

# Training Framework:

## Identification, Care and Support of Victims and Survivors of Modern Slavery and Human Trafficking

in association with



# Acknowledgements

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# Foreword

Modern slavery is an egregious crime. Victims from the widest variety of backgrounds suffer extreme exploitation and can be severely traumatised. It is essential that there is an effective and compassionate system of support to ensure the needs of victims and survivors are met in order to aid their long-term recovery and to prevent the risk of further harm and re-exploitation. Given the violation of their human rights this is the very least that we owe them.

As the Independent Anti-Slavery Commissioner, I have a UK-wide remit to encourage good practice in the detection, investigation and prosecution of modern slavery offences and the identification of victims. In my Strategic Plan for 2019-2021, I underlined the importance of training to ensure that victims receive appropriate care and support. This training framework is an excellent resource setting clear training standards for the support of victims.

Partnership working is an essential part of our response and I am pleased to see that this framework has been carefully developed in consultation with a wide range of experts. At a local level, frontline staff and first responders often know what works to support victims at a practical level and they have been encouraged to share their insights. This is also aligned with existing legislation, including the Modern Slavery Act, and builds on the Slavery and Trafficking Survivor Care Standards. In the absence of statutory guidance on identifying and supporting victims of modern slavery, this accessible framework provides a very useful template on the skills, knowledge and behaviours expected for the identification, support and care of victims and survivors.

It is important to recognise that there is no one experience of modern slavery and this framework reflects that with sensitivity and compassion. I have been impressed by the dedication and approach of support workers and volunteers who give their time and talent to support others. This training framework will equip them to be even more effective. I endorse these standards as a national framework and recommend that professional bodies and organisations adopt them and integrate them into their training materials and learning programmes.

**Dame Sara Thornton, DBE**  
Independent Anti-Slavery Commissioner

# Introduction

## Background

This framework aims to establish clear training standards for those involved in identifying, supporting, and caring for victims/survivors of slavery and human trafficking. These training standards set out the knowledge and skills required by those who may meet victims and survivors of slavery and human trafficking. The priority of this framework is to improve the experience of care and support for those who have been exploited through slavery and human trafficking.

A further aspiration in providing this framework is that organisations will be able to review their current arrangements for defining and delivering education and training and through the adoption of the framework align their approaches. Such alignment should then have benefits in ensuring consistent approaches, which, through the use of learning outcomes, should be more educationally focused and valued. This has the potential to promote organisational and system wide efficiencies by encouraging the adoption of education and training that meets recognised standards and in doing so help to prevent unnecessary duplication of education and training delivery. It is intended that professional bodies will integrate the standards set out here in their own training standards and curriculum.

This framework has been developed to align with the [Modern Slavery Act](#), [The Slavery and Trafficking Survivor Care Standards 2018](#), [The Trauma-Informed Code of Conduct For all Professionals working with Survivors of Human Trafficking and Slavery](#), and [The Code of Practice for Victims of Crime](#).

The exploitation of people through slavery and human trafficking is present in every facet of our work and personal lives, and therefore this framework is for everyone. In particular this framework is applicable for those leading and working in/as: NRM first responders, health and social care services, law enforcement and criminal justice agencies, civil society, education provision, national and local government, independent advocates, private businesses, and the wider workforce.

## Terminology

We understand that there are differing views about terminology used, however for the purposes of this framework the terms used in this document are set out below and their meaning clarified. Some of these definitions in this section have been taken directly from [The Slavery and Trafficking Survivor Care Standards 2018](#), and [The Trauma Informed Code of Conduct](#), and the website of the [Office of the Independent Anti-Slavery Commissioner](#), to ensure consistency across key guidance documents.

### MSHT

This acronym has been used throughout as shorthand for Modern Slavery and Human Trafficking.

### Modern Slavery

Modern Slavery is an umbrella term encompassing slavery, servitude, forced or compulsory labour and human trafficking. Victims of modern slavery are unable to leave their situation of exploitation, controlled by threats, punishment, violence, coercion and deception. Slavery violates human rights, denying people of their right to life, freedom and security.

