 17 October 1997, 204 respondents had returned questionnaires (a response rate of 33%).

Consultations

Consultations were held in Adelaide, Melbourne, Sydney and Darwin, and a teleconference was conducted in WA. The groups consisted of representatives of local government, police, State Government agencies and departments, and private agencies and researchers.

Discussion focused on participant backgrounds, current and future roles, key skills required, training issues and career paths.

INTRODUCTION

The brief for this phase of the project required an ‘Industry analysis — identifying the key agencies, organisations and groups involved in crime and violence prevention and community safety, the types of activities undertaken and the likely trends in these areas’.

An industry analysis is a necessary precursor to developing competencies for crime prevention.

The researchers sought to determine if a crime prevention industry exists in Australia and, if so, if it has vague or strongly defined boundaries. If no such industry exists there is a need to understand the context in which people working in crime prevention operate, to enable training to be embedded in an appropriate industry sector(s).

To meet the criteria of an industry, those involved in crime prevention must have:

- a distinctive form of productive labour
- a philosophy, principles and theoretical framework
- an organisational and management structure

FINDINGS

Is there an industry?

There is general agreement that there is no crime prevention ‘industry’ in Australia, and that use of the industry construct distorts perceptions of crime prevention.

Strong opposition to an industry construct was expressed in Victoria, NSW, NT, WA and Queensland. In South Australia, the construct is seen to have power to focus public policy, crime prevention practices and government funding.

Is crime prevention a recognised body of knowledge?

Crime prevention officers generally recognise a body of knowledge that they use in their professional practice. This body of knowledge is increasingly being recognised by a broader network of cooperating agencies. Conversely, some others saw crime prevention as a broad community development function with no discrete or discernible body of knowledge. A further group saw the recognition of a body of knowledge as leading to professionalisation, which they opposed on strategic or industrial relations grounds.

Emerging perspectives

Four perspectives are used to guide crime prevention functions:

- an emerging framework of values and practices by Commonwealth and State Governments
- program funding overlaid on existing processes and structures
- a whole of government approach coordinated at State and Territory levels
- professional development for those whose core function is crime prevention

Differences across the jurisdictions

Crime Prevention Officers (or Community Safety Officers) are generally employed by local government, a community agency, security agencies and/or the police; however, there is no consistent model developed throughout Australia. Examples of some of these differences follow.

In Queensland, some local governments are developing crime prevention programs and the State Government has announced the Community Policing Partnership Program to fund trials in conjunction with local government. It also funds a Youth and Combined Community Action Program, a crime prevention program operated through the Department of Families, Youth and Community Care.

In NSW, Patrol Community Safety Officers provide crime and violence prevention facilitation and:

- initiate Community Safety Councils across the State
- facilitate community consultations
- facilitate interagency coordination
- coordinate community safety planning
- provide problem solving
- coordinate or provide program/project evaluation

WA has dedicated Crime Prevention Officers appointed to each of the 22 police districts.

In SA there are Community Liaison Officers appointed to the police service, and Crime Prevention Officers jointly funded by the Attorney General's Department and local government. The Crime Prevention Program is a very focused 'situation based' crime prevention program whose Project Officers support community based Crime Prevention Committees that provide community networks, analysis and coordination.

Crime prevention requires a policy framework that enables networks across sectors and between people working in allied fields as they respond to:

- changing community needs and fears
- social and public policy
- agency and personal priorities
- resource allocation priorities
- redefinitions of crime and violence
- the process by which solutions arise

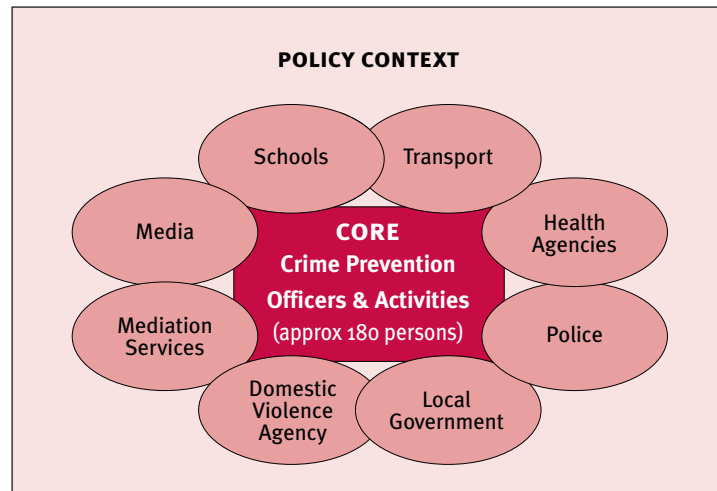
The crime prevention field is best reflected by a construct of interacting networks of agencies and people, responding by coordinating resources from different agency budgets to respond to complex community issues and to the decline of resources at the local level.

The construct includes three elements:

1. A core group of paid Crime Prevention Officers supported by program management staff in the State Attorney-General's Department, the Police Department or both, and respective Commonwealth officers in NCAVAC and the Australian Institute of Criminology.
2. Overlapping networks that include agencies with crime prevention as part of their core business. This group includes people who may not initially see their role as involving crime prevention.
3. A non-core group of occupations including people associated with crime prevention (for example, domestic violence, media, youth workers) who are responding to community concerns and fears.

FIGURE 1

CRIME PREVENTION CONSTRUCT



THE FUTURE OF CRIME PREVENTION

There is no evidence to support the notion of an existing or emerging crime prevention industry, or that networks will be influenced by crime prevention policy in the next five to ten years. Most of those consulted expressed hope that the law and order agenda will include crime prevention practices in the future on the basis of:

- the perceived failure of conventional policing and incarceration practices
- the assumed success of prevention practices
- the absence of any significant increase in resource commitments to incarceration and more police
- the increase in criminalisation of behaviour such as domestic violence
- the fact that law and order as a policy and program area has survived changes of State and Commonwealth governments
- the growth of cooperation among agencies to address community concerns
- the view that crime prevention will generate community support and resources
- the international growth of crime prevention

The rise of professionalism

There is an emerging professionalisation of a small number of people studying crime prevention through tertiary courses, most of which are provided through university schools of criminology and/or justice administration studies, with the police as the major target group for training.

While there is evidence of a core group supported by professional development programs in some jurisdictions (for example, the SA professional development program for Crime Prevention Officers and the training of Crime Prevention Practitioners and police through the university sector in Queensland, Victoria, WA, SA and NSW), there are no:

- crime prevention codes of practice
- regulations, standards or entry requirements
- industry codes establishing quality assurance standards
- national crime prevention professional associations
- codes of behaviour between practitioners and communities
- regulations ensuring needs are met or outcomes reached
- processes addressing image, credibility, confidentiality and quality of service or career development

Key crime prevention agencies

The researchers have identified the following key crime prevention agencies. The list does not claim to be exhaustive, but is drawn from consultations, a sample provided by NACS contact officers, and from winners of the Australian Institute of Criminology's Violence Prevention Awards.

