

COURSE IN RESPONDING TO DOMESTIC AND FAMILY VIOLENCE (30629QLD)

EVALUATION REPORT



CDFVR

February 2009

ACKNOWLEDGEMENTS

As with any project of this magnitude, there are many people, too numerous to identify individually, who contributed to the development and implementation of the accredited *Course in Responding to Domestic and Family Violence (30629QLD)*. Their contributions were many and varied; all equally, and greatly, appreciated.

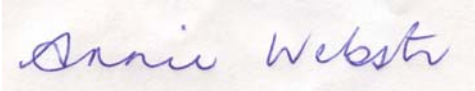
We acknowledge the Queensland Department of Communities for its triennial grant to support the work of the Queensland Centre for Domestic and Family Violence Research (CDFVR), and the Queensland Office for Women for a non-recurrent grant to undertake a training needs assessment and draft the Course. We acknowledge Kass Fenton and Michelle Bradford, former Education Officers at CDFVR who began work on this project. We acknowledge the many members of the Education Advisory Group (and subsequently the Research and Education Advisory Group); the Training Advisory Group; and the Course Development Advisory Committee, with its government and community-based representatives, who were unstinting in their support and contributions. We wish to particularly acknowledge the Department of Education and Training for their support and guidance through the accreditation process. We acknowledge the members of the Learner Guide Reference Group who contributed their specialist expertise in the areas of working with Aboriginal and Torres Strait Islander people and others of culturally and linguistically diverse backgrounds.

As one chapter closed, another opened, with many more to acknowledge for their involvement in the delivery of the accredited Course. We acknowledge the Queensland Health and Community Services Workforce Council; the Greater Brisbane Region Integrated Skills Development Network; Bremer Institute of TAFE; and Betty Taylor of TAVAN Institute for their support and partnership in delivering and evaluating the Course as a pilot in the second half of 2008.

Last, but not least, we thank the 26 Course pilot participants, the first to complete and receive the Statement of Attainment in Course in Responding to Domestic and Family Violence (30629QLD). As a participant in the Course I feel honored to have spent nine days over the three Units of Competency with men and women whose passion for women's safety is outweighed only by their hard work and determination. We thank them all for their enormous contribution and commitment to the evaluation and improvement of this Course.

Most particularly we would like to thank Shirley Slann, Lynette Dewis, Karina Henaway, Karen Coghill, Cynthia Macklin and Melanie Brown for their generous contribution of knowledge and skill to enable a greater understanding of issues faced by Indigenous women experiencing domestic and family violence in a rural or remote area. We also extend our thanks to Anne Nguru and Lars Ove Alexson for sharing their insight and experience into culturally and linguistically diverse discussions during the pilot.

We look forward to a consistent benchmark of skill for workers in the domestic violence sector, a greater understanding of Aboriginal and Torres Strait Islander, Culturally and Linguistically Diverse and Rural and Remote communities and a more coordinated response to women's safety.



Annie Webster
Education Officer



Artwork contributed by Course participant Jacynth Karmen

FOREWORD

Since the late 1980s a ‘whole-of-government’ response to violence against women has been on the Queensland Government’s agenda, following the release of *Beyond These Walls* (1988), the report of the Queensland Domestic Violence Taskforce. The report’s recommendations led to change in government policy and practice to address domestic violence through legislation and administrative structures. Agency specific training, generally delivered by the relevant agency’s personnel, supported the implementation of these initiatives. Changes to domestic violence legislation have also been supported through training for government and community services sector.

However there has been no consistent interagency training program available across Queensland to address the needs of new personnel, meet the changing demands in the sector and support and inform cross-agency collaboration. This training gap in Queensland was recognised and highlighted by members of the Taskforce on Women and the Criminal Code, established in 1999 by the Attorney-General and Minister for Justice, and the Minister for Women’s Policy to examine the impact of the Queensland Criminal Code on women as victims and as accused, and to consider the experience of women in relation to court practice and procedures.

Recommendation 46.1 of the Report of the Taskforce on Women and the Criminal Code stated that the training should:

- “Increase understanding of violence against women, its nature, scale and impact;
- Assist service providers in identifying violence against women;
- Provide participants with skills and knowledge about preventative approaches, early intervention and reducing the long term impacts of violence;
- Cover relevant legislation and link to any relevant guidelines or policy; and
- Go beyond raising awareness to identifying desired responses...” (page 86).

Other government reports that have identified this training gap include the 2002 *Report of The Coordinating Efforts To Address Violence Against Women Project* (CEAVAW).

The CEAVAW Project was a whole-of-government initiative to enhance responses to women who have been subjected to violence, by developing strategic directions and a policy framework for violence against women across government. CEAVAW was established in response to the Taskforce on Women and the Criminal Code.

The *Report of the CEAVAW Project* stated that:

Several different government and community based agencies deliver training on violence against women. This training however is prepared and delivered in isolation. There needs to be enhanced integration in the development and delivery of these training programs. ... As identified by the Taskforce, training needs to be provided

to staff that work in all other public sector agencies that are accessed by women victims/survivors of violence. This would not only involve professionals and government workers, but also those workers in generalist services which are often the first point of contact for women... (page 108).

The Aboriginal and Torres Strait Islander Women's Task Force on Violence Report (2000) highlighted, among other things, the need for training packages that focused on developing specific intervention approaches in regional centres.

In response to this identified need for quality accredited training, the Queensland Centre for Domestic and Family Violence Research (CDFVR) successfully sought funding from the state Office for Women, Department of Local Government, Planning, Sport and Recreation. These funds facilitated the first stage of development of a comprehensive, appropriately accredited training course to enable more effective and coordinated responses to domestic and family violence.

The funding was provided to develop a course that incorporated nationally recognised competencies for responding to domestic and family violence and was relevant to workers in a wide range of government and community sector agencies in Queensland. The course development aimed to target gaps in the availability of training in this area, and include a focus on issues particularly affecting women who are disadvantaged because of geographic location or minority group status.

Completion of the course development was enabled by funding from CDFVR's triennial grant from the Queensland Department of Communities. Training outcomes aim to enable agencies to efficiently and consistently assess and respond to needs and refer women appropriately to other services as required, thus resulting in a more seamless response from government and non-government agencies to the range of issues that women are facing as a result of domestic and family violence.

In 2008, the *Course in Responding to Domestic and Family Violence (30629QLD)* was piloted and evaluated, with the results presented in this Evaluation Report. The Report is presented in three sections. Section 1 details the various stages of the course development process, addressed in two parts, as background to the implementation of the Course pilot and evaluation. Section 2 provides details about the delivery of the pilot, including the evaluation methods, and the evaluation results. Section 3 provides information about the process for developing a Recognised Prior Learning (RPL) Assessment Tool. The RPL Assessment Tool will enable consistent measurement of competencies acquired through prior learning, against those provided addressed in the three Units of Competency that comprise the accredited *Course in Responding to Domestic and Family Violence (30629QLD)*.



Heather Nancarrow
Director

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SECTION 1 - BACKGROUND AND COURSE DEVELOPMENT

COURSE DEVELOPMENT PROCESS

In August 2005, CDFVR employed an Education Project Officer and appointed a part time Education Project Officer, to develop the accredited course.

CDFVR received 12 months' funding from the state Office for Women, Department of Local Government, Planning, Sport and Recreation to produce a draft of the training course. The first year of the project (Part 1) contained the following stages.

Part 1:

- Stage 1 - Audit
- Stage 2 - Training Needs Assessment
- Stage 3 – Consultation and drafting

The second year of the project (Part 2) was funded by CDFVR's Department of Communities grant¹ and contained the following stages.

