



# Supporting Survivors of Domestic Violence



# Qualifications Handbook

## SFJ Awards Level 2 Award In Supporting Survivors of Domestic Violence

Qualification Number: 600/7128/X

Operational End Date: 31 March 2018

Certification End Date: 31 March 2019

## SFJ Awards Level 3 Award In Supporting Survivors of Domestic Violence

Qualification Number: 600/7129/1

Version	Date of issue	Amendment(s)	Page
V3	13.12.17	Add operational/certification end dates for Level 2 Award in Supporting Survivors of Domestic Violence	2, 5
		Add Total Qualification Time (TQT) to Section 2.4	7
		Update Use of Languages (now Section 2.9)	8
		Update Section 3 Centre Requirements (NB: No change to requirements)	9
		Update Section 4 Assessment (NB: No change to requirements, additional information provided)	10-19
		Update SFJ Awards branding and copyright	Various
		Remove references to QCF	Various
V2.1	06.08.15	Update SFJ Awards contact details	4
V2	17.10.14	Add qualification Guided Learning Hours	7
V1	29.10.13	-	

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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

## 1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 2 Award in Supporting Survivors of Domestic Violence
- SFJ Awards Level 3 Award in Supporting Survivors of Domestic Violence

The qualifications have been designed for front-line, 'core' domestic violence practitioners as well as those in the 'wider workforce' who are likely to come into contact with survivors of domestic violence as a consequence of their work.

### \* Qualification Withdrawal \*

Please note that the SFJ Awards Level 2 Award in Supporting Survivors of Domestic Violence is being withdrawn. No learners can therefore be registered on this qualification after **31 March 2018** and all certifications must be completed by **31 March 2019**.

## 2.1 Overall Objective for the Qualifications

Domestic violence is a pattern of behaviour designed to establish power and control. It is perpetrated by one adult over another adult who is, or who may have been, an intimate partner or family member. It can take many forms, including those of psychological, physical, sexual, financial and emotional abuse.

As a consequence, these qualifications have been developed so that practitioners are able to respond professionally to domestic violence in all of its forms, including sexual violence which is often not addressed in this context.

Professionals working with survivors can be supporting very vulnerable individuals, who may be at considerable risk. The consequences for the knowledge and skills required by the professional are reflected within the units. The nature of this work also has significant consequences for assessment and for maintaining confidentiality. This is reflected within the assessment requirements described in this paper.

The overall aims and objectives of the qualifications are that these will:

- Be fit for purpose for core practitioners, whilst also being appropriate and available to other practitioners involved in responding to domestic violence in all of its forms, including associated sexual abuse
- Address the knowledge and skills requirements of volunteers, part-time and full-time workers on the 'front-line'
- Address the needs of the wider workforce, i.e. those for whom working with the survivors of domestic violence is not their mainstream activity, but who need to be alert to domestic violence, including associated sexual abuse, and be able to take appropriate action.

## 2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete these qualifications.

## 2.3 Units and Rules of Combination

### 2.3.1 Level 2 Award in Supporting Survivors of Domestic Violence

This qualification is designed for practitioners who are part of the wider workforce and who are likely to come into contact with survivors of domestic violence. Such personnel can include, for example, those within the education, health, police and social care professions who work with members of the general public.

This qualification consists of two mandatory units, one of which is knowledge based. The qualification gives learners a total of 3 credits.

Unit Reference Number	Unit Title	Level	Credit Value
K/504/4979	Understanding the principles of best practice in supporting survivors of domestic violence	2	1
T/502/8607	Carrying out a risk identification for survivors of domestic violence	2	2

### 2.3.2 Level 3 Award in Supporting Survivors of Domestic Violence

This qualification is for core practitioners who support the survivors of domestic violence. The qualification comprises three mandatory units giving learners a total of 8 credits. Two of the units are knowledge based and the other covers skills and knowledge.

