



Sexual Violence Workforce Capability Frameworks



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Introduction



We are guided by Te Aorerekura

Te Aorerekura: *The National Strategy to Eliminate Family Violence and Sexual Violence* (Te Aorerekura) guides our use of the wisdom contained within this framework.

Moemoeā – the dream and vision of Te Aorerekura

Te Aorerekura calls us all to action in pursuit of our collective aspiration to eliminate sexual violence.

All people in Aotearoa New Zealand are thriving; their wellbeing is enhanced and sustained because they are safe and supported to live their lives free from family violence and sexual violence.

This moemoeā is at the core of Te Aorerekura. It was created in partnership between tāngata whenua, specialist sectors, government and communities. Te Aorerekura demonstrates that wellbeing is comprised of a number of elements and that living violence-free is an important part of being well.

It is this vision that frames the whanonga pono (guiding principles) and tukunga iho (outcomes, shifts and actions) of Te Aorerekura and how they apply through the capabilities, frameworks and the organisational standards required in our workforces.

At the heart of the moemoeā is ora – meaning to be well and thriving, to have mana enhanced and restored, to experience safety in all parts of life. Mana and ora are important parts of a person's wellbeing, relationships and connections.

Whanonga pono – the guiding principles of Te Aorerekura

Principles guide how we undertake our mahi. Te Aorerekura sets out five whanonga pono (guiding principles) that shape how we conduct our work and contribute to achieving the moemoeā of Te Aorerekura:

1. Prioritising **equity and inclusion** in all spaces.
2. Acting with **aroha**.
3. All actions are **tika and pono**, where people act with fairness and integrity, and are accountable for their actions.
4. People work together in an integrated way, reflecting **kotahitanga**.
5. People practise **kaitiakitanga**, whereby people understand their roles and responsibilities to ensure the safety and wellbeing of people and their families and whānau.

People and organisations being guided by these whanonga pono in their use of the standards set out in this framework will help achieve Te Aorerekura Shift Three: 'Towards skilled, culturally competent, and sustainable workforces.'

Tukunga iho – the outcomes sought through Te Aorerekura

Te Aorerekura sets out six tukunga iho (outcomes), which describe the changes in New Zealand that will result from our collective action.

1. **Haumarū** – People are safe and protected.
2. **Whakawhirinaki** – People with a network of trusting relationships.
3. **Mana Motuhake** – People have autonomy and freedom of choice.
4. **Ngākau whakautu** – People are respected for who they are.
5. **Tūhono** – People are connected with others who support their wellbeing.
6. **Poipoi wairua** – People are nurtured and cared for.



Te Aorerekura Outcomes and Measurement Framework

The Outcomes and Measurement Framework sets out the measures and data that will enable us to track progress over time. Shift 3 of Te Aorerekura outlines the shift needed towards skilled, culturally competent and sustainable workforces. The Outcomes and Measurement Framework outlines the indicators of progress towards this shift:



1. **Improved consistency of knowledge**, skill and capability across all workforces.



2. **Improved responsiveness** to tāngata whenua and diverse communities.



3. **Improved career pipelines** in sexual violence and family violence work.



4. **Improved wellbeing for kaimahi** and workers in the specialist and generalist workforce.



5. **Improved understanding of sexual violence** and family violence, by families, whānau, friends and other networks.



6. **Improved help and support for people impacted by sexual violence** and/or family violence from families, whānau, friends and other networks.

Measuring progress in this way will help us understand what we need to do to achieve the moemoeā of Te Aorerekura – wellbeing for all.

What do the sexual violence workforce capability frameworks include?

Understanding Sexual Violence Workforce Capability

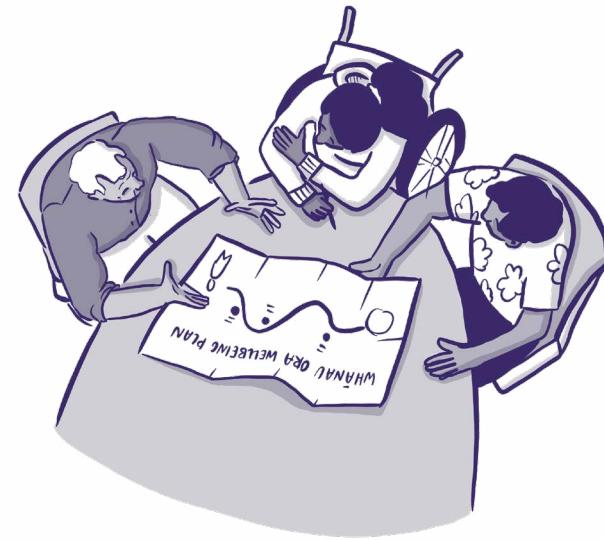
- Defines what we mean by 'skilled, culturally competent and sustainable workforces'
- Defines the principles and values needed for sexual violence system transformation
- Describes a systems view of workforce capability, outlining the intersect and overlap of various roles and workforces, including prevention, intervention, research, policy, government and informal networks
- Outlines what we need to change and what we could achieve

Sexual Violence Organisational Standards (SVOS)

- Describes the values, policies and procedures needed to strengthen organisational processes and embed safe and effective practice

Sexual Violence Essential to Expert Workforce Capability Framework (SV-E2E)

- Describes the capabilities needed to improve practice, allowing for capabilities to be adapted, where relevant, for different roles
- The capabilities sit across four levels, and each level builds on the previous level/s



Companion Guide – Shared Understanding

- Defines what we mean by sexual violence
- Outlines a shared understanding of key concepts and terms
- Describes the impact of sexual violence on individuals, families, communities and New Zealand
- Describes key information and understandings for marginalised communities
- Outlines the intersection between sexual violence and family violence
- Describes the different roles and activities across the prevention and intervention spectrum
- Provides references to literature and the evidence base used to develop frameworks

Notably, these are capability frameworks, which is different to a competency framework. Where a competency framework sets the minimum standards of competence, a capability framework sets out how individuals and organisations can continue to adapt to achieve higher standards of practice.

Developing the standards

The publication of these Sexual Violence Workforce Capability Frameworks follows extensive collaboration among people working in the sexual violence prevention and support sectors, tāngata whenua and tauiwi leaders from these sectors, government officials, representatives of communities and victim-survivors, including those who bring specialist sexual violence knowledge from specific community perspectives.

The frameworks set out the guidelines and benchmarks of shared language and understanding. They enable clarity of roles and responsibilities, expectations and the ability to collaborate more effectively from a victim-centred and informed experience, prioritising the needs of whānau and families and their loved ones who have been, or are, entrapped and suffering due to their experience of sexual violence.

The unique historical and contemporary contribution of specialist sexual violence non-government organisations (NGOs) to eliminating sexual violence cannot be underestimated. Their services are grounded in the experiences, needs and aspirations of people impacted by sexual violence. They have years of practice expertise from their work to support healing, restoration of dignity and self-determination. These frameworks acknowledge the enormous contribution of the specialist sexual violence sector to the safety, autonomy and wellbeing of people and their families and whānau in New Zealand.

