

# **22510VIC Course in Identifying and Responding to Family Violence Risk**

This course has been accredited under Part 4.4 of the Education and Training Reform Act 2006.

Version 1

**Accreditation period: 1 April 2019 to 31 March 2024**



Education  
and Training



© State of Victoria (Department of Education and Training) 2019.

Copyright of this material is reserved to the Crown in the right of the State of Victoria. This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (more information is available [here](#)). You are free use, copy and distribute to anyone in its original form as long as you attribute Skills Victoria, Department of Education and Training (DET) as the author, and you license any derivative work you make available under the same licence.

### **Disclaimer**

In compiling the information contained in and accessed through this resource, the Department of Education and Training has used its best endeavours to ensure that the information is correct and current at the time of publication but takes no responsibility for any error, omission or defect therein.

To the extent permitted by law, DET, its employees, agents and consultants exclude all liability for any loss or damage (including indirect, special or consequential loss or damage) arising from the use of, or reliance on the information contained herein, whether caused or not by any negligent act or omission. If any law prohibits the exclusion of such liability, DET limits its liability to the extent permitted by law, for the resupply of the information.

### **Third party sites**

This resource may contain links to third party websites and resources. DET is not responsible for the condition or content of these sites or resources as they are not under its control.

Third party material linked from this resource is subject to the copyright conditions of the third party. Users will need to consult the copyright notice of the third party sites for conditions of usage.

## Table of contents

Section A: Copyright and course classification information .....	4
1. Copyright owner of the course .....	4
2. Address .....	4
3. Type of submission .....	4
4. Copyright acknowledgement .....	4
5. Licensing and franchise .....	4
6. Course accrediting body .....	5
7. AVETMISS information.....	5
8. Period of accreditation.....	5
Section B: Course information.....	6
1. Nomenclature .....	6
1.1 Name of the qualification .....	6
1.2 Nominal duration of the course.....	6
2. Vocational or educational outcomes .....	6
2.1 Purpose of the course .....	6
3. Development of the course.....	6
3.1 Industry/enterprise/ community needs .....	6
3.2 Review for re-accreditation .....	10
4. Course outcomes .....	10
4.1 Qualification level .....	10
4.2 Employability skills .....	10
4.3 Recognition given to the course .....	10
4.4 Licensing/ regulatory requirements.....	10
5. Course rules.....	10
5.1 Course structure.....	10
5.2 Entry requirements .....	12
6. Assessment.....	12
6.1 Assessment strategy .....	12
6.2 Assessor competencies.....	12
7. Delivery .....	13
7.1 Delivery modes.....	13
7.2 Resources .....	14
8. Pathways and articulation.....	14
9. Ongoing monitoring and evaluation .....	14
Section C—Units of competency.....	15

## Section A: Copyright and course classification information

<b>1. Copyright owner of the course</b>	<p>Copyright of this course is held by the Department of Education and Training, Victoria.          © State of Victoria (Department of Education and Training) 2019.</p>
<b>2. Address</b>	<p>Executive Director          Engagement, Participation and Inclusion Division          Higher Education and Skills Group          Department of Education and Training (DET)          PO Box 4367          Melbourne VIC, 3001</p> <p><b>Organisational contact</b>          Manager Training Products          Higher Education and Skills Group          Telephone: (03) 70221619          Email: <a href="mailto:course.enquiry@edumail.vic.gov.au">course.enquiry@edumail.vic.gov.au</a></p> <p><b>Day-to-day contact</b>          Human Services Curriculum Maintenance Manager          Swinburne University of Technology          PO Box 218          Hawthorn VIC 3122          Email: <a href="mailto:cmmhs@swin.edu.au">cmmhs@swin.edu.au</a>          Telephone: 03 9214 5034 / 9214 8501</p>
<b>3. Type of submission</b>	<p>Accreditation</p>
<b>4. Copyright acknowledgement</b>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria.          © State of Victoria (Department of Education and Training) 2019.</p>
<b>5. Licensing and franchise</b>	<p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (more information is available <a href="#">here</a>).</p> <p>You are free to use, copy and distribute to anyone in its original form as long as you attribute Higher Education and Skills Group, Department of Education and Training (DET) as the author and you license any derivative work you make available under the same licence.</p> <p>Request for other use should be addressed to:</p> <p>Executive Director          Engagement, Participation and Inclusion Division          Higher Education and Skills Group          Department of Education and Training (DET)</p>