Unit Reference Number	Unit Title	Level	Credit Value
D/504/4980	Understanding the support implications for survivors of domestic violence	3	3
H/504/4981	Understanding how to respond to the needs of survivors of domestic violence	3	2
K/504/4982	Establishing the needs of survivors of domestic violence	3	3

The detailed content of each of the units in the above qualifications is provided in Section 5.

## 2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>1</sup>

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

The Total Qualification Time and Guided Learning for the qualifications are as follows:

Qualification	TQT	GLH
SFJ Awards Level 2 Award in Supporting Survivors of Domestic Violence	30	19
SFJ Awards Level 3 Award in Supporting Survivors of Domestic Violence	80	54

## 2.5 Age Restriction

These qualifications are available to learners aged 18+ years.

## 2.6 Opportunities for Progression

There is no progression route through these qualifications as learners may choose to work towards those qualifications which are most relevant to their circumstances.

## 2.7 Exemption

No exemptions have been identified.

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<sup>1</sup> Total Qualification Time criteria, Ofqual September 2015  
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

## **2.8 Credit Transfer**

Credits from identical units that have already been achieved by the learner may be transferred.

## **2.9 Use of Languages**

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website <http://sfjawards.com/policies> or on request from SFJ Awards.



# 3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website [www.sfjawards.com](http://www.sfjawards.com).

# 4 Assessment

## 4.1 Qualification Assessment Methods

Assessment methods that can be used for the SFJ Awards Level 2 and Level 3 Awards in Supporting Survivors of Domestic Violence are as follows:

- Oral Examination
- Portfolio of Evidence (including for example records of question and answer sessions, reflective accounts, written assignments)
- Practical Demonstration / Assignment

## 4.2 Assessors

### 4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

### 4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

### 4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

### 4.2.4 Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement<sup>2</sup> or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

#### **4.2.5 Continuing Professional Development**

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

### **4.3 Internal Quality Assurers**

#### **4.3.1 Occupational Knowledge**

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

#### **4.3.2 Qualification Knowledge**

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

#### **4.3.3 Internal Quality Assurer Competence**

IQAs must occupy a position in the organisation that gives them the authority and resources to:

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<sup>2</sup> National Occupational Standards for Learning and Development, LLUK 2010

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment<sup>3</sup> or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

#### **4.3.4 Continuing Professional Development**

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

#### **4.4 External Quality Assurers**

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

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<sup>3</sup> National Occupational Standards for Learning and Development, LLUK 2010

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

#### **4.4.1 External Quality Assurer Competence**

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

#### **4.4.2 Continuing Professional Development**

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

#### **4.5 Expert Witnesses**

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

##### **4.5.1 Occupational Competence**

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

##### **4.5.2 Qualification Knowledge**

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

#### **4.6 Assessing Competence**

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels

are defined in Ofqual's level descriptors.<sup>4</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide, which is available in the centre area of our website <http://sfjawards.com/approved-centres/> or on request from SFJ Awards.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

#### **4.7 Methods for Assessing Competence**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

##### **4.7.1 Observation**

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

##### **4.7.2 Testimony of witnesses and expert witnesses**

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals

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<sup>4</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)

working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

#### **4.7.3 Work outputs (product evidence)**

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

#### **4.7.4 Professional discussion**

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

#### **4.7.5 Questioning the learner**

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

#### **4.7.6 Simulations**

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

#### **4.8 Assessing Knowledge and Understanding**

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.<sup>5</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions

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<sup>5</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)



- Invigilation.