These frameworks reflect the need to consider the holistic needs of someone seeking help, and tailoring intervention, protection and healing support to their lived experiences. Te Aorerekura acknowledges the value of providing access and opportunity for Indigenous values and practices, fostering holistic, strengths-based and collective actions for the elimination of sexual violence in New Zealand (Walker, 2019).

Practitioners recognise the need to expand cultural practices, and address harmful and inaccurate assumptions. This is particularly important for people from marginalised communities who have been historically underserved and may have specific barriers to help-seeking. Effective practice requires that the whole of the person, their narratives, their context and their histories are considered, and recognises historical trauma and the ongoing impacts of intergenerational trauma and violence. Te Aorerekura includes the voices and experiences of victim-survivors and practitioners from marginalised communities, and demonstrates the importance of every group being able to articulate their context, world view and approach to wellbeing so the system can respond appropriately.



Towards skilled, culturally competent and sustainable workforces

Eliminating sexual violence in New Zealand requires shifts in social norms, attitudes and beliefs so that all people are respected, and sexual violence is no longer tolerated. It also requires workforces that can respond to the needs of diverse communities. People may disclose experiences of sexual violence in a wide variety of settings and to a wide variety of workers. People need to receive well informed responses. We need teams of specialist and generalist workers, and informal community networks, that can provide safe, appropriate and effective responses to sexual violence. This would ensure protection, accountability, healing and restoration that attends to the diverse needs of people and communities.

One of the primary challenges to eliminating sexual violence is that too few people have the necessary tools or knowledge to provide the right kind of response or preventative actions. Addressing this requires a range of workforces with core competencies across the system, including:

- people who can work in preventing sexual violence according to their role in the system,
- people who can respond appropriately to disclosures of sexual violence, or harmful behaviour or thoughts of harmful behaviour, and
- people who can guide family and whānau along their healing journeys.

The groups of people across the system include:

Specialist sexual violence organisations and workforces

Specialist sexual violence organisations, workforces and practitioners work towards eliminating sexual violence in New Zealand. They play a pivotal role in providing safe, effective restorative services and responses to people impacted by sexual violence, and to people who use sexual violence. Specialist organisations and workers have a primary focus on sexual violence intervention and prevention.

They have been instrumental in the shared understanding of sexual violence articulated in this framework, and their knowledge is key to achieving an integrated victim-survivor and family-centred and whānau-centred response to sexual violence.

Skilled sexual violence specialists require trauma- and sexual violence-informed skills and cultural competence to provide responses that meet a diverse range of people's needs. These skills and competencies should facilitate healing and the prevention of violence. They are specialist sexual violence leaders, able to respond to high levels of risk. They support agencies to build their capability and embed learning, using data, research and extensive experiential knowledge at the frontline of responses to sexual violence, to support and monitor good processes and practice.

Generalist and statutory responses

Generalist organisations and workers are people whose core work is not sexual violence intervention, but they respond to people who may be victim-survivors or people who use sexual violence. Statutory workers provide statutory or legal responses, as part of their work, to victim-survivors or people using sexual violence, but their core work is not sexual violence intervention.

Government and community generalist workers must know how to identify if someone needs help. They should be equipped with tools and practices that ensure safety, and know how to connect to specialist services

and make appropriate warm referrals as needed. They are aware of the difference between a specialist and generalist and essential, entry, enhanced or expert level responses. They practise within the boundaries of their own capability limits, using this capability framework to appropriately develop their practice at a generalist level appropriate to their role. They recognise that gaining in-depth specialist knowledge requires years of experience, along with appropriate training and ongoing professional development.

For example, in contrast to a specialist sexual violence worker who is required to have an enhanced or expert level of knowledge and skills, an essential generalist worker is required to have a basic knowledge of the dynamics of sexual violence and how societal norms, inequities, stigma and discrimination can increase risk and create barriers to safety and wellbeing. They are required to be capable of listening, 'hearing' and responding appropriately and actively. They can take preventative actions in the moment as well as contribute to longer-term prevention initiatives. They have the capability to identify when specialist support is needed and to make appropriate referrals, while understanding that delivering such support falls outside their scope of practice.

People in informal settings such as workplaces, marae, faith organisations, sports groups, friends, family and whānau are equipped with the knowledge and skills to be able to prevent sexual violence and respond to disclosures of sexual violence. People in these settings

may also be healing, or require support for healing, from sexual violence. People in these settings may have also used sexual violence and require appropriate responses from their community that encourage accountability, safety, and support to change their behaviour.

Specialists, generalists and informal community networks **all need the opportunity and resources to share and lead in the areas that are appropriate to their role.** They may also need access to resources and tools to strengthen competencies in areas where they face greater challenges. To be able to create opportunities to share, lead and upskill, the organisations that hold, or fund, these groups of people need policies and practices that support effective, consistent responses.

Prevention and Response: Working towards a specialist sexual violence workforce

A specialist sexual violence response and prevention workforce requires highly skilled, experienced, and trained people, who are supported by an organisation holding expert knowledge that is embedded at all levels.

Preventing sexual violence and family violence requires actions that not only stop people from using violence but also actions that change the power structures that drive violence.

These workforce capability frameworks work toward such change by improving institutional practices, policies and legislation to promote equity and inclusion.

Prevention Workforces – Specialist sexual violence prevention organisations and workforces:

- carry considerable responsibility as dedicated organisations/practitioners for preventing sexual violence
- seek to develop intersectional analysis and practice in culturally safe, contextually responsive ways
- focus on developing relationships to identify, support and strengthen protective factors and reduce risk factors across whole-of-population, and in marginalised communities and at-risk settings. This requires workers to work in partnership with communities to define and lead locally-situated interventions

- understand the systems change approach to primary prevention (drawing on the primary prevention system model) to ensure primary prevention interventions are integrated and connected across the system
- understand the underlying social conditions and gendered drivers that contribute to sexual violence
- build relationships to implement evidence based, sustainable initiatives with a clear logic for change, and monitor and evaluate the effectiveness of these
- are equipped with the knowledge and skills to safely manage disclosures of sexual violence
- provide organisational support, oversight and supervision from a trauma- and violence-informed perspective
- work in a trauma- and victim-survivor-centred manner that does not perpetuate racial or gender/sex stereotypes, victim-blaming attitudes, ableism, homophobic, biphobic and transphobic stereotypes, and rape myths
- undertake leadership and system improvement roles using a partnership and collaborative approach, requiring a range of knowledge and expertise
- seek out specialist training, with a focus on addressing barriers for marginalised communities.

