



**NCFE CACHE Level 2 Certificate in  
Understanding Domestic Abuse**  
QN: 603/7168/7



# Qualification Specification



## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 2 Certificate in Understanding Domestic Abuse</b>
<b>Ofqual qualification number (QN)</b>	603/7168/7
<b>Guided learning hours (GLH)</b>	130
<b>Total qualification time (TQT)</b>	150
<b>Minimum age</b>	16
<b>Qualification purpose</b>	<p>This qualification is designed to increase learners' awareness and understanding of domestic abuse and its impact.</p> <p>The need for education and training across sectors to enable identification of abuse, allocation of support and referral is a recurring theme within regional domestic abuse strategies.</p> <p>Awareness of domestic abuse and its impact is important for those working in a wide range of sectors such as healthcare, social care, childcare, education, and housing. There is a need to understand the issues, report on those who may be at risk and support signposting to relevant services.</p> <p>This qualification is intended to give learners knowledge to support their role in this context.</p>
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence
<b>Work/industry placement experience</b>	Work/industry placement experience is not required.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/7168/7.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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## Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

### Aims and objectives

This qualification aims to:

- increase learners' awareness and understanding of domestic abuse and its impact

The objective of this qualification is to:

- support those in the workplace who may work with, support, or interact with people at risk of, or experiencing, domestic abuse

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed for learners who want to increase their knowledge and understanding of domestic abuse and its impact.

It may also be useful to learners studying qualifications in the following sectors/areas:

- healthcare
- social care
- childcare

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

### Achieving this qualification



To be awarded this qualification, learners are required to successfully achieve **4 units** from the mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

## Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - level 3 qualifications in related subject areas

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Certificate in Understanding Domestic Abuse.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each learning outcome.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners



must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers



## Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including level and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



## Unit 01 Understand domestic abuse (H/618/6404)



Unit summary			
In this unit, the learner will gain knowledge and understanding of domestic abuse, prevalence, misconceptions, and national strategy.			
Assessment			
This unit is internally assessed.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>27 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the term 'domestic abuse'	1.1 Define what is meant by ' <b>domestic abuse</b> '
	1.2 Identify different <b>types</b> of domestic abuse
	1.3 Describe the stages in the <b>cycle of abuse</b>
2. Know the prevalence of domestic abuse	2.1 Identify statistical reports on domestic abuse-related crimes and incidents
	2.2 Describe <b>factors</b> that may impact the reporting of domestic abuse-related crimes and incidents
	2.3 Identify the prevalence of domestic abuse
3. Understand misconceptions surrounding domestic abuse	3.1 Identify misconceptions surrounding domestic abuse in relation to: <ul style="list-style-type: none"> <li>• what domestic abuse is</li> <li>• the victim</li> <li>• the perpetrator</li> </ul>
	3.2 Describe factors that can <b>influence perceptions</b> of domestic abuse
4. Understand how national policy and strategy in relation to domestic abuse has changed over time	4.1 Give examples of how national policy and strategy on domestic abuse has changed over time
	4.2 Describe how policy and strategy related to domestic abuse has influenced <b>educational programmes</b> and the school curriculum
	4.3 Explain how <b>public awareness</b> of domestic abuse has changed over time

Range
<p>1. Understand the term 'domestic abuse'</p> <p><b>1.1 Domestic abuse</b></p> <p>The term domestic abuse has a statutory (national) definition, learners can refer to the Domestic Abuse Act; however, this definition may be expanded by different agencies, services and police forces to reflect their current priorities. <b>A minimum of two definitions must be covered.</b></p> <p><b>1.2 Types</b> can include:</p> <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• coercive control</li> <li>• sexual abuse</li> <li>• emotional/psychological abuse</li> <li>• financial or economic abuse</li> <li>• online/digital abuse</li> <li>• stalking and harassment</li> </ul>



