

Best Practice Education Model for accredited primary prevention and family violence training delivery

Department of Education and Training

9 July 2021

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Acronyms

Acronym	Definition
ACCO	Aboriginal community-controlled organisation
ASQA	Australian Skills Quality Authority
DET	Department of Education and Training
FSV	Family Safety Victoria
LGBTIQ	Lesbian, Gay, Bisexual, Transgender, Transgender, Intersex, and Queer.
MARAM	Multi-Agency Risk Assessment and Management
RTO	Registered Training Organisation
VET	Vocational Education and Training

A note on language used in this report

Language is a tool for communicating ideas. The language and words we choose to use shape how we influence others.¹ It is therefore important to define what we say so we can communicate from a point of shared understanding.

Language is not static. Nous appreciates that the understanding and use of language related to Aboriginal communities, cultures and diversity more broadly, and the primary prevention and family violence industries will continue to evolve. The language used in this report reflects our understanding at this point in time. (We use the term 'industry' instead of primary prevention and family violence 'sectors' to align with language used in the VET sector.)

There is a broad array of work underway to prevent and respond to family violence in Australia, which includes primary prevention, men's behaviour change, and family violence response work. We use the language **primary prevention and family violence** to refer to the accredited training units under development/early stages of implementation that trainers will be expected to deliver. (In doing so, we recognise that the two are distinct areas of work and want to include both in our consideration.)

We use the term **people who experience violence** to encompass all people – adults, children and young people - who experience violence, and who are sometimes also referred to in policy and by services as victim-survivors. We use the term **people who use violence** to describe adults who use violence against family and community members, sometimes referred to in policy and by services as perpetrators or offenders. Our use of language in this way is informed by the *Dhelk Dja: Safe our Way* Aboriginal-led Victorian Agreement and the definition of family violence and language it uses.²

While the language used in this report is gender neutral, Nous acknowledges that the majority of people who experience family violence are women and the majority of people who use family violence and violence against women are men.³

Nous acknowledges that Aboriginal and Torres Strait Islander peoples are the First Nations of Australia. Nous uses the term **Aboriginal** to refer to First Nations peoples, communities and organisations in recognition that Aboriginal people of different language groups, clans and nations are the first peoples of Victoria.

We use the term **diversity of identities or communities** to describe a mix of people and the variety of their social (e.g. gender, cultural background, sexuality) and professional (e.g. profession, education, work experiences) identifiers. Nous acknowledges that social and professional identifiers shape how individuals perceive and are perceived by others. The term **intersectional** is used to describe how people with multiple social and professional identities experience intersecting forms of oppression and marginalisation that affect their access to and experience of services and other environments.

We use the term **registered training organisation (RTO)** to encompass Technical and Further Education (TAFE) institutes, dual sector universities, Learn Locals and privately-operated RTOs who may deliver accredited primary prevention and family violence response **vocational education and training (VET)**.

¹ Australian Institute for Teaching and School Leadership, 'Indigenous cultural competency in the Australian teaching workforce.' Page 22. September 2020. https://www.aitsl.edu.au/docs/default-source/comms/cultural-competency/aitsl_indigenous-cultural-competency_discussion-paper_2020.pdf

² Victorian Government, "Dhelk Dja: Safe Our Way – Strong Culture, Strong Peoples, Strong Families", Page 7. <https://www.vic.gov.au/sites/default/files/2019-07/Dhelk%20Dja%20-%20Safe%20Our%20Way%20-%20Strong%20Culture%20Strong%20Peoples%20Strong%20Families%20Agreement.pdf>

³ Victorian Government, "The Family Violence Multi-Agency Risk Assessment and Management Framework: a shared responsibility for assessing and managing family violence risk." June 2018. <https://www.vic.gov.au/sites/default/files/2019-02/MARAM-policy-framework-24-09-2018.pdf>

We use the term **trainer** to capture a person with the appropriate qualifications engaged to teach and/or assess learners in an accredited VET program. RTOs and trainers may use this term interchangeably with teacher, practitioner, and/or assessor.

Definitions of key terms used in this report are in the glossary, located in Appendix A.

1 Introduction

The Department of Education and Training (DET), in partnership with Family Safety Victoria (FSV), engaged Nous Group (Nous) to develop a best practice vocational education and training (VET) delivery model ('the Best Practice Education Model') that will support the delivery of new accredited primary prevention and family violence response training courses in Victoria through TAFEs, dual-sector universities and other registered training organisations (RTOs).

This document sets out the Best Practice Education Model – as well as its background and implementation considerations – which has been developed through a facilitated design process between January and June 2021. In that process, Nous drew on the knowledge and experience of primary prevention, family violence and Aboriginal culture experts, and of TAFE leaders involved in family violence training.

Purpose of the Best Practice Education Model

The purpose of the Best Practice Education Model is to ensure that VET trainers will be equipped to deliver accredited training courses in ways that are safe, effective, inclusive and culturally appropriate to learners who work/want to work in the primary prevention of family violence and violence against women and/or in responding to family violence in the Victorian community. ⁴ Safe and effective training delivery is important for learners and trainers of all social and professional identities.

In recognition of Aboriginal people's unique historical and contemporary experiences of dispossession, discrimination and violence, the model includes a deliberate focus on ensuring trainers are equipped to create a culturally safe, responsive and engaging learning experience for Aboriginal learners, and that Aboriginal trainers are well-supported.

The model's development recognises that learners' outcomes depend not only on *what* they learn but *how* they learn and *who* they learn *from*. Through the accredited primary prevention and family violence response courses, training participants are expected to learn necessary skills and knowledge that they will apply in roles that contribute to the prevention of family violence and violence against women and/or that respond to family violence. Training participants may contribute to response in specialist family violence services, in services that intersect frequently with family violence response (such as in the justice sector and child and family services), in universal services (such as health and education), or in business (for example, hairdressers to whom clients disclose family violence).

In those roles, workers are likely to encounter challenging situations including disclosures of family violence, heightened risks for clients, backlash and the reinforcement of myths about violence, and the risk of vicarious trauma and burnout. If the people who train these current/future workers deliver training in ways that ensure learners gain the knowledge, skills and attitudes they need in their work, then the accredited training will make a long-term contribution to the prevention and effective response to family violence and violence against women in Victoria.

Rationale, scope and status of the model

Accredited primary prevention and family violence response training that is aligned to the Family Violence Multi-Agency Risk Assessment and Management (MARAM) Framework and Practice Guidance is a new VET sector offering in Victoria. It is therefore important to ensure common understanding of the opportunities and risks that such training presents. Careful consideration is needed of how to mitigate risks so that trainers can teach in ways that are effective and safe for learners and for themselves.

⁴ The Best Practice Education Model is being developed primarily to support the delivery of accredited training. It is possible that organisations delivering non-accredited training may use it to shape their approach.

The Best Practice Education Model provides guidance to RTOs on the essential vocational competencies for trainers so that they can deliver training safely and effectively. This guidance is consistent with the Australian Skills Quality Authority's (ASQA) overarching guidance on trainer competency⁵. The identified vocational competencies incorporate the knowledge, skills, attributes and experience known by industry to be important so that trainers and RTOs can respond safely, effectively, inclusively and in culturally appropriate ways to, taking into consideration the complexities and risks associated with family violence in the Victorian community, and the in the roles in which learners will work.

The model also provides guidance on relevant strategies for trainer assessment and professional development which – by fostering a culture of ongoing learning and development among trainers and RTOs - will give trainers, RTOs, industry, the Victorian Government and, not least, the Victorian community, confidence in the safety and effectiveness of the primary prevention and family violence training. This guidance builds on assessment and professional development strategies commonly used in the VET sector. It draws on industry expertise to indicate how the strategies can be applied to best support primary prevention and family violence response trainers given the specific nature and risks of the training they deliver. The guidance is not expected to affect formal performance management arrangements.

This project has focused on the development of the Best Practice Education Model, drawing on industry and VET sector expertise to capture what matters most for safe and effective training delivery. DET anticipates that RTOs offering the new accredited primary prevention and family violence response training courses will use the Best Practice Education Model to ensure they and their trainers create safe and effective learning experiences. At this time, however, the implementation of the model will not be prescribed for those RTOs. This report makes observations and suggestions about how to support the model in practice; the implementation process, timing and support required by RTOs and industry will be considered further by DET and FSV.

Knowledge about what is required to effectively equip and support family violence and primary prevention trainers and, in turn, a large and skilled workforce is evolving as policy and practice evolves. The Best Practice Education Model has been developed drawing on knowledge available at this time. It will need to be reviewed and updated as the primary prevention and family violence reforms and community needs evolve, and as knowledge on how to equip trainers and learners continues to grow with experience.

The model's rationale is described in more detail at Appendix B.

Context for development of the Best Practice Education Model

The Best Practice Education Model's implementation over time by RTOs, in collaboration with industry and the Victorian Government, will form one part of a Victorian training architecture which is effective, safe, industry-informed and responsive to the Aboriginal cultural context. In turn, it will contribute to a formal, contemporary, high-quality and sustained approach to workforce development.

The Victorian Government's commitment to the state-wide development of a large and skilled primary prevention and family violence workforce is a major new undertaking in Australia. Community-sector organisations have led the effort over many years to train and support primary prevention specialists and skilled family violence response workers, including those who work with Aboriginal people and across a diversity of communities. Some TAFEs have also delivered family violence training, and have been actively building communities of practice and industry connections to support training design and delivery.

There is currently a range of projects underway in the VET sector to build workforce capability. The model's development is one of these projects, and acquits Action 2.9 of *Strengthening the Foundations: First Rolling Action Plan 2019-22*⁶ which drives work to implement *Building from Strength: 10 Year Industry*

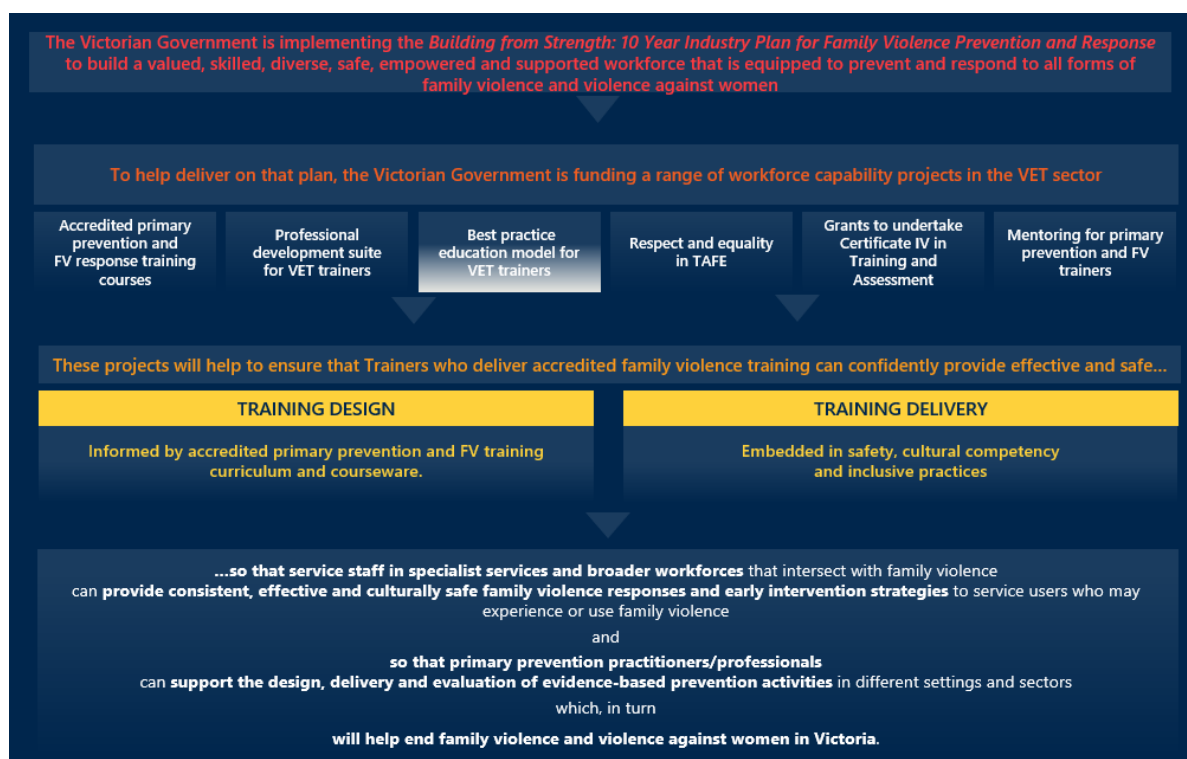
⁵ ASQA, 'Meeting trainer and assessor requirements' 24 July 2019 <https://www.asqa.gov.au/resources/fact-sheets/meeting-trainer-and-assessor-requirements>

⁶ Action 2.9 of the First Rolling Action Plan is to 'undertake research to develop 'best practice' teaching and assessment approaches in VET family violence training to inform effective design and delivery strategies for TAFEs, Learn Locals and other Registered Training Organisations' <https://www.vic.gov.au/strengthening-foundations-first-rolling-action-plan-2019-22/focus-area-2-enhancing-training>

Plan for Family Violence Prevention and Response (Building from Strength), developed in response to a recommendation of Victoria's Royal Commission into family violence. The model's development is expected to contribute to two major outcomes in the *First Rolling Action Plan*, being to ensure that current and future workforces access contemporary and enriching learning experiences, and that strong links between the VET sector and the specialist primary prevention and family violence response industry help keep training content specialised, informed, up-to-date and aligned to capability frameworks.

Summarising this introduction to the model, Figure 1 illustrates the context, rationale, scope and end purpose for the development of the Best Practice Education Model.

Figure 1 | Context, rationale and scope for the Best Practice Education Model



Audiences and use of the model

It is expected that the Best Practice Education Model will be used in the following ways:

- **By RTOs** to plan, prepare for, support and monitor the safe and effective delivery of accredited primary prevention and family violence training, including via the engagement, assessment and professional development of trainers.
- **By primary prevention and family violence response trainers** to understand the essential vocational competencies in depth, to self-identify areas for professional development and work with their RTOs to put appropriate supports in place.
- **By industry organisations** – organisations working in primary prevention and family violence response, including Aboriginal community-controlled organisations (ACCOs) - to guide their delivery of training (if they have RTO status, or if they deliver training in cooperation with RTOs) and plan for the ongoing capability building of their own workforces. Some organisations will also want to collaborate with RTOs to support the model's delivery and contribute to the overall stewardship of the model to help ensure training delivery reflects industry best practice, meets community needs and is delivered in culturally safe ways for Aboriginal people.

- **By DET and FSV** to help monitor the progress, quality and outcomes of accredited primary prevention and family violence training across the state. The government agencies will use data and information to make policy and funding decisions relevant to training delivery and workforce development, and to wider reforms on primary prevention and family violence.

2 Bases for definition of the model's elements

The Best Practice Education Model provides guidance to trainers and RTOs on the vocational competencies, assessment approaches and professional development strategies for trainers that will enable them to deliver the new accredited primary prevention and family violence response training courses in ways that are safe, effective, inclusive and culturally appropriate. It has been developed drawing on industry and TAFE expertise and with a view to consistency with ASQA's requirements.

Family violence creates serious risks to the lives, health and wellbeing of individuals, families and communities in Victoria, and these risks can present in service organisations and training settings. It is therefore important that the Victorian Government, RTOs and organisations that work in, or intersect with, primary prevention and family violence, are assured about the ability of trainers and RTOs to create an environment in which learners learn effectively and safely and go on to work effectively and safely in the community and different services.

To provide this assurance, primary prevention and family violence response trainers engaged by an RTO must meet the core requirements for any VET trainer⁷. Those requirements (summarised in Figure 2) are set by ASQA in *Standards for Registered Training Organisations 2015*⁸.

Figure 2 | ASQA's core requirements for trainers

TEACHING AND ASSESSMENT KNOWLEDGE AND SKILLS	INDUSTRY KNOWLEDGE AND SKILLS
Hold the required credentials in training and assessment (or be working under appropriate supervision arrangements).	Have vocational competency (particular skills and knowledge relevant to the industry area) at least to the level being delivered and assessed.
Have current knowledge and skills in vocational training and learning that informs their training and assessment.	Have current industry skills directly relevant to the training and assessment being provided that they maintain, upgrade or develop through regular exposure to industry workplaces and tasks.
Undertake relevant professional development in vocational training, learning and assessment and competency-based training and assessment.	

The intent of ASQA's standards is understood in the VET sector, and the requirements related to teaching and assessment competencies are clear and managed as a matter of course by RTOs. **The Best Practice Education Model does not, therefore, describe the required teaching and assessment competency, assessment or professional development** for primary prevention and family violence trainers. It is assumed that RTOs will use their well-established standards and mechanisms to meet these requirements.

For many years, there have been discussions in the VET sector about how to articulate, and whether to standardise, required vocational competencies, assessment approaches and professional development pathways for trainers of accredited training courses and packages. In the absence of an agreed national approach, the standards have been applied differently by jurisdictions and RTOs, so that different approaches are used to define and manage competencies, assessment and professional development.

The task in developing the Best Practice Education Model has therefore been to define the industry, or vocational, competencies, assessment approaches and professional development strategies that will

⁷ ASQA, Standards for Registered Training Organisations 2015 <https://www.legislation.gov.au/Details/F2019C00503>

⁸ ASQA, 'Meeting trainer and assessor requirements' 24 July 2019 <https://www.asqa.gov.au/resources/fact-sheets/meeting-trainer-and-assessor-requirements>

support a primary prevention and family violence trainer and their employing RTO to deliver training safely and effectively. The elements of the model have been defined drawing on two sources:

1. ASQA's requirements and relevant aspects of the *Victorian TAFE Teaching Staff Agreement 2018* (namely, hours provided for professional development). These requirements are explained in more detail at Appendix C. The guidance in the Best Practice Education Model does not affect arrangements in the *Victorian TAFE Teaching Staff Agreement 2018*, nor pre-empt any future provisions. Instead, it explains what the realisation of the current requirements could look like in relation to primary prevention and family violence trainers, given this training is largely a new undertaking for RTOs.
2. The principles developed during consultation with primary prevention, family violence, health, Aboriginal culture, social science and VET experts (and shown in Figure 3) reflect the careful consideration given to the unique importance of delivering primary prevention and family violence training safely and effectively to learners, and of the complex and important issues which will affect training delivery.

While the status of each element of the model is the same – that is, it represents best practice guidance for RTO consideration - it is important to note that there is a difference in nature between the defined vocational competencies and the recommended assessment and professional development approaches. **It is the industry view, based on expertise and years of experience, that training delivery is unlikely to be effective and safe unless a trainer holds the defined vocational competencies.** This is an important consideration for any RTO planning to offer the new accredited training courses.

Figure 3 | Principles informing the design of the Best Practice Education Model

GUIDING PRINCIPLES THAT INFORM THE MODEL



Safe Our Way

Recognises the First Nations of Australia, Aboriginal cultures and histories, and draws on Aboriginal expertise to aid the safe and effective engagement of Aboriginal communities in Victoria, in a manner that holds their right to self-determination as a fundamental priority in the learning experience that is created, and the training that is delivered.



Do no harm

Defines the level of competency required to deliver accredited primary prevention and family violence training in ways that uphold safety and recognise: the seriousness of family violence; that learners will include people who have experienced violence or witnessed violence, or people who use violence; the need to support trainers' wellbeing; and the importance of a whole-of-organisation approach to the issue of family violence.



Responds to the gendered nature of family violence

Acknowledges the gendered nature of family violence and intersectional experiences of family violence, which must be reflected in trainers' design and delivery of the course curriculum, and in their capability to respond effectively to the resistance received from learners.



Inclusive and intersectional

Recognises the diversity of trainers and learners, and the social, economic and political systems that marginalise and oppress a variety of social and professional identities - all of which influence the way trainers and learners engage with the training content and require trainers to use and model deliberate and inclusive training practices.



Develops trainers from a variety of professional backgrounds

Meets the needs of trainers who come to their roles with experiences working in different specialist, core and universal services that intersect with family violence, in the sectors of the service staff they will train, and in other organisations that support communities affected by family violence. They may also have prior training experience.



Facilitates ongoing collaboration and reform across sectors and communities

Recognises the breadth and pace of ongoing reform across Aboriginal community matters, the primary prevention and family violence sectors, and VET sector. Facilitates targeted cross sector and community collaboration so that various representations of family violence, and the strengths and needs of different communities, continue to be understood and responded to.



