

# Beccaria-Center: Professional Training in Crime Prevention

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# 1 Components of a module manual: Module development and description

## Module description: Crime Prevention (National and International)

Name of module	BTU Crime Prevention (National and International)		
Type of module	Basic module Required module	Advanced module Elective module	Training module
Responsibility of prevention specialists	<p>→(Crime) prevention (national and international)</p> <p>→Crime prevention (national and international)</p> <p><b>Crime prevention</b> should be understood as a task related to society as a whole (local, national, international task). It requires a comprehensive, integrative general concept and an integral approach. Such an understanding of crime prevention requires a combination of many forces from very different areas of society (governmental and non-governmental institutions, the health field, business, the educational system, ...). What we need is a fore-sighted (crime) policy. Or, as the great criminal lawyer Franz von Liszt emphasized a hundred years ago: <i>“The best crime policy is a good social policy”</i>.</p> <p><b>(Crime) prevention</b> is a basic attitude. It involves preventing, strengthening and creating protective factors ... prevention comprises a wide field of action. Prevention specialists are accordingly concerned with a variety of <b>prevention areas</b> and different <b>topics</b>.</p>		
Objective of the course (expected learning results and competence to be acquired)			
Knowledge to be acquired	<p>→ (Crime) prevention</p> <p><b>Introduction</b> (basic concepts of educational action, among others); general and special prevention</p> <p><b>Systematisation of crime prevention:</b> the traditional distinction – primary, secondary and tertiary prevention; micro-, macro- and meso-level; structural and personnel-related prevention, personal, situational, communal</p> <p><b>Current and basic questions in crime prevention:</b> feelings of being threatened; prevention to create a peaceful coexistence</p> <p><b>Local crime prevention:</b> citizen involvement, crime prevention councils, regional analyses, managing groups on the administrative level, scientific accompaniment</p>		

### **Crime prevention in Germany / on the national level**

Overview of crime prevention initiatives: prevention committees, structures in the federal states (central offices, foundations, research institutes; non-profit associations, professional associations, conferences)

Structures spanning federal states

(Inter-departmental) co-operation: government ministries, public authorities, municipalities, cities, counties, health system, youth services, legal authorities, churches, media, politics, police, prevention councils, projects, schools, sports, non-profit associations, professional associations, science

Practice fields and action concepts (e.g. in the area of child and youth welfare work)

Strategies of crime prevention in Germany; prevention work on the national level

Planning, implementation and evaluation of crime prevention

Best practice, impact-oriented crime prevention

#### **Specific prevention topics**

- Domestic violence / sexual violence
- Stalking
- Youth violence
- Violence in schools / mobbing / bullying / school absenteeism
- Graffiti
- Violence against the elderly
- Hate crimes, right-wing violence
- The world of (new) media: computer (games, crime), Internet, mobile phones, TV consumption
- Victim aid / protection
- Addiction
- Migration / networking / integration
- Gender-specific prevention
- Cults / the occult
- Gangs
- Conflict arbitration / mediation

- Moral courage
- Early prevention

**Prevention databases**

**Prevention links**

**International crime prevention**

Crime prevention strategies in Europe

European networks (EUCPN);

European NGOs (EfUS; European Society of Criminology); international NGOs (International Center for the Prevention of Crime)

European Union

European Council

European Parliament

United Nations

Science (Blueprints; Campbell Collaboration, Heuni etc.)

**Prevention areas**

Health system

Family policy: early education

Educational policy

Employment policy

Youth policy; youth aid; youth welfare work

Substance abuse prevention

Sports and prevention

Police prevention: technical prevention; prevention in the area of traffic safety

Prevention and urban development; urban development policy

Prevention in schools (school social work etc.)

**Volunteer work in prevention**

	<p>NGOs Social services etc.</p> <p><b>Nationwide support programmes in (crime) prevention:</b> e.g. Federal Ministry for Family, Senior Citizens, Women and Youth  → Children and Youth Plan, federal support in the area of children and youth; action programme "Jugend für Toleranz und Demokratie - gegen Rechtsextremismus, Fremdenfeindlichkeit und Antisemitismus" (Youth for Tolerance and Democracy – Against Right-Wing Extremism, Xenophobia and Anti-Semitism)  → XENOS - Leben und Arbeiten in Vielfalt (Living and Working in Diversity)  → ENTIMON - Gemeinsam gegen Gewalt und Rechtsextremismus (Hand in Hand against Violence and Right-Wing Extremism)  → Youth foundation CIVITAS</p> <p><b>European support programmes in (crime) prevention:</b> AGIS, Daphne, Sokrates, among others</p>
<p><b>Competences to be obtained</b></p>	<p><b>→Crime prevention (national and international)</b></p> <p>Placing the problem in a the context of society as a whole, viewing it in an integral way, integrative and interdisciplinary action</p> <ul style="list-style-type: none"> <li>• Strengthening prevention on the local level</li> <li>• Informing, advising, supporting</li> <li>• Promoting citizen involvement in prevention</li> <li>• Teaching prevention competence</li> <li>• Building and coordinating networks</li> <li>• Cooperating nationwide, across departments and federal states – with institutions, committees, associations</li> <li>• Establishing international ties / European co-operation of regions</li> <li>• Exchanging information on all topics of prevention across departments</li> <li>• Providing a platform for information and knowledge transfer</li> <li>• Systematic action</li> <li>• Ensuring and improving quality</li> <li>• Developing concepts and describing the basic conditions for their implementation</li> <li>• Publicising the goals, content and methods of prevention in society as a whole</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementing strategies</li> <li>• Developing and expressing recommendations for practice, politics, administration and science</li> </ul>			
<b>Eligibility requirements/previous knowledge</b>				
<b>Teaching contents</b>	<b>Evaluation methods: evaluation of teaching / performance re-view</b>	<b>Teaching forms: teaching and learning methods</b>	<b>List of recommended literature (literature and learning materials)</b>	
<b>Number of allocated ECTS credits* (based on the work quota)</b>				
<b>Special features (e.g. proportion of online work, practice etc.)</b>				

**Fields marked with \* are only relevant to the Master's programme: number of allocated ECTS credits**

## Module description: Criminal Law and Ancillary Laws

Name of module	BTU Criminal Law and Ancillary Laws		
Type of module	Basic module Required module	Advanced module Elective module	Training module
Responsibility of prevention specialists	<p>→ <b>Criminal law and ancillary laws</b></p> <p>→ Prevention specialists are concerned with preventing deviant / criminal behaviour. Prevention requires knowledge of criminal law.</p> <p>Criminal law (penal law) is the part of the legal system that defines the characteristics of "criminal" or deviant behaviour and links them to punishment or measures for improvement and security as legal consequences.</p> <p>The purpose of <b>criminal law</b> includes protecting the basic values of community life. Criminal law is organised in a criminal code and by ancillary criminal laws.</p>		
Objective of the course (expected learning results and competence to be acquired)			
Knowledge to be acquired	<p>→ <b>Criminal law and ancillary laws</b></p> <p><b>Principles of constitutional law</b></p> <p><b>Principles of lawmaking and law enforcement</b></p> <p><b>Principles of a state under the rule of law:</b> state authority and the areas of responsibility of state institutions, legislative process and new legislative amendments, current discussions</p> <p><b>German criminal law:</b> StGB, StPO, JGG and important ancillary laws (e.g. BTMG; SGB; SGB10; KJHG; family law), forms and conditions of sentencing/repression (community service, probation, imposed conditions etc.)</p> <p><b>Alternative possibilities:</b> victim/offender mediation, general mediation, diversion etc.: knowledge of forms and corresponding institutions</p> <p><b>Law enforcement agencies:</b> institutions, tasks, cooperation partners and purviews (on a European level as well)</p> <p><b>Strategies of law enforcement and law enforcement agencies:</b> basic principles of criminal policy, police strategies, functioning of law enforcement agencies</p> <p><b>Law enforcement statistics:</b> knowledge and understanding of police crime statistics, conviction statistics</p> <p><b>Probation service</b> (tasks, institutions)</p>		

		<b>Expert advisory procedures and contents</b>		
<b>Competences to be obtained</b>		<p>→<b>Criminal law and ancillary laws</b></p> <p>Communication competence: communication of legal rules and basic knowledge in a way that is understandable to everyone (see above)</p> <p>Understanding of the application/enforcement of the rules of criminal law: understanding of legal and police “thinking”, understanding/translation of formal “legalese” (technical terms)</p> <p>Research: ability to research legal/police-related contents and matters, to work with and interpret statistics and analyze strategies</p> <p>"Success assessment" Evaluation and optimisation of repressive measures in individual cases / for specific crimes, interpretation of judicial expert opinions</p> <p>Networking and cooperation: with law enforcement agencies and associated institutions, procurement of contacts for victim/offender mediation etc.</p>		
<b>Eligibility requirements/previous knowledge</b>				
<b>Teaching contents</b>	<b>Evaluation methods: evaluation of teaching / performance review</b>	<b>Teaching forms: teaching and learning methods</b>	<b>List of recommended literature (literature and learning materials)</b>	
<b>Number of allocated ECTS credits* (based on the work quota)</b>				
<b>Special features (e.g. proportion of online work, practice etc.)</b>				

Fields marked with \* are only relevant to the Master's programme: number of allocated ECTS credits