- Aboriginal and Torres Strait Islander agencies and groups
- Aged care organisations
- Adult and community education providers
- Business organisations
- Child protection services
- Churches and their support and advocacy agencies
- Community and public health agencies
- Community based social action against violence and crime groups
- Community care groups
- Community councils against violence
- Community legal services
- Correctional services and juvenile justice agencies
- Council of social service network
- Design professions
- Domestic violence and sexual assault agencies and services

- Drug and alcohol agencies
- Early childhood development agencies
- Education agencies
- Ethnic organisations
- Gay and lesbian action groups
- Housing organisations
- Indigenous groups and services
- Industry Training Advisory Boards
- Insurance companies
- Law enforcement agencies
- Legal agencies
- Liquor licensing agencies and commissions
- Local governments
- Media agencies and press services
- Mediation services
- Occupational violence and protection agencies
- Policy and research institutes and units
- Professional associations (including national and State affiliates)
- Retail associations
- Security industry organisations
- Service clubs
- State and Commonwealth agencies
- Transport agencies
- Victims of crime agencies
- Vocational education and training services
- Volunteer agencies
- Watch committees
- Youth agencies

It should be noted that agencies will shift their focus as they respond to:

- changing community needs and fears
- social and public policy
- resource allocation priorities
- changing personnel within agencies
- the continuity of resources
- the redefinition of crime and violence
- the organic process by which solutions and responses to needs arise

LABOUR MARKET ANALYSIS – PHASE 2

The objectives of the labour market analysis phase are to determine:

- the numbers of people significantly involved directly or indirectly in crime and violence prevention and community safety
- the current availability of appropriately trained people
- the likely future demand for such people

THE CONTEXT OF THE LABOUR MARKET RESEARCH TASK

The emergence of crime prevention derives from a variety of pressures and trends including social imperatives, increased community awareness and raised expectations, and legislative changes.

Institutions and agencies in State and local jurisdictions provide crime and violence prevention programs and initiatives in policy, administrative and funding arrangements. The nature of the workforce is also changing in accordance with broader trends including:

- a shift from public to private provision of human services
- the purchaser/funder/provider split in resource administration
- devolution of responsibility from Commonwealth to State and local levels
- increasing flexibility of the labour market and new configurations of working arrangements

Trends in police resourcing, crime rates and fear of crime in the community

A view with apparently wide currency is that police services in Australia are facing cutbacks as a consequence of State and Territory fiscal restraint. This argument suggests that crime prevention is an economic (funding) issue and that continuing austerity will quicken its establishment. However, the data does not support the view that police services have experienced significant funding cuts.

A frequent comment in focus group discussions was the belief that the employment of specialised crime prevention practitioners in the community was partly a political response to the ‘rise in crime’ — an effort by governments to be seen to be ‘doing something’ in response to escalating community fears of alienation, isolation and violence.

Available data does not show a large and consistent rise across all crimes, and in some types of crime falls are reported. It would appear that fear of crime may not be correlated with either the actual growth areas of crime or the incidence of crime. A larger and more complicated set of factors is clearly at work in generating heightened fear of crime. Given the growth identified in some crimes against the person, this provides information to back recommendations for closer training links between crime prevention practitioners and workers in the areas of sexual and family violence.

CORE PRACTITIONERS

Features of the labour market

The focus on a proactive and preventative approach to crime is a relatively new theme in crime, corrections and police literature.

The development of specific jobs that focus on community crime prevention is a relatively new phenomenon. Of those ‘core’ practitioners interviewed throughout the study, most have only been involved in crime prevention for an average of two years; the maximum period of employment in the core area was just under ten years.

These practitioners were usually keen to remain in their positions and expressed great frustration and anxiety at the ‘short term’ nature of their positions — a primary feature of the current labour market, characterised by short term, contract positions in predominantly local government settings.

Backgrounds of practitioners

Crime Prevention Officers in particular did not consider theirs to be ‘entry level’ positions. These practitioners spoke often of the importance of research, analysis, community work knowledge, planning, facilitation, high level communication skills and experience being essential to their work.

Qualifications and skills

Core practitioners see themselves as an elite within a small emerging professional group, some of whom see their positions as more akin to planning, analysis, management and research than social work or community liaison.

There is an emerging tension between crime prevention’s underlying philosophy of community development and relationship building, and pressures to reduce the visibility of the crime problem.

Among State level crime prevention coordinators and planners there is a clear distinction between those for whom this area of work was a vocation, and those whose movement into the area was by rotation rather than as a deliberate choice.

Most of the officers involved at senior levels fit the first of these categories; nevertheless, all spoke of something that caused them to develop a desire to remain in crime prevention or to maintain some crime prevention link in future work.

Most core practitioners had moved into this area of employment from community services pathways, but showed higher levels of educational achievement and formal qualifications than are typical for comparable positions in community services.

Closely related fields of work in education, domestic violence work and family support or counselling were not immediately embraced as crime prevention.

There was also little articulation of employment pathways between, in particular, the domestic and family violence and community health areas and

core crime prevention jobs despite similar values and work compatibilities within the areas.

This may be explained by:

- the different origins of the movement to ameliorate domestic and family violence and those of crime prevention; and
- the different cultures and settings for employing practitioners in non government and community agencies with a welfare, mediation, health or family focus as against local government bureaucracies.

OTHER GROUPS

In all 122 occupations were identified as having a crime prevention (or potential crime prevention) function. This totals 1.3 million persons across Australia or 18 per cent of total employment in the labour market.

TABLE 1

EMPLOYED WORKFORCE (ALL OCCUPATIONS) AND THE ESTIMATED EMPLOYED CRIME PREVENTION WORK FORCE BY JURISDICTION, 1996

	TOTAL EMPLOYMENT ALL OCCUPATIONS IN THE LABOUR MARKET ('000s)	PER CENT OF TOTAL AUSTRALIAN WORKFORCE (%)	EMPLOYMENT IN CRIME PREVENTION OCCUPATIONS ('000s)	PER CENT OF TOTAL AUSTRALIAN CRIME PREVENTION WORKFORCE (%)
NSW	2,481	33	446	34
VIC	1,825	25	319	24
QLD	1,374	19	244	19
SA	570	8	98	8
WA	733	10	125	10
TAS	174	2	31	2
NT	80	1	15	1
ACT	142	2	30	2
Total	7,379	100	1,308	100

Source: ABS Census data: see statistical appendix to this Chapter.

Table 2 provides an empirical indication of the size of crime prevention employment according to the broad approaches indicated by Tonry and Farrington.

TABLE 2

ESTIMATED CRIME PREVENTION EMPLOYMENT IN EACH OF TONRY AND FARRINGTON'S BROAD APPROACHES TO CRIME PREVENTION, AUSTRALIA 1996

BROAD APPROACH TO CRIME PREVENTION	EMPLOYMENT IN CRIME PREVENTION OCCUPATIONS ('000s)	PER CENT OF TOTAL (%)
Law enforcement	96	7.3%
Situational	766	58.6%
Developmental/Social	343	26.3%
Community	89	6.8%
Crime prevention	12	0.9%
Total	1,306	99.9%

Police

Police are key players in crime prevention. In half of the jurisdictions the Police Minister is nominated as the lead minister for the National Anti-Crime Strategy and most of the police services have designated Crime Prevention or Community Safety Officers. The concepts of crime prevention are often subsumed or implied in 'community policing', 'problem oriented policing', and 'proactive policing' methods.

Security

The security industry is concerned with situational crime prevention, including:

- installing, maintaining and operating security products such as surveillance equipment, locks and safes

- providing security services such as guarding cash deliveries, crowd control and protection of property through patrolling
- providing technical advice about the aforementioned activities

Workers in this industry manage, assess and analyse risk, carry out security audits and protect property. Training specialisations include crowd control, aviation security, systems installation, dog handling, firearms, electronic security, self defence and offender disarming.

Design professions

Building design professionals (architects, landscape architects, town planners, engineers and quantity surveyors) focus on situational prevention through opportunity reduction, which seeks to increase risks and decrease the benefits of crime.

Public transport

Transport workers are key players in crime prevention; their visible presence on public transport leads to a decrease in fare dodging, vandalism and contact between potential criminals and potential victims.

Retail and wholesale

The retail and wholesale industry has a significant involvement in crime prevention through cash handling, risk management, loss prevention and crowd control, theft minimisation, store security and safety and property loss control.

Hospitality and tourism

Crime prevention activities include responsible serving of alcohol, patron safety and care, crowd control, door and gatekeeping, and advising tourists of local dangers.