Response Workforces – Specialist sexual violence intervention organisations and workforces:

- carry considerable responsibility as dedicated organisations/practitioners for working with victim-survivors, and people using sexual violence, and their whānau and families
- seek to identify and manage the most extreme level of sexual violence risk and respond to high levels of need related to individual and collective safety and wellbeing
- are committed to developing cultural expertise and cross-cultural literacy (knowledge and competence)
- focus on understanding and addressing people's experiences of structural violence and interpersonal sexual violence
- work in a trauma- and sexual violence-informed manner
- undertake leadership and system improvement roles using a partnership and collaborative approach, requiring a range of knowledge and expertise
- seek out specialist training, with a focus on addressing barriers for marginalised communities

- need to understand and be able to explain to people how the system works, the roles and responsibilities of people working in the system (such as Court Victim Advisors), what to expect, the risks and challenges involved in navigating the system, and how to respond safely to disclosures and refer people to the appropriate support and justice services
- provide services to people who use sexual violence, balancing providing a safe, respectful environment that enables people to examine themselves and their beliefs, while remaining focused on accountability for their behaviour and monitoring the progress of their rehabilitation towards wellness. This requires workers to build relationships and invite change at the same time as being mindful of safety, risk and collusion, and an ability to address the dynamics of minimising, denying and blaming
- need to understand processes in the legal system and how to support a victim-survivor, or someone using violence, to navigate the process safely.

Victim-centred focus

Victim-survivors have long articulated the need for sexual violence services to take a victim-survivor-centred approach – one that prioritises their needs, rights and safety, and empowers them to make informed choices about care. This approach must also recognise the diverse identities, contexts and experiences of all victim-survivors.

The approach should include a well-trained, culturally safe specialist workforce available when and where victim-survivors need it; a workforce that consistently provides an empathetic, identity-affirming service where victim-survivors are listened to, believed and responded to in a way that makes them, their children and family safer as a result.

All specialist sexual violence workers need to understand the dynamic nature of risk, the use of power and control, including psychological abuse, and the impact of sexual violence, abuse and trauma. They must also understand structural inequalities that frame risk for different populations, both in terms of experiencing sexual violence and seeking help.

Specialist sexual violence prevention workers need to take a survivor-centred and trauma-informed approach to prevention. This requires respectful victim-centred practice that does not retraumatise victim-survivors through gendered, ableist, racist, homophobic, biphobic and transphobic microaggressions, gaslighting, and attitudes and practices that normalise or minimise violence, including rape myths and victim-blaming.

Culturally competent workforces

These frameworks represent the voices of those who have provided input into their development, including many tāngata whenua leaders and practitioners. That said, the primary audiences for these frameworks are government agencies, non-Māori organisations and informal networks. This distinction is important for many reasons, but largely because Kaupapa Māori specialist services have a unique role in providing culturally appropriate responses to the needs of Māori victim-survivors, as well as those who use sexual violence, and their whānau. This response empowers whānau to define and seek safety, healing and wellbeing on their own terms. A Kaupapa Māori specialist service provides a uniquely Māori approach based in culturally specific philosophies and values. Services developed and delivered in a government or non-Māori context reflect the philosophies and values from which they emerge.

These frameworks provide guidance for practitioners in government and non-Māori services in equitable and inclusive practices and approaches. This includes the importance of enabling Māori who have been impacted by sexual violence to access Kaupapa Māori services. Kaupapa Māori services are not yet available in all areas, and the capacity of those services is often under immense pressure. Te Aorerekura advocates for increasing resources for Kaupapa Māori specialist services to address unmet needs.

All workers will bring elements of their identities, lived experiences and worldviews into their interactions with people and communities. Māori practitioners working within government and tauīwi contexts may bring their own tikanga and mātauranga into their practice. These frameworks recognise the diversity in approaches across the workforces and provide guidance about safe and appropriate practice.

Ngā Kaitiaki Mauri, the Māori caucus of Te Ohaakii a Hine – National Network Ending Sexual Violence Together – have developed *He Ara Toiora – A Pathway to Workforce Wellbeing and Excellence* - a Kaupapa Māori Workforce Capability Framework. They have also developed good practice guidelines for Kaupapa Māori services: *Te Ara Kōkōrangī, He Ara Toiora: Good practice for preventing and responding to Mahi Tūkino in Aotearoa* (Te Wiata et al., 2022).

Systems view of workforce development

A systems view is central to the Sexual Violence Workforce Capability Frameworks. These frameworks recognise that the different roles and functions within the sexual violence system must be understood not as isolated functions but as interconnected parts of a national system working toward the vision of Te Aorerekura.

The safety and wellbeing of people is everyone's responsibility. Reducing risk and enabling safety requires a whole-of-community response and a capable, coordinated system working together to protect victim-survivors and promote accountability of people using violence.

Prevention, response, research, policy, statutory and informal parts of the system are all essential to a fully functioning and comprehensive system. There are various points of overlap in these roles in the system; however, they can differ in significant ways. For example, prevention workers focus on shifting environments, norms, power structures and policies so that sexual harm is less likely to occur in the first place; this demands capability in community engagement, social-change communications, policy advocacy and programme design.

Response practitioners, by contrast, step in after harm has occurred, drawing on trauma- and violence-informed practice, therapeutic modalities and crisis-response skills. Statutory workers can be involved in both preventing sexual violence through appropriately exercising their statutory powers when risk is identified, or responding after harm has occurred.

Researchers have an important role in developing the evidence base for good practice, and evaluating how the system is working. Policy workers have the role of considering what government settings will best enable the system to work towards elimination of sexual violence. Trainers and educators bring the application of practice wisdom, national and international evidence, and create the learning opportunities necessary for workers to embed good practice.

All workforces share a common evidence base, grounded in Te Tiriti o Waitangi, but also have specific research and practice development that is unique to their roles. Different roles apply knowledge in different ways and at different points in the system. The Sexual Violence Workforce Capability Frameworks aim to consider the full continuum of the sexual violence prevention and response system and give guidance on the knowledge and skills that are needed across the system.

The Frameworks, the Sexual Violence Organisational Standards (SVOS) and the Sexual Violence Essential to Expert Workforce Capability framework (SV-E2E) are designed to complement each other and be used together. The SVOS outlines the capabilities every agency needs within policy, governance, culture, procedures and safety systems. The SV-E2E pathway describes how individual workers should evolve their practice, according to their role, from essential to expert across prevention, early intervention, victim-survivor support, working with those who use sexual violence, and the policy and commissioning settings that hold the system together.

These documents will strengthen capability across the system by increasing workers' knowledge and skills, and strengthening organisational working environments. They will enable comprehensive training pathways, well defined roles within the system, clarity of purpose, and will increase the visibility of the workforce development needs in the system.

The Sexual Violence Workforce Capability Frameworks, the SVOS and SV-E2E, create a map for the system, that links prevention, response, policy, research, training and government systems. They seek to align workers and organisations around the concepts, language, expectations and investment required for a capable system. The result is a tool that seeks to reduce conceptual ambiguity, align agencies around shared language and expectations, and guide investment in targeted training and supervision so every practitioner and organisation/initiative know what 'good' looks like and how to get there.



Who can use the workforce capability frameworks?