	<p>Email: <a href="mailto:course.enquiry@edumail.vic.gov.au">course.enquiry@edumail.vic.gov.au</a></p> <p>Copies of this publication can be downloaded free of charge from the DET website available <a href="#">here</a>.</p>
<b>6. Course accrediting body</b>	Victorian Registration and Qualifications Authority
<b>7. AVETMISS information</b>	<p><b>ANZSCO code – 6 digit</b></p> <p><i>Australian and New Zealand Standard Classification of Occupations</i></p> <p>GEN20 - Non-industry specific training</p> <p><b>ASCED Code – 4 digit</b></p> <p><i>Field of Education</i></p> <p>0905 - Human Welfare Studies And Services</p> <p><b>National course code</b></p> <p>22510VIC</p>
<b>8. Period of accreditation</b>	1 April 2019 to 31 March 2024

## Section B: Course information

<b>1. Nomenclature</b>		<b>Standard 1 AQTF Standards for Accredited Courses</b>
<b>1.1 Name of the qualification</b>	Course in Identifying and Responding to Family Violence Risk	
<b>1.2 Nominal duration of the course</b>	50 nominal hours	
<b>2. Vocational or educational outcomes</b>		<b>Standard 1 AQTF Standards for Accredited Courses</b>
<b>2.1 Purpose of the course</b>	<p>The 22510VIC <i>Course in Identifying and Responding to Family Violence Risk</i> provides an accredited training program and vocational outcomes for a person in universal services role to identify the presenting risk of family violence for universal service users and provide a response appropriate to the role of universal service professionals.</p> <p>Participants undertaking the course will be professionals who do not have family violence as a core function of their role. These professionals may encounter victim survivors (including children and young people) and perpetrators through their interactions with children, families and/or adults within their work at universal service organisations such as schools, early childhood, justice, community and health services, sport and recreation organisations and faith-based institutions. This course also provides the foundational understanding of family violence and risk needed for further levels of specialisation.</p>	
<b>3. Development of the course</b>		<b>Standards 1 and 2 AQTF Standards for Accredited Courses</b>
<b>3.1 Industry/enterprise / community needs</b>	<p>The Victorian state government has determined family violence to be its number one law and order challenge, in recognition of the immeasurable emotional, psychological and physical harm it causes, particularly to women and children. A series of family violence related deaths in Victoria in 2014/2015 prompted the establishment of Australia's first Royal Commission into Family Violence on 22nd February 2015. The need to invest in family violence reforms acknowledges the growing awareness of its scale, the failure of existing policy to reduce its prevalence and severity and the community's preparedness to act<sup>1</sup>.</p>	

<sup>1</sup> Victoria, Royal Commission into Family Violence, *Summary and Recommendations* (2016).

	<p>Tasked with finding solutions to prevent family violence, improve support for victim survivors and hold perpetrators to account, the Royal Commission into Family Violence report was delivered in March 2016, with all 227 recommendations accepted by the state government<sup>2</sup>. This curriculum is principally informed by the outcomes of Recommendation 207, in part, and Recommendation 1.</p> <p>Recommendation 207 concerns the development of a 10-year industry plan for family violence prevention and response in Victoria, covering workforce requirements of all government and non-government agencies and services that have or will have responsibility for preventing or responding to family violence, and address, in part, workforce capability, qualifications and professional development needs<sup>3</sup>.</p> <p>Two capability frameworks, developed in December 2017, detail these requirements:</p> <ul style="list-style-type: none"> <li>• The Responding to Family Violence Capability Framework, and</li> <li>• Preventing Family Violence and Violence Against Women Capability Framework.</li> </ul> <p>These frameworks articulate the skills and knowledge required to work within the family violence industry and aim to shape the family violence workforce of the future, by encompassing capabilities across workforce tiers spanning specialist services, core support services, mainstream/social support services and universal services.</p> <p>Recommendation 1 calls for the review and implementation of “the revised Family Violence Risk Assessment and Risk Management Framework (known as the Common Risk Assessment Framework, or the CRAF), in order to deliver a comprehensive framework that sets minimum standards and roles and responsibilities for screening, risk assessment, risk management, information sharing and referral throughout Victorian agencies”<sup>4</sup>. The Family Violence Multi-Agency Risk Assessment and Management Framework (MARAM) was subsequently developed in July 2018.</p> <p>The PSC determined that this course primarily reference content of the Responding to Family Violence Capability</p>
--	--

<sup>2</sup> Victoria Dept. of Premier & Cabinet. (2016) *Ending Family Violence: Victoria’s Plan for Change*. Melbourne: Victorian Government.