Part 2:

- Stage 1 - Course Accreditation
- Stage 2 - Training Resource Development
- Stage 3 – Marketing and Promotion

These stages of the Course development are discussed in detail below.

Stage 1: Building the evidence and drafting

Stage 1.1 - Audit

The beginning of the project presented the question of whether to accredit a training course or offer it as a stand-alone course with no accreditation. After discussing the issue with other training providers in Queensland and interstate, CDFVR decided to proceed with course accreditation. One of the main advantages of accreditation is having a nationally recognised qualification as a benchmark of competence for employers.

¹ CDFVR receives triennial funding from the Queensland Department of Communities to undertake research, education and evaluation activities pertaining to domestic and family violence.

The course accreditation process required an audit of existing accredited courses. When the research for this project was undertaken it was found that there was no accredited training course which specifically addressed domestic and family violence. The Community Services Training Package (CHC02) in 2006 contained 10 Units of Competency on domestic and family violence. Several of these Units were included in qualifications issued under the CHC02, namely Certificate II in Community Services Work (First Point of Contact) and Certificates III and Certificate IV in Community Services Work.

These courses are tailored primarily for support workers, caseworkers and client contact officers. The Units of Competency on domestic and family violence are elective only. This training is aimed at entry level or new workers and is not suitable for workers with differing levels of skill.

Stage 1.2 - Training needs assessment

CDFVR conducted a statewide survey over a three-week period in September and October 2006 to ascertain training needs.

The aim of this survey was to:

- determine training needs in the area of domestic and family violence prevention;
- identify the locations of service delivery;
- establish preferred time frames for training delivery; and
- determine an appropriate level of qualification.

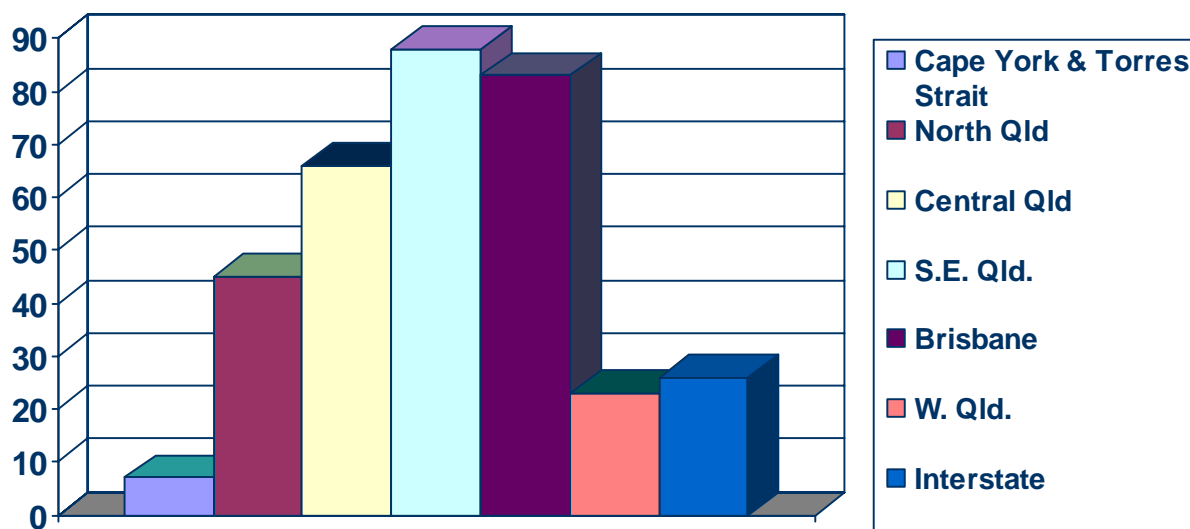
The survey elicited 352 respondents statewide with a small percentage coming from interstate.

The results reinforced the original mandate for the project with 88.7 per cent of survey participants interested in taking part in a training course on domestic and family violence. Only 13.6 per cent had previously undertaken accredited training.

The community services sector was strongly represented with two-thirds of the survey participants (66.3%) working in the domestic violence sector. The survey participants came from a diverse range of work areas including health; community support services; family support services; generalist counselling services; education; children's services; youth services; police; housing organisations; sexual assault services; employment services; migrant support services; corrections; elder abuse and disability services.

The following graph shows the geographical area where survey participants' services and organisations are located.

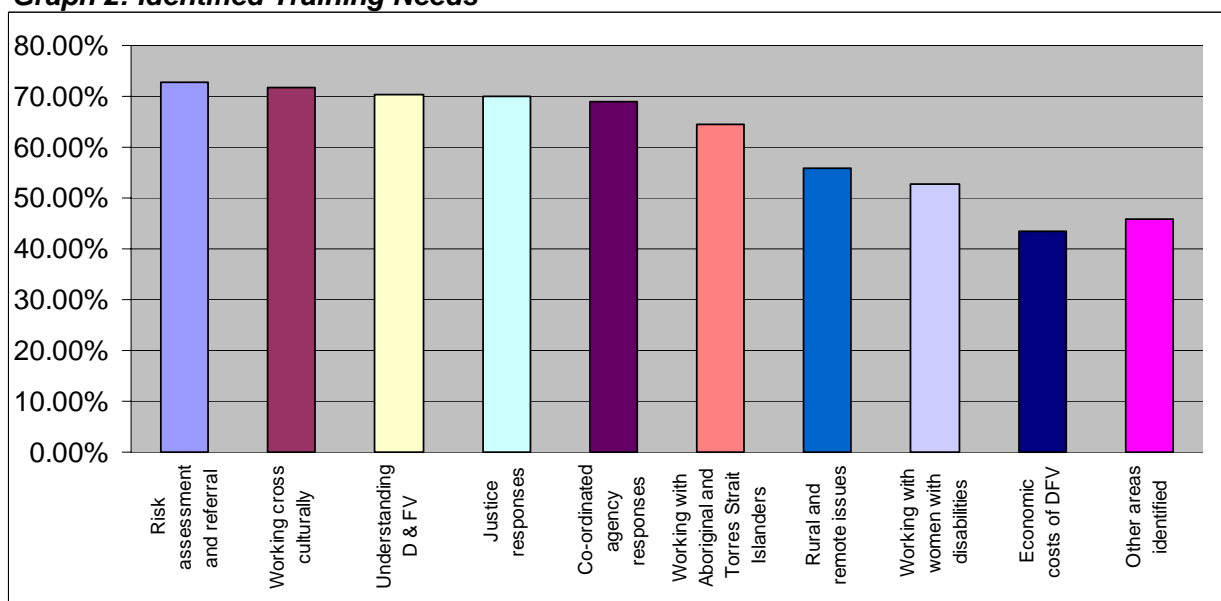
Graph 1: Demographical Information



When asked in which geographic area their service was located, 33.7 per cent identified metropolitan areas; 54.7 per cent identified regional areas; 51.8 per cent rural and 30.6 per cent worked in an outreach capacity. Some of these services are located in a metropolitan or regional centre and also provide services to rural and remote areas. There is a high level of service delivery to rural; and remote areas which highlighted the need for training in these regions.