Fosters commitment to learning and development

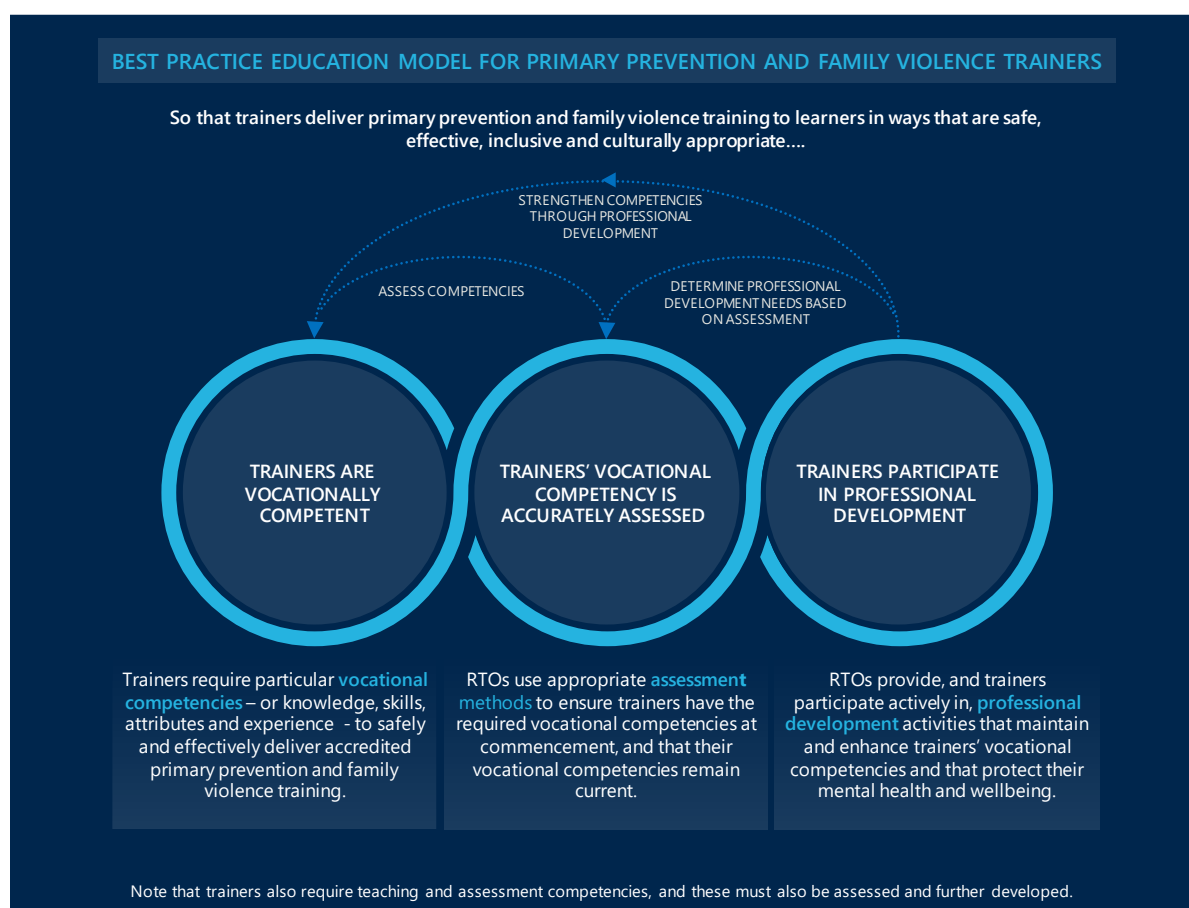
Facilitates ongoing learning and development for trainers and RTOs that will ensure their competency remains current to emerging practice and the wider context in which primary prevention and family violence work takes place, and sensitive to the needs and strengths of different communities. This is important so that the growing number of learners can safely and effectively engage with the course content, and, in turn, when they complete accredited training, so that they can better deliver services in the community.

3 The Best Practice Education Model

This section describes the Best Practice Education Model, which has three parts:

1. **The essential vocational competencies** for primary prevention and/or family violence response trainers, their rationale, and guidance on how the competencies can be demonstrated.
2. **Guidance on assessment approaches** for assessing trainers’ vocational competencies, not only to ensure that primary prevention and family violence response trainers have the essential vocational competencies, but to provide direction for the further development of those competencies over time.
3. **Guidance on professional development strategies** to maintain and enhance trainers’ competencies with a view to assisting trainers to maintain their core competencies and become increasingly sophisticated in their competency over time.

Figure 4 | Conceptual expression of the Best Practice Education Model



3.1 Essential vocational competencies for trainers

Context for the definition of the vocational competencies

This section defines the vocational competencies that a trainer needs to possess to confidently, safely and effectively deliver accredited family violence and primary prevention training in a Victorian RTO.

The careful definition of these vocational competencies is important because the material that trainers will teach is likely to be sensitive for many learners and for the trainers themselves, and because the incidence of family violence and violence against women creates serious safety risks in the communities and organisations in which learners will work, and potentially in the training classroom. If the roll-out of accredited family violence and primary prevention training is to contribute to building the skill and size of the primary prevention and family violence response workforce required in Victoria, it is essential that trainers can teach learners safely and effectively, and in inclusive and culturally appropriate ways.

The competencies and their supporting guidance have been developed in accordance with ASQA's guidance and by drawing on industry expertise. They encompass four aspects:

1. **Knowledge** that trainers draw on so that they can teach accredited course content.
2. **Capabilities** – or observable skills and behaviours – that allow trainers to train and assess accredited primary prevention and family violence response courses effectively and confidently, and to work safely with learners.
3. **Personal attributes** trainers bring, their awareness of those attributes and the way they employ them when teaching to enhance learners' training experience and outcomes.
4. **Experience** trainers bring from work (including industry placements) relevant to primary prevention and family violence response and work with Aboriginal communities and people who have intersectional experiences of family violence, to inform the currency and application of their knowledge and capabilities.

Each of the defined competencies is essential for someone to work effectively and safely as a family violence and/or primary prevention trainer – and industry anticipates serious risks to learners and trainers if trainers do not have all seven vocational competencies. However, trainers may start with different levels of attainment against each competency, depending on their professional background, especially when it will take time to build a sizable training workforce that is experienced in both teaching and industry. This is why the model also provides guidance on how to assess and build the vocational competencies, through professional development.

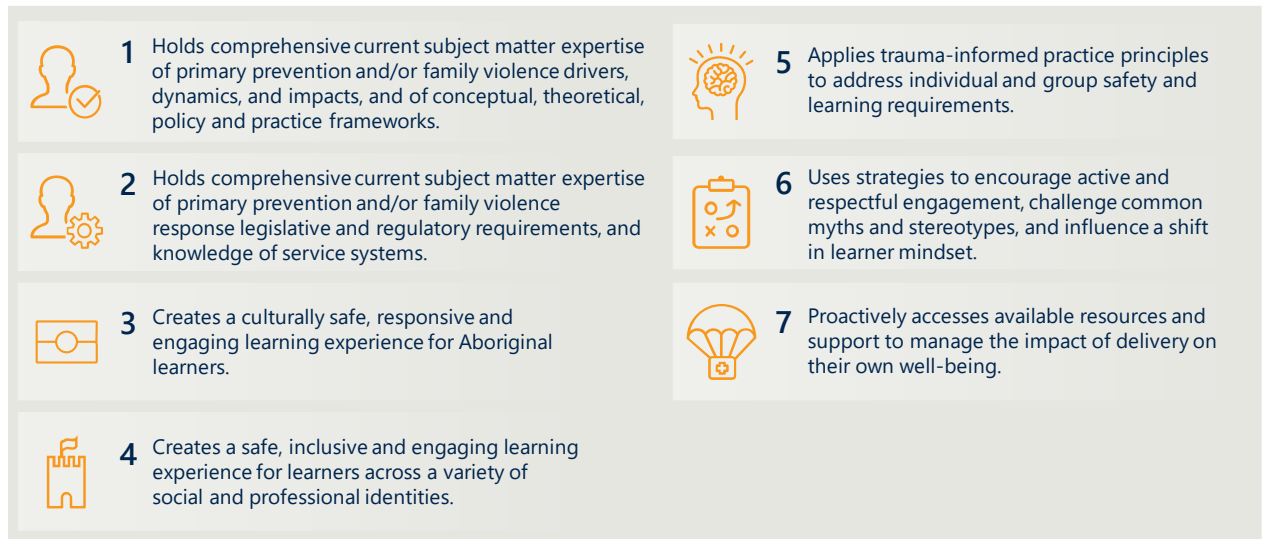
The definition of trainer competencies to deliver primary prevention and family violence training is a new undertaking in Victoria. The defined vocational competencies reflect what is known at the time of writing about what matters to deliver family violence and primary prevention training effectively and safely. They have been developed drawing on published literature and industry expertise, including from organisations working with a diversity of cohorts in the Victorian population, including Aboriginal people.

It is expected that, as Victoria's family violence policy and preferred language use, service delivery and workforce development evolve over time, the competencies will be reviewed and updated.

The seven vocational competencies

There are seven essential vocational competencies for a primary prevention and family violence response trainer, shown at Figure 5.

Figure 5 | Vocational competencies for primary prevention and family violence trainers



Demonstration of the competencies

This section provides **guidance on how each competency can be demonstrated**. The guidance set out in Table 1 forms the basis of what trainers should be assessed against to determine whether they can deliver the accredited primary prevention and family violence training to learners in ways that are safe, effective, inclusive and culturally appropriate. Grounded in a culture of ongoing learning, professional development is expected to assist trainers to further develop those areas of knowledge and skills that assessment shows they could further develop.

Further information to support RTOs, drawing from industry expertise, is available in Appendix D, including a rationale and 'elements of understanding' behind each competency. That information can assist trainers and RTOs to understand and apply each competency in training design and delivery.

Table 1 | Demonstration of vocational competency

Knowledge, practices, attributes and experiences that demonstrate the vocational competencies

1. Holds comprehensive current subject matter expertise of primary prevention and/or family violence drivers, dynamics, and impacts, and of conceptual, theoretical, policy and practice frameworks

- Has comprehensive knowledge and recognises implications of*:
- Policy and practice frameworks.
 - For family violence response these include – The MARAM Framework⁹, MARAM Practice Guides¹⁰, Dhelk Dja¹¹, Everybody Matters¹² and DV Vic Code of practice¹³
 - For primary prevention they include Change the story¹⁴, Changing the Picture¹⁵, Pride in Prevention¹⁶
 - Conceptual and theoretical frameworks (such as the Duluth model¹⁷)
 - Values, attitudinal and behaviour-based frameworks, and the influencing factors of personal and professional ethics¹⁸
 - Evidence on the prevalence, dynamics and impacts of:
 - gender inequity
 - primary prevention
 - family violence
 - Intersectional experiences of family violence across different types of identities (including culture, gender, sexual orientation, age, accessibility and others), that arise from intersecting forms of oppression and marginalisation
 - Inclusive teaching strategies that address the needs of students across a variety of backgrounds, learning modalities, and abilities
- Aboriginal culture, cultural values and norms
 - Aboriginal peoples' unique history of colonisation, dispossession, ongoing discrimination and experience as people who experience violence, and the context this creates for intergenerational trauma, family violence in Aboriginal communities and their experience of the wider service system
- Relevant work experience may include work (including industry placements) in primary prevention or family violence response roles in specialist, core or universal service organisations. Through these roles trainers would have work experience:
- In the design or delivery of a primary prevention initiative which aims to address the gendered drivers of violence against women and family violence
 - Directly with people who have experienced family violence
 - Directly with those choosing to use family violence
 - Supporting Aboriginal people, or people from other specific communities who experience family violence
- * Note - a trainer assigned to the delivery of primary prevention curricula will not need comprehensive family violence subject matter, and vice versa, although knowledge of both is desirable.*

⁹ Victorian Government, "The Family Violence Multi-Agency Risk Assessment and Management Framework: a shared responsibility for assessing and managing family violence risk." June 2018. <https://www.vic.gov.au/sites/default/files/2019-02/MARAM-policy-framework-24-09-2018.pdf>

¹⁰ Victorian Government, MARAM Practice Guides and Resources, <https://www.vic.gov.au/maram-practice-guides-and-resources>

¹¹ Victorian Government, "Dhelk Dja: Safe Our Way – Strong Culture, Strong Peoples, Strong Families." <https://www.vic.gov.au/sites/default/files/2019-07/Dhelk%20Dja%20-%20Safe%20Our%20Way%20-%20Strong%20Culture%20Strong%20Peoples%20Strong%20Families%20Agreement.pdf>

¹² Victorian Government, "Everybody Matters: Inclusion and Equity Statement." <https://www.vic.gov.au/sites/default/files/2019-05/Everybody-matters-inclusion-and-equity-statement.pdf>

¹³ Domestic Violence Victoria (2020). Code of Practice: Principles and Standards for Specialist Family Violence Services for Victim-Survivors. 2nd Edition, Melbourne: DV Vic. http://dvvic.org.au/wp-content/uploads/2020/02/INTERIM-FINAL_2020_-_Code-of-Practice_DVVic.pdf

¹⁴ Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth (2015), Change the story: A shared framework for the primary prevention of violence against women and their children in Australia, Our Watch, Melbourne, Australia. <https://media-cdn.ourwatch.org.au/wp-content/uploads/sites/2/2019/05/21025429/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf>

¹⁵ Our Watch (2018) Changing the picture: A national resource to support the prevention of violence against Aboriginal and Torres Strait Islander women and their children, Our Watch, Melbourne. <https://media-cdn.ourwatch.org.au/wp-content/uploads/sites/2/2020/09/20231759/Changing-the-picture-Part-2-AA.pdf>

¹⁶ Pride in Prevention: A guide to primary prevention of family violence experienced by LGBTIQ communities, La Trobe University 2020

¹⁷ The Duluth model website, accessed June 2021, <https://www.theduluthmodel.org/what-is-the-duluth-model/>

¹⁸ New Zealand Immigration Advisers Authority Ethics Toolkit: Personal beliefs, values, attitudes and behaviour; Personal ethics; Professional ethics and conduct. Website, accessed June 2021, <https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/>

Knowledge, practices, attributes and experiences that demonstrate the vocational competencies

2. Holds comprehensive current subject matter expertise of primary prevention and/or family violence response legislative and regulatory requirements, and knowledge of service systems

Has comprehensive knowledge and recognises implications of:

- Reform and political context, both historical and current, such as Royal Commission into Family Violence¹⁹, National Plan to Reduce Violence against Women and their Children (2010 – 2022)²⁰, Commission for Gender Equality in the Public Sector
- Gender equity²¹, prevention of violence against women and family violence response legislation and regulations, such as Family Violence Protection Act 2008 and Gender Equality Act 2020²²
- Specialist family violence and wider service system, including sectors in which learners work or want to work

3. Creates a culturally safe, responsive and engaging learning experience for Aboriginal learners

- Embeds the principle of Aboriginal self-determination²³ and its relevance and what this means in terms of family violence response or prevention, and work with children, young people, adults who experience violence or use violence
- Draws on expertise that exists within Aboriginal Community Controlled Organisations (ACCOs), Aboriginal community representatives and/or Koorie Liaison Officer to inform training design and delivery that promotes Aboriginal self-determination
- Is flexible and uses andragogical or pedagogical approaches that will facilitate effective teaching and assessment of Aboriginal learners
- Uses language, concepts and resources (such as visuals) that are culturally responsive to Aboriginal learners, including the broader definition of family violence as defined by the Dhelk Dja Agreement²⁴

4. Creates a safe, inclusive and engaging learning experience for learners across a variety of social and professional identities

- Actively models safe and inclusive behaviours:
 - uses inclusive language
 - demonstrates a curious mindset
 - recognises and communicates limitations in their own awareness
 - does not assert expertise over other people's identities
- Uses inclusive training materials (such as visual artefacts and case studies that include a range of personal and professional identities)
- Applies andragogical or pedagogical approaches as appropriate for a diversity of learners

5. Applies trauma-informed practice principles to address individual and group safety and learning requirements

- Designs training sessions that reflect intentional application of trauma-informed practice principles, e.g. pace and timing of confronting material in sessions, what is taught prior to and after breaks; how practice skills sessions / role plays are set up, supported, ended
- Responds to trauma responses inside or outside of the classroom and, if necessary, makes adjustments, without compromising key content or assessment benchmarks, so the learner can still participate. Recognises the lived

¹⁹ State of Victoria, Royal Commission into Family Violence: Summary and recommendations, Parl Paper No 132 (2014–16).

https://www.parliament.vic.gov.au/file_uploads/1a_RFV_112ppA4_SummaryRecommendations.WEB_DXQyLhqv.pdf

²⁰ Council of Australian Governments National: Plan to Reduce Violence against Women and their Children, Fourth Action Plan 2010-2022. https://www.dss.gov.au/sites/default/files/documents/08_2014/national_plan1.pdf

²¹ We refer to gender equity, as opposed to gender equality, to mean the fairness of treatment for women and men, which may include equal treatment or treatment that is different, but is commensurate in terms of rights, benefits, obligations, and opportunities.

<http://uis.unesco.org/en/glossary-term/gender-equity?wbdisable=false>

²² Gender Equality Commission, "Gender Equality Act 2020." No. 5. 2020. <https://content.legislation.vic.gov.au/sites/default/files/2020-02/20-005aa%20authorised.pdf>

²³ 61/295. United Nations Declaration on the Rights of Indigenous Peoples, Resolution adopted by the General Assembly on 13 September 2007 <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

²⁴ Victorian Government, "Dhelk Dja: Safe Our Way – Strong Culture, Strong Peoples, Strong Families", Page 7.

<https://www.vic.gov.au/sites/default/files/2019-07/Dhelk%20Dja%20-%20Safe%20Our%20Way%20-%20Strong%20Culture%20-%20Strong%20Peoples%20-%20Strong%20Families%20Agreement.pdf>

Knowledge, practices, attributes and experiences that demonstrate the vocational competencies

- Proactively promotes and refers learners to available resources and services that support wellbeing management; and communicates what is needed from them to establish and maintain a safe learning space for the group
- Responds sensitively, respectfully, and safely to disclosures, makes appropriate referrals to support services

experience of learners in the classroom, and its value as practice knowledge

6. Uses strategies to encourage active and respectful engagement, challenge common myths and stereotypes, and influence a shift in learner mindset

- Draws on an evidence base and knowledge of conceptual, theoretical and value-based frameworks, to sensitively and respectfully:
 - address backlash, resistant attitudes and behaviours
 - debunk commonly held myths or stereotypes about family violence
 - influence a shift in learner mindsets or behaviours
- Actively encourages multiple perspectives and a continuous learning environment

7. Proactively accesses available resources and support to manage the impact of delivery on their own wellbeing

- Mindful of the sustained risk of burnout and vicarious trauma due to delivery of prevention and family violence training, and regularly engages with the organisational supports and guidance in place to assist in the management of trainer mental health both in and out of the workplace
- Engages in individual and group reflective practices
- Draws on available peer support and is communicative and collaborative with colleagues
- Is aware of the importance of self-care, and may put self-care strategies in place beyond the RTO setting, to complement the strategies in place at work to sustain and support trainer wellbeing

Levels of competency

To ensure the safety of trainers, learners and the people that learners later work with, it is essential that trainers hold the seven vocational competencies to at least a *foundational* – or minimum - level of competency before they can deliver accredited primary prevention and family violence training. A trainer may also perform some or all of the competencies at a higher level: *developing* or *experienced*.

The three levels of achievement for each competency, and their demonstration, are:²⁵

- **Foundational** - this is entry level, considered as the minimum level of competency that must be met for a trainer to deliver training safely, confidently and effectively to learners on primary prevention and family violence response. At this level, trainers are able to demonstrate:
 - The seven vocational competencies as defined in Table 1 above.
 - Engagement with industry (primary prevention, family violence, ACCOs) to maintain the currency of their vocational competencies.
- **Developing** – trainers who have moved past a foundational competency level by continuing to develop greater expertise through relevant industry and educational experience. At this level, trainers are able to demonstrate:
 - Foundational level criteria (as above).

²⁵ Adapted from Charles Darwin University, 'VET Educator Capability Framework.' Date Unknown. https://www.cdu.edu.au/files/2019-06/vet_capability_framework_handbook.pdf; Deste Consulting Services, 'Framework for Describing Attributes of Quality Teaching Practice, Training and Assessment Strategies, Learning Materials and Assessment Tools.' 2016.

- Engagement with industry (primary prevention, family violence, ACCOs) to facilitate VET sector/industry collaboration, and to maintain the currency of their own and their peers' vocational competencies.
- Proactive identification and implementation of training design improvements, through use of industry relationships and experience.
- Support of foundational trainers at the RTO (if applicable), through coaching or mentoring.
- **Experienced** – trainers with significant industry and educational expertise who can demonstrate a sophisticated application of the competency. Trainers also draw on this expertise to build high performing teams that engage with industry to maintain the currency of their skills. The experienced trainers actively foster innovation, collaboration, and reflection across their RTO and within the VET sector to build a stronger workforce that is better able to meet the demands of the primary prevention and family violence sectors. At this level, trainers are able to demonstrate:
 - Developing level criteria (as above).
 - Agility and efficiency in their application of each competency, easily able to respond accurately and effectively to what's happening in the moment, without compromising delivery of the training content and the rhythm of session delivery.
 - Strengthening of existing, or creation of new links with industry to increase VET sector/industry collaboration and currency of individual and peers' vocational skills.
 - Support of foundational or developing trainers at the RTO (if applicable), through coaching or mentoring.
 - Supports the development of RTO policies, procedures, systems, activities or resources that help to achieve quality training delivery and sustainability of trainer wellbeing.

These three levels of competencies are defined in recognition that, in practice, primary prevention and family violence trainers will have varying levels of sophistication of each competency, particularly in the first few years of the model's roll-out. The suite of accredited primary prevention and family violence training aligned to the MARAM Framework and Practice Guidance is new to Victoria. The trainers delivering the courses will likely come from a range of professional backgrounds and have differing degrees of training experience; those differences will influence the application of the seven vocational competencies.