<sup>3</sup> Family Safety Victoria. (2017) *Building From Strength: 10-Year Industry Plan for Family Violence Prevention and Response*. Melbourne: Victorian Government.

<sup>4</sup> Victoria, Royal Commission into Family Violence, *Summary and Recommendations (2016)*, p.45.

	<p>Framework and the MARAM. The course consists of one foundational unit, <i>VU22733 Identify and provide initial response to family violence risk</i>. Participants undertaking the course will be professionals who do not have family violence as a core function of their role.</p> <p>This course supports the attainment of foundational skills and knowledge, and the shared understanding of family violence required to respond effectively to victim survivors of family violence (adults, children and young people) and perpetrators of family violence.</p> <p>Course outcomes include:</p> <ul style="list-style-type: none"> <li>• the use of effective interpersonal skills to engage sensitively with service users to facilitate self-disclosure</li> <li>• identification of family violence risk using approved family violence risk frameworks</li> <li>• provision of response actions involving referrals and information sharing to service provision or intersecting service agencies.</li> </ul> <p><b>Course consultation and validation process</b></p> <p>The development of the <i>22510VIC Course in Identifying and Responding to Family Violence Risk</i> was overseen by a project steering committee.</p> <p>Course consultation involved:</p> <ul style="list-style-type: none"> <li>• email and telephone consultation to form the PSC and review course amendments</li> <li>• a review of the skills and knowledge of a tier 4 professional (universal services)</li> <li>• three PSC meetings held on 31st July, 19th October and 3rd December 2018 to review and evaluate course content and structure in reference to key family violence strategy documents and the Standards for Accredited Courses 2007</li> </ul> <p>Desktop reviews of related family violence reports, frameworks and policy documents were also undertaken to support the development of the accredited course.</p> <p><b>Members of Steering Committee:</b></p> <table> <tr> <td>Amber Griffiths</td> <td>Family Safety Victoria - Centre for Workforce Excellence</td> </tr> <tr> <td>Malia Dewse</td> <td>Department of Education and Training Family Violence Principal Practitioner</td> </tr> </table>	Amber Griffiths	Family Safety Victoria - Centre for Workforce Excellence	Malia Dewse	Department of Education and Training Family Violence Principal Practitioner
Amber Griffiths	Family Safety Victoria - Centre for Workforce Excellence				
Malia Dewse	Department of Education and Training Family Violence Principal Practitioner				



Anita Morris	Department of Health and Human Services Family Violence Principal Practitioner
Connie Kellett	Department of Justice and Regulation Family Violence Principal Practitioner
Jacky Tucker	Domestic Violence Victoria
Jelena Djurdjevic	Domestic Violence Resource Centre Victoria
Ilsa Evans	Chisholm Institute of TAFE
Scott Mills	No To Violence
Elizabeth Jewson	WRISC family Violence Support – Ballarat
Janine Bussell	Centre Against Violence- Ovens Murray Area
Libby Neesham	Victorian Aboriginal Community Controlled Health Organisation
Kate Squires	Magistrates' Court of Victoria
Sofia Csernatony	Victoria Police
Mike Hester	Department of Justice and Regulation
Pui San Whittaker	Department of Education and Training
Pia Cerveri	Victorian Trades Hall Council
<b>In attendance:</b>	
Autumn Shea	CMM for Human Services
Teresa Signorello	Course Writer
Susan Fechner	Course Writer
Amelia Ditcham	No To Violence
Jessica Wilson	Domestic Violence Resource Centre Victoria
Kathryn Kent	Family Safety Victoria
Wei Choong	Family Safety Victoria
Hannah Casey	Family Safety Victoria
They also confirmed that the course:	
<ul style="list-style-type: none"> <li>• does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification</li> </ul>	