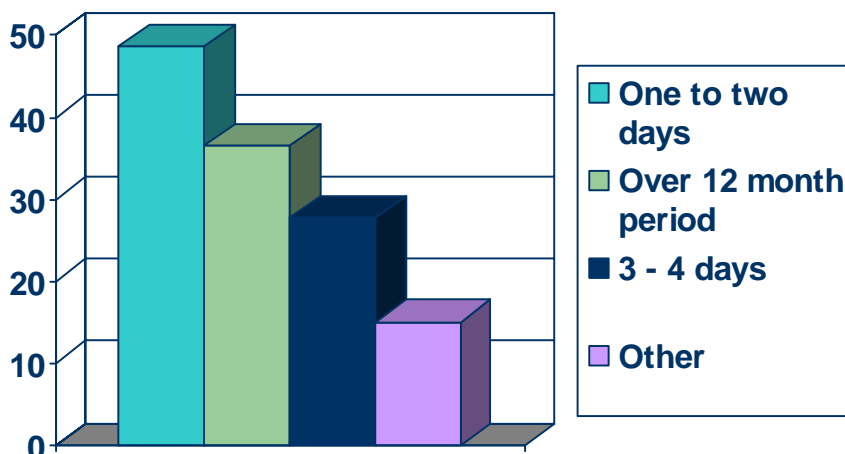
Graph 2 below, depicts training needs identified by the respondents for inclusion in an accredited training course.

Graph 2: Identified Training Needs



The majority of survey participants favoured shorter timeframes for training with 48.7 per cent indicating that 1-2 days was a reasonable time frame; 27.8 per cent chose the 3-4 days option; and 36.5 per cent of participants indicated that they were interested in training sessions that were delivered over a 12 month time frame. The following graph depicts preferred training times.

Graph 3: Preferred Time Frames



The survey posed the question “Would the attainment of a recognised qualification encourage you to participate in a domestic and family violence training course?” An affirmative response was expressed by 71.7 per cent of participants with comments offered such as:

I am very keen to do training, as I have no formal qualification in domestic and family violence; and The lack of accredited training in the area of domestic and family violence has been a serious deficit for the sector.

Stage 1.3 - Consultation and drafting

A requirement for course accreditation is to demonstrate that wide consultation was undertaken during the course development.

This consultation was undertaken in two ways - through the formation of a Course Development Advisory Committee (CDAC) which was a requirement of the accreditation process and the formation of a wider consultative body, the Training Advisory Committee (TAC).

Course Development Advisory Committee (CDAC)

The CDAC was established for course accreditation purposes and also to advise on course development. The CDAC is required to be involved in ongoing monitoring and evaluation and to sign off on the course prior to it being submitted to the Accreditation Team at the Department of Employment and Training.

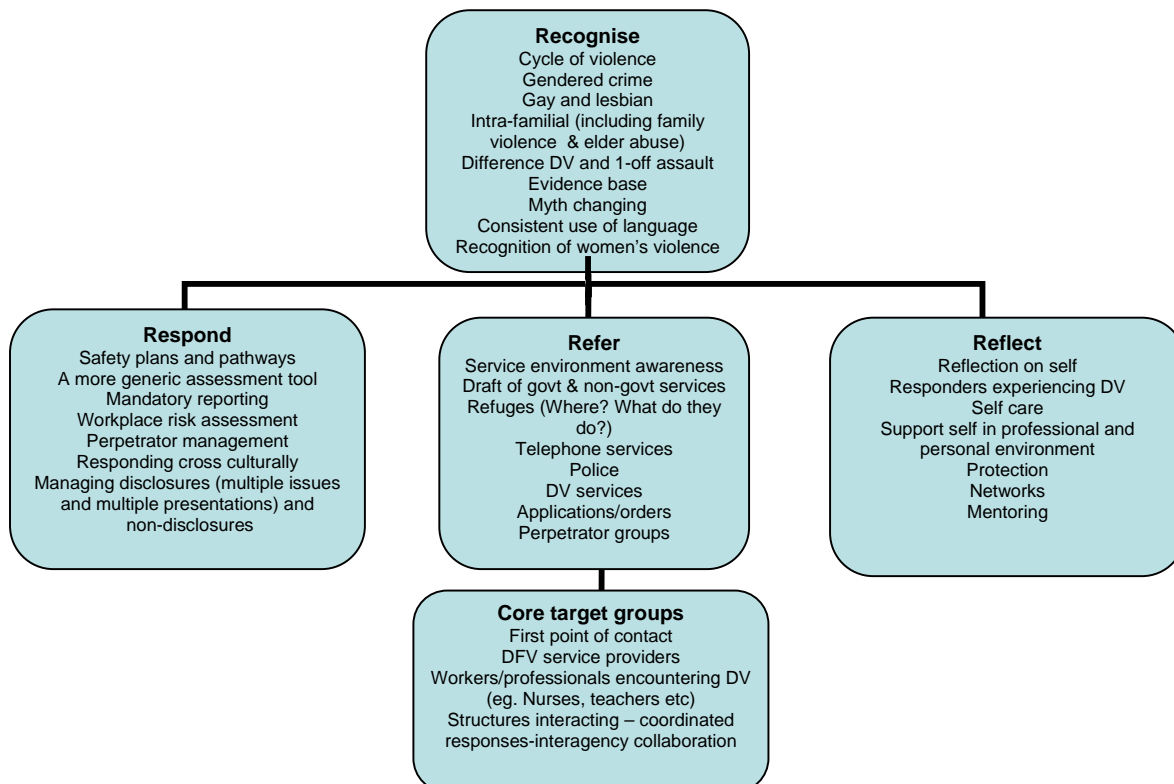
The CDAC's membership comprised 9 state government department representatives and 3 community service members. The following government and community services sectors were represented on the CDAC:

- Department of Communities;
- Department of Education and the Arts;
- Queensland Health;
- Department of Justice and the Attorney-General;
- Department of Corrective Services;
- Queensland Police Service;
- Department of Child Safety;
- Department of Employment and Training;
- Queensland Office for Women;
- Queensland Community Services and Health Industries Training Council;
- Domestic Violence Trainer and Consultant; and
- Vocational, Education and Training Sector Trainer.

The first meeting of the CDAC was held in Brisbane on 26th October 2005. There were 6 CDAC meetings held prior to course accreditation. The last meeting was held on 24th July 2006 where each CDAC member signed off on the course before submission to the Department of Employment and Training for course accreditation approval.

Initially the CDAC identified core skill sets and target groups for the training course. The following figure outlines these skills sets and target groups.

Core Areas and Skill Sets



The next stage of the project involved the development of a Course Concept Proposal (a course accreditation requirement) that had to be signed off by CDAC members prior to submission to the Department of Employment and Training. The Course Concept Proposal was informed by the results of the training needs survey; advice from the CDAC and advice from members of the wider consultative body, the Training Advisory Committee. The Course Concept Proposal identified four main areas, as identified in the core skills set, for inclusion in the accredited training course.

After consideration of the results of the audit and the training needs survey, the CDAC decided to develop the course as a short course which will result in the qualification, 'Statement of Attainment in a *Course in Responding to Domestic and Family Violence*'.

The Course is comprised of three Units of Competency. The first is an existing Unit of Competency, CHCDFV1B *Recognise and respond to domestic and family violence*, from the Community Services Training Package. Two new Units of Competency were developed by CDFVR, in partnership with the Course Development Advisory Committee. They are: *Referring appropriately and effectively in response to domestic and family violence*; and *Reflecting on work practice when responding to domestic and family violence*. The tables below outline the elements proposed for each Unit of Competence.