## Module description: Criminology

Name of module	BTU <b>Criminology</b>			
Type of module	<b>Basic module Required module</b>	<b>Advanced module Elective module</b>	<b>Training module</b>	
<b>Responsibility of prevention specialists</b>	<p>→ <b>Criminology</b></p> <p>→ Prevention specialists are concerned, among other things, with the description, understanding and explanation of deviant behaviour (see Bavarian Police – Criminology) and with the analysis of the origins of crime / causal research</p> <p>Criminology is an empirical science. It is based on experience and has an interdisciplinary orientation. Criminology is concerned with, among other things, causal research (criminal aetiology), manifestations of criminal offences (criminal phenomenology); the theory of victim behaviour (victimology); the study of the effect of punishment (penology), criminal therapy, forensic psychology and psychiatry, institutional research, and crime as a mass phenomenon (criminal statistics) – cf. Schwind (2002, p. 7).</p> <p>The tasks of <b>criminology</b> include, among other things, studying the personality, behaviour and interaction of offenders and victims; in addition, studying the conditions and forms of informal and formal social control.</p>			
<b>Objective of the course (expected learning results and competence to be acquired)</b>				
<b>Knowledge to be acquired</b>	<p>→ <b>Criminology</b></p> <p><b>Basic principles of criminology:</b> history; concepts (deviance, delinquency, dissociality etc.), <b>subject matter, tasks and methods of criminology</b></p> <p><b>Criminological findings on the origins of criminality / basic theoretical knowledge / theories of criminality and control or criminality and criminalisation tendencies</b></p> <ul style="list-style-type: none"> <li>• Structural-functional - Merton</li> <li>• Learning theory – Sutherland</li> <li>• Subculture theory – Cohen</li> <li>• Interactional – Becker</li> <li>• Definition theory – Sack</li> <li>• Sociological classics: Durkheim, Weber...</li> </ul>			

	<p><b>Critical criminology</b> (criminalization)</p> <p><b>Social theories:</b> development processes and integration in social discourse</p> <p><b>Epistemology</b> (hermeneutics, ethology)</p> <p><b>Basic sciences:</b> sociology, pedagogy, psychology, psychiatry, medicine ... "light"</p> <p><b>Developmental tendencies in criminology:</b></p> <p><b>Criminality phenomena</b> (urban, local, global problem situations)</p> <p><b>Subjective perception of crime:</b> fear of crime</p> <p><b>Current crime problems</b> (e.g. organised crime, domestic violence etc.)</p> <p><b>Juvenile delinquency, juvenile criminal law, juvenile criminal proceedings, penal system</b></p> <p><b>Children and youth assistance law</b> (see Criminal Law and Ancillary Laws module)</p> <p><b>Victimology:</b> the victim of the offence; financial compensation / victim restitution and victim assistance</p> <p><b>Forensics</b></p> <p><b>Mass media and communications: media communication</b></p> <p><b>Criminal and safety policy</b></p> <p><b>Geography of crime and practical relevance / distribution of crime; criminological regional analyses</b></p> <p><b>Crime statistics</b></p> <p><b>Non-penal and penal crime prevention; theory of sanctions</b></p> <p><b>Alternative conflict settlement (offender/victim mediation)</b></p> <p><b>Status of current criminological research</b></p> <p><b>Applied criminology</b></p> <p><b>Criminal prognosis</b></p> <p><b>Basic principles of criminological research, methods of empirical criminological research</b> (qualitative and quantitative)</p> <p><b>Effect-oriented crime prevention / evaluation</b></p>
<b>Competences</b>	<p><b>Criminology</b></p> <ul style="list-style-type: none"> <li>• Overview of information systems / research work (knowing where to find what, Internet, libraries...)</li> </ul>

- Analysis of the conditions of origin / causes: knowing and evaluating selected theories
- See Beccaria standards
- Problem description
- Analysis of the conditions of origin
- Determination of prevention goals, project goals and target groups
- Determination of measures for achieving the goals
- Project planning and project implementation
- Review and implementation of the project (evaluation)
- Deriving concepts, strategies for practice (checking the transferability and, if necessary, modification of best practice projects)
- Classifying and evaluating phenomena
- “Putting oneself in the place” of affected people in their life-worlds
- Knowing manifestations of crime
- Assessing how communication media affect the manifestations of crime
- Carrying out regional analyses (see Basic Principles of Empirical Social Research and Evaluation module)
- Reflecting on, analysing and possibly changing ways of dealing with conflicts and violence
- Working with / interpreting scientific data
- Applying and implementing theoretical knowledge / scientific findings – transferring practical experience
- Application of theoretical tools
- Understanding, assessing and applying empirical research – esp. for evaluation
- Using methods in specific contexts: selection of a suitable research design
- Collecting, evaluating and analyzing data
- Checking the effect of projects (see Evaluation module)
- Dealing with statistics (SPSS)
- Analysing crime statistics
- Identifying and solving practically-oriented problems

	<ul style="list-style-type: none"> <li>• Overview of relevant information systems, higher-level associations etc., networks, people active in the field etc..., best practice projects; Blueprint etc.</li> <li>• Networking, cooperation (with partners from other fields)</li> </ul>		
<b>Eligibility requirements/previous knowledge</b>			
<b>Teaching contents</b>	<b>Evaluation methods: evaluation of teaching / performance review</b>	<b>Teaching forms: teaching and learning methods</b>	<b>List of recommended literature (literature and learning materials)</b>
<b>Number of allocated ECTS credits* (based on the work quota)</b>			
<b>Special features (e.g. proportion of online work, practice etc.)</b>			

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## Module description: Basic Principles of Empirical Social Research and Evaluation

Name of module	BTU <b>Basic Principles of Empirical Social Research and Evaluation</b>		
Type of module	<b>Basic module Required module</b>	<b>Advanced module Elective module</b>	<b>Training module</b>
Responsibility of prevention specialists	<p>→ <b>Basic principles of empirical social research and evaluation</b></p> <p><b>Definition of empirical social research:</b> general term for the study of social conditions and processes with empirical methods</p> <p>→ Prevention specialists are concerned with checking the effectiveness of prevention measures, with the evaluation of empirical research work, interpretation of statistics etc.</p> <p>The tasks of evaluation include a self-critical review of whether the set goals have been reached and whether they are attainable in the first place. This requires knowledge of the methodology of <b>empirical social research</b>.</p>		
Objective of the course (expected learning results and competence to be acquired)			
Knowledge to be acquired	<p>→ <b>Basic principles of empirical social research and evaluation</b></p> <p><b>Methodology of empirical social research:</b> overview of topics in the area of quantitative and qualitative methods and scientific philosophy of empirical social research</p> <p><b>Basic knowledge of methodology and scientific theory:</b> theory and hypotheses; concept formation and operationalisation (qualitative and quantitative terms, classification, typologies; coding, variables, measurement; validity and reliability); formulation of hypotheses</p> <p>Objective and process of empirical social research / planning and implementation of an empirical study: Research design: work steps of an empirical study from problem definition to the evaluation of data; research planning: phases of the research process; research problem, theory formulation, concept and operationalisation (e.g. designing a questionnaire); research design; sampling, selecting the research objects; collection situation, data collection, data entry, data processing, data analysis, publication</p> <p><b>Measurement instruments:</b> statistical models, sampling methods, representative statements, deterministic or probabilistic if-then conclusions</p> <p><b>Methods:</b> qualitative data collection methods / overview knowledge of the collection methods:</p> <p><b>Oral data survey</b></p>		

	<p>Guidelines for interviews; focused half-standardised, problem-centred, expert interview</p> <p>Narratives as a means of access: narrative interview, episodic interview; ethnographic interview (life-world / ethnographic description)</p> <p>Group method: group interviews, group discussion, group narration</p> <p><b>Visual data – observation data:</b> participatory, non-participatory observation; Ethnographic observation</p> <p><b>Qualitative evaluation methods</b></p> <p><b>Coding and categorisation:</b> theoretical coding, thematic coding, qualitative content analysis, global evaluation</p> <p><b>Sequential analyses:</b> conversation analysis, discourse analysis, narrative analyses, objective hermeneutics</p> <p><b>Qualitative data collection</b></p> <p>Laboratory / field experiments</p> <p>Standardised interview</p> <p>Content analysis</p> <p>Secondary analysis</p> <p>Representative population studies / surveys</p> <p>Time series and event analyses</p> <p>Quantitative document content analysis</p> <p><b>Evaluation:</b> code creation, data processing, interpretation</p> <p><b>Statistics - EDP programs:</b> Especially SPSS</p> <p><b>Basic principles of evaluation</b></p> <ul style="list-style-type: none"> <li>• Basic terms, functions, objectives, procedures, methods of internal and external evaluations</li> <li>• Benefits of evaluation; requirements for an evaluation; for practical tools</li> </ul> <p><b>Evaluation theory</b></p> <p><b>Evaluation practice:</b> basic principles of planning and carrying out evaluation:</p> <ul style="list-style-type: none"> <li>• Decision on carrying out an evaluation</li> <li>• Definition of the evaluation problem</li> </ul>
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	<ul style="list-style-type: none"> <li>• Planning of the evaluation</li> <li>• Actual carrying out of the evaluation</li> <li>• Information analysis, reporting</li> <li>• Review of the evaluation</li> <li>• Knowledge of project management and corresponding methods: time/cost, implementation planning</li> <li>• Design of evaluation contracts; steering, provision of resources</li> <li>• Dealing with the interest groups involved in or affected by an evaluation (clear definition of the assignment/tasks etc.; reporting, utilisation of the evaluation results)</li> <li>• Organisation knowledge/organisation theory, psychology, development and consulting; organisation terms, functioning of participants, goals of organisations etc.)</li> </ul> <p>Knowledge from the area of <b>empirical social research (quantitative and qualitative methods)</b></p> <ul style="list-style-type: none"> <li>• Methods of data collection and data analysis: overview of different survey tools / study designs</li> <li>• Possibilities and limits of empirical social research</li> <li>• Strengths and weaknesses of different approaches and methods</li> </ul> <p><b>Communication, moderation and presentation</b></p>
<p><b>Competences to be obtained</b></p>	<p>➔<b>Basic principles of empirical social research and evaluation</b></p> <p>Practical application of theoretical and methodological knowledge in designing and implementing an empirical study (developing, theoretically conceptualising and operationalising research questions on content-related subject areas; drawing up a suitable study design, hypotheses, problems, conceptualizing problems, determining selection methods, selecting measurement tools, selecting a practical, suitable survey tool to review the problem, checking applicability, collecting and recording data, processing, analyzing and documenting data</p> <p>Knowledgeable evaluation of empirical research work</p> <p>Practical application of quantitative and qualitative methods of data collection and analysis</p> <p>Carrying out one's own empirical sociological studies / surveys; designing questionnaires, writing research reports</p> <p>Multiple chronological measurements / time series analyses: carrying out a before-and-after comparison; recording changes between the measuring times, drawing conclusions about whether changes are caused by the measure, identifying additional factors that are responsible for the changes that have occurred.</p>