Finance and insurance

Crime prevention activities include anti-holdup and cash security procedures. The banking industry is a heavy user of surveillance equipment, locks, safes, guards and security consultants. Crime prevention in the insurance industries include risk assessment, loss adjustment, target hardening and opportunity reduction.

Property

Crime prevention activities include asset management and protection, loss prevention and involvement in community based crime prevention.

Early childhood development

Early childhood education is a key sector in relation to developmental crime prevention. Specific crime prevention measures include pre school curricula based on protective behaviours, conflict resolution and inclusive behaviours.

Schools

Primary and secondary schools provide a range of crime prevention activities covering education and training in competencies, values and appropriate behaviours, anti-harassment, anti-bullying, equal opportunity, anti-racism, anger management, assertiveness skills training, peer mediation training, anti-graffiti education, drug and alcohol awareness and resistance training, conflict resolution, communication and personal safety training.

Schools also play a role in community crime prevention through programs such as School Watch, Safer Schools and Safe Houses.

Media

The media characteristically depict violent and criminal behaviour to a greater extent than is the personal experience of most viewers. Broad based community education programs regarding crime prevention and safety are often promoted and delivered through the media.

Youth workers

Youth work is a major sector in community based crime prevention. Youth workers are actively involved in social intervention through direct services to young people and through broad based community development work such as accommodation services, counselling, labour market programs, drug and alcohol services, pastoral care services, youth advocacy and health centres, and juvenile justice programs.

Indigenous services

A range of services to Aboriginal and Torres Strait Islander communities have a crime prevention focus, including Aboriginal domestic violence workers, Aboriginal legal aid field workers, Aboriginal community corrections officers, Aboriginal community police officers, Aboriginal health workers and night patrol wardens.

Mediation

Community mediation helps stop personal disputes escalating into violence. Schemes involving mediation services commonly exist in areas such as victim offender mediation, family and adolescent mediation, family mediation and Indigenous mediation services.

O C C U P A T I O N A L A N A L Y S I S — P H A S E 3

The project brief included an ‘occupational analysis identifying the duties and tasks and key competencies required for crime and violence prevention, and community safety’ and ‘an appraisal of the knowledge and skills required by core practitioners’. For those practitioners whose ‘primary function is crime prevention or community safety’, the project brief envisaged the identification of ‘core competencies’.

In addition to a general literature review, the research team took note of national competency standards that provided insights into the role of a crime prevention worker:

- National competency standards for community workers
- Operational core competency standards — Australian policing
- Northern Territory domestic violence service standards
- Youth work national competency standards
- Aboriginal health worker and Torres Strait Islander health worker national competency standards
- Direct care workers in child protection/statutory supervision/juvenile justice national competency standards
- Alcohol and other drugs national competency standards
- Mental health work national competency standards
- National competency standards for community housing workers
- National competency standards for fraud prevention, detection and investigation
- Competency standards for intervention workers — working with men who perpetrate domestic abuse
- Competency standards for Adult Community Education (ACE) managers and administrators

While some standards included ‘intervention’ or ‘reactive’ units of competence, many contained more generic, ‘proactive’ units involving community development, the assessment of needs and facilitating action, and units covering organisational requirements.

Two group workshops were held in Adelaide and in Melbourne, with participants from government and other organisations, agencies and groups identified in Phase 1.

Each workshop sought to develop an occupational profile through functional analysis based on the principles that:

- units/elements of competency can be effectively identified by expert practitioners
- the synergy of group processes should be taken advantage of
- practitioners be involved in developing occupational profiles

Participants were asked to brainstorm the main aspects of their work and to identify key purpose statements, underpinning knowledge and attributes, and future trends.

A draft profile was circulated to key agencies, organisations and groups in each jurisdiction recommended by National Anti-Crime Strategy officers. Addressees were asked:

- name, organisation and job title
- the proportion of their job devoted to crime prevention
- the proportion of the draft profile that covers that part of their job
- whether the draft profile provides a picture of crime prevention practitioners’ work
- other elements
- suggested modifications

Results

Nine responses were received from WA, seven from VIC, five from SA, three from NSW and one from the ACT:

- 18 estimated the proportion of their jobs devoted to crime prevention at 50% or more, with 12 reporting their whole job involved crime prevention
- 19 said the draft profile covered 60% or more of the crime prevention component
- 21 said the profile provided a comprehensive picture of the work done by crime prevention practitioners
- most respondents had no or few suggestions for additions to the profile

The occupational profile describes the role of a crime prevention practitioner as consisting of seven units of competence:

1. develop projects/programs
2. deliver and evaluate projects/programs
3. negotiate and advocate sectoral interests
4. enable/promote involvement of others
5. provide information to internal and external clients/customers
6. develop self and other staff
7. manage resources and processes

Each unit consists of a number of elements that describe actions or outcomes in a demonstrable and assessable form.

While the role of crime prevention workers does not differ markedly from the occupational profiles of other related workers in the human services, many participants believed there was a specialist knowledge base for crime prevention work.

TABLE 3

OCCUPATIONAL PROFILE FOR CRIME PREVENTION PRACTITIONERS

DEVELOP PROJECTS/PROGRAMS	DELIVER AND EVALUATE PROJECTS/PROGRAMS	NEGOTIATE AND ADVOCATE SECTORAL INTERESTS	ENABLE/PROMOTE INVOLVEMENT OF OTHERS	PROVIDE INFORMATION TO INTERNAL AND EXTERNAL CLIENTS/CUSTOMERS	DEVELOP SELF AND OTHER STAFF	MANAGE RESOURCES AND PROCESSES
consult or survey community/stakeholders to define crime prevention problems and identify needs	organise and arrange resources (locations, staff, facilities)	review and comment on government policy on crime prevention and related issues	identify target groups and their needs	research examples of best practice, needs, resources, groups, demographics, understandings and perceptions	identify training needs	determine and collate available resources, and establish information management systems
research and analyse best practice in crime prevention and data (eg: on crime and underlying issues)	establish support networks/strategies	lobby to influence policy and legislation	provide incentives for involvement to target groups and potential participants	respond to and meet customer needs, and organisational needs and requirements	identify appropriate training opportunities for self and others	establish systems to obtain and share information with staff and stakeholders
collaborate with other agencies/ stakeholders in development of programs and projects	market programs/ projects	respond to issues as they arise according to policy (eg: media)	provide support/ resources to minimise barriers to involvement	act as a referral point/ reference resource for customers	design and provide training to staff	develop budgets and financial management systems
identify and obtain resources — human, financial, physical	coordinate activities, agencies and volunteers	initiate research to influence policy/ educate community	submit proposals and establish sponsorship	provide follow up and feedback	update and maintain own skills and knowledge (eg: reading, IT, networking, attending conferences, participating in corporate initiatives)	hire and induct staff
produce documentation/ materials	utilise other agencies/ people for delivery of programs/projects/ strategies	develop policy positions for the long term future	utilise other agencies' resources and networks	determine methodology, content, aims and objectives relevant to target group	maintain groups to work as teams	determine levels of supervision and delegate tasks
write policies, procedures, protocols	implement methods/ strategies defined in development	promote interests through presentation of information (eg: conducting presentations/ seminars, writing articles, presenting conference papers)	provide feedback on performance to participants and sponsors	ensure consistency and consolidation of programs		set standards and objectives for staff and assess their performance
set performance indicators and develop accountability	implement contingency plans	participate on interagency working parties	assist program participants to establish structures to run themselves	teach people skills and knowledge		coordinate and provide support to external human resources
plan the establishment of steering groups/ support strategies	provide support and ensure accessibility to program	deliver training to other parts of organisation	consult with clients/ community/individuals /user groups to establish genuine partnerships	evaluate education needs/processes and update information		establish limits of authority and reporting lines
negotiate with funding bodies	monitor and evaluate programs/projects/ strategies/policies	develop strategic liaisons with agencies/politicians	identify respected representatives and secure involvement in partnerships	market activities, information and successful outcomes		consult with other agencies to provide coordinated strategies
determine political viability/feasibility report to employers, funding bodies, managing bodies	demonstrate advantages to stakeholders to produce mutual benefits	establish baselines for operation of partnerships	influence organisational culture		develop action plans in line with corporate plan	
write the program, develop an action plan and, if necessary, run a pilot program		represent disadvantaged/ disenfranchised clients			develop project briefs and tender specifications	
		determine level of on-going commitment to program				prepare for and conduct meetings (including agendas, chairing, minutes)
						perform general administrative tasks
						comply with OH&S procedures
						monitor and evaluate processes

TRAINING NEEDS ANALYSIS – PHASE 4

This chapter presents the results of the training needs assessment survey, which confirmed that the field of crime prevention is diverse and not clearly defined.

