

22530VIC Course in Identifying, Reporting and Preventing Abuse and/or Grooming of People with Disabilities

Version 1.1 - 21 October 2024

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

Accreditation period: 01 November 2019 – 31 October 2024
22530VIC accreditation extended to: 30 June 2025

22530VIC Course in Identifying, Reporting and Preventing Abuse and/or Grooming of People with Disabilities

Version History	Comments	Date
Version 1.1	<ul style="list-style-type: none">• Course accreditation extended to 30 June 2025• Course copyright owner details and contact information updated	21 October 2024
Version 1.0	Initial release approved to commence from 1 November 2019.	30 October 2019

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Section A: Copyright and course classification information

1. Copyright owner of the course	Copyright of this material is reserved to the Crown in the right of the State of Victoria on behalf of the Department of Jobs, Skills, Industries and Regions (DJSIR) Victoria. © State of Victoria (DJSIR) 2019
2. Address	Deputy CEO Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) GPO Box 4509 MELBOURNE VIC 3001 Organisational contact Manager, Training and Learning Products Unit Engagement Branch Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) Email: course.enquiry@djsir.vic.gov.au Day-to-day contact Human Services Curriculum Maintenance Manager Swinburne University of Technology PO Box 218 Hawthorn, VIC 3122 Telephone: (03) 9214 5034 / 9214 8501 Email: cmmhs@swin.edu.au
3. Type of submission	Accreditation
4. Copyright acknowledgement	Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (DJSIR) 2019
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	Copies of this publication can be downloaded free of charge from the Victorian government website .
6. Course accrediting body	Victorian Registration and Qualifications Authority (VRQA)
7. AVETMISS information	<p>ANZSCO [Australian and New Zealand Standard Classification of Occupations] 411712 - Disabilities Services Officer</p> <p>ASCED Code – 4 digit (Field of Education) 0905 - Human Welfare Studies and Services</p> <p>National course code 22530VIC</p>
8. Period of accreditation	01 November 2019 – 31 October 2024 Extended to: 30 June 2025



Section B: Course information

1. Nomenclature	<i>Standard 1 AQTF Standards for Accredited Courses</i>
1.1 Name of the qualification	Course in Identifying, Reporting and Preventing Abuse and/or Grooming of People with Disabilities
1.2 Nominal duration of the course	65 hours
2. Vocational or educational outcomes of the course	Standard 1 for AQTF Standards for Accredited Courses
2.1 Purpose of the course	<p>Successful completion of this course provides participants with the skills and knowledge to:</p> <ul style="list-style-type: none"> • Apply a human rights based approach to all aspects of work • Identify indicators and signs of abuse and/or grooming • Contribute to increasing the protective factors of the service user and their family • Empower service user and their family to disclose and report abuse • Identify immediate risks and respond to disclosed, identified or suspected abuse
3. Development of the course	<i>Standards 1 and 2 AQTF Standards for Accredited Courses</i>
3.1 Industry /enterprise/ community needs	<p>Abuse of people with disabilities takes many forms (physical, sexual, emotional, financial, exploitation and neglect) and can occur in a range of different settings, from residential accommodation, to day programs, to the individual's home.</p> <p>The Joint Committee of Parliament (Victoria) <i>Inquiry into Abuse in Disability Services</i>¹ found undeniable evidence of the widespread nature of abuse and neglect of people with disability over a long period of time. The Committee noted that the abuse of people with disability was consistently linked to the failure to uphold the rights of people with disability, which is a cultural problem that goes beyond the quality of care in disability services.</p>

¹ Parliament of Victoria: Family and Community Development Committee (2016), *Parliamentary Inquiry into Abuse in Disability Services*, accessed from: <<https://www.parliament.vic.gov.au/fcdc/inquiries/article/1851>>

