



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Level 3 Award and Certificate in Preventing and Tackling Domestic Abuse

NOCN Level 3 Award in Preventing and Tackling Domestic Abuse

Qualification No: 603/7684/3

NOCN Level 3 Certificate in Preventing and Tackling Domestic Abuse

Qualification No: 603/7685/5

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To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

www.nocn.org.uk

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, Access to Higher Education, endorsed and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers and FE colleges a fully integrated range of learning and skills development products and services.

About the qualifications

This document is a resource for NOCN centres who wish to offer the NOCN Level 3 Award or Certificate in Preventing and Tackling Domestic Abuse.

The qualifications are relevant to all whose work brings them into contact with the victims of domestic abuse.

Please note that access to the qualifications in this suite is through Women's Aid only.

For further details, please contact Jacqui Kilburn: j.kilburn@womensaid.org.uk

Qualifications at a Glance

Title	Size
NOCN Level 3 Award in Tackling and Preventing Domestic Abuse NOCN Level 3 Certificate in Tackling and Preventing Domestic Abuse.	Award = 12 Credits Certificate = 24 credits
Purpose	Target Audience
These qualifications give learners the opportunity to receive training on the nature and impact of domestic abuse on survivors and their children; the risk factors which make abuse more likely and how to provide effective support to victims.	<p>The Award is for new workers and volunteers in the domestic abuse sector and workers in other disciplines who wish to become more knowledgeable and competent in this area of work.</p> <p>The Certificate is for those who may have worked in the sector for some years and wish to have their knowledge and expertise recognised by a formal qualification.</p>
Content Overview	Entry Requirements
<p>Award:</p> <ul style="list-style-type: none"> • Nature and Impact of Domestic Abuse • Impact of Domestic Abuse on Children • Professional Responses to Domestic Abuse <p>Certificate:</p> <ul style="list-style-type: none"> • The Social/Historical Context of Domestic Abuse • Child Protection • Role of the Domestic Abuse Practitioner • Coordinated Community Responses to Domestic Abuse. 	<p>This qualification is for those aged 19 years or over. All entrants must be able to evidence that their work brings them into contact with survivors of domestic abuse.</p> <p>For the Certificate entrants must also:</p> <ul style="list-style-type: none"> • have been a direct worker in the domestic abuse sector for at least two years • be practising in the sector • be observed in the workplace.
Assessment	Resources
Portfolio assessment.	Not available.

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1. Overview of Qualification

The NOCN suite of Preventing and Tackling Domestic Abuse qualifications is aimed at professionals who work in the domestic abuse sector or those who come into contact with domestic abuse victims as part of their work.

The qualifications give learners the opportunity to receive the latest training on the nature and impact of domestic abuse on survivors and their children; the risk factors which make abuse more likely and how to provide effective support to victims.

The Award is suitable for new workers and volunteers in the domestic abuse sector and workers in other disciplines who wish to become more knowledgeable and competent in this area of work. This may include for example Social Workers, Housing Officers, Health Practitioners, and those who have been given particular responsibility for this area of work within their organisation.

The Certificate is aimed at workers in the domestic abuse sector and would be particularly suitable for those who have worked in the sector for some years and now wish to have their knowledge and expertise recognised by a formal qualification.

1.1. Entry Requirements

Learners must be able to evidence that their work brings them into contact with survivors of domestic abuse.

There are no other specific entry requirements for the Award.

For the Certificate entrants must also:

- have been a direct worker in the domestic abuse sector for at least two years
- be practising in the sector
- be able to be observed in the workplace.

This qualification is available to learners aged **19** years or over.

1.2. Progression Routes

Learners may progress from the Award to the Certificate in Preventing or Tackling Domestic Abuse.

Learners may progress from the Certificate to further study (for example, a degree course in this subject, if entry requirements of the Higher Education Institution are met.)

Both qualifications could enable the learner to progress further in their workplace.

2. Qualification Details

2.1. Qualification Structure

The NOCN Level 3 Award in Preventing and Tackling Domestic Abuse is a **12** credit qualification with a Total Qualification Time (TQT) of 120 hours, including **84** Guided Learning Hours (GLH).

