

**22660VIC**  
**Course in Identifying and Responding  
to Family Violence Risk**

Version 1

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

**Accredited for the period: 1 April 2024 to 31 March 2029**

**22660VIC Course in Identifying and Responding to Family Violence Risk**

| <b>Version History:</b> |                       | <b>Date</b>      |
|-------------------------|-----------------------|------------------|
| Version 1.0             | Initial accreditation | 13 February 2024 |

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## Table of contents

|   |    |
|---|----|
| Section A – Copyright and course classification information .....         | 1  |
| 1. Copyright owner of the course .....                                    | 1  |
| 2. Address .....  | 1  |
| 3. Type of submission .....   | 1  |
| 4. Copyright acknowledgement .....  | 1  |
| 5. Licensing and franchise .....  | 1  |
| 6. Course accrediting body .....  | 2  |
| 7. AVETMISS information .....   | 2  |
| 8. Period of accreditation .....  | 2  |
| Section B – Course information .....                                      | 3  |
| 1. Nomenclature .....   | 3  |
| 1.1 Name of the qualification .....                                       | 3  |
| 1.2 Nominal duration of the course .....                                  | 3  |
| 2. Vocational or educational outcomes .....                               | 3  |
| 2.1 Outcome(s) of the course .....  | 3  |
| 2.2 Course description .....  | 3  |
| 3. Development of the course .....  | 3  |
| 3.1 Industry, education, legislative, enterprise or community needs ..... | 3  |
| 3.2 Review for re-accreditation .....                                     | 7  |
| 4. Course outcomes .....  | 8  |
| 4.1 Qualification level .....   | 8  |
| 4.2 Foundation skills .....   | 8  |
| 4.3 Recognition given to the course (if applicable) .....                 | 8  |
| 4.4 Licensing/regulatory requirements (if applicable) .....               | 8  |
| 5. Course rules .....   | 9  |
| 5.1 Course structure .....  | 9  |
| 5.2 Entry requirements .....  | 9  |
| 6. Assessment .....   | 9  |
| 6.1 Assessment strategy .....   | 9  |
| 6.2 Assessor competencies .....   | 11 |
| 7. Delivery .....   | 11 |
| 7.1 Delivery modes .....  | 11 |
| 7.2 Resources .....   | 11 |
| 8. Pathways and articulation .....  | 12 |
| 9. Ongoing monitoring and evaluation .....                                | 12 |
| Section C – Units of competency .....                                     | 13 |

## Section A – Copyright and course classification information

|  |   |
|--|---|
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| <p><b>2. Address</b></p>                       | <p>Deputy CEO<br/>Victorian Skills Authority<br/>Department of Jobs, Skills, Industry and Regions (DJSIR)<br/>GPO Box 4509<br/>MELBOURNE VIC 3001</p> <p><b>Organisational contact</b><br/>Manager, Training and Learning Products Unit<br/>Engagement Branch<br/>Victorian Skills Authority<br/>Email: <a href="mailto:course.enquiry@djsir.vic.gov.au">course.enquiry@djsir.vic.gov.au</a></p> <p><b>Day-to-day contact:</b><br/>Curriculum Maintenance Manager (CMM)<br/>Human Services<br/>Swinburne University of Technology<br/>PO Box 218<br/>Hawthorn, VIC 3122<br/>Telephone: (03) 9214 5034 / 9214 8501<br/>Email: <a href="mailto:cmmhs@swin.edu.au">cmmhs@swin.edu.au</a></p>   |
| <p><b>3. Type of submission</b></p>            | <p>This submission is for re-accreditation of <i>22510VIC Course in Identifying and Responding to Family Violence Risk</i></p>  |
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|                                   |  |
|-----------------------------------|--|
|                                   | <p>MELBOURNE VIC 3001</p> <p>Email: <a href="mailto:course.enquiry@djsir.vic.gov.au">course.enquiry@djsir.vic.gov.au</a></p> <p>Copies of this publication can be downloaded free of charge from the <a href="#">Victorian Government website</a>.</p> |
| <b>6. Course accrediting body</b> | Victorian Registration and Qualifications Authority  |
| <b>7. AVETMISS information</b>    | <p>ANZSCO code – GEN20 - Non-industry specific training</p> <p>ASCED Code – 0905 - Human Welfare Studies And Services</p> <p>National course code - 22660VIC</p>   |
| <b>8. Period of accreditation</b> | 1 April 2024 – 31 March 2029   |

