



Australian Government

Department of Education, Employment and Workplace Relations

LGACPRV501A Assess crime prevention needs within community groups or geographic areas

Release: 2

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Modification History

LGACPRV501A Release 2: Layout adjusted.

LGACPRV501A Release 1: Primary release.

Unit Descriptor

This unit covers the knowledge and skills required to systematically identify crime prevention needs and formulate a range of potential options that may act as a basis for the development of crime prevention initiatives within community groups and geographic areas. Criminal activity, local contexts and perceptions of crime generate the potential for many needs in relation to crime prevention.

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
1. Consult with stakeholders about crime and public safety issues	1.1 Consultations with the full range of stakeholders are based on establishing relationships that are culturally acceptable and respectful of established values, issues and structures within communities and organisations and are designed to promote the inclusion of all groups. 1.2 Communication strategies that are sensitive to the needs of different individuals and groups are used and adapted to optimise inclusion and participation. 1.3 Differences in views and perspectives in relation to perceptions of crime and public safety issues and how they might be addressed are treated with respect and sensitivity. 1.4 Communication with stakeholders is undertaken honestly and ethically to promote optimal outcomes that reflect the needs and interests of individuals and communities. 1.5 Consultations with stakeholders reflect organisational strategies, policies and protocols.
2. Analyse specific crime and public safety issues to establish their scope and parameters	2.1 Current and emerging trends and community perceptions in relation to personal safety, criminal behaviour and relevant social issues are identified. 2.2 Relevant research is undertaken to establish the nature, scope and impact of selected issue(s). 2.3 Existing research, theoretical approaches and best practice in crime prevention are used to inform, guide and focus the data collection and analysis processes. 2.4 Data collected is analysed and synthesised with particular reference to the establishment of causal factors and their interrelationships. 2.5 Approaches to investigating issue(s) include the use of cultural and age-group relevant strategies that are inclusive of all potential stakeholders.
3. Formulate a number of potential options to address the identified needs	3.1 Information from stakeholders and research processes is synthesised to provide a clear focus and understanding of the identified issues. 3.2 Theories of causation relevant to contemporary crime prevention practices are used as a basis for the formulation of a number of potential initiatives to address the identified issue(s). 3.3 Potential options are formulated for their potential to address the causal factors, their congruency with community preferences and needs, and their potential for risks and unintended outcomes. 3.4 Formulation of potential options involves an analysis of current crime prevention initiatives and the potential for upgrading or expanding these to address identified needs.

ELEMENT

PERFORMANCE CRITERIA

3.5 A range of potential options is communicated to stakeholders in effective and appropriate ways.

Required Skills and Knowledge

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

Required Skills

- a range of research techniques, including statistical analysis and result interpretation
- communicating sensitively with various individuals, groups and communities using a variety of written and verbal forms
- defining and solving issues or problems
- planning and conducting systematic analyses or investigations
- critical or analytical thinking
- developing innovative responses to complex issues
- evaluating data and potential solutions
- conducting risk assessments, both OHS and general
- implementing control measures that reduce risks

Required Knowledge

- diverse cultural groups within Australian society, particularly their history, culture and perceptions which impact on issues relating to crime and crime prevention issues
- impact of factors (e.g. cultural, political and religious racism or discrimination) that affect people from diverse communities participating in consultative processes
- principles of effective consultation, particularly with Indigenous and other cultural and linguistic communities
- local, national and international contemporary crime prevention theories and practices
- local, state and commonwealth policies covering crime and crime prevention
- contemporary crime prevention theory and best practice including situational, community, developmental and law enforcement approaches
- organisation or agency's policies and procedures
- 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 work constructively with a wide range of community groups and stakeholders to identify crime prevention needs and formulate potential options to address those needs. In particular, evidence must be obtained on the ability to:

- identify and analyse community issues concerning crime and public safety and determine their impact
- identify relevant stakeholders and their interest in the issue
- engage and consult with all relevant stakeholders in culturally appropriate ways
- locate and access information and data relevant to the issues identified
- analyse data from multiple sources
- identify and critically analyse causal factors underpinning the identified crime prevention issues, and their interrelationships
- develop a range of potential response options to address those issues.
- Evidence of competency will also require demonstration of knowledge related to currently accepted best practice in crime prevention within one or more of the contemporary approaches to preventing crime: community-based, situational, developmental and criminal justice