Specialists, generalists, statutory and informal community networks all need the opportunity to engage in learning to continue developing their practice.

The collaboratively-designed suite is intended to support organisations and workforces to improve their ability to prevent and respond to sexual violence safely and effectively, and enable healing.

The frameworks will assist organisations to develop and implement safe, holistic and effective policies, processes and practices. They identify the standards, values and principles needed by organisations to improve their responses and organisational capability.

They will foster an understanding of how lasting change and healing can be achieved for people, whānau, families and communities, by focusing on effective service delivery, practice and the values and philosophy that underpin that practice.

Many organisations and practitioners serve marginalised populations, and this framework is intended to assist and guide their practice.

The Sexual Violence Organisational Standards

The Sexual Violence Organisational Standards (SVOS) focus on the organisational capability necessary to deliver integrated, safe and effective services and initiatives that will restore wellbeing and bring Te Aorerekura to life. The SVOS sit alongside the capabilities outlined in the Sexual Violence Essential to Expert Workforce Capability Framework (SV-E2E).

The SVOS can be used by any organisation wanting to build workforce capability to respond safely and effectively whenever, and to whomever, sexual violence is disclosed, and supports people to undertake sexual violence prevention in marginalised communities.

The framework supports the practice of any organisation that works with child and adult victim-survivors of sexual violence, people who use sexual violence, and their family and whānau.

The framework is designed to be accessed and used by everyone from frontline staff and volunteers, through to team leaders, managers, executives and board members. It is important that staff at every level of an organisation understand their role in delivering safe and accountable services and initiatives.

Organisations can also use the framework to:

- reflect, evaluate, review, design and continually improve their own structures, systems, processes and practices
- promote the goal of safe, effective trauma- and violence-informed specialist services and initiatives.

The Sexual Violence Essential to Expert Workforce Capability framework

The Sexual Violence Essential to Expert Workforce Capability framework (SV-E2E) sets out worker capabilities for preventing and responding safely and effectively to sexual violence, from the essential and entry level capabilities through to the expert level capabilities. The SV-E2E worker capabilities are connected to the organisational capabilities set out in the SVOS.

Any organisation may additionally embed capability that is necessary to safely respond and support the healing of, and prevent further violence within, their community or region.

Shift 3: Towards skilled, culturally competent, and sustainable workforces - Te Aorerekura National Strategy to Eliminate Family Violence and Sexual Violence, 2021.

Organisations can also use the framework to:

- reflect, evaluate, review, design and continually improve their own structures, systems, processes and practices
- promote and advance the goal of safe, effective trauma- and violence-informed specialist services.

We all have a responsibility to deliver safe, high quality, services and initiatives to eliminate sexual violence.

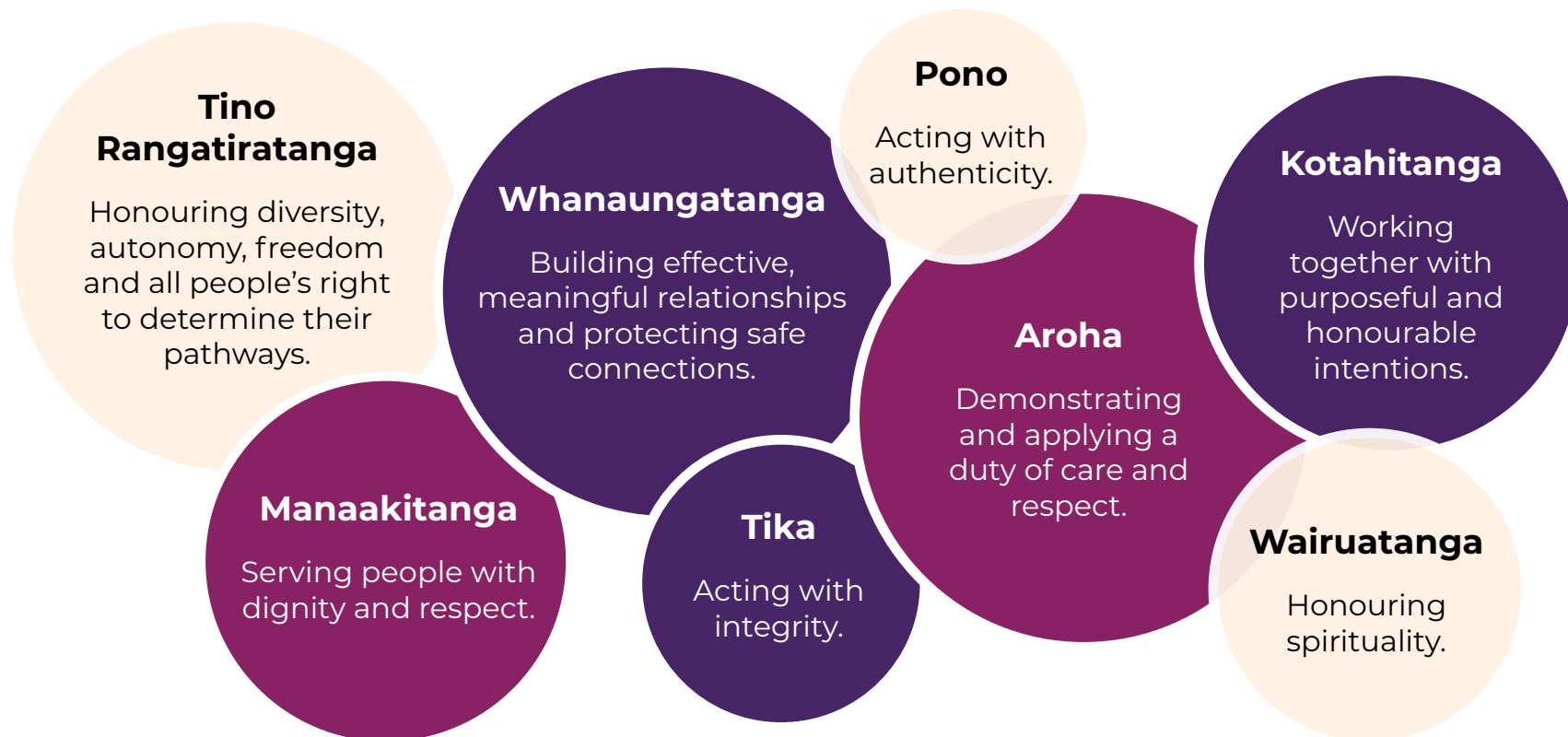


The frameworks

This section outlines the capability levels and principles for the Sexual Violence Essential to Expert Workforce Capability Framework, and Sexual Violence Organisational Standards.

Values

Eight te ao Māori values and five principles are the practice benchmark for organisations, practitioners and workers delivering sexual violence prevention and response services. They validate concepts that are inclusive regardless of a person's ethnicity, age, disability, sexual orientation, gender identity and expression, and sex characteristics, and seek to restore wellbeing for individuals, families and whānau, and communities. The values and principles align with the whanonga pono, the guiding principles of Te Aorerekura. Together, these support a shared, collective way of working and are the foundations for collaborative work.