## Section B – Course information

|  |  |
|--|--|
| <b>1. Nomenclature</b>   | <b>Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses</b>   |
| <b>1.1 Name of the qualification</b>                                       | Course in Identifying and Responding to Family Violence Risk   |
| <b>1.2 Nominal duration of the course</b>                                  | 90 hours   |
| <b>2. Vocational or educational outcomes</b>                               | <b>Standard 5.1 AQTF 2021 Standards for Accredited Courses</b>   |
| <b>2.1 Outcome(s) of the course</b>  | <p>The vocational outcomes of the <i>22660VIC Course in Identifying and Responding to Family Violence Risk</i> are to identify and respond to family violence risk, in accordance with the requirements of Victoria's <i>Family Violence Multi-Agency Risk Assessment and Management Framework</i> (MARAM Framework).</p> <p>This includes the ability to:</p> <ul style="list-style-type: none"> <li>• Identify the presenting risk of family violence</li> <li>• Provide a response appropriate to the individual</li> <li>• Use MARAM identification tools appropriate to the individual</li> <li>• Engage with the individual in a respectful, sensitive and safe manner</li> <li>• Determine appropriate professionals or services for secondary consultation</li> <li>• Seek and share risk-relevant information</li> <li>• Know how to contribute to coordinated risk management and collaborate for ongoing risk assessment and risk management</li> </ul> <p>In addition, this course provides the foundational understanding of family violence and risk required by those undertaking further levels of specialisation in family violence risk assessment and management.</p> |
| <b>2.2 Course description</b>  | Completion of the <i>22660VIC Course in Identifying and Responding to Family Violence Risk</i> provides the skills and knowledge to identify and respond to family violence risk, in accordance with Identification-level MARAM Responsibilities (1, 2, 5, 6, 9 & 10) outlined in Victoria's <i>Family Violence Multi-Agency Risk Assessment and Management Framework</i> (MARAM Framework).   |
| <b>3. Development of the course</b>  | <b>Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses</b>   |
| <b>3.1 Industry, education, legislative, enterprise or community needs</b> | <p><b>Course background</b></p> <p>The Victorian state government has determined family violence to be its number one law and order challenge, in recognition of the immeasurable emotional, psychological and physical harm it causes, particularly to</p>  |

women and children. A series of family violence related deaths in Victoria in 2014/2015 prompted the establishment of Australia's first Royal Commission into Family Violence on 22nd February 2015. The need to invest in family violence reforms acknowledges the growing awareness of its scale, the failure of existing policy to reduce its prevalence and severity and the community's preparedness to act<sup>1</sup>.

Tasked with finding solutions to prevent family violence, improve support for victim survivors and hold people using violence to account, the Royal Commission into Family Violence report was delivered in March 2016, with all 227 recommendations accepted by the state government<sup>2</sup>

The [Family Violence Multi-Agency Risk Assessment and Management Framework](#) (MARAM Framework) was developed in July 2018 and has been established in law under a Part 11 of the *Family Violence Protection Act 2008* (Vic).<sup>3</sup>

Pillar 3 of the MARAM Framework outlines 10 Responsibilities of practice for professionals working in organisations and sectors across the family violence service system. This course has been developed to align to the MARAM Foundation Knowledge Guide and Identification-level MARAM Responsibilities:

- Responsibility 1: Respectful, sensitive and safe engagement
- Responsibility 2: Identification of family violence
- Responsibility 5: Seek secondary consultation for comprehensive risk assessment, risk management and referrals
- Responsibility 6: Contribute to information sharing with other services (as authorised by legislation)
- Responsibility 9: Contribute to coordinated risk management
- Responsibility 10: Collaborate for ongoing risk assessment and risk management

This course was initially accredited in 2019 and this is the first re-accreditation of the course.

#### **NCVER Total VET Activity Enrolment Data**

Enrolment data for 22510VIC - *Course in Identifying and Responding to Family Violence Risk* can be seen below in **Table 1**. At the time of reaccreditation, this course was on Scope of 24 RTOs in Victoria.

| <b>Table 1: Enrolment data for 22510VIC - Course in Identifying and Responding to Family Violence Risk</b> |             |             |             |
|--|-------------|-------------|-------------|
| <i>Data extracted Sept 2023</i>  | <b>2020</b> | <b>2021</b> | <b>2022</b> |
| <i>Filter: State/territory of delivery location</i>  |             |             |             |
| <b>Victoria</b>  | 400         | 920         | 495         |

<sup>1</sup> Victoria, Royal Commission into Family Violence, *Summary and Recommendations* (2016): [https://www.parliament.vic.gov.au/file\\_uploads/1a\\_RFV\\_112ppA4\\_SummaryRecommendations.WEB\\_DXQyLhqv.pdf](https://www.parliament.vic.gov.au/file_uploads/1a_RFV_112ppA4_SummaryRecommendations.WEB_DXQyLhqv.pdf)

<sup>2</sup> Victoria Dept. of Premier & Cabinet. (2016) *Ending Family Violence: Victoria's Plan for Change*. Melbourne: Victorian Government: <https://www.vic.gov.au/ending-family-violence-victorias-10-year-plan-change>