	<ul style="list-style-type: none"> <li>is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set</li> <li>does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification</li> <li>does not comprise units that duplicate units of competency of a training package qualification.</li> </ul>			
<b>3.2 Review for re-accreditation</b>	Not applicable, this is a course accreditation.			
<b>4. Course outcomes</b>	<b>Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses</b>			
<b>4.1 Qualification level</b>	<i>22510VIC Course in Identifying and Responding to Family Violence Risk</i> meets an identified industry need, but does not have the breadth, depth or volume of learning of an AQF qualification.			
<b>4.2 Employability skills</b>	Not applicable.			
<b>4.3 Recognition given to the course</b>	Not applicable.			
<b>4.4 Licensing/regulatory requirements</b>	There are no licensing requirements for this course.			
<b>5. Course rules</b>	<b>Standards 2, 6, 7 and 9 AQTF Standards for Accredited Courses</b>			
<b>5.1 Course structure</b>				
To be eligible for the award of a Statement of Attainment for the <b>22510VIC Course in Identifying and Responding to Family Violence Risk</b> , participants must successfully complete the unit listed in the table below.				
Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22733	090501	Identify and provide initial response to family violence risk	None	50
<b>Total nominal hours</b>				<b>50</b>



<p><b>5.2 Entry requirements</b></p>	<p>There are no entry requirements for the <i>22510VIC Course in Identifying and Responding to Family Violence Risk</i>.</p> <p>Learners enrolling in the <i>22510VIC Course in Identifying and Responding to Family Violence Risk</i> are best equipped to successfully undertake the course if they have as a minimum, language, literacy and numeracy skills that align to Level 2 of the Australian Core Skills Framework (ACSF). The ACSF can be accessed from the education department's website available <a href="#">here</a>.</p> <p>Learners with language, literacy and numeracy skills at a lower level than suggested will require additional support to successfully undertake the 'course in'.</p>
<p><b>6. Assessment</b> <i>Standards 10 and 12 AQTF Standards for Accredited Courses</i></p>	
<p><b>6.1 Assessment strategy</b></p>	<p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> <li>• Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Assessment strategies for the course should reflect the nature of the work undertaken; It is recommended that assessment include:</p> <ul style="list-style-type: none"> <li>• oral and written questioning related to underpinning knowledge</li> <li>• practical demonstration of activities which combine a number of learning outcomes to provide depth and context to the training</li> <li>• holistic assessment that reflects realistic job tasks.</li> </ul>
<p><b>6.2 Assessor competencies</b></p>	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and</li> </ul>

	<p>Guidelines 3 of the VRQA Guidelines for VET Providers,</p> <p>or</p> <ul style="list-style-type: none"> <li>the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul>
<p><b>7. Delivery</b> <i><b>Standards 11 and 12 AQTF Standards for Accredited Courses</b></i></p>	
<p><b>7.1 Delivery modes</b></p>	<p>There are no restrictions on offering the program on either a full-time or part-time basis. Where possible, participants should be exposed to real work environments and examples/case studies.</p> <p>This course may be delivered in a variety of modes including:</p> <ul style="list-style-type: none"> <li>Educational setting</li> <li>Workplace or simulated workplace</li> <li>Blended learning</li> </ul> <p>Delivery methods should allow for self-directed development and achievement, independent and peer to peer judgement and accountability for a high standard of outcomes.</p> <p>It is highly recommended that Registered Training Organisations use additional educational support mechanisms to maximise each learner's completion of the course. An initial assessment of learner's needs must be conducted during entry into the course to identify the need for language, literacy and numeracy support and reasonable adjustment.</p> <p>Trainers and assessors should contextualise delivery of the course in response to learner needs, while still meeting the requirements of the units of competency.</p> <p><b>Delivery to current workforce:</b></p> <p>Due to considerations of time-release from the workplace, it is highly recommended that delivery to learners who are currently working in universal service organisations be via a blended learning mode. RTOs should also ensure that the face-to-face delivery volume reflects the employer's capacity to release their employees from normal work duties.</p>

<p><b>7.2 Resources</b></p>	<p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Delivery and assessment materials should reflect the local work environment as far as possible.</p> <p>Resources must include:</p> <ul style="list-style-type: none"> <li>Victoria’s current approved Family Violence Risk Assessment and Risk Management Framework</li> <li>Any relevant family violence legislation, policies, procedures and standards applicable to universal services professionals in Victoria.</li> </ul>
<p><b>8. Pathways and articulation</b></p>	<p><b><i>Standard 8 AQTF Standards for Accredited Courses</i></b></p>
	<p>There are no formal articulation arrangements in place.</p>
<p><b>9. Ongoing monitoring and evaluation</b></p>	<p><b><i>Standard 13 AQTF Standards for Accredited Courses</i></b></p>
	<p>The Curriculum Maintenance Manager for Human Services is responsible for the ongoing monitoring and evaluation of the <i>22510VIC Course in Identifying and Responding to Family Violence Risk</i>.</p> <p>Formal course evaluations will be undertaken halfway through the accreditation period or sooner under the direction of Department of Education and Training and will be based on stakeholder surveys/consultations.</p> <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of any changes to the course.</p>

