



## **Qualification Guide**

### OCNLR Level 3 Certificate and Diploma in Domestic Abuse: Prevention and Early Intervention



# OCN London Qualification Guide

OCNLR Level 3 Certificate in Domestic Abuse: Prevention and Early Intervention

Qualification No: 601/8814/5

OCNLR Level 3 Diploma in Domestic Abuse: Prevention and Early Intervention

Qualification No: 601/8829/7

OCN London aims to support learning and widening opportunities by recognising achievement through credit based courses and qualifications, promoting high standards of excellence and inclusiveness.

We are proud of our long-term role and unique history in providing responsive, innovative learning solutions and qualifications for disadvantaged groups to meet the needs of learners not met by other Awarding Organisations.

At the heart of what OCN London offers is:

- A commitment to inclusive credit-based learning;
- Facilitating the creative use of credit with responsive, demand-led qualification development;
- Ensuring a robust business base through increasing learner registration/credit achievement and providing high quality service and support;
- Respect for and encouragement of diversity - in learners and learning approaches, partners and settings;
- Developing people, capacity and resources that will ensure effective business partnerships.

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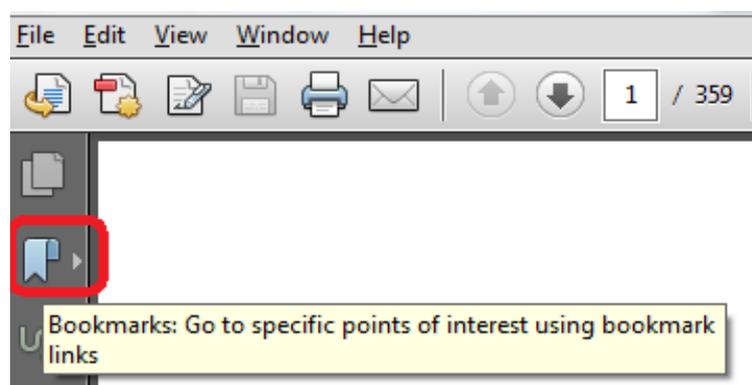
## 1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 3 Qualifications in Domestic Abuse: Prevention and Early Intervention**. It makes reference to the curriculum areas covered, identifies the learners for whom the qualification has been developed and specifies the rules of combination for achievement of the qualification. The guide also covers any important aspects of assessment and moderation that are particular to this qualification. The guide should be used by all of those involved in the delivery and assessment of these qualifications.

The Curriculum Development Manager (CDM) for your centre will provide support and advice on how to seek approval to offer these qualifications. Please contact the main switchboard for the name of your CDM if you do not already know it. If you are not yet an OCN London Recognised Centre but wish to use this qualification, then please contact OCN London for details of the Centre Recognition Application process.

### Helpful Hint for this Guide

The contents of this guide are bookmarked. The best way to use it is to download the PDF file then click on the \***Adobe** symbol to enable bookmarks and use them to navigate through the document:



Follow this link to enable bookmarks in [Adobe Reader](#)



## 2 Qualification Overview

The **OCNLR Level 3 Qualifications in Domestic Abuse: Prevention and Early Intervention** are designed for adult professionals working with families affected by domestic abuse. They have been developed in collaboration with SafeLives, a national charity dedicated to ending domestic abuse who have offered the training as bespoke OCN London courses. The units fit the National Occupational Standards approved by the Sector Skills Council, Skills for Justice.

The qualification offers practitioners the opportunity to develop the core skills required to offer support to people involved in situations of domestic abuse, and to work to prevent the development of domestic abuse by understanding the characteristics and behaviours of perpetrators and the range of responses a victim may have as well as the diverse needs of both of these client groups.

The mandatory units enable practitioners to further develop the key skills of a domestic abuse practitioner which include supporting families, a range of case management skills, including case review and evaluation, the principles of information sharing and risk management. They also discuss key services available for those involved in domestic abuse as well as the impact of gender issues, wider family violence, safeguarding of children, remedies available under current civil law and the referral of clients to other agencies..

The optional units offer a choice of skills training including understanding the role of an independent domestic violence advisor, the role of a young person's violence advisor, working with medium risk victims of domestic abuse and the key skills required to respond to domestic abuse perpetrators.

The **OCNLR Level 3 Qualifications in Domestic Abuse: Prevention and Early Intervention** are accredited by Ofqual, the qualifications regulators for England and Northern Ireland and are part of the Regulated Qualifications Framework (RQF).

### 2.1 Qualification level

The **OCNLR Qualifications in Domestic Abuse: Prevention and Early Intervention** can be achieved at Level 3 only.

**Level 3 Certificate**

- Qualification Number: 601/8814/5
- Qualification credit value: 30
- Operational start date: 1 May 2016
- Review date: 30 April 2021
- Total Qualification Time (TQT): 300
- Guided Learning Hours (GLH): 105
- Assessment requirements: Internally assessed, internally and externally moderated.