<sup>3</sup> Family Violence Protection Act 2008: <https://www.legislation.vic.gov.au/in-force/acts/family-violence-protection-act-2008/061>



The unit from this course (*VU22733 Identify and provide initial response to family violence risk*) is imported into a number of other courses and qualifications. The unit-level enrolment data for VU22733, including which courses/qualifications the enrolment occurred within, can be seen below in **Table 2**.

| <b>Table 2: Unit-level enrolment data for VU22733 as imported unit</b>                                   |             |              |              |
|--|-------------|--------------|--------------|
| <i>Data extracted Sept 2023</i><br><i>Filter: State/territory of delivery location &amp; Program</i>     | <b>2020</b> | <b>2021</b>  | <b>2022</b>  |
| 22529VIC - Course in Performing Allied Health Tasks and Supporting People with Disability                | -           | 25           | 80           |
| 22532VIC - Course in Supporting People with Psychosocial Disability                                      | 15          | 30           | 40           |
| 22540VIC - Course in Supporting People with Complex Personal Care Needs, including Behaviours of Concern | 20          | 15           | 5            |
| CHC33015 - Certificate III in Individual Support   | -           | 10           | 5            |
| CHC40213 - Certificate IV in Education Support   | 20          | -            | -            |
| CHC40413 - Certificate IV in Youth Work  | -           | 95           | 75           |
| CHC42015 - Certificate IV in Community Services  | -           | 90           | 50           |
| CHC43015 - Certificate IV in Ageing Support  | -           | -            | 35           |
| CHC43315 - Certificate IV in Mental Health   | 40          | 190          | 220          |
| CHC43515 - Certificate IV in Mental Health Peer Work   | -           | 20           | 30           |
| CHC50413 - Diploma of Youth Work   | 20          | 15           | -            |
| CHC51015 - Diploma of Counselling  | -           | 80           | 70           |
| CHC51115 - Diploma of Financial Counselling  | -           | 80           | 10           |
| CHC52015 - Diploma of Community Services   | 245         | 265          | 395          |
| CHC53315 - Diploma of Mental Health  | -           | -            | 75           |
| HLT43015 - Certificate IV in Allied Health Assistance  | -           | 80           | 270          |
| Not identified   | -           | 20           | 10           |
| <b>TOTALS</b>  | <b>360</b>  | <b>1,015</b> | <b>1,370</b> |

*Noting NCVET TVA data for 2023 is not yet available.*

### **Target audience for the course**

This course is intended for individuals working in roles which have Identification-level Responsibilities under the MARAM Framework. This includes professionals working within prescribed organisations as well as professionals working within organisations who voluntarily align to MARAM as best practice in Victoria.

Workplaces may include (but are not limited to) education services, early childhood services, sport and recreation organisations, faith-based institutions.

**Course consultation and validation process**

The reaccreditation of the *22660VIC Course in Identifying and Responding to Family Violence Risk* was overseen by an accreditation steering committee who confirmed the:

- required skills and knowledge outcomes of the course,
- alignment of the course to the *MARAM Framework* and associated MARAM Practice guidance,
- course structure, and
- final accreditation submission.

The members of the steering committee provided input on course content and structure via virtual meetings and circulation of draft course/unit documents for review and written feedback.

**Members of Steering Committee:**

|                            |   |
|----------------------------|---|
| Amanda Thompson<br>(Chair) | - Centre for Workforce Excellence, Department of Families Fairness and Housing        |
| Jessica Wilson             | - Family Safety Victoria, Department of Families Fairness and Housing                 |
| Lisa Levis                 | - Safe and Equal  |
| Gulhan Ustunol             | - No to Violence  |
| Angela Walsh               | - Wathaurong Aboriginal Cooperative   |
| Bianca Johnston            | - Youth Support + Advocacy Service (YSAS)   |
| Amanda Morris              | - Royal Women's Hospital, Strengthening Hospital Responses to Family Violence (SHRFV) |
| Poonam Arora               | - Community organisations - working with women impacted by Family Violence            |
| Lina Cummins               | - Chisholm Institute  |
| Marybeth Yarosh            | - Swinburne University of Technology  |
| Lilly Gleeson              | - Bendigo TAFE  |

**In attendance:**

|                 |  |
|-----------------|--|
| Autumn Shea     | - CMM for Human Services   |
| Christine Foard | - CMM Project Officer  |
| Ari Tranter     | - Centre for Workforce Excellence, Department of Families Fairness and Housing |

**Sector Consultation (in addition to Steering Committee)**

In addition, Centre for Workforce Excellence (CWE) conducted a sector consultation process, in addition to Steering Committee consultation and feedback for the draft unit to ensure a broad representation of views from sectors, particularly those from sectors who are the target audience of

this course. The consultation utilised a targeted approach, selecting workforces with MARAM identification responsibilities and contacting representatives through various channels.

