XSQA

Group Award Specification for:

PDA in Domestic Abuse Advocacy

Group Award Code: GG2C 47

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Contents

1   Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- assist centres to implement, deliver and manage the qualification
- provide a guide for new staff involved in offering the qualification
- inform Course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- provide details of the range of learners the qualification is suitable for and progression opportunities

This is the validation document for the new Group Award: Professional Development Award (PDA) in Domestic Abuse Advocacy at SCQF level 7.

This new award is specifically designed to provide a robust and certificated award which equips individuals with a range of knowledge, specialist skills and values to enable them to improve professional practice, and provide continuous professional development.

The Scottish Government's work to address violence against women over the period 2012 - 15 focuses on Early Intervention/Prevention and Multi agency working. The Scottish Government has also specifically mentioned the need to provide services for women who choose to continue a relationship that involves domestic abuse, including support, risk assessment, safety planning and access to domestic abuse advocates who are specifically skilled in this area.

The Scottish Government expects MARACs (multi-agency risk assessment case conferences) to be rolled out across Scotland with domestic abuse advocates who can support women and children and provide information to MARACs to inform risk assessment and safety planning processes.

MARAC's are meetings where information about high risk domestic abuse victims (those who are at risk of serious physical harm or homicide) is shared between local agencies. By bringing all agencies together at a MARAC, a risk focused, co-ordinated safety plan can be formulated to support the victim and children.

The domestic abuse advocacy approach has been well evaluated and has shown that it has a significant impact on the safety and well being of victims. Adoption in Scotland will ensure a level of consistency in domestic abuse services. In addition, this qualification is essential to add to the skills and knowledge of the domestic abuse workforce in Scotland. Furthermore it also gives existing practitioners formal recognition of the advocacy services that they provide to victims of domestic abuse.

The other key point to note is the cost of domestic abuse to the public purse. It is estimated by the Scottish Government that the public cost of domestic abuse is £2.3 billion and the cost of all forms of violence against women amounts to £4 billion (Safer Lives; Changed Lives SG).

If we provide consistent responses to domestic abuse and establish better Outcomes for victims and their children, we would consequently see the cost to the public purse significantly lowered.

As part of the development of Glasgow's Domestic Abuse Court, Glasgow's Violence Against Women Partnership contacted SafeLives' predecessor CRARG (Co-ordinated Action Against Domestic Abuse) to explore what elements of the advocacy model in England and Wales would be useful in Scotland.

Scottish Women's Aid (SWA) have specifically consulted with Women's Aid groups throughout Scotland over a period of time regarding the advocacy support that they provide and exploring models of advocacy.

SWA also commissioned research that was published in 2011, which recommended the focus on an advocacy role in Scotland. (*The use and effectiveness of exclusion orders under the Matrimonial Homes (Family Protection) (Scotland) Act 1981 in*

preventing homelessness) – this research recommended the focus on an advocacy role in Scotland.

Following the evaluation of the Domestic Abuse Court and ASSIST, and the subsequent publication of the Domestic Abuse Toolkit for Community Justice Authorities, there was discussion between ASSIST and SWA about the need for a specialist advocacy training/qualification for the domestic abuse workforce in Scotland.

The qualification and comprehensive training package has been developed through a partnership between ASSIST, SafeLives and SWA. The training package has been funded by the Scottish Government.

Furthermore, a team of relevant stakeholders from the sector was assembled to form the qualification design team, the variety of these stakeholders ensuring that all needs were met in the development of the award. This core group of stakeholders were available through the design process to advise on the structure of the qualification and the content of the award as well as ensure continuity and progression.

In 2017 the qualification was extended to incorporate the role of the Partner Worker, as part of the development of the Caledonian Integrated Perpetrator System approach which is funded by the Scottish Government.