The sample is described in terms of seven key characteristics – State/Territory, work location, agency type, crime prevention as percentage of total job, years of crime prevention experience, gender and highest educational level.

RESPONDENTS

State/Territory

Survey respondents came from all States and Territories, with Queensland and SA most prominent (highest return rates were from NT and NSW).

Crime prevention practitioners were mainly in police services in NT (100%), WA (74%) and Victoria (31%). Local government was most represented in Victoria (27%), NSW (25%) and SA (21%), while other government departments featured in the ACT (80%), NSW (55%) and SA (41%). In Queensland the highest proportion of crime prevention practitioners was in community agencies (39%), followed by other government departments (18%).

NT (100%) and Victoria (32%) had the highest proportions of experienced practitioners, with inexperienced practitioners in NSW (61%), WA (59%), ACT (50%) and Victoria (40%). SA and Queensland had almost half of their practitioners in the mid range of 4–10 years' experience.

In NT, Victoria, Queensland and SA, most practitioners were in large cities or over a State/Territory. In NSW, 41% worked at a State level and 29% at a national level. Western Australian respondents were more evenly spread between locations. Rural practitioners (except one in Victoria) were concentrated in WA (30%), SA (22%) and Queensland (8%).

Men predominated in NT (100%) and WA (85%). Women were most numerous in SA (70%) and ACT (60%). Proportions were more even in other States.

In WA (81%), NT (80%) and Tasmania (100%, n = 2), most Crime Prevention Practitioners have non degree qualifications. High proportions of higher degrees were in NSW (40%), ACT (30%) and SA (27%).

Location of crime prevention work

One third of the respondents reported that their work was distributed over a State/Territory, while just over a quarter said their work was in a city of 100,000 people. The remainder were scattered throughout smaller cities (12%) and towns (12%), regional areas (10%) or across Australia (7%).

Rural respondents were mainly in police services (33%) and community agencies (25%), those in small cities in police (32%) and local government (27%), and those in large cities were mainly government employees in local (30%) or other departments (25%). Respondents whose work was regional were in police (37%) and community agencies (21%), while those with State/Territory or national responsibility featured in other government departments (41%) and police (31%).

Most respondents in rural areas (75%) and small cities (61%) have a non-degree qualification, while most respondents in other locations have university degrees or above; large city (76%), State/Territory/national (69%) and regional (63%).

Agency or organisation

One quarter of respondents were in police services, 16% in local government and 28% in other government departments. Another 16% work in community agencies and 4% in church organisations; a further 11% were in universities, industry training boards and private centres, providers or companies.

Types of agency/organisation varied by State/Territory location and job time. Core practitioners featured in police services (67%) and community agencies (48%). The 'overlapping networks' group contained 33% church practitioners, while the 'non-core' group had equal proportions of local and other government employees.

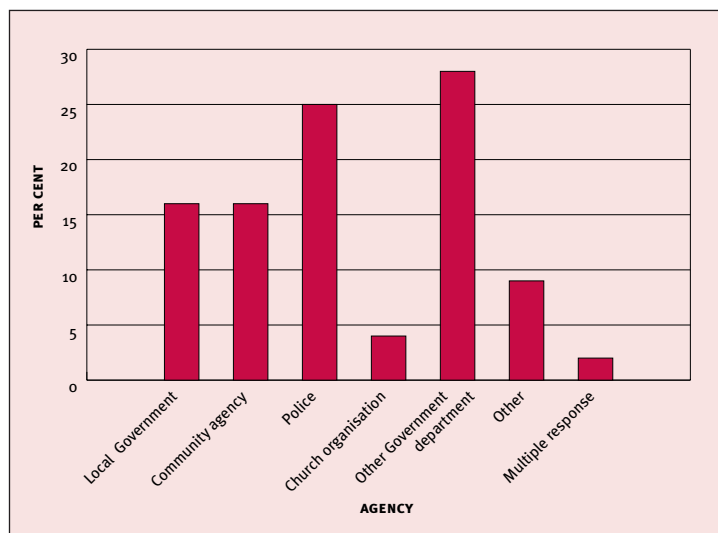
The least experienced practitioners featured strongly in local government (69%), community agencies (48%) and police (47%). The most experienced were in police (38%) and other government departments (33%).

Women were strongly represented in community agencies (71%), local government (59%), other government departments (59%) and other organisations (72%). Police (80%) and church organisations (71%) were dominated by males.

Practitioners with higher degrees were in government departments (32%) and other organisations (44%), compared with 18% local government, 15% community agencies, 14% church organisations and 6% police. Church organisations had 43% of practitioners with postgraduate diplomas, while police had 44% with Year 12 or less education.

FIGURE 2

TYPE OF AGENCY IN WHICH RESPONDENTS WORK



Proportion of crime prevention work

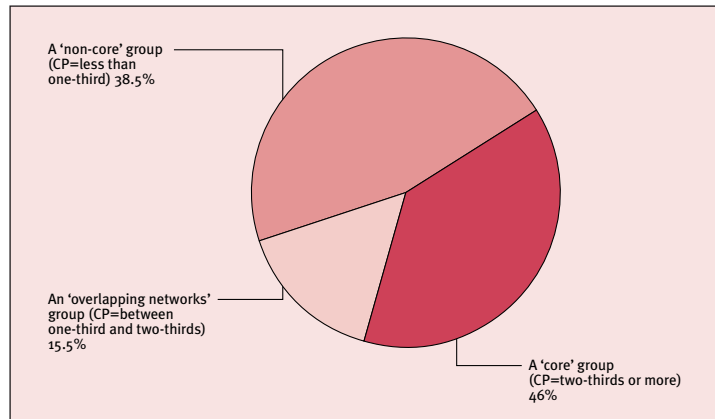
Responses ranged from 22% (n = 5) reporting crime prevention as their whole job to 6% (n = 12) reporting 2% or less:

- 46 % (n = 86) identify two thirds or more of their job as crime prevention (core group)
- 16 % (n = 29) identify one third to two thirds as crime prevention (overlapping networks group)
- 39 % (n = 72) identify less than a third as crime prevention (non-core group)

The core group had a lower educational background (51% university educated respondents) than overlapping networks (54%) and non-core groups (79%).