#### **4.9 Methods for Assessing Knowledge and Understanding**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

#### **4.10 Assessment Planning**

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

#### **4.11 Standardisation**

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

##### **4.11.1 Internal standardisation**

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

#### **4.11.2 External standardisation**

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy, available in the centre area of our website <http://sfjawards.com/approved-centres/> and the SFJ Awards Standardisation Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **4.12 Recognition of Prior Learning (RPL)**

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook, available in the centre area of our website <http://sfjawards.com/approved-centres/>, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **4.13 Equality and Diversity**

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy, which are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

#### **4.14 Health and Safety**

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

## 5 Qualification Units

<b>Title</b>	<b>Understanding the principles of best practice in supporting survivors of domestic violence</b>	
<b>Level</b>	2	
<b>Credit value</b>	1	
<b>GLH</b>	9	
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>	
1 Understand domestic violence	1.1 Describe domestic violence and the implications for gender equality and human rights 1.2 Outline the Duluth 'Power and Control' wheel of domestic violence	
2 Understand the impact on all of those affected by domestic violence	2.1 Describe the potential impact on those affected by domestic and sexual violence, including the following: <ul style="list-style-type: none"> <li>• physical and psychological</li> <li>• ill-health</li> <li>• possible financial impact</li> <li>• potential for loss of life</li> </ul> 2.2 Describe the myths within society regarding domestic violence 2.3 Explain the potential impact of domestic violence on children	
3 Understand the particular issues relating to diversity facing survivors of domestic violence	3.1 Outline the intersections between gender, ethnicity and sexuality and how these can impact upon a survivor's experience of domestic violence 3.2 Outline the barriers which survivors of domestic violence with particular needs may come up against when seeking support 3.3 Outline the principles of best practice appropriate for addressing the barriers to seeking help faced by survivors with particular needs	

<p>4 Understand their organisation's requirements and available support relating to supporting survivors of domestic violence</p>	<p>4.1 Describe sources of information regarding the legal options open to survivors of domestic violence</p> <p>4.2 Describe their organisation's role relating to supporting survivors of domestic violence</p> <p>4.3 Describe their responsibilities when presented with domestic violence, including the limits of their authority and responsibility and what action to take if these are exceeded</p>
<p>5 Understand the importance of a coordinated community response to tackling domestic violence</p>	<p>5.1 Outline the principles of a coordinated community response in tackling the risks associated with domestic violence</p> <p>5.2 Outline the role of the principal external agencies who provide support to survivors of domestic violence in the local area</p>
<p>6 Understand the principles and key considerations of effective communication with survivors of domestic violence</p>	<p>6.1 Describe the potential barriers to communication for survivors, explain why these occur and describe methods of addressing them</p> <p>6.2 Describe the importance of treating survivors with dignity and of accepting what they are saying without being judgmental</p>
<p><b>Additional information about this unit</b></p>	
<p>Unit purpose and aim(s)</p>	<p>This unit is suitable for everyone whose work requires them to be alert to domestic violence and to take appropriate actions to support survivors of domestic violence. It includes: understanding what constitutes domestic violence; its dynamics and impact upon those affected; the rights of survivors; and the principles and importance of communicating effectively with survivors.</p> <p>It is recognised that domestic violence can occur without physical abuse and that other forms of abuse can be equally damaging to those affected. Throughout this unit, whenever the term 'domestic violence' is used it is taken to include instances involving abuse in all of its forms, including associated sexual abuse</p>

Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	This unit covers aspects of the knowledge and understanding requirements within the full range of National Occupational Standards addressing domestic and sexual abuse/violence for 'front-line', operational practitioners in contact with survivors of domestic and sexual violence
Requirements about the way a unit might be assessed (if appropriate)	This may be assessed either in the workplace or through realistic assessment in a learning and development environment
Support for the unit from an SSC or other appropriate body (if required)	Skills for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services

<b>Title</b>	<b>Understanding the support implications for survivors of domestic violence</b>	
<b>Level</b>	<b>3</b>	
<b>Credit value</b>	<b>3</b>	
<b>GLH</b>	<b>16</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1 Understand the dynamics of domestic violence, its impact on society, and the historical background of addressing domestic violence in the UK	1.1 Describe the links between domestic violence and equality and human rights issues for survivors	1.2 Outline the historical background of addressing domestic violence in the UK
	1.3 Outline the principal impact upon society of domestic violence	1.4 Explain the Duluth 'Power and Control' wheel of domestic violence
2 Understand the inter-relationship between domestic and sexual violence	2.1 Define adult sexual violence and describe the different forms that it can take	2.2 Explain sexual abuse within the context of an intimate relationship
3 Understand the relationship between gender roles and domestic violence	3.1 Describe gender roles in relation to the power dynamics of domestic violence	3.2 Describe the myths within society regarding domestic violence, including how cultural myths and beliefs about gender may be used to justify domestic violence
	3.3 Describe the relevance of gender for women and men as survivors and/or perpetrators of domestic violence	