## Section C—Units of competency

The following is the unit of competency developed for the course that complies with the current requirements from the Training Package Development Handbook and is detailed in this section of the course document:

VU22733	Identify and provide initial response to family violence risk
---------	---

<b>Unit code</b>	VU22733
<b>Unit title</b>	Identify and provide initial response to family violence risk
<b>Unit Descriptor</b>	<p>This unit of competency describes the performance outcomes, skills and knowledge required to identify the presenting risk of family violence for universal service users and provide a response appropriate to the role of universal service professionals.</p> <p>While the content of this unit aligns with existing industry codes and standards, no licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains Employability Skills.
<b>Application of the Unit</b>	<p>This unit supports the attainment of the skills and knowledge appropriate to a person in a universal services organisation in identifying and providing initial response to family violence risk. This unit includes the foundational understanding of family violence and risk required by universal services professionals and those undertaking further levels of specialisation in family violence risk assessment and management.</p> <p>It includes the use of interpersonal skills to engage sensitively with universal service users to support and respond appropriately to self-disclosures of family violence, and identify and respond to family violence risk using approved family violence risk frameworks commensurate with the role of universal services.</p> <p>Universal services professionals do not have family violence as a core function of their role. These professionals may encounter victim survivors (including children and young people) and perpetrators through their interactions with children, families and/or adults within their work at universal service organisations such as schools, early childhood, justice, community and health services, sport and recreation organisations and faith-based institutions. Problem solving responsibility is limited to response actions involving referrals and information sharing to service provision or intersecting service agencies.</p>



ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Identify family violence and risk	<p>1.1 Observe service users for the presence of <b>family violence risk indicators</b></p> <p>1.2 Facilitate an <b>appropriate, accessible and culturally responsive environment</b> for safe disclosures by service user</p> <p>1.3 Apply an <b>intersectional approach</b> and use <b>screening tools</b> and <b>interpersonal skills</b> to identify <b>family violence risk factors</b> in accordance with the approved <b>Family Violence Risk Assessment and Risk Management Framework</b></p> <p>1.4 Recognise own <b>Family Violence Risk Assessment and Risk Management Framework responsibilities</b>, limitations and role in identifying and responding to <b>family</b> violence risk</p>
2. Engage with those accessing services	<p>2.1 <b>Engage respectfully</b> with service users and communicate in ways that dispel <b>family violence myths</b></p> <p>2.2 Recognise own potential for <b>collusion with and/or coercion of perpetrators</b>, without seeking to intervene with the perpetrator's use of family violence, and, where necessary, escalate within own organisation and refer to <b>relevant services</b> and/or <b>relevant authorities</b></p> <p>2.3 Explain service user and own rights and responsibilities where risk indicates that <b>information sharing</b> and/or mandatory reporting is required or appropriate</p> <p>2.4 Provide information of relevant services available to support <b>victim survivors</b> and provide <b>warm referrals</b> where appropriate</p>
3. Provide services in response to identified risk within scope of job role	3.1 Identify any immediate risks and address by escalating within own organisation and seeking assistance from relevant services and/or relevant authorities

- 3.2 Make reports to relevant authorities where assessments indicate significant risk of harm to children and young people
- 3.3 Follow organisational policies and procedures after **perpetrator** identification and/or disclosure of family violence; where no organisational policies exist escalate within own organisation and seek advice from relevant services and/or relevant authorities
- 3.4 Share information relevant to the assessment of risk within legal authorisation, seeking **secondary consultation** where necessary
- 3.5 Assist with the implementation of **safety plans** in conjunction with a specialist provider and (where appropriate to job role) contribute to **risk management**
- 3.6 Monitor victim survivor's situation over period of engagement (if appropriate to job role) to identify changes in risk and safety
- 3.7 Monitor and assess any risk to own personal safety and well-being
- 3.8 Record and report any risk to victim survivor and/or to own personal safety according to organisational policies and procedures
- 3.9 Recognise own signs and symptoms of being affected by trauma and seek advice and support and take appropriate action for self-care

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required skills

- Observational skills to:
  - identify risk of family violence
  - determine risks to own safety
- Communication skills to:
  - listen to victim survivors' to build trust and understand their individual circumstances and needs
  - recognise and support Aboriginal people to access the service of their choice