Trainers must be able to deliver training in accordance with the 'do no harm' principle (and thus require foundational competency) but they can continue to develop and strengthen their competencies over time, inside and outside of the classroom. This reflects ASQA's expectations that trainers' vocational competencies remain current.²⁶

RTOs may wish to use this guidance to consider how to allocate their trainers to the different accredited training courses. For example, they may assign an experienced trainer to deliver highly specialised accredited training course to a more experienced learner cohort.

The definition of these three levels of competency is intended to provide useful guidance to trainers and RTOs to understand what vocational competencies look like in practice. They are not linked to any industrial agreement, as the intent – reiterating the importance of safe and effective training delivery in primary prevention and family violence response – is to encourage the enhancement of vocational currency through professional development. It is anticipated that RTOs may have different approaches to identifying trainers at these levels and may need to consult and reflect with trainers as the model is introduced/trainers are engaged.

²⁶ Australian Skills Quality Authority, 'Standards for Registered Training Organisations 2015.' 2015. <https://www.legislation.gov.au/Details/F2019C00503>

3.2 Guidance on approaches to assess vocational competency

Context for the development of guidance on competency assessment

The assessment of trainer competency lies at the heart of VET quality assurance. As accredited primary prevention and family violence response training is rolled out to support workforce development, it is imperative that the Victorian Government, RTOs and organisations that work in, or intersect with, family violence are confident that trainers can safely and effectively engage learners in training. Accurate and appropriate assessment of trainers' vocational competency will help provide that assurance.

Similarly, assurance that RTOs accurately assess trainer competency gives learners and industry confidence in the provider's ability to auspice high-quality training delivery and comply with the relevant industry training packages.²⁷ Assessment quality is therefore a major regulatory focus for ASQA, which requires RTOs to develop assessment strategies and materials to evaluate the delivery of training.²⁸

It is understood that the standardisation of approaches to the assessment and maintenance of vocational currency is an open question for the VET sector. Acknowledging that RTOs each have established ways of assessing trainers' vocational competencies – and with no intention to affect arrangements in the industrial agreement for performance review and management – **the provision of assessment guidance in the model is intended to:**

- **outline industry expectations that trainers' vocational competency is assured**
- **offer suggestions about how RTOs can employ their assessment approaches in ways that are relevant to primary prevention and family violence training**
- **support the case for ongoing professional development of trainers (as discussed in Section 3.3).**

For the primary prevention and family violence response sector, which has thus far delivered the bulk of unaccredited and accredited training, it is very important that trainers' vocational competency is assessed accurately and appropriately as training and trainer recruitment is scaled up. Without such assurance, there is a risk that trainers, learners and the community members learners work within their future roles are put at risk. Unqualified trainers will result in underqualified learners, potentially imposing significant safety risks to community members who require support, including people who experience violence and people who use violence.

This section provides targeted guidance that covers the assessment of a trainer's competency when they are first engaged to deliver an accredited primary prevention or family violence unit or training package, as well as the assessment of currency of vocational competency at any stage of a trainer's teaching career.

Assessing trainers' vocational competency at commencement, through equivalence

ASQA requires that trainers demonstrate they have the required vocational competency by either holding the credential and/or units of competency that they deliver or assess, or by demonstrating the equivalence of their vocational competency to at least the level of the credential and/or units of competency that they deliver or assess. Primary prevention and family violence trainers will need to meet one of these criteria.

It is the view of industry experts consulted that a trainer who holds the newly accredited credential/units of competency that they deliver, without having wider experience or practice expertise, is unlikely to have sufficient knowledge and experience (as expressed in the defined vocational competencies) in primary prevention and/or family violence to deliver training safely and effectively. This will be a matter for RTOs to consider as they engage and support the ongoing professional development of trainers.

²⁷ Wheelahan, L. and Moodie, G., "The quality of teaching in VET: final report and recommendations." 2010. https://melbourne-cshe.unimelb.edu.au/__data/assets/pdf_file/0008/2554973/quality_vetteaching_final_report1.pdf

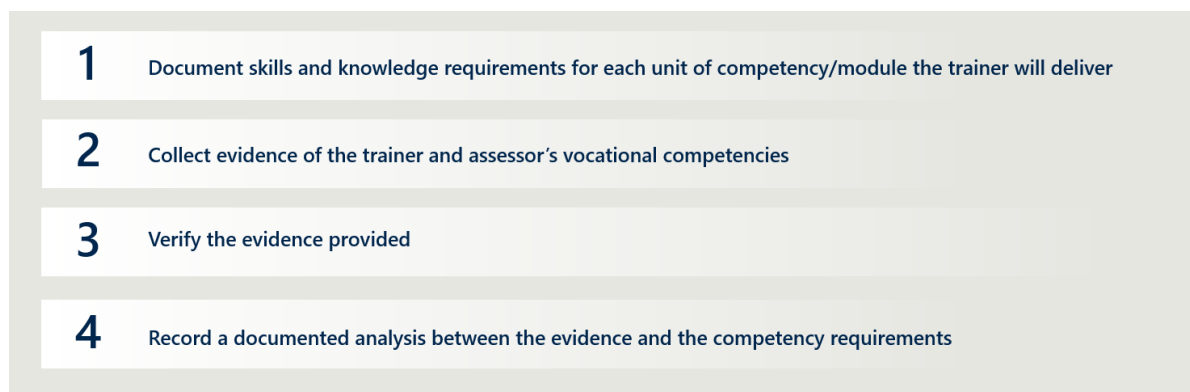
²⁸ Department of Training and Workforce Development, Western Australia, 'Assessment in the VET sector.' 2nd edition. Page 6. 2016. <https://www.dtwd.wa.gov.au/sites/default/files/uploads/Assessment%20in%20the%20VET%20Sector%20-%202016%20-%20Final.pdf>

It is important to note that experience and expertise in family violence response does not necessarily qualify trainers to deliver primary prevention training units, or vice versa. While the practical vocational competencies the trainers require are the same, these are two distinct areas of practice with their own policy and practice frameworks, and they require unique subject matter expertise.

Methods for establishing competency equivalence

For RTOs assessing the equivalence of primary prevention and family violence trainers' vocational competency, ASQA provides guidance on the process (summarised in Figure 6).²⁹

Figure 6 | Demonstrating vocational competency



Each RTO chooses which methods it uses to collect and verify evidence of a trainers' competency. Methods often include interviews, review of resumes, professional references, and past teaching portfolios, or a combination of all of these sources, to examine whether a trainer possesses essential vocational competencies to deliver training.³⁰

Interviews are considered an effective assessment method for primary prevention and family violence trainers

Industry experts recommend interviews with trainers as a particularly effective way to assess vocational competencies through targeted investigation, such as through scenario-based or situational interviews.³¹ Scenario-based interviews require trainers to go beyond a reflection on their past work experiences or training, and explain how they would approach work-related scenarios in a practical way. The person conducting the interview can ask the trainer competency-related questions that explore what they do, why they do it, and how they do it. The person conducting the interview can provide detail in the scenario or potentially role-play a learner in the classroom to whom the trainer can respond.

It is important that the person conducting the interview has the requisite experience to conduct the interview and assess the effectiveness of the trainer's response. If the RTO does not have someone with this experience, they can seek to involve industry representatives in the interviews.

²⁹ Australian Skills Quality Authority, 'Standards for Registered Training Organisations 2015.' 2015. <https://www.legislation.gov.au/Details/F2019C00503>

³⁰ Australian Skills Quality Authority. Fact Sheet—Meeting trainer and assessor requirements. 2016. https://www.asqa.gov.au/sites/default/files/FACT_SHEET_Meeting_trainer_and_assessor_requirements.pdf?v=1508292716

³¹ Ostrom, J, et al., "Why do situation interviews predict performance? Is it saying how you would behave or knowing how you should behave?" *Journal of Business and Psychology*, 31:279-291. 2016. <https://psycnet.apa.org/record/2015-26317-001>

Consideration of relevant past experience in primary prevention and/or family violence response may include consideration of a trainer's work experience or industry placements related to:³²

- Directly working in the design or delivery of a primary prevention initiative which aims to address the gendered drivers of violence against women and family violence in a range of sectors/workplaces (i.e. sport, media, community organisations).³³
- Working directly with people who experience family violence, for example, in a specialist response and support service for people who experience family violence and/or sexual assault. Experience can include undertaking risk assessment or case management with people who experience violence.³⁴
- Tertiary qualification in social work, community development, human services, or welfare (as these subjects include placement in family violence response services).
- In core support services or intervention agencies. For example, a role with the Victoria Police, courts, legal agencies, ACCOs, and community services in which they have undertaken risk assessments or supported families who may be experiencing family violence.³⁵
- Supporting Aboriginal communities who experience family violence.
- Supporting people from across a diversity of communities who experience family violence.
- Undertaking training in primary prevention and family violence against women.

Assessing trainers' currency of vocational competency, through multiple methods

Recommended methods for assessing trainers' currency of vocational competency

It is important that RTOs assess trainer competencies on an ongoing basis so that trainers continue to develop their practice and confidently deliver safe and effective training to learners. There is no one standardised set of assessment methods across RTOs. Instead, engagement with VET sector experts suggests that RTOs draw on multiple, practical assessment approaches suitable to the competencies in question, and that assessment is best conducted on a foundation of trust and rapport between trainers and their supervisors.

Primary prevention and family violence trainers will come to their role with different professional backgrounds and varying qualifications, teaching and assessment experiences, cultural knowledge and lived experiences. It is therefore important that trainers and RTOs identify and use the most effective strategies for a particular trainer or cohort of trainers, tailored to their competency/needs. RTOs will want to balance this adaptability with consistency of assessment approach.³⁶

Assessment of ongoing currency can be used to gain insight into what professional development would be valuable. Some professional development strategies, such as coaching and mentoring, can be applied

³² Ideas adapted from Domestic Violence Victoria and Domestic Violence Resource Centre Victoria, Family violence and primary prevention trainer Job Posting, November 2019. <https://www.ethicaljobs.com.au/members/dvrcv/family-violence-trainer>

³³ Victorian Government, Family Safety Victoria, "Building from strength: 10-year industry plan for family violence prevention and response." Page 32. 2017. <https://www.vic.gov.au/sites/default/files/2019-05/Building-from-strength-10-year-industry-plan-for-family-violence-prevention-and-response.pdf>

³⁴ Victorian Government, "The Family Violence Multi-Agency Risk Assessment and Management Framework: a shared responsibility for assessing and managing family violence risk." June 2018. <https://www.vic.gov.au/sites/default/files/2019-02/MARAM-policy-framework-24-09-2018.pdf>

³⁵ Victorian Government, Family Safety Victoria, "Building from strength: 10-year industry plan for family violence prevention and response." Page 32. 2017. <https://www.vic.gov.au/sites/default/files/2019-05/Building-from-strength-10-year-industry-plan-for-family-violence-prevention-and-response.pdf>

³⁶ Misko, J, "Building capability and quality in VET teaching: opportunities and challenges." Page 22. 2020. https://www.ncver.edu.au/_data/assets/pdf_file/0033/9662271/Building_capability_quality_VET_teaching_Revision.pdf; Goe, L, Bell, C, and Little, O. 'Approaches to evaluating teacher effectiveness: a research synthesis.' National Comprehensive Center for Teacher Quality. Page 3. 2008. <https://gtlcenter.org/sites/default/files/docs/EvaluatingTeachEffectiveness.pdf>

alongside assessment; this can serve to develop trainers through guidance and feedback they can action immediately. Professional development is discussed further in Section 3.3.

Table 2 describes a set of methods which are recommended for assessment of the currency of primary prevention and family violence response trainers' vocational competency; a detailed description of each is given at Appendix E.³⁷

Table 2 | Overview of recommended methods to assess vocational competency currency

Method
Interview
Observation
Portfolio assessment
Trainer ratings by peers and students

Guidance on assessing currency of particular vocational competencies

For primary prevention and family violence response training, as with other training areas, methods to assess currency and level of trainer competency can be adapted to the particular vocational competency. For example, certain competencies may be assessed well through classroom observation; others may require targeted investigation through an interview with the trainer.

To assist with the process of selecting and tailoring assessment methods, Table 3 suggests which two of the four recommended assessment methods would be most useful for assessing each of the seven vocational competencies. This is not a directive or exhaustive recommendation. Rather, the suggestions draw on RTOs and industry organisations' experience of which methods work well in relation to the delivery of primary prevention and family violence training.

While RTOs may have the resources and expertise to implement these assessment methods, they may also wish to draw on industry to support assessment of trainer competency, particularly for competencies that require expertise related to cultural safety, inclusion and management of the specific risks and dynamics of family violence. While external validation from industry experts is typically employed in the context of assessing learners,³⁸ it can be applied to the assessment of trainers' vocational competencies. Involving industry would put additional demand on RTOs and industry organisations, and consideration of how to resource this collaboration between organisations will be needed.³⁹

A method recommended in Table 2 and not listed against the competencies in Table 3 is 'trainer ratings'. This method is a viable and important mechanism for soliciting learner feedback, especially for competencies 3 and 4. However, depending on the focus and application of this method, it can place a burden on learners that hold social identities within the minority of their learner cohort. For example, Aboriginal learners may feel they are easily identifiable if they are the minority in their learner cohort and therefore feel uncomfortable in critiquing or a burden of responsibility to support non-Aboriginal trainers and organisations in their evaluation of whether training delivery was able to 'create a culturally safe and responsive learning experience'. In primary prevention and family violence response training, this strategy should therefore be used with care.

³⁷ Adapted from Misko, J, "Building capability and quality in VET teaching: opportunities and challenges." Page 22. 2020. https://www.ncver.edu.au/_data/assets/pdf_file/0033/9662271/Building_capability_quality_VET_teaching_Revision.pdf

³⁸ *Ibid.* Page 18.

³⁹ *Ibid.* Page 18.

Table 3 | Suggested ways to tailor assessment methods to vocational competencies

Competency	Assessment method 1	Assessment method 2
Competency 1. <i>Holds comprehensive current subject matter expertise of primary prevention and/or family violence drivers, dynamics, impacts, and of conceptual, theoretical, policy and practice frameworks</i>	<p>Interview</p> <p>Trainers' understanding of the drivers, dynamics, and impacts of family violence can be ascertained in scenario-based interviews. These interviews allow the supervisor to probe areas of interest further (such as to what extent a trainer understands the gendered nature of violence).</p> <p>This assessment method is reliant on an experienced supervisor (or industry contact) to conduct the interview, probe the trainer's responses, and assess whether the trainer has the appropriate knowledge of the subject matter.</p>	<p>Observation</p> <p>Trainers' knowledge of relevant evidence and frameworks is likely to be revealed when the trainer is challenged by participants while delivering the material in class. Trainers must be agile and responsive to questions on the drivers, dynamics, and impacts of family violence. Once considered to have the foundational competency to deliver training, trainers should be observed in the classroom while answering questions.</p>
Competency 2. <i>Holds comprehensive current subject matter expertise of primary prevention and/or family violence response legislative and regulatory requirements, and knowledge of service systems</i>	<p>Interview</p> <p>Trainers' understanding of primary prevention and the wider family violence service system can be ascertained in scenario-based interviews. Scenario-based interviewing will allow supervisors to probe areas of interest further (e.g. to what extent a trainer understands legislation and regulations have developed over time). This assessment method is reliant on an experienced supervisor to conduct the interview (or industry contact) and assess whether the trainer has the appropriate knowledge of the subject matter.</p>	<p>Observation</p> <p>Trainers' knowledge of legislative and regulatory requirements is required to effectively educate learners on how these requirements relate to responsibilities and/or actions in their sectors of work. Trainers should be observed in the classroom while referencing legislative and regulatory requirements, either providing context to training material or in response to questions from learners.</p>
Competency 3. <i>Creates a culturally safe and responsive learning experience for Aboriginal learners</i>	<p>Observation</p> <p>Trainers' delivery of the curriculum should be culturally appropriate and effective for Aboriginal learners (e.g. use of culturally responsive language, culturally relevant andragogical or pedagogical approaches). Peers can observe whether trainers' understanding and delivery of material was appropriate and supported the establishment and maintenance of a culturally appropriate and responsive environment for Aboriginal learners.</p>	<p>Portfolio assessment</p> <p>Supervisors can review trainers' design for delivery that is responsive to Aboriginal learners, including their andragogical or pedagogical approaches (e.g. modifying teaching approach to exchange knowledge through story sharing).⁴⁰ Trainers' portfolios may include processes and plans for tailoring training delivery and assessment, in addition to examples of student work.</p>
Competency 4. <i>Creates a safe, inclusive and engaging learning experience for</i>	<p>Observation</p> <p>Trainers should create learning environments that are inclusive of learners across a variety of social and</p>	<p>Portfolio assessment</p> <p>Supervisors can review training design to assess whether it is safe and responsive for learners across a variety of social and professional identities (e.g. use of</p>

⁴⁰ Yunkaporta, T & Kirby, M, 'Yarning up Indigenous pedagogies: A dialogue about eight Aboriginal ways of learning', in R Bell, G Milgate & N Purdie (eds.) *Two Way Teaching and Learning: Toward culturally reflective and relevant education*, ACER Press, Camberwell Victoria. Page 2. 2011. https://research.acer.edu.au/indigenous_education/38/

Competency	Assessment method 1	Assessment method 2
<i>learners across a variety of social and professional identities</i>	professional identities. Peers can observe training delivery to assess a trainers' effectiveness in this competency.	andragogical or pedagogical approaches that address the needs of students across a variety of backgrounds, learning modalities, and abilities; use of inclusive language, visual artefacts and case studies that represent people across a variety of identities). The trainer portfolio may include processes and plans for training delivery and assessment, in addition examples of student work.
Competency 5. <i>Applies trauma-informed practice principles to address individual and group safety and learning requirements</i>	Observation Trainers responding to disclosures in a group environment reflect that it is a difficult task to navigate and may be hard to demonstrate competency in interviews. Peers should observe trainers apply a trauma-informed response to the classroom, including in response to disclosures. For example, this could be adjusting the pace and timing of confronting material in sessions, what is taught prior to and after breaks. Where a learner discloses past or present experiences of family violence, the trainer's response needs to be both safe for the person disclosing, but also responsive to the risk this presents to other learners.	Portfolio assessment Supervisors can review trainers' lesson plans to understand how they apply a trauma-informed approach, particularly their setup for the learning environment, including the design of training sessions (e.g. how planned practice skills sessions and role plays are set up, supported, ended) and the awareness of available resources and services that support wellbeing management, in response to the impact of activities both inside and outside of the classroom. The portfolio may also hold detail on resources and services that support wellbeing management, which the trainer can refer learners to, both proactively and reactively.
Competency 6. <i>Uses strategies to encourage active and respectful engagement, challenge common myths and stereotypes, and influence a shift in learner mindset</i>	Interview Supervisors or industry experts can interview trainers to determine their approach to influencing a shift in the mindsets of learners. Supervisors or industry experts can conduct a scenario-based interview to assess the trainers' approach; for example, examining the currency of the evidence base the trainer draws on in response to resistance, with the goal of changing mindsets.	Observation Trainers should reinforce or influence a shift in learner values (as appropriate) by drawing on a contemporary evidence base. Trainers should be observed while responding to resistance and/or to backlash in the classroom, and assessed on their ability to draw on relevant evidence and use appropriate strategies to respectfully debunk myths and influence learner perspectives.
Competency 7. <i>Proactively accesses available resources and support to manage the impact of delivery on their own wellbeing</i>	Observation Given the sensitive and confronting nature of primary prevention and family violence training, trainers may experience stress that has the potential to impact their wellbeing. Both VET and industry experts have recommended peer support as an important and effective mechanism for wellbeing support, both inside and outside of the classroom.	Interview (wellbeing check-in) Trainers must be mindful of burnout and vicarious trauma and actively practice self-care strategies to protect their wellbeing. RTOs can assist trainers to understand what supports the RTO have in place to protect trainer wellbeing, and use this method to also understand what the RTO's can do to improve their protocols, procedures and resources more broadly to support trainer wellbeing.

3.3 Guidance on professional development strategies to enhance vocational competency

Context for the development of guidance on professional development

A consistent and systematic approach to trainer preparation and professional development in the VET sector may deliver genuine benefits for workforce development and competency.⁴¹ Currently, however, there is no national or state-wide standardised approach to professional development for developing the vocational competencies of VET trainers.

Primary prevention and family violence trainers and the RTOs that engage them require access to professional development methods and pathways that are suitable for the training content and context, and which reflect the assessed competency of trainers. Concerted, relevant and timely, ongoing professional development for trainers – enabled and supported by their employing RTOs - will help ensure safe and effective delivery of training to all learners. Under the ‘do no harm’ principle, a trainer must possess—at minimum—the foundational competencies to effectively support learners. An increasing sophistication of trainers’ skills will be essential to attain a large and skilled workforce and roll out the new accredited training courses at scale.