The professional development award in domestic abuse advocacy will be suitable for those who are:

- Currently working as an independent domestic abuse advocate or domestic abuse practitioner
- About to start work as an independent domestic abuse advocate or domestic abuse practitioner
- A manager of a domestic abuse service with a caseload.

The award is designed to strengthen and support the workforce through knowledge, skills, and tools to offer a consistent approach, safe practice, and effective responses to high risk victims of domestic abuse. Working in multi-agency partnerships will ensure a co-ordinated approach to support victims that are at a high risk of domestic abuse.

This qualification will be recognised by employers as best practice to work as a domestic abuse advocate in Scotland and will therefore give practitioners a qualification that will enable them to apply their learning and skills as an advocate in a range of domestic abuse services.

We are aware that we already have a number of practitioners who are keen to enroll on the course, supported by their employers.

2 Qualification structure

This qualification is made up of 4.5 SQA Unit credits. It comprises 36 SCQF credit points all are at SCQF level 7 and are mandatory.

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

The qualification is a Group Award — professional development award (PDA) in domestic abuse advocacy and comprises of the following five Units at SCQF level 7. To gain the award the Candidate will need to achieve 4.5 Credits, 3.5 Credits of which must come from the Mandatory section.

Mandatory section (3.5 Credits required)					
4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H2X4	34	Risk and Case Management in a Multi-Agency Context	1	8	7
H2X5	34	The Law in Relation to Domestic Abuse	1.5	12	7
H2X6	34	Diversity, Health and Sexual Abuse	1	8	7

Mandatory Optional section (1 Credit required)					
H2X7	34	Role and Skills of a Domestic Abuse Advocate	1	8	7
HW1A	34	Role and Skills of a Partner Worker	1	8	7
J8NP	34	Domestic Abuse Court Advocacy	1	8	7
		Total credits	4.5	36	7

The award is achieved on the successful attainment of all three Units contained within the Mandatory section and one Unit from the Mandatory Optional section.

This qualification is at SCQF level 7, this is the level domestic abuse advocates work to, and this level will give candidates the recognition of the range of work activities they undertake. Currently in Scotland there is a gap as there is not a specific domestic abuse advocacy qualification; this qualification will go some way to closing that gap.

3   Aims of the qualification

This award will give learners the skills, knowledge, and competencies to support high risk victims of domestic abuse.

It will give domestic abuse advocates a nationally recognised qualification that will be delivered through a comprehensive training package. This will support their professional development.

The award will also provide the opportunity for formal recognition for those practitioners that already carry out a domestic abuse advocacy role.

3.1   General aims of the qualification(s)

The overall aim of this award is to equip candidates who are new to the sector, or already work in the sector, with knowledge and skills that have been formally assessed at SCQF level 7. To achieve this award, candidate's demonstration of these skills, abilities and competences will be consistent with the SCQF level 7 benchmark.

The main aim of the award is to strengthen and support the domestic abuse workforce through knowledge, skills, and tools to offer a consistent approach, safe practice, and effective responses to high risk victims of domestic abuse.

The qualification has the following general aims:

1 Provide academic stimulus and challenge.
2 To develop knowledge and personal effectiveness.
3 To develop transferable skills including the following Core Skills of *Communication, Problems Solving, Working with Others* and *Information and Communication Technology (ICT).*
4 To develop information gathering and research skills.
5 To develop investigative, evaluative and analytical skills.
6 To develop planning and problem solving skills.
7 To develop negotiation and enhanced communication skills.
8 To develop reflective practice skills.
9 To develop skills to work within multi-agency contexts and partnerships.
10 To provide opportunities for career planning and to enhance the learner's career prospects.

3.2   Specific aims of the qualification

The PDA is a Group Award comprising of four mandatory Units at SCQF level 7 (36 SCQF credit points at SCQF level 7).

The specific aim of the PDA in Domestic Abuse Advocacy is to allow candidates to advance their knowledge and skills using both theory and practice in order to support high risk victims of domestic abuse; this will include a diverse range of clients with wide ranging support needs.