	<p>The disability workforce is key to preventing and responding appropriately to abuse, yet throughout the Inquiry the Committee was presented with evidence that demonstrates that the disability workforce is frequently ill-equipped for the complex tasks required, is untrained or undertrained, and often poorly supervised.</p> <p>The development of this course addresses the Committees recommendation that there is a unit of competency for the disability workforce that addresses the recognition, prevention and reporting of abuse. The Committee expressed that this unit should also include content in relation to understanding the human rights of people with disability, and empowering people with disability to assert their rights and self-advocate.</p> <p>The CMM Service undertook a review of the CHC Training Package and determined that the unit <i>CHCCCS021 Respond to suspected abuse</i> does not meet Victoria's needs as it does not address:</p> <ul style="list-style-type: none"> • The prevention of abuse of people with disabilities, • The empowerment of people with disabilities to self-advocate, • Applying a human rights based approach to working with people with disabilities, • Identifying the signs and indicators of grooming behaviours, neglect and/or exploitation as well as abuse, and • The factors that can increase risk for people with disabilities experiencing abuse (e.g. characteristics of the individual, the service and/or the family) <p>The target audience for this course are those who work with people with disabilities, including psychosocial disability, and have a responsibility to identify and report abuse.</p> <p>This course is appropriate for delivery to both the current workforce and to students enrolled in relevant VET qualifications (e.g. Individual Support, Disability, Community Services, Mental Health, Allied Health Assistance, etc). The unit of competency within this course could be imported into the VET qualification as an elective unit (dependent upon Packaging Rules) or the course could be delivered concurrently to the VET qualification.</p>
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	<p>With the roll-out of the National Disability Insurance Scheme (NDIS) across Victoria, there is expected to be significant growth in the disability support workforce. In their <i>Victorian Market Position Statement</i>, the National Disability Insurance Agency (NDIA) estimates that to meet the increased volume of supports under the NDIS, Victoria's workforce would need to grow approximately 76% by the end of 2018-19.² These individuals are at the front line for recognising, preventing and reporting abuse.</p> <p>Course consultation and validation process</p> <p>The accreditation of this course was guided by a Project Steering Committee (PSC) who provided advice on and validated the skills and knowledge requirements for the course.</p> <p>Course consultation involved:</p> <ul style="list-style-type: none"> • email and telephone consultation • face-to-face PSC meetings • a review of relevant codes of conduct and frameworks, including (but not limited to): National Disability Service's <i>Zero Tolerance Framework</i>; Victoria's <i>Code of Conduct for Disability Service Workers</i>, <i>NDIS Code of Conduct</i> • input from Department of Education and Training (Victoria) <i>NDIS Workforce Expert Advisory Group</i> <p>Members of the Project Steering Committee are listed in the following table:</p> <p>Project Steering Committee:</p> <table border="0"> <tr> <td>Andrew Fleming</td> <td>Community Services & Health Industry Training Board (Vic)</td> </tr> <tr> <td>Anthony Walsh</td> <td>Oncall Training, representing National Disability Services (NDS)</td> </tr> <tr> <td>Felicity Gaylard</td> <td>Independence Australia Group, representing National Disability Services (NDS)</td> </tr> <tr> <td>Michael Stanley</td> <td>Carers Victoria</td> </tr> <tr> <td>Tilly Waite</td> <td>Wodonga TAFE</td> </tr> <tr> <td>Lisa White</td> <td>Victorian Advocacy League for Individuals with Disability (VALID)</td> </tr> <tr> <td>Lorelle Zemunik</td> <td>Mental Health Victoria</td> </tr> </table>	Andrew Fleming	Community Services & Health Industry Training Board (Vic)	Anthony Walsh	Oncall Training, representing National Disability Services (NDS)	Felicity Gaylard	Independence Australia Group, representing National Disability Services (NDS)	Michael Stanley	Carers Victoria	Tilly Waite	Wodonga TAFE	Lisa White	Victorian Advocacy League for Individuals with Disability (VALID)	Lorelle Zemunik	Mental Health Victoria
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² National Disability Insurance Agency (2016), *NDIS Market Position Statement – Victoria*, accessed from: <https://www.ndis.gov.au/providers/market-information/market-position-statements>