- use culturally sensitive and respectful approaches to gather information and assess the risk of family violence, appropriate to the age of the universal service user
- explain service user rights and responsibilities, and support/services available
- make referrals and share information with relevant agencies
- Interpersonal skills to:
  - apply active listening and focused attention for service user engagement
  - convey sensitivity, respect, empathy, validation and non-judgemental behaviours
  - avoid stereotyping and collusion with perpetrators
  - empower the victim survivor by supporting their input into decision-making
- Problem solving skills to:
  - identify family violence
  - determine risks to own safety
  - identify risk factors according to established policy frameworks
- Initiative skills to:
  - make reports to relevant authorities in cases of high risk harm, including to children and young people
  - make referrals to relevant services as determined by organisational policies and procedures.
- Learning skills to:
  - follow organisational policies and procedures in relation to the identification of risk or disclosure of family violence
  - identify family violence responsibilities within scope of job role
- Literacy skills to:
  - interpret Family Violence Assessment and Risk Management frameworks
  - identify appropriate information for referrals and service support

### Required knowledge

- Legislation, policies, procedures and standards relevant to role/sphere of influence including:
  - the *Family Violence Protection Act (2008)* and the professional obligations under Victoria's *Family Violence Risk Assessment and Risk Management Framework*; including an understanding of other responsibilities and levels of assessment and management under the Framework
  - *Family Violence Risk Assessment and Risk Management Framework* principles and their influence on all areas of consideration and practice.
  - mandatory reporting requirements and Child Safe Standards in regard to children and young people

- information sharing laws and regulations
- Concepts, nature and dynamics of family violence, including:
  - forms of family violence as defined in section 5 of the *Family Violence Protection Act* (2008)
  - broader definition of family violence and understanding of family within Aboriginal communities, as defined by *Dhelk Dja: Safe Our Way: Strong Culture, Strong Peoples, Strong Families* (2018-2028)
  - signs, risk indicators and observable behaviours that indicate current or past experiences or perpetration of family violence; in particular those relating to different cohorts serviced by own organisation (e.g. children/young people, people with a disability, CALD communities)
  - victim survivors are not responsible for family violence and their safety decisions need to be respected
  - family violence myths that lead to victim blaming and victim invisibility
  - that perpetrators choose to use violence and the range of behaviours and tactics (including the use of technology) perpetrators may utilise within different relationships and/or forms of family violence
  - prevalence of family violence and sexual assault, and their co-occurrence
  - gendered nature and drivers of family violence and violence against women and children, including contributing beliefs, attitudes and norms
  - intersectional factors (including, but not limited to patriarchy, colonisation, racism, sexism, ableism, ageism, homophobia and transphobia) that are reflective of structural inequality and discrimination and amplify barriers to disclosure and service access
  - distinction between violence experienced and perpetrated by men and women
  - family violence used by adolescents (i.e. individuals aged 10-19 years) is a distinct and different form of family violence, and requires different therapeutic and service responses
- Family violence risk and risk factors, including:
  - evidence-based risk factors in the approved *Family Violence Risk Assessment and Management Framework*
  - spectrum of seriousness of risk and presentations as outlined in the approved *Family Violence Risk Assessment and Management Framework*
  - dynamic nature of risk (and therefore the need to monitor risk levels over time)
  - risks around misidentification of perpetrators of family violence and the significant impacts on systems response to a victim survivor in these situations
  - risks to victim survivors' safety with engaging/challenging perpetrators
  - relationship between risk levels and intersectional factors

- specific family violence risk indicators for children and young people and people from diverse communities and specific cohorts, particularly those cohorts associated with additional risks or barriers
- The cumulative and traumatic impacts of family violence and the impacts on the parent-child relationship on women and children victim survivors, including children who are indirectly exposed to its effects
- The unique status and experiences of Aboriginal communities as First Nations people, including experiences of colonisation, systemic violence and discrimination
- Practitioners and services involved with multi agency responses to family violence; including those for people from diverse communities
- The extent and limitations of own role in relation to family violence identification and response

## RANGE STATEMENT

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.*

***Family violence risk indicators*** may include:

- Observable signs that may indicate the presence of family violence risk as detailed in Multi-Agency Risk Assessment and Management Framework (MARAM) Practice guidance (see guidance on responsibility 2)
- Indicators associated with the risk factors in schedule 1 of the approved Family Violence Risk Assessment and Risk Management Framework

***Appropriate, accessible and culturally responsive environment*** may include:

- Privacy for the conversation
- Physically accessible
- Linguistically accessible (use of an interpreter, visual cue cards or other aids)
- Asking if the service user would like to receive service from a culturally specific organisation or a bi-cultural worker
- Supporting Aboriginal service users to access an Aboriginal service, if desired
- Engaging with children and young people in a way that takes into account their age and developmental needs, including consideration of how and when to engage with a child or young person alone and when to engage with the non-offending parent or carer.