Learners **must** achieve all 12 credits from the **3** mandatory components.

Ofqual Reference Number	Unit Title	Level	Credit Value
T/618/7573	Nature and Impact of Domestic Abuse	3	4
M/618/7572	The Impact of Domestic Abuse on Children and Young People	3	4
K/618/7571	Professional Responses to Domestic Abuse	3	4

The NOCN Level 3 Certificate in Preventing and Tackling Domestic Abuse is a **24** credit qualification with a Total Qualification Time (TQT) of 240 hours, including **168** Guided Learning Hours (GLH).

Learners **must** achieve all 24 credits from the **4** mandatory components.

Ofqual Reference Number	Unit Title	Level	Credit Value
R/618/7581	Understanding Domestic Abuse within a Social and Historical Context	3	6
Y/618/7579	Understanding Child Protection in the Context of Domestic Abuse	3	6
J/618/7576	The Role of the Domestic Abuse Practitioner	3	6
F/618/7575	Domestic Abuse Partnerships and a Coordinated Community Response	3	6

2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

Guided Learning Hours (GLH):

- learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
- includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Other Learning Hours (OLH):

- an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2.3. Assessment and Evidence

This qualification is **internally** assessed. Assessments are internally set at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit. Assessment activity must ensure evidence of achievement against **all** of the assessment criteria specified within each component.

Assessment activities must be robust in that they are:

Valid Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.

Sufficient Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.

Reliable Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.

Authentic Evidence presented must be the learner's own work.

The assessment tasks are approved by the Centre's Internal Quality Assurer. The learners are assessed internally by the Centre's Assessor(s), using the set assessments. The resulting portfolios of assessed evidence are also internally verified by the Centre's Internal Quality Assurer and then externally verified by NOCN's External Quality Assurer.

This qualification is graded as Pass/Fail.

2.4. Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

2.5. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

2.6. Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit in this qualification or, more exceptionally, this qualification has been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

NOCN is committed to the Recognition of Prior Learning (RP) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at www.nocn.org.uk

2.7. Assessment and Evidence for the Components

Centres can use the following assessment methods:

- Observation of Performance in the Work Environment
- Role play / Simulation
- Oral / Written Questioning
- Discussion with the Learner
- Group Discussion
- Use of Others (Witness Testimony)
- Looking at Learner Statements/Descriptions
- Reflective Log / Diary
- Practice File / Evidence
- Assignments
- Essays
- Reports
- Projects
- Case Studies

Which can be presented in a portfolio of evidence.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3. Centre Information

3.1. Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

Tutors/Assessors are expected to demonstrate the following competencies:

3.1.1. Trainer/Tutor Requirements

The trainer/tutor:

- Must have worked as a practitioner in the domestic abuse sector for at least three years.
- Be competent in the areas for which they are delivering training.
- Have experience of providing training and assessment in this subject area.
- Hold or be registered as working towards a recognised education and training qualification.
- The minimum expectation is that the level of competence of the Trainer/Tutor should be at the same level as the training that is to be delivered.

3.1.2. Assessor Requirements

The assessor must:

- Hold an assessor qualification such as a D32/33; A1 or the NOCN Level 3 Award in Understanding the Principles and Practices of Assessment or the NOCN Level 3 Award in Assessing Vocationally Related Achievement.
- Have direct or related experience in assessment.
- Be knowledgeable in the subject area covered by the unit. This knowledge must be at least the same level as the qualification they are assessing.
- Have a sufficient range and quality of occupational experience, at or above the level being assessed, to ensure the credibility of their assessment judgements.
- Understand and support any codes of practice applicable to the occupational area of Domestic Abuse.

The above requirements should also be met by any assessor conducting a professional discussion with learners.

3.1.3. Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN expects that an Internal Quality Assurer (IQA) is able to demonstrate the following competencies:

They should:

- Be occupationally knowledgeable in the subject area that they are verifying. Their knowledge must be at least the same level as the qualification being verified.
- Have experience in carrying out internal quality assurance activities, such as organisation of standardisation activities for assessors; provision of appropriate feedback to Tutors/Assessors on drafted assignments or assessment decisions.
- Hold, or be registered as working towards, a recognised Internal Quality Assurance qualification. They could hold a recognised Internal Quality Assurance qualification such as a D34/V1 certificate or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.