The UN's Palermo Protocol defines human trafficking as the 'recruitment, transportation, transfer, harbouring or receipt of persons by means of threat, or use of force, coercion or deception...to achieve the consent of a person having control over another person, for the purpose of exploitation'. This has become the commonly accepted definition of human trafficking in international law. According to this definition, trafficking includes sexual exploitation, forced and bonded labour, domestic servitude, any form of slavery and removal of organs.

The Modern Slavery Act 2015 redefines the legal terms of trafficking and slavery offences in England and Wales. These new offences – an amalgamation of pre-existing legislation and 'new' modern slavery terminology – cover definitions of 'slavery, servitude and forced or compulsory labour', 'human trafficking' and 'exploitation'. Similar legislation has also been passed in Scotland and Northern Ireland.

The terms 'human trafficking' and 'modern slavery' are often used interchangeably. However, there is a distinction: the Modern Slavery Act differentiates human trafficking offences from offences of slavery, servitude and forced of compulsory labour.

The government has described the difference as follows;

<p>For a person to have been a victim of <b>human trafficking</b> there must have been;</p>	<p>For a person to have been a victim of <b>slavery, servitude and forced or compulsory labour</b> there must have been:</p>
<ul style="list-style-type: none"> <li>■ <b>Action</b> (recruitment, transportation, transfer, harbouring or receipt, which can include either domestic or cross-border movement)</li> <li>■ <b>Means</b> (threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability - however, there does not need to be a means used for children as they are not able to give informed consent)</li> <li>■ <b>Purpose</b> of exploitation (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs)</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Means</b> (being held, either physically or through threat of penalty – e.g. threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability. However, there does not need to be a means used for children as they are not able to give informed consent)</li> <li>■ <b>Service</b> (an individual provides a service for benefit, e.g. begging, sexual services, manual labour, domestic service)</li> </ul>

## The multiple forms of exploitation

The Government has produced a [Typology of Modern Slavery Offences](#), which provides an overview of the various forms of exploitation that are prevalent in the UK (labour exploitation, domestic servitude, sexual exploitation and criminal exploitation), common modus operandi, as well as victim and offender profiles. Expressions of exploitation may also change over time as offenders create new ways to exploit people.

It is, however, important to note that cases of trafficking will often not sit neatly into one category or the other. Frequently, exploitation can take multiple forms, and people can be manipulated and controlled in various ways. Therefore, whilst it is useful to understand the various forms which trafficking and modern slavery might take, it is essential to understand that in reality there may be no clear distinction between the exploitation types.

For more information about the different types of trafficking and their indicators, please consult the [Human Trafficking Foundation's Modern Slavery Protocol for Local Authorities \(Definitions and Indicators\)](#).

## Adults/children and young people

These training standards are designed to support those working alongside adults. However, whilst the principles can be applied for those supporting children and families, it is recognised that there are a number of different approaches, policy and legislation requirements that need to be considered. For further information, please see:

- [Safeguarding children who may have been trafficked](#)
- [Child Sexual Exploitation](#)
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#)
- [Guidance for Independent Child Trafficking Guardians \(Interim guidance\)](#)
- [Working Together to Safeguard Children](#)

## Victim/survivor

Both terms are used here to refer to the different ways individuals may reference their own experiences. Additionally, the term ‘potential victim’ and ‘victim’ are legal definitions. Where ‘potential victim’ is used in the training framework, it is only in relation to the official terminology within the UK National Referral Mechanism (NRM) referring to a person who has not yet received their conclusive grounds decision.

The training framework does not define when or where to use victim or survivor within developed modules but it is recommended that care is given over the use of these terms as people with lived experience may have a preferred terminology. If the organisation or trainer is able, a consultation with those with lived experience would help guide the use of terminology within the context of the training.

## ‘Alpha Victim’

‘Alpha victim’ is a term that is sometimes used to indicate where victims have been forced or groomed, or progressed to recruit and exploit others, and their conditions may improve despite remaining a victim themselves. It can be used to refer to a victim who is also complicit in trafficking. This is not always a term that is accepted within the sector but it is commonly used, particularly within law enforcement.