The following organisations and departments were approached for feedback on the draft unit:

- Safe + Equal Prevention Unit
- Centre for Excellence in Child and Family Welfare
- Switchboard
- Court Network
- Corrections Victoria
- Courts Victoria
- Department of Education
- Department of Health
- Office for Prevention of Family Violence Reform
- Aboriginal Strategy Unit (Family Safety Victoria)
- Inclusion and Equity (Family Safety Victoria)
- Aboriginal Community Controlled Organisations

All feedback provided through this process was considered and incorporated into the unit where appropriate.

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This course:

- 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.

### 3.2 Review for re- accreditation

The review and redevelopment of the *22660VIC Course in Identifying and Responding to Family Violence Risk* was based on extensive monitoring and evaluation, research and consultation and validation processes to ensure the course remains relevant and reflects current requirements of the MARAM Framework.

The following changes were incorporated during this reaccreditation:

- Revision of unit to align with current MARAM practice guidance for identification responsibilities including: updating terminology from ‘perpetrators’ to ‘adult using family violence’, rationalising Knowledge Evidence requirements and better reflecting scope of identification responsibilities.
- Revision of unit to remove duplication and repetition.
- Change to unit title as the previous title ‘provide *initial* response’ implied a one-off activity as opposed to contributing to ongoing risk management.

- Translation of the unit into the unit template required under the *AQTF 2021 Standards for Accredited Courses*, including the addition of new fields: Range of Conditions, Foundation Skills and Performance Evidence.
- Increase in nominal hours to better reflect realistic training and assessment volume in response to research conducted on behalf of the Office of TAFE Coordination and Development and training provider feedback that the hours had previously been set too low.

#### Transition and equivalence

The vocational outcome of *22660VIC Course in Identifying and Responding to Family Violence Risk* is deemed to be **equivalent** to the vocational outcome of *22510VIC Course in Identifying and Responding to Family Violence Risk*.

RTOs are required to review the changes that have occurred in the new *22660VIC Course in Identifying and Responding to Family Violence Risk* and make the required resource adjustments prior to applying for Scope and enrolling students.

**Table 1** below identifies the relationship between units from this re-accredited course (22660VIC) to units from *22510VIC Course in Identifying and Responding to Family Violence Risk*.

**TABLE 1: Transition arrangements between 22510VIC and 22660VIC**

| OLD COURSE<br>Units in <i>22510VIC Course in Identifying and Responding to Family Violence Risk</i> | NEW COURSE<br>Unit in <i>22660VIC Course in Identifying and Responding to Family Violence Risk</i> | Relationship |
|---|--|--------------|
| VU22733 Identify and provide initial response to family violence risk                               | VU23650 Identify and respond to family violence risk   | Equivalent   |

| 4. Course outcomes                                    | Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses  |
|---|--|
| 4.1 Qualification level                               | <i>22660VIC Course in Identifying and Responding to Family Violence Risk</i> meets an identified industry need, but does not have the breadth, depth or volume of learning of an AQF qualification.  |
| 4.2 Foundation skills                                 | Foundation skills essential to performance are embedded within the units of competency within this course. Foundation skill requirements, where not explicit in the performance criteria, are identified in the 'Foundation Skills' field of the unit of competency. |
| 4.3 Recognition given to the course (if applicable)   | Not applicable.  |
| 4.4 Licensing/regulatory requirements (if applicable) | Not applicable.  |

|                             |  |
|-----------------------------|--|
| <b>5. Course rules</b>      | <b>Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses</b>  |
| <b>5.1 Course structure</b> | To be eligible for the award of a Statement of Attainment for the <b>22660VIC Course in Identifying and Responding to Family Violence Risk</b> , participants must successfully complete the unit listed in the table below. |

| Unit of competency code    | Unit of competency title                     | Field of Education code (six-digit) | Pre-requisite | Nominal hours |
|----------------------------|--|-------------------------------------|---------------|---------------|
| <b>Core units</b>          |  |                                     |               |               |
| VU23650                    | Identify and respond to family violence risk | 090501                              | None          | 90            |
| <b>Total nominal hours</b> |  |                                     |               | <b>90</b>     |

|   |  |
|---|--|
| <b>Standard 5.11 AQTF 2021 Standards for Accredited Courses</b> |  |
| <b>5.2 Entry requirements</b>                                   | <p>There are no entry requirements for the <i>22660VIC Course in Identifying and Responding to Family Violence Risk</i>.</p> <p>Learners enrolling in the <i>22660VIC Course in Identifying and Responding to Family Violence Risk</i> are best equipped to successfully undertake the course if they have as a minimum, language, literacy and numeracy skills that align to Level 2 of the Australian Core Skills Framework (ACSF), see the <a href="#">ACSF website</a> for more information.</p> |

|                                |  |
|--------------------------------|--|
| <b>6. Assessment</b>           | <b>Standard 5.12 AQTF 2021 Standards for Accredited Courses</b>  |
| <b>6.1 Assessment strategy</b> | <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> <li>• Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Assessment strategies must therefore ensure that:</p> <ul style="list-style-type: none"> <li>• all assessments are valid, reliable, flexible and fair</li> <li>• learners are informed of the context and purpose of the assessment and the assessment process</li> </ul> |