Recognising domestic and family violence
<ol style="list-style-type: none"> 1. Develop an understanding of the theories of domestic and family violence 2. Identify the power and gender issues in domestic and family violence 3. Identify the differences between assault and domestic violence 4. Reflect and challenge myths and attitudes 5. Recognise the indicators of domestic and family violence 6. Develop an understanding of the concept of family violence in Aboriginal and Torres Strait Islander families and communities 7. Identify specific issues facing people from culturally and linguistically diverse backgrounds 8. Identify specific issues for people in same sex relationships; with disabilities; living in rural and remote areas; experiencing elder abuse; and for women who use violence
Responding to domestic and family violence
<ol style="list-style-type: none"> 1. Work within a strengths based and child focused framework 2. Identify the support needs for women and children affected by domestic and family violence 3. Identify the impacts of domestic and family violence on children 4. Identify the particular support needs for women and children from Aboriginal and Torres Strait Islander families and communities and from culturally and linguistically diverse backgrounds 5. Manage disclosures and non disclosures 6. Identify safety issues for women and children affected by domestic and family violence 7. Develop risk assessment of workplace and safety management procedures for workers 8. Develop appropriate procedures for dealing with safety risks and critical incidents

Referring appropriately and effectively in response to domestic and family violence

1. Utilise risk assessment and safety planning tools
2. Apply principles of effective referral
3. Develop referral processes for women and children from Aboriginal and Torres Strait Islander families and communities and culturally and linguistically diverse backgrounds
4. Establish a database of relevant referral agencies and referral protocols
5. Identify appropriate legal processes
6. Establish and maintain networking and community development opportunities and interagency responses /initiatives to domestic and family violence

Reflecting on practice when working in the area of domestic and family violence

1. Identify own professional boundaries and limitations
2. Reflect on values, attitudes and experiences and assess how these impact on practice
3. Establish and maintain self care strategies, professional and/or peer supervision
4. Recognise the indicators of vicarious trauma

On 27th February 2006 after submission of the Course Concept Proposal, CDFVR received 'in principle support' from the Accreditation Team to proceed with the development of the course.

The next stage involved the development of course documentation required for accreditation. The course documentation was signed off by CDAC members on 24th July 2006 and the course was approved for accreditation on 31st August 2006.

Training Advisory Committee (TAC)

The larger consultative group, the Training Advisory Committee (TAC), was also established to advise on course content and the development of the training course.

The original intention for the Training Advisory Committee was to have several face to face meetings and teleconferences. There was a larger than expected response to the call for expressions of interest for this advisory group with membership reaching 85 and reflecting a broad service and geographic spread, from metropolitan based representatives to the Royal Flying Doctor Service and remote communities in Cape York and the Torres Strait Islands.

Because of the overwhelming response to the call for Expressions of Interest in both Queensland and interstate, it was decided that the TAC would communicate electronically. This electronic communication was in the form of a regular e-bulletin called TAC-TILE (Training Advisory Committee - Training Information and Learning Exchange).

Membership of the TAC also included representatives from many diverse networks operating across the state. Some of these memberships included: the Queensland Domestic Violence Services Network; Queensland Domestic Violence Court Assistance Network; Combined Women's Refuge Group; Women's Emergency Services Network; regionally based Domestic Violence Interagency Committees; Australian Association of Social Workers; state-wide

Steering Committee to Reduce Family Violence; Federation of Community Legal Services; Department of Justice Family Violence Court Reference Group; National Council for Women and the Queensland Association of Independent Legal Services.

The TAC regularly informed and consulted on course development via email through the e-bulletin TAC-TILE. During the consultation period, editions of the TAC-TILE were also available on CDFVR's website (www.noviolence.com.au). There were nine editions of the e-bulletin which have now been archived on CDFVR's website.

Wider coverage on the progress of the development of the training course was through regular articles in CDFVR's quarterly newsletter that has a subscription of over 700 individuals and organisations. This newsletter is also available for viewing on CDFVR's website.

Stage 2: Preparing for implementation

Stage 2.1 - Course accreditation

The first stage of part 2 involved the submission of the course documentation including the two newly developed Units of Competency to the Accreditation Team, Department of Employment and Training for accreditation approval. This document was prepared in extensive consultation with the CDAC and approved by the CDAC.

The course documentation is detailed evidence that accompanies accredited courses and provides information to accredited trainers.

It contains information on the following sections:

- general information (course developer's contact details, copyright information, etc);
- course information; and
- units of competency.

The course information section includes information on:

- development of the course;
- course outcomes (qualification level, competency standards, employability skills, recognition given to the course and licensing/regulatory requirements);
- course rules (course structure, entry requirements, pathways and customisation);
- assessment (assessment strategy, assessor competencies, workplace recognition, recognition of prior learning);
- course delivery (delivery modes and resources);
- articulation and credit transfer; and
- ongoing monitoring and evaluation.

The course was approved as a nationally recognised course titled '**Course in Responding to Domestic and Family Violence**' **Course Code 30629QLD** on the 31st August 2006.

The Course is comprised of three Units of Competency. They are:

- CFCDFV1B Recognise and respond to domestic and family violence (existing Unit of Competency from the Community Services Training Package);
- DFVR1A Referring appropriately and effectively in response to domestic and family violence (a new Unit developed for this Course); and

- DFVR2A Reflecting on work practice when responding to domestic and family violence (a new Unit developed for this Course).

The Course is accredited under the Australian Quality Training Framework by the Training and Employment Recognition Council, and is listed on the National Training Information Service (www.ntis.gov.au). It is accredited for five years until 30th August 2011 and subject to continued compliance with the Australian Quality Training Framework, and to terms and conditions set out in the Training and Employment Accreditation Guideline: No.9, Accrediting and Regulating Courses.

The ongoing compliance will be discussed more in the section Ongoing Evaluation and Monitoring.

Stage 2.2 - Training resource development

The initial audit for the course development revealed not only a lack of training but also a lack of training resources on domestic and family violence. The search revealed only two other sources for learner guides and these did not address many of the aims and objectives of the training course project. Additionally they did not meet the needs assessment identified by CDFVR which focused on addressing issues involved in responding to domestic and family violence when working with:

- Aboriginal and Torres Strait Islander families and communities;
- culturally and linguistically diverse families and communities; and
- rural and regional communities.

As a result of this audit of training resources the project team decided to develop their own training resources that would align closely with the three Units of Competency in the accredited Course. To ensure that training resources would meet training needs a Reference Group was formed to advise on their development.

Membership of the Reference Group included representation from:

- Clermont Multi-Purpose Health Service;
- Domestic Violence Resource Service (Mackay & Region);
- Immigrant Women's Support Service (Brisbane);
- Whitsunday Women's Service;
- North Queensland Domestic Violence Resource Service (Townsville);
- North Queensland Domestic Violence Service (Mt Isa);
- Anglicare Longreach;
- Magani Malu Kes in Townsville; and
- Legal Aid Queensland.

A Trainer Guide was also developed to assist trainers and assessors in the delivery of the Course.

Some of the issues addressed in the Trainer Guide include:

- Course competencies;
- background and underlying principles of the project;
- vocational outcomes;
- target audience for the Course;

- gender and language;
- recognition of prior learning;
- qualification level;
- Course outcomes;
- impact of the training material on training participants ;
- monitoring resource availability;
- assessment of competence;
- assuring quality;
- linking training to work practice; and
- Course evaluation.

Appendix 1 of the Trainer Guide contains the three Units of Competency in the training Course so the trainer does not need to download them from the National Training Information Systems (NTIS) website. The NTIS website is very large and it takes a lot of time to download materials.

The NTIS website has a national listing of Units of Competency, Training Packages, accredited courses, state and territory training authorities, Industry Skills Councils, training package developers, Registered Training Organisations (RTOs) and qualifications and can be found at www.ntis.gov.au

Stage 2.3 - Marketing, promotion & delivery

Marketing and promotion in Course development process

Support and anticipated demand for the training Course came primarily from the government and community services sectors, and engagement with these sectors in the process of developing the Course enabled early marketing and promotion of the Course even in its infancy.