<p>4 Understand the impact on all of those affected by domestic violence</p>	<p>4.1 Describe the potential impact on those affected by domestic violence, including the following:</p> <ul style="list-style-type: none"> <li>• physical and psychological</li> <li>• ill-health</li> <li>• possible financial impact</li> <li>• potential for loss of life</li> </ul> <p>4.2 Describe the potential impact on children and how children may be used by abusers as part of the abuse</p> <p>4.3 Explain a range of coping strategies used by those affected by domestic violence</p>
<p>5 Understand the particular issues relating to diversity facing survivors of domestic violence</p>	<p>5.1 Describe the inter-sections between gender, ethnicity and sexuality etc. and how these can impact upon a survivor's experience of domestic violence and their capacity to access support</p> <p>5.2 Explain the barriers which survivors of domestic violence with particular needs may experience in seeking support</p> <p>5.3 Identify minority groups of survivors and describe the particular barriers which they can face when seeking support</p> <p>5.4 Describe appropriate actions that can be taken to overcome the barriers to seeking help facing survivors with particular needs</p>
<p>6 Understand the importance of a coordinated community response to addressing domestic violence</p>	<p>6.1 Describe the principles of a coordinated community response to addressing the risks associated with domestic violence</p> <p>6.2 Outline the criminal justice and civil legal framework relating to providing support to survivors of domestic violence</p> <p>6.3 Explain their organisation's services and procedures relating to supporting survivors of domestic violence</p> <p>6.4 Describe their responsibilities when presented with domestic violence</p> <p>6.5 Explain the roles of the principal agencies and services providing support in the local area for survivors of domestic violence</p>



7 Understand the processes of regaining control for survivors of domestic violence	7.1 Describe individual and social factors that may impact upon a survivor's potential to rebuild their lives following domestic violence 7.2 Describe the support skills relevant to empowering survivors
8 Understand the potential impact upon themselves of providing support to survivors of domestic violence and the support which they can access	8.1 Explain the potential for stress on themselves and the indicators of such stress 8.2 Describe the support mechanisms available and how these can be accessed
<b>Additional information about this unit</b>	
Unit purpose and aim(s)	This unit is suitable for learners whose work requires them to recognise and address domestic violence. This includes those whose work involves providing support, often as part of a multi-agency response, to survivors. The unit also includes: understanding the dynamics and wider social context of domestic violence; the impact upon those affected; and the rights of survivors.  It is recognised that domestic violence can occur without physical abuse and that other forms of abuse can be equally damaging to those affected. Throughout this unit, whenever the term 'domestic violence' is used it is taken to include instances involving abuse in all of its forms, including associated sexual abuse
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	This unit covers aspects of the knowledge and understanding requirements within the full range of National Occupational Standards addressing domestic violence for experienced practitioners in contact with survivors of domestic and sexual violence
Requirements about the way a unit might be assessed (if appropriate)	This may be assessed either in the workplace or through realistic assessment in a learning and development environment
Support for the unit from an SSC or other appropriate body (if required)	Skills for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services