**Level 3 Diploma**

- Qualification Number: 601/8829/7
  - Qualification credit value: 42
  - Operational start date: 1 May 2016
  - Review date: 30 April 2021
  - Total Qualification Time (TQT): 420
  - Guided Learning Hours (GLH): 147
- Assessment requirements: Internally assessed, internally and externally moderated.

## 2.2 Purpose of the qualification

The purpose of these qualifications is to provide learners with the underpinning skills to offer safe and effective support in carrying out intervention in domestic abuse situations and when working to prevent situations of domestic abuse from developing. It recognises that there are a variety of roles within the domestic abuse sector (such as outreach, young person's violence advisor, independent domestic violence advisor etc.) and that although there are core skills and knowledge that are universal, each role brings specialist needs. The intention is to offer these specialisms in a way that is flexible and allows learners to develop their skills in a manageable way by studying additional units as and when it suits both the learner and their employer.

## 2.3 Who the qualifications are for

These qualifications are for professional who work with families affected by domestic abuse. The Certificate is aimed at those wishing to qualify to work in one particular area. The Diploma is for those who require a more comprehensive qualification which enables them to gain skills and knowledge in more than one

area. Alternatively, the Diploma qualification could also benefit those who have already achieved the Certificate in one area and would like to extend their specialisms to other roles. For example, they may be a qualified independent domestic violence advisor but their role now requires them to train to work with young people.

#### 2.4 Entry guidance

The minimum age for access to the qualification is **19** years.

#### 2.5 Additional information

None

#### 2.6 Progression and related qualifications

Having achieved either the Certificate or the Diploma adult practitioners in the field of domestic abuse may look to progress into further training at Level 4 in a related skill area or post graduate level. They may also consider further development and progression in other areas of Health and Social Care.

### 3 Structure of the Qualification

#### 3.1 Rules of combination for achieving the qualification

The **OCNLR Level 3 Qualifications in Domestic Abuse: Prevention and Early Intervention** consists of four mandatory units and four optional units.

To gain the **OCNLR Level 3 Certificate in Domestic Abuse: Prevention and Early Intervention** the learner must achieve 30 credits at Level 3 made up of 24 credits from the mandatory units and 6 credits from one of the optional units.

To gain the **OCNLR Level 3 Diploma in Domestic Abuse: Prevention and Early Intervention** the learner must achieve 42 credits at Level 3 made up of 24 credits from the mandatory units and 18 credits from three of the optional units.

#### 3.2 Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level	GLH
H/508/4333	PS2/3/LQ/023	The Core Skills of the Domestic Abuse Practitioner	Mandatory	6	3	21
<a href="#">K/508/4334</a>	PS2/3/LQ/024	Supporting Families and Individuals affected by Domestic Abuse	Mandatory	6	3	21
<a href="#">K/508/4351</a>	PS2/3/LQ/025	Case Management for Clients experiencing Domestic Abuse	Mandatory	6	3	21
<a href="#">D/508/4332</a>	PS2/3/LQ/026	Understanding Domestic Abuse within the Context of Gender and Family Violence	Mandatory	6	3	21
<a href="#">M/508/4352</a>	PS2/3/LQ/027	Understanding the Role of an Independent Domestic Violence	Optional	6	3	21

		Advisor				
<a href="#">F/508/4355</a>	PS2/3/LQ/028	Understanding the Role of a Young Person's Violence Advisor	Optional	6	3	21
<a href="#">L/508/4357</a>	PS2/3/LQ/029	Working with Medium Risk Victims of Domestic Violence	Optional	6	3	21
<a href="#">R/508/4358</a>	PS2/3/LQ/030	Responding to Perpetrators of Domestic Abuse	Optional	6	3	21

*For Unit Content please click the Ofqual Unit Reference Number*

## 4 Assessment and verification

### 4.1 Assessment process

The assessment process for the **OCNLR Level 3 Qualifications in Domestic Abuse: Prevention and Early Intervention** is as follows:

- The learners are assessed through activities that are internally set by tutor assessors;
- The activities must be designed to enable learners to meet the assessment criteria of the unit;
- Learners' portfolios of assessed evidence must be internally moderated at the Centre;
- The portfolios of assessed evidence will be externally moderated by an OCN London Centre Moderator.

There is no additional external assessment for this qualification.

### 4.2 Devising assessments

Each unit has a supplementary page with information on the types of assessment activities that can (indicated as Optional) and/or must (indicated as Prescribed) be used to assess learners against the unit. Tutor assessors must always refer to this page before devising assessment tasks.

Extracts from the OCN London assessment guidance relevant to the units in this qualification are in the **Appendix A** of this qualification guide. The guidance includes a general description of the activity and the type of evidence that is appropriate. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Please contact OCN London for further guidance on devising appropriate assessments.

Centre devised assessments should be scrutinised by the Internal Moderator before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the External Moderator to ensure reliability and validity of assessment.

