

# University/Higher Education Institution Qualification Self-Assessment against the Mandatory Minimum Qualifications for Victorian Specialist Family Violence Practitioners

## Purpose

The purpose of this document is for a University/Higher Education Institution to confirm whether the named qualification meets any or all of the equivalency principles set out in the Mandatory Minimum Qualifications policy for specialist family violence practitioners in Victoria.

Universities and Higher Education Institutions are in the best position to endorse their qualifications based on their expert knowledge of the curriculum and learning outcomes as they pertain to the equivalency principles.

This self-assessment document will be specific to each University/Higher Education Institution and is not intended to be considered for review or approval externally by Safe and Equal or the Victorian Government.

As the Mandatory Minimum Qualifications policy is employer led, education providers can assist employers and prospective practitioners by providing or advertising their mapped qualifications document where appropriate.

Those who wish to work in specialist family violence practitioner roles can use this document as confirmation for their employer that the units of this qualification meet specific equivalency principles, as endorsed by the University/Higher Education Institution.

The University/Higher Education Institution takes sole responsibility for the accuracy of the assessment.

## 1. Qualification details

<b>Name of University/Institution</b>	Queensland University of Technology	
<b>Qualification title</b>	Graduate Certificate in Domestic Violence Response	
<b>Australian Qualifications Framework (AQF) level of qualification</b>	<input type="checkbox"/> AQF 7 Bachelor <input type="checkbox"/> AQF 8 Bachelor Honours	<input checked="" type="checkbox"/> AQF 8 Graduate Certificate <input type="checkbox"/> AQF 8 Graduate Diploma <input type="checkbox"/> AQF 9 Masters
<b>This assessment is accurate for the following years of curriculum delivery</b>	2021-2026	

## 2. Equivalency principles met through units of this course (see Appendix 1 for details of equivalency principles)

<b>EQUIVALENCY PRINCIPLES</b>	<b>CORE UNITS</b> The equivalency principle is met through core/compulsory units of the course. <i>(Include the name of the unit(s) that must be taken to cover this equivalency principle in full.)</i>	<b>ELECTIVE UNITS</b> The equivalency principle is met through elective units of the course. <i>(Include the name of the unit(s) that must be taken to cover this equivalency principle in full.)</i>
1		
2	JSQ201: Dynamics of Domestic Violence JSQ202: Children and Family Violence JSQ203: Reducing Lethal Risk JSQ204: Working with Domestic Violence Victims	
3	JSQ201: Dynamics of Domestic Violence JSQ202: Children and Family Violence JSQ203: Reducing Lethal Risk JSQ204: Working with Domestic Violence Victims	
4	JSQ201: Dynamics of Domestic Violence JSQ202: Children and Family Violence JSQ203: Reducing Lethal Risk JSQ204: Working with Domestic Violence Victims	
5	JSQ201: Dynamics of Domestic Violence JSQ202: Children and Family Violence JSQ203: Reducing Lethal Risk JSQ204: Working with Domestic Violence Victims	
6	JSQ201: Dynamics of Domestic Violence JSQ202: Children and Family Violence JSQ203: Reducing Lethal Risk JSQ204: Working with Domestic Violence Victims	

7	JSQ201: Dynamics of Domestic Violence JSQ202: Children and Family Violence JSQ203: Reducing Lethal Risk JSQ204: Working with Domestic Violence Victims	
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### 3. Assessment

Count how many of the above equivalency principles are able to be met through compulsory/core units and electives. Check the appropriate box.	<input checked="" type="checkbox"/> All 6	By meeting <u>all</u> of the above equivalency principles (2, 3, 4, 5, 6 and 7) at Bachelor or higher level this qualification meets the requirements of equivalency principle 1 and is considered an <b>equivalent qualification under the mandatory minimum qualifications policy</b> . Students should take careful note of any specific electives (identified in the left hand column) that are required to be taken to ensure the qualification is equivalent.
	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3	By meeting at least 3 of the equivalency principles above, this qualification meets the requirements of equivalency principle 1 and is considered a <b>related qualification under the mandatory minimum qualifications policy</b> . Students should take careful note of any specific electives (identified in the left hand column) that are required to be taken to ensure the qualification is related.
	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0	This qualification is not considered a related qualification (and is not considered an equivalent qualification) for the purposes of the mandatory minimum qualifications policy.