<b>Title</b>	<b>Understanding how to respond to the needs of survivors of domestic violence</b>	
<b>Level</b>	3	
<b>Credit value</b>	2	
<b>GLH</b>	13	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1 Understand the issues facing survivors of domestic violence and their associated needs	1.1 Describe the signs of domestic violence and the methods used by abusers to gain power and control 1.2 Describe the potential impact upon those affected by domestic violence, including survivors and their children 1.3 Describe the range of needs that survivors may have, including those associated with: <ul style="list-style-type: none"> <li>• emotional well-being</li> <li>• financial well-being</li> <li>• health</li> <li>• legal advice</li> <li>• safety</li> </ul> 1.4 Explain the reasons why some survivors feel loyalty to their abusers 1.5 Describe the principles of an effective needs assessment and of working with survivors in identifying appropriate support options 1.6 Explain the overlapping nature of risk and need associated with domestic violence 1.7 Describe the possible options of support available to survivors in meeting identified needs 1.8 Explain the importance of reviewing needs and support plans regularly	

<p>2 Understand the nature of risk</p>	<p>2.1 Define risk, its dynamic nature and the overlapping nature of risk to survivors and their children</p> <p>2.2 Describe the nature of the risk of serious harm relating to survivors of domestic violence</p> <p>2.3 Describe the types of vulnerability, or levels of harm, used when assessing risk and their indicators</p> <p>2.4 Describe the circumstances where survivors and their children are considered to be at high risk, requiring particular support and the range of options for addressing these</p>
<p>3 Understand the procedures for identifying the risks facing survivors of domestic violence and the purpose of doing so</p>	<p>3.1 Describe the risk identification process, its purpose and associated legal requirements</p> <p>3.2 Explain how risk identification and assessment is not a predictive process</p> <p>3.3 Describe the nature of the links between a risk factor and the likelihood of harm to a survivor of domestic violence and their children</p>
<p>4 Understand the issues involved in establishing a supportive and professional relationship with a survivor of domestic violence</p>	<p>4.1 Explain the importance of building trust and empathy with survivors and effective ways of achieving this</p> <p>4.2 Explain the importance of empowering survivors and ways of doing this, including being non-judgmental and non-directive</p> <p>4.3 Explain the features and benefits of different styles and forms of communication that can be appropriate when talking to survivors, including the importance of non-verbal communication</p> <p>4.4 Describe the possible barriers to communication for survivors, including the feelings and reactions which survivors may have that hinder their ability to disclose abuse and methods for overcoming these</p> <p>4.5 Explain the importance of being aware of their own values and beliefs and the potential impact of these in influencing their response to survivors of domestic violence</p> <p>4.6 Explain the meaning of professional boundaries when working with a survivor</p>

<p>5 Understand the importance of safety planning in supporting survivors of domestic violence</p>	<p>5.1 Describe the process of working with survivors to develop safety plans</p> <p>5.2 Explain the circumstances requiring the implementation of an immediate crisis plan</p> <p>5.3 Explain the steps that need to be taken to 'action' a crisis plan</p> <p>5.4 Explain the principles of best practice in identifying the options and interventions available in addressing risk factors and associated needs</p>
<p>6 Understand the legal requirements in place to support survivors of sexual violence</p>	<p>6.1 Outline legal requirements and their organisation's requirements relating to safeguarding survivors of domestic violence, including the rights of survivors and their children</p> <p>6.2 Describe the role and responsibilities of the principal external support agencies and multi-agency arrangements, towards providing support and interventions for survivors</p>
<p><b>Additional information about this unit</b></p>	
<p>Unit purpose and aim(s)</p>	<p>This unit is suitable for learners whose work involves them exploring the needs of and risks to survivors of domestic violence. It includes: how to build the trust of survivors; the undertaking of risk assessments as well as wider needs assessments; and understanding the work of the principal agencies involved in this process.</p> <p>It is recognised that domestic violence can occur without physical abuse and that other forms of abuse can be equally damaging to those affected. Throughout this unit, whenever the term 'domestic violence' is used it is taken to include instances involving abuse in all of its forms, including associated sexual abuse</p>
<p>Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula</p>	<p>This unit covers aspects of the knowledge and understanding requirements within those National Occupational Standards which cover risk and needs assessment and risk management planning within the suite addressing tackling domestic violence for 'front-line' practitioners in contact with survivors of domestic and sexual violence</p>