	<p>Mark Farthing Health and Community Services Union (HACSU)</p> <p>Pamela Reed Australian Home Care Services</p> <p>Thomas Howell Premium Health</p> <p>Tarrlita Kay Allied Health Assistant Vic Network (AHAVN)</p> <p>Gabriele Rukas Ethnic Communities Council of Victoria</p> <p>Melinda Eason Victorian Aboriginal Community Services Association (VACSAL)</p> <p>Annette Davis Monash Health</p> <p>In attendance: Autumn Shea - Curriculum Maintenance Manager (CMM) for Human Services Wendy Dowe - CMM Administrator Lisa Confoy - Department of Education and Training</p> <p>Additional consultation: In addition to the Project Steering Committee members listed above, the unit within this course was developed with input from: Libby Neesham Victorian Aboriginal Community Controlled Health Organisation (VACCHO)</p> <p>This course:</p> <ul style="list-style-type: none"> • does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification • is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set • does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification • does not comprise units that duplicate units of competency of a training package qualification.
<p>3.2 Review for re-accreditation</p>	<p>Not applicable.</p>

4. Course outcomes		Standards 1, 2, 3 and 4 Standards for Accredited Courses		
4.1 Qualification level		Standards 1, 2, and 3 AQTF Standards for Accredited Courses. The 22530VIC Course in Identifying, Reporting and Preventing Abuse and/or Grooming of People with Disabilities meets an industry and community need, but does not have the breadth, depth or volume of learning of an Australian Qualifications Framework (AQF).		
4.2 Employability skills		Standard 4 AQTF for Standards for Accredited Courses Not applicable.		
4.3 Recognition given to the course		Standard 5 AQTF Standards for Accredited Courses Not applicable.		
4.4 Licensing/ regulatory requirements		Standard 5 of AQTF Standards for Accredited Courses At the time of accreditation, no licensing or regulatory requirements apply.		
5. Course rules		Standards 2, 6, 7 and 9 AQTF Standards for Accredited Courses		
5.1 Course structure				
To be eligible for the award of a Statement of Attainment for the 22530VIC Course in Identifying, Reporting and Preventing Abuse and/or Grooming of People with Disabilities , participants must successfully complete the unit listed in the table below.				
Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22853	090509	Apply human rights based approach to the identification reporting and prevention of disability abuse	None	65
Total nominal duration				65
5.2 Entry requirements		Standard 9 AQTF Standards for Accredited Courses There are no mandatory entry requirements for the 22530VIC Course in Identifying, Reporting and Preventing Abuse and/or Grooming of People with Disabilities. Learners enrolling in 22530VIC Course in Identifying, Reporting and Preventing Abuse and/or Grooming of People with Disabilities are best equipped to successfully undertake the course if they have as a minimum, language, literacy and communication skills that align to Level 2 of the		

	<p>Australian Core Skills Framework (ACSF). The ACSF can be accessed here.</p> <p>Learners with language, literacy and communication skills at levels lower than suggested above may require additional support to successfully undertake this course.</p>
6. Assessment	Reference: Standard 10 and 12 AQTF Standards for Accredited Courses
6.1 Assessment strategy	<p><i>Standard 10 AQTF Standards for Accredited Courses</i></p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Assessment strategies for the course should reflect the nature of the work undertaken; It is recommended that assessment include:</p> <ul style="list-style-type: none"> oral and written questioning related to underpinning knowledge practical demonstration of activities which combine a number of learning outcomes to provide depth and context to the training holistic assessment that reflects realistic job tasks. <p>Consistent with the requirements of Element 1.5 of Standard 1 of the AQTF: Essential Conditions and Standards for Continuing (or initial) Registration, RTOs must ensure that RPL is offered to all applicants in determining their competency.</p>
6.2 Assessor competencies	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <ul style="list-style-type: none"> Assessment must be undertaken by a person or persons in accordance with: Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p>