It is expected that the sampling decisions of an IQA who is working towards this qualification should be countersigned by an experienced and qualified IQA in the centre.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. Tutor, Assessor or Internal Quality Assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.4. Expert Witnesses – Observations in the Workplace

Expert witnesses are used as contributors to the assessment of learners in the workplace.

Expert witnesses must:

- Have current expertise and occupational knowledge as a Practitioner or a Manager for the subject matter on which their testimony is based. This experience should be credible and clearly demonstrable through continuing learning and development
- Hold a qualification such as Practice Teaching Certificate for Undergraduate or Postgraduate Social Work Students
- Have a professional work role which involves evaluating the everyday practice of staff, such as undertaking appraisals.

3.1.5. Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.6. External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.

- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2. Offering the Qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

4. Component Information

The Award and Certificate consist of **mandatory** components.

To achieve these qualifications a learner must provide evidence of learning and achievement against all of the assessment criteria within each component of the qualification's structure.

Please note that a number of assessment criteria can be taught and assessed holistically through one complete work activity rather than requiring individual assessment of each criterion within each component of the qualification.

4.1 Mandatory Components - Award

Unit Number:	1
Title:	Nature and Impact of Domestic Abuse
Level:	3
Credit Value:	4
GLH:	28
Ofqual Reference Number:	T/618/7573

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand the dynamics of a relationship that is abusive.</p>	<p>1.1. Describe the current models of domestic abuse.</p> <p>1.2. Discuss the prevalence of domestic abuse.</p> <p>1.3. Describe the stages of an abusive relationship that survivors may experience, including the reasons why some women stay or return.</p> <p>1.4. Identify and explain how a women’s experience of domestic abuse might be affected by different aspects of her social background and identity.</p>
<p>2. Understand the impact of domestic abuse on those who experience it.</p>	<p>2.1. Discuss the effects of living with domestic abuse on survivors and their children.</p> <p>2.2. Identify and analyse coping strategies used in order to survive domestic abuse.</p> <p>2.3. Outline barriers for survivors to seeking help and support.</p>
<p>3. Understand the nature and prevalence of sexual abuse in the context of domestic abuse.</p>	<p>3.1. Discuss the different forms of sexual abuse that may exist in an abusive relationship.</p> <p>3.2. Discuss the prevalence of sexual abuse in the context of domestic abuse.</p>



<p>4. Understand the provision of domestic abuse services within their geographical area.</p>	<p>4.1. Identify and discuss the service provision available to survivors of domestic abuse in their area.</p>
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Unit Number:	2
Title:	The Impact of Domestic Abuse on Children and Young People
Level:	3
Credit Value:	4
GLH:	28
Ofqual Reference Number:	M/618/7572

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the nature and impact of domestic abuse on children.	1.1. Discuss the links between domestic abuse and child abuse. 1.2. Explore the short and long term effects of domestic abuse on children and young people.
2. Understand the impact that domestic abuse can have on children and young peoples' family relationships.	2.1. Identify and discuss ways in which domestic abuse impacts on the relationship between the non abusive parent and the child/children or young person. 2.2. Discuss perpetrators of domestic abuse as parents, including after separation. 2.3. Identify and discuss issues requiring a professional response associated with children's and young people's relationship with both parents.
3. Understand professional responses to children and young people who have experienced domestic abuse.	3.1. Analyse barriers to disclosure and how these can be overcome. 3.2. Review their own role and boundaries in relation to disclosure of child abuse. 3.3. Identify and discuss the range of local statutory and voluntary agencies that work with protecting children and young people at risk of abuse.