- **Government Sector**

During the Course development stage the Department of Justice and Attorney-General through its CDAC representative indicated that they would be interested in the inclusion of the Course for training of their staff, in particular the court staff. Specific interest was expressed in the Unit of Competency that focuses on referring appropriately and effectively in responding to domestic and family violence.

Similarly, during the Course development stage, the Department of Corrective Services through its CDAC representative expressed an interest in delivering the Course for their staff. The Training and Development Centre of the Department of Corrective Services has indicated that it will apply for an extension of scope to enable the training Course to be delivered.

More recently, Queensland Health has contacted CDFVR about delivering the training Course. This contact was made through the Northern Area Health Service coordinator whose area of responsibility extends from Sarina to the Torres Strait. Queensland Health is looking at training on responding to domestic and family violence with an emphasis on rural areas. Instead of writing the Course from the beginning they have expressed an interest in customising the Course to meet their particular training needs. Discussions with Queensland Health are still pending.

- **Community Services Sector**

The Integrated Skills Development Strategy is part of the Queensland Health and Community Services Workforce Council and is a state-wide initiative which aims to enhance the accessibility of training to agencies funded by the state Department of Communities. There are 12 Skills Development Networks (SDN) across Queensland, which identify regional training priorities.

A training needs forum was conducted by the Mackay/Whitsunday SDN (Skills Development Network) in November 2005. The forum identified that there was a “high demand for first point of contact training as workers are often dealing with women escaping domestic and family violence”. There is continuing discussion with the Skills Development Network about the possibility of brokering the *Course on Responding to Domestic and Family Violence* to agencies funded by the state Department of Communities.

The ISD Project Officers have expressed interest in brokering the training Course through its SDNs. The project team has an extensive register of registered training organisations. The ISD strategy also has Project Officers and local representatives in regions throughout Queensland.

Course launch

The state launch of the Course in Responding to Domestic and Family Violence (30629QLD) was held on September 6, 2007 in Brisbane and the regional launch was held two weeks later on September 20 in Mackay. Both launches were attended by government and community service agencies, highlighting the apparent need within the sector to address gaps in service delivery to women who are subjected to domestic and family violence. Post launch, the Course was available for sale through the Centre for Training Materials, Department of Employment and Training, South Brisbane. By August 2008 four trainers with registered training organisation status and five unregistered trainers had purchased the Course. Only registered trainers or trainers who deliver under the auspices of a registered training organisation (such as TAFE) are able to provide a qualification on successful completion of the Course.

Distribution of the Course

The Course developers decided that the best way to distribute the training resources for the Course was through the Centre for Training Materials (CTM). CTM is the business area operating within the Queensland Department of Education, Training and the Arts, that licenses publicly developed training materials. The CTM is the retail outlet for accredited training products that have been developed using Queensland public funds. It also includes some training package support resources.

The Distribution Agreement developed by Queensland Crown Law is the starting point for negotiating the terms and conditions for CDFVR to put in place to engage the Centre for Training Materials (CTM) as the licensor to license CDFVR’s intellectual property.

The terms and conditions that CDFVR negotiated include that it is a condition of the license that all trainers who obtain a license from CTM have to register with CDFVR (see Section 3.2(g) of the License Agreement). This will be a vital component of the ongoing evaluation process (to be discussed in the next section).

There are two types of license agreements which the buyer signs (in this case the buyer is the trainer). These licenses structure the terms and conditions that buyers or licensors (trainers) are bound by in using these training resources. Both of the licenses are built on a common document developed by Queensland Crown Law. One of them allows the buyer (the trainer) to make modifications to the resources with CDFVR as the copyright owner owning the copyright over the modifications, and the other agreement does not allow any modifications.

After discussions with the CTM, CDFVR decided to use the 'no modifications' license agreement. If there needs to be changes to the training resources such as relevant legislation changes the CTM can issue an email to all registered licenses on CDFVR's behalf notifying the trainers of any changes that need to be made to the training documents.

CTM's preferred model is to license a 'master license' to the buyers (trainers), giving them an electronic copy and the right to make printed copies as and when they need to for their training delivery. This entails a higher upfront cost with the master license. The other license enables the trainer to purchase individual copies of the training resources.

CDFVR decided to proceed with the 'master license' as this enables flexibility for the trainers in their training delivery in terms of numbers of participants. Once the license/product is purchased, trainers are able to print out as many copies of the resources as required.

The two relevant license agreements, the Distribution Agreement and the License Agreement (no modifications) were approved by CQUniversity's Legal Officer.

Course delivery

CDFVR's role in the training project was to develop the Course and training resources; it was not to deliver the training. The training is being delivered by registered training organisations across Queensland who are able to issue qualifications under the Australian Quality Training Framework. This enables the training to be delivered statewide to government and the community services sector in metropolitan and regional locations.

The Course was developed at an accredited level to enable participants to obtain a nationally recognised qualification issued under the Australian Qualifications Training Framework (AQTF). Completion of the Course results in a 'Statement of Attainment' qualification. Under the AQTF, only registered training organisations can issue qualifications. Therefore, Course trainers and assessors are required to:

- hold a Certificate IV in Workplace Training and Assessment;
- be able to demonstrate vocational competencies at least to the level of those being delivered or assessed; and
- be registered as, or linked into a registered training organisation.

Ongoing evaluation by trainers and participants

Before a trainer starts delivering the training Course they must register with CDFVR. This requirement has been included as a 'special condition' in the license agreement between the Centre for Training Materials and the trainer.

Trainers can register by going to www.noviolence.com.au/trainingregistration.html. Once a trainer has registered, their contact details will be made available on CDFVR's website under a register of trainers. This will enable anyone interested in undertaking the Course to locate a trainer in their region.

When the trainer registers, they will be issued with a user name and two passwords. One password for themselves as trainer and a password for their students. These passwords provide access to the online evaluation forms available on CDFVR's website.

The trainer is required to complete their evaluation form after they have finished delivering the Course. The participant completes their evaluation form after each completed Unit of Competency.

SECTION 2 – COURSE PILOT DELIVERY AND EVALUATION

COURSE PILOT DELIVERY

In early 2008 CDFVR commenced negotiations with Health and Community Services Workforce Council to support the delivery of the Course in Responding to Domestic and Family Violence (30629QLD) as a pilot in Mackay, through its Integrated Skills Development (ISD) strategy. The ISD strategy provides training at a reduced rate to ‘target group’ non-Government organisations, which are those that receive recurrent funding from the Queensland Departments of Communities and Child Safety, (excluding child care, aged care and disability services). Target groups are given first priority for ISD training, with non-target organisations offered places at an additional cost if vacancies are available. Regional training delivery priorities are determined through Skills Development Networks (SDN), comprised of ISD target group members from a range of sectors in each region, and subject to budget constraints.

In May 2008, the Mackay SDN considered the opportunity to conduct the pilot Course. A condition for acceptance into the pilot was that participants were required to complete all three units of the Course to enable the Course to be fully evaluated. Members of the Mackay SDN were concerned that organisations would not be able to release their staff for a total of nine days (three per unit), even though CDFVR had a strong response rate from earlier surveys, and that recruiting 12 participants, the minimum required to run the Course, would be very unlikely. Based on that perception and budget restrictions, the Mackay SDN elected not to proceed with the Course pilot.

CDFVR then met with the ISD project team in Brisbane in June 2008, to discuss funding and organisational support directly from the ISD, with CDFVR to provide the residual balance from its Department of Communities’ triennial grant. It was agreed that the ISD would provide one third of the funds for the pilot and CDFVR would provide the balance. A memorandum of agreement was prepared; Betty Taylor, training consultant and domestic violence advocate, was engaged; and dates to deliver the pilot in Brisbane were decided as follows:

Unit 1: *Recognise and Respond to Domestic and Family Violence*, August 26, 27 & 28.