Comparison of a test group with a control group (with/without comparison)

Analysing data (EDP etc.)

- Knowing and applying important research methods
- Knowing and applying important evaluation concepts
- Assessing capability, limits
- Designing and implementing evaluations
- Working on evaluation questions
- Determining the evaluation subject (goal explication, formulation of the evaluation questions: What do I want to improve, what intervention / measure is suitable? What do/did I want to achieve with the measure? How can I determine this in a measurable way?
- Comparison of the actual state with the target state
- Selecting a suitable survey design, developing an evaluation design
- Identifying weaknesses in the programme
- Showing possible approaches for identified problems
- Evaluating / assessing the effect of processes, measures, programmes, projects / extent of goal achievement (effectiveness)
- Estimating the cost/benefit ratio (efficiency)
- Administration-related competences: designing and implementing evaluation projects
- Applying findings in practice

Methodical competence: assessing problems and working on them appropriately

- Selecting appropriate survey and analysis methods
- Applying individual methods
- Interpreting findings guided by theory
- Evaluating the informative value of statistical methods and indicators
- Analysing research results
- Communicating / visualising and presenting findings and conclusions according to the audience

	<ul style="list-style-type: none"> <li>• Reporting, formulating and documenting results</li> <li>• Deriving recommendations</li> </ul>		
<b>Eligibility requirements/previous knowledge</b>			
<b>Teaching contents</b>	<b>Evaluation methods: evaluation of teaching / performance review</b>	<b>Teaching forms: teaching and learning methods</b>	<b>List of recommended literature (literature and learning materials)</b>
<b>Number of allocated ECTS credits* (based on the work quota)</b>			
<b>Special features (e.g. proportion of online work, practice etc.)</b>			

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## Module description: Finances

Name of module	BTU <b>Finances</b>			
Type of module	<b>Basic module Required module</b>	<b>Advanced module Elective module</b>	<b>Training module</b>	
Responsibility of prevention specialists	<p>➔ <b>Finances</b></p> <p>Prevention specialists are concerned with <b>finances</b>.</p> <p>Financial responsibilities include: financing, financial planning, financial management, procuring, effectively using and managing funds.</p>			
Objective of the course (expected learning results and competence to be acquired)				
Knowledge to be acquired	<p>➔ <b>Finances</b></p> <p>Introduction to the basic principles of business management and economics</p> <p>Organisation forms: (limited liability company, registered association etc.) prerequisites and general terms and conditions of individual organisation forms and their advantages and disadvantages or consequences for the “operative business” (the project implementation)</p> <p><b>Business finance</b></p> <p>Double-entry bookkeeping is the counterpart of the term “cameralistics”</p> <p>Basic terms of accounting and bookkeeping (function and specific rules of bookkeeping in the public sector: civil service, professional associations, non-profit associations)</p> <p>Financing instruments and project financing</p> <p>Controlling</p> <p><b>Law</b></p> <p>Basic legal principles: tax law and corporate law, non-profit law, contract law, budget law, labour law</p> <p><b>Organisation forms</b></p> <p>Basic principles</p>			

	<p>Outsourcing of business areas</p> <p><b>Fundraising planning</b></p> <p>Objectives</p> <p>Planning and use of instruments</p> <p><b>Volunteer work</b></p> <p>Recruitment and retention of volunteers</p> <p>Changes in volunteer work</p> <p><b>Sponsoring</b></p> <p>Legal/tax aspects</p> <p>Companies as donors or sponsors: corporate partnership and sponsoring</p> <p>Creating a sponsorship concept</p> <p>Support associations, support institutions and other financing options</p> <p><b>Foundations</b></p> <p>Finding foundations and submitting applications</p> <p>Setting up foundations</p> <p><b>Inheritance marketing</b></p> <p>Basic principles of inheritance law</p> <p><b>Introduction to fundraising:</b> donation, endowment, foundation; social framework, forms, methods and structures of fundraising; fundraising as marketing</p> <p><b>Fundraising events and online fundraising</b></p> <p>Online donation and new methods</p> <p><b>Legal fine marketing</b></p> <p><b>Donor retention</b></p> <p><b>Addresses, databases and database management</b></p> <p>Logistics, text and design of donation letters</p> <p><b>Funding appropriations, funding allocation, public funding law:</b> people who allocate funds in the public and private/commercial sector, knowledge of the conditions for obtaining these funds, knowledge of the conditions for</p>
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	using such funds (e.g. accountability), knowledge of basic legal conditions.		
<b>Competences to be obtained</b>	<p><b>→Finances</b></p> <p>Accounting: ability to balance accounts, use tips, tricks and special techniques, and deal with the peculiarities of civil service regulations</p> <p>Calculation and project resource management</p> <p>Expense estimates, resource assessment, creating and reviewing a project schedule, strategic planning (plan B), common resource estimation with/for different areas, allocation of tasks, group processes, project management: creating a project schedule</p> <p>Accounting EDP: Excel</p> <p>Application forms of the above areas of law</p> <p>Procuring third party funds: formulation of applications to suitable sponsors, establishing and maintaining contact with sponsors and sponsoring institutions, canvassing</p> <p>Communication and negotiation techniques: successful argumentation and persuasion (e.g. potential sponsors), offering advantages to sponsors, carrying out negotiations (see Leadership and Management module, see Public Relations module)</p> <p>Formulating memos: writing applications (together with other people), summarising information and knowledge - even from unfamiliar areas – and processing them in an understandable way, research</p> <p>Human relations/networking with relevant contact persons: establishing and maintaining relationships with contact persons and decision makers at allocation authorities and sponsors</p>		
<b>Eligibility requirements/previous knowledge</b>			
<b>Teaching contents</b>	<b>Evaluation methods: teaching control / performance control</b>	<b>Teaching forms: teaching and learning methods</b>	<b>List of recommended literature (literature and learning materials)</b>
<b>Number of allocated ECTS credits* (based on the work quota)</b>			
<b>Special features (e.g. proportion of online work, practice etc.)</b>			

**Fields marked with \* are only relevant to the Master's programme: number of allocated ECTS credits**

## Module description: Basic Principles of Leadership and Management

Name of module	BTU <b>Basic Principles of Leadership and Management</b>		
Type of module	<b>Basic module Required module</b>	<b>Advanced module Elective module</b>	<b>Training module</b>
Responsibility of prevention specialists	<p>→ <b>Basic principles of leadership and management</b></p> <p>The target group of the training programme and the Master's programme are specialists and executives in crime prevention. It is therefore imperative to have a module that deals with <b>leadership and management</b>.</p> <p>→ The responsibility of <b>leadership and management</b> includes leading by assigning tasks, i.e. practically delegating and reviewing tasks; guiding and coordinating employees entrusted with tasks, effectively designing work processes, taking a metaperspective when analysing problems, visions, designing role models etc.</p>		
Objective of the course (expected learning results and competence to be acquired)			
Knowledge to be acquired	<p>→ <b>Basic principles of leadership and management</b></p> <p>Tasks and roles of an executive: knowing what an executive has to accomplish</p> <p>Leadership tools</p> <p>Personality and leadership style</p> <p><b>Self-management</b></p> <p>Strength-weakness analysis</p> <p>Self-organisation: work organization, office organisation, archiving, structuring, setting priorities, selection, delegation, time management, stress management</p> <p>Time management</p> <p>Time management: delegating, creating a schedule, setting priorities</p> <p><b>Managing employees</b></p> <p>Competence management, delegating correctly; leading with target agreements; motivation</p> <p><b>Information management</b></p> <p>Information as a key resource: collecting, distributing and understanding information</p>		

### **Knowledge management**

Basic principles: advantages of knowledge management; success factors of knowledge management, knowledge management areas, knowledge management strategy

Elements of knowledge management

Knowledge management tools: acquisition of external knowledge; incentive systems; balanced scorecard; benchmarking; coaching; communities; discussion forums; group and project work, idea management; Internet / Intranet; competence measurement; creativity techniques; networks; project database; process management; quality circles; knowledge databases

### **Strategy and planning**

Methods: balanced scorecard, portfolio analysis, process management, scenario management,

Further management concepts

### **Quality techniques**

Quality tools: check sheet, histogram, quality control chart; Pareto diagram; correlation diagram; brainstorming; cause-and-effect diagram

Management tools: affinity diagram; tree diagram; matrix diagram; portfolio; network diagram; problem-solving diagram

### **Quality function deployment**

Fault probability and impact analysis

**Management styles:** authoritarian; partnership-based; laissez faire, dictatorial; democratic ...

**Management strategies:** identifying and utilising group processes, categorising and profiling an organisation in the "prevention landscape", networks, structuring of the organisation

**Communication and negotiation techniques:** body language, communication analyses, strategic result optimisation in negotiations (feedback rules, argumentation techniques (creating lines of argumentation etc.)).