Range
<ul style="list-style-type: none"> <li>• honour-based abuse</li> <li>• forced marriage</li> <li>• female genital mutilation (FGM)</li> <li>• modern slavery</li> <li>• post-separation abuse</li> </ul>
<p><b>1.3 Cycle of abuse</b></p> <p>As developed in 1979 by Lenore E Walker.</p>
<p><b>2. Know the prevalence of domestic abuse</b></p> <p><b>2.2 Factors</b></p> <p>These can include:</p> <ul style="list-style-type: none"> <li>• limited knowledge of offences (for example, coercive control)</li> <li>• lack of legislation (particularly around honour-based violence)</li> <li>• language barriers</li> <li>• lack of opportunity to report</li> <li>• isolation</li> <li>• fear of losing children</li> <li>• financial ties/lack of income</li> <li>• lack of alternative accommodation and support</li> <li>• limited understanding of what abuse is</li> <li>• immigration status</li> </ul>
<p><b>2.3 Prevalence</b></p> <p>The learner must cover prevalence of domestic abuse in relation to females, males, ethnic minorities and lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) individuals. Learners must consider the prevalence within their own home nation.</p>
<p><b>3. Understand misconceptions surrounding domestic abuse</b></p> <p><b>3.2 Influence perceptions</b></p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• media</li> <li>• religion</li> <li>• culture</li> <li>• personal experience</li> </ul>
<p><b>4. Understand how national policy and strategy in relation to domestic abuse has changed over time</b></p> <p><b>4.2 Educational programmes</b></p> <p>For example, inclusion in relationships and sex education (commonly shortened to RSE), and health education.</p>
<p><b>4.3 Public awareness has increased due to advocacy campaigns and legislation/policy updates.</b></p>



### Delivery and assessment guidance

Types of evidence could include:

- research
- learner report
- written or oral question and answer
- discussion
- assignment
- presentation



## Unit 02 Understand the signs and risk factors associated with domestic abuse (K/618/6405)



Unit summary			
In this unit, the learner will gain knowledge and understanding of the signs and risk factors of domestic abuse, as well as the issues surrounding disclosure and reporting.			
Assessment			
This unit is internally assessed.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>24 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand signs of domestic abuse	1.1 Describe possible <b>signs</b> of an individual experiencing domestic abuse
	1.2 Give reasons why some signs of domestic abuse may not always be visible
	1.3 Explain signs that may be associated with: <ul style="list-style-type: none"> <li>female genital mutilation</li> <li>forced marriage</li> <li>honour-based abuse</li> </ul>
	1.4 Identify actions and behaviours that may be signs of digital domestic abuse
	1.5 Describe why isolation can be a sign of domestic abuse
2. Understand factors that may contribute to the risk of domestic abuse	2.1 Describe <b>personal factors</b> that may contribute to the risk of an individual experiencing domestic abuse
	2.2 Describe <b>situational factors</b> that may contribute to the risk of an individual experiencing domestic abuse
	2.3 Outline <b>risk factors</b> in relation to the perpetrator that may contribute to the risk of domestic abuse
	2.4 Explain why the following factors may put some individuals at higher risk of domestic abuse: <ul style="list-style-type: none"> <li>gender</li> <li>disability</li> <li>sexual orientation</li> <li>ethnicity</li> </ul>
3. Understand why domestic abuse is not always disclosed or reported	3.1 Describe ways that an individual's own <b>feelings</b> may affect disclosure or reporting of domestic abuse
	3.2 Describe societal perceptions that can influence the disclosure or reporting of domestic abuse
	3.3 Explain how the following factors may affect disclosure of domestic abuse: <ul style="list-style-type: none"> <li>stereotyping</li> <li>labelling</li> <li>stigma</li> <li>discrimination</li> <li>victim blaming</li> </ul>