Unit Number:	3
Title:	Professional Response to Domestic Abuse
Level:	3
Credit Value:	4
GLH:	28
Ofqual Reference Number:	K/618/7571

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand how to respond effectively to survivors of domestic abuse.</p>	<p>1.1. List myths about domestic abuse and explain how these might impact negatively on the service that survivors receive from professionals.</p> <p>1.2. Identify and discuss the necessary professional skills required for effective support of survivors at different stages of their relationship.</p> <p>1.3. Identify and discuss skills required for effective support of survivors from diverse social backgrounds.</p>
<p>2. Understand the nature of risk in the context of domestic abuse and the importance of working effectively with victims/survivors at all levels of risk.</p>	<p>2.1. Explain risk and its main features in the context of domestic abuse.</p> <p>2.2. List and analyse the main domestic abuse risk factors.</p> <p>2.3. Use sector appropriate risk assessment tools when working with victims/survivors of domestic abuse.</p> <p>2.4. Explain the benefits of supporting survivors at all levels of risk.</p>

<p>3. Understand the importance of organisational and multi-agency response to survivors of domestic abuse.</p>	<p>3.1. Explain how a successful cooperation between different agencies could offer the most effective response to survivors of domestic abuse.</p> <p>3.2. Explain the nature and limitations of their organisational response to domestic abuse.</p> <p>3.3. Discuss their own role and boundaries in offering effective support to survivors of domestic abuse.</p> <p>3.4. Analyse the availability and accessibility of domestic abuse services in their area.</p>
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4.2 Mandatory Components – Certificate

Unit Number:	4
Title:	Understanding Domestic Abuse Within a Social and Historical Context
Level:	3
Credit Value:	6
GLH:	42
Ofqual Reference Number:	R/618/7581

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand domestic abuse within a wider social and historical context of violence against women and girls (VAWG).	1.1. Analyse ‘the power and control’ model of domestic abuse in a broader institutional and cultural context. 1.2. Identify and discuss different forms of violence against women and girls that occur globally. 1.3. Identify and discuss historical examples of oppression and abuse of women.
2. Understand the relationship between gender roles and domestic abuse.	2.1. Discuss examples of power inequalities in regard to traditional gender roles. 2.2. Discuss how gendered myths about domestic abuse can be used by perpetrators and professionals. 2.3. Explain appropriate ways to challenge some of these myths.

<p>3. Understand the inter-relationship between sexual abuse and domestic abuse.</p>	<p>3.1. Define adult sexual abuse and explain the different forms it can take.</p> <p>3.2. Discuss the prevalence of sexual abuse in the context of domestic abuse.</p> <p>3.3. Discuss local service provision specifically for sexual abuse.</p> <p>3.4. Discuss how services can work effectively in partnership in order to aid survivors with experiences of sexual abuse in intimate relationships.</p>
<p>4. Understand the effects of domestic and sexual abuse on people who experience it.</p>	<p>4.1. Identify controlling or coercive strategies and their possible effects on victims/survivors.</p> <p>4.2. Identify and discuss coping strategies used by survivors of domestic abuse.</p> <p>4.3. Discuss how to respond appropriately to survivors at different stages of their abusive relationship.</p>
<p>5. Understand the intersection of social factors likely to disadvantage a range of survivors in seeking help and support for domestic abuse.</p>	<p>5.1. Discuss the concept of intersectionality in relation to domestic abuse.</p> <p>5.2. Identify specific issues faced by black and minoritised survivors when seeking help support.</p> <p>5.3. Discuss culturally competent support.</p> <p>5.4. Describe 'by and for' services offering specialist support to survivors from black and minoritised groups.</p>

<p>6. Understand the process of recovery for survivors of domestic abuse.</p>	<ul style="list-style-type: none">6.1. Discuss trauma informed ways of supporting survivors of domestic abuse.6.2. Describe support skills relevant to the empowerment of survivors and discuss how these skills might be used.6.3. Establish an atmosphere of comfort and safety for a discussion with the survivor/victim.6.4. Use active listening skills and engage the survivor/victim in a purposeful discussion about the abuse they have been experiencing.6.5. Determine information about the survivor's/victim's circumstances and background relevant to the abuse they have been experiencing.6.6. Establish the survivor's/victim's perspective, main issues of concern, and priorities in relation to the abuse/violence.6.7. Give appropriate information to the survivor/victim and take steps to maintain future contact.
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Unit Number:	5
Title:	Understanding Child Protection in the Context of Domestic Abuse
Level:	3
Credit Value:	6
GLH:	42
Ofqual Reference Number:	Y/618/7579