**Moderation techniques:** moderation goals and rules, target control, action planning, decision-making in groups

**Conflict resolution strategies:** appropriately responding to resistance in an organisation, analysing and solving conflicts, stress management

**Project management** (see module)

**Basic principles of organisation development:** rules of learning and growing organisations

**Basic principles of human resources development:** support strategies and principles, further training possibilities, employee motivation, human resources development as a management tool

	<p><b>Basic principles of motivational psychology:</b> motivation of employees, recruitment of new sponsors and/or members, optimisation of work results through external or self-motivation</p> <p><b>Controlling</b> (of finances and work results): familiarity with and ability to use review tools, reviewing the achievement of goals, auditing etc.</p>
<p><b>Competences to be obtained</b></p>	<p>→<b>Basic principles of leadership and management</b></p> <p>High analytical skills, emotional intelligence, ability to work in a team, specialised knowledge, self-motivation, moral integrity, strength of character, assertiveness</p> <p>Demonstration of managerial competences: leadership, management skills, motivation, (creative) development of strategies and visions; mastery of information and knowledge management</p> <p>Good self-management: organising oneself well. Setting priorities, effectively managing one's own time; eliminating time wasters</p> <p>Managing employees: delegating tasks to them, motivating them, agreeing on and evaluating objectives</p> <p>Working in a structured way: formulating key tasks, specifying the scope of tasks, systematically defining sub-tasks</p> <p>Complex thinking and action</p> <p>Applying management methods, techniques and tools: prioritising and delegating, measuring objectives – indices and aim; agreeing on objectives, defining useful work steps, selecting the right strategy; optimising, continuously improving the performance quality within an organisation, eliminating unnecessary activities, strategically orienting the organisation to its core competences, planning future developments</p> <p>Managing information: collection, distribution</p> <p>Reviewing work results</p> <p>Planning, managing a budget</p> <p>Making decisions and taking responsibility for them</p> <p>Settling conflicts</p> <p>Keeping an eye on one's own organisation and its development; recognising current difficulties</p> <p>Coordinating one's own activities with other executives</p> <p>Observing and evaluating developments outside of one's own department and one's own enterprise</p> <p>Managing teams / employees (in conflicts as well), carrying out negotiations</p> <p>Mastering communication, discussion leading and moderation</p>

	Strategically orienting a business area		
	Mastering project management: assessment of resources, efficient and effective allocation of tasks and responsibilities etc.		
	Networking / maintaining relations with relevant institutions/persons		
<b>Eligibility requirements/previous knowledge</b>			
<b>Teaching contents</b>	<b>Evaluation methods: teaching control / performance control</b>	<b>Teaching forms: teaching and learning methods</b>	<b>List of recommended literature (literature and learning materials)</b>
		Role plays, exercises	
<b>Number of allocated ECTS credits* (based on the work quota)</b>			
<b>Special features (e.g. proportion of online work, practice etc.)</b>			

**Fields marked with \* are only relevant to the Master's programme: number of allocated ECTS credits**

## Module description: Project Management

Name of module	BTU Project Management		
Type of module	Basic module Required module	Advanced module Elective module	Training module
Responsibility of prevention specialists	<p>→ Project management</p> <p>→ Prevention specialists are concerned with <b>project management</b>.</p> <p>The tasks of project management include the systematic planning, organisation, management and supervision (checking) of projects (with respect to quality/performance; deadline/time, costs/resources).</p>		
Objective of the course (expected learning results and competence to be acquired)			
Knowledge to be acquired	<p>→ Project management</p> <p><b>Functions of project management</b></p> <p>Basic principles, methods and tools of project management; organisation of projects</p> <p><b>Project development</b></p> <p>See Beccaria standards: problem description, goal definition, target groups, strategies / measures</p> <p>Project phases and milestones</p> <p>Operations planning and time scheduling</p> <p>Resource planning (human resources, finances / project budget, objective, time-related)</p> <p>Financial basis</p> <p>Cost and financial planning (see financial management module)</p> <p><b>Project implementation</b></p> <p><b>Project management and controlling</b></p> <p>Controlling: process description; cost type accounting, cost centre accounting; cost bearer accounting; reporting and indices; budgeting and economic planning; environmental analysis; portfolio method; balanced scorecard</p> <p>Management tools</p> <p><b>Risk management</b> (risk analysis) / change management: operationalisation of the risk management system; risk</p>		

map; risk identification; description of the risk areas; management information systems; risk analysis; risk reporting; controlling of the risk management system; accounting and liquidity policy for crises; early detection of crises/crisis management; risk management

Methods of **project review / evaluation**

Safeguarding results and **project conclusion**

**Project marketing**

Strategies

Customer retention and customer satisfaction

Direct marketing / mailing

**Database management**

Address management

Analysis of databases

**Public relations work (see module)**

Corporate identity

PR tools

Internal and external communication

**Writing workshop / professional copy writing**

Basic principles

Structure, language, stylistic standards

**Communication and project presentation** (see Public Relations module; see Leadership and Management module)

Presentation and moderation methods (PowerPoint...)

Communication training, problem and conflict training

Team development

Management competence

**Fundraising planning** (see Finances module)

Objectives

	<p>Planning the use of tools</p> <p><b>Sponsoring</b> (see Finances module)</p> <p>Legal/tax aspects</p> <p>Creation of a sponsorship concept</p> <p><b>Volunteer work</b></p> <p>Recruitment and retention of volunteers</p> <p>Change in volunteer work</p> <p><b>Methods</b></p> <p>MS-Project; Excel</p> <p>Work breakdown structure</p> <p>Project process plan</p> <p>Bar chart</p> <p>Network chart</p> <p>Gantt chart</p> <p>Capacity network chart</p>
<p><b>Competences to be obtained</b></p>	<p>➔<b>Project management</b></p> <p>Implementing the acquired knowledge step by step in concrete projects – planning, implementing, checking and optimising a project “successfully”</p> <p><b>Project planning</b></p> <ul style="list-style-type: none"> <li>• Defining the project</li> <li>• Drawing up and precisely formulating project goals</li> <li>• Systematic course of action: managing projects according to the goal and situation</li> <li>• Analyzing the situation / problem, developing concepts or organising, implementing the project</li> <li>• Planning measures, processes, human, financial, material, time resources</li> <li>• Analyzing resources and costs; calculating project costs</li> <li>• Assigning responsibilities</li> </ul>

	<ul style="list-style-type: none"> <li>• Estimating the duration of the key stages / milestones</li> <li>• Determining, assigning and delegating tasks</li> <li>• Organising planning meetings</li> <li>• Cooperation, networking</li> <li>• Checking risks</li> <li>• Obtaining third party funds</li> </ul> <p><b>Implementing a project</b></p> <p>Systematically managing and supervising the project process: discovering risks – making provisions, identifying and avoiding project pitfalls, dealing with deviations and crises / recognising critical situations early on and taking countermeasures in time, being able to react to changes (taking corrective measures = solving problems, validating plan)</p> <p><b>Reviewing the project (results) / success</b></p> <p>Methodical competence: collection, evaluation, analysis, documentation</p> <p>Communication in and about the project</p> <p>Recommendations for action, deriving suggestions for improvement for the next project</p> <p><b>Presenting the project (results)</b></p> <p>Safeguarding, documenting, disseminating and presenting results</p> <p>Creating distribution lists</p> <p>Presentation methods (design-related and technical)</p> <p>Marketing</p> <p>Management competence (see Leadership and Management module)</p> <p>e.g. social competence, motivating employees</p> <p>Working with Excel, MS-Project</p>			
<b>Eligibility requirements/previous knowledge</b>				
<b>Teaching contents</b>	<b>Evaluation methods: evaluation of teaching / performance review</b>	<b>Teaching forms: teaching and learning methods</b>	<b>List of recommended literature (literature and learning materials)</b>	

<b>Number of allocated ECTS credits* (based on the work quota)</b>				
<b>Special features (e.g. proportion of online work, practice etc.)</b>				