Unit 2: *Referring Appropriately and Effectively in Response to Domestic and Family Violence*, October 15, 16 & 17.

Unit 3: *Reflecting on Work Practice When Responding to Domestic and Family Violence*, November 25, 26 & 27.

A total of 26 participants enrolled and completed the pilot Course. As of the end of January 2009, twenty four participants had achieved their nationally recognised qualification *Statement of Attainment in Course in Responding to Domestic and Family Violence (30629QLD)*, with two assessments still pending.



Pilot participants

The Integrated Skills Development Strategy team has informed CDFVR that the pilot *Course in Responding to Domestic and Family Violence (30629QLD)* achieved the highest rate of assessment completion of any course, in its experience.

In the continuing partnership between ISD and CDFVR, the Course has now been scheduled for delivery, commencing in February 2009, in Mackay (with 29 registered participants), and Townsville (with 25 registered participants). In addition, the South-West Queensland SDN has begun the roll-out of the Course in its region, with Unit 1 already delivered in St George and Units 2 and 3 to be delivered in Roma and Charleville, respectively, over the next two months.

COURSE PILOT EVALUATION

Methods

The intended learning outcomes (Course objectives) are:

- A broad understanding of key theoretical concepts underpinning domestic and family violence work including historical, social and cultural contexts;
- An ability to identify power and gender issues in domestic and family violence;
- An understanding of the concept of family violence and specific issues for Aboriginal and Torres Strait Islander families and communities;

- An ability to reflect and challenge myths and attitudes surrounding domestic and family violence;
- An understanding of the specific issues facing people from culturally and linguistically diverse families and communities; people with disabilities and people living in rural and remote areas;
- An ability to undertake risk assessment and safety plans for women subjected to domestic and family violence;
- An ability to develop safety plans and procedures for the workplace; and
- An ability to apply standards of effective referral.

The Course objectives are aligned to the results of the needs assessment survey conducted at the commencement of the Course development and completed by 352 government and community service sector employees and three other key resources that identified gaps in training. These were: 1) the Taskforce on Women and the Criminal Code (1999); 2) the Aboriginal and Torres Strait Islander Women's Task Force on Violence Report (2000); and 3) the Report of the CEAVAW Project (2002).

For the purpose of the Course pilot and evaluation, the Course objectives were summarised as being to:

- increase knowledge and skills;
- provide knowledge and skills relevant to various work roles;
- convey course content and assessment in plain language and concepts; and
- address learning needs.

The evaluation was conducted using two methods: a survey for each Unit of Competency, completed by participants at the conclusion of each respective Unit; and a focus group conducted after completion of the entire Course, to enable an overall snapshot of opinions on whether the Course had met its objectives.

The evaluation survey and results

The evaluation survey was divided into four key parts to: 1) to gather demographic information about the participants; 2) to measure the extent to which the pilot Course had met its *summary* objectives; 3) to measure the usefulness of the learning materials that accompany the Course, and the Course content; and 4) to measure the effectiveness, or quality, of the Course delivery. Importantly, the surveys for Unit 2 and Unit 3, asked about the application of the previous unit in the participants' workplace.

Twenty-five participants responded to the first survey, 26 to the second and 24 to the third. For the purpose of this evaluation these three units will be referred to as Unit 1, Unit 2 and Unit 3.

Demographics

The Course demographic consisted of 21 participants from South East Queensland, two from Central West Queensland and the remainder from North Queensland, Far North Queensland and the Mackay/Whitsundays, with one participant from each of those three regions.

Participants were asked to choose a category which best represented their current work role. Forty six per cent (12) of respondents indicated that they worked as domestic violence service providers, seven (26.9%) were from 'other' organisations (homelessness, youth support Services, Department of Child Safety, Queensland Health and Queensland Police Service); with the remaining 26.9 per cent made up of three 'general' community service providers (11.5%) and four Indigenous service providers (15.4%).

Achievement of summary Course objectives

This section of the evaluation asked participants to identify the extent to which they agreed with a series of statements in order to assess how well the Course met its summary objectives. The statements and results are presented below, followed by a series of questions to provide feedback to enhance future delivery of the Course.

I have increased my knowledge and skill by completing this Unit of Competency.

Over 90 per cent of participants in each Unit either strongly agreed or agreed that they had improved their knowledge and skill by completing the Course: ninety six per cent (24) in Unit 1; and ninety two per cent (24 & 22 participants respectively) in Units 2 and 3. One participant in each unit did not know whether they had increased their knowledge and skill and one participant in Unit 3 disagreed with this statement.



Sharing Indigenous perspectives on a group scenario

I found the content of this Unit easy to understand.

One hundred per cent of participants agreed or strongly agreed that training content was easy to understand.

This Unit was relevant to my work role.

Twenty four participants in both Unit 1 and Unit 2 agreed or strongly agreed with this statement. Twenty three participants (95.8%) agreed with this statement for Unit 3. The remaining participants (1 person in Unit 1 and 3; and 2 people in Unit 2) did not know whether the Course was relevant to their work role. As indicated earlier, not all participants came from domestic violence specific services.

This Course addressed my learning needs

The nine days of training utilized several training mediums. These included role-plays, simulations, small group discussions, video and DVD presentations, workshops, PowerPoint information and guest speakers from specific work areas. When asked whether the Course addressed their particular learning needs 96 per cent responded affirmatively for Unit 1 and Unit 3 and 85 per cent for Unit 2. The remaining respondents (1 participant for Unit 1 and 3; and 4 participants for Unit 2) did not know whether the Course addressed their particular learning needs.

Units 2 and 3 asked two additional questions:

(a) I was able to use what I learned in the previous Unit of Competency in my work.

This question measured the relevance of the Course content to people working with women subjected to domestic and family violence.

Ninety six per cent of participants agreed or strongly agreed that they had used what they learned in Unit 1 in their work, with one participant (3.8%) indicating that they did not know. The 24 participants in Unit 3 (100%) were all able to apply knowledge that they had learned from Unit 2 to their work roles.

(b) I found the assessment tasks from the previous Unit easy to understand.

Question (b) measured the reliability of the Learner Guides in supporting students through their assessment tasks.

Ninety six per cent of participants in Unit 2 agreed or strongly agreed that they found the assessment tasks in Unit 1 easy to understand. The remaining one participant (3.8%) disagreed with this statement. Eighty seven per cent of participants in Unit 3 agreed or strongly agreed that the assessment tasks in Unit 2 were easy to understand; one participant (4.2%) did not know and 2 participants (8.3%) disagreed with this statement.

There was some in-class discussion about the difficulty in understanding activity 3.2 in Unit 2. This activity is designed to evaluate the cultural sensitivity and inclusiveness of participants' workplaces and service delivery. Some participants thought that the tables provided were complex and the task difficult to follow. Future training will enable this task to be completed in-class under the supervision of the Course trainer.

Usefulness and relevance of Course resources and content

This section of the evaluation asked questions about the usefulness of the learning materials, and Course content in meeting their expectations, which concerns the ongoing monitoring of the Course.

Please rate how helpful the Learner Guide was to your understanding of the Course content.