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 may be gathered by direct questioning, direct observation or supervisor report of consultation and liaison in context, and by examining a final report. The report should contain evidence of effective communication and consultation with a wide range of stakeholders, reference to and critical analysis of a range of relevant information sources, and suggested options and the basis of their formulation.
Relationship to other units(prerequisite or co-requisite units)	This unit may be assessed independently or in conjunction with any of the following units: CHCP&R3A Undertake research activities HLTHIR4A Work effectively in a cross-cultural context with Aboriginal and Torres Strait Islander people and other groups CHCYTH1A Work effectively with young people BSBFLM503A Establish effective workplace relationships BSBFLM501A Manage personal work priorities and professional development.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to manage a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completing workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor
Evidence required for demonstration of consistent performance	Evidence of competency in this unit will need to be gathered over time and across a range of actual or simulated workplace situations 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's policies, guidelines, requirements, resources and equipment and may include: • literature and information relating to the locale and crime

- prevention theory and practice
- Internet resources
- organisational policies and guidelines
- access to a particular geographic area and/or community group

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.

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| <i>Stakeholders</i> may include: | <ul style="list-style-type: none">• personnel from other sections of one's own organisation or agency• community groups such as:<ul style="list-style-type: none">• representatives from other organisations such as:• counsellors• issue-specific experts and consultants• victims of crime and, where appropriate, their families, friends and supporters• support groups such as:<ul style="list-style-type: none">• users of public space and public transport• property owners• authorities responsible for the provision of community and justice administration services, for example state and commonwealth agencies and local councils• crime prevention practitioners, law enforcement and private security agencies• educational institutions with an academic interest in crime prevention and community safety.• Indigenous communities• culturally and linguistically diverse communities• older persons• women and children• retailers and businesses• volunteer groups• service clubs, other clubs and associations• Neighbourhood Watch and Safety House committees• Aboriginal Land Councils *• Island Coordinating Councils and other Indigenous community organisations• local government• police• transport• security services• family services• health services• educational institutions |
|---|---|

- justice administration
- Chambers of Commerce
- churches
- Victims of Crime
- groups that address drug and alcohol dependency
- community houses
- women's networks and refuges
- professional associations
- aged care support
- disability services
- youth centres
- migrant resource services

Structures within communities and organisations may be:	• formal or informal • based on traditions, friendship, familial relationship or business association.
Perceptions in relation to personal safety, criminal behaviour and relevant social issues may not accurately reflect formal crime statistics or impact and may be based on:	• personal or vicarious experience • world views • assumptions • personal biases • discrimination • current media trends and recency of events • racism • media reports • political, lobby or interest group reports • religious beliefs or value systems.
Crime and public safety issues may include:	• personal safety and fear of crime • risk behaviours, such as: • social issues such as youth and crime, hate crimes, racial vilification and fear of crime • the built environment such as public space • building design and its impact on personal safety • terrorism and attacks against institutions or organisations. • alcohol and illegal substance abuse • physical and/or verbal abuse • general vandalism and graffiti • break and enter • car theft and property damage • domestic violence
Communication should be culturally appropriate and accessible to recipients, and may mean information being communicated using:	• languages other than English • cultural symbols • sign language • other methods that will enable recipients to participate effectively in the consultation process.
Relevant research may include:	• document analysis (reports of projects, research findings, surveys, conference proceedings, policy documents and newspapers) • statistical analyses • focus groups • safety audits • key informant interviews • public forums • geographic information systems for mapping crime and prevention patterns

Scope of specific crime and public safety issues refer to:	• the nature of the issue or concern (what it is, how it impacts on people, perceptions of causal factors and what should be done) • the extent and level, both perceived and actual, of the issue or concern within the community • the level and type of resources the community contributes to the development and implementation of responses • provision of support mechanisms to enable affected community groups to develop and deliver their own responses • development of a partnership with affected community groups to address the issue or concern • development of a partnership with organisations, not necessarily within the affected community, to develop and undertake a joint response • referral to another organisation for consideration • any combination of the above
Theoretical of causation may include:	• criminal justice (deterrence, incapacitation and rehabilitation strategies) • situational (design, organisation and management of physical and cultural environments) • social • victimisation • crime prevention through environmental design (CPTED) • security management • community based (e.g. targeted at environments such as neighbourhoods, schools and at risk groups) • developmental (e.g. childhood and adolescent intervention or targeted social justice issues designed to prevent the development of offending or risk behaviours) • a combination of these approaches
Potential options could involve:	• development of an organisational or agency-specific response, such as a targeted program or strategy • development and implementation of a initiative in partnership with others • development of a supportive partnership with a community group or other agency which then undertakes the actual initiative
Causal factors are those factors creating, or contributing directly to, the identified crime prevention or antisocial behaviour issue and may:	• be theories of causation espoused by researchers • be theories of causation espoused by leading practitioners • vary over time

Unit Sector(s)

Regulatory Services