The following are specific to this qualification:

1 To develop candidate's understanding of the role, and skills required of, domestic abuse advocates.
2 To explore the need to manage high risk domestic abuse within a multi-agency context.
3 To develop candidate's knowledge of risk identification and safety planning processes and tools when supporting clients experiencing domestic abuse.

4   To develop candidate's understanding of the importance of case management systems for domestic abuse caseloads and their implementation in the workplace.

5   To develop candidate's knowledge and skills in supporting diverse client group's experiencing domestic abuse.

6   To develop candidate's knowledge and skills in responding to sexual abuse.

7   To develop candidate's knowledge around the impact of health issues in relation to domestic abuse.

8   To develop candidate's understanding of the criminal and civil legal system, including housing options and the protection of children and adults.

3.3   Graded Unit

There is no Graded Unit for this qualification.

4   Recommended entry to the qualification

The PDA is primarily to develop the skills, knowledge, and competence of domestic abuse advocates and practitioners.

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

It is recommended that candidates wishing to undertake this award are able to demonstrate effective written and oral communication skills as well as relevant work experience which may include:

- Prior knowledge of the dynamics of domestic abuse

- Knowledge of the gendered nature of domestic abuse

- Work in the domestic abuse sector in a capacity that allows them to demonstrate the Evidence Requirements for this award.

4.1   Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

While undertaking this award candidates will be given opportunities to develop the following Core Skills: *Communication, Working with Others, Problem Solving, Information Communication and Technology (ICT)*.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Good communication skills are required for learners undertaking this qualification. Learners will be required to read, understand and evaluate a range of documentation and participate in in-class discussions. Learners will be required to produce written assignments and reflective accounts.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Information and Communication Technology (ICT)	5	Learners may be required to research using the internet, books and papers. Learners will be required to submit assignments including reflective accounts. Learners are required to use IT proficiently.
Problem Solving	5	Problem solving skills through in-class discussion and exercises. Reflective evaluations of how learner applied skills to practice. An example of this is the risk assessment tool that will be shared with the learner's.
Working with Others	5	Participation in group exercises. Interaction with training providers, clients and colleagues. This skill could be further developed through working as part of a team and participating in team meeting and discussions.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Code	Unit title	General Aims									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
H2X7 34	Role and Skills of a Domestic Abuse Advocate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H2X4 34	Risk and Case Management in a Multi-Agency Context	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H2X6 34	Diversity, Health and Sexual Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H2X5 34	The Law in Relation to Domestic Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HW1A 34	Role and Skills of a Partner Worker	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Code	Unit title	Specific Aims							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
H2X7 34	Role and Skills of a Domestic Abuse Advocate	✓							

Code	Unit title	Specific Aims							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
H2X4 34	Risk and Case Management in a Multi-Agency Context		✓	✓	✓				
H2X6 34	Diversity, Health and Sexual Abuse					✓	✓	✓	
H2X5 34	The Law in Relation to Domestic Abuse								✓
HW1A 34	Role and Skills of a Partner Worker	✓							

5.2 Mapping of National Occupational Standards (NOS) SVQ 3 Health and Social Care (Adults) and SVQ 3 Children and Young People, SVQ 3 Work with Victims, Survivors and Witnesses

Code	Unit title	Role and Skills of a Domestic Abuse Advocate	Role and skills of a Partner Worker	Risk and Case Management in a Multi –Agency Context	Diversity Health and Sexual Abuse	The law in relation to Domestic Abuse
HSC 31	Promote Effective Communication with, for and about individuals	✓	✓	✓	✓	✓
HSC 31.1	Identify ways to communicate effectively	✓	✓	✓	✓	✓
HSC 31.2	Communicate Effectively on difficult, complex and sensitive issues	✓	✓	✓	✓	✓
HSC 31.3	Support Individuals to Communicate	✓	✓	✓	✓	
HSC 31.4	Update and maintain records and report	✓	✓	✓		✓
HSC 32	Promote Monitor and Maintain Health, safety and security in the working environment	✓	✓	✓	✓	✓