Ongoing professional development will be especially important as family violence and primary prevention trainers are expected come to their roles with different professional backgrounds and lived experiences. The form and frequency of professional development activities for primary prevention and family violence trainers could potentially be specified in the Annual Work Plan for each trainer, including for casual and sessional trainers. The plan would be consistent with the stipulations in the *Victorian TAFE Teachers Agreement 2018* (the Agreement), which requires RTOs and trainers to co-develop an Annual Work Plan on each trainer’s duties and hours:

- The Agreement sets out the number of hours for which trainers should engage in teaching duties, preparation, and teaching-related duties. The latter must comprise one third of a trainer’s time, which can include industry and community engagement and maintaining teaching and vocational currency⁴² - effectively professional development. The sector’s rule of thumb is that a full-time trainer should complete 30 hours of professional development annually.
- The Agreement does not specify the types of professional development activity trainers should undertake. It is up to RTOs and trainers to determine together how to develop trainers’ competencies.

Strategies for trainers’ professional development

Strategies that can be employed to maintain and enhance vocational competency

A range of strategies can be employed by a trainer themselves, or by an RTO in support of their trainers, to enhance trainers’ vocational competency, as suggested in Table 4 (some strategies may also be relevant for building teaching and assessment competencies). Detail on these strategies, such as their purpose and potential application, is given at Appendix F.

Any gaps in a trainer’s knowledge or skills will be addressed with a strengths-based mindset, which builds on a person’s assets to improve in areas where development is needed.⁴³ Evidence suggests that a

⁴¹ Misko, J, "Building capability and quality in VET teaching: opportunities and challenges." 2020. https://www.ncver.edu.au/__data/assets/pdf_file/0033/9662271/Building_capability_quality_VET_teaching_Revision.pdf

⁴² FairWork Commission, "Victorian TAFE Teaching Staff Agreement 2018." Page 21. 2018. <https://www.fwc.gov.au/documents/documents/agreements/fwa/ae500437.pdf>

⁴³ Zwart, R, "A strength-based approach to teacher professional development." Professional Development in Education, Volume 41. 2015. <https://www.tandfonline.com/doi/abs/10.1080/19415257.2014.919341?journalCode=rje20>

strength-based approach to teacher professional development increases the teacher’s feelings of autonomy and self-efficacy in coaching others.⁴⁴

Table 4 | Strategies for professional development

Trainer strategies	Training organisation strategies
Undertake formal training (accredited or unaccredited)	Facilitate peer-to-peer learning opportunities
Practice continuous reflection	Offer mentoring opportunities
Industry placement	Promote peers support networks
Engage in communities of practice	Provide on-the-job supervision
Subscribe to industry journals and publications	Partner with representatives from ACCOs, Koorie Liaison Officer teams, and the local Aboriginal community
	Partner with networks that represent the diversity of their region
	Partner with primary prevention and/or family violence organisations
	Use staged team teaching

Selection of strategies by level of trainer experience

Appendix F sets out suggestions of which professional development strategies are likely to be most relevant to support a trainer at the foundational, developing or experienced levels. However, in recognition that it takes time and experience to develop highly sophisticated vocational competencies, many of these strategies can be used across all levels, from the upskilling of foundational trainers through to the enhancement of targeted competencies in an experienced trainer.

Both trainers and RTOs have roles in driving trainers’ professional development and thereby supporting the safe and effective delivery of primary prevention and family violence response training. The identification of professional development priorities in a trainer’s Annual Work Plan could take into account the trainer’s assessed level of vocational competency (where an RTO uses that suggested framework), as follows:

- For a trainer with ‘foundational’ vocational competency:
 - Professional development support from the RTO should be comprehensive and intensive.
 - The trainer will spend most of their time in the classroom, delivering training and assessing learners. Professional development should be targeted to maintaining and strengthening foundational competency.
 - The trainer will be supported by a ‘developing’ or an ‘experienced’ trainer.
- For a trainer with ‘developing’ vocational competency:
 - Professional development support from the RTO is increasingly narrowed as the trainers’ competency strengthens and they gain more confidence.

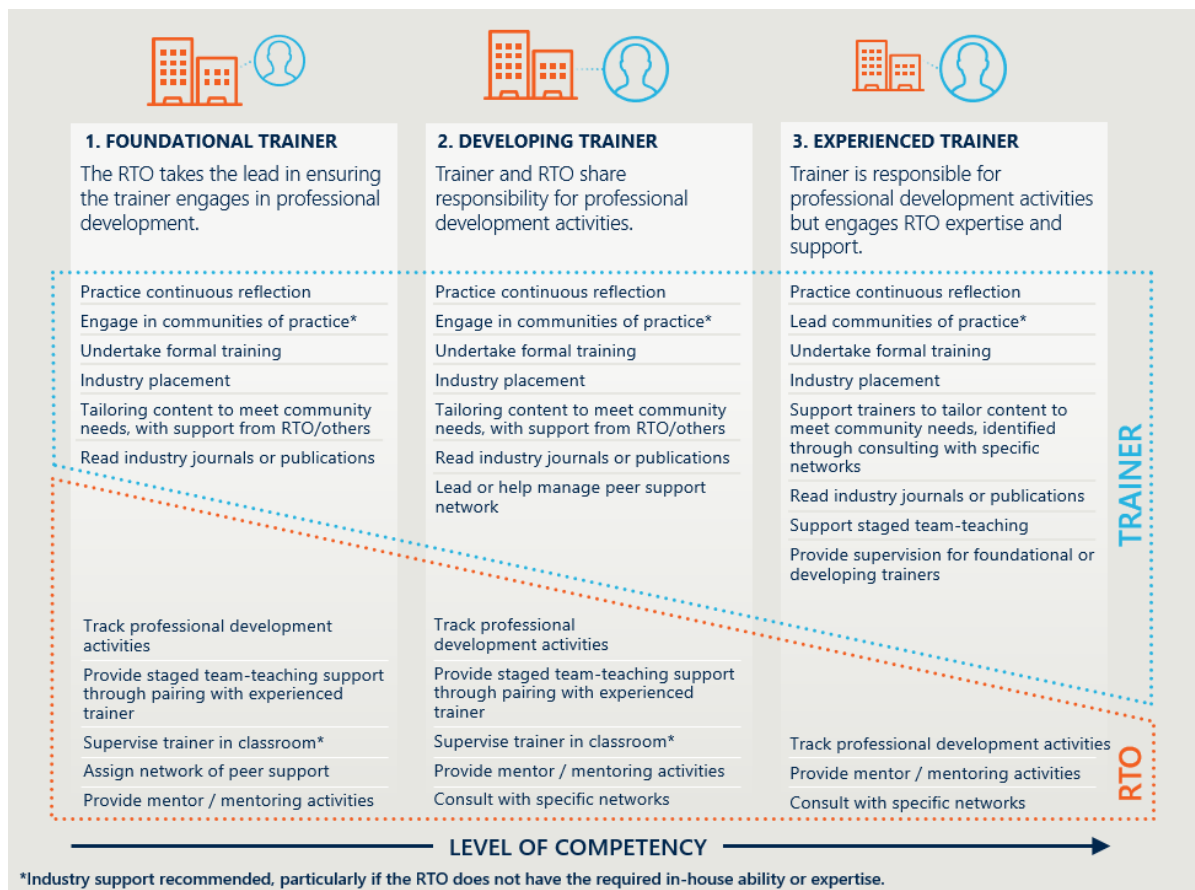
⁴⁴ Ibid.

- A trainer may start to engage in more teaching-related duties to support training at the RTO, for example by leading a community of practice or forging links with industry. Professional development can support the trainer to take on these roles.
- For a trainer with 'experienced' vocational competency:
 - The trainer takes more responsibility for driving their own professional development activities, while the RTO provides some input.
 - The trainer may now lead teaching-related and professional development activities (e.g. peer networks, communities of practice), and their own professional development should assist them with this.

This suggested adjustable approach is illustrated in Figure 7.

At all levels, the RTO will need to materially enable trainers' participation (for example, by remunerating professional development and organising backfill for time away from teaching), and consistently monitor and record the trainer's professional development activities (per ASQA requirements).

Figure 7 | Examples of professional development by level of competency



Selection of professional development strategies by competency

In addition to adjusting professional development strategies to a trainer's level of competency, strategies can be adapted to ensure trainers meet the specific requirements of the different vocational competencies. For example, certain competencies may be maintained and developed via additional formal training, while others may benefit from targeted on-the-job development opportunities, for example through staged team-teaching with an experienced trainer.

To assist with this process of selecting and tailoring professional development strategies, Table 5 suggests two professional development strategies considered effective for each type of the Best Practice Education Model’s vocational competencies (excluding competency 7 on trainer wellbeing, which is discussed in the following section.)⁴⁵ These are not directive or exhaustive recommendations. Rather, the suggestions draw on RTOs and industry organisations’ experience of which methods work well to support safe and effective primary prevention and family violence training.

As recommended in the assessment guidance, while RTOs may have the resources and expertise to implement these professional development strategies, they may also wish to draw on industry expertise to ensure contemporary, effective and sustainable professional development. Such engagement requires resourcing. Additional support for professional development may also be available from relevant organisations in the VET sector, such as the VET Development Centre which has training, mentoring and community practice initiatives underway, or in planning, to support primary prevention and family violence VET trainers.

Of the 13 professional development strategies listed in Table 4, seven are described in Table 5. Appendix F contains detail on all professional development strategies and how they may be applied for primary prevention and family violence training.

Table 5 | Professional development strategies by competency type

Competency type	Professional development strategy 1	Professional development strategy 2
Competencies 1, 2: Subject matter expertise	<p>Partner with primary prevention and/or family violence organisations to facilitate Industrial placement</p> <p>Appropriate for all levels of competency</p> <p>RTOs can partner with primary prevention and/or family violence organisations to facilitate trainer industry placement in a sustainable manner.⁴⁶ Through industry placement, trainers can volunteer or work part-time in a primary prevention or family violence organisation to build their sector related subject matter expertise.</p> <p>RTOs can create partnerships with industry organisations to create and sustain paths for trainers to work with or shadow a primary prevention professional or family violence practitioner.</p>	<p>Use staged team teaching</p> <p>Appropriate for foundational and developing trainers</p> <p>Staged team teaching supports the enhancement of competencies that are best learned through practice, including the translation of subject matter knowledge (such as conceptual, theoretical, policy and practice frameworks) into the classroom.</p> <p>A staged-team teaching approach pairs an experienced trainer with a foundational trainer, allowing the foundational trainer to witness and practice these competencies. Staged team teaching will allow a more experienced trainer to model and then support a less experienced trainer to develop beyond their foundational level of competency.</p> <p>Staged-team teaching can be conducted in-house where there is an experienced trainer to support foundational trainers. Industry professionals may need to support RTOs where they do not have the in-house experience. Industry partnerships will support hiring industry professionals for the purposes of staged team teaching.</p>
Competencies 3, 4: Culturally safe, responsive and inclusive for	<p>Undertake formal training</p> <p>Appropriate for all levels of competency</p>	<p>Partner with representatives from ACCOs, Koorie Liaison Officer teams, the local Aboriginal</p>

⁴⁵ Vocational competencies were grouped into ‘types’ of competencies (e.g. subject matter expertise) to simplify the suggestions, which drew on RTOs and industry organisations’ experience who applied professional development strategies to develop a range of competencies.

⁴⁶ Sustainability in this case, refers to RTO engagement with industry for the facilitation of placements instead of industry engagement by individual trainers, to reduce the burden of administration by specialist organisations. Embedding partnerships between specialist primary prevention and/or family violence organisations and RTOs will support trainers to be placed in industry on an ongoing basis.

<p>Aboriginal learners and for learners across a variety of social and professional identities</p>	<p>Trainers should undertake formal training to develop competency in the creation of culturally safe, responsive and inclusive learning environments for Aboriginal learners and learners across a variety of social and professional identities.</p> <p>Trainers can engage in formal training from organisations/trainers with experience in the particular area in which they need to develop knowledge and skills (e.g. cultural competency) to ensure training is safe, inclusive and engaging for all learners. RTOs can therefore create and maintain industry partnerships with organisations that provide specialist training and resources, for example with ACCOs that provide Aboriginal cultural competency training and guidance.</p>	<p>community and other networks that represent the diversity of their region</p> <p>Appropriate for experienced trainers</p> <p>Experienced trainers can partner with representatives from ACCOs, Koorie Liaison Officer teams, local Aboriginal community representatives and/or networks that represent the diversity of their region. It is key that trainers do not just consult with, but seek to involve these representatives in a meaningful way from the outset (e.g. shaping course design). RTOs can build ongoing, organisational-level relationships with representatives to deepen organisational understanding of community needs, to engage representatives in the support of training design and delivery, to upskill trainers' vocational competency or to provide cultural supervision of trainers.</p>
<p>Competencies 5, 6: Trauma-informed and respectful engagement</p>	<p>Use staged team teaching</p> <p>Appropriate for foundational and developing trainers</p> <p>Staged team teaching supports the enhancement of competencies that are best learned through practice; for example, applying trauma-informed approaches in the classroom and undertaking strategies to encourage respectful engagement (e.g. responding to resistance).</p> <p>Staged team teaching will allow a more experienced trainer to model and then support a less experienced trainer to develop beyond their foundational level of competency.</p> <p>Staged-team teaching can be conducted in-house where there is an experienced trainer to support foundational trainers. Industry professionals may need to support RTOs where they do not have the in-house experience. Industry partnerships will support hiring industry professionals for the purposes of staged team teaching.</p>	<p>Engage in communities of practice</p> <p>Appropriate for all levels of competency</p> <p>A community of practice consists of a network of trainers delivering primary prevention and family violence training who can discuss learnings and barriers to delivering training in the classroom.</p> <p>A community of practice would facilitate trainer discussion on how to deliver training that is safe, effective, and informed by trauma practice principles. For example, trainers may find it challenging to translate trauma-informed practice principles from the practitioner landscape to the classroom, particularly in a group environment (e.g. how to support the discussion of particular subjects that could trigger learners). Trainers could discuss experiences and issues with a network of their peers and source solutions.</p> <p>RTOs can explore communities of practice with other training organisations or industry⁴⁷ to build a wider network of peers with whom to problem solve. This also serves to share learnings and resources across training organisations and with industry, which may reduce duplicative work and strain on resource-strapped industries.</p>

Continuous reflection is not listed beside any of the competencies grouped in Table 5, since this professional development strategy can be used for any of these competencies and is regarded by industry as a critical practice for all professionals engaged in primary prevention and family violence related work, including trainers. Trainers will ideally engage in continuous reflection for the entirety of their career as educators to support their ongoing professional development, as shown in the following box.⁴⁸

Continuous reflection is considered an effective professional development method

⁴⁷ VET Development Centre, "Community of Practice - Teaching and Assessing the Accredited Training in Family Violence." Accessed 9 June 2021. <https://www.ivvy.com.au/event/RW21011/>

⁴⁸ Department of Education and Training, "Reflective Practice." Accessed 9 June 2021. <https://www.education.vic.gov.au/childhood/professionals/learning/Pages/reflective-practice.aspx>

for primary prevention and family violence trainers

Continuous reflection is a reflective practice that enables trainers to identify enablers and barriers that, if addressed, would enhance their professional development. Reflection fosters learning. It allows trainers to be mindful of their practices and incorporate new understanding. The effectiveness of reflective practices is contingent on a trainers' openness to change, willingness to deconstruct and unpack their experiences, and ability to identify opportunities for development.⁴⁹

When performed effectively, continuous reflection can serve as a cycle of learning to understand and overcome biases that filter into practice. Steps for trainers to practice continuous reflection include:⁵⁰

1. Collecting information on their practice
2. Questioning and analysing their practice
3. Taking action as a result of deep thinking and critical questioning
4. Reflecting and reviewing (repeat)

Questions to stimulate reflective practice include but are not limited to:⁵¹

- Where language or cultural barriers exist between learner and trainer, what work is undertaken to engage the learner and bridge this gap?
- How do we gain new knowledge about communities in which women and children experienced high degrees of trauma prior to arriving in Australia, and integrate this knowledge into training?
- How do we understand the cultural contexts and different presentations of family relationships? How do we bring this understanding to deliver training to learners across a diversity of identities?
- What do we know about our region's Aboriginal community?
- How have the RTO's partnerships and agreements supported our training delivery?
- How do we evaluate the effectiveness of training delivery? What measures do we use?
- What are the mechanisms in our training organisation for formal review to identify any barriers encountered by our learners?
- How well does our organisation use data collection and evaluation findings as evidence to support training efforts?
- How do we resource professional development efforts in our workloads and recognise the results of these efforts?

Strategies to protect trainers' mental health and wellbeing

It is well-documented that many workers in community and health care services suffer vicarious trauma from being repeatedly exposed to other people's trauma and their stories of traumatic events.⁵² They also

⁴⁹ Department of Education and Training, "Reflective Practice." Accessed 9 June 2021.

<https://www.education.vic.gov.au/childhood/professionals/learning/Pages/reflective-practice.aspx>

⁵⁰ Adapted from Victorian Department of Education and Training, 'Practice Principle Guide: Reflective Practice.' 2017. <https://www.education.vic.gov.au/Documents/childhood/providers/edcare/pracguide/reflectivepractice2017.pdf>

⁵¹ Adapted from Victorian Department of Health and Human Services, 'Practice Guidelines: Women and children's family violence counselling and support programs.' Pages 29-53. 2008. <https://www.dhhs.vic.gov.au/sites/default/files/documents/201706/practice-guidelines-women-and-children-fv-counsel-support.pdf>

⁵² Lai, M, and Heydon, G., "Vicarious trauma among interpreters." *International Journal of Interpreter Education*. Vol 7 Issue 1. Page 9. 2015. <https://tigerprints.clemson.edu/cgi/viewcontent.cgi?article=1107&context=ijie>; Finklestein et al; "Posttraumatic stress disorder and vicarious trauma in mental health professionals." National Association of Social Workers. Page 29. 2015. https://hw.haifa.ac.il/images/stories/files/menthal_health/Publications/2015-talya-1-PtsdVicariousTrauma.pdf

often suffer from burnout due to excessive and prolonged stress,⁵³ related in part to systemic barriers that prevent professionals from fully meeting the needs of their service users.⁵⁴

The *Occupational Health and Safety Act 2004* outlines the obligations of employers in maintaining the safety and health, including psychological health, of their employees.⁵⁵ RTOs' responsibilities for maintaining the safety and health of primary prevention and family violence trainers are very important as trainers' work presents a risk of burnout and vicarious trauma, in both the short- and long-term. RTOs will need to ensure practices are in place that support occupational health and safety so that trainers can deliver the training in ways that are personally sustainable and so that they can create safe learning environments for learners, other RTO staff and themselves. This includes ensuring trainers are competent to respond to disclosures from people who experience violence or people who use violence, whilst continuing to facilitate a safe learning environment for learners and themselves.

Trainers can also put in place their own practices and mechanisms to maintain their mental health and wellbeing. RTOs may need to materially enable trainers to implement self-care, for example by remunerating access to resources and assistance, and organising backfill for time away.

Table 6 sets out suggested strategies that RTOs and trainers can use to proactively build resilience and manage wellbeing. These strategies focus on the development of a supportive workplace environment, building an organisational culture that prioritises mental health and wellbeing, and equipping trainers with useful strategies.

Table 6 | Strategies to protect the mental health and wellbeing of trainers

Strategy	Purpose	Application
Training organisation strategies		
Advertise resources trainers can access	Engagement with a range of resources can support mental health and wellbeing. Resources can include material that trainers can read, listen to or connect with on their own (i.e. without support).	The RTO advertises accessible resources (e.g. mindfulness based podcasts) that trainers can engage with for free.
Provide wellbeing-related training ⁵⁶	Training to explicitly build health and wellbeing can include mental health awareness-raising or skill-building	The RTO provides training (e.g. stress management training) to develop trainers' ability to better manage their health and wellbeing.