### 4. Accredited single unit enrolment options

*Where units can be enrolled in on an individual basis, without the requirement to enrol in or complete a full qualification, these should be listed here.*

**The following units are available for accredited single unit enrolment**

**How to enroll in these accredited units**

### 5. Confirmation of meeting the equivalency principles

*This document should be reviewed and endorsed by an appropriately authorised person (e.g. course coordinator or qualification lead) at the University/Higher Education Institution.*

<b>Name</b>	Michael Flood		
<b>Title</b>	Professor		
<b>Signature</b>	<i>M. Flood</i>	<b>Date</b>	7/05/2023

**APPENDIX 1: EQUIVALENCY PRINCIPLES SET OUT ON PAGE 12 OF THE MANDATORY MINIMUM QUALIFICATIONS POLICY**

**EQUIVALENCY PRINCIPLES**

The equivalency principles outline the key competencies required for work as a specialist family violence practitioner. These have been developed in close consultation with the specialist family violence sector, peak bodies and representatives from the higher education and vocational training sectors.

1	<i>Hold a related qualification that is at a Bachelor degree or higher level (Australian Qualifications Framework level 7 or above)* to meet the complexity of learning required to demonstrate autonomy, well-developed judgement and responsibility in contexts that require self-directed work and learning, and within broad parameters to provide specialist advice and functions.</i>
2	<i>Knowledge of and ability to manage the ethical issues that can arise when working with victim survivors and perpetrators of family violence, including to:</i> <ul style="list-style-type: none"> <li>• <i>Recognise and manage personal values, prejudices, discrimination and bias, and understanding of how they can affect inclusive service provision; and</i></li> <li>• <i>Apply critical and reflective thinking to practice, to examine the power dynamics between client-practitioner and victim survivor-perpetrator.</i></li> </ul>
3	<i>Understanding of the social, political, legal, historical, cultural and organisational contexts/systems impacts on people and communities; human behaviour and development; and life cycle stages in a family violence context.</i>
4	<i>Ability to apply principles of self-determination and cultural safety in professional practice, informed by an understanding of Aboriginal culture and the injustices experienced by Aboriginal people due to colonisation, and the impact this has on service experience.</i>
5	<i>Ability to transmit knowledge and skills to others, and to engage in a respectful, professional and culturally safe manner that builds rapport and trust with victim-survivors to work towards recovery and healing, using a trauma-informed approach that demonstrates belief, respect, and valuing of knowledge, culture and lived experience.</i>
6	<i>Ability to analyse and apply critical aspects of the regulatory environment and service system to practice, including accurate record keeping, data management and information sharing obligations, in consideration of confidentiality, informed consent and accountability. This includes:</i> <ul style="list-style-type: none"> <li>• <i>Compliant provision of family violence work in accordance with legislation and industry frameworks (for example the Family Violence Multi-Agency Risk Assessment and Management (MARAM) Framework<sup>†</sup>);</i></li> <li>• <i>Compliant provision of family violence work in accordance with International Charters of Human Rights, Indigenous Rights and Children’s Rights and Victims’ Charter Act;</i></li> <li>• <i>Providing a coordinated response and advocating with, or on behalf of, victim survivors to secure their rights and access to resources; and</i></li> <li>• <i>Evidence-based domestic and international research and ability to apply it to practice.</i></li> </ul>

**7** *Ability to analyse and evaluate information to inform practice approaches.*

**\* A related qualification is one that meets 4 or more equivalency principles. To satisfy equivalency principle 1: four equivalency principles (equivalency principle 1 and three others) must be met at Bachelor degree or higher level.**

**‡ Safe and Equal MARAM Comprehensive training can address this small section of equivalency principle 6 but the remainder of equivalency principle 6 must be met through accredited training. If the qualification does not specifically cover MARAM frameworks, you should make a note of this against equivalency principle 6 stating that “Comprehensive MARAM training will need to be taken in addition to this qualification”.**