- feedback is provided to learners about the outcomes of the assessment process and guidance given for future options
- time allowance to complete a task is reasonable and specified to reflect the industry context in which the task takes place.

Assessment strategies should be designed to:

- cover a range of skills and knowledge required to demonstrate achievement of the course aim
- collect evidence on a number of occasions to suit a variety of contexts and situations
- be appropriate to the knowledge, skills, methods of delivery and needs and characteristics of learners
- assist assessors to interpret evidence consistently
- recognise prior learning
- be equitable to all groups of learners.

A range of assessment methods may be used, such as:

- oral questioning and discussion
- written assignments or tests
- case study analysis
- observation of practical skills via role play

### **Role plays**

Where role plays are used in assessment, they must be conducted safely. At minimum it is required that the RTO have processes and resources in place for risk mitigation and student support which relate specifically to assessing the unit within this course.

To support the safety of role plays, the following strategies are suggested:

- students responding to a pre-recorded video of an adult using family violence
- VET trainers/assessors or actors playing the role of the adult using family violence
- students are provided a script for the role of an adult using family violence.
- carry out briefing and debriefing.

|                                  |   |
|----------------------------------|---|
| <b>6.2 Assessor competencies</b> | <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul>   |
| <b>7. Delivery</b>               | <b>Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses</b>   |
| <b>7.1 Delivery modes</b>        | <p>This course may be delivered in a variety of modes including:</p> <ul style="list-style-type: none"> <li>Educational setting</li> <li>Workplace or simulated workplace</li> <li>Blended learning</li> </ul> <p>Delivery methods should allow for self-directed development and achievement, independent and peer to peer judgement and accountability for a high standard of outcomes.</p> <p>It is highly recommended that Registered Training Organisations use additional educational support mechanisms to maximise each learner's completion of the course. An initial assessment of learner's needs must be conducted during entry into the course to identify the need for language, literacy and numeracy support and reasonable adjustment.</p> <p>Trainers and assessors should contextualise delivery of the course in response to learner needs, while still meeting the requirements of the units of competency.</p> <p><b>Delivery to current workforce</b></p> <p>Due to considerations of time-release from the workplace, it is highly recommended that delivery to learners who are currently working in core support or mainstream service organisations be via a blended learning mode. RTOs should also ensure that the face-to-face delivery volume reflects the employer's capacity to release their employees from normal work duties.</p> |
| <b>7.2 Resources</b>             | <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p>  |



|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Delivery and assessment materials should reflect the local work environment as far as possible.</p> <p>Resources must include:</p> <ul style="list-style-type: none"> <li>• Documentation relevant to enable identification of family violence risk, comprising: <ul style="list-style-type: none"> <li>○ The <i>Family Violence Multi-Agency Risk Assessment and Management Framework</i> (MARAM Framework) approved in Victoria by the relevant minister under section 189 of the Family Violence Protection Act (FVPA)</li> <li>○ Appropriate tools for risk identification that have been developed in accordance with the MARAM Framework)</li> <li>○ Referral resources</li> </ul> </li> <li>• Access to legislation, policies and procedures relevant to job role</li> <li>• Appropriate environment to facilitate a safe space for uninterrupted communication.</li> </ul> |
| <b>8. Pathways and articulation</b>         | <b>Standard 5.10 AQTF 2021 Standards for Accredited Courses</b>   |
|   | <p>There are no formal articulation arrangements in place.</p> <p>Individuals may receive credit for the unit of competency completed as part of this course if they enrol in further training where this same unit is packaged.</p> <p>Refer to the <a href="#">AQF Qualifications Pathways Policy (AQF 2nd Edition, 2013)</a>.</p>  |
| <b>9. Ongoing monitoring and evaluation</b> | <b>Standard 5.15 AQTF 2021 Standards for Accredited Courses</b>   |
|   | <p>The Curriculum Maintenance Manager for Human Services is responsible for the ongoing monitoring and evaluation of this course.</p> <p>A review of the course will take place at the mid-point of the accreditation period. Feedback will be sought via surveys or one-on-one consultations from the accreditation steering committee involved in the reaccreditation of this course, RTOs who deliver the course and other key stakeholders.</p> <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of significant changes to the course/s resulting from course monitoring and evaluation processes.</p>  |