⁵³ Diaconescu, M, "Burnout, Secondary Trauma and Compassion Fatigue in Social Work." 2015 http://staggsjamie.weebly.com/uploads/6/4/2/8/64285371/burnout_and_compassion_fatigue_in_social_workers.pdf; Victorian Government, 'Royal Commission into Family Violence: Report and recommendations.' Vol VI, Parl Paper No 132 (2014-16), p179. 2016. https://www.parliament.vic.gov.au/file_uploa ds/1a_RFV_112 ppA4_SummaryRecommendations.WEB_DXQyLhqv.pdf; Family Safety Victoria, Victorian Government, "Census of Workforces that Intersect with Family Violence." 2017. <https://www.vic.gov.au/sites/default/files/2019-11/Census%20of%20Workforces%20that%20instersect%20with%20Family%20Violence%202017.pdf>; Domestic Violence Victoria, "Monitoring the Family Violence Reforms." Page 21. July 2020. <http://dvvic.org.au/publications/monitoring-the-family-violence-reforms-submission/>

⁵⁴ Prasad, K. et al. "Prevalence and correlates of stress and burnout among U.S. healthcare workers during the COVID-19 pandemic: a national cross-sectional survey study." *EClinicalMedicine*. Vol 35, Page 5-8. https://reader.elsevier.com/reader/sd/pii/S2589537021001590?token=F64EA7565C0C8A008023360FCC274DDAE99F61E3F478313DCC_A9A8D5221C4AEC1C0443DFDC8F3CEBAA2C6363CC707BB4&originRegion=us-east-1&originCreation=20210812010830; Mor Barak, M. E. et al. "Antecedents to Retention and Turnover among Child Welfare, Social Work, and Other Human Service Employees: What Can We Learn from Past Research? A Review and Metanalysis." *Social Service Review*, Vol. 75, No. 4. Page 652-655. 2001. <http://incompanyofothers.com/WordPress/wp-content/uploads/2017/08/Antecedents-to-Retention-and-Turnover.pdf>

⁵⁵ WorkSafe Victoria, "Occupational Health and Safety Act and Regulations." Version 036. 2021. https://content.legislation.vic.gov.au/sites/default/files/2021-03/04-107aa036%20authorise_d_0.pdf

⁵⁶ Naghieh, A et al., "Organisational interventions for improving wellbeing and reducing work-related stress in teachers." Cochrane Library. Page 19. 2015. <https://pubmed.ncbi.nlm.nih.gov/25851427/>

Strategy	Purpose	Application
	sessions, delivered virtually or in-person.	
Enable peer support networks ⁵⁷	Peer support networks allow trainers to share and benefit from each other's experience and feel supported.	The RTO creates a network of peer groups (e.g. 3-4 peers) to provide support to one another.
Provide access to Employee Assistance Programs (EAP) ⁵⁸	Employee assistance programs and other similar response systems for staff are resources trainers can proactively access to address burn out, vicarious trauma, their experience of violence or use of violence, or for other reasons.	The RTO engages an EAP provider and advertises the services provided that may address, but are not limited to, health, trauma, and mental health.
Support staff setting up remote workspaces ⁵⁹	Training organisations must support trainers working remotely from home or in shared households to strengthen workplace health and safety.	The RTO discusses with the trainer the impact of remote working to facilitate online training and actively supports ergonomic arrangements at home. RTOs should discuss with trainers the impact of bringing trauma into homes shared with others (particularly children and young people) and the increased isolation and loneliness that can be incurred when working remotely.
Maintain and strengthen social connection ⁶⁰	Strengthening social connections builds rapport among trainers in an organisation and offers avenues for informal wellbeing and support. This is of particular importance when the workforce is working remotely.	The RTO provides activities for trainers to engage in, such as virtual coffee breaks and daily and weekly catch ups.
Establish clear protocols to help staff manage disclosures ⁶¹	Clear protocols and processes for managing learner disclosures provide trainers with the requisite confidence and tools. These protocols provide clarity on the role staff play in supporting learners, which can be extended to responding to disclosures during training.	The RTO embeds protocols and processes in place for managing learner disclosures (e.g. a private room, a designated contact person to manage disclosures). This should be accompanied by regular monitoring and reporting to evaluate the effectiveness of protocols and processes.

Trainer strategies

⁵⁷ Monash Gender and Family Violence Prevention Centre, Domestic Violence Victoria & Domestic Violence Resource Centre Victoria. "Best Practice Guidelines: Supporting the Wellbeing of Family Violence Workers During Times of Emergency and Crisis." Monash Gender and Family Violence Prevention Centre, Monash University, Victoria, Australia. Page 21. 2021. https://bridges.monash.edu/articles/online_resource/Best_Practice_Guidelines_Supporting_the_Wellbeing_of_Family_Violence_Workers_During_Times_of_Emergency_and_Crisis/14605005

⁵⁸ Employee Assistance Professional Association of Australasia, "About EAPAA." Accessed 8 June 2021. <https://www.eapaa.org.au/site/>

⁵⁹ Monash Gender and Family Violence Prevention Centre, Domestic Violence Victoria & Domestic Violence Resource Centre Victoria. "Best Practice Guidelines: Supporting the Wellbeing of Family Violence Workers During Times of Emergency and Crisis." Monash Gender and Family Violence Prevention Centre, Monash University, Victoria, Australia. Page 18. 2021. https://bridges.monash.edu/articles/online_resource/Best_Practice_Guidelines_Supporting_the_Wellbeing_of_Family_Violence_Workers_During_Times_of_Emergency_and_Crisis/14605005

⁶⁰ Ibid. Page 21.

⁶¹ Miller, C, Nguyen, N, "Who's supporting us? TAFE staff perspectives on supporting students with mental illnesses," National Centre for Vocational Education Research. Page 2. 2008. <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/whos-supporting-us-tafe-staff-perspectives-on-supporting-students-with-mental-illnesses>

Strategy	Purpose	Application
Protect against burnout ⁶²	Identifying burnout early can prompt trainers to undertake steps to prevent extensive burnout.	Trainers stay mindful of burnout and the way it presents in their daily lives by applying continuous reflection and self-care (e.g. through journaling or debriefing with peers).
Practice continuous reflection ⁶³	Reflective practice supports the early identification of vicarious trauma, which could lead to burnout (see above).	Trainers conduct reflective practice individually (e.g. through journaling) or with peers (e.g. through peer support networks). See further detail on Page 27.
Practice self-care ⁶⁴	Self-care reduces stress and maintains short and longer-term health and wellbeing. Self-care balances trainers' lives and allows them to better manage stressful situations.	Trainers may practice healthy eating, effective sleep, positive routines, breathing and mindfulness exercises or other restorative exercise. Practicing self-care in groups may also strengthen the relationships and therefore support among peers.

⁶² Coles, J, Dartnall, E, and Astbury, J, "Preventing the Pain" when working with family and sexual violence in primary care.' International Journal of Family Medicine. Page 3. 2013. <https://www.hindawi.com/journals/ijfm/2013/198578/>

⁶³ Also referred to as reflective practice.

⁶⁴ Lewis, M, and King, D, 'Teaching self-care: The utilization of self-care in social work practicum to prevent compassion fatigue, burnout, and vicarious trauma.' Journal of Human Behaviour in the Social Environment. Vol. 29. Page 1. 2019. <https://psycnet.apa.org/record/2019-01058-010>

Appendix A Glossary

This section sets out a glossary of terms and acronyms used in the report (Table 7).

Table 7 | Glossary

Term	Definition
Aboriginal communities ⁶⁷	Nous acknowledges that Aboriginal and Torres Strait Islander peoples are among the First Nations of Australia. Nous uses the term 'Aboriginal' to refer to Aboriginal communities of mainland Australia, acknowledging that this term does not include Torres Strait Islander peoples. In this report we use the term Aboriginal to refer to peoples, communities and organisations in recognition that Aboriginal people are the first peoples of Victoria.
Assessor	A person who assesses a learner's competence in relation to training they have received.
Best Practice Education Model	A model to prepare and support trainers to deliver accredited primary prevention and/or family violence training for workforces that intersect with family violence, including specialist family violence practitioners, primary prevention professionals, core support services, and universal services.
Burnout	Burnout is mental and/or physical exhaustion and reduced functioning because of chronic workplace stress. ⁶⁸
Competency	The consistent application of knowledge, capabilities, personal attributes, and experience in the course of fulfilling a role.
Core support services	The MARAM Framework defines core support services as services that intersect with but do not primarily operate in family violence response, such as courts and court services, corrections, policy, family dispute resolution services, child protection, and child and family services.
Cultural competence ⁶⁹	Cultural competence is the knowledge and ability to interact and work with people of various cultural backgrounds, underpinned by a fundamental acceptance and respect of cultural differences. Cultural competence requires continued reflection/self-assessment of cultural awareness (see culturally responsive) and the desire to continually expand cultural knowledge and resources to better meet the needs across a diversity of populations.

⁶⁷ Adapted from the Aboriginal Services Branch of the NSW Department of Community Service, 'Working with Aboriginal people and communities: a practice resource.' 2009.

http://www.community.nsw.gov.au/__data/assets/pdf_file/0017/321308/working_with_aboriginal.pdf

⁶⁸ McFadden, P, Campbell, A, and Taylor, B, 'Resilience and burnout in child protection social work: individual and organisation themes from a systematic literature review.' British Journal of Social Work. 2014.

https://pureadmin.qub.ac.uk/ws/files/18744828/BJSW_2014_submitted_version.pdf

⁶⁹ Eason, M. "Culturally safe learning environments for Aboriginal trainees." 2016. https://valbec.org.au/wp-content/uploads/2018/01/fp_2016-02_WEB.pdf#page=12

Term	Definition
Cultural load	The expectation that Aboriginal peoples will bear Aboriginal community responsibilities or expert knowledge on Aboriginal history and cultural practices. ⁷⁰
Cultural safety ⁷¹	A culturally safe environment is one that is 'spiritually, socially, emotionally and physically' safe for students. In the context of Aboriginal culture, cultural safety meets the diverse learning needs and aspirations of Aboriginal students, by centering the learning experience on and valuing the students' cultures and identities.
Culturally and linguistically diverse communities (CALD) ⁷²	CALD is a broad term encompassing individuals and communities with across a diversity of backgrounds, languages, nationalities, societal structures and religions.
Culturally responsive ⁷³	Cultural responsiveness refers to the continuous reflection/self-assessment component of cultural competence. It requires trainers to be aware of their own cultural identity and views on cultural difference in order to build their cultural knowledge and meet the needs of students from a variety of cultural backgrounds.
Dhelk Dja	An Aboriginal-led agreement which commits Aboriginal services and government to work together address family violence in Aboriginal communities, in holistic and culturally safe ways that recognise Aboriginal histories and the ongoing impacts of colonisation, and which seek to heal communities. <i>Dhelk Dja</i> is founded on the principle of Aboriginal self-determination. ⁷⁴
Diversity ⁷⁵	Diversity refers to the mix of people in relation to their: <ul style="list-style-type: none"> • Social identity e.g., Aboriginal and/or Torres Strait Islander background, age, caring responsibilities, cultural background, disability status, gender, religious affiliation, sexual orientation, gender identity, intersex status, and socio-economic background. • Professional identity e.g., profession, education, work experiences, organisational level, functional area, division/ department, and location.

⁷⁰ Nankervis, K. "Indigenous cultural load and community expectations in the rehearsal room: Social and cultural capital for culturally safe First Nations theatre making." 2020. <https://researchoutput.csu.edu.au/en/publications/indigenous-cultural-load-and-community-expectations-in-the-rehear>

⁷¹ Australian Institute for Teaching and School Leadership, 'Indigenous cultural competency in the Australian teaching workforce.' Page 22. September 2020. https://www.aitsl.edu.au/docs/default-source/comms/cultural-competency/aitsl_indigenous-cultural-competency_discussion-paper_2020.pdf; Adapted from Cross, T et al. 'Towards A Culturally Competent System of Care, Volume I.' Georgetown University Child Development Center, CASSP, 1989. <https://spu.edu/~media/academics/school-of-education/Cultural%20Diversity/Towards%20a%20Culturally%20Competent%20System%20of%20Care%20Abridged.ashx>

⁷² Ethnic Communities Council of Victoria, 'ECCV Glossary of Terms.' 2012. www.eccv.org.au/library/file/document/ECCV_Glossary_of_Terms_23_October.docx

⁷³ Australian Institute for Teaching and School Leadership, 'Indigenous cultural competency in the Australian teaching workforce.' Page 22. September 2020. https://www.aitsl.edu.au/docs/default-source/comms/cultural-competency/aitsl_indigenous-cultural-competency_discussion-paper_2020.pdf; Adapted from Khalifa, M, Gooden, M, and Davis, J. 'Culturally responsive school leadership: A synthesis of the literature.' Review of Educational Research, Vol 86(4), Page 1272–1311. 2016. <https://journals.sagepub.com/doi/10.3102/0034654316630383>

⁷⁴ Victorian Government, "Dhelk Dja: Safe Our Way – Strong Culture, Strong Peoples, Strong Families", Page 7. <https://www.vic.gov.au/sites/default/files/2019-07/Dhelk%20Dja%20-%20Safe%20Our%20Way%20-%20Strong%20Culture%2C%20Strong%20Peoples%2C%20Strong%20Families%20Agreement.pdf>

⁷⁵ Diversity Council Australia, "Diversity & Inclusion Explained." Accessed 9 June 2021. <https://www.dca.org.au/di-planning/getting-started-di/diversity-inclusion-explained>

Term	Definition
Dual professionals	The 2011 Productivity Commission report on the Vocational Education and Training workforce defined trainers as 'dual professionals': they bring industry skills and educational skills to their role in training others.
Dual-sector universities	Tertiary institutions that offer both vocational (skills-based) and higher (academic-based) education and training.
End impact	
Family violence ⁷⁶	<p>Any behaviour that occurs in family, domestic or intimate relationships that is: physically or sexually abusive; emotionally or psychologically abusive; economically abusive; threatening or coercive or is in any other way controlling so that another person lives in fear for their own safety or wellbeing, or that of another person.</p> <p>In relation to children, family violence is also defined as behaviour by any person that causes a child to hear, witness or otherwise be exposed to the effects of the above behaviour.</p> <p>This definition includes violence within a broader family context, such as extended families, kinship networks and communities.</p>
Family violence and primary prevention trainer	Refers to individuals who will deliver training to individuals who wish to work or are already working in workforces related to primary prevention and/or family violence.
Family violence response ⁷⁷	Services that provide front line support for those experiencing or at risk of family violence.
Intersectionality ⁷⁸	The structural inequality and discrimination experienced by different individuals and communities, and the impact of these barriers on service access and the creation of further marginalisation. These aspects of identity can include gender, ethnicity and cultural background, language, socio-economic status, disability, sexual orientation, gender identity, religion, age, geographic location or visa status.
Learner	A person being trained and/or assessed by the training organisation.
Learn Locals	Providers of education and training in community settings that are independent and not-for-profit.
LGBTIQ	A widely-used term to describe queer communities, including but not limited to: Lesbian, Gay, Bisexual, Transgender, Transgender, Intersex, and Queer people.
MARAM Framework	The Family Violence Multi-Agency Risk Assessment and Management Framework.

⁷⁶ Victorian Government, "The Family Violence Multi-Agency Risk Assessment and Management Framework: a shared responsibility for assessing and managing family violence risk." June 2018. <https://www.vic.gov.au/sites/default/files/2019-02/MARAM-policy-framework-24-09-2018.pdf>

⁷⁷ Domestic Violence Victoria, 'Prevention and response to family violence.' Online. Accessed 2021. <http://dovic.org.au/understand/prevention-and-response-to-family-violence/>

⁷⁸ Victorian Government, "The Family Violence Multi-Agency Risk Assessment and Management Framework: a shared responsibility for assessing and managing family violence risk." June 2018. <https://www.vic.gov.au/sites/default/files/2019-02/MARAM-policy-framework-24-09-2018.pdf>

Term	Definition
Minimise collusion ⁷⁹	When working with people who use violence, it is important that professionals, including trainers, minimise colluding (supporting or agreeing) with the attitudes and beliefs that the perpetrator uses to absolve himself of responsibility for his controlling and/or violent behaviour. Minimising collusion is balancing building rapport with the person who uses violence and holding him accountable to his behaviour.
Social identities ⁸⁰	Differences between people in how they identify in relation to their social identity e.g., Aboriginal and/or Torres Strait Islander peoples background, age, caring responsibilities, cultural background, disability status, gender, religious affiliation, sexual orientation, gender identity, intersex status, and socio-economic background.
Perpetrator/people who use violence ⁸¹	A person who chooses to use violence against family or community members, acknowledging the preferred term for Aboriginal peoples is a person who uses violence.
Primary prevention ⁸²	Activities that aim to prevent violence from occurring in the first place, through initiatives that target whole population change and not just perpetrator/people who use violence behaviour.
Professional identities ⁸³	Diversity refers to the differences between people in how they identify in relation to their Professional identify e.g., profession, education, work experiences, organisational level, functional area, division/department, and location.
Registered Training Organisation (RTO)	A training organisation that is nationally registered with the Australian Skills Quality Authority, or by the relevant state-based statutory authority for the regulation of training and education, as a registered training organisation. We use the term 'RTO' in this review to encompass TAFEs, dual sector universities and privately-operated RTOs who may deliver accredited primary prevention and family violence training.
Specialist services	In relation to family violence, services that specialise in providing family violence response to members of the community.
Standards for RTOs 2015	Standards for Registered Training Organisations (RTOs) 2015. The objectives of the RTO Standards are to ensure nationally consistent, high-quality training and assessment services within Australia's VET system. Continual compliance with the Standards for Registered Training Organisations (RTOs) 2015 is a condition for all RTO's and for applicants seeking registration under the Act.

⁷⁹ North West Metropolitan Region Primary Care Partnership, "Guidelines for engaging people who cause family violence harm." Page 13. 2017. http://inwpcp.org.au/wp-content/uploads/2017/12/Final_Guidelines-for-engaging-people-who-cause-family-violence-harm_Nov2017.pdf

⁸⁰ Diversity Council Australia, "Diversity & Inclusion Explained." Accessed 9 June 2021. <https://www.dca.org.au/di-planning/getting-started-di/diversity-inclusion-explained>

⁸¹ Victorian Government, "The Family Violence Multi-Agency Risk Assessment and Management Framework: a shared responsibility for assessing and managing family violence risk." June 2018. <https://www.vic.gov.au/sites/default/files/2019-02/MARAM-policy-framework-24-09-2018.pdf>

⁸² Victorian Government, "Building from Strength: 10 Year Family Violence Industry Plan for Family Violence Prevention and Response." 2017. <https://www.vic.gov.au/sites/default/files/2019-05/Building-from-strength-10-year-industry-plan-for-family-violence-prevention-and-response.pdf>

⁸³ Diversity Council Australia, "Diversity & Inclusion Explained." Accessed 9 June 2021. <https://www.dca.org.au/di-planning/getting-started-di/diversity-inclusion-explained>

Term	Definition
Trauma informed ⁸⁴	Trauma informed practice recognises the prevalence and impact of trauma, and responds through emphasising physical, emotional, and psychological safety for everyone.
Trainer	A trainer is any person with the appropriate qualifications engaged to teach or assess an accredited VET program. Organisations or trainers may use this term interchangeably with teacher, practitioner, and/or assessor.
Universal services ⁸⁵	Services that deliver a public or social good and that are offered to everyone in the community, such as education, health and justice. In relation to primary prevention and family violence, universal services do not specialise in family violence response or prevention, but family violence is likely to be a consideration for how they work with their clients/community members. The MARAM Framework sets expectations for the role of staff in universal services in identifying, assessing, and managing family violence risk. For example, people working in universal services can be critical first responders (such as police), early identifiers (such as teachers) or provide services which are critical to ensuring safety and recovery (such as lawyers or child and family services workers).
Vicarious trauma	Vicarious trauma is trauma from repeated exposure to trauma survivors and their traumatic material. ⁸⁶
Victim Survivor ⁸⁷ /people who experience violence	A person (adult, young person or child) that may be or may have been subjected to family violence.
Vocational education and training (VET) ⁸⁸	The training and teaching of knowledge to impart skills needed for employment.
Victorian Registration and Qualifications Authority (VRQA)	<p>The VRQA is the Victorian statutory authority responsible for ensuring that employers of apprentices and trainees and providers of education and training (including course and qualification owners) meet quality standards, and that information is readily available to support informed choice in education and training.</p> <p>The VRQA:</p> <ul style="list-style-type: none"> • registers certain education and training providers and awarding bodies • registers certain qualifications and accredits courses, regulates apprenticeships and traineeships in Victoria.

⁸⁴ Blue Knot Foundation, "Trauma-informed Care and Practice." Accessed May 31st 2021.

<https://www.blueknot.org.au/Workers-Practitioners/For-Health-Professionals/Resources-for-Health-Professionals/Trauma-Informed-Care-and-practice>

⁸⁵ Victorian Government, "Strengthening the Foundations: First Rolling Action Plan 2019 -2022." https://content.vic.gov.au/sites/default/files/2019-11/Digital_FSV_StrengtheningFoundations.pdf

⁸⁶ Lewis, M, and King, D, 'Teaching self-care: The utilization of self-care in social work practicum to prevent compassion fatigue, burnout, and vicarious trauma.' Journal of Human Behaviour in the Social Environment. Vol. 29. Page 1. 2019.; Blue Knot Foundation, "Vicarious Trauma." Accessed 31 May 2021. <https://psycnet.apa.org/record/2019-01058-010>

⁸⁷ Victorian Government, "The Family Violence Multi-Agency Risk Assessment and Management Framework: a shared responsibility for assessing and managing family violence risk." June 2018. <https://www.vic.gov.au/sites/default/files/2019-02/MARAM-policy-framework-24-09-2018.pdf>

⁸⁸ Commonwealth of Australia, Department of the Prime Minister and Cabinet, 'Strengthening Skills.' 2019. https://pmc.gov.au/sites/default/files/publications/strengthening-skills-independent-review-australia-vets_1.pdf

Appendix B Model context and rationale

This section outlines the context and rationale for the development and implementation of the Best Practice Education Model. That context is an important, complex and evolving one, and it is expected that the model will be implemented in such a way that it supports Victoria's primary prevention and family violence reforms effectively.

A skilled workforce is required to prevent and respond to family violence in Victoria

This project contributes to *Building from Strength: 10-Year Industry Plan for Family Violence Prevention and Response (Building from Strength)* which is the Victorian Government's response to Recommendation 207 of the Royal Commission into Family Violence. Recommendation 207 was for the development of a ten-year industry plan to prevent and respond to family violence in Victoria and which would cover:

- the workforce requirements of government and non-government agencies and services that have responsibilities to prevent or respond to family violence
- the remuneration, capability and qualifications, workforce diversity, professional development needs, career development and health of that workforce.