FIGURE 3

PROPORTION OF RESPONDENTS' JOB THAT IS CRIME PREVENTION



Crime prevention experience

The workforce is a mix of those relatively new to the field and those with considerable experience:

- 42% had worked in crime prevention for three years or fewer (10% for less than a year)
- 37% had worked for 4–10 years
- 21 % had worked for 11 years or more (including 8% for 20 years or more)
- 57% of the least experienced respondents were female
- 67% of the most experienced were male

Gender

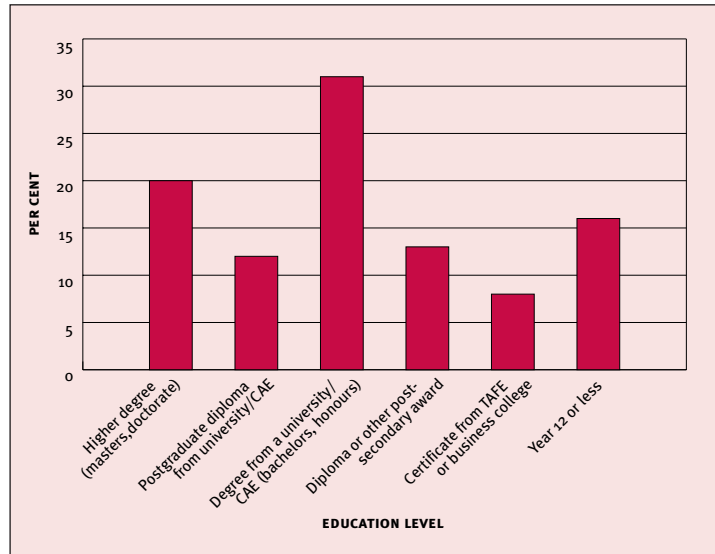
The sample was almost evenly divided, with 49.5% women and 48% men (2.5% not specified). Three quarters of the women had a university qualification (24% with a higher degree) compared with half the men (16% with a higher degree). Of those who had completed Year 12 or less, 69% were male.

Level of education

The most common qualification was a Bachelor of Arts, with specialisations (where indicated) in a number of disciplines; 62% held a higher education qualification as their highest award; 21% had completed other post secondary qualifications and 16% had completed Year 12 or less.

FIGURE 4

HIGHEST LEVEL OF FORMAL EDUCATION COMPLETED BY RESPONDENTS



RESULTS

At the most general level, training needs can be inferred by comparing practitioners' education with role competencies to provide an aggregated picture of 'fit' against which more specific ways of gauging training needs can be interpreted.

Training needs can also be gauged by a gap analysis of current level of ability (identified through self reports) and required levels of ability, defined as practitioners' perceptions of what their organisation requires.

Training needs can be understood from practitioners' direct judgments of their need for further training in specific aspects of their work. This approach was incorporated because the occupational analysis had suggested that a key feature differentiating crime prevention practitioners from other human service

practitioners lay in the specialist knowledge and skills underpinning these functions.

Training needs can be directly identified by asking practitioners to report their priorities for further professional development. Respondents were asked to list their top three priorities in crime prevention professional development and to select preferred delivery mode, appropriate types of provider, unacceptable modes or provider types, and the importance of formal accreditation of training.

Education and competence

Slightly more than half of those respondents who had formal qualifications said their award was ‘mostly’ or ‘very’ relevant to crime prevention work (only 17% said ‘very relevant’). Diplomas and graduate diplomas were deemed the most relevant to crime prevention work.

While 41% had not completed further activities, 58% (n = 119) reported that they had undertaken specific training. The incidence of specific training decreased as the proportion of crime prevention decreased — 70% of those with two thirds or more, 65% of one to two thirds and 37% of one third or less.

Respondents listed more than 300 courses/workshops/seminars/activities, most of which lasted two to six days (54%), with the next longest one day or less (24%). Activities were provided by the respondents’ own agency (27%), a government agency (26%), community agencies (15%), private providers (13%) universities (10%) or TAFE (3%). Almost all specific training was face-to-face (95%); 72% of respondents said the specific activities were ‘very relevant’ to their crime prevention work, while 21% judged them ‘relevant’.

Three quarters of the respondents said further training/professional development was ‘essential’ (41%) or ‘important’ (34%).

Those who reported crime prevention as being more than two thirds of their job strongly believed further training was essential or important (89%) in comparison with those reporting one to two thirds (77%) and those reporting less than one third (58%).

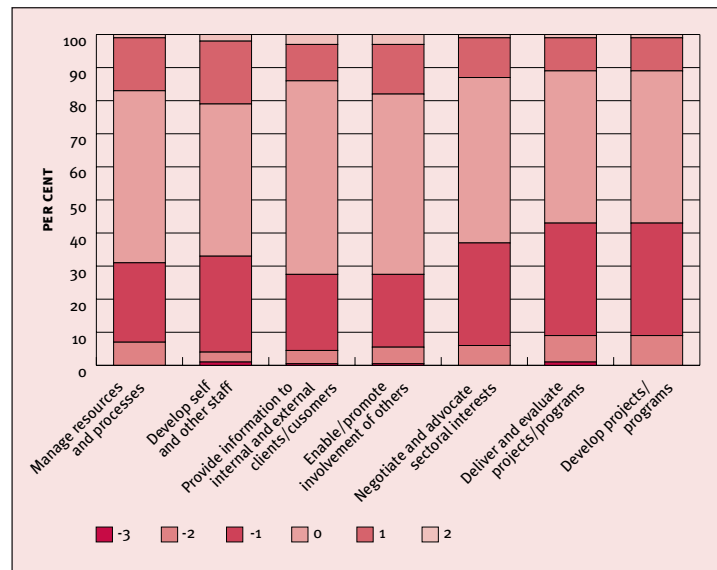
The importance of further training was rated highest by police (89%), followed by community agencies (84%), local government (74%), church organisations (67%), other government departments (64%) and other organisations (53%).

Gaps between actual and required competence

Gaps for each respondent were calculated by subtracting perceived level from current level of ability. Overall, 35% reported a training need; in most cases the strength of the need was indicated by a 'gap' of one point: 'actual ability' was reported as being, say, 'moderate' and 'required ability' as 'high'.

FIGURE 5

LEVELS OF PERCEIVED TRAINING NEED AND ABILITY SURPLUS ON SEVEN UNITS OF COMPETENCE



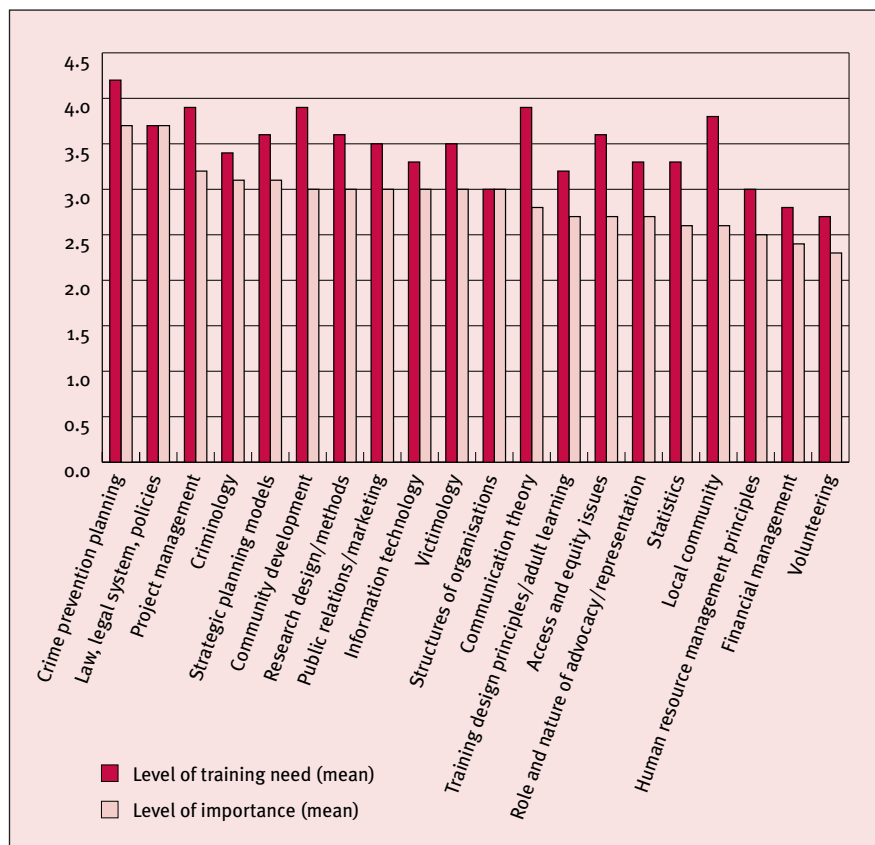
Training in relevant knowledge and skills

Respondents reported their highest training needs in knowledge in:

- crime prevention planning (49% declared a ‘high need’ for training)
- the law/legal system/policies (31%)
- project management (29%)
- criminology (30%)
- strategic planning models (26%)

FIGURE 6

LEVEL OF TRAINING NEED AND IMPORTANCE FOR UNDERPINNING KNOWLEDGE AREAS.