## **Section C – Units of competency**

The following unit of competency has been developed for this course and is attached in this section:

- VU23650 - Identify and respond to family violence risk

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|------------------------------|--|
| <b>Unit code</b>             | <b>VU23650</b>   |
| <b>Unit title</b>            | <b>Identify and respond to family violence risk</b>  |
| <b>Application</b>           | <p>This unit describes the outcomes, skills and knowledge required to identify the presenting risk of family violence and provide a response appropriate to the individual. This includes engaging with the individual in a respectful, sensitive and safe manner; using identification tools appropriate to the individual; seeking and sharing risk-relevant information; and contributing to coordinated ongoing risk assessment and management.</p> <p>This unit applies to:</p> <ul style="list-style-type: none"> <li>professionals who have responsibilities under Victoria's <i>Multi-Agency Risk Assessment and Management Framework</i> (MARAM Framework) due to working within prescribed organisations, and</li> <li>professionals who voluntarily align to MARAM as best practice in Victoria, but who do not work within prescribed organisations.</li> </ul> <p>This unit includes the foundational understanding of family violence and risk required by those undertaking further levels of specialisation in family violence risk assessment and management.</p> <p><i>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</i></p> |
| <b>Pre-requisite Unit(s)</b> | N/A  |
| <b>Competency Field</b>      | 090501 Social Work   |
| <b>Unit Sector</b>           | N/A  |

| <b>Element</b>   |   | <b>Performance Criteria</b>   |   |
|--|---|---|---|
| <i>Elements describe the essential outcomes of a unit of competency.</i> |   | <i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.</i> |   |
| 1.   | Engage with the individual in a respectful, sensitive and safe manner | 1.1   | Apply relevant engagement approaches appropriate to the individual, including trauma and violence-informed approach, in accordance with the MARAM Framework |
|  |   | 1.2   | Adapt engagement approach to individuals who are Aboriginal people or people from diverse communities   |
|  |   | 1.3   | Identify own potential for collusion with an adult using family violence  |
|  |   | 1.4   | Determine an appropriate, accessible and culturally responsive environment for establishing and maintaining rapport with the individual                     |
|  |   | 1.5   | Obtain informed consent, where required, from the individual to collect, record and share information   |

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|    |  | 1.6 | Explain to the individual that there are circumstances where consent is not required to share information  |
| 2. | Identify family violence and risk        | 2.1 | Determine when and how to safely ask questions to identify family violence   |
|    |  | 2.2 | Recognise observable signs, indicators, common presentations, narratives and behaviours associated with family violence risk   |
|    |  | 2.3 | Use appropriate tools to identify family violence risk factors in accordance with the MARAM Framework  |
| 3. | Seek and share risk-relevant information | 3.1 | Seek and share risk-relevant information, in accordance with the MARAM Framework and information sharing laws and regulations  |
|    |  | 3.2 | Complete accurate and comprehensive records according to organisation requirements, the MARAM Framework and information sharing laws and regulations   |
| 4. | Respond to identified risk               | 4.1 | Escalate within own organisation and refer to relevant services and authorities where an immediate risk is indicated   |
|    |  | 4.2 | Respond appropriately to family violence when identified or disclosed in accordance with the MARAM Framework, including undertaking basic safety planning  |
|    |  | 4.3 | Determine appropriate professionals or services for secondary consultation relevant to the individual and their circumstances  |
|    |  | 4.4 | Determine referral pathways relevant to the individual and their circumstances   |
|    |  | 4.5 | Identify MARAM framework processes for, and own role in, contributing to coordinated risk management and the ongoing collaborative monitoring, assessing and managing risk over time, in accordance with the MARAM Framework |
|    |  | 4.6 | Recognise and minimise risks to own wellbeing associated with responding to family violence, including identifying the need for supervision, advice and support  |

### Range of Conditions

The use of 'MARAM Framework' throughout this unit refers to Victoria's *Family Violence Multi-Agency Risk Assessment and Management Framework* and associated MARAM Practice Guides which support the MARAM responsibility level of 'Identification'.

The use of 'the individual' within this unit refers to the individual as:

- adult victim survivor, or
- victim survivor who is a child or young person, or
- adult using family violence.

The MARAM Framework (and associated MARAM Practice Guides) provide guidance on how these individuals are engaged with throughout the identification and response process.

The MARAM identification tools and MARAM Practice Guides which are selected and used must be relevant to the individual (i.e. adult victim survivor; victim survivor who is a child or young person; or adult using family violence).

The use of 'diverse communities' within this unit is as defined by MARAM Practice Guides (Foundation Knowledge Guide).

