



# **Course in Contributing to Primary Prevention of Family Violence and Violence Against Women**

## **22621VIC**

**Version 1**

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

**Accredited for the period: 01 May 2023 to 30 April 2028**

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## Section A - Copyright and course classification information

1. Copyright owner of the course	© State of Victoria 2023 Department of Jobs, Skills, Industry and Regions
2. Address	<p>Executive Director Higher Education and Workforce Training, Skills and Higher Education Department of Jobs, Skills, Industry and Regions (DJSIR) GPO Box 4367 MELBOURNE Vic 3001</p> <p><b>Organisational contact</b> Manager, Training and Learning Products Unit Portfolio Alignment Higher Education and Workforce Training, Skills and Higher Education Department of Jobs, Skills, Industry and Regions (DJSIR) Telephone: 13 18 23 Email: <a href="mailto:course.enquiry@education.vic.gov.au">course.enquiry@education.vic.gov.au</a></p> <p><b>Day-to-day contact</b> Human Services Curriculum Maintenance Manager Swinburne University of Technology PO Box 218 Hawthorn, VIC 3122 Telephone: (03) 9214 5034 / 9214 8501 Email: <a href="mailto:cmmhs@swin.edu.au">cmmhs@swin.edu.au</a></p>
3. Type of submission	This submission is for accreditation.
4. Copyright acknowledgement	<p>The following unit/s of competency:</p> <ul style="list-style-type: none"> <li>VU22733 Identify and provide initial response to family violence risk</li> </ul> <p>has been imported from <i>22510VIC Course in Identifying and Responding to Family Violence Risk</i>. Copies of this publication can be downloaded from the <a href="#">Victorian Government accredited course website</a>.</p> <p>Copyright of the unit VU22733 from 22510VIC is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019.</p> <p>The unit VU22733 from 22510VIC is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (more information is available <a href="#">here</a>).</p>



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Higher Education and Workforce  
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Email: [course.enquiry@education.vic.gov.au](mailto:course.enquiry@education.vic.gov.au)

Copies of this publication can be downloaded free of charge from the [Victorian Government accredited course website](#).

**6. Course accrediting body**

Victorian Registration and Qualifications Authority

**7. AVETMISS information****ANZSCO code – 6 digit**

[Australian and New Zealand  
Standard Classification of  
Occupations](#)

GEN20 - Non-industry specific  
training

**ASCED Code – 4 digit**

[Field of Education](#)

0905 - Human Welfare Studies and  
Services

**National course code**

22621VIC

**8. Period of accreditation**

01 May 2023 – 30 April 2028



## Section B - Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
1.1 Name of the qualification	22621VIC Course in Contributing to Primary Prevention of Family Violence and Violence Against Women
1.2 Nominal duration of the course	130 hours
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	<p><i>Standard 5.1 AQTF 2021 Standards for Accredited Courses</i></p> <p>Successful completion of this course provides graduates with the skills and knowledge to contribute to primary prevention of family violence and all forms of violence against women within the graduate's own workplace. The application of these skills and knowledge by the graduate in their workplace would be reflective of the scope, responsibilities and influence of the individual's own role.</p> <p>The skills and knowledge outcomes for this course includes:</p> <ul style="list-style-type: none"> <li>• Developing a foundational understanding of family violence and all forms of violence against women, and primary prevention practice</li> <li>• Identifying and responding to family violence risk, in accordance with the individual's responsibilities under Victoria's <i>Family Violence Multi-Agency Risk Assessment and Management Framework (MARAM Framework)</i>.</li> <li>• Identifying, reflecting on and challenging attitudes and values</li> <li>• Raising awareness and promoting participation in primary prevention initiatives</li> <li>• Determining opportunities to contribute, within scope of role, and integrating appropriate evidence-based actions and techniques into work practice.</li> </ul>
2.2 Course description	<p>This course describes the skills and knowledge for graduates to contribute to primary prevention of family violence and all forms of violence against women in their own workplace and in accordance with the scope of their job role. This includes the skills and knowledge required to identify and respond to family violence risk.</p>
3. Development of the course	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
3.1 Industry, education, legislative, enterprise or community needs	<p>Building primary prevention of family violence workforce capability is a key priority of Victoria's 10-year Industry Plan for family violence</p>