The Victorian Government developed and released that ten-year industry plan, *Building from Strength*, in December 2017. *Building from Strength* sets out a long-term vision for a future family violence and primary prevention workforce that is:

1. Valued, skilled, diverse, safe, empowered and supported.
2. Equipped to prevent and respond to all forms of family violence and the people who experience or use it.
3. Working together across specialist family violence services, primary prevention, community services, health, justice and education work to respond to the complexity and harms of family violence and violence against women, and to prevent it from occurring.

Such a workforce is expected to help create a service system which is flexible and dynamic, and can respond to evolving economic and social trends.⁸⁹

The 10-year industry plan commits to concerted efforts to build a large, skilled workforce

Building from Strength acknowledges that Victorian community organisations have played an essential role over many years in training and supporting people to lead primary prevention efforts and respond to people affected by, or who use, family violence. It notes that, given the size and skill of the workforce required to help achieve Victoria's transformational reform objectives, coordinated efforts are now required to address workforce capability and capacity gaps over a ten-year timeframe.

There is a need, among other elements, to:

- clearly and consistently articulate the skills and knowledge required for primary prevention of family violence and all violence against women, and family violence response (including a recognition of the distinct and specialised prevention skill set)
- boost the numbers of people participating in formal training and ensure there are pathways into work (especially in primary prevention)

⁸⁹ Victorian Government, 'Building from Strength: 10 Year Family Violence Industry Plan for Family Violence Prevention and Response.' 2017. <https://www.vic.gov.au/sites/default/files/2019-05/Building-from-strength-10-year-industry-plan-for-family-violence-prevention-and-response.pdf>

- provide time and funding for workers that intersect with family violence to attend training and participate in professional development
- ensure all workforces that intersect with family violence understand the unique barriers facing Aboriginal people resulting from the historic and ongoing impacts of colonisation, dispossession, disempowerment and discrimination
- ensure workers have the skills and knowledge to provide effective services to all people who experience family violence regardless of background
- provide commensurate remuneration and career development in the specialist family violence and primary prevention sectors to attract and retain a larger number of staff who are qualified
- have training delivered by trainers with specialist family violence knowledge and experience, in both response and prevention (which includes focusing on the gendered drivers of family violence).⁹⁰

Under the auspice of *Building from Strength* and guided by *Strengthening the Foundations: First Rolling Action Plan 2019-22*, the Victorian Government is therefore undertaking a large range of work to build workforce and organisational capability in both family violence response and primary prevention. The Government's intentions (of direct relevance to the project to develop a Best Practice Education Model) are to:

- strengthen the specialist family violence workforce by implementing minimum requirements while recognising the significant value of professional experience
- strengthen the primary prevention sector by developing and delivering new training and embedding prevention services in key services to build capacity
- focus on the Aboriginal workforce to leverage the existing strength in Aboriginal services and communities, including by building the Aboriginal community workforce, enhancing workers' health and wellbeing and strengthening the cultural safety of specialist family violence services
- increase capability and capacity building of the training sector to achieve high-quality and flexible workforce development activities at a scale to match the reform ambition. This includes the development and delivery of new specialist training and assessment courses, and establishing communities of practice for family violence and primary prevention trainers.⁹¹

The introduction of accredited vocational training will contribute to those efforts

Under the first phase of the First Rolling Action Plan, substantial work is being undertaken to ensure that Victoria's VET sector helps the Victorian Government fulfill its intention to build a large and skilled family violence and primary prevention workforce. In cooperation with the primary prevention sector, family violence response sector and ACCOs, the overall purpose of the VET sector work is to deliver accredited primary prevention and family violence training that ensures:

- consistency and quality of training is maintained while the scale of delivery increases
- training is available to all workforces that intersect with family violence across the state
- there is increased access to training for workforces, by reducing barriers such as cost
- skills to respond to, and prevent, family violence are embedded in pre-service qualifications and form part of the job roles of workers across the services system.

⁹⁰ Victorian Government, 'Building from Strength: 10 Year Family Violence Industry Plan for Family Violence Prevention and Response.' Page 11-12. 2017. <https://www.vic.gov.au/sites/default/files/2019-05/Building-from-strength-10-year-industry-plan-for-family-violence-prevention-and-response.pdf>

⁹¹ Ibid. Page 26-28.

Development of accredited primary prevention and family violence response training courses

A major focus of work to ensure the VET sector can help train a workforce of the size and skill required, is the development of five accredited primary prevention and family violence response training courses (and component course-ins). The courses will be delivered to people working in government and non-government agencies and services that have responsibilities to prevent or respond to family violence.⁹² These courses will be undertaken as part of an accredited training qualification or as stand-alone courses. The courses in delivery or development are shown at Figure 11.

Figure 11 | Accredited primary prevention and family violence response courses in delivery/development⁹³



The courses, including training curriculum and teaching materials, are being designed by expert steering committees, working with DET and FSV. The course content will be designed so that:

- training participants who contribute to primary prevention work gain the knowledge and skills to support advocacy for prevention policy and practice reform, and contribute to the design, implementation, and management of complex or large-scale initiatives to prevent family violence and violence against women.
- training participants who respond to family violence, whether they work in specialist or core support services, gain the knowledge and skills to undertake consistent and proactive family violence risk identification, assessment and management, and information sharing and collaboration between agencies, as required under the Multi Agency Risk Assessment and Management (MARAM) Framework. This will enable them to increase the safety of people experiencing family violence and keep people who use violence in view and hold them accountable.

Course content will include: understanding family violence and its drivers; applying an intersectional approach; recognising the potential for collusion with people who use violence; and engaging respectfully with victim survivors in ways that dispel family violence myths.⁹⁴

Work to support effective delivery of accredited primary prevention and family violence response training

There are also several pieces of work underway to equip the VET sector to help build and sustain a family violence and primary prevention workforce of the size and quality needed. This work includes:

- Definition of 'best practice' teaching and assessment approaches to support the delivery of accredited family violence training in Victoria through TAFEs and other Registered Training Organisations (RTOs). *This is the scope of work for the Best Practice Education Model.*
- A professional development suite for VET trainers, including the formation of a Community of Practice, to support them in the ongoing building of their competencies. *This project overlaps with the*

⁹² Family Safety Victoria

<https://www.vic.gov.au/family-violence-recommendations/develop-10-year-industry-plan-family-violence-prevention-and> 2020.

⁹³ Note: Course 1 is currently the only accredited course being delivered. Course 2 is accredited, Courses 3 and 4 have yet to be developed and Course 5 has yet to be accredited.

⁹⁴ Family Safety Victoria

<https://www.vic.gov.au/family-violence-recommendations/develop-10-year-industry-plan-family-violence-prevention-and> 2020.

development of the Best Practice Education Model, of which professional development is a core component.

- Establishment of mentoring arrangements for family violence and primary prevention trainers to provide enhanced and targeted support for the trainers, in addition to the professional development suite. *This project overlaps with the development of the Best Practice Education Model, of which professional development is a core component.*
- A grant program for primary prevention practitioners to undertake the Certificate IV in Training and Assessment, helping increase the number of trainers qualified to deliver accredited prevention training.
- The development of 'Respect and Equality in TAFE', a whole-of-institution approach to prevent violence, through coordinated actions in five domains: workplace; students; teaching and learning; communications; industry and community.

Appendix C VET Requirements

Table 8 describes in more detail ASQA’s standards on the competencies trainers require, what assessment RTOs must undertake to ascertain trainers’ currency of knowledge and skills, and what professional development RTOs must organise for their trainers to keep knowledge and skills current. It also refers, where relevant, to requirements under the *Victorian TAFE Teaching Agreement 2018*.

Table 8 | Detailed requirements for trainer competency, assessment and professional development

Requirement or guidance	Detail	Source
Competency		
A person teaching and/or assessing any accredited training course in an RTO must be a “dual professional”, as defined in the <i>Standards for RTOs 2015</i> .	<p>Trainers must have competency in two areas:</p> <ul style="list-style-type: none"> teaching and assessment, via a Certificate IV in Training and Assessment, the Certificate IV plus additional units, or a diploma or higher qualification in adult education. the industry or vocation which the accredited training is about. 	ASQA, <i>Standards for Registered Training Organisations 2015</i> (Clause 1.13) ⁹⁵
Assessment		
RTOs must assess a VET trainer’s level of competency at the point of their recruitment or assignment to deliver a course. The assessment is undertaken against the minimum mandatory qualifications set out in the <i>Standards for RTOs 2015</i> .	<ul style="list-style-type: none"> It is the employing RTO’s responsibility to determine and verify that their trainers have the required vocational competencies, whether they hold the relevant credential or prove their competency equivalence. The process by which RTOs determine equivalence is subject to audit by ASQA or other governing bodies such as the Victorian Registration and Qualifications Authority. Notably, equivalence is granted by the RTO which assesses it, and does not hold value if the trainer transfers to a different RTO. Trainers must hold the required certification in teaching and assessment Trainers must demonstrate they have the required vocational competencies. Trainers may demonstrate they have the required vocational competency by one of two means: <ul style="list-style-type: none"> hold the credential and/or units of competency that they deliver or assess, or demonstrate the equivalence of their vocational competency to at least the level of the credential and/or units of competency that they deliver or assess.⁹⁶ 	ASQA, <i>Standards for Registered Training Organisations 2015</i> (Clause 1.13) ⁹⁷

⁹⁵ ASQA, ‘Meeting trainer and assessor requirements’ 24 July 2019 <https://www.asqa.gov.au/resources/fact-sheets/meeting-trainer-and-assessor-requirements>

⁹⁶ Training Accreditation Council, Vocational Competence and Industry currency. June 2020. <https://www.tac.wa.gov.au/Pages/Vocational-Competence-and-Industry-Currency.aspx>

⁹⁷ ASQA, ‘Meeting trainer and assessor requirements’ 24 July 2019 <https://www.asqa.gov.au/resources/fact-sheets/meeting-trainer-and-assessor-requirements>; Department of Training and Workforce Development, Western Australia, ‘Assessment in the VET sector.’

Requirement or guidance	Detail	Source
As training packages and/or units of competency are changed and developed, an RTO must ensure that trainers' vocational competencies remain current	Trainers are required to have current industry skills. Ongoing assessment not only provides assurance of the currency of competency but can help RTOs track the level of experience and expertise the trainer possesses, and encourage a trainer's increasing expertise, or sophistication of competency.	ASQA, <i>Standards for Registered Training Organisations 2015</i> (Clause 1.13)
There is a range of ways to demonstrate the currency of industry skills ⁹⁸	RTOs may employ mixed methods to assess vocational competency, suitable to the competency in question. For example, conducting interviews or reviewing training portfolios.	ASQA, <i>Standards for Registered Training Organisations 2015</i> (Clause 1.14-1.15)
The person determining equivalence must have appropriate skills to provide assurance that the candidate trainer does possess the required vocational competencies	The training organisation must select a person who is qualified to determine equivalence per: <ol style="list-style-type: none"> 1. A comprehensive understanding of the unit of competency, its structure, and the role of assessment requirements, and 2. Content and context knowledge and skill in the unit of competency, including an understanding of its application in the primary prevention and/or family violence sector. 	
RTOs may seek external validation from industry experts to support the determination of equivalence.	This is common practice in the delivery of accredited childcare and aged care training. External validation involves collaboration in forms that may include, for example, engagement of an expert to supervise assessment of vocational competency or engagement of experts to conduct assessments of equivalence independently. The potential benefits of external validation from industry experts are: <ul style="list-style-type: none"> • mitigate the risk of hiring unqualified trainers • boost validity of the selection process • develop the ability of RTOs and their hiring managers to accurately assess trainer competencies if the process is conducted in a collaborative manner. 	

Professional development

RTOs must ensure trainers undertake relevant professional development so that they deliver training that is up-to-date with	ASQA recommends that RTOs who want to invest in the quality of trainers' delivery should: ¹⁰⁰ <ul style="list-style-type: none"> • support their trainers to undertake meaningful industry engagement • support their trainers' professional development in teaching and learning methods and in understanding the 	ASQA, <i>Standards for Registered Training Organisations 2015</i> (Standard 1.16)
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^{2nd} edition. Page 8. 2016. <https://www.dtwd.wa.gov.au/sites/default/files/uploads/Assessment%20in%20the%20VET%20Sector%20-%202016%20-%20Final.pdf>

⁹⁷ Training Accreditation Council, Vocational Competence and Industry currency. June 2020.

<https://www.tac.wa.gov.au/Pages/Vocational-Competence-and-Industry-Currency.aspx>

⁹⁸ ASQA, 'Meeting trainer and assessor requirements' 24 July 2019 <https://www.asqa.gov.au/resources/fact-sheets/meeting-trainer-and-assessor-requirements>; Victorian TAFE Association, "Implementation Guide: A guide for TAFE teachers." 2018-2019.

<https://www.vta.vic.edu.au/docman-sortable-list/886-tafe-teachers-guide/file>

¹⁰⁰ Australian Skills Quality Authority, 'How can I demonstrate that I have maintained the currency of my industry skills and my trainer/assessor competencies?' Accessed 21 May 2021. <https://www.asqa.gov.au/faqs/how-can-i-demonstrate-i-have-maintained-currency-my-industry-skills-and-my-trainer-assessor>

Requirement or guidance	Detail	Source
industry developments, policies and practices. ⁹⁹	<p>requirements of the vocational education and training (VET) sector</p> <ul style="list-style-type: none"> • foster a culture of critical evaluation and innovation • record employees' participation in ongoing professional development. 	
Trainers' teaching related duties include maintaining teaching and vocational currency, industry and community engagement, and program related applied research and innovation	In Victoria, employees are accountable for 1748 hours (full time) of teaching and other duties. Teaching related duties include professional development, but there is no specification as to the hours trainers should spend on teaching-related duties.	<i>Victorian TAFE Teaching Agreement 2018, Clause 32</i> ¹⁰¹
There is a range of ways to maintain the currency of industry skills ¹⁰²	RTOs may employ mixed methods to help trainers maintain and enhance their vocational competency, suitable to the competency in question. For example, trainers may volunteer or work part-time in the industry or engage with the industry and community through industry networking events.	(No specification by ASQA or in the <i>Victorian TAFE Teaching Agreement 2018</i>)

⁹⁹ Australian Skills Quality Authority, 'Standards for Registered Training Organisations 2015.' 2015. <https://www.legislation.gov.au/Details/F2019C00503>

¹⁰¹ Victorian TAFE Teaching Staff Agreement 2018, 21

<https://vta.vic.edu.au/docman-sortable-list/856-tafe-teaching-agreement-2018/file>

¹⁰² ASQA, 'Meeting trainer and assessor requirements' 24 July 2019

<https://www.asqa.gov.au/resources/fact-sheets/meeting-trainer-and-assessor-requirements>; Victorian TAFE Association, "Implementation Guide: A guide for TAFE teachers." 2018-2019.

Appendix D Detail on competencies

The following competencies are required of trainers of accredited primary prevention and family violence training in Victoria so that they can design and deliver training and teach the course curriculum in ways that educate safely and effectively.

1. Holds comprehensive current subject matter expertise of primary prevention and/or family violence drivers, dynamics, and impacts, and of conceptual, theoretical, policy and practice frameworks.
2. Holds comprehensive current subject matter expertise of primary prevention and/or family violence response legislative and regulatory requirements, and knowledge of service systems.
3. Creates a culturally safe, responsive and engaging learning experience for Aboriginal learners.
4. Creates a safe, inclusive and engaging learning experience for learners across a variety of social and professional identities.
5. Applies trauma-informed practice principles to address individual and group safety and learning requirements.
6. Uses strategies to encourage active and respectful engagement, challenge common myths and stereotypes, and influence a shift in learner mindset.
7. Proactively accesses available resources and support to manage the impact of delivery on their own wellbeing.

This appendix provides detailed guidance on each of the competencies, through a description of the 'rationale', 'key elements of understanding' and 'demonstration' for each competency. The three components work together to provide context and direction that explain:

- **what** each competency is
- **why** each competency is important
- **how** each competency is demonstrated.

Table 9 | Competency 1

Competency	Holds comprehensive current subject matter expertise of primary prevention and/or family violence drivers, dynamics, and impacts, and of conceptual, theoretical, policy and practice frameworks
Rationale	Trainers must not only be familiar with the course curriculums they teach, they must understand the context, history and evidence related to the subject matter and the values that underpin the work in the primary prevention and family violence sector, so that they can in turn, assist learners to accurately and deeply understand the subject matter and the values that underpin it.
Elements of understanding behind this competency	<ul style="list-style-type: none"> • The delivery of accredited primary prevention and family violence training reflects a serious intent for societal change in Victoria. The curriculum is grounded in the Victorian Government's acknowledgement of the way that gender inequality and sexism intersect with other systemic and structural forms of discrimination, marginalisation and oppression (for example, colonisation, racism, ableism, ageism and heterosexism), and influence the patterns of violence in society. It is expected that trainers share this acknowledgement.

- The National Community Attitudes towards Violence against Women Survey (2017)¹⁰³ demonstrated that there are poor community attitudes on gender equity and violence against women. The values and knowledge base that trainers and learners hold informs their understanding, attitudes and behaviours in relation to the training curriculum being delivered.
- Trainers must be suitably experienced in the work undertaken in the industry, and the policy and practice frameworks which guide it (for example the MARAM Framework), so that they can familiarise learners with it.
- The material in the curriculum has implications for physical and psychological safety for learners and trainers in the classroom, and for the people with whom learners will work in specialist, core and universal services, and businesses once they are trained. Trainers will need to draw on their subject matter expertise to safely, effectively and confidently deliver the material in the curriculum.
- Subject matter expertise and understanding of best practice in the primary prevention and family violence response sectors continues to evolve quickly. This extends to the language used by the sectors. Trainers need to be aware and educate their learners on the differentiation of primary prevention and family violence response language used across different contexts (specialist services, corrections, Aboriginal communities), and industry views on best practice.

Demonstration of the competency

Has comprehensive knowledge and recognises implications of:

- Policy and practice frameworks:
 - For family violence response these include – The MARAM Framework¹⁰⁴, MARAM Practice Guides, Dhelk Dja¹⁰⁵, Everybody Matters¹⁰⁶ and DV Vic Code of practice¹⁰⁷.
 - For primary prevention these include - Change the story¹⁰⁸, Changing the Picture¹⁰⁹, Pride in Prevention¹¹⁰.
- Conceptual and theoretical frameworks (such as the Duluth model¹¹¹).
- Values, attitudinal and behaviour-based frameworks, and the influencing factors of personal and professional ethics¹¹².
- Evidence on the prevalence, dynamics and impacts of:
 - Gender inequity
 - Primary prevention
 - Family violence
 - Intersectional experiences of family violence across different types of identities (including culture, gender, sexual orientation, age, accessibility and others), which arise from intersecting forms of oppression and marginalisation (including patriarchy, colonisation, racism, sexism,

¹⁰³ Australian Government Department of Social Services: Summary findings from the 2017 National Community Attitudes towards Violence against Women Survey (NCAS)

https://ncas.anrows.org.au/wp-content/uploads/2019/04/300419_NCAS_Summary_Report.pdf

¹⁰⁴ Victorian Government, "The Family Violence Multi-Agency Risk Assessment and Management Framework: a shared responsibility for assessing and managing family violence risk." June 2018. <https://www.vic.gov.au/sites/default/files/2019-02/MARAM-policy-framework-24-09-2018.pdf>

¹⁰⁵ Victorian Government, "Dhelk Dja: Safe Our Way – Strong Culture, Strong Peoples, Strong Families."

