



Australian Government

Department of Education, Employment and Workplace Relations

LGACPRV505A Promote evidence-based approaches to support crime prevention initiatives

Release: 2

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Modification History

LGACPRV505A Release 2: Layout adjusted.

LGACPRV505A Release 1: Primary release.

Unit Descriptor

This unit covers the knowledge and skills required to promote evidence-based approaches to crime prevention initiatives. The integration of evidence from research and experience in crime prevention can be used to inform policy and program development, implementation and evaluation of initiatives. Crime prevention requires decision making that is based on the best available evidence and experience applied in the local context.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 1. Integrate evidence-based approaches into professional practice | <p>1.1 <i>Sources of information</i> on <i>crime prevention theories</i> and <i>best practice principles</i> are located efficiently and critically analysed in order to inform decision making.</p> <p>1.2 Information technologies that can enhance the effective use of data in decision making are actively sought and used.</p> <p>1.3 <i>Data collection and information generating practices</i>, implemented as part of local crime prevention initiatives, are critically examined to assess the quality of information available to inform decision making.</p> <p>1.4 <i>Existing evidence</i> from research and experience is critically appraised for its validity and usefulness to decision making in crime prevention practices.</p> <p>1.5 Plans for the design, implementation and evaluation of crime prevention initiatives reflect the systematic and effective integration of the best available evidence to support the chosen course of action.</p> |
| 2. Foster the use of evidence-based approaches in crime prevention | <p>2.1 Agreements in relation to the <i>resource requirements</i> of evidence-based practices that support the development of crime prevention policies and initiatives are negotiated, in line with resource availability.</p> <p>2.2 <i>Obstacles or restrictions</i> to the acceptance of evidence-based approaches to crime prevention practice are identified and addressed.</p> <p>2.3 <i>Networks</i> are developed and maintained to support the dissemination of accurate information about crime prevention.</p> <p>2.4 <i>Strategies</i> to encourage the adoption and integration of evidence-based approaches to crime prevention practices are developed.</p> |
| 3. Use research and practitioners' experience to promote evidence-based practice in crime prevention | <p>3.1 Systematic reviews and analyses of crime prevention information and research literature are undertaken in order to identify new areas where research activity is warranted.</p> <p>3.2 <i>Collaborative partnerships</i> are sought to facilitate the development of research initiatives that address identified areas of need.</p> <p>3.3 Practices based on the experience of practitioners are actively encouraged and evaluated for their effectiveness.</p> <p>3.4 Opportunities within influential networks for the public dissemination and discussion of issues relating to crime prevention research and evaluation are actively sought and utilised.</p> |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- communicating (verbal and written) and networking with diverse groups including colleagues, peers, stakeholders, researchers and influential leaders
- locating and accessing information from a wide variety of sources
- analysing, synthesising and evaluating information
- integrating information into decision-making processes
- disseminating information
- formulating hypotheses and interpreting and theorising data
- conducting risk assessments, both OHS and general

Required Knowledge

- local, national and international contemporary research on crime prevention theories and practices
- local, state and commonwealth policies covering crime and crime prevention
- contemporary crime prevention principles, theories and practices including situational, community, developmental and law enforcement approaches to crime prevention, the practices associated with each approach and their attendant features
- principles and practices relevant to the application of evidence-based approaches to crime prevention practice
- technologies to support the collection, use and storage of information
- OHS legislation, codes of practice and enterprise procedures

Evidence Guide

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

Demonstrated ability to:

- identify, source and evaluate information and data relating to crime prevention theory and practice
- integrate information from research and practice into decision-making processes
- promote the use of evidence-based approaches to others.

Context of assessment

Competency is demonstrated by performance of all stated criteria applicable to the workplace environment, within the scope of the Range Statement.

Assessment must take account of the endorsed Assessment Guidelines in the relevant Training Package.

Evidence is best gathered through a holistic assessment activity that integrates the elements of competency.

Assessment should reinforce the integration of the key competencies as indicated at the end of this unit.

Formative assessments may be conducted off the job and/or in simulated work environments. However, summative assessment of this unit of competency must be undertaken in an actual setting and preferably in conjunction with normal crime prevention activities.