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand child abuse, the different forms it can take, and its links to domestic abuse.</p>	<p>1.1. Define child abuse and explain the different forms it can take.</p> <p>1.2. Discuss the links between child abuse and domestic abuse.</p> <p>1.3. Identify short and long term effects of domestic abuse on children and young people.</p> <p>1.4. Identify protective factors that can support children and young people with experiences of domestic abuse.</p>
<p>2. Understand children's disclosures of abuse and the importance of a professional response.</p>	<p>2.1. Explain barriers to disclosure and how these can be overcome.</p> <p>2.2. Discuss the different forms that disclosure may take.</p> <p>2.3. Discuss ways of enabling disclosure, whilst taking into account current statutory guidance.</p> <p>2.4. Explain how to respond to and care for individual children disclosing domestic and sexual abuse/violence.</p> <p>2.5. Review their own role and boundaries in relation to disclosure of child abuse.</p>

<p>3. Understand current legislation relevant to children and young people exposed to domestic abuse.</p>	<p>3.1. Outline the major aspects of public law relevant to child protection in domestic abuse cases.</p> <p>3.2. Identify and discuss the aspects of private law that are relevant to domestic abuse cases.</p> <p>3.3. Analyse legislation about child contact in relation to domestic abuse cases.</p> <p>3.4. Discuss the roles of key professionals in relation to child protection.</p> <p>3.5. Explain their own role in relation to supporting a survivor with public or private law cases.</p>
<p>4. Understand the importance of a multi-agency response when protecting children and young people exposed to domestic abuse.</p>	<p>4.1. Explain national directives that govern practitioners working directly with children and young people.</p> <p>4.2. List the range of local statutory and voluntary organisations that deal with protecting children and young people at risk of abuse.</p> <p>4.3. Analyse the importance of a multi-agency approach to child protection which is domestic abuse.</p>
<p>5. Understand the importance of supporting children and young people with experiences of domestic abuse.</p>	<p>5.1. Outline factors affecting the safety and wellbeing of children and young people from black and minoritised backgrounds and discuss ways of addressing these.</p> <p>5.2. Explain the importance of effectively supporting the non-abusive parent.</p> <p>5.3. Explain ways of empowering children and young people who have experiences of domestic abuse.</p>
<p>6. Be able to use skills relevant to their role in protecting children and young people with experiences of abuse.</p>	<p>6.1. Use skills relevant to their role in protecting children and young people with experiences of abuse/violence such as:</p> <ul style="list-style-type: none"> (a) Identifying signs of abuse (b) Assessing and managing risk (c) Liaising with external agencies in partnership work (d) Recording relevant information (e) Attending relevant meetings.

Unit Number:	6
Title:	The Role of the Domestic Abuse Practitioner
Level:	3
Credit Value:	6
GLH:	42
Ofqual Reference Number:	J/618/7576

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand the principles of advocacy work relating to domestic abuse services.</p>	<p>1.1. Explain the various roles carried out by an advocate supporting victims/survivors of domestic abuse.</p> <p>1.2. Analyse the key skills required to work as a practitioner providing advocacy and support to victims/survivors of domestic abuse.</p> <p>1.3. Analyse the key issues faced by an advocate when engaging and supporting victims/survivors of domestic abuse and ways of overcoming these.</p>
<p>2. Understand risk in relation to domestic abuse and how to apply appropriate methods of risk assessment with adult victims/survivors.</p>	<p>2.1. Explain what risk is in relation to domestic abuse and why it is good practice to risk assess.</p> <p>2.2. Explain their role and responsibilities within the risk assessment process.</p> <p>2.3. Use appropriate risk assessment methods in relation to domestic abuse.</p> <p>2.4. Evaluate their organisation's policies and procedures relating to risk assessment.</p>
<p>3. Understand how to provide a first response to a domestic abuse victim/survivor at the point of crisis.</p>	<p>3.1. Explain the key aspects of crisis intervention for a range of victims/survivors.</p> <p>3.2. Explain the skills required to respond to a person in crisis.</p>