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prevention and response, [Building from Strength](#),<sup>1</sup> and Victoria's 10-year primary prevention strategy, [Free from violence](#).<sup>2</sup>

Developing an accredited course to meet the industry needs of a current and emerging primary prevention workforce is a key action in the [First Rolling Action Plan 2019-2022](#)<sup>3</sup> under *Building from Strength* as well as the [Second Action Plan 2022-2025](#)<sup>4</sup> under *Free from Violence*. The Centre for Workforce Excellence (CWE) in Family Safety Victoria (FSV) oversees the implementation of the Building from Strength. The Office for Family Violence Prevention and Coordination (OFVPC) in the Department of Fairness, Families and Housing and Respect Victoria, an independent statutory authority established in October 2018, oversee the implementation of Free from Violence. The former Department of Education and Training (DET), now Department of Jobs, Skills, Industry and Regions, is a key partner in the delivery of both strategies, including supporting the development of accredited training.

There is a need to professionalise, diversify and grow the emerging primary prevention sector in Victoria to meet the increased demand for qualified primary prevention workers. A growing workforce is required to deliver effective prevention activities at scale in order to achieve population level change. To grow this workforce, a range of education, training and professional development approaches are required, including accredited training. This supports priority 8 (workforce and sector development) of the *Free from Violence Second Action Plan* which is to 'build the capability, career pathways, health and wellbeing of the primary prevention workforce to support the scale-up of primary prevention activity across Victoria'.<sup>5</sup>

Availability of an accredited course will help ensure that specialists and non-specialists are provided with consistent and relevant high-quality training content that reflects the appropriate skills and knowledge required to build family violence primary prevention capabilities in line with the [Preventing Family Violence & Violence Against Women Capability Framework](#).<sup>6</sup> Accredited training helps to ensure that consistency and quality is maintained while the scale of delivery increases and outlines a baseline of the skills required of the trainers and assessors for the course. It also supports the development of an

<sup>1</sup> State of Victoria (Family Safety Victoria) 2017, *Building from strength: 10-Year Industry Plan for Family Violence Prevention and Response*.

<sup>2</sup> State of Victoria (Office of Prevention and Women's Equality, Department of Premier and Cabinet) 2017, *Free from violence: Victoria's strategy to prevent family violence*.

<sup>3</sup> State of Victoria (Family Safety Victoria) 2019, *Strengthening the Foundations: First Rolling Action Plan 2019-2022*.

<sup>4</sup> State of Victoria (Department of Families, Fairness and Housing) 2021, *Free from violence: Second action plan 2022–2025*.

<sup>5</sup> State of Victoria (Department of Families, Fairness and Housing) 2021, *Free from violence: Second action plan 2022–2025*, pgs 29 & 43-44.

<sup>6</sup> State of Victoria (Family Safety Victoria) 2017, *Preventing Family Violence and Violence Against Women Capability Framework*.



introductory pathway for new workers joining the primary prevention sector, including for the potential for units of competency developed for primary prevention accredited courses to be imported into a range of training package qualifications, where appropriate, under their 'flexible packaging rules'.

A range of workforces play important and different roles in preventing and responding to family violence and violence against women. Prevention workers contribute to broader social change that promotes healthy, respectful relationships and gender equality, and addresses other forms of discrimination to prevent family violence and all forms of violence against women before it starts.

Prevention workers undertake education, awareness raising and creative campaigns in schools, workplaces and in sports settings, develop healthy relationship, parenting and other programs for families and communities, contribute to policy and organisational change and advocate for wider social reform. Some specialise in this work (practitioners), and others integrate prevention approaches as a part of their broader role (contributors).

The Curriculum Maintenance Manager (CMM) Service was commissioned by the former Department of Education and Training to review the capabilities outlined in *Preventing Family Violence & Violence Against Women Capability Framework* against the national training package to identify if the training need was met by existing units of competency or qualifications.

The CMM Service confirmed that there was a gap in the current training package offerings and the CMM Service commenced the process to develop a suite of accredited courses that aligned to the Framework.