**Intersectional approach** may include:

- Recognising and analysing the intersections of co-occurring factors that increase risk and amplify barriers to disclosure, including:
  - identity
  - structural inequality
  - systems of oppression and domination
  - discrimination such as racism, sexism, ableism, ageism, homophobia, transphobia
- For Aboriginal people, the history of dispossession, colonisation, loss of language and culture, inter-generational trauma, and current and past practices of child removal, and other discriminatory policies

**Screening tools** includes:

- The approved MARAM Screening tool, included in MARAM Practice Guidance, including age appropriate screening tools for children and young people (see Responsibility 2)
- A screening tool that is aligned to the approved MARAM screening tool.

**Interpersonal skills** may include:

- Active listening
- Checking for understanding
- Refraining from judgement
- Refraining from assumptions
- Avoidance of stereotyping
- Avoiding victim blaming
- Moderating voice, tone, volume
- Supportive non-verbal gestures
- Demonstrating empathy and respect
- Empowering and supporting the victim survivor
- Understanding personal biases

**Family violence risk factors** must include:

- Evidence-based factors that support determination of seriousness of risk, including:
  - likelihood and timing of family violence occurring
  - severity of the risk of family violence
- Risk factors as defined in Schedule 1 of the approved and gazetted *Family Violence Risk Assessment and Management Framework*



**Family Violence Risk Assessment and Risk Management Framework** includes:

- The *Family Violence Risk Assessment and Risk Management Framework* approved by the relevant Minister under section 189 of the *Family Violence Protection Act (2008)*, also referred to as the *Multi-Agency Risk Assessment and Management (MARAM) Framework*.
- MARAM policy and practice guidance that reflects the approved *Family Violence Risk Assessment and Risk Management Framework*

**Family Violence Risk Assessment and Risk Management responsibilities** includes:

- Responsibilities as defined in Schedule 2 of the approved and gazetted *Family Violence Risk Assessment and Management Framework*.

**Family** includes:

- Family member, domestic partner and relative; as defined in sections 8—10 *Family Violence Protection Act (2008)*
- The broader understanding of family in Aboriginal communities, including extended families, kinship networks and communities

**Engage respectfully** may include:

- As defined in practice guidance under the MARAM Framework
- Valuing the victim survivors' knowledge and lived experience of violence and trauma
- Respecting the ways in which victim survivor managed their own safety
- Engaging in a culturally sensitive way, recognising faith, culture and community as sources of resilience
- Asking appropriate questions of service users to create confidence and avoid collusion with, or coercion of, perpetrators.
- Communicating using empathy
- Adapting practice in the context of continuous cultural learning
- Recognising that children and young people are victim survivors in their own right



**Family violence myths** includes, but is not limited to:

- That family violence is:
  - rare and it does not affect many people in Australia
  - ok if the perpetrator gets so angry they lose control, or if the perpetrator was drinking and would not behave that way when sober
  - a private matter
- That family violence only occurs:
  - in heterosexual relationships
  - because women provoke men
  - to poor, uneducated women or to women from certain cultures
- If a woman doesn't leave the relationship it cannot be 'that bad'
- It is not rape if it happens within a marriage/domestic relationship
- Women make false claims about sexual assault and family violence, or exaggerate the extent of the violence
- Perpetrators of family violence are mentally ill, psychopathic or have a personality disorder
- Children are not affected by family violence being perpetrated against their parent, carer or family member
- Children do not know that family violence is occurring

**Collusion with and/or coercion of perpetrators** includes:

- Collusion:
  - signalling (verbally and/or non-verbally) acceptance of a perpetrator's narrative that shifts responsibility of their family violence to others.
- Coercion:
  - challenging of perpetrator perspective in a way that is attacking and disengages the perpetrator from accessing services.