All Course participants were provided with Learner Guides not specifically designed to assist participants during training delivery, but to support them to complete their assessment tasks undertaken in the two weeks after the delivery of each Unit. A more quantifiable response to this question is asked at the completion of the third Unit (see next question) when participants have had the opportunity to test two of the three guides in their assessment tasks. Given that this was the case, response to how helpful the Learner Guide was during the delivery of the individual units was very positive. Eighty eight per cent of participants in Units 1 and 2 thought the Learner Guide was helpful or very helpful with 96 per cent (23) responding positively at the end of Unit 3.

On completion of Unit 3, participants were asked to rate how helpful the Learner Guides were overall:

Ninety six per cent of participants found the Learner Guides helpful or very helpful in consolidating their learning and 96 per cent thought the Learner Guides informed their assessment tasks. The remaining one participant (4%) did not know.



Everyday Heroes' session

Did this Unit of Competence meet your expectations?

All three Units received positive responses from 23 participants. Because of the fluctuating numbers in survey responses these percentages translated as 92 per cent (Unit 1); 88.5 per cent (Unit 2) and 96 per cent (Unit 3). Two participants in Units 1 and 3 and one participant in Unit 2 did not find that the Course met their expectations. The remaining two participants in Unit 2 were unsure.

Participants were asked why each Unit either met or did not meet their expectations. Below is a sample of responses from each Unit:

The Course met my expectations because:

Unit 1 (2 of 9 responses)

- The recognition section was very informative and the risk assessment skills will be very useful;
- I needed to increase my knowledge in several areas.

Unit 2 (3/12)

- It has assisted in my role of redesigning service responses to women and children in hospitals;
- In-depth discussion about integrated responses was extremely helpful;
- It went into not just knowing what services are out there, but also knowing what they are offering in their service delivery and how important it is to visit agencies or call in to find out what their limitations and boundaries are. This is vital information for appropriate referrals.

Unit 3 (3/14)

- This Unit made me reflect on my practice more effectively. All human service workers, child Safety Officers and Police should be made to do this Course;
- This Unit made me reflect on my own practice, document triggers and be aware of my own needs;
- I'm so pleased to be back to the third Unit of Competence where I feel safe to discuss my professional issues.

This Course did not meet my expectations because:

Unit 1 (2 of 2 response)

- There was little or no content on legal definitions of domestic and family violence and it was apparent that a number of participants weren't aware of these aspects;
- I thought the knowledge would be at a higher level.

Unit 2 (1/1)

- I had no expectations.

Unit 3 (1/1)

- I felt that this Unit was pitched at a lower level than expected.

Effectiveness and quality of Course delivery

Are there any elements of this Course that could have been delivered in GREATER detail?

The majority of respondents were happy with the content of the Course. Over 60 per cent of participants in Unit 1 and Unit 2 thought that information could not have been delivered in greater detail. Fifty four per cent of participants in Unit 3 also thought the Course covered sufficient detail. Between 32 per cent and 41 per cent of participants (8 in Unit 1, 9 in Unit 2 and 10 in Unit 3) indicated that they would have liked to see the Course delivered in greater detail. This demonstrated participants' enthusiasm for the Course and their own specific work needs. Areas that participants felt could have been delivered in greater detail include:

Unit 1 (3 of 6 responses)

- DV legislation (3 participants);
- Risk assessment;
- Domestic Violence Protection Orders.

Unit 2 (3/9)

- Dealing with perpetrators;
- Lobbying & legislation;
- Family Law Act.

Unit 3 (3/7)

- Rural, remote issues & systemic abuse;
- Law breeches. How to obtain Domestic Violence Orders;
- Working with children.

Are there any elements of this Course that could have been delivered in LESS detail?

Over 80 per cent of participants in Units 1 and 3 believed that the Course was delivered in sufficient detail and 77 per cent of participants in Unit 2 agreed with this majority. The remaining respondents (3 in Unit 1, 6 in Unit 2 and 4 in Unit 3) indicated that some areas of the Course could have been briefer. Below is a sample of their suggestions.

Unit 1 (3 of 3)

- Less activities;
- Less active listening;
- Less history.

Unit 2 (3/3)

- Less Indigenous aspects;
- Less activities;
- Less networking, integrated responses.

Unit 3 (1/1)

- Less activities.

The Course was delivered at a manageable pace

One hundred per cent of participants agreed with this statement.

I would recommend this Course to my colleagues

Ninety six per cent of participants in all three Units (24 in Unit 1, 25 in Unit 2 and 23 in Unit 3) said they would recommend the Course to their colleagues. One participant in each Unit disagreed with this statement.

Post - course focus group and results

At the completion of the three Units of Competency in *Course in Responding to Domestic and Family Violence* the Centre for Domestic and Family Violence Research conducted a focus group with Course participants to contribute to the ongoing monitoring of the Course. Participants were asked the following questions:

Which Unit best met the gaps in your learning needs

There was a general sense that all of the Units complemented each other and contributed to the overall outcome of knowledge. Pressed to choose one Unit only, Unit 3 received 13 votes (54%); Unit 2, 10 votes (42%); and Unit 1, one vote (4%).

Whilst the majority of participants felt that Unit 3 best met the gaps in their learning needs, a high level of camaraderie was established by the end of the Course and participants expressed their opinion that Unit 3 benefited from the foundation that Units 1 and 2 provided and the sense of trust established within the group.

Unit 3, Reflecting on Work Practice when Responding to Domestic and Family Violence, identifies the skills and knowledge required to recognise and respond to the impacts of values and attitudes upon work practice. It also identifies the skills and knowledge needed to recognise and respond to the indicators of stress and vicarious trauma and to identify and access worker self care support strategies when working with clients experiencing domestic and family violence. The popularity of this Unit could also indicate the gap in formal self-care training currently experienced by participants and the impact that deficit has on recognition of staff worth and the importance of the service they provide. To enable workers in the domestic violence sector to respond to clients effectively it is essential to provide them with appropriate tools to monitor their self-care.

Responses to **'How well positioned are you now to assess a woman's needs and facilitate access to relevant services'** demonstrated the confidence that completion of the Course instilled in participants:

- The Course greatly enhanced my practice;
- I became aware of other methods of referral – written as opposed to phone calls;
- Women's intuition about her own safety will be used more in my practice. I will see the woman more as my partner;
- I will be more thorough now. I knew the content but will be able to process it better;
- Practice makes perfect. Improved insight into women's thoughts and stories and placing everything in order.

Has your understanding of Domestic and Family Violence for Aboriginal and Torres Strait Islander, Culturally and Linguistically Diverse and Rural and Remote communities improved? How?

All participants felt that their knowledge in these areas had increased.

- I have a greater appreciation of Aboriginal and Torres Strait Islander and culturally and linguistically diverse issues;
- From an Indigenous perspective I felt safe to discuss and share information and privileged to have input from non-Indigenous participants;
- I would like to see an activity to encourage participants to access the Department of Immigration website and research a particular culture;
- I have a greater awareness of remote communities and the difficulties in accessing services;
- It highlighted lack of resources in remote communities.

One participant's contribution; *We were lucky as a group to have Aboriginal and Torres Strait Islander participants. We learned so much from these women and value their voices,* was directly linked to a scenario presented in the second Unit of the Course where an Indigenous woman in a remote community presents at the local domestic violence service for assistance.

Participants in the Course formed groups to consider how they would respond to the woman and her children's needs by answering a series of questions from the Learner Guide. Each non-Indigenous group reported on their plan of action followed by a group of five Indigenous women who critiqued the non-Indigenous participants' responses and explained why these responses would not be either appropriate or possible in an environment with a long history of Aboriginal residency and community. This very simple activity demonstrated the gap in knowledge about remote Indigenous issues experienced by most non-Indigenous participants.

Would an experienced worker benefit from completing this Course?

Unanimous affirmative response.