**Fields marked with \* are only relevant to the Master's programme: number of allocated ECTS credits**

## Module description: Public Relations

Name of module	BTU Public Relations			
Type of module	Basic module Required module	Advanced module Elective module	Training module	
Responsibility of prevention specialists	<p>→ <b>Public relations</b></p> <p>Definition: public relations (PR) is a broad term for the <b>management of communications</b> of organisations, among other things.</p> <p>Synonymous terms include: <b>marketing</b>, organisation communications, <b>communications management</b>.</p> <p>→ Prevention specialists are concerned with <b>managing communications</b>, providing information and coordination.</p> <p>The tasks of <b>public relations</b> include establishing, maintaining, supporting and managing contacts with the public, the target groups as well as the media.</p>			
Objective of the course (expected learning results and competence to be acquired)				
Knowledge to be acquired	<p>→ <b>Public relations</b></p> <p><b>Basic principles, methods and function of PR:</b> goal and tasks of PR</p> <p>PR as communications management</p> <p><b>Strategic communication</b></p> <p>What is to be communicated? Who has to know this? What is to be communicated to whom?</p> <p><b>Basic principles of communication and discussion leading</b></p> <p><b>Basic principles of communication science related to PR</b></p> <p>Terms, models, theories of communication and their impact</p> <p>Social function of media</p> <p>Impact research (media and impact)</p> <p>User behaviour, recipients</p>			

	<p>Mass communication and media society</p> <p>Organisation and organisation communication</p> <p>Communication as a management task: leading discussions and negotiations</p> <p>Tools and methods of internal communication</p> <p><b>Communication psychology</b></p> <p>Latent messages, nonverbal communication, body language, facial expression, use of voice, basic principles of messages, communication according to the target group, empathy, basic principles of rhetoric</p> <p>Organisation and team communication, conflict management: basic information on group processes (pedagogy, group dynamics, decision-making in groups, development in groups, role theory), team-building; motivation, argumentation techniques; confrontation techniques, negotiation, actual/target analyses, basic coaching</p> <p>Systematic thinking and action / networking</p> <p>Leading negotiations: (argumentation techniques, discussion strategies, empathy etc.) Management strategies and techniques: (motivation, guidance, reward strategies, management tools, appraisal interviews, evaluations, employee surveys, human resources development) – see Leadership and Management module</p> <p>Moderation: presentation techniques (classical rhetoric, voice training, body language, structure of a presentation, speaking without notes, presentations) – see also Project Management module</p> <p>Presentation and communication techniques: facilitation techniques (card/point inquiry, future workshop, group brainstorming, guiding group processes, leading discussions); use of media to communicate information; (use of PowerPoint, video projectors, creation of transparencies, layout techniques, using classical media, content preparation)</p> <p>Creativity techniques: association techniques, mindmapping, systematic brainstorming, imaging and analogy techniques</p> <p><b>Introduction to public relations work</b></p> <p>Partners in public relations work</p> <p>Classic PR tools: press conference, press interview (radio, TV)</p> <p>Basic legal conditions for PR work</p> <p><b>Public relations work (internal and external communication)</b></p> <p>Definition of the term</p> <p>Core tasks: analysis; contact, text, implementation, operative realisation, evaluation</p>
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	<p>Tasks and function (information function, contact function)</p> <p>PR and design: corporate identity ; corporate design (knowing the meaning for external communication)</p> <p>Profile (of an organisation, institution...) What do we stand for? What do we excel at? Competitors? Core messages: What do we communicate to whom? Target groups? Governmental or private agencies, sponsors...</p> <p><b>Strategic media communication</b></p> <p>Media technology (Internet, Intranet as a communication channel, design and layout programs)</p> <p>Planning and organisation of a mailing action: online mailing</p> <p>Event management: planning phase, organization phase, staging phase, evaluation phase</p> <p><b>Media work</b></p> <p>Media work and public relations work: possibilities and limitations of media work; function of the media, basic legal conditions of media work</p> <p>Written, oral, electronic and audiovisual forms of communication</p> <p>Production and dissemination of PR materials</p> <p>Planning and organisation of events for media</p> <p><b>Writing and editing</b></p> <p>Copy writing according to the target group</p> <p>Texts: language and style (journalistic writing, writing press releases, editorial work, competent formulation and editing)</p> <p>Speaking and presentation, visualisation</p> <p><b>Systematic PR – creating a PR concept</b></p> <p>Structure and organisation of PR concepts</p> <p>Communication fields and their target groups</p> <p>Developing PR measures: creating a concept: research and market analysis / strategy development / target group definitions</p> <p>PR controlling and evaluation</p> <p>PR in a <b>marketing concept</b>: strategies of <b>marketing: basic principles, terms, goals and tasks</b></p> <p>Market research: determining customer wishes, needs; business management in relation to the market (sales, sales promotion); target groups, budget planning, self-marketing; name recognition, image, performance</p>
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	<p><b>Event management:</b> planning, preparation, calculation and implementation of PR campaigns</p> <p><b>Sponsoring</b></p> <p><b>IT applications and use</b></p> <p>Word, Excel, PowerPoint, mindmapping, MS-Project, Access, image processing (Photodraw)</p>
<p><b>Competences to be obtained</b></p>	<p><b>→Public relations</b></p> <p>Profiling; addressing; communicating strategically (target-oriented)</p> <p>Defining message and recipient before communication begins: determining who the target groups are, who the message is to reach. Addressing the audience correctly.</p> <p>Formulating messages precisely for defined target groups / recipients: formulating short, precise and comprehensible core messages – for the respective target group(s)</p> <p>Setting priorities. What is the most important task: Communication with sponsors? Developing new sources of support?</p> <p>Reaching target groups effectively</p> <p>Giving the organisation a profile or developing a distinctive profile: formulate precisely who we are, what we offer – in contrast to other organisations, for whom our service is relevant, why it is worthwhile to support us in particular (non-profit organisations), do volunteer work for us, use our service.</p> <p>Use of individual media</p> <p>What media are suitable for what purpose?</p> <p>Designing and planning: preparing and presenting strategically-oriented campaigns for effective media presentation</p> <p>Communicating the self-image of the programme / project effectively and vigorously in public; acting purposefully and systematically, informing the public and controlling public perception (“getting oneself heard” and correctly positioning oneself in public, conveying messages)</p> <p>Analysing target groups: Who should be addressed and why? Who is to be reached?</p> <p>Cooperation with journalists / dealing with editorial boards</p> <p>Informing correctly: using media / selecting the right media</p> <p>Using tools</p> <p>Writing press releases</p> <p>Formulating according to the target group</p>

	<p>Mastering technical skills for press work, press releases, press talks</p> <p>Specialist contributions</p> <p>Conducting and giving interviews</p> <p>Organising events and sponsoring</p> <p>Speeches and presentations / techniques</p> <p>Press folders</p> <p>Preparing and planning press conferences</p> <p>Creating press distribution lists</p> <p>Selling the product, “marketing” the information</p> <p>Internet appearance (knowing necessary design techniques: from planning to realisation)</p> <ul style="list-style-type: none"> <li>• Tools for internal PR (Intranet, newsletter etc.), making internal decisions and processes transparent and clear to employees</li> <li>• Communicating information; processing and presenting information and contents</li> <li>• Applying according to the target group</li> <li>• Rhetoric (impact of language)</li> <li>• Visualisation techniques, presentations, media processing of contents, technical prowess in dealing with media</li> <li>• Finding the right tone, writing style: preparing, formulating and writing information in an understandable way according to the target group (from the announcement to the specialist article)</li> <li>• Mastering journalistic forms of representation: getting a press release into the newspaper</li> <li>• Triggering the desired reaction with the texts</li> </ul> <p>Evaluating the impact, measuring success(es): checking whether the desired reaction has been obtained with the PR strategies</p> <p>Communication competences: active conflict resolution/mediation (de-escalation, facilitation, problem-solving); discussion-leading skill; leading negotiations with different interest groups, empathy, actual/target analyses, defining conflicts of interest, creating incentive and motivation systems, guiding group processes, managing group processes, leading groups, steering, motivation, manipulation and using group dynamics</p>
<p><b>Eligibility requirements/previous knowledge</b></p>	

Teaching contents	Evaluation methods: evaluation of teaching / performance review	Teaching forms: teaching and learning methods	List of recommended literature (literature and learning materials)
<b>Number of allocated ECTS credits* (based on the work quota)</b>			
<b>Special features (e.g. proportion of online work, practice etc.)</b>			

**Fields marked with \* are only relevant to the Master's programme: number of allocated ECTS credits**

## 2 Function of the Evaluators (Evaluation Meetings)

The persons responsible for the project have been able to find the following four experts: Dr. Wiebke Steffen; Prof. Dr. Thomas Werner, Albert van Heek; and Thomas Müller.

All four of these external evaluators are active in the field of crime prevention and therefore have a very good knowledge of the specialist area of the “Beccaria-Centre: Training and Further Training in Crime Prevention”. This combination of academics and practitioners – with their respective professional biographies – has the advantage that this appraisal bears relation to both theory and practice. Thus, the assessment by experts is carried out from different perspectives – that of the academic, that of the practitioner, that of the evaluator, etc.

Dr. Wiebke Steffen works for the Bavarian state CID in Munich, where she heads the department “Research, Statistics, Prevention”. She chairs the commission “Polizeiliche Kriminalprävention der Länder und des Bundes” (federal and regional police crime prevention), is a member of the “Fachbeirat Vorbeugung des Weißen Rings e.V. (expert advisory prevention board of the “White Ring” organization), a member of the conference management and of the programme advisory board of Deutscher Präventionstag (German Crime Prevention Day). Dr. Steffen has written numerous publications, mainly on the subjects of police and local crime prevention, violence against women and domestic violence, child and juvenile crime, migration and crime, police investigation and response, citizen-friendly police work, and evaluation.