Range
<p><b>1. Understand signs of domestic abuse</b></p> <p><b>1.1 Signs:</b></p> <p>This could be in relation to behaviours, actions, emotions and physical injuries and learners should relate these to different types of domestic abuse.</p>
<p><b>2. Understand factors that may contribute to the risk of domestic abuse</b></p> <p><b>2.1 Personal factors</b>, for example:</p> <ul style="list-style-type: none"> <li>• gender</li> <li>• mental health</li> <li>• religion</li> <li>• sexual orientation</li> <li>• age</li> <li>• disability</li> <li>• ethnicity</li> </ul> <p>Learners should describe a minimum of <b>two</b> personal factors.</p> <p><b>2.2 Situational factors</b>, for example:</p> <ul style="list-style-type: none"> <li>• coercive control</li> <li>• adverse family circumstances</li> <li>• adverse cultural influences</li> <li>• adverse community circumstances</li> <li>• challenging/risky behaviour</li> <li>• financial constraints</li> <li>• isolation</li> </ul> <p>Learners should describe a minimum of <b>two</b> situational factors.</p> <p><b>2.3 Risk factors</b>, for example:</p> <ul style="list-style-type: none"> <li>• history of abusive or criminal behaviour</li> <li>• substance misuse</li> <li>• mental ill health</li> <li>• beliefs or attitudes that support violence</li> <li>• exposure to violence in childhood</li> </ul>
<p><b>3. Understand why domestic abuse is not always disclosed or reported</b></p> <p><b>3.1 Feelings</b></p> <p>Examples such as fear, grief, denial, self-blame, shame and guilt are widely considered to play a significant role in the disclosure of domestic abuse.</p>



### Delivery and assessment guidance

Types of evidence could include:

- research
- learner report
- written or oral question and answer
- discussion
- assignment
- presentation



## Unit 03 Understand the impact of domestic abuse (M/618/6406)



Unit summary			
In this unit, the learner will gain knowledge and understanding of the impact of domestic abuse on children, family members, support service providers and society.			
Assessment			
This unit is internally assessed.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>34 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the impact of domestic abuse on an individual	1.1 Describe how domestic abuse may affect an individual's: <ul style="list-style-type: none"> <li>• mental health</li> <li>• physical health</li> </ul>
	1.2 Describe the impact that domestic abuse can have on an individual's: <ul style="list-style-type: none"> <li>• day-to-day life</li> <li>• <b>education</b></li> <li>• <b>employment</b></li> </ul>
2. Understand the impact of domestic abuse on children	2.1 Describe how domestic abuse may affect a child's: <ul style="list-style-type: none"> <li>• mental health</li> <li>• physical health</li> </ul>
	2.2 Explain how domestic abuse can have an impact on a child's <b>education and social development</b>
	2.3 Describe the potential <b>long-term</b> impact of domestic abuse on children
	2.4 Describe how the attitudes and behaviour of <b>others</b> may impact on a child affected by domestic abuse in the: <ul style="list-style-type: none"> <li>• short term</li> <li>• long term</li> </ul>
3. Understand the impact of domestic abuse on family members	3.1 Describe how domestic abuse may impact family members of: <ul style="list-style-type: none"> <li>• victims</li> <li>• perpetrators</li> </ul>
	3.2 Identify factors that may <b>limit</b> the level of intervention of family members
4. Understand transition in domestic abuse	4.1 Identify the <b>transitions</b> an individual may experience as a result of domestic abuse
	4.2 Identify the transitions children may experience as a result of domestic abuse
	4.3 Describe the impact of these transitions on: <ul style="list-style-type: none"> <li>• individuals</li> <li>• children</li> <li>• other family members</li> </ul>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand the economic and social cost of domestic abuse	5.1 Explain the economic cost of responding to domestic abuse in relation to: <ul style="list-style-type: none"> <li>• <b>service provision</b></li> <li>• <b>the criminal justice system</b></li> </ul>
	5.2 Identify the cost of the following in response to the consequences of domestic abuse: <ul style="list-style-type: none"> <li>• healthcare services</li> <li>• victim services</li> </ul>

Range
<p><b>1. Understand the impact of domestic abuse on an individual</b></p> <p><b>1.2 Education and employment</b></p> <p>This relates to attainment, progression and aspiration within both education and work.</p>
<p><b>2. Understand the impact of domestic abuse on children</b></p> <p><b>2.2 Education and social development</b></p> <p>This includes physical, cognitive, emotional and social wellbeing.</p> <p><b>2.3 Long-term impact</b></p> <p>For example; physical, social, behavioural, cognitive and emotional development, and perception of a healthy relationship.</p> <p><b>2.4 Others, for example:</b></p> <ul style="list-style-type: none"> <li>• refuge support workers</li> <li>• children’s support workers</li> <li>• education liaison officers</li> <li>• police officers and domestic violence officers</li> <li>• advocacy workers</li> <li>• healthcare professionals</li> <li>• charity workers</li> <li>• FGM health advocates</li> <li>• forced marriage counsellors</li> <li>• family members</li> <li>• community</li> </ul>
<p><b>3. Understand the impact of domestic abuse on family members</b></p> <p><b>3.2 Limit</b></p> <p>Factors could include, but are not limited to, lack of awareness, coercive control, isolation, presence of abuser, culture and beliefs, forced marriages, threats, blackmail.</p>
<p><b>4. Understand transition in domestic abuse</b></p> <p><b>4.1 Transitions, for example:</b></p> <ul style="list-style-type: none"> <li>• moving homes</li> <li>• living in a refuge</li> <li>• separation from family and friends</li> <li>• school change</li> </ul>