## International and domestic victims entitlements

### International

The European Convention on Action against Trafficking in Human Beings (‘the Convention’), which was adopted by the Council of Europe in 2005, sets out minimum standard requirements for victims’ identification, protection and assistance (Arts. 10-16). In addition to the Convention, in 2011 the EU adopted the Directive on Preventing and Combating Trafficking which reinforced the need for an integrated, holistic, and human rights-based approach to trafficking. The Directive creates a legal obligation for EU Member States to provide victim-centred support that is tailored to survivors’ needs and delivered for an adequate length of time (2011/36/EU, para.18, Arts. 11-12).

For more information, refer to ‘The EU Rights of Victims of Trafficking in Human Beings on the Rights and Entitlements of Trafficking Survivors’ ([EU Commission, 2013](#)).

The Directive on Preventing and combatting trafficking requires that victims are granted assistance which includes ‘at least standards of living capable of ensuring victims’ subsistence’. This includes:

- Access to a recovery and reflection period of at least 30 days to recover;
- Access to safe accommodation and material assistance;
- Access to translation and interpretation services;
- Access to legal advice;
- Access to medical services; and psychological services;
- Access to compensation;
- Access to vocational training and employment opportunities (when a resident permit is granted);
- Assistance for a safe repatriation and return.



## **Domestic**

The UK has ratified the Convention and opted into the Directive. In 2009 the UK government established a National Referral Mechanism (NRM) to identify possible victims of human trafficking and provide them with the protection and support during the identification process. The NRM is a policy scheme, rather than a statutory system. All children are required to be referred into the NRM, however adults are required to give informed consent to a referral into the NRM and to receive support and accommodation. Where the individual does not consent to an NRM referral there is a duty on certain organisations to notify the Home Office under the Modern Slavery Act 2015, of individuals they suspect may have suffered human trafficking or modern slavery without identifying that individual.

## **National Referral Mechanism (NRM)**

The National Referral Mechanism is the UK government's interpretation of its duty under Article 11 of the Directive 2011/36/EU to "*establish appropriate mechanisms aimed at early identification of, assistance to and support for victims, in cooperation with relevant support organisations*". It is important to note that member states have all interpreted the operations of this directive in a different way. The effectiveness of these are assessed by GRETA ([Group of Experts on Action Against Trafficking in Human Beings](#))

The UK NRM is a framework to identify victims. The following are the decisions and roles that form part of this process.

### **Reasonable Grounds Decision**

The Single Competent Authority must determine from a referral from a First Responder whether they suspect but cannot prove this person is a potential victim of human trafficking, slavery, servitude, and/or forced or compulsory labour. The result is either positive or negative. The decision should be made in 5 days of the referral.

### **Conclusive Grounds Decision**

The Single Competent Authority must determine whether, 'on the balance of probabilities' there are sufficient grounds to decide the individual being considered is a victim of human trafficking, slavery, servitude, and/or forced or compulsory labour.

### **First Responder**

First responders are specific organisations who have the responsibility to:

- Identify potential victims of human trafficking, slavery, servitude, and/or forced or compulsory labour and recognise the indicators
- Gather information in order to understand what has happened to them

## **Single Competent Authority**

The Single Competent Authority is an Independent body within the Home Office who receive all referrals from First Responders. The Single Competent Authority makes a decision on all NRM referrals regardless of nationality or immigration. The single Competent Authority must make the Reasonable Grounds Decision, Conclusive Grounds Decision, and oversee the submission of the Recovery Needs Assessment. If a negative conclusive grounds decision is made this is sent to the Independent Multi-Agency Review panel that are able to disagree and send back for further consideration if they believe that processes have not been adhered to.

## Discretionary Leave for Victims of Trafficking

A victim of trafficking with a positive conclusive grounds decision can be considered for Discretionary Leave for 3 reasons:

- Leave is necessary owing to person circumstances
- Leave is necessary owing to pursuing compensation
- Victims are helping police with their enquiries

Further guidance on this can be found [here](#).