Albert van Heek was a senior lecturer (Akademischer Oberrat) in the Department of Philosophy, History, Religion and Social Sciences. The focal subjects of the retired university lecturer are acting professionally in social work, administration of criminal justice such as assisting juvenile defendants in criminal trials, the probation service and the penal system. Before he took up full-time teaching at the University of Essen, he gained professional experience as a probation officer and social worker.

Prof. Dr. Jochen-Thomas Werner, social and cultural scientist. He used to teach in Göttingen and Kassel and is now a professor of social sciences at the Niedersächsische Fachhochschule für Verwaltung und Rechtspflege (Lower Saxonian University of applied sciences for administration and administration of justice) in Hildesheim. The focal subjects of his work are sociology of knowledge, language and culture, communication, system theory, constructivistic epistemology, perspectives of public safety in multiethnic societies.

Thomas Müller, Chief Police Inspector, is currently attending the Polizeiführungsakademie (Police Executive Academy) Hiltrup/Münster. As a former employee of the State Prevention Council of Lower Saxony, he is an expert in working in local prevention committees and is characterised by his practical orientation. The focal subjects of his work are prevention on a local basis, basic conditions, framework and structures for successful networking.

As the external evaluators neither belong to the fund provider nor to the organization carrying out the project, they have the necessary independence.

The evaluation is carried out with respect to the planning and implementation phase of the Beccaria Centre. As by the end of the project term (December 2007) only the training programme is planned to be implemented and the Master's programme is just planned to be prepared (see Agreement), an evaluation of the implementation phase and the impact phase of the Master's programme (ex post) is excluded.

The external evaluators are obliged to write two expert opinions:

The first opinion is an interim opinion consisting of four different statements. It will also be part of the EU-interim report (November 2006). At the end of the project term (November 2007) the second opinion will be the final opinion.

It is the paramount objective of the group of experts to ensure and review the quality of the Beccaria Centre. However, their role is not solely restricted to writing an expert opinion (expert activity); they also function as an advisory group.

From the start they should:

- Point out to those responsible for the project whether they are on the right way or not (process observation) and whether they “are doing the right things“ or whether it would be better to follow a different path.
- Point out weaknesses / deficits as well as risks / unpredictabilities.
- Supply those responsible for the project with information and suggestions for optimisation, which they can use as a basis for their decisions and to derive steering decisions for their further course of action.

For this purpose, there are **evaluation meetings**. In these meetings, those responsible for the Beccaria Centre report about the current intermediate state of the project work, make the processes transparent and discuss the further course of action with

the external evaluators. Thus, these evaluators observe and accompany the development and implementation process and have the opportunity to intervene in a process-oriented way and actively exert a formative influence.

Up to now, three **evaluation meetings** have taken place: the first meeting on 27 January 2006, the second meeting on 5 April 2006, the third meeting on 6 October 2006. A fourth meeting is planned for October 2007.

## **2.1 Statements of the experts**

### **First statement: Dr. Wiebke Steffen**

Dr. Wiebke Steffen  
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14 September 2006

### **External Evaluation of the Beccaria Centre: Opinion on the Modules for a Training Programme and a Master's Programme in Crime Prevention**

#### **Preliminary Remark**

This opinion on the modules is oriented to the objective of the EU-project "Beccaria-Centre: Training and Further Training in Crime Prevention": expansion of the professional competences of people active in crime prevention by means of establishing a qualification measure in the context of basic and further training. The central task is to design a scientific, demand-oriented and profession-oriented qualification measure by establishing a training programme and developing a postgraduate Master's programme.

As agreed, the presented modules do not yet distinguish between the "training programme" and "Master's programme". However, this agreement makes it difficult to evaluate the type ("task") and contents of the modules, in particular with respect to their scientific standards, which will have to be much higher for the Master's programme than for the training programme.

#### **Evaluation and Suggestions**

1.

The fields of responsibility of prevention specialists are described with the respective modules. This makes it more difficult to acquire an overview and to determine whether the modules cover everything a prevention specialist needs to know and be able to do or whether the qualification measure is really profession and demand-oriented.

A “prevention specialist job description” should precede the modules, summarising the requirements, fields of responsibility and training objectives.

Here, one aspect definitely has to be taken into account and included in the teaching contents, which in the presented draft at best was included implicitly (“Criminology is a science with an interdisciplinary orientation”, “Crime Prevention as a Task for Society as a Whole”). Criminal and deviant behaviour can only be prevented by a coordinated effort of different occupational groups. Co-operation and networking are of decisive importance, but they do not arise by themselves; they have to be learned and tried out. Here, a decisive prerequisite is a good knowledge of the conditions and options of action of the other occupational groups.

2.

The modules “Criminology“ and “Criminal Law and Ancillary Laws“ make it clear that the basic task / the objective of prevention specialists is to prevent or reduce deviant or delinquent behaviour. Therefore, we should talk about “crime prevention” and not “(crime) prevention.”

3.

The description of the modules has a clear structure and is easily comprehensible, although in parts it is a little too detailed. This holds in particular for the field of “knowledge to be acquired“. On the one hand, this differentiation has a deterring effect – how could this be managed in a two-semester Master’s programme or even let alone in a training programme – on the other hand, it makes one “look for” gaps. Definitions of the individual modules (“Criminology is...”) should also be relinquished since with most of the modules other definitions are also possible and common. If a “Job Description: Prevention Specialist” precedes the modules (see suggestion in 1), a definition of the individual modules is no longer necessary.

4.

It also seems possible to describe the modules according to the following model (using the module “Criminology” as an example):

Module 1: General Criminology

Type of module

Courses/types of teaching

Training objectives: prevention specialists shall be able to recognize the connection between the conditions and the interdependency between offense, offender, victim, social environment and social crime control and to assess the relevance of the findings of criminological research to the practical fight against crime.

Contents: Basic principles and theories of criminology; measurement and evaluation of crime; institutions of social control and criminal prosecution; theories of crime; geography of crime; criminality according to age, gender and nationality; role and function of criminology in criminal policy; local criminal policy; prevention and repression and how to measure them.

Eligibility requirements

Examinations

Credit points

5.

The necessity of an independent module “Crime Prevention“ should be discussed. Other modules could cover most of the contents suggested here, in particular in connection with the module “Criminology” and/or an additional module “Criminology and Prevention – Single Offences”.

6.

For the present, the very detailed suggestions were useful and justified for the discussion and evaluation. However, they should now be summarized, condensed and – depending on the type of module (basic, required, advanced...) – it should be indicated how much time / how many lessons they require.

## **Second statement: Albert van Heek**

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Oberhausen, August 2006

### **External Evaluation of the Beccaria Centre:**

#### **Opinion on the Modules for a Training Concept and a Master's Programme in Crime Prevention**

##### **1. Preliminary Remark**

Since there were no specific guidelines for writing an opinion, the following contribution will elaborate on those aspects, which – in my opinion – are relevant for the further work on the curriculum.

To limit the scope of this statement, I will first give a summary and then list assessments and recommendations for the points where I believe that changes are advisable.

##### **2. General Assessment**

- The modules are described by a very well thought-out system with a matrix structure that includes all essential curricular elements. With very few exceptions (see below), the used terms are correct and clear. This system provides an excellent basis for further work on partial aspects.
- Except for *discussion leading* and the so-called soft skills, which have not been taken into account sufficiently, the modules comprehensively cover all the things prevention specialists should know and be able to do. However, one cannot help wondering whether this enormous scale is really necessary and manageable within the time available.
- Part of the comments related to the category "Responsibilities..." refer to aspects which do not belong there.
- Most of the objectives for practical competences are defined very specifically. This is extremely important for teachers as well as students. Unfortunately, this does not hold true for the knowledge-related objectives (theoretical competences). Here, key words are used to summarise anything that can be in-

cluded, without making it clear why it needs to be included in the first place and on what scale.

- Conclusion: a meaningful step on the way to a demanding curriculum.

### **3. Changes**

#### **3.1 Overview of the Modules (8 Modules)**

##### *Assessment*

a) In prevention work - irrespective of the topics, people involved, forms and phases - it is indispensable to have appropriate conversations according to the subject matter and the people involved. Verbal communication will always remain a central medium of communication. This is true for the relationship between two people as well as for small and large groups. Therefore, it should definitely be taken into account in the training of prevention specialists.

b) Prevention work needs people who are creative, courageous, committed, optimistic, flexible, tolerant, cooperative, communicative, eloquent etc. It is not discernible which modules impart these skills (the so-called soft skills or social competences).

##### *Recommendation*

For a): the modules planned so far should be completed with a module on *Discussion Leading* or *Discussion Leading and Teamwork*. This module could include, for example, people-centred discussion leading (according to C. Rogers) and – with regard to working in groups – topic-centred interaction (according to R. Cohn).

For b): the acquisition or further development of soft skills should be an integral part of each module. For teachers this means that they have the didactic / methodical task of recognising and making use of as many situations as possible that offer the chance to bring up and practise soft skills.

#### **3.2 Aspects / Categories / Criteria for Module Descriptions**

##### **3.2.1 Type of Module**

##### *Assessment*

The term “training module“ is not specific enough. It remains unclear whether this is a structural element (e.g. an internship) or whether it describes the didactic/methodical character of a lecture or seminar.

##### *Recommendation*

The term “training module“ should be defined. Furthermore, it needs to be identified as a basic or an advanced module.