Capability levels

Essential

This applies to people who, through their day-to-day work, could be in contact with people or families and whānau impacted by sexual violence or people using sexual violence. People at this level need to demonstrate essential knowledge and skills appropriate to their role.

Entry

This applies to sexual violence specialists and government and community generalist services workers who are new to sexual violence work or whose role involves routine sexual violence service provision or initiatives. People at this level need to demonstrate appropriate essential- and entry-level knowledge and skills in alignment with their role.

Enhanced

This applies to skilled sexual violence specialists and workers in government and community generalist services who work in the sexual violence sector at an advanced or senior level and whose role involves complex sexual violence service provision or prevention implementation. People at this level need to demonstrate essential-, entry- and enhanced-level knowledge and skills aligned with their role.

Expert

This applies to highly skilled specialist workers in the sexual violence sector, government and community who are team leaders, managers or service leaders. People at this level need to demonstrate essential-, entry-, enhanced- and expert-level knowledge and skills in alignment with their role.

Principles

As mentioned, the framework should guide practitioners; the principles used to organise the framework mirror those of the Family Violence Entry to Expert Capability Framework, which are informed by two reports:

- Massey University Centre for Culture-centred Approach to Research and Evaluation (CARE) report (Dutta et al., 2021), which summarises the findings of over 200 in-depth interviews with members of diverse communities about family violence and sexual violence prevention.
- Te Hau Tangata: The sacred breath of humanity, The National Strategy for Eliminating Violence (Interim Te Rōpū, 2021). A report created by the Interim Te Rōpu, and the Joint Venture – which later became the Interdepartmental Executive Board for the Elimination of Family Violence and Sexual Violence.

The principles reflect the need for responses to sexual violence to draw upon the insights and lived experiences of families, whānau and communities affected by family violence and/ or sexual violence. The principles acknowledge that previous workforce guidance have omitted consideration of how colonisation, racism and discrimination have contributed to the ineffectiveness of, and bias in, the system.





The Principles

PRINCIPLE 1:

Kaitiakitanga

Giving Expression to **Protection and Accountability**

Organisations and workers focus on increasing the safety of people who are impacted by sexual violence, reducing the possibility of further harm and holding accountable the people who use sexual violence.

PRINCIPLE 2:

Ora

Giving Expression to **Wellbeing and Restoration**

Organisations and workers provide a holistic approach shaped by and reflecting the aspirations of all people.

PRINCIPLE 3:

Kotahitanga

Giving Expression to Relationships and Inclusion

Organisations and workers are committed to equitable, accessible and inclusive opportunities and practices for all people, groups and communities while honouring tāngata whenua as the Indigenous people of New Zealand.

PRINCIPLE 4:

Mahi Tahi

Giving Expression to Collaboration and Advocacy

Organisations and workers challenge systemic, social and cultural factors that enable sexual violence to exist in New Zealand, and actively work in collaboration to create safety strategies and connections for people impacted by sexual violence.

PRINCIPLE 5:

Koi Mahi

Giving Expression to Innovation and Learning

Organisations and workers engage in growing practice knowledge and are responsive to new approaches to end sexual violence.

Essential to expert in application

The Sexual Violence Essential to Expert Workforce Capability framework can be used to guide and support the development of the sexual violence workforce. It can be used by everyone from frontline staff and volunteers through to team leaders, managers, executives and board members. Staff at every level of an organisation must understand their role in contributing to achieving Shift Three of Te Aorerekura: 'Towards skilled, culturally competent, and sustainable workforces' (Board for the Elimination of Family Violence and Sexual Violence, 2021, p. 5).

Organisations can use the SV-E2E to:

- promote safe, effective trauma- and violence-informed practices that are connected to family-centred and whānau-centred approaches and used by generalist and skilled sexual violence specialist workforces
- guide career planning and determine professional development and training needs
- shape generalist and sexual violence specialist workforce training, professional development programmes and qualifications to align with the sexual violence response capabilities set out in the SV-E2E
- support greater recognition and validation of the knowledge and skill of workers who respond to sexual violence in generalist and specialist settings.

Practitioners can use the SV-E2E to:

- update their skills and knowledge to ensure safe and effective practice
- practice in a way that is informed by existing cultural frameworks to meet the needs of their communities or population groups
- identify biases, beliefs and knowledge gaps that may affect their practice
- reflect on, evaluate and continuously improve their practice
- inform their professional and career development goals

Managers can use the SV-E2E to fulfil people resource functions, including:

- supporting practitioners to demonstrate excellence in the awareness and obligations of Te Tiriti o Waitangi
- planning and supporting professional development and supervision
- supporting the development of job descriptions
- enhancing staff capacity, supporting reflective practice and ensuring high-quality, culturally responsive service delivery.

Professional bodies and learning institutions can use the SV-E2E to:

- shape training, qualifications and professional development programmes to align with the desired capabilities in sexual violence practice
- inform standards for professional associations.

Government funders can use the SV-E2E to:

- inform contract specifications and guidelines
- inform practice standards and frameworks
- inform analysis of service gaps across the system and opportunities for investment and development of infrastructure.



Summary

Given the prevalence and effects of sexual violence in New Zealand, it is essential that responses to sexual violence meet the needs and unique circumstances of all people. This document aims to provide context to the occurrence of sexual violence and to highlight why the Sexual Violence Organisational Standards (SVOS) and Sexual Violence Essential to Expert Workforce Capability Framework (SV-E2E) are essential. These frameworks address a current gap in the sexual violence workforce, providing a set of standards, values and principles to guide practitioners, services, organisations and anyone responding to or affected by sexual violence. Significantly, these frameworks were developed to align with the Family Violence Workforce Capability Frameworks (FV-E2E & FV-SOS) and Te Aorerekura and its moemoeā, which seek to create and maintain a violence-free New Zealand, where mana and ora are enhanced.

Some communities and peoples are disproportionately affected by sexual violence. Discrimination and disadvantage can compound the effects of sexual violence. These frameworks seek to enable workforce capability to deliver support, safety and collaboration cognisant of the issues that may make some people more at risk to sexual violence and to system failures. Awareness of how sexual violence is experienced across all ages (e.g., children, youth and older people) and communities (i.e., Māori, Pacific peoples, Rainbow communities, ethnic communities, and the disabled and d/Deaf community) is essential. The frameworks set out the need for responsive trauma- and violence-informed approaches that attend to the specific needs of all of the communities and people impacted by sexual violence.

The SV-E2E outlines four capability levels: essential, entry, enhanced and expert. These capability levels cover a broad range of people responding to sexual violence, from those in informal contexts to skilled specialist workers. The framework is guided by the following principles:

- kaitiakitanga (giving expression to protection and accountability),
- ora (giving expression to wellbeing and restoration),
- kotahitanga (giving expression to relationships and inclusion),

- mahi tahi (giving expression to collaboration and advocacy),
- and koi mahi (giving expression to innovation and learning).