This course will provide accredited training to those who work in primary prevention 'contributor' roles. These are workers who are located across a broad range of sectors or disciplines who may undertake some prevention work as part of their role but is not their primary focus. *Free from Violence* notes the need to build understanding among professionals within universal services, such as teachers, community health workers, early learning teachers, and maternal and child health nurses, as they have such broad reach into all parts of the community. However, prevention contributors could also include alcohol and other drug (AOD) workers, sports administrators, local government staff and human resources staff. Prevention contributors can support, complement and enhance the work of the specialist prevention workforce.

This course is not designed as training for specialist primary prevention practitioners.



This course is appropriate” for delivery to both the existing workforce and to future workforce students who already hold or are enrolled in relevant VET qualifications relevant to contributor sector and universal services workforces, as described in the *Preventing Family Violence & Violence Against Women Capability Framework* and *Free from violence: Second action plan 2022–2025*. This course can be delivered in addition to or concurrently with relevant VET qualifications, and units of competency can be imported into the elective bank of relevant VET qualifications in accordance with their Packaging Rules.

### Course consultation and validation process

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.

Members of the Project Steering Committee during development in 2020 are listed in the following table:

Project Steering Committee:	
Chair: Georgia Ride	Prevention of Family Violence and Coordination, Department of Premier and Cabinet
Emma Wilkinson	Our Watch
Kathryn Kent	Family Safety Victoria
Tori Cooke	No to Violence
Kit McMahon	Gender Equity Victoria (Gen Vic)
Krista Seddon	Domestic Violence Resource Centre Victoria
Brigitte Walker	Department of Education and Training Victoria
Mischa Barr	Women's Health Victoria
Pia Cerveri	Victorian Trades Hall Council
Andrew Fleming	Community Services & Health Industry Training Board (Victoria)
Elizabeth Murphy	VicHealth
Dr Regina Torres-Quiazon	Multicultural Centre for Women's Health
Melinda Eason	Victorian Aboriginal Community Services Association
Josh Wanganeen	Victorian Aboriginal Community Services Association
Kylie Smith	Victorian Equal Opportunity and Human Rights Commission
Bianca Evans	Women with Disabilities Victoria
Jackson Fairchild	Rainbow Health Victoria

**In attendance:**

Autumn Shea	Curriculum Maintenance Manager (CMM) for Human Services
Wendy Dowe	CMM Administrator
Jennifer Fleischer	CMM Project Officer
Colleen Mandaliti	Curriculum Writer
Wei Choong	Family Safety Victoria
Mary Lee	Family Safety Victoria
Morven Smith	Department of Education and Training Victoria
Lisa Confoy	Department of Education and Training Victoria

**This course:**

- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification or skill set
- 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.

<b>3.2 Review for re-accreditation</b>	Not applicable.
<b>4. Course outcomes</b>	<b>Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses</b>
<b>4.1 Qualification level</b>	This course meets an identified industry and community need, but does not have the breadth, depth or volume of learning of an Australian Qualifications Framework (AQF) qualification.
<b>4.2 Foundation skills</b>	Foundation skills applicable to this course are detailed in the unit of competency developed for this course (VU23411).
<b>4.3 Recognition given to the course (if applicable)</b>	Not applicable.
<b>4.4 Licensing/regulatory requirements (if applicable)</b>	At the time of accreditation, no licensing or regulatory requirements apply.
<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>22621VIC Course in Contributing to Primary Prevention of Family</b>

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***Violence and Violence Against Women***, participants must successfully complete the two (2) units listed in the table below.

Where the full course is not completed, a Statement of Attainment will be issued for the completed unit.

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
<b>Core units</b>				
VU22733	Identify and provide initial response to family violence risk	090501	nil	50
VU23411	Contribute to primary prevention of family violence and all forms of violence against women	090501	VU22733	80
<b>Total nominal hours</b>				<b>130</b>