### **3.2.2 Tasks of Prevention Workers**

#### *Assessment*

Facts are repeatedly described that do not explicitly describe the tasks of prevention specialists (explanation, meaning and tasks of scientific disciplines, definition of public relations work, attitudes, tasks related to society as a whole etc.). There is no doubt about the importance of the wide range of background information for understanding the practical prevention tasks, but this information does not actually describe these tasks.

#### *Recommendation*

The following changes should be made:

- a) All the background information should be removed here in favour of an exclusive and clear description of the tasks.
- b) The description of the tasks should not be part of each individual module, but precede the block of modules. When describing individual tasks it would be conceivable to refer to the respective modules, for example by additions in brackets. Another option would be to provide an outline at the end explaining in which modules the required knowledge and skills will be acquired. Alternatively, the job description of a prevention specialist could precede the modules. Among other things, this starting point could be used to derive targets as a basis for the required theoretical and practical competences and general conditions.

Alternative b) offers the advantage that it immediately provides a complete overview. It is therefore no longer necessary to construct a whole from the numerous details at a later stage. This would be an important contribution to an early and helpful orientation.

### **3.2.3 Knowledge and Competences**

#### *Assessment*

The selected terms overlap, possibly because knowledge is equated with understanding and competences with practical skills. However, it is also common to talk about theoretical competences and practical knowledge.

#### *Recommendation*

To promote clarity, the following alternatives are suggested:

- a) replace “knowledge“ with “theoretical competences“,
- b) replace “competences“ with “practical competences“.

### 3.3 Modules

#### *Assessment (of all the modules)*

It is difficult to comment on the content and scope of the theoretical and practical competences to be acquired because

- it is obviously still totally open which subjects belong to the training programme and which to the Master's programme;
- it is not clear how much time (how many lessons) is available for the individual modules and
- "knowledge" in particular is sometimes only described by a key word (e.g. social theories, juvenile delinquency, forensic science, criminal code, juvenile court act...) and it is therefore not possible to derive which specific contents have to be dealt with in how much detail.

#### *Recommendations*

- Formulation of general targets for the training programme and the Master's programme.
- Formulation of theoretical and practical competences as result targets.
- Assignment of **concrete** contents.
- Allocation of time periods to the contents. Can this time be extended, perhaps at the cost of other modules, or do the contents have to be reduced? Which contents could be eliminated and for what reasons?

**Third statement: Prof. Dr. phil. Jochen-Thomas Werner**

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Göttingen, August 2006, Jochen-Thomas Werner

**Expert Opinion on Module Descriptions for a Master's Programme in Crime Prevention Commissioned by the State Prevention Council of Lower Saxony**

**General Comments**

A total of eight module descriptions were presented to me and I was asked for an expert opinion on them. As a social and cultural scientist working in police training of the state of Lower Saxony, I was happy to comply with this request. After a critical revision of the texts I arrived at the understanding that – besides some praiseworthy aspects and a few minor points of criticism – there are three main open questions the answers to which would not only have been very helpful in positioning the presented concept within the landscape of socio-scientific theories, but which would certainly also have pointed the way for the entire project.

These questions are:

- What are the intellectual roots of the thoughts of those responsible for drawing up the modules and which of their basic theoretical assumptions determine their expertise and to what extent?
- In a multiethnic society, who should become active in crime prevention with respect to whom and for what reason – on the background to the contents of teaching?
- Should crime prevention be seen as some kind of instrument of power of the system or should it serve to ensure a peaceful coexistence of people and their various social worlds?

It is left to speculation to determine whether the responsible persons considered their points of view and their approaches as being so self-evident that they believed they could dispense with disclosing their basic theoretical assumptions or whether they simply forgot to do so. It seems to me that a lot speaks for the former alternative. Like most people, they may have assumed that there is no substantial difference between

their view of the world and that of others. If this were the case, they would be victims of the misconception, which for decades has caused stagnation in the development of crime prevention as an effective tool of security policy. In my opinion, it is a serious problem that a large number of players in crime prevention take the culturally established assumptions that are based on their own life-worlds as a standard for judging those people who are under their social control. Thus, it is hardly surprising that, seen from such an inappropriate perspective, the lifestyle and behaviour of a large number of people appear deviant, deficient or inadequate.

In my opinion, the concept as submitted is not only based on the belief that the real world is conceivable but I am afraid that it also claims the right to be something like a general didactics of crime prevention without being able to give a reason why the concept was given this and no other design. At the same time, I cannot help suspecting that here – with regard to the content – the decision could be made for the next years or even decades about what kind of knowledge is important or should at least become important in crime prevention. However, how do those who are responsible for this project know whether the knowledge to be conveyed in training and further training may also claim to be valid where it is to be applied in crime prevention, namely in the life-worlds of those who show “deviant behaviour”.

Furthermore, what is meant by deviant behaviour if there is no privileged point of view and thus no absolutely right way of seeing things in the polycontextual world we all live in? What idea of normality is the project based on?

The presented draft is, to put it briefly, laid out in a classical way. It continues to uncritically offer the hotchpotch, which has been available from the purveyors of crime prevention methodology for a long time. The draft does not represent a vision going beyond the limits of what is already known. In particular in a multi-ethnic society, whose parts may have very different norms, which are more often than not strikingly contradictory, norms and deviations turn out not to be fixed entities. One may presume that the draft in its current form was drawn up under the tacit assumption of a uniform social and cultural area. Such areas, however, do not or no longer exist in the member states of the European Union.

Instead of emphasizing the ability to diagnose social and cultural circumstances as a crucial characteristic of professional crime prevention work, the authors put the main focus on administrative issues such as basic principles of leadership and management, public relations, finances and project management. I do not deny that these areas are important for the business of crime prevention, and they are of crucial importance in project planning and implementation. However, I am convinced that the remaining four modules (Basic Principles of Empirical Social Research, Criminal Law

and Ancillary Laws, National and International (Crime) Prevention and Criminology) cannot be considered as sufficient to impart that knowledge to players in crime prevention, which would then enable them to work professionally in their metier. The reason for this is simple: those who take part in training and further training that is designed in such a way will not learn anything substantial about the people and the constitutive conditions of their social reality. Staff trained in such a way would be blind to all the social and cultural conditions that are important in crime prevention. Not only would they have no access to the language-based stock of patterns of interpretation, which constitutes a fundamental condition underlying each life-world. Also, any cross-cultural understanding would be excluded from the start. In my opinion, in the field of crime prevention it is a rather questionable approach to draw on a symbolic control medium such as power.

The multitude of different life-worlds in which children, young people and adults unremittingly try to organize their everyday lives and cope with them already gives an idea of how different the respective stocks of knowledge, the cultural orientations and everyday routines underlying these social realities must be. Effective and sustainable crime prevention can only be performed if local traditions and lifestyles are recognised as such, understood and made use of in preventive work.

Thus, work in crime prevention must not and cannot be taught, understood and established as some kind of administrative act, whatever nature it may have. In such a case, the frame of reference based on which those involved in crime prevention could act would, from the outset, be diametrically opposed to the life-worlds and ethnic groups of those they deal with. Whatever could be observed and described from such an administrative frame of meaning would not be congruent with the views of those individuals who live in their own life-worlds – with their own respective contexts of meaning and behaviour patterns, which they consider as self-evident. There is a difference (in knowledge) between what these people are able to realize and document and what is thought and spoken about them in the same respect by outsiders. Since knowledge is constitutive for (delinquent) action, crime prevention without awareness of the appropriate stock of knowledge of this life-world is not possible.

Like all other human beings, criminal offenders cannot decide how they want to act. The freedom of man is principally restricted to selecting from already existing options the one, which is assumed to offer a certain degree of cognitive understanding. To understand, which world outlook a person has, one has to know the background from which this person has developed. Without any knowledge of the respective background, neither useful crime prevention nor an effective fight against crime seem

possible to me. In my view, none of the modules is suited to impart the knowledge required here.

### **Modules for a Training Concept and a Master's Course in Crime Prevention**

Irrespective of the considerations set out above, it can be stated that the presented ensemble of modules is well coordinated but is insufficient for its intended purpose, namely training and further training in crime prevention. Each individual module has a logical structure and is appropriate to the subject matter – provided the standard of a traditional idea of what crime prevention should actually be is chosen as a basis. For modern crime prevention, namely crime prevention that is oriented to the life-worlds and individual perspectives of the persons concerned, the modules often appear to me to be hardly suited to convey the knowledge that is indispensable for crime prevention in the twenty-first century.

#### **First Module: Basic Principles of Leadership and Management**

Even though the target group of the training programme and the Master's programme consists of qualified employees and executives, one cannot deduce from this that a module has to deal with leadership and management (cf. p. 1).

As for the point *information management*, refer to the comments on the *Public Relations* module.

Here (p.2), under the heading of *knowledge management*, terms such as incentive systems, balance scorecard, coaching, Internet, intranet, knowledge databases are included. However, these terms are not very helpful in this context. See for example Nonaka, Ikujiro, Wie japanische Konzerne Wissen erzeugen, in: Harvard manager 2 / 1992, p. 95 – 103

Polanyi, Michael, Personal Knowledge, Chicago 1958

#### **Second Module: Finances**

It almost goes without saying that today such a module is indispensable. In the face of today's very tight financial situation of the independent institutions/organizations of crime prevention projects and the desperate state of public budgets, I suggest putting more emphasis on the subjects of sponsoring, foundations, inheritance marketing and fund-raising in this module.