Requirements about the way a unit might be assessed (if appropriate)	This may be assessed either in the workplace or through realistic assessment in a learning and development environment
Support for the unit from an SSC or other appropriate body (if required)	Skills for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services

<b>Title</b>	<b>Carrying out a risk identification for survivors of domestic violence</b>	
<b>Level</b>	2	
<b>Credit value</b>	2	
<b>GLH</b>	10	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1 Be able to carry out risk identification in a manner which is sensitive to and supportive of the survivor	1.1 Explain the content and purpose of the risk assessment tool used by their organisation 1.2 Explain different styles, forms and processes of communication that may be appropriate for survivors of domestic violence, including a survivor in crisis 1.3 Describe why survivors may be reluctant to discuss their circumstances and describe ways of enabling disclosure 1.4 Make sure that assessments take place in an appropriate and safe environment 1.5 Introduce themselves and their role clearly and accurately to survivors 1.6 Explain, with appropriate sensitivity, the purpose of the assessment process to survivors, including the information sought and its use in supporting the survivor 1.7 Explain their organisation's confidentiality requirements to survivors, including with whom information might be shared and why 1.8 Identify and discuss the information necessary to progress the assessment in a manner which is sensitive to and supportive of the survivor 1.9 Describe the legal requirements regarding disclosure of information about the circumstances and risks to a survivor 1.10 Explain the importance of being aware of their own values and beliefs and the potential impact of these in influencing their response to survivors of domestic violence	

<p>2 Be able to identify what factors need to be addressed in order to minimise or eliminate risk in the context of domestic violence</p>	<p>2.1 Describe the dynamic nature of domestic violence risk</p> <p>2.2 Explain how risk identification and assessment is not a predictive process</p> <p>2.3 Describe what is meant by serious risk of harm to a survivor of domestic violence and the survivor's children</p> <p>2.4 Identify the potential risk factors for a survivor and assess the link between these and the likelihood of further harm to the survivor and any children</p> <p>2.5 Explain to the survivor the nature of the risk factors identified and their potential impact</p>
<p>3 Be able to identify the points to be addressed by a safety plan</p>	<p>3.1 Outline the principles of developing a safety plan</p> <p>3.2 Identify priority areas for intervention and support in reducing the risks identified for the survivor and any children</p> <p>3.3 Identify with the survivor the next steps towards agreeing a safety plan</p> <p>3.4 Take the relevant actions to enable safety planning</p> <p>3.4 Follow agreed procedures and protocols for multi-agency liaison</p> <p>3.5 Record all necessary information correctly</p> <p>3.6 Describe circumstances requiring the implementation of an immediate crisis plan and how to respond in such situations</p> <p>3.7 Outline possible safety and support options available where survivors are considered to be at serious risk</p> <p>3.8 Describe in what circumstances risk and the associated safety plan need to be re-evaluated</p>
<p><b>Additional information about this unit</b></p>	
<p>Unit purpose and aim(s)</p>	<p>This unit is suitable for learners whose work involves using a domestic violence assessment tool to identify and to assess risk to survivors of domestic violence. It includes: ensuring that the assessment takes into account the wellbeing of the survivor; gathering the information; completing the tool, identifying risk factors; and taking the appropriate actions to develop a safety plan.</p> <p>It is recognised that domestic violence can occur without</p>

	physical abuse and that other forms of abuse can be equally damaging to those affected. Throughout this unit, whenever the term 'domestic violence' is used it is taken to include instances involving abuse in all of its forms, including associated sexual abuse
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	This unit covers those performance criteria relating to undertaking an assessment of risks facing survivors of domestic violence in those National Occupational Standards addressing the tackling of domestic and sexual violence
Requirements about the way a unit might be assessed (if appropriate)	This may be assessed either in the workplace or through realistic assessment in a learning and development environment
Support for the unit from an SSC or other appropriate body (if required)	Skills for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services