	<b>Standard 5.11 AQTF 2021 Standards for Accredited Courses</b>
<b>5.2 Entry requirements</b>	<p>There are no mandatory entry requirements for the <i>22621VIC Course in Course in Contributing to Primary Prevention of Family Violence and Violence Against Women</i>.</p> <p>Learners enrolling in this course 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 Australian Core Skills Framework (ACSF). The ACSF can be accessed <a href="#">here</a>.</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>
	<b>Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses</b>
<b>6. Assessment</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 for this course should reflect the nature of the work undertaken. It is recommended that assessment include:</p> <ul style="list-style-type: none"> <li>oral and written questioning related to underpinning knowledge</li> <li>practical demonstration of activities which combine a number of learning outcomes to provide depth and context to the training</li> <li>holistic assessment that reflects realistic job tasks.</li> </ul>
<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> <p><b>Imported unit</b></p> <p>Assessment of units of competency imported from other accredited courses must be undertaken by a person or persons who meet the requirements for assessors specified in that accredited course.</p>
<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 via:</p> <ul style="list-style-type: none"> <li>Classroom setting</li> <li>Workplace or simulated workplace</li> <li>Blended learning</li> </ul> <p>Where possible, participants should be exposed to real work environments and examples/case studies.</p> <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>

Trainers and assessors should contextualise delivery of the course in response to learner needs, while still meeting the requirements of the units of competency.

## 7.2 Resources

Resources required to deliver this course include:

- Victoria's current approved *Family Violence Multi-Agency Risk Assessment and Risk Management Framework* (MARAM Framework) and associated Practice Guides
- any relevant family violence legislation, policies, procedures and standards applicable to universal services professionals in Victoria
- Relevant technology, software and resources required to source information and data
- current information about primary prevention of family violence and all forms of violence against women
- workplace documentation and resources relevant to performance evidence of the units.

RTOs must ensure that reference materials are up-to-date and are:

- consistent with the current versions of the MARAM Framework and associated Practice Guides
- reflective of the current evidence-base for the primary prevention of family violence and all forms of violence against women.

### Trainer Competence:

Training 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 Guideline 3 of the VRQA Guidelines for VET Providers,
- or
- the Standards for Registered Training Organisations 2015 (SRTOs),
- or
- the relevant standards and Guidelines for RTOs at the time of assessment.

### Imported unit

The unit of competency imported from other accredited courses must reflect the requirements for resources/trainers specified in that accredited course.

## 8. Pathways and articulation

### Standard 5.10 AQTF 2021 Standards for Accredited Courses

There are no formalised articulation arrangements for this course.

Participants must negotiate individual pathway arrangements directly with the training provider. Training providers arranging articulation should refer to the [AQF 2nd Edition, 2013 Pathways Policy](#).

At the time of accreditation, the imported unit of competency (VU22733) from 22510VIC *Course in Identifying and Responding to Family Violence Risk* is also listed in several other Victorian Crown Copyright accredited courses.

Applicants who already hold this imported unit will receive credit transfer into this course. Likewise, completion of the units listed within this course provides graduates credit into other current or future courses which contain the same units.

## 9. Ongoing monitoring and evaluation

### Standard 5.15 AQTF 2021 Standards for Accredited Courses

This course is maintained and monitored by the Curriculum Maintenance Manager for Human Services.

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.

The Victorian Registration and Qualifications Authority (VRQA) will be notified of significant changes to the course/s resulting from course monitoring and evaluation processes.

## Section C - Units of competency

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

- VU23411 Contribute to the primary prevention of family violence and all forms of violence against women

The following unit of competency is from a Victorian Crown Copyright Accredited Courses can be accessed from the Victorian Government website ([here](#)):

- VU22733 Identify and provide initial response to family violence risk
  - Imported from 22510VIC *Course in Identifying and Responding to Family Violence Risk*



<b>Unit Code</b>	<b>VU23411</b>
<b>Unit Title</b>	<b>Contribute to primary prevention of family violence and all forms of violence against women</b>
<b>Application</b>	<p>This unit of competency describes the performance outcomes, skills and knowledge required to contribute to the primary prevention of family violence and all forms of violence against women in their workplace and within scope of the individual's own role.</p> <p>The outcome of this unit applies to individuals with varying degrees of responsibility, working or volunteering in roles that enable them to contribute to the prevention of family violence and all forms of violence against women. Application of this unit in the workplace would be reflective of the scope, responsibilities and influence of the individual's own role.</p> <p>Industries and job roles may include (but are not limited to) teachers, police, emergency services and defence force staff, health sector staff, sports administrators, federal, state and local government staff, human resources staff, disability and aged care sector staff, child and family services staff, evaluators, workforce trainers, media and communications personnel. Other settings may include sporting clubs, faith-based organisations and volunteer organisations.</p> <p><i>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
<b>Prerequisite Unit(s)</b>	VU22733 Identify and provide initial response to family violence risk
<b>Competency Field</b>	N/A
<b>Unit Sector</b>	N/A