**Range**

- restraining orders
- non-molestation orders
- legal separation
- divorce
- criminal convictions
- job loss

**5. Understand the economic and social cost of domestic abuse****5.1 Service provision**, for example:

- healthcare
- housing
- victim services

**5.1 Criminal justice system**, for example:

- police response
- legal costs

**Delivery and assessment guidance**

Types of evidence could include:

- research
- learner report
- written or oral question and answer
- discussion
- assignment
- presentation



## Unit 04 Understand policy, response and intervention in relation to domestic abuse (T/618/6407)



Unit summary			
In this unit, the learner will gain knowledge and understanding of legislation and policy, multi-agency working, intervention and sources of support and information in relation to domestic abuse.			
Assessment			
This unit is internally assessed.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>45 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about legislation and government responses to domestic abuse	1.1 Identify current key legislation relating to domestic abuse
	1.2 Summarise key points of legislation established to address domestic abuse
	1.3 Describe the role of statutory agencies and government departments involved in the response to domestic abuse
2. Understand how to respond if domestic abuse or harm is disclosed, suspected, or alleged	2.1 Explain the actions to take if domestic abuse or harm is disclosed, suspected, or alleged
	2.2 Explain how actions or statements could adversely affect the use of evidence in potential investigations or in court
	2.3 Describe possible interventions for a child or an adult if domestic abuse is disclosed, suspected, or alleged: <ul style="list-style-type: none"> <li>• immediate interventions</li> <li>• long-term interventions</li> </ul>
	2.4 Outline procedures for <b>reporting and recording</b> disclosure or suspicion of domestic abuse
3. Know about the support available to survivors of domestic abuse	3.1 Describe support and interventions available to: <ul style="list-style-type: none"> <li>• an adult affected by domestic abuse</li> <li>• a child affected by domestic abuse</li> </ul>
	3.2 Explain how referral can be used to support survivors of domestic abuse in: <ul style="list-style-type: none"> <li>• health services</li> <li>• support specialist services</li> <li>• coordinated processes to improve victim safety</li> </ul>
	3.3 Identify different sources of <b>information and support</b> available to adults and children experiencing domestic abuse
	3.4 Describe <b>strategies</b> that may be used to support survivors of domestic abuse
4. Know how to access support services available to those experiencing domestic abuse	4.1 Describe ways to access support in situations that are outside of own expertise, experience, role and responsibility
	4.2 Identify support those experiencing domestic abuse may be entitled to in relation to: <ul style="list-style-type: none"> <li>• legal support</li> <li>• financial support</li> <li>• housing support</li> </ul>
	4.3 Identify special measures that can be put into place during court proceedings to protect adults and children who have experienced domestic abuse



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand potential barriers to accessing information and support	5.1 Explain why <b>access to support</b> for domestic abuse can be difficult
	5.2 Explain the <b>potential barriers</b> that ethnic minorities may experience in relation to accessing support
	5.3 Identify the possible barriers to accessing information and support for children
	5.4 Describe ways to overcome barriers to accessing information and support
6. Understand the importance of multi-agency approaches in relation to domestic abuse	6.1 Identify the organisations and groups involved in <b>multi-agency partnerships</b> about domestic abuse
	6.2 Describe ways that multi-agency partnerships can support those experiencing domestic abuse
	6.3 Describe ways in which multi-agency communication and data sharing contribute to increased safety for those experiencing domestic abuse
	6.4 Explain the purpose of a Multi-Agency Risk Assessment Conference
7. Understand ways to reduce the likelihood of domestic abuse	7.1 Explain ways in which the likelihood of domestic abuse may be <b>reduced</b>
	7.2 Describe ways in which empowerment programmes can break the cycle of abuse
8. Know about support available to perpetrators of domestic abuse	8.1 Describe the mandatory referral process for perpetrators of domestic abuse to specialist support services
	8.2 Explain how referral can be used to support changes in a perpetrator's behaviour in: <ul style="list-style-type: none"> <li>• health services</li> <li>• support specialist services</li> <li>• coordinated processes to improve victim safety</li> </ul>