Code	Unit title	Role and Skills of a Domestic Abuse Advocate	Role and skills of a Partner Worker	Risk and Case Management in a Multi –Agency Context	Diversity Health and Sexual Abuse	The law in relation to Domestic Abuse
HSC32.1	Monitor and maintain the safety and security of the working environment	✓	✓	✓	✓	
HSC 32.2	Promote health and safety in the working environment	✓	✓		✓	
HSC 32.3	Minimise risks arising from emergencies	✓		✓	✓	
HSC 35	Promote Choice wellbeing and the protection of all Individuals	✓	✓	✓	✓	✓
HSC 35.1	Develop supportive relationships that promote choice and independence	✓	✓	✓	✓	✓
HSC 35.2	Respect the Diversity and difference of individuals and key people	✓	✓	✓	✓	
HSC 35.3	Contribute to the protection of all Individuals	✓	✓	✓	✓	✓

Code	Unit title	Role and Skills of a Domestic Abuse Advocate	Role and skills of a Partner Worker	Risk and Case Management in a Multi –Agency Context	Diversity Health and Sexual Abuse	The law in relation to Domestic Abuse
HSC 34	Promote the well-being and protection of children and young people	✓	✓	✓	✓	✓
HSC 34.1	Work with children and young people in ways that promote their rights and responsibilities	✓	✓	✓	✓	✓
HSC 34.2	Support children and young people to express their views and preferences about their health and well-being	✓	✓	✓		✓
HSC 34.3	Contribute to the protection of children and young people	✓	✓	✓	✓	✓
HSC 386	Assist in the transfer of individuals between agencies and services		✓	✓		✓

Code	Unit title	Role and Skills of a Domestic Abuse Advocate	Role and skills of a Partner Worker	Risk and Case Management in a Multi –Agency Context	Diversity Health and Sexual Abuse	The law in relation to Domestic Abuse
F9EW 04	Communicate and Engage with Victims/Survivors of Domestic and/or Sexual Abuse/Violence	✓	✓	✓	✓	
F29C 04 (BH202)	Develop and Sustain Effective Working with Staff and other Agencies	✓	✓	✓	✓	✓
D8PK 04	Evaluate and process Referrals to Provide Services to Victims, Survivors and Witnesses		✓	✓		
F9EW 04 (BI101)	Communicate and Engage with Victims/Survivors of Domestic and /or Sexual Abuse/Violence	✓	✓	✓	✓	✓
F9FL 04	Challenge public Attitudes Towards Domestic and/or sexual Abuse/Violence	✓	✓			

Code	Unit title	Role and Skills of a Domestic Abuse Advocate	Role and skills of a Partner Worker	Risk and Case Management in a Multi –Agency Context	Diversity Health and Sexual Abuse	The law in relation to Domestic Abuse
F9EX 04 (BI201)	Asses the Needs of and Risks to Victims/Survivors of Domestic Abuse/Violence	✓	✓	✓	✓	
F9F004	Develop plans to Manage the Risk of Harm to Victims/Survivors of Domestic and/or Sexual Abuse/Violence	✓	✓	✓		
F9G104	Empower Victims/Survivors of Domestic and/or Sexual Abuse/Violence to recover and to Regain Control of their Lives	✓	✓			
FA2A 04 (DA1)	Provide and present Information for Courts and Formal Hearings	✓				✓
F9FA 04 (GK105)	Advocate on Behalf of Victims/Survivors of Domestic and /or Sexual Abuse/Violence	✓	✓			✓
F9F8 04	Assist Victims/Survivors of Domestic abuse or Sexual	✓	✓			✓