<b>ELEMENTS</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.	Develop awareness of the nature and extent of family violence and all forms of violence against women	1.1	Source information and relevant data to define family violence and all forms of violence against women
		1.2	Identify the prevalence of gender inequality and all forms of family violence and violence against women
		1.3	Apply an intersectional lens to examine and describe the different manifestations and impacts of family violence and all forms of violence against women





2.	Develop knowledge of primary prevention of family violence and all forms of violence against women	2.1	Apply an intersectional lens to examine and describe the role of primary prevention in addressing the gendered drivers and reinforcing factors of family violence and all forms of violence against women across all levels of the socio-ecological model
		2.2	Outline the key elements of primary prevention approaches that seek to address family violence and all forms of violence against women within the range of prevention practice
		2.3	Outline the systemic factors, gendered and intersectional considerations which inform primary prevention initiatives
		2.4	Outline primary prevention approach to Aboriginal self-determination and Aboriginal-led prevention in relation to primary prevention initiatives
		2.5	Identify and describe primary prevention approaches and resources relevant to own work role and organisational context
3.	Recognise and reflect on attitudes and values in the workplace and within self	3.1	Identify own attitudes and values in relation to family violence and all forms of violence against women
		3.2	Identify organisational and workplace attitudes and values in relation to family violence and all forms of violence against women and how this influences the way in which people engage in primary prevention initiatives
		3.3	Apply critical self-reflection and consciously challenge own attitudes and values
		3.4	Reflect on and challenge attitudes and values in the workplace, in a manner which recognises Aboriginal self-determination and reflects the scope, responsibilities and influence of own role
4.	Contribute to primary prevention in the workplace	4.1	Identify the scope, responsibilities and influence of own role in order to determine opportunities to contribute to primary prevention within the workplace
		4.2	Identify appropriate approaches and evidence-based techniques for contributing to primary prevention and integrate into own work practice
		4.3	Contribute to raising awareness within organisation and networks in a manner which reflects the scope, responsibilities and influence of own role
		4.4	Promote participation in primary prevention initiatives and evidence-based action to address the drivers of family violence and violence against women



		4.5	Recognise resistance and backlash to primary prevention initiatives and respond appropriately within scope of own role
		4.6	Identify organisational support mechanisms and apply self-care strategies where required

## Range of Conditions

N/A

## 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>interpret textual information and data of varying complexity related to the primary prevention of family violence and all forms of violence against women</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>effectively communicate ideas and contribute to primary prevention</li> <li>document and disseminate information, within scope of own role, about primary prevention in formats suitable to a range of audiences</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>present ideas clearly using language and features suitable to diverse audiences</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>Build on own knowledge and personal competence in order to contribute to primary prevention in the workplace</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>adapt personal communication style to show respect for the values, beliefs and cultural expectations of others</li> <li>use a variety of communication strategies and techniques to engage colleagues and promote participation</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>use digital technology and online systems to search for and access relevant information</li> </ul>

*Foundation skills essential to performance which are explicit in the performance criteria of this unit of competency.*

<b>Unit Mapping Information</b>	New unit, no equivalent unit
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## Assessment Requirements

<b>Title</b>	Assessment Requirements for <b><i>VU23411 Contribute to primary prevention of family violence and all forms of violence against women</i></b>
<b>Performance Evidence</b>	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit, including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• Develop and apply knowledge of family violence, all forms of violence against women, and primary prevention practice in order to: <ul style="list-style-type: none"> <li>○ Identify, reflect on and challenge attitudes and values, and</li> <li>○ Contribute to primary prevention practice in the workplace.</li> </ul> </li> </ul> <p>In the course of the above, the candidate must:</p> <ul style="list-style-type: none"> <li>• Determine at least three (3) opportunities for contributing to primary prevention within the workplace that is in accordance with the scope, responsibilities and influence of their role</li> <li>• Integrate appropriate evidence-based actions and techniques for contributing to primary prevention into work practice for at least one (1) of the above identified opportunities</li> </ul>
<b>Knowledge Evidence</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• Concepts, nature and dynamics of family violence and all forms of violence against women, including: <ul style="list-style-type: none"> <li>- what constitutes: <ul style="list-style-type: none"> <li>▪ intimate partner violence and sexual assault</li> <li>▪ other forms of violence against women</li> <li>▪ other forms of family violence</li> <li>▪ gender inequality</li> <li>▪ gendered drivers</li> <li>▪ reinforcing factors</li> </ul> </li> <li>- the different manifestations and impacts of family violence and all forms of violence against women within systemically marginalised communities and at-risk groups</li> <li>- the power based coercive nature of family violence and all forms of violence against women</li> <li>- the connection between attitudes, gender equity and preventing family violence and all forms of violence against women</li> <li>- the prevalence and impacts of beliefs and attitudes which: <ul style="list-style-type: none"> <li>▪ drive family violence and all forms of violence against women</li> </ul> </li> </ul> </li> </ul>