<https://www.vic.gov.au/sites/default/files/2019-07/Dhelk%20Dja%20-%20Safe%20Our%20Way%20-%20Strong%20Culture%2C%20Strong%20Peoples%2C%20Strong%20Families%20Agreement.pdf>

¹⁰⁶ Victorian Government, "Everybody Matters: Inclusion and Equity Statement"

¹⁰⁷ Domestic Violence Victoria (2020). Code of Practice: Principles and Standards for Specialist Family Violence Services for Victim-Survivors. 2nd Edition, Melbourne: DV Vic. http://dvvic.org.au/wp-content/uploads/2020/02/INTERIM-FINAL_2020_-_Code-of-Practice_DVvic.pdf

¹⁰⁸ Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth (2015), Change the story: A shared framework for the primary prevention of violence against women and their children in Australia, Our Watch, Melbourne, Australia. <https://media-cdn.ourwatch.org.au/wp-content/uploads/sites/2/2019/05/21025429/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf>

¹⁰⁹ Our Watch (2018) Changing the picture: A national resource to support the prevention of violence against Aboriginal and Torres Strait Islander women and their children, Our Watch, Melbourne <https://media-cdn.ourwatch.org.au/wp-content/uploads/sites/2/2018/05/21025429/Changing-the-picture-framework-prevent-violence-aboriginal-and-torres-strait-islander-women-and-their-children-AA-new.pdf>

¹¹⁰ Pride in Prevention: A guide to primary prevention of family violence experienced by LGBTIQ communities, La Trobe University 2020. https://www.latrobe.edu.au/_data/assets/pdf_file/0003/1141833/Pride-in-Prevention-Evidence-Guide.pdf

¹¹¹ The Duluth model website, accessed June 2021 <https://www.theduluthmodel.org/what-is-the-duluth-model/>

¹¹² New Zealand Immigration Advisers Authority Ethics Toolkit: Personal beliefs, values, attitudes and behaviour; Personal ethics; Professional ethics and conduct. Website, accessed June 2021 <https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/>

	<p>ableism, ageism, homophobia and transphobia) and can lead to increased risk and severity of experiencing family violence.</p> <ul style="list-style-type: none"> • Aboriginal culture, cultural values and norms. • Inclusive teaching strategies that address the needs of students across a variety of backgrounds, learning modalities, and abilities. • Aboriginal peoples' unique history of colonisation, dispossession and experience as people who experience violence, and the context this creates for intergenerational trauma, family violence in Aboriginal communities and their experience of the wider service system. <p>Relevant work experience may include work (including industry placements) in primary prevention or family violence response roles in specialist, core or universal service organisations. Through these roles trainers would have work experience:</p> <ul style="list-style-type: none"> • In the design or delivery of a primary prevention initiative which aims to address the gendered drivers of violence against women and family violence • Directly with people who have experienced family violence • Directly with those choosing to use family violence • Supporting Aboriginal people, or people from other specific communities who experience family violence <p><i>* Note - a trainer assigned to the delivery of primary prevention curricula will not need comprehensive family violence subject matter, and vice versa, although knowledge of both is desirable.</i></p>
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Table 10 | Competency 2

Competency	Holds comprehensive current subject matter expertise of primary prevention and/or family violence response legislative and regulatory requirements, and knowledge of service systems knowledge
Rationale	Trainers must understand the primary prevention and/or family violence response legislative and regulatory requirements, specialist family violence and the wider system so they can educate learners on how they relate to responsibilities and/or actions in their sector of work.
Elements of understanding behind this competency	<p>Trainers will need to educate learners on how the curricula is informed by:</p> <ul style="list-style-type: none"> • The Victorian Government's commitment to improved primary prevention and family violence outcomes in Victoria. • Acknowledgement of the way that gender inequality and sexism intersect with other systemic and structural forms of discrimination, marginalisation and oppression to influence the patterns of violence in society. • The political, legislative and regulatory response to the Victorian Government's commitment in light of the above acknowledgements. • Understanding the specialist family violence and wider service system in relation to learners' sectors of work is necessary to contextualise the training curricula so that it supports learner understanding and appropriate application of the training session content.
Demonstration of the competency	<p>Has comprehensive knowledge and recognises implications of:</p> <ul style="list-style-type: none"> • Reform and political context, both historical and current such as, Royal Commission into Family Violence, National Plan to Reduce Violence against Women and their Children (2010 - 2022), Commission for Gender Equality in the Public Sector. • Gender equity, prevention of violence against women and family violence response legislation and regulations, such as Family Violence Protection Act 2008 and Gender Equality Act 2020. • Specialist family violence and wider service system, including sectors in which their learners work or want to work.

Table 11| Competency 3

Competency	Creates a culturally safe, responsive and engaging learning experience for Aboriginal learners
<p>Rationale</p>	<p>Well-established literature on service provision for Aboriginal and Torres Strait Islander peoples indicates that connectedness to community, culture and cultural strengthening leads to better outcomes for Aboriginal and Torres Strait Islander peoples, including for children and young people.¹¹³</p> <p>There are three benefits that can be expected from the creation of a culturally safe and inclusive learning environment for Aboriginal learners:</p> <ol style="list-style-type: none"> 1. Assurance that the learning environment is culturally safe and inclusive will likely encourage Aboriginal people to train and work in prevention and/or response to family violence – which is necessary to build the scale and diversity of the workforce Victoria requires. 2. If Aboriginal learners feel culturally safe and included, they will learn more comfortably and attain the required competencies and qualification. 3. Such a learning environment models to learners how they themselves can work, with their clients and community members in ways that are culturally safe and inclusive for Aboriginal people, so they can take these practices back into their own work settings.
<p>Elements of understanding behind this competency</p>	<p>Trainers must understand, respect and respond to the principles of cultural safety and self-determination for Aboriginal people:</p> <ul style="list-style-type: none"> • Culturally safe services are services which see and value the full identity, relatedness and worth of an Aboriginal and Torres Strait Islander person. They also put that recognition into practice and, by doing so, create a safe setting for people to access the support they need to thrive.¹¹⁴ • Self-determination is the right of Indigenous peoples to make decisions about their lives and communities and to retain and develop their cultures.¹¹⁵ Services grounded in principles of self-determination are those that engage Aboriginal and Torres Strait Islander communities in their design and delivery, allowing an ‘ongoing process of choice’ to ensure that Indigenous communities are able to meet their social, cultural and economic needs.¹¹⁶ • Understanding of culturally safe language and responsive behaviours is continually evolving. Trainers will need to regularly revisit their understanding of this to support the creation of a psychologically safe, responsive and engaging training experience for Aboriginal learners. • Aboriginal learners often experience high cultural load in the learning environment, where they are expected to bear responsibilities attached to being Aboriginal.¹¹⁷ Aboriginal learners are expected to have and share in-depth knowledge on Aboriginal history and cultural practices, which can be unsettling and distracting from their learning experience. • Responsibility for the establishment of cultural safety should be held by educators. The MARAM Framework recognises cultural safety under Principle 7, asserting that services provided to people from Aboriginal communities, whether through ACCOs or in universal services, should be culturally responsive and safe.¹¹⁸

¹¹³ PwC’s Indigenous Consulting, ‘[Indigenous incarceration: Unlock the facts](#),’ PricewaterhouseCoopers, Australia. 2017; Australian Government, ‘[Closing the gap: law and justice - prevention and early intervention programs for Indigenous youth](#),’ Resource sheet no. 34; Australian Institute of Health and Welfare. 2014. Australian Institute of Health and Welfare, ‘[Youth Justice in Australia 2017-18](#),’ AIHW, Canberra. 2019; Colquhoun, S & Dockery, AM, ‘[The link between Indigenous culture and wellbeing: qualitative evidence for Australian Aboriginal peoples](#),’ Centre for Labour Market Research and School of Economics and Finance, Curtin University. 2012; Koorie Youth Council, ‘[Ngaga-Dji \(Hear Me\): Young voices in creating change for justice](#),’ 2018.

¹¹⁴ Price-Robertson, R & McDonald, M, ‘[Working with Indigenous children, families, and communities: Lessons from practice](#),’ Communities and Families Clearinghouse Australia. 2011.

¹¹⁵ PwC’s Indigenous Consulting, ‘[Indigenous incarceration: Unlock the facts](#),’ PricewaterhouseCoopers, Australia. 2017;

¹¹⁶ Australian Human Rights Commission, ‘Social justice and human rights for Aboriginal and Torres Strait Islander peoples.’ 2003. https://www.humanrights.gov.au/sites/default/files/content/social_justice/infosheet/sj_infosheet.doc

¹¹⁷ Nankervis, K. “Indigenous cultural load and community expectations in the rehearsal room: Social and cultural capital for culturally safe First Nations theatre making.” 2020. <https://researchoutput.csu.edu.au/en/publications/indigenous-cultural-load-and-community-expectations-in-the-rehear>

¹¹⁸ Victorian Government, “Family violence reform rolling action plan 2020-2023: MARAM and information.” 2020. <https://content.vic.gov.au/sites/default/files/2021-04/Family%20Violence%20Reform%20Rolling%20Action%20Plan%202020%20-%202023%20-%20Combined%20Activity%20Summary%20%28Page%209%20to%20be%20updated%29.pdf>

Demonstration of the competency

- Educates learners on the principle of Aboriginal self-determination, what it means in terms of family violence response or prevention, and specific to different contexts such as work with children, young people, and adults who experience violence or use violence.
- Draws on the expertise that exists within ACCOs / Aboriginal community representatives / Koorie Liaison Officer to inform training design and delivery that promotes Aboriginal self-determination (which may include the delivery of training in community controlled settings).
- Flexibility and application of andragogical or pedagogical approaches that will facilitate effective teaching and assessment of Aboriginal learners.
- Use of language, concepts and resources (such as visuals) that are culturally responsive to Aboriginal learners, including the broader definition of family violence as defined by the Dhelk Dja Agreement.¹¹⁹

Table 12 | Competency 4

Competency	Creates a safe, inclusive and engaging learning experience for learners across a variety of social and professional identities
Rationale	<p>The creation of a learning environment in which all learners can participate comfortably and confidently requires focus on the psychological safety and inclusion of all learners.</p> <p>Such a learning environment models to learners how they themselves can work, with their clients and community members, in ways that are psychologically safe and inclusive for all people.</p>
Elements of understanding behind this competency	<ul style="list-style-type: none">• The teacher learner relationship involves an inherent power gap. Trainers need to be aware of the social, economic and political systems that marginalise and oppress a variety of social and professional identities, to actively avoid reinforcing these systems and the values that underpin them, so that learners feel psychologically safe, included and able to participate fully.• Understanding on best practice use of psychologically safe and inclusive language and behaviours is continually evolving. Trainers will need to regularly revisit their understanding of this to support the creation of a psychologically safe, inclusive and engaging training experience for all learners.• Trainers must be aware of their own values, attitudes and behaviours, and engage in reflective practice, to ensure that they support the delivery of a psychologically safe, inclusive and engaging training experience for all learners.
Demonstration of the competency	<p>Actively models safe and inclusive behaviours:</p> <ul style="list-style-type: none">• uses inclusive language• demonstrates a curious mindset• recognises and communicates limitations in their own awareness• does not assert expertise over other people's identities. <ul style="list-style-type: none">• Uses inclusive training materials (such as visual artefacts and case studies that include a range of personal and professional identities).• Application of andragogical or pedagogical approaches that address the needs of students across a variety of backgrounds, learning modalities, and abilities.• Draws on the expertise that exists within community groups or services that represent specific or multiple social identities to inform safe, effective and inclusive training design and delivery.

¹¹⁹ Victorian State Government: Dhelk Dja: Safe Our Way - Strong Culture, Strong Peoples, Strong Families, Page 7. <https://www.vic.gov.au/sites/default/files/2019-07/Dhelk%20Dja%20-%20Safe%20Our%20Way%20-%20Strong%20Culture%2C%20Strong%20Peoples%2C%20Strong%20Families%20Agreement.pdf>

Table 13 | Competency 5

Competency	Applies trauma-informed practice principles to address individual and group safety and learning requirements
<p>Rationale</p>	<p>The accredited course curricula cover material that is serious and sensitive. Learners (and trainers themselves) may participate in accredited primary prevention and family violence training as a person who has experienced violence or as a person who has used violence themselves. Even learners who have not experienced family violence themselves may find the course content confronting and distressing.</p> <p>So that learners can participate safely, learn effectively and feel supported – and, in turn, go on to work safely and effectively in primary prevention and/or family violence response in the community – trainers must design and deliver training using trauma-informed practice principles.</p> <p>A safe learning environment does not indicate that there is no possibility of trainers or learners being affected by training delivery. It refers to how trauma-informed practice principles have been contextualised and then embedded in training design and delivery to demonstrate the intention of ‘do no harm’.</p> <p>The use of a trauma-informed approach is a requirement of the MARAM Framework for workforces intersecting with family violence. RTOs will require adequate response systems for learners who have experienced violence or who have used violence.</p>
<p>Elements of understanding behind this competency</p>	<ul style="list-style-type: none"> • Use of trauma-informed practice principles involves realising, recognising, responding to and actively seeking to prevent trauma, including in response to disclosures of family violence. It requires trainers to minimise the risk of creating further harm while delivering training content to individuals who may have experienced trauma, including due to family violence. • When applying trauma-informed practice principles in an adult education setting, there needs to be a contextualisation that addresses both individual and group requirements for psychological safety, without compromising the education requirements of the material or completion of assessments. • Understanding of what a ‘safe’ or ‘safer’ learning environment means, needs to be explicit and not assumed. • Trainers must engage with learners who use or who condone violence in ways that minimise collusion. This is important to protect other learners and to avoid any increased risk to the ex/partner or children of people who use violence. • Research indicates that integrating an understanding of burnout, vicarious trauma and their implications into training curricula, will help learners to prevent and manage it in their careers.¹²⁰ • For a trainer to lead on the establishment and maintenance of a trauma-informed learning environment, a trainer needs to practice continuous reflection (individually and in peer-to-peer settings) in their experience of the material and classroom dynamics.
<p>Demonstration of the competency</p>	<ul style="list-style-type: none"> • Design of training sessions reflects intentional application of trauma-informed practice principles, e.g., pace and timing of confronting material in sessions, what is taught prior to and after breaks; how practice skills sessions / role plays are set up, supported, ended. • Proactively promotes and refers learners to available resources and services that support wellbeing management, in response to the impact of activities both inside and outside of the classroom. • Proactively and regularly educates learners on what is needed from them to establish and maintain a safe learning space for the group. • Responds to trauma responses inside or outside of the classroom, and if necessary, makes adjustments, without compromising key content or assessment benchmarks, so the learner can still participate. • Responds sensitively, respectfully, and safely to disclosures, makes appropriate referrals to support services. • Recognises the lived experience of learners in the classroom, and its value as practice knowledge.

¹²⁰ Coles, J, Dartnall, E, and Astbury, J, “ Preventing the Pain” when working with family and sexual violence in primary care.’ International Journal of Family Medicine. Page 3. 2013. <https://downloads.hindawi.com/archive/2013/198578.pdf>

Table 14 | Competency 6

<p>Competency</p>	<p>Uses strategies to encourage active and respectful engagement, challenge common myths and stereotypes, and influence a shift in learner mindset</p>
<p>Rationale</p>	<p>Resistance is a common response to social change, with individuals denying or disagreeing with claims being made. It is likely that trainers will need to manage both backlash and resistance in the learning environment from learners with strongly held opinions, and to address and shift learner resistance that comes in the form of attitudes that condone violence and gender inequity. Some learners may react poorly to the values embedded in the primary prevention and family violence training and to the evidence presented; they may get angry, for example, about the teaching that family violence is gendered.</p>
<p>Elements of understanding behind this competency</p>	<ul style="list-style-type: none"> • It is important for trainers to address backlash and resistance in the classroom, to encourage a shift in learner mindset that will limit the risk of learners holding attitudes and beliefs incompatible with them working with people who use violence or people who experience violence. • Trainers must be aware of their own values, attitudes and behaviours to ensure that they are aligned to the training curriculum, so they are better able to reinforce, or influence a shift in, the mindset needed for learners to be involved in primary prevention and/or family violence response activities. • Prejudicial attitudes, behaviours and myths (for example, the attitude that 'women could leave a violent relationship if they wanted to') influence how people – including those participating in the training - think and feel about family violence, and therefore respond to people who experience violence and people who use violence. • Trainers will need to educate learners on strategies to respond to violence supportive narratives, smokescreens, and the ways in which a user of violence will present with a particular narrative that minimises, justifies, mutualises, denies the presence of or impact of violence. It is important that trainers model these strategies in response to these scenarios being encountered in the classroom.
<p>Demonstration of the competency</p>	<ul style="list-style-type: none"> • Draws on an evidence base and knowledge of conceptual, theoretical and value-based frameworks, to sensitively and respectfully: <ul style="list-style-type: none"> • address backlash, resistant attitudes and behaviours • debunk commonly held myths or stereotypes about family violence • influence a shift in learner mindsets or behaviours • Responds to violence supportive narratives and smokescreens in a manner that minimises collusion. • Facilitates participatory, interactive and respectful discussion to support the reactive learner, in addition to other learners in the room who form part of the 'moveable middle'. • Actively encourages multiple perspectives and a continuous learning environment.

Table 15 | Competency 7

Competency	Proactively accesses available resources and support to manage the impact of delivery on their own wellbeing
Rationale	Burnout and vicarious (or secondary) trauma commonly affects professionals who work directly or indirectly with trauma and can lead to people from primary prevention and family violence workforces leaving their profession. Trainers and RTOs should be committed and proactive in the use of trainer wellbeing supports, to manage the impacts of primary prevention and family violence training, and to support sustainable trainer delivery.
Elements of understanding behind this competency	<ul style="list-style-type: none"> • RTOs have a responsibility to actively support the health and wellbeing of their employees. RTOs should have policies, protocols and procedures in place to support staff members in the management of their wellbeing. Examples of how RTOs can actively support trainer wellbeing include: wellbeing resources, social / peer / supervisory support, periodic supervisor-trainer check-ins dedicated to wellbeing, resilience training, development days dedicated to wellbeing, mental health leave days, employee assistance programs and other response systems for staff (due to burn out, vicarious trauma, or their experience of violence or use of violence). • Research has found that social workers who are prone to stressful environments and who actively use self-care strategies found better balance in their lives and managed stressful situations.¹²¹ • Practicing self-care in groups can strengthen professional support.
Demonstration of the competency	<ul style="list-style-type: none"> • Mindful of the sustained risk of burnout and vicarious trauma due to delivery of prevention and family violence training, and regularly engages with the organisational supports and guidance in place to assist in the management of trainer mental health both in and out of the workplace. • Draws on available peer support and is communicative and collaborative with colleagues. • Engages in individual and group reflective practices. • Is aware of the importance of self-care and may put self-care strategies in place beyond the RTO setting, to complement the strategies in place at work to sustain and support trainer wellbeing.

¹²¹ Lewis, M, and King, D, 'Teaching self-care: The utilization of self-care in social work practicum to prevent compassion fatigue, burnout, and vicarious trauma.' *Journal of Human Behaviour in the Social Environment*. Vol. 29. Page 1. 2019. <https://www.tandfonline.com/doi/abs/10.1080/10911359.2018.1482482>

Appendix E Detail on assessment

Table 16 gives a description of the methods recommended for the ongoing assessment of primary prevention and family violence trainers' competencies.

Table 16 | Overview of methods for assessment

Method	Description
Interviews with trainers	Interviews are often used as supplementary measures to evaluate training effectiveness. There is significant variety in the design and structuring of interview protocols, but may include examples of scenarios, instructional activities, intentions behind activities, specific actions trainers have taken to monitor and improve student learning. Some interview protocols may opt to use a structured scoring rubric. ¹²² It is vital that the interviewer has the requisite skills to conduct a scenario-based interview with the trainer. If the RTO does not have someone with the right industry knowledge or experience, it is highly recommended that they engage an industry professional to support them.
Observation	<p>Observation has been a long-standing assessment and professional development method for trainers. This involves peers, who may be fellow trainers, supervisors, or industry professionals, observing training delivery in the classroom. The approach to observations is highly dependent on the training organisation and can occur between once and a few times or span one or more units. There is typically a pre-observation or post-observation conference between the supervisor and the trainer.¹²³ Consistency in rating has been identified as an issue in observation.</p> <p>Engaging an external, industry professional to conduct observation can improve validity and potentially consistency in rating (if it is the same professional conducts assessments of trainers' vocational competencies).</p> <p>There is reported to be strong support from VET trainers to have peers observe the teaching of colleagues, "provided it is done in a spirit of collegiality and trust."¹²⁴ Peer observation is understood to help teachers to recognise their strengths and areas for development, although some teachers may feel threatened by it. There appears to be little support for using peer observation as part of performance reviews or for disciplinary purposes.</p>
Assessment of trainer performance portfolios	Portfolio assessment is a common method to evaluating competency-based learning. The portfolio includes but is not limited to lesson plans for the training units, accommodations or contextualisation processes and plans for different scenarios, assignments, assessments, and examples of student work. A supervisor can conduct an assessment of the trainer's portfolio of training material and evaluate the effectiveness against standards set out by the training organisation.
Trainer ratings by peers and students	Peers and students can quantitatively and qualitatively rate trainer effectiveness as they are the recipients of delivery. They are able to speak on their personal experiences with delivery, tailored to any lived experience they may bring to the classroom. However, the research indicates mixed effectiveness for students' evaluation of lecturers via quantitative methods and indicates that some lecturers perceive such appraisals as biased. ¹²⁵ Consultations with primary prevention and family violence experts advised using

¹²² Goe, L, Bell, C, and Little, O. 'Approaches to evaluating teacher effectiveness: a research synthesis.' National Comprehensive Center for Teacher Quality. Page 37. 2008. <https://gtlcenter.org/sites/default/files/docs/EvaluatingTeachEffectiveness.pdf>; Oostrom, J, et al., "Why do situation interviews predict performance? Is it saying how you would behave or knowing how you should behave?" Journal of Business and Psychology, 31:279-291. 2016. <https://psycnet.apa.org/record/2015-26317-001>

¹²³ Goe, L, Bell, C, and Little, O. 'Approaches to evaluating teacher effectiveness: a research synthesis.' National Comprehensive Center for Teacher Quality. Page 35. 2008. <https://gtlcenter.org/sites/default/files/docs/EvaluatingTeachEffectiveness.pdf>

¹²⁴ Misko, J, "Building capability and quality in VET teaching: opportunities and challenges." Page 21. 2020. https://www.ncver.edu.au/__data/assets/pdf_file/0033/9662271/Building_capability_quality_VET_teaching_Revision.pdf

¹²⁵ Emery, C, Kramer, T, Tian R, 'Return to academic standards: a critique of student evaluations of teaching effectiveness.' Quality Assurance in Education. Volume 11. Page 38. 2003. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1077.9938&rep=rep1&type=pdf>

Method	Description
	trainer ratings only, if done carefully, particularly where respondents may be easily identifiable and/or perceive they may face recourse.