Code	Unit title	Role and Skills of a Domestic Abuse Advocate	Role and skills of a Partner Worker	Risk and Case Management in a Multi –Agency Context	Diversity Health and Sexual Abuse	The law in relation to Domestic Abuse
	Abuse/violence to access legal protection					
F9F5 04 (DE 101)	Support Victims/Survivors of Domestic and/or Sexual Abuse/Violence through the Court process	✓				✓
F9FF04	Arrange Safe accommodation for Victims/Survivors of Domestic and/or Sexual Abuse Violence			✓		✓
B6XV 04	Represent Individuals and Families' Interests when they are not able to do so themselves	✓	✓	✓	✓	✓

5.3   Mapping of Core Skills development opportunities across the qualification(s)

| Unit code | Unit title | Communication | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/ Creating information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H2X7 34	Role and Skills of a Domestic Abuse Advocate	*Written communication could be developed through the production of assignment, reflective accounts and answering short response questions.* *There will also be an opportunity within in-room training to* take part in written exercises.	Oral communication skills may be demon-strated and developed within in-room training using a range of activities and discussion.	N/A	N/A	Could be developed through using the internet to research for specific information.	Could be developed by written assignments.	Could be developed through in-class discussions and through reflection on learners work practice.	Could be developed by the submission of assignments Timely submission of course assignment Effective and efficient time management	Could be developed through reflective evaluations in terms of applying skills in practice.	Could be developed through working as part of a team within the work context and through working with clients. Could be developed within in-room training in terms of participation in exercises and interactions with other learners and the staff delivering the training.	Could be developed through the multi agency working and reflection on practice of self and others

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/ Creating information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H2X4 34	Risk and Case Management in a Multi-Agency Context	*Written communication could be developed through the production of assignment, reflective accounts and answering short response questions.* *There will also be an opportunity within in-room training to* take part in written exercises.	Oral communication skills may be demon-strated and developed within in-room training using a range of activities and discussion.	N/A	N/A	Could be developed through using the internet to research for specific information.	Could be developed by written assignments.	Could be developed through in-class discussions and through reflection on learners work practice.	Could be developed by the submission of assignments Timely submission of course assignment Effective and efficient time management	Could be developed through reflective evaluations in terms of applying skills in practice.	Could be developed through working as part of a team within the work context and through working with clients. Could be developed within in-room training in terms of participation in exercises and interactions with other learners and the staff delivering the training.	Could be developed through the multi agency working and reflection on practice of self and others

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/ Creating information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H2X6 34	Diversity, Health and Sexual Abuse	*Written communication could be developed through the production of assignment, reflective accounts and answering short response questions.* *There will also be an opportunity within in-room training to* take part in written exercises.	Oral communication skills may be demon-strated and developed within in-room training using a range of activities and discussion.	N/A	N/A	Could be developed through using the internet to research for specific information.	Could be developed by written assignments.	Could be developed through in-class discussions and through reflection on learners work practice.	Could be developed by the submission of assignments. Timely submission of course assignment . Effective and efficient time management.	Could be developed through reflective evaluations in terms of applying skills in practice.	Could be developed through working as part of a team within the work context and through working with clients. Could be developed within in-room training in terms of participation in exercises and interactions with other learners and the staff delivering the training.	Could be developed through the multi agency working and reflection on practice of self and others.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/ Creating information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H2X5 34	The Law in Relation to Domestic Abuse	*Written communication could be developed through the production of assignment, reflective accounts and answering short response questions.* *There will also be an opportunity within in-room training to* take part in written exercises.	Oral communication skills may be demon-strated and developed within in-room training using a range of activities and discussion.	N/A	N/A	Could be developed through using the internet to research for specific information.	Could be developed by written assignments.	Could be developed through in-class discussions and through reflection on learners work practice.	Could be developed by the submission of assignments Timely submission of course assignment Effective and efficient time management	Could be developed through reflective evaluations in terms of applying skills in practice.	Could be developed through working as part of a team within the work context and through working with clients. Could be developed within in-room training in terms of participation in exercises and interactions with other learners and the staff delivering the training.	Could be developed through the multi agency working and reflection on practice of self and others.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/ Creating information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HW1A 34	Role and Skills of a Partner Worker	*Written communication could be developed through the production of assignment, reflective accounts and answering short response questions.* *There will also be an opportunity within in-room training to* take part in written exercises.	Oral communication skills may be demon-strated and developed within in-room training using a range of activities and discussion.	N/A	N/A	Could be developed through using the internet to research for specific information.	Could be developed by written assignments.	Could be developed through in-class discussions and through reflection on learners work practice.	Could be developed by the submission of assignments Timely submission of course assignment Effective and efficient time management	Could be developed through reflective evaluations in terms of applying skills in practice.	Could be developed through working as part of a team within the work context and through working with clients. Could be developed within in-room training in terms of participation in exercises and interactions with other learners and the staff delivering the training.	Could be developed through the multi agency working and reflection on practice of self and others.