When applied in practice, the frameworks will guide and support the development of the sexual violence workforce, including organisations, practitioners, service managers, professional bodies and government agencies.

Finally, it is our hope that these frameworks aid in the acknowledgement of, and responsiveness to, every person affected by sexual violence. We all have a part to play in ensuring those affected by sexual violence are supported and enabled to heal, so they can thrive.





Sexual Violence **Organisational Standards**

Kaitiakitanga

Giving expression to protection and accountability

The organisation focuses on increasing the safety of people who are impacted by sexual violence, reducing the possibility of further harm and holding accountable the people who use sexual violence.

1.1 The organisation has a coherent model of practice

The model of practice:

- a. enhances the safety and protection of people impacted by sexual violence and their children, family and whānau
- b. is informed by victim-survivors, with clear structures of accountability, and uses lived experience alongside practice knowledge, cultural knowledge and evidence so that individual stories are integrated and applied appropriately and within scope
- c. ensures appropriate government procurement obligations and relevant legislation are adhered to
- d. demonstrates the protection, promotion and enhancement of human rights
- e. ensures appropriate responses to the different manifestations and impacts of sexual violence
- f. demonstrates an understanding of the principles outlined in this document.



1.2 The organisation prioritises safety and has processes to identify risk and protective factors

The organisation:

- a. operates from a well-evidenced, trauma- and violence-informed approach with policies and procedures for safe practice. These include effective trauma- and violence-informed responses for all service users and workforce wellbeing and safety
- b. ensures processes and practices promote safety, protection and accountability, remaining current with sound knowledge of sexual violence legislation, including consent legislation, legal tools and mechanisms
- c. ensures policies and processes outline safety and autonomy practices for victim-survivors of sexual violence, regardless of whether or not they are a direct service user
- d. maintains child protection policies that focus on children and young people's safety, needs and wellbeing even when they are not a direct service user, including operational policies that support children's identities, increase knowledge of prevention and identification of risk, and adequate preventative actions including in the digital realm
- e. maintains policies that focus on response and protection for adults at risk
- f. ensures the need for accessible communication modes and/or supported decision making is recognised and used
- g. ensures triaging is victim-survivor and family centred and is informed by multiple sources (victim-survivors, specialist services and advocates, government and non-government agencies)

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- h. ensures assessment tools emphasise the recording of uncertainties and potential concerns, contextual issues and structural inequities, as well as actual and concrete factors
 - i. identifies and communicates risk of sexual violence internally and externally and has effective procedures and processes to manage or reduce risk on a day-to-day basis
 - j. coordinates victim-survivor centred risk management and needs assessment plans with local government and non-government agencies to enhance the safety of victim-survivors and accountability of people using sexual violence that include safe, ethical and confidential information sharing processes and collaborative safety planning and processes for ongoing monitoring of risk
 - k. ensures procedures outline practices and responses that work toward engagement and accountability of people using sexual violence, without colluding with the behaviour, minimising actions and/or blaming something or someone else
 - l. ensures risk assessment and management tools are underpinned by the principles and analysis outlined in this document
 - m. ensures risk assessment and management policies are sensitive and responsive to individual needs, clearly demonstrating an awareness and up-to-date knowledge of the diversity of needs, particularly for marginalised communities
 - n. recognises that confidentiality is particularly important inside marginalised communities, particularly for those with multiple marginalised belongings, and ensures that identifying information about service users is not shared inappropriately.

Ora

Giving Expression to wellbeing and restoration

The organisation provides a holistic approach that is shaped by and reflects the aspirations and restoration of whānau, families and individuals.

2.1 The organisation's strategies promote restorative practices

The organisation:

- a. promotes whānau and family safety, wellness, autonomy and restoration, and upholds the dignity, values and beliefs of people and their diverse cultural, spiritual and religious identities
- b. recognises mātauranga Māori restorative practices
- c. ensures wellness and restoration values inform the practices and are included in organisational strategies
- d. ensures that people using sexual violence are supported to change their behaviour, attitudes and beliefs to sustainably stop their use of sexual violence
- e. ensures there are adequate knowledge and skills in restorative practices to enable safe and effective restorative processes.



2.2 The organisation employs trauma- and violence-informed responses and promotes whānau, family or individual transformation

The organisation:

- a. applies an understanding of trauma- and violence-informed practice that supports a strategy of intergenerational transformation for the whānau, family or individual
- b. applies an understanding of colonisation and the wide-ranging effects of intergenerational and historical trauma
- c. recognises the cumulative and traumatic impacts of sexual violence on different people can be exacerbated by other experiences of oppression, discrimination and inequity in their strategies and practices
- d. encourages an enabling environment that supports whānau, families' and individuals' self-management and autonomy.

Kotahitanga

Giving Expression to relationships and inclusion

The organisation honours tāngata whenua as the Indigenous people of New Zealand and is committed to equitable, accessible and inclusive opportunities and practices for diverse individuals, groups and communities.

3.1 The organisation demonstrates a commitment to Te Tiriti o Waitangi

The organisation:

- a. states its commitment to Te Tiriti o Waitangi in its vision and values
- b. upholds the commitment of tāngata tiriti/non-Māori to Te Tiriti o Waitangi
- c. ensures practices that honour tāngata whenua and enable self-determination for all involved in prevention initiatives or response services
- d. maintains ongoing relationships with mana whenua of their service area
- e. maintains ongoing relationships with specialist kaupapa Māori sexual violence services and iwi service providers in their rohe and have clear processes for safe and effective referrals
- f. ensures prevention and intervention models and practice recognise multiple, intersecting oppressions that impact on Māori.

3.2 The organisation demonstrates a commitment to inclusive equitable practice

The organisation:

- a. demonstrates commitment to the values of building meaningful relationships (whanaungatanga), serving people with dignity and respect (manaakitanga) and acting with integrity (tika) and authenticity (pono)
- b. demonstrates culturally safe and responsive practices and recognises that every person, community and context is unique, requiring specific prevention and responses based on individual and group needs
- c. ensures services demonstrate an ability to maintain equity for people from different backgrounds, cultures, genders/sexes, sex characteristics, sexualities, experiences, ages, disabilities, religions and spiritual perspectives, and the needs of the local community
- d. demonstrates flexibility in assessing and responding to needs or changes within communities
- e. actively works to increase the knowledge and skills of workers, and ensures policies and practices are consistent with a twin-track approach, ensuring universally accessible 'mainstream' services that operate alongside a targeted track, providing specialist disability-specific services
- f. engages with different communities in the development of policies, practices, processes, feedback and complaints procedures, and information regarding services, and ensures these are accessible, equitable and inclusive, including in a variety of accessible formats
- g. is visible, easy to find and accessible
- h. ensures services are non-disabling and accessible, equitable and inclusive for disabled people and meets accessibility standards and requirements