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill                                | Description  |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>access and interpret a range of textual information relevant to identifying and responding to family violence risk in accordance with the MARAM Framework</li> </ul>  |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>complete required documentation using relevant structure, tone and vocabulary appropriate to audience, context and purpose</li> </ul>   |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>use active listening and questioning techniques to seek information and confirm understanding</li> <li>interact and engage with individuals in a manner appropriate to their: <ul style="list-style-type: none"> <li>age and developmental stage</li> <li>ability and accessibility requirements</li> <li>identity and culture</li> </ul> </li> <li>interact and engage with adults using family violence to build rapport in order to keep them in view</li> </ul> |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>respond to challenging situations using principles of safe engagement in accordance with the MARAM Framework</li> </ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>determine methods of seeking and relaying information in a culturally safe and respectful manner</li> </ul>   |
| Self-management skills to:           | <ul style="list-style-type: none"> <li>follow organisational policies, procedures and MARAM Framework requirements in relation to identifying and responding to family violence risk</li> </ul>  |
| Technology skills to:                | <ul style="list-style-type: none"> <li>use the main features and functions of digital tools to complete work tasks and access information</li> </ul>   |

## Unit Mapping Information

| Current Version  | Previous Version  | Comments   |
|--|---|------------|
| VU23650 - Identify and respond to family violence risk | VU22733 - Identify and provide initial response to family violence risk | Equivalent |

## Assessment Requirements

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|-----------------------------|--|
| <b>Title</b>                | <b>Assessment Requirements for VU23650 Identify and respond to family violence risk</b>  |
| <b>Performance Evidence</b> | <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit in the context of the work role, including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• Work in accordance with the values, policies, procedures and tools of Victoria's <i>Family Violence Multi-Agency Risk Assessment and Management Framework</i> (MARAM Framework) to identify and respond to family violence risk for each of the following three (3) cohorts: <ul style="list-style-type: none"> <li>○ at least one (1) adult victim survivor, and</li> <li>○ at least one (1) victim survivor who is a child or young person (using a parent/guardian/advocate for information or directly with the child or young person), and</li> <li>○ at least one (1) adult using family violence.</li> </ul> </li> </ul> <p>In the course of the above, the candidate must:</p> <ul style="list-style-type: none"> <li>• Use identification tools that: <ul style="list-style-type: none"> <li>○ have been developed in accordance with the MARAM Framework requirements</li> <li>○ are the correct tool for the individual.</li> </ul> </li> <li>• Engage with individual in a respectful, sensitive and safe way as determined by the MARAM Framework, including using a trauma and violence-informed approach.</li> </ul> |
| <b>Knowledge Evidence</b>   | <p>The candidate must be able to demonstrate essential knowledge required to effectively complete the tasks outlined in elements and performance criteria of this unit in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• Professional obligations and responsibilities (as they relate to own work role and level of MARAM responsibility) under: <ul style="list-style-type: none"> <li>- Victoria's <i>Family Violence Multi-Agency Risk Assessment and Management Framework</i> (MARAM Framework)</li> <li>- Relevant information sharing laws and regulations that apply in Victoria; including the Family Violence Information Sharing Scheme (FVISS) and Child Information Sharing Scheme (CISS)</li> </ul> </li> <li>• Basic understanding of other MARAM responsibilities and levels of assessment and management under the MARAM Framework</li> <li>• Relevant aspects of the Family Violence Protection Act (2008)</li> <li>• Key components of family violence identification and response as outlined in the MARAM Framework, including: <ul style="list-style-type: none"> <li>- safe engagement approaches, family violence identification strategies and contributing to coordinated risk assessment and management</li> <li>- basic safety planning</li> </ul> </li> </ul>                                     |

- identification of family violence risk and response options with adults using family violence
- when and how to ask questions safely to identify family violence using the MARAM practice guidance and Identification Tools
- use and purpose of MARAM Identification Tools and resources that are appropriate to the individual
- warm referrals, information sharing and secondary consultation
- collaboration for ongoing risk assessment and management
- what constitutes risk-relevant information
- MARAM Framework's model of Structured Professional Judgement, including an understanding of how it is applied in practice to support family violence identification and response
- intersectionality and intersectional analysis
- Concepts, nature and dynamics of family violence, including:
  - forms of family violence as defined in section 5 of the *Family Violence Protection Act (2008)*
  - definition of family violence and understanding of family within Aboriginal communities, as defined by *Dhelk Dja: Safe Our Way: Strong Culture, Strong Peoples, Strong Families*
  - observable signs, indicators, common presentations, narratives and behaviours that relate to a wide range of relationship types, identities, and communities (including Aboriginal people and people from diverse communities) that indicate:
    - current experience of family violence
    - past experience of family violence
    - current use of family violence
    - past use of family violence
  - experiences of family violence across a wide range of relationship types, identities, and communities (including Aboriginal people and people from diverse communities)
  - victim survivors are not responsible for family violence, their self-assessment of risk is central, and their safety decisions need to be respected
  - harmful social norms and beliefs that support and validate sexual violence and family violence
  - adults using family violence narratives and behaviours, including:
    - common attitudes that indicate support for use of family violence behaviours including denying, minimising, justifying and blaming/externalising of responsibility