	<ul style="list-style-type: none"> the <i>Standards for Registered Training Organisations 2015</i> (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment.
7. Delivery	<i>Standards 11 and 12 AQTF Standards for Accredited Courses</i>
7.1 Delivery modes	<p><i>Standard 11 AQTF Standards for Accredited Courses</i></p> <p>There are no restrictions on offering the program on either a full-time or part-time basis. Where possible, participants should be exposed to real work environments and examples/case studies.</p> <p>This course may be delivered in a variety of modes including:</p> <ul style="list-style-type: none"> Educational/classroom setting Workplace or simulated workplace Blended learning <p>Delivery methods should allow for self-directed development and achievement, independent and peer to peer judgement and accountability for a high standard of outcomes.</p> <p>It is highly recommended that Registered Training Organisations use additional educational support mechanisms to maximise each learner's completion of the course. An initial assessment of learner's needs must be conducted during entry into the course to identify the need for language, literacy and numeracy support and reasonable adjustment.</p> <p>Trainers and assessors should contextualise delivery of the course in response to learner needs, while still meeting the requirements of the unit of competency.</p>
7.2 Resources	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Training must be undertaken by a person or people in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p>

	<ul style="list-style-type: none"> the <i>Standards for Registered Training Organisations 2015</i> (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Resources include:</p> <ul style="list-style-type: none"> realistic tasks or simulated tasks covering the mandatory task requirements access to relevant organisational policies/procedures and workplace reporting documents access to relevant legislation, government policies, and codes of conduct relevant to role appropriate environment to facilitate a safe space for uninterrupted communication computer and internet facilities access to people with disabilities and, where relevant, their families
8. Pathways and articulation	<i>Standard 8 AQTF Standards for Accredited Courses</i>
	There are no formal articulation arrangements in place at the time of accreditation.
9. Ongoing monitoring and evaluation	<i>Standard 13 AQTF Standards for Accredited Courses</i>
	<p>This course is maintained and monitored by the Curriculum Maintenance Manager – Human Services.</p> <p>A formal review of the course will take place at the mid-point of the accreditation period. Feedback will be sought from industry, those providers offering the course, and other relevant stakeholders as part of the review process.</p> <p>Recommendations for any significant changes will be reported to the Victorian Registration and Qualification Authority (VRQA).</p>

Section C: Units of competency

Unit code	VU22853
Unit title	Apply human rights based approach to the identification reporting and prevention of disability abuse
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to apply a human rights based approach to the identification, prevention and reporting of abuse and/or grooming of people with disabilities.</p> <p>While the content of this unit aligns with existing industry codes and standards, no licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the Unit	<p>This unit applies to those who work with people with disabilities, including people with psychosocial disability, and have a responsibility to identify and report abuse. The service user may or may not be an NDIS participant.</p> <p>Work may be performed as an individual or as part of team under direct, indirect or remote supervision.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---|--|
| 1. Develop knowledge of human rights and apply to own work | 1.1 Outline the basic rights and fundamental freedoms all people are entitled to under the <i>Universal Declaration of Human Rights</i> |
| | 1.2 Outline the rights people with disabilities contained in the <i>Convention on the Rights of Persons with Disabilities</i> |
| | 1.3 Describe the <i>principles of a human rights based approach</i> |
| | 1.4 Apply a human rights based approach to all aspects of work and engagement with service user |
| 2. Identify indicators and signs of abuse and/or grooming of people with disabilities | 2.1 Refer to organisational policies/procedures, <i>relevant legislation/regulations and codes of conduct</i> to identify own roles, responsibilities and obligations |
| | 2.2 Identify <i>protections</i> and supports that are in place for workers who report suspected abuse |
| | 2.3 Identify the various <i>forms</i> and <i>drivers</i> of violence, abuse, exploitation and/or neglect experienced by people with disabilities |