- Benefits of reflective practice;
- Emphasis on self care – to develop appropriate strategies;
- Development of networks is an added bonus;
- Awareness of other parties involved other than your service and client.

Would an inexperienced worker benefit from completing this Course?

- Should be compulsory for all new workers;
- Heaps of information to assist new workers;
- Good to have early identification of self care.

Since commencing this Course have you made any changes to your practice?

- Developed a risk assessment tool for emergency and women and children;
- Practicing more holistically;
- Able to impart knowledge and experience to my colleagues;
- Now looking at the policy of my agency and revisiting safety plans and risk assessments;
- Changed risk assessment in my organisation. Preparing process collectively and developing 'red flags' in organisation;
- Included self care in my practice;
- Take information from the Course to my workplace;
- Reviewed risk assessment/safety issues;
- More aware of vicarious trauma;

- Able to reflect on how the organisation I work from responds to domestic violence issues;
- I now consider the unintended consequences of risk assessment – for example, being used against clients in family court;
- I have incorporated journal writing into my practice;
- I'm better able to support my clients;
- I can now speak up and challenge colleagues;

Over the Course of the three Units of Competency we received 48 additional comments, most of which were complimentary. Below is a sample from each Unit.

Unit 1

- This Course is vitally important for all those in the community sector and should be compulsory for child safety workers, police and magistrates;
- I really liked the group work. It was interesting to hear the different and similar;
- This Course is great. It is relevant and specific to my work.

Unit 2

- I like to hear testimonials and feedback/interactive training. Less assessment tasks. Great training;
- I found the recognition of cultural differences in service provision enlightening and welcomed the expertise of Indigenous and CALD participants. It was an informative and thought provoking session;
- I found the information appropriate and well-balanced.

Unit 3

- Great team building and networking opportunities. Such an honour to share others' stories;
- A must-have Course for domestic violence workers;
- A follow-up Course?

Summary of evaluation results

As expected, the majority of Course participants were based in Brisbane, although participants also came from Central, North and Far North Queensland, and represented diverse roles in responding to domestic and family violence. Less than half (46%) of the participants worked in community-based domestic and family violence services, while the remainder were police, child safety officers, health workers and workers in other general community support services.

The evaluation results indicate that the Course was very well targeted in providing knowledge needed to recognise and respond to domestic and family violence, including effective referral and self-care. The vast majority of participants (over 90% in each case) reported increased knowledge as a result of each Unit of Competency; that each Unit was relevant to their role in responding to domestic and family violence; and that they were able to use what they had learned in their work roles.

In addition to well-targeted content, the pilot Course evaluation illustrated that the Course delivery methods, assessment, and resources, in the form of Learner Guides, also met

participants' needs. These results were reinforced by 96 per cent of participants indicating that they would recommend the Course to their colleagues.

Participants were unanimous in their view that the Course would benefit experienced workers and that it should be compulsory for new workers to the field of domestic and family violence prevention. They also reported increased knowledge and skills for working with Aboriginal and Torres Strait Islander and culturally and linguistically diverse communities.

OUTCOME OF EVALUATION

Overall the evaluation results validate the Course content, method of delivery and Learner Guides. Participant feedback during the training itself, however, resulted in a few minor amendments to the delivery and the Learner Guides. The relevant feedback and consequent changes are summarised, below.

- 1) The first assessment question in the first Unit of Competency was thought by some to be ambiguous, so that question was clarified;
- 2) It became obvious after the first lot of assessments that some people were copying the sample answers to questions provided in the back of the Learner Guides, so a statement was inserted to emphasise that the sample answers are provided as a guide only, and that there is an expectation that they will be expanded on to demonstrate a sound understanding of the issues related to each question; and
- 3) A small number of participants (4) found Activity 3.2 in Unit 2 a bit confusing. As a result, a statement that this activity should be done in class under the supervision of the trainer was inserted.

SECTION 3 – RECOGNITION OF PRIOR LEARNING TOOL

In September 2008 CDFVR employed the services of a consultant to develop the Recognition of Prior Learning (RPL) assessment tool and an assessor network. The assessment tool will provide a structured, consistent process for measuring skills/competence against the core competencies in each Unit of the Course. To obtain RPL, and therefore the qualification applied for, prospective learners will be required to demonstrate that their knowledge and skill meet the level of skill they would acquire in completing that particular Unit of the Course. Learners are able to apply for RPL status for one or more of the Units.

Whilst any RTO may choose to develop and apply an RPL assessment tool, CDFVR is committed to assuring the quality of the assessment process associated with the Course and elected to exercise its right to provide professional guidance and stipulate requirements for a quality RPL assessment tool for the *Course in Responding to Domestic and Family Violence*. CDFVR entered into an additional partnership agreement with the Integrated Skills Development Strategy, who assisted CDFVR both financially and with industry expertise, to develop an RPL assessment process.

The RPL assessment tool will be integrated into Course materials, and therefore included in the purchase price of the Course. It is envisaged that this RPL tool will become the tool of choice for RTOs and assessors throughout Queensland, thus resulting in increased consistency of recognised knowledge amongst both those completing the Course and those receiving recognition for prior learning.

The assessor network, comprising industry trainers and participants from the domestic and family violence prevention sector was created for two purposes. Firstly, to advise on the development of the RPL assessment tool; and secondly, to facilitate regular opportunities for assessors to share information and support each other in the delivery of training and assessment for the Course.

CDFVR and the Integrated Skills Development Strategy jointly supported the establishment phase of this network through funding, regular communication via email, teleconference and meetings. The network's activities, together with the support of CDFVR and Integrated Skills Development Strategy will contribute to quality control and consistency in assessment and Course delivery.

CONCLUSION

The implementation of the accredited *Course in Responding to Domestic and Family Violence (30629QLD)* has responded to well-established need for such training to be available in Queensland. Specifically, the Course provides quality training that meets the needs of a diverse range of workers who come into contact with women affected by domestic and family violence; it facilitates a consistent analysis of domestic and family violence across agencies. Therefore, the Course enhances 'co-ordinated, inter-agency responses' to domestic and family violence, which is recognised as best practice in this area.

The process for accrediting training under the Australian Quality Training Framework is complex and requires extensive collaboration. For CDFVR, collaboration started at the very beginning of the process of the Course development, with the implementation of its state-wide training needs analysis. This was followed by the establishment of the Training Advisory Committee (TAC) and then, as required by the accreditation process, the establishment of the Course Development Advisory Committee (CDAC).

Since the Course was accredited, CDFVR has worked in partnership with the Queensland Health and Community Services Workforce Council's Integrated Skills Development Strategy to pilot the Course, which was completed on November 27, 2008. This work has culminated in twenty four Queenslanders, from diverse cultural and professional backgrounds, successfully completing the Course and achieving their nationally recognised qualification *Statement of Attainment in Course in Responding to Domestic and Family Violence (30629QLD)*. This is the highest rate of completion and qualification attainment of any course offered through the Integrated Skills Development Strategy.

The evaluation of the Course pilot validated the Course content, delivery and resource materials; however, some minor amendments were made to the Learner Guides as a result of participants' feedback during the delivery of the Course.

The Course is now being rolled-out across the state with Course delivery having commenced in Mackay and Townsville, and the South West of Queensland.



The Queensland Centre for Domestic and Family Violence Research (CDFVR) receives triennial funding from the Queensland Department of Communities to undertake research, evaluation, sector development and community engagement on issues pertaining to the prevention of domestic and family violence in Queensland. CDFVR is located within the Centre for Social Science Research in the Faculty of Science Engineering and Health at Central Queensland University, Mackay Campus.