— *signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification*

5.4 Assessment Strategy for the qualification

Candidates will be assessed on the Outcomes of the Units by submitting assignments that will include a number of written reflective accounts about their work practice (ranging from a maximum of 200–1,000 words) as well as answering short response questions. Assignments and reflective accounts must be based on candidates own experience within their work setting, where possible.

Unit	Assessment				
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
Role and Skills of a Domestic Abuse Advocate	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Risk and Case Management in a Multi-Agency Context	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1000 words) and answering short response questions.	

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Diversity, Health and Sexual Abuse	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.		

Unit	Assessment				
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
The Law in Relation to Domestic Abuse	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.

Unit	Assessment				
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
The Role and Skills of a Partner Worker	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	Assignments that will include a number of reflective accounts about the learners work practice (ranging from a maximum of 200–1,000 words) and answering short response questions.	

6 Guidance on approaches to delivery and assessment

The qualification is a professional development award in domestic abuse advocacy. It is a Group Award comprising of four mandatory Units at SCQF level 7 (36 SCQF credit points at SCQF level 7).

The qualification is suitable for those who are:

- Currently working as an independent domestic abuse advocate or domestic abuse practitioner
- About to start work as an independent domestic abuse advocate or domestic abuse practitioner
- A manager of a domestic abuse service with a caseload

The award is designed to strengthen and support the domestic abuse workforce through knowledge, skills, and tools to offer a consistent approach, safe practice, and effective responses to high risk victims of domestic abuse.

The Units are delivered in sequence (see table above) and are interlinked. Candidates for example would need to have a full understanding of the role and skills of a domestic abuse advocate prior to carrying out a risk and case management process with a client in a multi-agency context. The risk assessment and case management process are an integral part of the role and skill base of a domestic abuse advocate.

Of the mandatory Units, two are 40 notional hours of learning and one is Unit is 60 notional hours of learning. Each of the optional Units are 40 hours of notional learning. This means that 40 hours will be direct teaching and 40 hours will be self-directed learning, reading, and research.

This award has been designed to be delivered through inclusive in-class teaching over a period of 12 days. Each Unit will have a block of in-class teaching.

An example of this is below:

H2X7 34   *Role and Skills of a Domestic Abuse Advocate* — three days in-class teaching

H2X7 34   *Risk and Case Management in a Multi-Agency Context* — three days in-class teaching

H2X6 34   *Diversity, Health and Sexual Abuse* — three days in-class teaching

H2X5 34   *The Law in Relation to Domestic Abuse* — four days in-class teaching

HW1A 34   *Role and Skills of a Partner Worker* - three days in-class teaching

The training provider must provide candidates with a training manual for each training block. Existing manuals must only be used with the permission of the partner agencies — ASSIST, SafeLives and SWA. Access to existing manuals can be requested through one of these partners.