Range
2. Understand how to respond if domestic abuse or harm is disclosed, suspected, or alleged
<b>2.4 Reporting and recording</b>
In line with an organisation's policies and procedures.
3. Know about the support available to survivors of domestic abuse
<b>3.3 Information and support</b>
This must include information related to female genital mutilation (FGM), forced marriage and honour-based abuse, as well as sources of information and support appropriate for adults and children of all genders who may be experiencing domestic abuse.
<b>3.4 Strategies</b> , for example:
<ul style="list-style-type: none"> <li>• safety plans</li> <li>• code words</li> </ul>



Range
<p><b>5. Understand potential barriers to accessing information and support</b></p> <p><b>5.1 Access to support</b></p> <p>The learner must cover why access to support might be difficult for the following victims of domestic abuse:</p> <ul style="list-style-type: none"> <li>• females</li> <li>• males</li> <li>• LGBTQ individuals</li> <li>• disabled people</li> <li>• elderly people</li> <li>• religions/cultural beliefs and practices</li> </ul> <p><b>5.2 Potential barriers</b></p> <p>That people from ethnic minorities may experience in relation to accessing support, which could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• cultural beliefs and practices</li> <li>• support network</li> <li>• language</li> <li>• racism</li> <li>• immigration status</li> <li>• income</li> <li>• recourse to public funds</li> </ul>
<p><b>6. Understand the importance of multi-agency approaches in relation to domestic abuse</b></p> <p><b>6.1 Multi-agency partnerships</b></p> <p>This could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• local authorities – children and adult services (including schools)</li> <li>• public health</li> <li>• police specialist units</li> <li>• clinical commissioning groups</li> <li>• community safety partnerships</li> </ul>
<p><b>7. Understand ways to reduce the likelihood of domestic abuse</b></p> <p><b>7.1 Reduced</b></p> <p>Likelihood can be reduced through, for example:</p> <ul style="list-style-type: none"> <li>• education/awareness of abuse</li> <li>• identifying patterns of abuse</li> <li>• identifying types/patterns of behaviour, (for example, aggressive, assertive, non-assertive)</li> <li>• sharing concerns with trusted family and/or friends</li> <li>• promoting choice and rights</li> </ul>



### Delivery and assessment guidance

Types of evidence could include:

- research
- learner report
- written or oral question and answer
- discussion
- assignment
- presentation



## **NCFE assessment strategy**

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### **Knowledge LOs**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions



## Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail, looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) that the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.



<b>Select</b>	Choose for a specific purpose.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.



## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet

### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification.

- [Women's Aid](#)
- [Refuge National Domestic Abuse Helpline](#)
- [Domestic Abuse Act 2021](#)
- [Action for Children](#)
- [Stonewall](#)
- [Karma Nirvana](#)
- [Forced Marriage](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.



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## Appendix A: units

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH
	Unit 01	H/618/6404	Understand domestic abuse	2	27
	Unit 02	K/618/6405	Understand the signs and risk factors associated with domestic abuse	2	24
	Unit 03	M/618/6406	Understand the impact of domestic abuse	2	34
	Unit 04	T/618/6407	Understand policy, response, and intervention in relation to domestic abuse	2	45



## Change history record

Version	Publication date	Description of change
v1.0	April 2021	First publication
v1.1	June 2022	<p>Further information added to how the <a href="#">qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance section</a> to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p> <p>Reference to Domestic Abuse Bill amended to Domestic Abuse Act 2021 and web link to the GOV site added to <a href="#">useful websites section</a>.</p>
v1.2	March 2026	Qualification added to a new qualification specification template and amends made following an Internal and external content review.