## Trauma Informed Care

Trauma-informed methods of working are based upon an understanding of the harmful effects of traumatic experiences together with fundamental principles of compassion and respect.

Please see [The Trauma-Informed Code of Conduct](#).

## Care and support

This term has been used in this document as a generic term to represent the services provided to victims/survivors of Modern Slavery. That is, we begin from an understanding that victims should primarily be met with compassion and respect. This is informed by the principles of The Trauma Informed Code of Conduct.

## Underpinning values

The following values underpin all the subjects in this framework:

- Person centred practice and trauma informed care that recognises the circumstances, concerns, goals, beliefs and cultures of the person, their family and friends, and acknowledges the significance of spiritual, emotional and religious support.
- Practice that keeps the person at the centre of multi-agency integrated care and support.
- Practice that is sensitive to the support needs of family and friends, including children and young people, both as part of crisis response and long term support.
- Awareness of the importance of contributing to the on-going improvement of care and support, participating as appropriate in evaluation and development, and of involving the people receiving care and support in that process.
- Taking responsibility for one's own learning and continuing professional development, and contributing to the learning of others.

## Scope of the framework

The framework aims to describe core knowledge and skills i.e. that which is common and transferable across different types of service provision. Specialist or organisation specific skills and knowledge are outside the scope of the framework. Additional learning outcomes may be locally determined to meet education and training needs in specific settings for example according to local context, risk assessment or policy.

Much of the content of the framework will be applicable to supporting children and young people, however it has specifically been designed with adults in mind and therefore some of the learning outcomes may vary in a child specific context (e.g. legislation, policy and procedure).

# Tiers of core knowledge and skills

## Tier 1

The tier is considered a baseline for every professional. The knowledge and skills required in tier 1 should be sufficient for those who may encounter victims, but are unlikely to interact with the potential victims beyond identification or be required to provide support or guidance. For example;

- You are a member of the public.
- You work in health and social care, law enforcement and criminal justice agencies (including prisons, immigration and detention centres), provide legal advice, are part of civil society, education, national and local government, but have limited contact with individuals who have been involved in MSHT. For example, those working in A&E or drug and alcohol services, or may be in a role that doesn't deliver direct care and support such as administration or maintenance.
- You work in an organisation providing support to children and young people.
- You have a job where your responsibility is to inspect properties or business for the purposes of maintenance or regulation, e.g. alcohol licencing, landlords and estate agents, fire and rescue, or gas safety.
- You work in an industry where it has been evidenced that people are exploited through acts of MSHT, for example hotels, taxis, and construction industry.

## Tier 2

The tier will be relevant to you if you are a 'First Responder', or your role will require you to provide care, support or advice to a victim/survivor of trafficking. For example;

- You have a first responder duty.
- You work in a health and social care provider, law enforcement and criminal justice agency, civil society organisation, education, national or local government, or act as an independent advocate, and require some knowledge of how to provide high quality support because you encounter individuals who are victims/survivors of MSHT in your working environment. Most of the individuals you support are not victims/survivors of MSHT, but some are. For instance, you might work in a sexual health service, midwifery services, or you are a social worker in local authority.

## Tier 3

The tier will be relevant to you if:

- You work in an organisation providing day-to-day practical support for victims/survivors of MSHT, for example as a support worker or outreach worker.
- You work in a health and social care provider, law enforcement and criminal justice agency, civil society organisation, education, or national or local government. Most of the individuals you support are victims/survivors of MSHT, and the support you provide is beyond day-to-day practical support, and includes critical advocacy and psychosocial interventions.
- You supervise those who are providing day-to-day support to victims/survivors of MSHT.

# How to use the framework

## Structure of the framework

Within each subject, the learning outcomes are presented for relevant tiers. The learning outcomes are intended to provide a clear focus on what a learner should know, understand or be able to do following completion of any learning activity.

The framework is incremental i.e. tiers 2 and 3 assume that learners possess the skills and knowledge at preceding levels (to minimise unnecessary repetition). Not all subjects will be relevant to all people.