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|--|-----|---|
| | 2.4 | Identify <i>grooming behaviour</i> , including types of grooming, signs and manifestations |
| | 2.5 | Apply an <i>intersectional approach</i> to identify the <i>range of factors that can increase risk</i> of people with disabilities experiencing violence, abuse, exploitation, neglect and/or grooming |
| | 2.6 | Observe service user for <i>physical indicators and behavioural signs</i> of violence, abuse, exploitation neglect and/or grooming, and report once identified, in line with organisational policies/procedures, relevant legislation/regulations and codes of conduct |
| 3. Contribute to increasing the protective factors of the service user and their family as a preventative strategy | 3.1 | Make an informal assessment of the service user's (and, where appropriate, their family's) understanding of abuse, grooming and their individual rights |
| | 3.2 | Apply interpersonal skills to support service user (and, where appropriate, their <i>family</i>) to access sources of information/education on their human rights, their rights to be free from abuse, and how to identify and report abuse and/or grooming |
| | 3.3 | Support service user (and, where appropriate, their family) to access disability advocacy services |
| 4. Empower service user and their family to disclose and report abuse using a human rights based approach | 4.1 | Identify and address own potential for <i>exerting control</i> over the service user |
| | 4.2 | Facilitate an <i>appropriate, accessible and culturally responsive environment</i> for disclosures by service user and/or their family |
| | 4.3 | <i>Engage respectfully</i> with service user and their family, and employ <i>interpersonal skills</i> to support them in disclosing and reporting violence, abuse, exploitation, neglect and/or grooming |
| | 4.4 | Explain, using the service user's preferred language or communication methods, their rights and own (worker) responsibilities where information sharing and/or mandatory reporting is required |
| | 4.5 | Provide information of <i>relevant services/agencies</i> available and support service user (and, where appropriate, their family) to access as required |
| 5. Respond immediately to disclosed, identified or suspected abuse | 5.1 | Identify any immediate risks to service user or self |
| | 5.2 | Act immediately, where risks are identified, by escalating within own organisation and seeking |

assistance from relevant services/agencies and/or **relevant authorities**.

- 5.3 Arrange immediate access to medical attention, where appropriate
- 5.4 Identify other people who may be at risk and take action to protect their safety, in line with organisational policies/procedures, relevant legislation/regulations and codes of conduct
- 5.5 Report disclosure, identification or suspicion of abuse and/or grooming in line with organisational policies/procedures, relevant legislation/regulations and codes of conduct
- 5.6 Share relevant required information, in line with information sharing laws and regulations, where appropriate
- 5.7 Complete and store reporting documentation according to organisational policies/procedures and legal requirements
- 5.8 Take action, within scope of role and in accordance with organisational policies and procedures, to ensure that the service user has access to appropriate emotional supports and that an ongoing support structure is in place

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Observational skills to:
 - Identify indicators and signs of grooming, violence, abuse, exploitation and/or neglect
 - Determine immediate risks to service user's and own safety
- Communication skills to:
 - Be receptive to service user and understand their individual circumstances and needs
 - Use culturally sensitive and respectful approaches to build trust and provide opportunities for disclosure
 - Capture information accurately and without misinterpretation
 - Adapt communication style to meet the communication needs of service user, including use of (where required):
 - alternative communication strategies
 - assistive technology
 - interpreting services
 - Convey information to, and elicit information from, a variety of audiences
- Interpersonal skills to:

- Apply a human rights based approach
- Convey sensitivity, respect, empathy, validation and non-judgemental behaviours
- Avoid stereotyping
- Empower the service user to identify and report abuse
- Support service user to access information, training and disability advocacy services
- Apply active listening and focused attention for service user engagement
- Demonstrate respect for the NDIS participant's intersecting characteristics and cultural background
- Problem solving skills to:
 - Identify differences between abuse and the appropriate use of regulated and authorised restrictive practices
 - Address immediate risks to service user or self
- Initiative skills to:
 - Seek advice and support for self
 - Support service user to access information, training and disability advocacy services
 - Report disclosed, identified or suspected abuse to organisation and/or authorities
 - Seek assistance when immediate risks to service user or self is identified
 - Make reports to relevant authorities in cases of high-risk harm, including to children and young people
- Learning skills to:
 - Follow:
 - organisational policies and procedures
 - laws, regulations and standards
 - codes of conduct
 - Identify own responsibilities and obligations to identify and report abuse
- Literacy skills to:
 - Interpret:
 - organisational policies and procedures
 - laws, regulations and standards
 - codes of conduct
 - Identify appropriate information for referrals and service support
 - Complete required documentation