- condone violence and gender inequality and other forms of social inequalities
  - an awareness that drivers of family violence may manifest in nuanced ways for individuals in systemically marginalised communities
  - how social systems and structures interact with attitudes, beliefs and behaviours about power and inequality
  - the role of discrimination in family violence and all forms of violence against women
  - the health and social impact created by family violence and all forms of violence against women
- How relevant legislative frameworks and legal foundations for anti-discrimination, equality and sexual harassment are applied in organisations and individual practice
- The key features and levels of the socio-ecological model as it applies to primary prevention
- The unique status and experiences of Aboriginal communities as First Nations people, including:
  - effects of ongoing colonisation of Aboriginal people and land, including racism, dispossession, and transgenerational trauma
  - the disproportionate impact of family violence on Aboriginal people and children
  - importance of Aboriginal self-determination and Aboriginal-led prevention
  - inherent strengths and resilience of Aboriginal culture, community and people
- The differences between tertiary response, secondary prevention and primary prevention practice as it relates to family violence and all forms of violence against women
- The importance of primary prevention within the continuum of family violence work
- Types of primary prevention initiatives and their key elements
- Key elements of an intersectional lens in relation to primary prevention initiatives for whole of community approach
- That social characteristics can make up a person's identity and experience of discrimination - including, but not limited to: socioeconomic status, ethnicity, culture, geography, age, ability, sexuality and gender identity
- The importance of culturally safe and responsive practices including adapting practice in the context of continuous learning
- Implications of actions that may be taken by individuals and need for a whole organisation approach



	<ul style="list-style-type: none"> <li>• The prevalence and presentations of resistance and backlash to primary prevention work</li> <li>• Strategies for responding to and dealing with resistance and backlash</li> <li>• Self-care strategies and sources of assistance</li> <li>• The evidence-base for primary prevention of family violence and all forms of violence against women relevant to own work role</li> <li>• Sources of information and data that pertains to:             <ul style="list-style-type: none"> <li>- violence against women</li> <li>- gender equity/equality</li> <li>- attitudes to violence against women and gender equality in different cohorts of the community</li> <li>- community demographics</li> <li>- attitudes to forms of systemic discrimination that influence manifestations of family violence</li> </ul> </li> <li>• That primary prevention activity:             <ul style="list-style-type: none"> <li>- should take place across varying sectors and settings</li> <li>- focuses on addressing the gendered drivers and reinforcing factors underpinning family violence and all forms of violence against women</li> <li>- requires a proactive response to promote engagement and active participation</li> </ul> </li> <li>• The range of evidence-based actions and techniques that can be implemented to contribute to addressing the drivers of family violence and all forms of violence against women, including those that:             <ul style="list-style-type: none"> <li>- challenge gender inequality and other forms of social inequality</li> <li>- are grounded in an understanding of intersectionality</li> <li>- are culturally safe and inclusive</li> <li>- support a shared understanding of prevention of family violence and all forms of violence against women</li> <li>- respect and promote aboriginal self-determination and cultural safety</li> <li>- challenge prevailing attitudes about family violence and all forms of violence against women</li> </ul> </li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• relevant technology, software and resources required to source information and data</li> </ul>

- current information about primary prevention of family violence and all forms of violence against women
- workplace documentation and resources relevant to performance evidence

### **Assessor requirements**

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

No specialist vocational competency requirements for assessors apply to this unit.