## How the framework can support you

The exploitation of people through slavery and human trafficking is present in every facet of our work and personal lives, and therefore this framework is for everyone. It sets out minimum standards that we should all achieve in our knowledge, skills, and practice to enable careful, thoughtful and attentive identification, care and support of victims/survivors of MSHT.

This framework is applicable for those leading and working in:

- NRM first responders
- Health and social care services
- Law enforcement and criminal justice agencies
- Civil society
- Education provision
- National and local government
- Independent advocates
- Private businesses, and the wider workforce

Use of the framework will also support educational organisations, in particular those training students in health, social care, education, criminal justice and law enforcement, and business and management to create high quality training materials and courses.

The framework also supports the assessment of competence; training needs analysis, and provision of standards of professional capabilities.

## Who is this framework for?

This framework is for everyone. It provides a focus on the skills, knowledge and behaviours expected for the identification, support and care of victims and survivors of MSHT. This should be of particular value to:

### Individuals and teams

The framework sets out clear expectations for learners and in particular, the core learning outcomes that specific tiers of the workforce should be able to demonstrate. This supports individuals and teams to:

- be clear about the requirements of their roles and to recognise their own transferable skills
- conduct formal or informal training needs analysis, comparing current skills and knowledge with required skills and knowledge
- plan future education and training requirements to enable continuing professional development and career progression.

### Managers in organisations/commissioners of training

The framework enables managers and commissioners to be clear about the specific outcomes required from staff development interventions. Use of the framework within an organisation enables managers to demonstrate that MSHT has been planned and delivered in accordance with a nationally recognised framework. Similarly, commissioners can use the framework to provide education and training providers with a quality assurance specification for education and training.

### Training and education providers

The framework helps those who design education and training opportunities to focus on the key outcomes that learners need to achieve, which in turn will guide the content to be included and the use of appropriate teaching strategies and methods of assessment.

Universities, colleges and private training providers can use the framework to underpin the design of education and training curricula, ensuring that the required core learning outcomes are integrated appropriately and/or mapped to overall achievement of curriculum aims.

This is a national training document that should be applicable to any area of the country. However, it is recommended that local training providers may want to include local and organisational information and pathways to improve the relevance to different learning groups.

## Learning outcomes

The learning outcomes in the framework aim to describe what the learner will know, understand or be able to do as a result of their learning. This approach is derived from Bloom's Taxonomy i.e..

- Knowledge: Remember previously learned information
- Comprehension: Demonstrate understanding
- Application: Apply knowledge to actual situations
- Analysis: Break down objects or ideas into simpler parts and find evidence to support generalisations
- Synthesis: Compile component ideas into a new whole or propose alternative solutions
- Evaluation: Make and defend judgements based on internal evidence or external criteria.

The majority of learning outcomes at tiers 1 and 2 describe knowledge, comprehension/ understanding and application, although there are some learning outcomes (particularly at tier 3) which may include analysis, synthesis and evaluation.

The learning outcomes for each subject should together indicate the minimum content for the design and delivery of teaching and learning for each tier in that subject. However, it is important to reiterate that this is a core skills and knowledge framework i.e. the scope of the framework is that which is common and applicable to all settings. Additional content may also be required for some roles and contexts.

The learning outcomes are written as broad statements e.g. 'The Learner will: be aware of/ know/understand/be able to...' This provides scope for the framework to be applicable across a wide range of contexts and settings.

## **Training and assessment**

The framework does not prescribe a training/teaching method, however a focus on experiential, work based, reflective learning has been shown to deliver results. This will be developed according to the particular context or setting. Similarly, the framework does not seek to prescribe assessment methods.

For application in a specific context, relevant learning objectives or assessment criteria may be developed to measure achievement of the learning outcomes. In a given context, more specific verbs may be applied to each learning outcome e.g. 'The learner will: explain/describe/ demonstrate/discuss/identify/etc...'

For example, in different organisations or contexts learning outcomes may be assessed by a range of methods e.g. e-assessment, group discussion, observation of performance, products of work, testimony from witnesses, project/case study work etc. The learning outcomes in the framework are intended to be adaptable to this variety of assessment methods.

