

BECCARIA PARTNER MEETING

Professional Training in Crime Prevention: The UK situation

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Supply

Demand

Quality Assurance

Performance

Challenges of crime & prevention

Meeting the challenges

Supply

Levels of training

- Everything from 1-day introductory courses for Continuing Professional Development to Masters (eg Masters in Crime Science at JDI UCL www.jdi.ucl.ac.uk)

Types of training providers – free market

- **Universities** – eg JDI/UCL, Leicester, UWE
- **Charitable organisations** – eg Suzy Lamplugh Trust
- **Practitioner organisations/associations** – eg DOCA, National Community Safety Network/s
- **Police forces** – ACPO Architect Liaison Officers Conf
- **National Policing Improvement Agency**
- **Private consultancies/university spinoff companies** – eg Perpetuity
- **In-house training** by larger local governments
- **Home Office** – Crime Reduction website

Location of training

- University **campus**
- **Distance** learning (especially Open University, UWE)
- Purely via **website** (www.crimereduction.gov.uk)
- **Seminar/conference programmes** (eg DOCA)
- Take **course to client** (usually consultants and commercial training organisations such as Perpetuity Group, sometimes universities eg JDI)
- **In-house** (eg larger local authorities, police)

Specialisation

- General police training at Masters level tends to cater for high-flyers
- Some specialist training for Architect Liaison Officers/ Design Advisers
- Private security training in its own world
- Several poles or axes of course orientation:
 - Justice, enforcement, civil prevention/community safety, private security/risk management
 - Sociological (social control, governance), psychological, situational – few cover entire field

Organisation of knowledge for training

www.crimereduction.gov.uk

- Toolkits
- Systematic (Campbell) reviews
- IPAK – new approach ‘Improving Performance through Applied Knowledge’:
 - Practitioners don't just need to know **what** works but also **how** and **why** something works if they are to understand and use the information effectively.
- IPAK assemblies:
 - Examples of effective practice
 - Knowledge about crime and crime types - what we already know about a topic
 - Tacit knowledge - knowledge about how something was done (know-how), such as working effectively with elected members or other partners (knowledge extracted using 5Is framework)
- IPAK team is developing a methodology using burglary as pilot, evaluating this, then rolling out to other crime problems

Demand

Professions who receive training

- Police
- Community safety officers
- Housing managers
- Urban designers
- Social workers
- Security industry staff (SIA requires staff qualified before company is licensed)
- Victim support
- Voluntary organisation workers
- Probation officers
- Architects
- Planners
- Youth workers
- Town centre managers
- Elected members

Levels of crime prevention activity requiring training

- **Practice** – incl problem-solving, crime risk assessment, crime impact assessment
- **Delivery** – training, organisation, career structures, funding, setting up strategic partnerships etc
- **Policy** – setting strategic priorities
- **Governance** – who decides on policy/ priority/ spending and how?
- **Public understanding and debate**
- * **All at local, regional, national, ? international levels**

Quality assurance

National training organisation – *Skills for Justice* www.skillsforjustice.com

- Skills for Justice is the ‘sector skills council’ covering all employers, employees and volunteers working in UK justice system
- Provides support to enable justice sector to:
 - identify its current and future learning needs
 - engage more effectively with learning providers in order to meet these needs with high quality development programmes
 - to link acquisition of learning to reputable and valued qualifications

National training organisation – *Skills for Justice* www.skillsforjustice.com

- Operates through four main work programmes:
 - Engaging with and influencing employers, government departments and all key partners
 - Understanding and articulating clearly the current and future skills needs of those working in the Justice sector
 - Developing tools and services to improve the skills of the workforce, working with employers, learning providers and individuals
 - Implementing practical solutions to improve the skills of the workforce, working with employers, learning providers and individuals
- Skillsmark – quality mark for learning and development in the justice sector www.skillsmark.co.uk

Performance

Some problems with UK crime prevention training

- Supply is fragmented
- Inadequate strategic thinking on what is needed at the practice end
- Lack of a clear, common vision of crime prevention, clear conceptual framework and clear language
- Little systematic differentiation between knowledge needed for practice, delivery, policy levels etc; between geographic levels
- Patronising view of practitioners as capable of understanding only the simplest ideas/methods
- Confusion between prevention and justice – relationship is not what it seems
- Skills for Justice doesn't properly cater for CP

Training vacuum?

- Home Office Crime Reduction Centre

- NACRO

- Crime Concern

The challenges of crime prevention



The challenge of crime

Crime at the bottom end is hard to tackle, but crime at the top is often:

- Complex
- Increasingly dispersed and invisible - networks not gangs
- Invasive and progressive
- Persistent
- Adaptive and durable
- Entrepreneurial and well-resourced
- Innovative

The challenge of crime prevention 1

- Intelligence – data and theories need skill and knowledge to collect, analyse, interpret and use
- Intervention mechanisms work
 - At many levels – individual, interpersonal, group, community, cultural
 - Over different time and spatial scales

The challenge of crime prevention 2

- Implementation is complex – troublesome tradeoffs between crime prevention and aesthetics, privacy, fire safety, convenience, environment... ethical dimension
- Replicating good practice can't be achieved by cookbook – needs generic principles & innovation
- Involvement means the professionals have to work through many other people, alerting, motivating and empowering *them* to implement the intervention
- Impact evaluation is hard to do well

Meeting the challenges

Meeting the challenges

- We need high-level professional consultants, well-versed in generic principles of CP and capable of innovating/improvising – not technicians with a limited repertoire
- This cannot be ‘taught’ solely in a classroom or over website
- Training cannot be dumbed down
- High investment in training and other infrastructure needed to give a high yield in performance

Content of Crime Prevention Knowledge

- **Know crime** - definitions
- **Know-about crime problems**
- **Know-what works** to reduce crime
- **Know-how to put into practice**
- **Know-who to involve**
- **Know-when to act**
- **Know-where to distribute resources**
- **Know-why** - symbolism, values, politics, ethics

Know-How

- Need a **Process** model for doing crime prevention on which competencies and ‘underpinning knowledge’ can be built – eg 5Is
 - Intelligence
 - Intervention
 - Implementation
 - Involvement
 - Impact

Definitions and glossary

- **Eg Crime prevention:**
 - Reducing the **risk** of criminal events in terms of their **probability** of occurrence and consequent **harm**, by intervening in their causes
- **Eg Security adaptation:**
 - A **security feature** deliberately designed to make the **product** more **secure** against the **risks** typically to be encountered in its expected **habitat** or **risk environment**.

Training in context

- For crime prevention to succeed, training is necessary but not sufficient
- Training must be accompanied by, and must be consistent with,
 - Career structure and rewards for professionals
 - Organisational structures and processes

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