Core practitioners reported higher training needs across seven knowledge areas than the two groups with less crime prevention in their roles, particularly in public relations/marketing, research design/methods and project management.

Strong training needs were indicated by police and church organisations in research design/methods, public relations/marketing, project management and victimology. Police reported high training needs in crime prevention planning, while church workers required human resource management principles. Training needs for other agencies were lower, the strongest being in crime prevention planning for all, followed by local government needs in research design/methods, other government departments in project management, and community agencies in victimology.

Respondents reported highest skills training needs in:

- collaboration, teamwork (30% declared a 'high need' for training)
- training design/delivery/evaluation (27%)
- public relations, marketing (26%)
- project management (25%)
- negotiation (24%)
- change management (23%)
- strategic planning (20%)

Skills in communication, networking, leadership and problem solving were rated high but not as high as those above.

In all cases core practitioners reported higher skills training needs (across collaboration/teamwork, public relations/marketing, change management, strategic planning and facilitation) than the 'overlapping networks' group, which in most instances reported higher needs than the 'non-core' group.

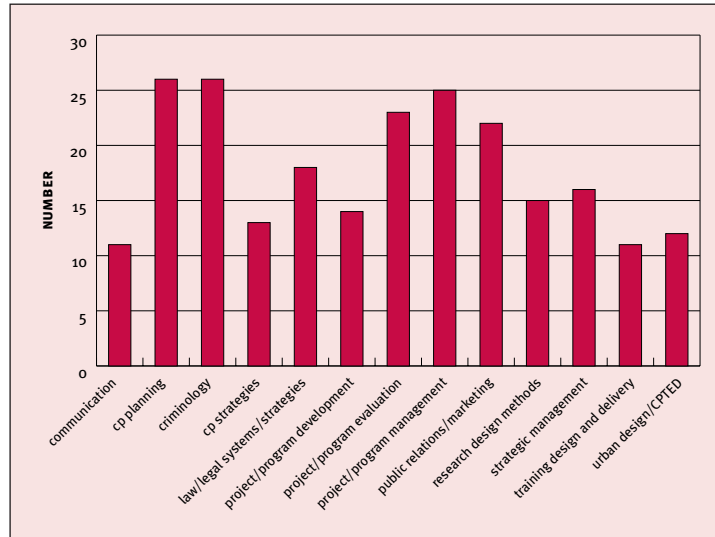
Top priorities for professional development

Asked to list their priorities for further professional development related to crime prevention, respondents named 435 topics/activities. The highest priorities for professional development were:

- crime prevention planning
- criminology
- project/program management
- project/program evaluation
- public relations/marketing
- law/legal systems/policies
- strategic management
- research design/methods
- project/program development
- crime prevention strategies
- urban design/crime prevention training in environmental design
- communication
- training design and delivery

FIGURE 7

TOP PRIORITIES FOR PROFESSIONAL DEVELOPMENT



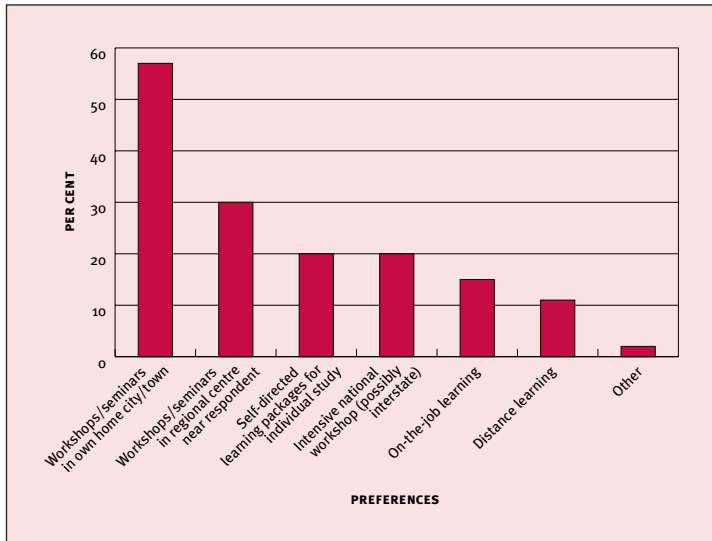
The preferred delivery mode for training in these areas was for workshops/seminars in home city/town (57%) or in a nearby regional centre (30%). On-the-job learning and distance learning were not so highly favoured.

The highest provider preference was universities (44%). Other suggestions included industry or association conferences, email and Internet for national communication, and newsletters to maintain currency on trends and issues.

Unacceptable approaches were national workshops (18%), distance learning (17%) and self directed learning (12%). The most unacceptable provider was own agency (15%), followed by private providers (9%), TAFE (7%) and community providers (6%).

FIGURE 8

PREFERENCES FOR WAYS IN WHICH PROFESSIONAL DEVELOPMENT CAN BE MADE AVAILABLE



Accreditation was highly favoured by police (84%), community agencies (77%) and local government (62%). It was also considered important by those with crime prevention as more than two thirds of their job (70%) and one to two thirds (68%). The desire for accreditation was particularly strong in WA (84%) and NT (100%), least so in NSW (47%) and SA (48%).

Accreditation was 'not important' to more women (26%) than men (12%).

FIGURE 9

PREFERENCES FOR PROVIDERS OF PROFESSIONAL DEVELOPMENT

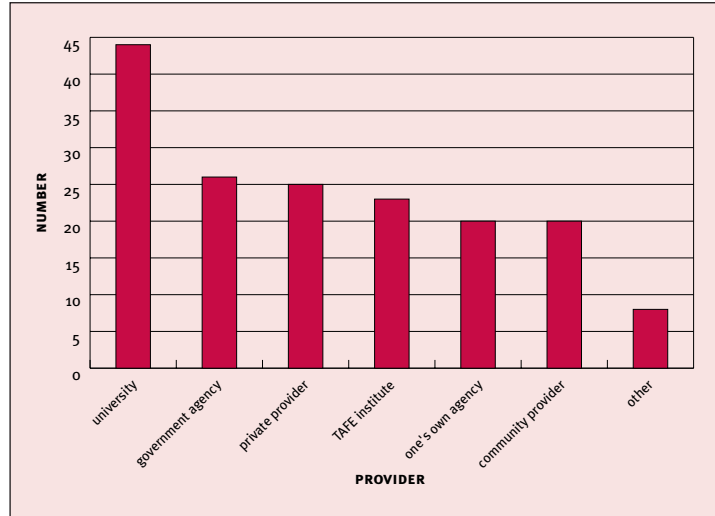
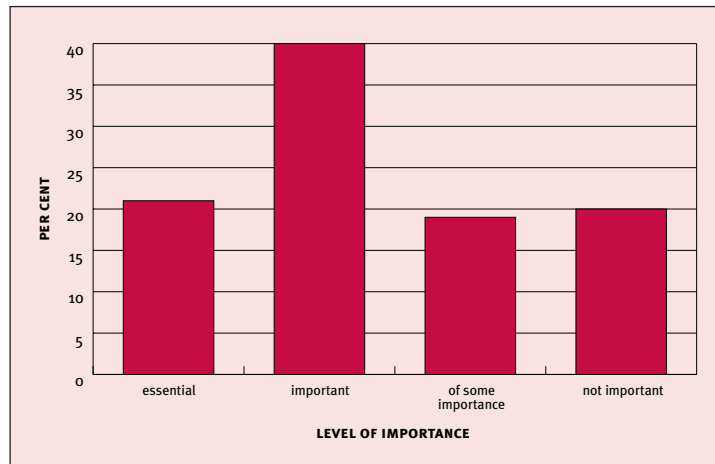


FIGURE 10

OPINIONS ON THE IMPORTANCE OF FORMAL ACCREDITATION OF ANY PROFESSIONAL DEVELOPMENT



CORE PRACTITIONERS' TRAINING NEEDS

The occupational analysis in Phase 3 found that the occupational profile of units and elements of competency for crime prevention was of a generic character, and the training needs analysis supports that conclusion. Core practitioners differed significantly from the other practitioners only on one competency and only then on the level of ability they perceived their organisation required. While 46% of core practitioners judged their organisation required 'advanced' ability in developing projects/programs, 21% of those whose job was one third to two thirds crime prevention and 32% of those whose job was less than one third crime prevention gave the same response.