# Subject 1: What is MSHT

## Key learning outcomes

The learner will

### Tier 1

- Understand the local, national and global scale of MSHT.
- Know what is meant by the term MSHT and its associated terms, the difference to smuggling and the continuum of exploitation.
- Be aware of vulnerable people groups and precarious living situations that can both be push and pull factors to MSHT.
- Be able to recognise the signs and indicators of MSHT and also be aware that they may be associated with other circumstances or forms of abuse.
- When identifying and reporting potential instances of MSHT know how to assess the risk to the victim, yourself, and others.
- Know what actions to take in different situations and how to escalate concerns, particularly in the instance of safeguarding.
- Know what information to record to ensure relevant details are gathered.
- Understand that MSHT intersects with other exploitative and criminal activity.
- Know who to contact nationally and locally to report your concerns that MSHT is taking place.

# Subject 2: National and International Legal Frameworks and Rights

## Key learning outcomes

The learner will

### Tier 1

- Understand the basics of the National Referral Mechanism (for example, informed consent, first responders, Article 12 entitlements).

### Tier 2

- Understand the role, responsibility and importance of the First Responder (in identification, follow up and potential reconsideration requests).
- Understand the role and responsibility of the Single Competent Authority.
- Know how to refer into the NRM prioritising the needs and experiences of the victim and following best practice.
- Know when to refer into the NRM and/or comply with a Duty to Notify.
- Understand the implications to a potential adult victim who does not enter the NRM and their alternative options.
- Understand the implications to a potential victim who enters the NRM and how to reduce these.
- Be familiar with options that victims have when receiving a negative NRM decision.
- Be aware of the dilemmas that may arise between the duty of care to a vulnerable person and an individual's rights and wishes.

### Tier 3

- Be confident in reading and understanding NRM decisions and the legal options for a survivor to challenge outcomes.
- Know a survivor's Article 12 entitlements and how to advocate in circumstances where these are lacking.
- Be aware of the conflict between the two legislative frameworks of MSHT and other frameworks, for example immigration, drugs misuse, and child protection, and the impact on individuals and families.
- Understand the reasons, rights and restrictions of Discretionary Leave following a positive Conclusive Grounds decision.
- Be able to assist a survivor during court proceedings and explain their rights to them.
- Critically understand the non-punishment principle, including the Section 45 defence in the Modern Slavery Act and how that can be used correctly and unmeritoriously.
- Know the compensation options available to a survivor of trafficking.



- Be able to identify and have basic knowledge of intersecting areas of law affecting individuals, for example, mental health, immigration, child protection, care act/vulnerable adults, drug law, criminality.
- Understand local housing law, benefit entitlements and employment rights for UK citizens, refugees and those with limited leave.
- Know how to keep victims/survivors of MSHT up to date on progress of police investigations and prosecutions and what measures are needed before and after court.
- Be aware of what support is available for victims/survivors giving evidence in criminal proceedings.
- Know what services to contact if a survivor is not happy about a decision or treatment they have received from a professional body e.g. police, home office.

# Subject 3: Meeting of Victims/Survivors: Person Centred Victim Care

## Key learning outcomes

The learner will

### Tier 1

- Understand the importance of doing no further harm.
- Be aware of the impact of MSHT on a person's ability to trust, communicate and share information.
- Be aware of the impact of immigration status on a person's ability to trust, communicate and share information.
- Be able to communicate with a victim of MSHT in a compassionate and clear manner.
- Be aware that victims/survivors of MSHT may not understand what has happened to them in the terminology used by professionals and legislation.
- Know when and where to refer victims/survivors for more 'specialist' support.
- Know that victims/survivors of MSHT are all different, they are made up of different experiences, such as those relating to culture, trauma, ethnicity, gender.