Required knowledge

- The rights of people with disabilities as per *United Nations Convention on the Rights of Persons with Disabilities*
- Basic rights and fundamental freedoms of all people under the *Universal Declaration of Human Rights*
- Basic rights, freedoms and responsibilities of all people in Victoria, set out in Victoria's *Charter of Human Rights and Responsibilities* (or other Charters relevant to the state and/or territory of the worker)
- Human rights based approach to supporting people with disabilities

- Roles, responsibilities and obligations under:
 - Victoria's *Code of Conduct for Disability Service Workers*
 - *NDIS Code of Conduct*
 - Organisational policies and procedures for identifying and reporting abuse and/or grooming
 - Mandatory reporting requirements and Child Safe Standards
 - Privacy Act
 - Victorian Disability Services Safeguards Act
 - Information sharing laws and regulations, including when court orders preclude sharing
- Key agencies, authorities and support services available to people with a disability
- Disability Worker Exclusion Scheme and registration and accreditation scheme
- Processes for reporting abuse within own organisation and with relevant external authorities
- Sources of information to support capacity building and advocacy for people with a disability
- Regulated and authorised restrictive practices that may be contained with a behaviour support plan
- Relationship between increased risk of abuse of people with a disability and intersectionality (including, but not limited to patriarchy, colonisation, racism, sexism, ableism, ageism, homophobia and transphobia)
- Range of personal and service type factors that can increase the risk of people with a disability experiencing abuse
- Key drivers of violence, abuse, exploitation and neglect of people with a disability
- Different forms of violence, abuse, exploitation and neglect that may be experienced by people with a disability
- Range of grooming behaviours and techniques used by perpetrators to establish trust and normalise harmful behaviour
- Common physical indicators and behavioural signs that a person with a disability may be experiencing:
 - Physical abuse
 - Sexual abuse
 - Psychological/emotional abuse
 - Chemical/medical abuse including:
 - chemical restraint
 - delayed medication review or medical attention
 - Economic/financial abuse
 - Unregulated or unauthorised restrictive practices
 - Exploitation Neglect
 - Seclusion, isolation, imprisonment
 - Grooming
- The values underpinning the NDIS, including:

- choice and control,
- person-centred approaches, and
- human rights framework
- Concepts of cultural awareness, cultural safety, cultural competence, and cultural norms and the importance of the worker developing an awareness of these in order to facilitate effective service user engagement
- Awareness that different cultural and community norms may be interpreted as forms of abuse or excused as not being abuse
- Principles of trauma informed care
- Dynamics of power and control
- Societal attitudes towards disability and vulnerability
- Range of perpetrators who may engage in grooming, violence, abuse, exploitation and neglect of people with disabilities, including family members, staff, client on client etc.
- Range of communication strategies, techniques and protocols to engage effectively with service users, including (but not limited to) children and young people, people with complex communication needs, those from diverse cultural backgrounds and/or individuals who prefer to speak other language than English
- Role of the NDIS Quality and Safeguards Commission
- Role of families, friends, carers and advocates in safeguarding and upholding the rights of people with disability
- Relevant policy, legislation, regulations, codes of practice and guidelines, including any organisational requirements for NDIS Worker Screening Check, Working with Children Check and/or Police Records Check
- The extent and limitations of own role in relation identifying and responding to abuse
- Protections in place for workers who report suspected abuse, including where to obtain advice and support

RANGE STATEMENT

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

Principles of a human rights based approach include:

- Person-centred practice
- Participation
- Accountability
- Non-discrimination and equality
- Empowerment
- Legality

Relevant legislation/regulations and codes of conduct may include, but is not limited to:

- NDIS Code of Conduct
- Victoria's Code of Conduct for Disability Service Workers

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VU22853 – Apply human rights based approach to the identification reporting and prevention of disability abuse

- Victorian Disability Services Safeguards Act
 - Mandatory reporting requirements and Child Safe Standards
 - Privacy Act
- Protections** may include those offered by:
- Corporations Act
 - Fair Work Act
 - Equal Opportunity Act
 - Whistleblowers Protection Act (public-sector)
 - Organisational policies and procedures
 - OHS/WHS Legislation
- Forms** may include, but are not limited to:
- Violence and abuse:
 - psychological/emotional
 - physical
 - sexual
 - economic/financial
 - chemical/medical
 - unregulated or unauthorised restrictive practices
 - controlling or dominating behaviour
 - coercive behaviour
 - Exploitation:
 - sexual
 - economic/financial
 - entertainment/demeaning activities
 - Neglect:
 - physical neglect
 - Passive neglect
 - wilful deprivation
 - emotional neglect
 - crimes of omission
 - self-neglect including:
 - lack of access to services
 - dementia
 - mental illness
- Drivers** may include:
- Differences in power dynamics between perpetrators and victims
 - Gender inequality
 - Social isolation

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- Lack of understanding and respect of human rights
- Limited choice and control
- Social and economic stresses
- Cultural and social norms
- Conflict of interest

Grooming behaviour includes, but is not limited to:

- special attention, privileges or friendship
- gifts or enticements
- a secret relationship
- exceeding role/scope
- alone/private time
- incremental exposure to sex, nudity and pornography
- discrete acts that on their own may appear acceptable but together cause concern

Intersectional approach includes:

- Understanding the ways in which different aspects of a person's identity can expose them to multiple and overlapping forms of discrimination and marginalisation
- Recognition that aspects of a person's identity can include multiple social characteristics such as (but not limited to): Aboriginality, sex, age, ability/disability, sexual orientation, gender-identity, socioeconomic status, mental health, language, religion, ethnicity, and refugee or asylum seeker background
- Recognition that attitudes, systems and structures in society and organisations can interact to create inequality and result in exclusion. These include (but not limited to): sexism, racism, homophobia, biphobia, transphobia, intersex discrimination, ableism, ageism and stigma
- Acknowledging the complexity of how people experience discrimination and that their experience of discrimination may be unique
- Taking into account the social and historical context of the individual or group
- Recognition that discrimination may not be overt; but may be more subtle, multi-layered, systemic, environmental and institutionalised

Range of factors that can increase risk include, but are not limited to:

- Individual risk factors:
 - sexual and gender identity

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- age
- Aboriginal and/or Torres Strait Islander background/identity
- culturally and linguistically diverse background
- disability type and complexity
- social isolation / lack of informal support networks
- complex communication needs
- lack of an independent and effective advocate
- learnt over-compliance or complete dependence on caregivers
- low income or limited access to resources
- lack of understanding of abuse and individual rights
- Limited sex education or age-appropriate sexual experiences
- Post-trauma and intergenerational-trauma experiences of individuals, families and communities; including (but not limited to) people from refugee backgrounds, forgotten Australians, Stolen Generation.
- Service characteristics:
 - segregated service environments
 - tolerance of violence, inadequate protection of human rights and lack of choice or freedom
 - lack of quality management systems
 - high staff turnover and lack of supervision
 - power imbalance between staff and service users
 - service users with complex needs and challenging behaviour
- Family characteristics:
 - past or current substance abuse
 - perceived caregiver stress
 - power and control issues
 - negative attitudes towards people with disability demonstrated by family members
 - lack of awareness and use of formal supports
 - history of family violence and attitudes suggesting a tolerance of family violence

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Physical indicators and behavioural signs include, but are not limited to:

- Physical indicators:
 - bruises, burns or swellings
 - unexplained symptoms of sexual contact
 - significant change in alertness
 - weight loss, poor health, signs of dehydration
 - lack of medical care and hygiene
 - no access to, or unwarranted restrictions on, personal funds or bank accounts
- Behavioural signs:
 - Sudden changes in usual behaviour
 - unwillingness to see a doctor
 - fear and withdrawal or a reluctance to engage in activities
 - low self-esteem
 - marked decrease in interpersonal skills
 - inappropriate or unusual sexual behaviour or knowledge
 - anger, depression, feelings of being unclean
- has insufficient money to meet normal expenses

Family includes:

- Relative (parents, siblings, children, etc.)
- Spouse or domestic partner
- An individual/s whom the service user regards as being like a family member
- The broader understanding of family in Aboriginal communities, including extended families, kinship networks and communities

Exerting control may include

- Denying the service user the opportunity to make choices for themselves
- Imposing own values on the service user
- Having low expectations of the service user
- Talking about the service user in a way that is disrespectful, disempowering and does not respect their privacy
- Communicating with the service user in a way that is patronising, mocking, intimidating, or bullying

Appropriate, accessible and culturally responsive environment may include:

- Privacy for the conversation
- Physically accessible

- Linguistically accessible (use of an interpreter, visual cue cards or other aids)
- Asking if the service user would like to receive service from a culturally specific organisation or a bi-cultural worker
- Supporting Aboriginal service users to access an Aboriginal service, if desired

Engage respectfully may include:

- Applying a human rights framework when engaging with the service user
- Valuing the service users' knowledge and lived experience
- Avoiding victim blaming
- Engaging in a culturally sensitive way, recognising faith, culture and community as sources of resilience
- Asking appropriate questions of service users to create confidence
- Communicating using empathy
- Avoiding exerting control over service user

Interpersonal skills may include:

- Active listening
- Refraining from judgement
- Refraining from assumptions
- Avoidance of stereotyping
- Avoiding victim blaming
- Moderating voice, tone, volume
- Supportive non-verbal gestures
- Demonstrating empathy and respect
- Empowering and supporting the service user to make own decisions
- Understanding personal biases

Relevant services/agencies may include, but are not limited to:

- Mental Health Complaints Commissioner
- National Disability Abuse and Neglect Hotline
- Disability Services Commissioner
- Disability Worker Commissioner
- Health Complaints Commissioner
- Sexual Assault Crisis Line Victoria
- Victorian Centres against Sexual Assault (CASA)
- Domestic Violence Resource Centre Victoria

- Office of the Public Advocate
- Disability Advocacy Services

Relevant authorities may include, but are not limited to:

- NDIS Quality and Safeguards Commission
- Disability Services Commissioner
- Child protection
- Police (000)

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.

Overview of Assessment

This unit of competency may be assessed in a workplace or simulated environment that reflects real workplace conditions. Simulated or project-based/case study assessment techniques must replicate conditions, activities, responsibilities and procedures of industry. Holistic or project-based assessment with other related units is recommended.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge and include evidence of the ability to:

- Apply a human rights based approach to all aspects of work and engagement with service user
- Identify indicators and signs that people with disabilities may be experiencing grooming, violence, abuse, exploitation and/or neglect; including identifying the range of factors that can increase the risk
- Engage sensitively and respectfully with service users to support and empower them to identify, disclose and report violence, abuse, exploitation and/or neglect
- Respond to disclosed, identified or suspected abuse in accordance with legal and organisation requirements.

Context of and specific resources for assessment

The application of competency may be assessed in the workplace or simulated workplace that reflects real operating conditions and contingencies.

Resource implications for assessment includes:

- realistic tasks or simulated tasks covering the mandatory task requirements
- access to relevant organisational policies/procedures and workplace reporting documents

- access to relevant legislation, government policies, and codes of conduct relevant to role
- appropriate environment to facilitate a safe space for uninterrupted communication
- computer and internet facilities
- access to people with disabilities and, where relevant, their families

Method of assessment

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

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

Assessment must include interactions with people with disabilities in a workplace or simulated environment to demonstrate competence in applying a human rights based approach to engaging with the service user.