There were, however, more marked differences on their ratings of the importance of knowledge and skill areas and their levels of training need; in most cases core practitioners judged the knowledge area to be more important to their role than did other practitioners.

In all but volunteering, the training needs of the core group were considerably higher than those of other practitioners and decreased as the proportion of crime prevention diminished. Core practitioners also differed in terms of training needs on nine skill areas, especially strategic planning, committee and meeting skills, facilitation, public relations/marketing, and research. In every instance this group's training needs were considerably higher than those of other practitioners and generally decreased as the proportion of crime prevention decreased.

There were no significant differences in preferences for means of training delivery, though there was an indication that the core group was the least likely to want community agencies or government agencies as preferred providers and would be the least likely to find universities unacceptable as providers.

W H E R E T O F R O M H E R E

This report documents the current training needs of crime prevention practitioners, including those of allied agencies participating in crime prevention. The report identifies a series of limitations to the processes used in this current round, and suggests that there need to be continuing assessment processes that:

- build on this original work
- have regard for the current limitations
- further documents the training needs of those working in crime prevention fields

It also summarises a very broadly based consultation across Australia held for the first time as a consolidated exercise with a sample of the multiple agencies and practitioners working directly or indirectly in crime prevention functions. It addresses many of their needs for training, concern for the insecurity of their employment, and their commitment to the agenda of seeking to ensure Australia is a safe environment to live, nurture families and manage enterprises into the next century.

To attain maximum advantage from this report, those commissioning it and those seeking to use its findings need to commit to maintaining its currency. This report's findings can be enhanced by building on the consultation processes developed to this stage, and embracing the need for information about those working in any of the thousands of jobs referred to throughout this study. In this regard the capacities of geographical information systems (GIS) should be considered.

Further, the researchers have expressed the view that the significant jurisdictional differences are underpinning the absence of:

- a cohesive crime prevention strategy across Australia
- the development of employment arrangements that enable longer term crime prevention planning and program development
- the development of processes to ensure enduring competent practitioners

Training in the absence of this capacity to plan for the future has the propensity to lead to short term program horizons, tactical rather than strategic approaches, and a catch up mentality in finding and retaining appropriately trained staff. It will also be important to consider this assessment in the light of the other suite of research projects concurrently commissioned; no doubt they will illuminate each other, and provide opportunities for synergistic development and modifications of future reviews of this training needs assessment.

The researchers have also identified the strengths and weaknesses of self identification in the consultation phases and recommend that there should also be consideration given to broader public policy issues in the training of those involved in this field.

R E C O M M E N D A T I O N S A N D O U T C O M E S

COORDINATION**Recommendation 1**

That NCAVAC implement a regular review of this training needs analysis process.

Outcomes

In light of changes in different jurisdictions it will be important to add to the data assembled in this report the identification of key agencies and key trends that have impacts on the development of training. This updating process will:

- refine the list of key agencies
- refine the labour market trends
- assess the impact of the global trends identified in this report
- refine and maintain the currency of the training needs assessment
- refine the analysis of the emerging trends and their impact on the development of theory and practice, Labour Market and Occupations and training needs

Recommendation 2

That NCAVAC use the report to facilitate continuing discussion of key issues between stakeholders, key agencies, organisations and groups.

Outcomes

This market assessment should inform discussions to establish priorities for training and further research and to develop demonstration projects linked to other major crime prevention campaigns and strategies.

Recommendation 3

That NCAVAC convene a meeting of the key training agencies, ITABs and universities associated with crime prevention to determine future action on the recommendations.

Outcomes

The report has implications for training and education in crime prevention. NCAVAC should seek to ensure that data from the labour market and occupational and training needs analysis are used to develop appropriate training courses and materials; and that the respective ITABs and training agencies use these baseline data for assessing future training needs and customisation.

CAPACITY BUILDING

Recommendation 4

That NCAVAC and NACS convene cross sectoral discussions that focus on community prevention approaches to family, racial and minority group violence.

Outcomes

Cross sectoral discussions, specifically involving the joint participation of crime prevention practitioners, specialists in the fields of domestic violence, mediation and mandatory reporting could develop training strategies that incorporate theory and practice approaches to community crime prevention as well as family violence intervention.

Recommendation 5

That NCAVAC convene a working party (including the Australian Institute of Criminology) to consider the feasibility and need for the establishment of a Centre of Crime and Violence Prevention Teaching and Learning.

Outcomes

The development of a Centre of Crime and Violence Prevention and Training would support jurisdictions in the development of their respective crime prevention strategies and the development of skilled practitioners across multiple disciplines.

Its primary focus would be crime prevention education and training complemented by educational research, and with links across the higher education and VET sectors. It would be funded through a university funded program and supported by funded research and training.

Recommendation 6

That NCAVAC promote greater mainstreaming of crime prevention throughout allied ‘industries’ and via key national organisations, particularly the Australian Local Government Association (ALGA).

Outcomes

The integration of crime prevention as a core function of local government will best be achieved through a capacity enhancement process integrated with local government’s own organisational structures and processes. ALGA is the peak membership and nationally federated organisation of local government with State and Territory Associations. A capacity building process developed through ALGA could utilise their infrastructure and build on their experience in similar capacity strengthening programs such as:

- urban design and consolidation
- community services in local government
- integrated local area planning

- performance indicators and best practice
- microeconomic reform — local area approvals program
- cultural development
- regional and economic development
- coastal management

ALGA has experience in achieving capacity strengthening of local communities by working across multidisciplinary processes and recognising diversity, and would be familiar with working with organisations such as:

- Australian Association of Social Workers
- Royal College of Nursing Australia
- Institute of Municipal Management
- Royal Australian Planning Institute
- Local Government Community Services Association of Australia
- Engineers Association

Recommendation 7

That NCAVAC and NACS encourage the utilisation of the Australian National Training Authority (ANTA) general tender processes being established in each jurisdiction to develop targeted demonstration training materials appropriate to specific crime prevention functions and jurisdictional requirements.

Outcomes

Utilising the general tender processes through each of the jurisdictions will enable the development of customised training materials and training programs to meet the needs of crime prevention practitioners.

TRAINING AND ASSESSMENT

Recommendation 8

That NCAVAC and NACS consider the development of an induction package broadly applicable to a range of professional functions and utilising case study approaches from different disciplines.

The selection of the appropriate ITAB(s) will need to be considered by NCAVAC and NACS; however, the Community Services and Health ITAB is particularly recommended given the close association this ITAB has with practitioners' core knowledge and skill areas.

Outcomes

The commissioning of appropriate ITABs to participate in the development of this induction package will facilitate its use across a range of industries and occupational groups.

Recommendation 9

That the development of workplace and community based assessment models be promoted by NCAVAC and NACS.

Outcomes

Development of these assessment methods will enable paid and unpaid practitioners to receive recognised accreditation for 'work' undertaken in the fields of crime prevention, and professionals from other disciplines to be cross-accredited based on 'work' experience.