**Relevant services** may include:

- Provision of specific support for family violence
- Other services that support strengthening of protective factors

**Relevant authorities** may include:

- Child protection
- Police

**Information Sharing**

includes:

- Sharing of information held by a service for the purpose of family violence risk assessment and management in line with legal authorisations.
- Activities outlined in MARAM Practice Guidance, Responsibility 6.
- Activities as per *Family Violence Information Sharing Ministerial Guidelines*.
- Activities where legal authority may be provided through the *Family Violence Information Sharing Scheme*, the *Privacy and Data Protection Act (2014)*, *Health Records Act*, the *Children, Youth and Families Act (2005)* or a range of other authorities.

**Victim survivors** may

include:

- A 'primary person' (adult or child) as per the *Family Violence Protection Act (2008)*
- A person at risk of being subjected to family violence
- People who have experienced family violence:
  - Children
  - Young people
  - Adults

**Warm referrals** may

include:

- Contacting another service on the client's behalf
- Writing a report or case history on the client for the service they are being referred into
- Attending the first session at the new service with the client
- If the client wishes, providing relevant additional details around identity (e.g. primary/preferred language, cultural background, preferred pronouns, and/or specific circumstance that will support them to engage) to the new services.

**Perpetrator** includes:

- An adult who:
  - is defined as a 'person of concern' as per section 144B of the *Family Violence Protection Act (2008)*
  - may commit family violence
  - has chosen to use family violence

**Secondary consultation** includes:

- Consultations sought by, or provided to, a professional from another professional within or external to their own agency about a specific client.
- Seeking the skills and knowledge of specialist family violence services to gain further understanding of family violence risk and possible referral options.
- Working with diverse communities, Aboriginal communities, and with children and young people to address wide-ranging needs.
- Activities as outlined in MARAM Practice Guidance, Responsibility 5

**Safety plans** may include:

- Plans developed by specialist providers in line with MARAM Practice Guidance
- Plans developed by specialist providers that, at minimum, include:
  - identifying a safe place for the person experiencing family violence to go if they are in danger, and how to get there
  - identifying a friend, family member or neighbour who can assist in an emergency, and how to contact them
  - identifying a way for the person experiencing family violence to get access to money in an emergency
  - identifying a place to store valuables and important documents so that the person experiencing family violence can access them when needed
- Separate safety plans developed by specialist providers for children and young people, appropriate for their age and development

**Risk management** must include:

- A coordinated suite of actions which aim to protect the adult and child victim survivor, and reduce or remove the likelihood that the perpetrator will commit further violence.
- Actions that span from immediate safety through to stabilisation and recovery
- As explained in the approved MARAM practice guidance

## EVIDENCE GUIDE

*The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.*

**Overview of Assessment** This unit of competency may be assessed in a workplace or simulated environment that reflects real workplace conditions. Simulated or project-based/case study assessment techniques must replicate conditions, activities, responsibilities and procedures of industry.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit** A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- Adopt and comply with work practices that align with the values, policies and procedures of approved Family Violence Multi Agency Risk Assessment and Management Frameworks (MARAM).
- Identify MARAM responsibilities relevant to own role, including the extent and limitations of own role in relation to family violence identification and response.
- Engage sensitively and respectfully with service users.
- Communicate effectively with service users, colleagues and referring services to determine and initiate an appropriate response.
- Undertake identification of family violence risk for a service user in compliance with MARAM.
- Utilise referral services appropriate to the family violence risk presentation, including services for children and young people and people from diverse communities.

**Context of and specific resources for assessment** This unit is to be assessed in the workplace or simulated workplace that reflects real operating conditions and contingencies.

Assessment is to comply with relevant legislation and regulatory frameworks.

Resource implications for assessment include:

- realistic tasks or simulated tasks covering the mandatory task requirements

- documentation relevant to enable a family violence risk assessment e.g. screening tools, and referral resources
- access to legislation, policies and procedures relevant to role
- appropriate environment to facilitate a safe space for uninterrupted communication
- computer and internet facilities
- access to real or simulated service users

### **Method of assessment**

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance. The following examples are appropriate to assess practical skills and knowledge for this unit:

- direct observation of the candidate in workplace setting or simulated environment
- written and oral questioning to test underpinning knowledge and its application to determining the presentation of a potential risk of family violence
- project activities, case studies and role play that allow the candidate to demonstrate the application of knowledge and skills
- third party workplace reports of on-the-job performance by the candidate.

Assessment must include interactions with other people (real or simulated service users) in a workplace or simulated environment to demonstrate competence in engaging and communicating with service users.