Appendix F Detail on professional development

Table 17 describes strategies that can be used to build the competencies of trainers who are at different levels

Table 17 | Strategies to build trainer competencies

Strategy	Purpose	Application for primary prevention and family violence vocational competencies	Vocational competencies			Teaching and assessment competencies
			Foundational	Developing	Experienced	
Trainer strategies						
Undertake formal training (accredited or unaccredited) ¹²⁶	Internal or external courses, workshops, seminars, and conferences provide targeted professional development.	Trainer seeks out and attends formal training. For example, trainers undertake cultural awareness training to build their cultural competence and ability to create safe learning environments for Aboriginal learners. ¹²⁷	✓	✓	✓	✓
Practice continuous reflection ¹²⁸	Continuous reflection is a reflective practice that enables trainers to identify enablers and barriers to development.	Trainer practices continuous reflection, either individually or with colleagues, by asking questions on what they do, why they do it, and how they do it, and noting down their own growth and challenges. ¹²⁹	✓	✓	✓	
Industrial placement ¹³⁰	Re-engaging in their vocation in a professional or volunteer capacity enables trainers to stay up to date	Trainer returns to industry either in a paid or volunteer capacity, on a part-time basis.	✓	✓	✓	

¹²⁶ Australian Skills Quality Authority, 'Standards for Registered Training Organisations 2015.' Clause 1.16. 2015. <https://www.legislation.gov.au/Details/F2019C00503>

¹²⁷ Victorian Aboriginal Child Care Agency, "Cultural Awareness Training." Accessed 14 May 2021. <https://www.vacca.org/page/services/external-training/cultural-awareness>

¹²⁸ Also referred to as reflective practice.

¹²⁹ Ronnestad, M. and Skovholt, T., "The Journey of the Counselor and Therapist: Research Findings and Perspectives on Professional Development." 2003.

<https://journals.sagepub.com/doi/10.1177/089484530303000102>; Boud, D., Cressey, P. & Docherty, P. 'Productive Reflection at Work.' Routledge, London. 2006.; Boerboom, T, Jaarsma, D., Dolmans, D., et al., "Peer group reflection helps clinical teachers to critically reflect on their teaching." Medical Teacher, vol 33. 2011. <https://www.taylorfrancis.com/books/edit/10.4324/9780203001745/productive-reflection-work-da-vid-boud-peter-cressey-peter-docherty>

¹³⁰ Australian Skills Quality Authority, "Meeting Trainer and Assessor Requirements: FactSheet." 2017. <https://www.asqa.gov.au/resources/fact-sheets/meeting-trainer-and-assessor-requirements>; Western Australia Training and Accreditation Council, "Fact Sheet: Vocational Competence & Industry Currency." Perth: WA Training and Accreditation Council. 2016. <https://www.tac.wa.gov.au/SiteCollectionDocuments/Fact%20Sheet-%20Vocational%20Competence%20and%20Industry%20Currency%20V01-20.pdf#search=vocational%20competence%20%26%20industry%20currency>

Strategy	Purpose	Application for primary prevention and family violence vocational competencies	Vocational competencies			Teaching and assessment competencies
			Foundational	Developing	Experienced	
	on practice trends (new and emerging primary prevention and family violence response skills) and changing legislation.	Trainer may shadow a primary prevention or family violence professional, giving them an opportunity to ask experts questions.				
Engage in communities of practice ¹³¹	Communities of Practice (CoP) are a vital mechanism for facilitating collaboration between the sector or discipline and the VET system. CoP supports trainers to reflect on their experiences and provide a confidential environment to explore issues with training and assessing.	Trainers can engage in CoP hosted by industry, RTOs or other relevant organisations (e.g., VET Development Centre). Alternatively, experienced trainers can host an internal CoP if there is a sufficient number of trainers and internal expertise.	✓	✓	✓	
Subscribing to journals, newsletters and publications ¹³²	Reading industry journals, newsletters and publications helps trainers stay aware of current and evidence-based practices.	Trainers can subscribe to and read relevant journals, newsletters, and publications (e.g., the Journal of Family Violence). This material can be published by reputable primary prevention and/or family violence peak bodies or advocacy organisations.	✓	✓	✓	
Training organisation strategies						
Peer-to-peer learning ¹³³	Peer-to-peer learning upskills trainers who possess deep industry knowledge/expertise but lack application of knowledge in an education/training/assessment environment.	Pair a developing trainer (e.g., someone with strong industry experience and a good grasp of vocational competencies, but limited teaching experience) with an experienced trainer (e.g. someone with experience applying knowledge in an education/training/assessment environment).		✓	✓	✓

¹³¹ McDonald, J and Star, C. "Designing the future of learning through a community of practice of teachers of first year courses at an Australian university." Page 3. 2006.

https://eprints.usq.edu.au/1935/1/McDonald_Star.pdf

¹³² Productivity Commission, "Vocational Education and Training Workforce." 2011. <https://www.pc.gov.au/inquiries/completed/education-workforce-vocational/report/vocational-workforce.pdf>

¹³³ Zhou, Q, Stewart, S, Wan, A, et al, "Development and Evaluation of a Train-the-Trainer Workshop for Hong Kong Community Social Service Agency Staff." Frontiers in Public Health. 2017.

<https://www.frontiersin.org/articles/10.3389/fpubh.2017.00015/full>

Strategy	Purpose	Application for primary prevention and family violence vocational competencies	Vocational competencies			Teaching and assessment competencies
			Foundational	Developing	Experienced	
Offer mentoring opportunities ¹³⁴	Mentorship benefits trainers at all levels of experience by supporting the translation of formalised learning into day-to-day practice.	Assign trainers with mentors with whom they can discuss experiences, ideas, feedback. Trainers can ask questions during the application of formalised learning and are incentivised to excel. A trainer should be paired with someone above their level of competency.	✓	✓	✓	✓
Peer support networks ¹³⁵	Peer support networks allow trainers to share and benefit from each other's industry expertise and teaching and assessment experience. This also serves as a mechanism to provide wellbeing support. ¹³⁶	Arrange groups of 3-4 peers to meet on a regular basis to exchange ideas, undertake classroom observation, provide feedback and support to one another.	✓	✓	✓	✓
Provide on-the-job supervision	Supervision of foundational or developing trainers by experienced trainers bridges the gap between theory and practice. Experienced trainers or supervisors provide consistent feedback for trainers to action as they learn, building their capacity for entering the workforce. ¹³⁷	Arrange for experienced trainers to supervise foundational or developing trainers regularly, or on occasion, as needed.	✓	✓		✓
Partner with representatives from ACCOs, Koorie Liaison Officer teams, and the local	RTOs can build the cultural competency of their trainers by drawing on the expertise of ACCOs, Koorie liaison officers and/or Aboriginal Elders and community members. Partnerships can also build the community's familiarity with, and trust in, the RTO that provides	Support a training coordinator or an experienced trainer to coordinate with ACCOs, Koorie liaison officers and/or Aboriginal representatives to better understand needs of the community in relation to primary			✓	

¹³⁴ Burn, K. and Mutton, T. "A review of 'research-informed clinical practice.'" *Initial Teacher Education*, Oxford Review of Education, 41:2, 217-233. 2015.

<https://www.tandfonline.com/doi/abs/10.1080/03054985.2015.1020104>; Gibson, A., "Vocational Teacher Continuing Professional Development – A blended model of Distance Education, effective learning strategies to inform continuous improvement." *Multidisciplinary Academic Conference*. 2018. https://avetra.org.au/data/Conference_2019/AVETRA_2019_Presentation_Gibs_on_Teese.pdf

¹³⁵ Domestic Violence Resource Centre Victoria. *Feedback to Nous Literature Review*. 2021.

¹³⁶ Monash Gender and Family Violence Prevention Centre, Domestic Violence Victoria & Domestic Violence Resource Centre Victoria. "Best Practice Guidelines: Supporting the Wellbeing of Family Violence Workers During Times of Emergency and Crisis." Monash Gender and Family Violence Prevention Centre, Monash University, Victoria, Australia. Page 21. 2021.

https://bridges.monash.edu/articles/on_line_resource/Best_Practice_Guidelines_Supporting_the_Wellbeing_of_Family_Violence_Workers_During_Times_of_Emergency_and_Crisis/14605005

¹³⁷ Saltzburg, S, Greene, G, & Drew, H, "Using Live Supervision in Field Education: Preparing Social Work Students for Clinical Practice." *The Journal of Contemporary Social Services*. 2010. <https://journals.sagepub.com/doi/10.1606/1044-3894.4008>

Strategy	Purpose	Application for primary prevention and family violence vocational competencies	Vocational competencies			Teaching and assessment competencies
			Foundational	Developing	Experienced	
Aboriginal community	accredited training and encourage community members to enrol as learners. It may also help expand the training workforce by attracting Aboriginal people considering VET employment.	prevention and family violence. Cultural supervision.				
Partnering with networks that represent the diversity of their region	Partnering with networks that represent people with specific backgrounds or identities can build the community's familiarity with, and trust in, the RTO that provides accredited training and encourages different communities to enrol as learners. It may also help expand the training workforce by attracting people from a variety of backgrounds and identities to consider VET employment. ¹³⁸	Support a training coordinator or an experienced trainer to participate in community functions or engage with community leaders to develop relationships with and better understand needs of the community in relation to primary prevention and family violence.			✓	
Partnering with primary prevention and/or family violence organisations	Partnerships with primary prevention and/or family violence organisations are a sustainable and effective way to build relationships between RTOs and organisations that intersect with family violence.	Support a training coordinator or an experienced trainer to create and maintain partnerships with primary prevention and/or family violence organisations, including enabling industry placements.			✓	
Staged team teaching ¹³⁹	Staged team-teaching upskills VET trainers through pairing them with an experienced trainer or primary prevention or family violence professional. ¹⁴⁰ This approach decreases the level of involvement or support over time, as the foundational or developing trainers' confidence and competencies increase. This strategy has a dual purpose in teaching and assessment competencies (e.g., managing group dynamics).	Pair an experienced family violence trainer (or industry professional) with a foundational or developing trainer. The experienced trainer begins by providing hands-on support in the classroom and models best practice strategies. Then, the experienced trainer steps into an observation role. Finally, the experienced trainer can step away from the	✓	✓		✓

¹³⁸ Achren, L, Newcombe, J, and Roberts, D. "Responding to CALD Learners: Cultural diversity in Action" Adult, Community and Further Education Board. Page 23.

<https://www.education.vic.gov.au/Documents/about/research/acfepublications/caldlearnerscd.pdf>

¹³⁹ CASA House, "Sexual assault prevention program for secondary schools." Page 28. 2008. <https://www.partnersinprevention.org.au/wp-content/uploads/CASA-House-Sexual-Assault-Prevention-Program-for-Secondary-Schools-SAPPSS-Report-.pdf>

¹⁴⁰ Ibid.

Strategy	Purpose	Application for primary prevention and family violence vocational competencies	Vocational competencies			Teaching and assessment competencies
			Foundational	Developing	Experienced	
		classroom and takes on a supervisory or monitoring role.				

Appendix G Development of the model

The Best Practice Education Model was developed over six months through a facilitated process led by Nous Group (Nous). Nous worked closely with representatives from: Domestic Violence Victoria / Domestic Violence Resource Centre Victoria in partnership with No to Violence; the Victorian Aboriginal Child Care Agency; Victorian TAFEs; DET and FSV; and with VET sector consultant Denise Stevens (Deste Consulting).

To ensure the Best Practice Education Model would be informed by the available evidence, the process involved:

- **A literature review** of published evidence about requirements for the competencies, assessment of competency and professional development of VET trainers, and important requirements for safe and effective training in relation to primary prevention and family violence, including with Aboriginal people and across a diversity of communities. Given that accredited primary prevention and family violence training is a developing area, the literature review sought out, and applied, a wide range of sources to answer questions about safe and effective training delivery that have not been answered directly in this way before. Literature is referenced throughout this document.
- **Industry engagement** to learn from the practice expertise of organisations working in primary prevention and family violence response. Liaison with those organisations named above included a series of five workshops, individual consultations and the receipt of written feedback on the model as it was developed. Nous also interviewed 27 organisations which included ACCOs and organisations that work on primary prevention and family violence and its intersections with disability, cultural and linguistic diversity, LGBTIQ+ and youth. Interviews were semi-structured, where participants were provided an interview guide in advance (see Appendix H). The full consultation list is shown at Table 18.
- **VET sector consultation** to learn from RTOs' experience of establishing and delivering training courses and in particular their work to deliver family violence-related training, often in collaboration with local industry and community partners. Nous held four workshops with TAFE representatives (including a panel of TAFE representatives formed for the project, the TAFE Family Violence Working Group, and the TAFE Network Leaders Forum). We drew on the expertise of Denise Stevens from Deste Consulting to facilitate VET sector input and provide expert insight into the practicality of the model.
- **Drafting and refinement** of the Best Practice Education Model by Nous, drawing on the research and consultation described above.

Table 18 | Stakeholders consulted

Name	Organisation	Method of engagement
Rachael Green	Family Safety Victoria	<ul style="list-style-type: none"> • Workshop
Mary Lee	Family Safety Victoria	<ul style="list-style-type: none"> • Workshop • Individual consultation • Written feedback
Wei Choong	Family Safety Victoria	<ul style="list-style-type: none"> • Workshop • Individual consultation • Written feedback

Name	Organisation	Method of engagement
Victoria Gell	Department of Education and Training	<ul style="list-style-type: none"> • Workshop
Nicola Harte	Department of Education and Training	<ul style="list-style-type: none"> • Workshop • Individual consultation • Written feedback
Conrad McDonald	Department of Education and Training	<ul style="list-style-type: none"> • Workshop • Written feedback
Brett Michael	Department of Education and Training	<ul style="list-style-type: none"> • Workshop
Karen Taylor	Department of Education and Training	<ul style="list-style-type: none"> • Workshop
Nina Levin	VACCA	<ul style="list-style-type: none"> • Workshop • Individual consultation • Written feedback
Paula Mason	VACCA	<ul style="list-style-type: none"> • Workshop • Individual consultation • Written feedback
Emily Maguire	Domestic Violence Resource Centre Victoria	<ul style="list-style-type: none"> • Workshop • Individual consultation • Written feedback
Jelena Djurdjevic	Domestic Violence Resource Centre Victoria	<ul style="list-style-type: none"> • Workshop • Written feedback
Belinda Bannerman	Domestic Violence Resource Centre Victoria	<ul style="list-style-type: none"> • Workshop • Written feedback
Denise Stevens	Deste Consulting	<ul style="list-style-type: none"> • Workshop • Individual consultation • Written feedback
Sandra Bowtell	Pines Learning	<ul style="list-style-type: none"> • Workshop
Tori Cooke	No to Violence (NTV)	<ul style="list-style-type: none"> • Workshop • Written feedback
Vlasta Brown	No to Violence (NTV)	<ul style="list-style-type: none"> • Workshop
Nicole Kleppe	InTouch	<ul style="list-style-type: none"> • Consultation – Focus group
Wendy Lobwein	AMES	<ul style="list-style-type: none"> • Consultation – Focus group
Dala Smiley	Wellsprings for Women	<ul style="list-style-type: none"> • Consultation – Focus group

Name	Organisation	Method of engagement
Sandra Maudier	Wellsprings for Women	• Consultation – Focus group
Jane Ferris	Wellsprings for Women	• Consultation – Focus group
Deb Tsorbaris	Centre for Excellence in Child and Family Welfare	• Consultation – Focus group
Mark Ryan	Centre for Excellence in Child and Family Welfare	• Consultation – Focus group
Emily Mellon	Centre for Excellence in Child and Family Welfare	• Consultation – Focus group
Matthew Parsons	Rainbow Health Victoria	• Consultation – Focus group
Elia Pourasgheri	Women's Legal Service Victoria	• Consultation – Focus group
Jacinta Masters	Gen Vic	• Consultation – Focus group
Debra Parker	Women's Health Victoria	• Consultation – Focus group
Lucy Forwood	Our Watch	• Consultation – Focus group
Catherine Gow	Our Watch	• Consultation – Focus group
Kiri Bear	Specialist Consultant and Facilitator	• Consultation – Focus group
Micaela Cronin	Future Social Service Institute	• Consultation – Focus group
Kristine Walsh	Gippsland TAFE	• Consultation – Focus group
Bianca Johnson	Youth Support and Advocacy Service	• Consultation – Focus group
Sheridon Byrne	Victorian Alcohol and Drug Association Inc (VAADA)	• Consultation – Focus group
Youna Kim	EDVOS specialist family violence service in eastern metropolitan Melbourne	• Consultation – Focus group
Heidi Waterson	Sexual Assault and FV Centre	• Consultation – Focus group
Ada Conroy	Women's Health in the North	• Consultation – Focus group
Kellyanne Andy	Elizabeth Morgan House Aboriginal Women's Services	• Consultation – Focus group
Alan Thorpe	Dardi Munwurro	• Individual consultation
Beth Davis	Wathaurong Aboriginal Co-Operative	• Consultation – Focus group
Rachel Oxford	Wathaurong Aboriginal Co-Operative	• Consultation – Focus group

Name	Organisation	Method of engagement
Simon Flagg	Wathaurong Aboriginal Co-Operative	• Consultation – Focus group
Duane Luki	Wathaurong Aboriginal Co-Operative	• Consultation – Focus group
Jordan Edwards	Wathaurong Aboriginal Co-Operative	• Consultation – Focus group
Fiona Schlenzog	Wathaurong Aboriginal Co-Operative	• Consultation – Focus group
Sally Curtain	Kangan Institute Victoria	• Consultation – Focus group
Amanda Achterberg	RMIT	• Consultation – Focus group
Michelle Robins	GOTAFE	• Consultation – Focus group
Cassy Campbell	GOTAFE	• Consultation – Focus group
Luke Falzon	GOTAFE	• Consultation – Focus group
Karen Taylor	GOTAFE	• Consultation – Focus group
Lucy Brownless	Melbourne Polytechnic	• Consultation – Focus group
Raelene Stockton	Chisholm Institute	• Consultation – Focus group
Lina Cummins	Chisholm Institute	• Consultation – Focus group
Eileen MacMahon	Box Hill Institute	• Consultation – Focus group
Leanne Mackenzie	The Gordon Institute of TAFE	• Consultation – Focus group
Elaine Gillespie	Australian Education Union	• Consultation
Kerry Green	Australian Education Union	• Consultation
Pia Cerveri	Victorian Trades Hall Council	• Consultation

Appendix H Interview guide

This section contains interview guides used in semi-structured interviews with organisations that operate in or intersect with family violence, TAFE, and ACCOs. See Appendix G for the list of stakeholders engaged.

Consultations with organisations that operate in or intersect with family violence

Questions

1. Please provide a short overview of your background and role.
2. What are the core skills, knowledge, experience, and personal attributes that contribute to a great primary prevention and family violence response **practitioner**? And how can a **practitioner**'s level of capability be assessed against each of these?
3. What are the core skills, knowledge, experience, and personal attributes that contribute to a great primary prevention and family violence **trainer**? And how can a **trainer**'s level of capability be assessed against each of these?
4. How can practitioners or trainers maintain the currency of and further develop their capabilities, so they reflect contemporary thinking related to cultural competency, and primary prevention and family violence practices?
5. How does your organisation support practitioners and trainers to develop their capabilities (teaching, assessment, cultural, vocational, others, as appropriate) for delivery of primary prevention and family violence response services and training?
6. Are there additional resources trainers use to prepare and adapt for prevention and family violence training delivery? Where are they sourced from and how are they maintained for currency?
7. How do your organisation and staff members create safe and inclusive spaces for Aboriginal people and people from diverse communities?
8. What practices are in place to support primary prevention and family violence practitioners, trainers, learners, and service users in relation to disclosures and backlash?
9. How can we monitor whether the delivery of family violence and primary prevention training achieves the intended learner outcomes, in an environment that is safe for both the learners and trainers?

Consultations with TAFE

Questions

1. Please provide a short overview of your background and role.
2. What are the core skills, knowledge, experience, and personal attributes that contribute to a great primary prevention and family violence **trainer**? And how can a **trainer**'s level of capability be assessed against each of these?
3. How can practitioners or trainers maintain the currency of and further develop their capabilities, so they reflect contemporary thinking related to cultural competency, and primary prevention and family violence practices?

Questions

4. How does your organisation support practitioners and trainers to develop their capabilities (teaching, assessment, cultural, vocational, others, as appropriate) for delivery of primary prevention and family violence response services and training?
 5. Are there additional resources trainers use to prepare and adapt for prevention and family violence training delivery? Where are they sourced from and how are they maintained for currency?
 6. How do your organisation and staff members create safe and inclusive spaces for Aboriginal people and people from diverse communities?
 7. What practices are in place to support primary prevention and family violence practitioners, trainers, learners, and service users in relation to disclosures and backlash?
 8. How can we monitor whether the delivery of family violence and primary prevention training achieves the intended learner outcomes, in an environment that is safe for both the learners and trainers?
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Consultations with ACCOs

Questions

1. Please provide a short overview of your background and role.
 2. What skills should a trainer have to deliver safe and effective training to Aboriginal people?
 3. What are the enablers and challenges you've had when you've delivered training, or observed during the delivery of training to Aboriginal people?
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performance & influence
engaging

400

PEOPLE

11

LOCATIONS

3

COUNTRIES

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