### 4.3 Additional information

None

### 4.4 Marking assessment activities

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learners own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate – appropriate to the level.

Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

The unit achievement is not graded. Units are either achieved or not achieved.

### 4.5 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, it:

- Establishes statements on the standard of evidence required to meet assessment criteria for units in OCN London qualifications;
- Identifies good practice in assessment;
- Makes recommendations on assessment practice.

It is a requirement of the Centre Recognition process that each centre offering the units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested.

OCN London will notify centres of the required sample for standardisation purposes and assessment materials, learners'

evidence and tutor feedback may be collected by Centre Moderators. Outcomes from standardisation will be made available to centres.

#### 4.6 **Learners with particular requirements**

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found on our website at: [Access to Fair Assessment Policy and Procedure](#) and gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

#### 4.7 **Requirements for Trainers/Tutors**

Trainers/tutors must have worked as a practitioner in the domestic abuse sector for at least three years and be competent in the areas for which they are delivering training. They must have previous experience of providing training and assessment and be members of a register of approved Domestic Abuse practitioners.

#### 4.8 **Requirements for Internal Verifiers**

An Internal Verifier of these qualifications should hold a minimum A1 assessor qualification (or equivalent) and be occupationally competent in the areas that they are verifying. Their knowledge must be at least at the same level as the qualification being verified.

They must also have experience of using quality assurance systems as applied to qualifications and be members of a register of approved Domestic Abuse practitioners.

#### 4.9 **Requirements for Assessors**

Assessors of the qualification are expected to be:

##### **Sufficiently competent**

In addition to being qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency of the units they are assessing. This occupational competence should be maintained annually through

clearly demonstrable continuing learning and professional development.

Expert witnesses can be used where they have suitable expertise for specialist areas.

### **Sufficiently knowledgeable**

Each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency.

They should also understand and support any codes of practice applicable to the occupational area of Domestic Abuse and have a sound understanding of the National Occupational Standards for Tackling/Preventing Domestic and Sexual Abuse/Violence.

## Appendix A OCNLR Assessment Guidance

### Case Study

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective/group activity and discussed in a group of learners **or** may be used with individual learners as a written activity through case study materials and learner responses.

#### Level Three

<b>Activity</b>	Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words).
<b>Assessed by</b>	Assessed through peer assessment, self-assessment, tutor observation or assessment or written work.
<b>Evidence</b>	Evidence could include tutor record, learner record, peer checklist, summary of discussion, audio-visual / photographic record or written work.

### Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

#### Level Three

<b>Activity</b>	Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written.
<b>Assessed by</b>	Assessed by tutor and or peers for an oral presentation.
<b>Evidence</b>	Evidence could include written report with tutor feedback or plan for oral presentation with peer and / or tutor feedback.

**Essay**

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information/opinions/evaluation/analysis and a conclusion.

**Level Three**

<b>Activity</b>	The essay subject should allow the learner to access and evaluate information independently, to analyse information and to make reasoned judgements and demonstrate comprehension of relevant theories. Learners should be given information on possible structures for an essay and for the criteria for achievement. GL = 1000 words.
<b>Assessed by</b>	Assessed by the tutor.
<b>Evidence</b>	Evidence would include the marked essay and tutor feedback.

**Oral question and answer**

Specific, open or closed questions for immediate response. Can range from quite formal questions in, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows responses and questions from learners and immediate feedback from tutor.

**Level Three**

<b>Activity</b>	Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.
<b>Assessed by</b>	Assessed by tutor, with a degree of self-assessment and evaluation of own learning.
<b>Evidence</b>	Evidence could include tutor record, learner log or audio-visual record.

**Practical demonstration**

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

**Level Three**

<b>Activity</b>	Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.
<b>Assessed by</b>	Assessed through tutor/peer observation, one to one tutorial, discussion and self-assessment.
<b>Evidence</b>	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual/photographic record and learner log.

**Reflective log or diary**

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

**Level Three**

<b>Activity</b>	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge/skills, their own learning style and what else they need to learn.
<b>Assessed by</b>	Assessed by learner, discussed with the tutor.
<b>Evidence</b>	Evidence could include written log/diary, tutorial notes and tutor record.

**Written description**

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

**Level Three**

<b>Activity</b>	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.
<b>Assessed by</b>	Assessed through self-assessment and tutor assessment.
<b>Evidence</b>	Evidence could include tutor record, learner record, summary of feedback or completed work.

**Written question and answer/Test/Exam**

Specific, open and closed questions for immediate response from tutor. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz.

**Level Three**

<b>Activity</b>	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of/interpret knowledge rather than just testing recall. The process may be time limited.
<b>Assessed by</b>	Assessed by tutor or external marker (for exams/tests).
<b>Evidence</b>	Evidence to include written responses and may also include learner responses and tutor feedback.

## Appendix B Ofqual Level Descriptors

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
<b>Level 3</b>	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>



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