#### **Third Module: Project Management**

In my opinion, an important and well-structured module. Although the point "Writing Workshop / Professional Writing" is just one among many, I think it is of central importance. To describe it vividly, writing in crime prevention work can either mean producing a text that has as little to do with the people as a map with the country, or managing to provide "close descriptions" (Gilbert Reyle), which are close to life and

which enable the people described to recognize themselves. Any production of texts that is based on phrases typical of administrative contexts is bereft of content and useless as far as the description of those people is concerned who are at the centre of our endeavours in crime prevention.

### **Fourth Module:** Public Relations

An important module, but the way it is presented here it may not be up-to-date any more. I strongly recommend revising this module to include contemporary hypotheses (cf. for example Klaus Merten, Siegfried J. Schmidt, and Siegfried Weischenberg (eds.), *Die Wirklichkeit der Medien. Eine Einführung in die Kommunikationswissenschaft*, first edition, Opladen 1994).

### **Fifth Module:** Fundamentals of Empirical Social Research and Evaluation

A very comprehensive module, in the context of which I voice my support for assigning a significantly more important role to qualitative social research than it has been deemed necessary up to now in comparable training and further training. I personally am convinced that the quantitative methods of empirical social research are extensively unsuited for understanding people in their life-worlds and then influencing them positively in a crime-preventive sense (cf. Jochen-Thomas Werner, (2004) „Kriminalität als Erzählung. Über die sprachlichen Ursprünge eines sozialen Phänomens“, 35 pages, on-line on the Internet: URL: <http://www.polizei-newsletter.de> [status: 17.08.2006]).

### **Sixth Module:** Criminal Law and Ancillary Laws

One may suspect that a Christian socialized in Germany would – without thinking about it - assign a central role to this module in training and further training. However, what would members of other culture groups decide? What about, for example, those who immigrated to Germany from Pakistan or Indonesia? What about Muslims who with certain legal questions prefer to turn to a mullah in whose opinion they trust more than in legal advice from state institutions? What would these people think about this module? I am aware of the provoking undertone of my questions, but I hope to be able to point out the fact that in a post-modern society the knowledge of other important legal systems – here for example the sharia – should be part of the stock of knowledge of those involved in crime prevention. In particular, if it is known that this legal system is of fundamental importance for the social existence of a considerable number of people in Europe – just to name Islamic family law – although in the states of Western Europe there is a legally defined monopoly on the use of force.

**Seventh Module:** (National and International) (Crime) Prevention

Here it is asserted rightly “prevention specialists are concerned with a variety of prevention areas and different topics” (p.1). In addition, because this is true, these specialists have to be able to elicit “the problems” from the inside perspective of the respective life-worlds. Simplifying descriptions, whoever they may have been drawn up by, are not sufficient to penetrate the surface and reach the deeper layers of a social phenomenon. Prevention specialists need to understand the social life; otherwise, they just juggle – like so many others before them – with empty words. To be a specialist in crime prevention means to be able to speak, to think, to behave and to feel like the people one is dealing with in crime prevention work. If the background of the life-world of the clients, along with their group-specific stocks of knowledge and symbolic orders, were to remain a secret from the “specialists”, there would be a massive problem in controlling the deviant behaviour.

**Eighth Module:** Criminology

A module, which extensively reflects the classical jargon of criminological terms and theories. Thus, I think it would be desirable if, for example, more recent approaches in criminal sociology were also shown. For instance, here I would like to point out the Interactional Theory of Thornberry or the knowledge-sociological approach of Werner.

**Summary and Recommendations**

The present module descriptions clearly represent the careful and conscientious work of those who want to develop a sound concept for training and further training in crime prevention. From the way the project has been managed so far, one cannot conclude that it contains the potential to overcome the limitations of what has been widely known in order to turn over a really new leaf in crime prevention. In my opinion, in order to break new ground it is not enough to compile what has been known, tried and tested and rather often rejected for decades. A vision is required and this vision should not only set out along well-worn tracks. In the power of the word and the originality of the subject matter presented it should clearly differ from everything that belongs to the platitudes of crime-preventive thinking.

From my point of view, crime prevention today can no longer always mean enforcing the state's legal definition of reality by hook or crook. The future should belong to a more sensitive course of action that is more in agreement with the changed social conditions. Even today it is not uncommon for those affected by state sanctions to reinterpret them within their subcultures as an inauguration; thus they are seen as an integral part of a normal biography. Once prison sentences such as confinement or stays in prison have degenerated into necessary rituals in the life cycle of a person,

one must not be surprised that many a felony amounts to a dramatic staging with the aim to announce publicly that now the transition from one social status to another is about to happen.

Crime prevention should not consist in the state carrying out the well-known performative act “In the name of the people the following judgement is pronounced”, which in itself creates a social fact, which would not exist without it, namely (in the case of a verdict “guilty”) a judgement of the offender. This way, the state and the subcultural life-world fulfil functions for each other. One cannot understand the function of the sanctioning state for a subculture if one does not take into account the function of the subculture for the sanctioning state. Up to now, in crime prevention this reciprocity of functions has not been sufficiently taken into account, although it would offer many interesting starting points for crime-preventive activities. In the present case, the structures of a subculture would be continuously perpetuated by the sanctioning mechanisms of the state that are independent of the situation. This simply means that the sanctioning state is involuntarily involved in the genesis of criminal offenders, i.e. it does exactly what it actually wants to prevent.

Any training and further training in crime prevention that wants to meet the requirement of fitting the modern age should do without the restricting corset of the traditionalists. Thus, I consider it extremely important to impart knowledge of philosophical ideas to the participants, in addition to all the things worth knowing that are summarised in the presented modules. In my view, the theoretical basic assumptions of hermeneutical sociology of knowledge and those of cultural anthropology are just as indispensable, since, together with philosophy, these two fields form the essential centre of such a training and further training. Only here one can gain the understanding and acquire the competence necessary to do professional and sustainable crime prevention work. Moreover, all participants should be sufficiently trained to think in terms of processes and social figurations. Only after the participants are able to find their way around these central areas, should they work on the already existing modules. There should be a continuous referring back to the initially taught basic sciences. From an educational perspective, I think this is the only way to ensure a multi-reflexive examination of one's own interpretations and those of others. This way of learning changes man's knowledge. It opens him up towards new views. Players in crime prevention need this type of openness because they have to deal with various worlds. However, only if they are not blind will they see that they cannot be at home everywhere. Prevention needs people who can see.

**Fourth statement: Thomas Müller**

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Wendeburg, 20 August 2006

**Beccaria-Centre: Training and Further Training in Crime Prevention  
Opinion on the Modules for a Training Programme and a Master's Programme  
in Crime Prevention**

**1. Have the important modules been included?**

1.1.

The knowledge and competences derived from the central tasks of crime prevention are presented comprehensively and included in the modules extensively. For additional suggestions, see point 2.

1.2

The following, in my opinion essential teaching content with module character has not yet been included:

***Getting to know the practical framework, everyday practice, and approaches and objectives of the important players in crime prevention by means of internships***

I think getting to know and understanding the actions of the other professions involved in crime prevention (and thus establishing a common understanding of crime prevention) is a key competence, which definitely has to be imparted in the training programme and in the Master's programme. This subject matter seems to be suited for a separate module.

As a **method** for getting to know the practical contents, **internships** with other professions should be an **obligatory** part of the Master's programme. These internships do not have to be done with all the existing professions but at least in 2 to 3 different areas that are unknown to the intern.

As an alternative to developing an independent module for internships (possibly organised by the students themselves), they could be integrated into the Crime Prevention module (as part of the areas of prevention). A third option would be to determine

proof of completed internships as an entrance requirement for the Master's programme.

## **2. Do the modules cover the required contents?**

Supplementary suggestions for the contents of the modules:

### **2.1.**

**Getting to know the legal framework of the important players in crime prevention (with the exception of the prosecution authorities, which are already part of the Criminal Law module)**

Parts of the presentation of the legal and practical framework of the main players in crime prevention could be arranged by the students / trainees themselves, since they probably have the appropriate experience. The presentation of the students' own fields of work could for example be included as practical exercises in the part *Presentation*.

### **2.2.**

Getting to know the key insights of national and international impact research in crime prevention, including the question of the transferability of the findings

***(as an independent sub-point in the Crime Prevention module)***

### **2.3.**

Getting to know the cooperation-promoting framework for networking

***(as part of the point Establishing and Coordinating Networks in the Crime Prevention module)***

### **2.4.**

Carrying out a practical interview training with professional interviewers

***(in the Public Relations module)***

*3. Notes on the design of the modules and the assignment of the contents to the training and the Master's programme*

In my opinion, a large number of the learning contents given in the modules are required for the training programme as well as for the Master's programme.

Therefore, dividing the contents within the modules into one, two or even three sub-modules seems to be a useful method to allow for the requirement of planning a training and a Master's programme.

As a result, there would be modules such as *Criminology I + II*, *Crime Prevention I, II + III*, *Public Relations I + II* etc.

*Example:*

The *Criminology I* sub-module would then comprise all the contents of the training. At the same time, it could be part of the Master's programme and a prerequisite for taking part in the *Criminology II* sub-module, which would then comprise all advanced contents for the Master's programme.

Furthermore, this approach would have the advantage that for all those participants on the training programme who later want to undertake the Master's programme, the completed modules would be recognised as credits.