6.1   Sequencing/integration of Units

It is recommended that the Units within this award are delivered in sequence as follows:

H2X7 34   *Role and Skills of a Domestic Abuse Advocate*
HW1A 34   Role and Skills of a Partner Worker

Candidates must complete one of these two optional Units.

H2X4 34   *Risk and Case Management in a Multi-Agency Context*
H2X6 34   *Diversity, Health and Sexual Abuse*
H2X5 34   *The Law in Relation to Domestic Abuse*

These three Units are mandatory.

Candidates must provide evidence for all the Evidence Requirements and all of the knowledge and skills. The evidence they provide should relate to their own work setting where possible.

Candidates will be assessed on the Outcomes by submitting assignments that will include a number of written reflective accounts about their work practice (ranging from a maximum of 200-1000 words) as well as answering short response questions. Details of integration assessments can be found in each of the Units.

It is recommended that candidates have four weeks between each training block in which to submit assignments, and that a final cut-off date of three months from the end of the last Unit is allowed to finalise all submissions.

Whilst the majority of this course would be delivered through in-class teaching, an emphasis should be placed on blended learning as the assignments and supporting materials could be delivered through a web-based learning package.

If centres are using web-based learning packages the sequence in which the Units are delivered should not change.

6.2   Recognition of Prior Learning

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

Centres may implement recognition of prior learning that is relevant to specific learning Outcomes. If any learner has completed the Open College Network Independent Domestic Violence Advisor training course (OCN Level 3 certificate) this should be recognised, however there are parts of the PDA that would need to be assessed in order to achieve the Group Award, to ensure the learning is applicable in a Scottish context (for example the legal Unit).

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:
- HN Graded Units
- Course and/or external assessments
- Other integrative assessment Units (which may or not be graded)
- Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- Where there is an existing requirement for a licence to practice
- Where there are specific health and safety requirements
- Where there are regulatory, professional or other statutory requirements
- Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1   Articulation and/or progression

The PDA is not designed to articulate with a particular degree programme and there is currently no progression from this qualification. Although candidates may go on to study for example a course at Queen Margaret University, Edinburgh, namely Gender Justice, Masculinities and Violence. This course was developed by Scottish Women's Aid in collaboration with the University.

6.3   Opportunities for e-assessment

Whilst the majority of this course would be delivered through in-room learning, an emphasis should be placed on blended learning as the assignments and supporting materials could be delivered through a web-based learning package.

If centres are using web-based learning packages the sequence in which the Units are delivered should not change.

6.4   Support materials

A **list of existing ASPs** is available to view on SQA's website.

For the development of the training specific support and assessment materials have been developed and are kept current for the training. Existing materials must only be used with the permission of the partner agencies — ASSIST, SafeLives and SWA. Access to existing manuals can be requested through one of these partners.

6.5   Resource requirements

The PDA is a specialist award and can it is recommended that it is delivered by centres that have the knowledge and an understanding of the complexities of domestic abuse. Centre staff should be able to demonstrate this knowledge and understanding, particularly as they will be supporting specialist workers through the award. It is recommended that centre staff are subject specialists.

The in-class teaching will be delivered using a range of methods, including discussion, group and individual exercises and presentations. Centres should be equipped with the relevant equipment/resources to be able to meet the in-room training delivery.

7   General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8   Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- candidates may not be entered for the Group Award
- the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded Unit: Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- the Group Award will be deleted from the relevant catalogue
- the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- no new centres may be approved to offer the Group Award
- centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- No new centres may be approved to offer the Unit which has been revised.
- Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
03	Addition of Unit: **J8NP 34:** Domestic Abuse Court Advocacy added to Mandatory Optional section.	31/01/25
02	Addition of Unit: **HW1A 34:** Role and Skill of a Partner Worker added to Mandatory Optional section. Number of Mandatory units reduced from four to three with no change to total credits required.	18/05/18

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The PDA in Domestic Abuse Advocacy at SCQF level 7 is a new award and has been designed to meet the range of skills and knowledge you will require to develop in order to work as a domestic abuse advocate. The knowledge and skills gained will enable you to work safely with high risk domestic abuse clients.