	<p>3.3. Discuss the relevance of local and national statutory and voluntary agencies available to a victim/survivor at the point of crisis.</p>
<p>4. Understand how risk assessment informs safety planning and risk management processes.</p>	<p>4.1. Explain the purpose and process of safety planning in a domestic abuse context.</p> <p>4.2. Identify relevant agencies that may form part of a safety plan and the reasons why they should be involved.</p> <p>4.3. Complete a safety plan with a victim/survivor using risk assessment tools, as appropriate.</p> <p>4.4. Explain how risk management in a domestic abuse context links into other risk management processes.</p> <p>4.5. Analyse their role in the risk assessment and management process.</p>
<p>5. Understand legal interventions towards increasing the safety of victims/survivors and their children.</p>	<p>5.1. Explain the main civil and criminal law remedies available to victims/survivors of domestic abuse.</p> <p>5.2. Discuss the best practice guidelines for the police when dealing with a domestic abuse case.</p> <p>5.3. Explain the role of the Crown Prosecution Service in relation to domestic abuse.</p>
<p>6. Know the local services available to victims/survivors of domestic abuse.</p>	<p>6.1. Discuss the local services available to victims/survivors of domestic abuse.</p> <p>6.2. Evaluate the availability of local services.</p> <p>6.3. Describe their role in accessing local services.</p>
<p>7. Understand how to provide emotional support to colleagues.</p>	<p>7.1. Discuss relevant policies and procedures that are in place within their organisation that relate to staff support.</p> <p>7.2. Explain what communication methods are in place in their workplace that ensure the safety, health and well-being of all staff.</p> <p>7.3. Explain how their role would relate to providing emotional support to a colleague.</p>

Unit Number:	7
Title:	Domestic Abuse Partnerships and a Coordinated Community Response
Level:	3
Credit Value:	6
GLH:	42
Ofqual Reference Number:	F/618/7575

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand the Duluth model of coordinated community response to domestic abuse and analyse its main characteristics.</p>	<p>1.1. Explain the concept of ‘a coordinated community response’ to domestic abuse.</p> <p>1.2. Outline and discuss the main characteristics of the Duluth model of coordinated community response.</p> <p>1.3. Assess their own organisation’s partnership work in view of the characteristics outlined above.</p>
<p>2. Understand the application and development of a coordinated community response (CCR) to domestic abuse in the context of the UK.</p>	<p>2.1. Identify best practice examples of a coordinated community response to domestic abuse within either England, Northern Ireland, Scotland or Wales, explaining why they consider this best practice.</p> <p>2.2. Identify potential barriers to working in a coordinated way and explain how these may be overcome.</p> <p>2.3. Explain any achievements and gaps in provision in regard to establishing a successful coordinated community response to domestic abuse in their area.</p>

<p>3. Understand the skills and approaches required for successful collaborative work with other agencies.</p>	<p>3.1. Explain how negotiation, challenge, constructive criticism and diplomacy play a part in establishing effective partnerships.</p> <p>3.2. Analyse and discuss best practice in gathering and sharing information in domestic abuse situations taking into account current associated legislation.</p> <p>3.3. Explain the potential professional conflicts that may arise when working with other agencies and suggest ways of overcoming these.</p>
<p>4. Understand the importance of a specialist multi-agency response to high risk victims/survivors of domestic abuse</p>	<p>4.1. Describe the purpose of specialist multi-agency procedures and how individual agencies might contribute to these.</p> <p>4.2. Describe their role within the multi-agency procedures.</p> <p>4.3. Contribute to a multi-agency meeting by:</p> <ul style="list-style-type: none"> (a) Preparing for the meeting (b) Actively participating in the meeting (c) Following up any actions (d) Liaising with the victim/survivor regarding outcomes. <p>4.4. Describe the purpose and functions of domestic violence court provision.</p> <p>4.5. Discuss the special measures that may be available to survivors of domestic abuse when attending court and how to access them.</p> <p>4.6. Evaluate the contribution of domestic violence court provision and specialist multi-agency procedures to all victims/survivors of domestic abuse.</p>



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