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- i. ensures services and systems are accessible and meet the needs of children and young people
 - j. is responsive to specific issues faced by people from ethnic communities including issues such as dowry-related abuse, immigration-related coercive control (e.g., threats to cancel a partner's visa), lack of language support, fear of services, cultural shame and isolation due to limited support networks
 - k. recognises and responds to the needs of those who experience compounding discrimination and disadvantage due to multiple marginalised identities, for example older Rainbow people or Pacific disabled people
 - l. is aware of and responsive to the specific individual needs within communities, acknowledging that those using services are the expert in their own experience
 - m. ensures organisational makeup and practice reflects the diverse lived experiences of communities it operates within, creating belonging, connection and secure cultural identity for all who engage in services
 - n. recognises and challenges the barriers to accessing protection and support for marginalised groups including systemic, social, religious, cultural and access barriers
 - o. works in partnership with organisations and groups, valuing their knowledge and building relationships based on trust, respect and shared responsibility, to support all communities
 - p. shares resources to support people to take preventative actions across the sexual violence prevention spectrum/spaces that are culturally appropriate and accessible for families, whānau and wider communities.

Mahi tahi

Giving Expression to collaboration and advocacy

The organisation works actively with others to create safety strategies and connections for people impacted by sexual violence and challenges systemic, social and cultural factors that enable sexual violence to exist in New Zealand.

4.1 The organisation works with other organisations and sectors

The organisation:

- a. actively participates in relevant multi-agency systems that contribute to developing community prevention and responses to sexual violence
- b. develops relationships with specialist services and agencies working with victim-survivors of sexual violence and people who use sexual violence. These include specialist services for women, men, tāngata whenua, Pacific peoples, Deaf and disabled people, older people, adults at risk, children and young people, ethnic communities and Rainbow communities
- c. develops multisectoral partnerships and working relationships with other organisations (including non-sexual violence agencies) focused on preventative, restorative and transformative ways to address sexual violence in communities
- d. supports other agencies to enhance their practices to more consistently and safely prevent, respond and prioritise safety and wellbeing for all

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- e. maintains effective systems to support working alongside other professionals to ensure safety is prioritised and risk is appropriately recognised and managed
 - f. recognises the intersection of sexual violence and family violence and works with the family violence sector to ensure people impacted by family violence can access appropriate services.

4.2 The organisation works for societal and system transformation and shares relevant information and knowledge

The organisation:

- a. advocates for equitable resources for specialist kaupapa Māori sexual violence services and iwi-led responses to end sexual violence for whānau
- b. advocates for equitable resources for other culturally appropriate specialist responses to end sexual violence within family and community
- c. advocates for equitable resources for specialist responses serving marginalised and underserved communities
- d. works towards dismantling the foundations of sexual violence, including targeting harmful power relations and behaviours, and challenging institutional cultures, organisational practices, societal attitudes, beliefs and norms that can perpetuate sexual violence, family violence and child sexual abuse
- e. contributes to, or leads, prevention initiatives that have a clear logic for change, are evidence-based, locally situated and effective at dismantling the foundations of sexual violence

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- f. shares knowledge and expertise to achieve social change that increases community wellbeing and autonomy
 - g. identifies inadequate system responses to sexual violence and escalates concerns to ensure services prioritise protection and accountability, while maintaining ethical and legal responsibilities
 - h. ensures processes, policies and principles are in place to represent the experience and voices of people impacted by sexual violence, and to support them to represent their own experiences
 - i. contributes to media commentary when relevant on issues pertaining to sexual violence in line with the organisation's media policy, dispels misinformation and destigmatises misconceptions of sexual violence
 - j. shares knowledge and expertise to raise community awareness about reporting and referral pathways
 - k. shares knowledge and expertise to promote action on current system issues, including transforming the legal system or early investment in strategies aimed at reducing factors that contribute to the prevalence of sexual violence
 - l. contributes to system transformation that takes a wider systemic view of supporting people affected by sexual violence, and moves beyond focusing only on 'funded services'.

4.3 The organisation shares relevant information

The organisation:

- a. adheres to a clear framework that outlines processes for information seeking and sharing, acknowledging data sovereignty, particularly for tāngata whenua
- b. ethically shares information in line with relevant legislation and privacy policies to promote safety and accountability, and address risk at an individual and systemic level
- c. promotes a culture of information sharing, collaboration, consultation and engagement both internally and externally
- d. ensures there are policies and procedures in place to safeguard information from unauthorised access, use, disclosure, modification and destruction.



Koi mahi

Giving Expression to innovation and learning

The organisation engages in growing practice knowledge and is responsive to the development of new approaches to end sexual violence.

5.1 The organisation has a culture of learning

The organisation:

- a. assesses workers' capability regularly to determine relevant areas of knowledge and skill development and provides opportunities for ongoing learning and development, including staying up to date with emerging trends and approaches, social patterns, legislative and evidence changes, and novel technologies
- b. supports and implements the innovation of new approaches to ending sexual violence
- c. embeds processes for constructive feedback, through multiple channels, including transmission of knowledge from diverse communities, groups and individuals
- d. ensures workers adequately integrate feedback into their practice and services to ensure safe, competent and well-managed services and initiatives
- e. ensures workers complete annual child protection training
- f. actively seeks, engages with and incorporates emerging evidence of good practice when working with marginalised populations, including forms of sexual violence that may be unique to specific communities
- g. collects data about people using services, and shares appropriately, to identify community gaps and track progress in meeting needs.

5.2 The organisation has a safe, competent and well workforce

The organisation:

- a. implements and promotes workers' wellbeing policy outlining the support of workers' holistic health and wellbeing and procedures that outline and monitor appropriate workload to protect workers from overload and burnout
- b. ensures workers are appropriately skilled, knowledgeable and equipped to conduct their role safely and effectively, including the ability to recognise signs and indicators of sexual violence, including Technology-Facilitated Sexual Violence, that may be present across all ages
- c. ensures all workers have training and support to enable them to implement the organisation's safety procedures, and make safe and effective referrals when needed
- d. supports workers to develop capabilities, skills and knowledge to enhance responsiveness to people from diverse backgrounds, cultures, ages, genders/sexes, sex characteristics, sexualities, experiences and disability status
- e. ensures all workers attend specialised sexual violence professional supervision, when appropriate, with supervisors who have an advanced understanding of sexual violence dynamics
- f. provides an environment that fosters the skill and competency of people from all communities, including tāngata whenua, Pacific peoples, ethnic communities, disabled people, older people and Rainbow communities
- g. creates leadership opportunities for people from all backgrounds, cultures, ages, genders/sexes, sex characteristics, sexualities, experiences and disability status

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- h. maintains a culture that consistently prioritises, resources and demonstrates a commitment to preventing and addressing sexual violence, family violence and child sexual abuse in all settings, including within the organisation itself
 - i. maintains processes that ensure the organisation's culture is respectful and does not replicate the dynamics of abuse.