Recommendation 10

That a small scale study of endorsed national competency standards of closely related fields of work be commissioned by NCAVAC and NACS with a view to developing and verifying a package of competency standards relevant to work in crime prevention and accredited under the National Training Framework (NTF).

Outcomes

For training to be recognised under the NTF it must be founded on endorsed competency standards with training packages based on those competency standards and assessment leading to a qualification. Syme found no such formally accredited qualification in crime prevention and limited opportunity for skills development in crime prevention in Australia (1997). If these are developed in Australia, they must be founded on endorsed competency standards under current national policy. A small scale study of endorsed national competency standards of closely related fields of work will help develop and verify a package of competency standards relevant to work in crime prevention.

Recommendation 11

That the development of flexible training materials and delivery modes be commissioned by NCAVAC and NACS to reflect different crime prevention models.

These materials should be developed in consultation with employers, professional associations and government agencies.

The materials can be developed for:

- enterprises
- learners
- trainers
- assessors

The materials may include:

- guidelines for trainers about how to develop a range of training strategies
- assessment materials

- information for local enterprises to assist the planning of training
- learning resources
- professional development strategies

These materials should be accessible through the Internet, and assessment methods should have regard for the same technologies.

Outcomes

Commissioning flexible training materials and delivery modes will ensure that customised training and materials development will follow the data presented in this report. It will also ensure that these materials and delivery modes are:

- consistent with national competency standards
- supported by local employers and employees
- supportive of quality learning opportunities
- supportive of assessment processes leading to national accreditation
- relevant to a range of learners and work contexts across different sectors

Recommendation 12

That NCAVAC and NACS should encourage national Industry Training Advisory Boards to seek private industry contributions for the development of syllabus materials and train the trainer strategies in the areas of situational crime prevention and crime prevention through environmental design (CPTED) on a national basis.

Outcomes

The participation of private industry in contributing to the development of syllabus materials will promote ownership of the outcomes of the training programs, and enhance responsibility by the private sector for ensuring community safety of patrons and customers.

Recommendation 13

That NCAVAC and NACS pay particular attention to the provision by universities and the VET sector of customised accredited crime prevention training to be offered across a range of disciplines.

These modules could be inclusive of issues such as ‘Introduction to victimology’, ‘Problem solving in crime prevention’, ‘Inclusive strategic planning’, and be recognised for credit *via* workplace assessment (by qualified assessors or a recognised Professional Institute/Association) and by inclusion in academic shells such as a Graduate Certificate or Graduate Diploma to enable national portability.

Outcomes

Particular attention to the provision by universities and the VET sector of customised accredited crime prevention training will ensure these are offered across a range of disciplines, (including education, social work, psychology, politics, sociology, nursing, business studies, engineering, architecture, and information technology and telecommunications, in addition to criminology), and ensure national portability for the practitioner.

Recommendation 14

That NCAVAC and NACS encourage the development of volunteer skills and functions in relation to community crime prevention.

This training could be developed in liaison with Volunteering Australia and its State equivalents, and would be inclusive of ‘community project management’ and ‘meeting skills’.

Outcomes

The consultations highlighted the need for volunteers to be given training opportunities to enhance their ability to participate in what is in many respects a professionalised field.

Recommendation 15

That NCAVAC and NACS promote the findings of this training needs assessment to course and material developers and training providers.

Outcomes

The findings of this report will particularly strengthen the nature of, and the need for, future training in crime prevention. Particularly if the design of the training takes into account the following:

- the priority listing of knowledge and skill areas in which training is needed
- the preference for certain delivery modes, especially local, face-to-face provision of workshops/seminars
- the preference for further education by universities in crime prevention
- the desire for formal recognition of training activities such that they are able to articulate with qualifications/credentials

This could be developed in conjunction with Recommendation 1.

Recommendation 16

That NCAVAC and NACS consider commissioning an intersectoral agreement for an integrated, multi-pathway articulation process between the VET sector and the higher education sector within the Australian Qualifications Framework (AQF).

Outcomes

This process should enable opportunities for students undertaking VET in school subjects to articulate those studies into higher levels of vocational education and training, and into the higher education sector. This process is currently being trialled in the information and telecommunications industry and other fields.

Recommendation 17

That NCAVAC and NACS consider the development of entry level training materials across professional disciplines and integrated with the training and education for those disciplines.

The learning pathways should include:

- formally organised courses
- guided self-study programs
- a mixture of learning strategies such as seminars, visits and networking
- recognition of everyday learning that occurs through experience in doing the job
- combinations of these

Outcomes

Flexible entry level training materials will enable students to articulate from school to TAFE and university *via* multiple modes.

Recommendation 18

That NCAVAC and NACS encourage training agencies to have regard for the models and constructs of crime prevention that emerge from the different professional and industry associations of people working in the crime prevention fields.

Outcomes

Recognising the different frameworks that professional groups bring to crime prevention will enhance the quality of the training outcomes as each framework is built upon and their respective approaches to problem solving and production processes shared across disciplines.

Recommendation 19

That NCAVAC and NACS consider processes in subsequent reviews of the training needs assessment (as suggested in Recommendation 1), which ensure consultative approaches appropriate to meeting the requirements of all relevant groups.

Outcomes

The application of appropriate methods of consultation will enhance the quality of the data regarding the training needs of persons working in crime prevention with ethnic communities and Aboriginal and Torres Strait Islander (ATSI) persons.

Recommendation 20

That all jurisdictions be encouraged to ensure Crime Prevention Officers, police and corrective services officers participate in broad public policy training programs.

Outcomes

Cross cultural awareness training was raised in the focus groups as a sensitive issue for Crime Prevention Officers, police and corrective services officers, and one that needed to be addressed in future training. It was seen to encourage more appropriate responses to the over-representation of ATSI people in contact with the police, prisons and criminal justice system and their continued under representation in the planning and delivery of community crime prevention and community violence prevention programs.

Recommendation 21

That NCAVAC and NACS consider the development of materials exploring the social, economic and political context of violence.

Outcomes

This matter was raised in several discussion forums and the development of such materials, particularly as they relate to women, children, gays and lesbians, would seek to ensure that Crime Prevention Officers better understand this relationship.

Recommendation 22

That NCAVAC and NACS consider the development of an inventory of strategies of ‘what works, what’s promising’ and models of best practice through an Internet clearing house.

Outcomes

Time and again during the consultations, requests for general information about crime prevention strategies arose. An Internet based clearing house facility would provide ready access for most potential users of crime prevention strategies.

Recommendation 23

That NCAVAC and NACS consider processes to ensure that future researchers have access to the data collated in this CPTNA project, including the application of an ISBN number so the research is readily available through libraries and other collections.

Outcomes

Future research will find that the report and the substantiating primary data will provide a wealth of opportunities for other considerations than those developed in this CPTNA, and to benchmark future evaluations.

The way remains open for future researchers and analysts to build on the raw material provided in expanding the developing body of knowledge about crime prevention as a policy response to crime and the fear of crime in Australia.

C O N C L U S I O N

The findings of this assessment provide very clear guidance to training providers seeking to customise their products to the needs and ‘user choice’ of crime prevention practitioners or trainees.

The information contained in all four phases of this report provides a benchmark against which purchasers of training can base future evaluations of training needs and delivery in that this report establishes:

- current preferred construct describing these functions
- current labour market characteristics
- current perceived occupational requirements for knowledge, skills and attitudes
- current preferences for mode of delivery and providers of professional development
- current gap between existing competence and required competence as a measure of training need

Providers and training purchasers should have regard for this data in the development of curricula and training materials, and in the design and construction of training packages and programs. Careful use of this information will provide both parties with the means to customise their training to meet perceived needs, in the preferred manner and the right product for the current workforce.