Evidence must be from an actual setting and is to be gathered by direct observation or supervisor report of consultation and liaison in context, and by examining a portfolio. The portfolio should contain detailed reports of the application of evidence-based approaches within daily work practices, and the promotion of evidence-based approaches to others.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate his/her handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completing workplace documentation
- third-party reports from experienced practitioners

Evidence required for demonstration of consistent performance

- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

Evidence of competency should be gathered over time in a range of actual or simulated workplace situations and involving a combination of direct and indirect forms of supplementary evidence.

Substantiation of prior performance may be sought from supervisors and peers within the workplace or from others who are able to provide reliable and substantiated evidence regarding the candidate's prior performance.

Resource implications

This unit involves workplace-based activity. The resources should relate specifically to the organisation or community's policies, guidelines, requirements, resources and equipment and may include:

- literature and information
- research resources
- access to other practitioners, peers and networks of stakeholders

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

- | | |
|--|--|
| <p>Sources of information may be internal or external to the practitioner's organisation or agency and could include:</p> | <ul style="list-style-type: none">• individuals such as colleagues, peers, community members or champions, mentors, youth and drug counsellors and other recognised experts• groups or organisations such as:<ul style="list-style-type: none">• business information services and professional associations or bodies• data from journals, conferences, research, practitioner papers and reports• evaluation reports of crime prevention initiatives• Internet sources, both Australian and international• published and unpublished statistics• information provided through networking and collaboration• public institutions such as:<ul style="list-style-type: none">• police services• national, state or local government agencies• specialist agencies• community support groups focusing, for example, on issues for Indigenous people, cultural and linguistic diversity, gender, youth, alcohol and drugs• libraries• universities• government printer• local council information services• government Internet services and bulletin boards |
| <p>Crime prevention theories may include:</p> | <ul style="list-style-type: none">• criminal justice, including deterrence, incapacitation and rehabilitation strategies• situational, including design, organisation and management of physical and cultural environments• social• victimisation• crime prevention through environmental design (CPTED)• community-based (e.g. targeted at environments such as neighbourhoods, schools and at risk groups)• developmental, including initiatives designed to prevent the development of offending or risk behaviours through interventions applied throughout childhood and adolescence that are targeted and tailored to promote |

- communication
- a combination of these theoretical approaches

Best practice principles
may include:

- the recognition, acknowledgement and valuing of the diversity of community stakeholder views, values, expectations and potential
- the willing use of collaborative and consultative mechanisms to optimise community involvement in developing and implementing crime prevention interventions and/or socially undesirable behaviour modification
- the use of contemporary research and practice, including cross-disciplinary, to inform and guide intervention or response development and implementation and review, and to reduce the potential for unintended outcomes
- the efficient and effective use of the organisation and community's resources to address crime prevention and anti-social behaviour issues and concerns at the community level

Data collection and information generating practices
may include:

- evaluations implemented as part of a crime prevention initiative
- research undertaken collaboratively with external groups
- processes used to collect data for funding bodies
- reporting processes established to monitor initiatives over time

Existing evidence can include data generated from processes such as:

- meta-analyses of research studies
- a wide range of different types of research studies including:
 - evaluation reports of crime prevention initiatives
 - reports from committees
 - evidence from experts or leaders
- randomised control group studies
- quasi experimental studies
- non-experimental qualitative studies

Resource requirements
may relate to:

- physical resources
- financial resources
- human resources
- support services

Obstacles or restrictions
may include:

- lack of access to relevant information
- lack of resources
- resistance from key stakeholders, other practitioners and/or community members

Networks may include:

- Informal networks such as:
 - other crime prevention practitioners
 - work colleagues
 - professional development personnel

Strategies that are targeted and tailored to promote communication may include:

Collaborative partnerships may include those individuals, groups and organisations who have:

- personal contacts in other relevant agencies and community groups.
- Formal networks such as:
 - key community leaders and community champions
 - local inter-agency groups
 - specific interest and support groups
 - lobby groups
 - regional, specialist and peak associations
 - professional or occupational associations
 - project-specific ad hoc consultative or reference groups
 - advisory committees
 - law enforcement and justice administration agencies
- passive strategies such as writing journal articles and commentaries for newspapers and newsletters
- active strategies such as targeted media activities, orchestrated campaigns, developing and promoting educational materials, speaking engagements, forums and conferences.
- special knowledge or experience to bring to the research process
- an interest in the outcomes of the research process.

Unit Sector(s)

Regulatory Services