### Tier 2

- Understand and identify barriers to disclosure and options to overcome them.
- Understand that some victims may not identify themselves as victims of exploitation.
- Understand the importance of using regulated language and sign language interpreters and how to use interpreters appropriately.
- Understand the significance of a person's culture, background and experiences and the impact this has on identifying and reporting abuse, seeking help, and sharing relevant information.
- Be able to support victims/survivors of MSHT to talk about the things that have happened to them with careful and thoughtful questioning where the complexity of experiences is understood.
- Understand the effect of trauma on memory recall and how this can affect the way individuals describe the things that have happened to them.
- Understand the Trauma-informed Code of Conduct for professionals working with survivors of MSHT and how to put these into practice.
- Know the importance of and be able to demonstrate ways to develop trust with victims/survivors of MSHT.
- Know how to adapt communication techniques according to a persons experiences, preferences and needs.
- Know the importance of providing a safe, calm, consistent environment and approach, particularly for interviews.

- Understand how the exploitation that victims/survivors have experienced will affect the way they seek and receive help and support.
- Know what action to take if a victim/survivor is either not safe or does not feel safe.
- Understand the complexities of gaining informed consent, and the importance to make every effort to obtain it.
- Be aware of the potential impact of bias and stereotyping found amongst professionals and systems that can sometimes lead to some victims being treated more favourably than others.
- To understand how the context and location where meetings are held may be experienced by victims/survivors of MSHT.
- Understand the importance of clear documentation and good recording being mindful that documents should be shared with victims/survivors and may form part of the evidence in a court or tribunal case.
- Evaluate the significance of your own culture and background on your understanding, judgements and interactions with survivors and be able to listen to and support individuals who hold different beliefs and values.

### Tier 3

- Understand the impact of trauma on an individual's wellbeing, and how to respond and support someone who experiences its effects.
- Understand the importance of survivor-centred care and communication in therapeutic and support relationships.
- Be able to assess if and when it is appropriate to start discussing the past or future with a survivor of trafficking.
- Be able to demonstrate how to use the trauma-informed code of conduct in care, support and advocacy.
- Know how life story information enables more effective support and advocacy.
- Be able to support survivors to communicate and advocate for themselves.

# Subject 4: Care and Support Needs

## Key learning outcomes

The learner will

### Tier 2

- Understand the importance of attending to immediate practical, legal, health and wellbeing needs and acknowledging any pain or discomfort individuals may be in.
- Be able to explain the nature of confidentiality to a survivor of trafficking and in what circumstances information is shared with third parties.
- Be able to explain the referral process in to the NRM including the support entitlements, limitations and potential legal implications.
- Understand the importance of the victim/survivor having access to copies records and paperwork that relates to them.
- Understand why a person may or may not want to disclose to the police, and be aware of other routes to support and help.
- Understand how intersecting abuses, circumstances and conditions can make support more complex, for example, child protection matters; age assessments; substance use; accommodation; mental ill-health; physical and learning disabilities; previous experiences of abuse and trauma prior to trafficking.
- Be able to take effective action when a victim/survivor stops engaging or you lose contact.
- Know the difference between immediate, short-term and long-term needs and how to respond.

### Tier 3

- Understand that care and support needs are likely to change over time and what aspects of a survivors life is likely to influence this.
- Be able to asses support needs and design a support plan, taking in to consideration the thoughts, wishes and feelings of the individual.
- Know the strengths and weaknesses of the organisations support provision and be able to identify other partner agencies to refer to or partner with to provide a high quality service.
- Be able to conduct risk assessments at different points in the survivors care, such as, at point of identification; whilst living in a safe house; at points of transition; and during longer term care.
- Know when, and be able to gather additional evidence from identified professionals to support applications or legal claims.
- Be able to support individuals to make informed decisions, respect their agency and not control or coerce the person to choose a particular outcome.
- Know how to have a sensitive discussion with service users around topics that may pose a risk to them, such as: healthy relationships, managing finances, sex and sexual health, mental wellbeing (including suicide and self-harm), other forms of abuse and exploitation.

- Be able to share information, including that which relates to an individual's wishes, in a timely and appropriate manner with those involved in an individual's care and support.
- Understand the complex issues of confidentiality and ensure where information is already available, victims/survivors are not asked to provide the same information repeatedly.
- Understand how to access social service support for victims/survivors of MSHT through local authorities.
- Understand the additional complexities experienced by adults with dependent children and safeguarding actions that may be required.
- Know that accommodation has to be suitable to meet an individual's care and support needs, and how this can be addressed with relevant bodies.
- Critically understand the challenges of post-NRM support, the availability of local services, and understand the implications for victims/survivors.