You should work in the domestic abuse sector in a capacity that allows you to demonstrate the Evidence Requirements for this Unit through your work activities. You should also have prior knowledge of the dynamics of domestic abuse and be able to demonstrate this when applying for this qualification.

You should have good communication skills, both written and oral and be able to use IT proficiently.

The professional development award in domestic abuse advocacy is suitable for those who are:

- Currently working as an independent domestic abuse advocate or domestic abuse practitioner
- About to start work as an independent domestic abuse advocate or domestic abuse practitioner
- A manager of a domestic abuse service with a caseload

In order to achieve the award you must complete four of the following HN Units:

- **Role and Skills of a Domestic Abuse Advocate**

In this particular Unit you will learn about the advocacy role itself and the key skills required to fulfill that role within a multi-agency context. You will have an opportunity to practice and reflect on these skills. Special emphasis is placed on the impact of working with high-risk domestic abuse and methods of self-care.

- **Role and Skills of a Partner Worker**

In this particular Unit you will learn about the role of Partner Worker within an integrated domestic abuse perpetrator programme. You will have an opportunity to practice and reflect on these skills. Special emphasis is placed on the impact of engaging effectively and safely with women whose partner is attending a group perpetrator programme.

- **Risk and Case Management in a Multi-Agency Context**

In this particular Unit you will learn about the development of risk identification processes for serious physical harm and homicide in the context of domestic abuse. You will have the opportunity to practice using risk identification and safety planning tools. Then you will explore a multi-agency approach to risk management, with particular emphasis on your role within a multi-agency risk assessment conference. Furthermore, you will review and reflect on case management procedures, and the impact this has on client safety and advocate accountability.

- **Diversity, Health and Sexual Abuse**

This Unit will help you to learn about diversity within client groups, health issues and responding to disclosures of sexual abuse when supporting high risk domestic abuse clients.

- **The Law in Relation to Domestic Abuse**

This particular Unit will help you to learn about the criminal and civil legal system, housing options and the protection of children and adults when working with high risk domestic abuse clients. This Unit gives a knowledge overview and has a very practical focus on safety implications and your role in navigating complex legal systems.

On completion of the award you will be able to:

- Demonstrate an understanding of the role of a domestic abuse advocate
- Identify the skills and qualities required of an advocate
- Identify the principles of multi-agency partnership working
- Describe the impact on the advocate of working with high risk domestic abuse clients
- Demonstrate an understanding of the role of the Partner Worker
- Identify the complex responses of a client referred to the Partner Service
- Describe collaborative working as part of an integrated response to domestic abuse
- Identify trauma-informed practice in relation to the Partner Worker role
- Identify and understand risk factors of serious physical harm and homicide
- Apply risk management tools
- Identify the value of a multi-agency approach to managing risk
- Understand case management systems and how they relate to practice
- Identify and address the needs of a diverse range of clients and the barriers to accessing support
- Identify and address health issues for clients
- Understand and respond to sexual abuse
- Identify best practice for domestic abuse in the criminal justice system
- Understand civil law remedies available and how to access them
- Identify safe housing options available to clients and how to access them
- Understand public and private procedures for safeguarding children
- Explain the process for the protection of adults

You must provide evidence for all the Evidence Requirements and all of the knowledge and skills. The evidence you provide should relate to your own work setting where possible.

You will be assessed on these Outcomes by submitting assignments that will include a number of written reflective accounts about your work practice (ranging from a maximum of 200–1,000 words) as well as answering short response questions.

While undertaking this award you will be given opportunities to develop the Core Skills of *Communication, Working with Others, Problem Solving, Information Communication and Technology (ICT)*.