- a basic understanding of the common emotions and thought patterns in relation to the use of violence and engagement with the service
  - observable narratives and behaviours that indicate or disclose use of family violence
- prevalence of family violence and sexual assault, and their co-occurrence
- gendered nature and drivers of family violence and violence against women and children, including contributing beliefs, attitudes and norms
- potential barriers to disclosure and service access for victim survivors and adults using family violence who are Aboriginal people and people from diverse communities
- Family violence risk and risk factors, including:
  - evidence based risk factors and levels of family violence risk
  - dynamic nature of risk (and therefore the need to monitor risk levels over time)
  - the risk associated with misidentification of victim survivors and adults using violence (predominant aggressor)
  - risks to victim survivors' safety when engaging/challenging adults using family violence
  - specific family violence risk indicators for children and young people
  - specific family violence risk indicators for Aboriginal people and people from diverse communities
- How to identify the support needs and circumstances of victim survivors and adults who use family violence
- The purpose of collaborative case management and coordinated multi-agency responses to family violence
- Strategies and techniques for:
  - centring the lived experience and risk of the victim-survivor throughout:
    - identification of family violence risk
    - engagement with victim survivors and adults using family violence
    - contribution to collaborative risk assessment and management
  - respectful, sensitive and safe engagement
  - engaging victim survivors using a person-centred approach
  - talking to a child victim survivor about their parent, carer or other family member who is a person using family violence

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|                              | <ul style="list-style-type: none"> <li>- determining if a child or young person victim survivor can be engaged directly, or a parent/guardian/advocate should be the source of relevant information</li> <li>- engaging with adults using family violence, including: <ul style="list-style-type: none"> <li>o person-in-context approach</li> <li>o keeping the adult using family violence in view and accountable</li> </ul> </li> <li>- safe and non-collusive practice, including safely resisting invitations by adult using family violence to collude</li> <li>- trauma and violence-informed practice</li> <li>• How to provide an appropriate, accessible and culturally responsive environment</li> <li>• The unique status and experiences of Aboriginal communities as First Nations people, including ongoing impacts of colonisation, systemic violence and discrimination</li> <li>• Engagement approaches for individuals who are Aboriginal people or people from diverse communities</li> <li>• Signs of vicarious trauma from engaging with victim survivors and adults using family violence</li> <li>• Sources of wellbeing resources, supports and professional advice</li> <li>• Practitioners and services involved with multi-agency responses to family violence relevant to workplace or location of individual accessing the service</li> <li>• Referral pathways, specific service options and other appropriate targeted or therapeutic services to meet the ongoing needs of: <ul style="list-style-type: none"> <li>- Victim survivors (including children and young people)</li> <li>- Adults using family violence</li> </ul> </li> <li>• Strategies and approaches for obtaining informed consent</li> <li>• When consent is and is not required for information sharing and referrals</li> <li>• Appropriate responses where victim survivors are at serious and immediate risk and threat of harm from family violence, including: <ul style="list-style-type: none"> <li>- Notifying police</li> <li>- Making a report to Child Protection (where children are involved)</li> <li>- Contacting the local specialist family violence services, based on the victim survivor's current place of residence</li> </ul> </li> <li>• Safe recording and documenting procedures that avoid increase of risk for victim survivors</li> </ul> |
| <b>Assessment Conditions</b> | Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Simulated or project-based/case study assessment techniques must replicate conditions, activities, responsibilities and procedures of industry.   |



Where role plays are used in assessment, they must be conducted safely. At minimum it is required that the RTO have processes and resources in place for risk mitigation and student support which relate specifically to assessing this unit.

Assessment must include access to:

- Relevant documentation to enable identification of family violence risk, comprising:
  - The *Family Violence Multi-Agency Risk Assessment and Management Framework* (MARAM Framework) approved in Victoria by the relevant minister under section 189 of the Family Violence Protection Act (FVPA)
  - Appropriate tools for risk identification that have been developed in accordance with the MARAM Framework
  - Referral resources
- Access to legislation, policies and procedures relevant to job role
- Appropriate environment to facilitate a safe space for uninterrupted communication

#### **Assessor requirements**

Assessors of this unit must satisfy the requirements for assessors in applicable Vocational Educational and Training legislation, frameworks and/or standards.