# Subject 5: Risk Reduction and Understanding Demand

## Key learning outcomes

The learner will

### Tier 1

- Understand that there is a continuum of exploitation and that it can be hidden in supply chains, the broader labour market, and in situations of domestic servitude.
- Understand the UK employment law standards, including conditions of work, and pay.
- Know how your own actions can create the demand that fuels MSHT.
- Understand how the things that happen to people and the precarity that is present in wider society can cause individuals to be more at risk of being exploited.
- Be aware of the coercive and controlling methods used by exploiters used to recruit and control victims.
- Be able to spot indicators that a person is being groomed for the purpose of exploitation.
- Recognise that MSHT happens in your local area and that there are places that people can go for support.
- Understand that perpetrators can be in significant positions of power and can appear to accompany people/support those who are victims.

### Tier 2

- Know what support is available for victims/survivors, and those who are more likely to be targeted for exploitation, in your local areas.
- Understand how accommodation, transport and benefits are used in exploitation.
- Be able to identify industries where exploitation takes place.
- Be aware of how technology is used in exploitation, and increases risks of trafficking.
- Be aware of the demand created by UK citizens who travel internationally to undertake activities that exploit others and creating a demand for this exploitation.
- Understand the use of 'Alpha victims' as a form of control and the conflict between victim and perpetrator.
- Know stages and factors of recovery that increase the risk of re-trafficking and how to reduce or manage the risk.
- Understand the importance of building trusting relationships with victims/survivors of MSHT, and its role in preventing re-trafficking and further exploitation.
- Understand that those who exploit can take on professional roles and involve themselves in victims/survivors care, for example as translators.
- Know that victims/survivors may appear or present themselves (in terms of emotion and behaviour) in a way that professionals may not expect when considering the nature of the crimes committed against them.

- Understand what happens when an NRM referral is made, including required actions by other professionals.
- Be able to evaluate the impact for individuals victims/survivors when referring into the NRM.

### Tier 3

- Understand how national and international political changes and changes in legislation can create environments in which exploitation increases.
- Be aware of the process police and other criminal justice agencies go through in gathering evidence and connecting with other international law enforcement organisations.
- Understand the types of evidence that can and/or needs to be gathered for victimless prosecutions.
- Be aware of the nature of organised crime, and the national and international mechanisms managing risks and demand.
- Be aware of the other legislation and powers available, other than the Modern Slavery Act that can be used to convict those who exploit.
- Be confident in critically analysing the complexity arising when victims/survivors of MSHT have also been involved in criminal acts and the impact of legal responses on individuals.
- Understand the short, medium and long-term risks for victims/survivors returning to their country of origin.

# Subject 6: Understanding Self in Practice

## Key learning outcomes

The learner will

### Tier 1

- Understand the potential emotional impact of identifying a potential victim of MSHT.
- Know how to access support for yourself or others who need emotional support after identification.
- Understand your own role and the limits of own knowledge and competence, and know where to seek support.

### Tier 2

- Understanding the potential impact on when providing care and support to victims/survivors of MSHT.
- Understand your own role and the limits of your own knowledge and competence, and know where to seek support.
- Understand the importance of making good use of the support available, such as informal supervision, or informally debriefing with colleagues, reflecting on practice, identifying learning needs and accessing further support for such needs.
- Be able to identify, challenge and report poor, unethical or discriminatory practice.

### Tier 3

- Be able to identify the signs of vicarious or secondary trauma in yourself and others and know how to respond.
- Understand the potential emotional impact of providing care and support to victims/survivors of MSHT.
- Be aware of how your behaviour, body language, tone of voice and overall response can influence a survivors understanding of your role, organisation and whether you can be trusted.
- Be aware of how your own past experiences can impact on your ability to provide support.
- Be able to use reflective practice to better understand the self as a practitioner, the impact you have on others, and how to improve standards of care and support.
- Be able to offer support to other staff through reflective supervision, which gives space and time to explore individuals wellbeing.



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