<b>Title</b>	<b>Establishing the needs of survivors of domestic violence</b>	
<b>Level</b>	3	
<b>Credit value</b>	3	
<b>GLH</b>	25	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1 Be able to gather information needed in identifying the needs of and risks to survivors of domestic violence	1.1 Explain the features and benefits of different styles and forms of communication that can be appropriate when talking to survivors, including the importance of non-verbal communication 1.2 Make sure that discussions with survivors take place in an appropriate and safe environment 1.3 Introduce themselves to survivors and progress interviews correctly and effectively 1.4 Explain, with appropriate sensitivity, the purpose of the assessment process to survivors, including the information sought and its use in helping the survivor 1.5 Communicate in a manner and at a pace, appropriate to the survivor 1.6 Establish the survivors' relevant circumstances 1.7 Identify the information necessary to progress the assessment in a manner which is sensitive to and supportive of the survivor 1.8 Listen actively and check for understanding 1.9 Treat survivors with dignity and respect 1.10 Remain non-judgmental in their discussions with survivors, making sure that their words and actions are free from discrimination 1.11 Maintain accurate and up to date records, with all necessary details, in line with their organisation's procedures	

<p>2 Be able to determine and agree the risks faced by survivors</p>	<p>2.1 Define risk and the overlapping nature of risk to survivors and their children</p> <p>2.2 Describe the nature of the links between a risk factor and the likelihood of harm to a survivor of domestic violence and their children</p> <p>2.3 Describe the circumstances where survivors and their children are considered to be at high risk and the range of options for addressing this risk</p> <p>2.4 Assess the survivor's potential risk factors</p> <p>2.5 Explain the strength and nature of the link between these factors and the likelihood of further harm to the survivor, and any children</p> <p>2.6 Evaluate the significance of the survivor's overall situation, and of particular aspects of that situation</p> <p>2.7 Identify circumstances which might cause the survivor and any children to be particularly vulnerable</p> <p>2.8 Address immediately circumstances which might cause the survivor and any children to be particularly vulnerable</p>
<p>3 Be able to determine the survivor's needs</p>	<p>3.1 Establish the survivor's attitudes, beliefs and needs relating to the abuse they have experienced</p> <p>3.2 Identify priority areas of need to be addressed</p> <p>3.3 Explain the range of relevant support available and where appropriate the boundaries of the support that can be provided</p> <p>3.4 Involve survivors in exploring the options available to them</p> <p>3.5 Enable discussions that are not prescriptive or directive</p> <p>3.6 Respond constructively to concerns expressed by survivors</p>
<p>4 Be able to take the necessary actions and progress interventions towards addressing identified risk and needs</p>	<p>4.1 Determine and explain the options available to the survivor</p> <p>4.2 Respect the survivor's wishes and agree with them their preferred options and associated actions</p> <p>4.3 Acknowledge a survivor's own coping mechanisms where relevant and agree those which might be developed</p>

	<p>4.4 Use agreed procedures and protocols for multi-agency liaison</p> <p>4.5 Agree relevant actions and procedures with the survivor and put these into place so that appropriate ongoing support can be provided</p>
<b>Additional information about this unit</b>	
Unit purpose and aim(s)	<p>This unit is suitable for learners involved in exploring with survivors of domestic violence, the survivor's needs and the risks associated with the domestic violence. It includes involving the survivor throughout the process of gathering information, in determining the survivors' needs and taking appropriate actions towards addressing the risks and needs identified.</p> <p>It is recognised that domestic violence can occur without physical abuse and that other forms of abuse can be equally damaging to those affected. Throughout this unit, whenever the term 'domestic violence' is used it is taken to include instances involving abuse in all of its forms, including associated sexual abuse.</p>
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	This unit covers those performance criteria relating to undertaking a 'wider' assessment of the needs and risks facing survivors of domestic violence within those National Occupational Standards addressing the tackling of domestic and sexual violence
Requirements about the way a unit might be assessed (if appropriate)	This may be assessed either in the workplace or through realistic assessment in a learning and development environment
Support for the unit from an SSC or other appropriate body (if required)	Skills for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services

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