5.3 The organisation has a reflective organisational culture

The organisation:

- a. embeds and maintains processes to ensure workers are well-trained, resourced, supported and supervised
- b. embeds reflection, support, discussion and debate in organisational, team and individual learning and development processes
- c. creates opportunities for workers to contribute to decision making and grow leadership skills
- d. embeds a reflective practice for unpacking the privileging of western or colonial values and knowledge and honouring Te Tiriti o Waitangi
- e. conducts regular internal monitoring, review and evaluation of systems, policy and practice for continuous improvements.



Sexual Violence **Essential to Expert** Workforce Capability Framework



Kaitiakitanga

Giving expression to protection and accountability

Core capabilities address:

1. increasing the safety of people who are impacted by sexual violence
2. reducing the possibility of further harm
3. holding accountable the people who use harmful sexual behaviour.

Kaitiakitanga – Giving Expression to Protection and Accountability					
Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety by understanding sexual violence	KT-1	Demonstrates understanding of: - the different forms of sexual violence - the definitions and prevalence of sexual violence - the importance of responding in ways that centre the autonomy and choice of victim-survivors and prioritise the safety of children - societal norms, attitudes and myths associated with sexual violence and how these can negatively impact on protection of victim-survivors and accountability for those who use sexual violence	Demonstrates ability to: - understand the different forms, dynamics and complexities of sexual violence, and how these are experienced by diverse communities, including an understanding of the differences of experiences within diverse communities - understand the relationship between the gendered drivers and reinforcing factors associated with sexual violence, including how non-specialist responses may inadvertently collude with people who use sexual violence	Demonstrates ability to: - recognise and respond safely and appropriately to the different forms, dynamics and complexities of sexual violence - map patterns of sexual abuse and impacts on those affected including wider family and whānau, and intergenerational sexual abuse - apply understanding of all drivers of sexual violence	Demonstrates ability to: - guide and mentor others in developing sophisticated understanding of the forms, dynamics and complexities of sexual violence - lead others to identify and respond to people with complex care and support needs.

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety by understanding sexual violence	KT-1	- the effects of sexual violence and victim-survivor responses to sexual violence - how societal norms, attitudes, beliefs, and myths are influenced, including rape myths and victim-blaming that normalise or minimise sexual violence - how personal beliefs, biases and attitudes about sexual violence can shape both prevention efforts and response behaviours - the different dynamics of sexual violence that may be experienced by women, men, non-binary or gender-diverse people, older adults, disabled people, children and young people, tāngata whenua, Pacific peoples, ethnic communities and Rainbow communities. - the influence of pornography and digital media on youth sexual attitudes, expectations and behaviours around violence, and the increasing range of online-related sexual harms.	- understand the different drivers of sexual violence - understand sexual violence using a decolonial framework and an analysis of power dynamics - understand how social media, other digital media and television, and pornography can intersect with sexual violence through reinforcing or normalising inequity, including gender inequity, racist scripts, stereotypes, homophobic scripts, rape myths, colonial narratives, and harmful sexual norms, or the development of harmful sexual beliefs and behaviours.	apply understanding of the way in which the digital sexual landscape can contribute to, accelerate, or enable online and offline sexual harm.	

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety by responding appropriately to disclosures	KT-2	Demonstrates ability to: - recognise indicators or warning signs of past or current sexual violence, and - respond by taking appropriate action to support the immediate and ongoing safety of victim-survivors and other impacted family, and - refer to appropriate sexual violence services, including facilitating warm referrals, ensuring the person disclosing is supported in their transition to further services, as appropriate to role. Demonstrates understanding of: - the importance of safety for people experiencing and/or affected by sexual violence, and the ability to take steps to reduce immediate risk - appropriate boundaries when working with people impacted by sexual violence	Demonstrates ability to: - respond and take appropriate action to support the immediate and ongoing safety of victim-survivors and other impacted family, including engaging with the person using sexual violence if safe and appropriate to do so - identify and articulate concerns about risk and safety, and share these appropriately with other professionals to support coordinated responses - facilitate safe and timely referrals following disclosures, including collaborating with referrers to help establish immediate safety and transition to further services - facilitate warm referrals, ensuring the person disclosing is supported in their transition to further services - respond to disclosures of sexual violence in a culturally safe and responsive manner	Demonstrates ability to: - respond safely and appropriately to complex or high-risk disclosures, including those involving cumulative harm, multiple victims or barriers to engagement with services - lead reflective discussions and debriefs with colleagues to build understanding of good practice in responding to disclosures, identifying practice gaps or risks in disclosure and referral processes, and contributing to continuous improvements.	Demonstrates ability to: - mentor others in the consistent and safe implementation of the organisation's disclosure policies, procedures and codes of conduct, ensuring alignment with trauma- and violence-informed practice - develop and maintain organisational disclosure policies, procedures and codes of conduct to be current, trauma- and violence-informed, and provide clear, practical guidance for workers - lead organisational responses to complex or high-risk disclosures, ensuring safe and consistent practice across teams and services, and support escalation pathways when needed - monitor and evaluate implementation of disclosure responses and oversee continuous improvement to identified gaps or risks

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety by responding appropriately to disclosures	KT-2	- implementing organisational policies and procedures for responding safely and appropriately to disclosures of experiencing or using sexual violence, including referral processes to specialist support services and the importance of warm, supported handovers - the importance of clear and accurate recording of information, in ways that uphold safety and minimise potential harm - the need to hold professional boundaries and work according to capability and role, and seek support or escalate when a disclosure or situation exceeds their capability.	identify and facilitate the need for communication support and supported decision making.		build and sustain worker capability and confidence in responding to disclosures through training, mentoring and reflective practice.

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety by creating safe environments within services, organisations, institutions or initiatives	KT-3	Demonstrates an understanding of: - what safe environments are, both physical and online - everyone's collective responsibility to ensure the protection and safety of those experiencing sexual violence - the need to deliver services and work in an environment that addresses physical, emotional, cultural and spiritual safety - principles and legislation related to role, confidentiality, information sharing, consent, storage of information, access to personal information and privacy - the role and function of systems that support safety and accountability for people impacted by sexual violence.	Demonstrates ability to: - practise in a manner that is respectful, appropriate to age and cognition and does not replicate the dynamics of abuse - participate in the co-creation of physically, emotionally, culturally and spiritually safe spaces within their sphere of influence - apply knowledge of the organisational policies, principles and legislation related to safety, accountability, confidentiality, information sharing, consent, storage of information, access to personal information and privacy appropriate to their role - understand and explain processes and systems of safety of victim-survivors and accountability for people who use sexual violence.	Demonstrates ability to: - show leadership at national and local levels in efforts to ensure organisation policies, procedures and codes of conduct to prevent and respond to sexual abuse are in place, understood and followed - design, create and implement spaces for community-based prevention activities to be physically, emotionally, culturally and spiritually safe - show leadership to ensure national, local and organisational child protection policies and procedures are followed - mentor others in good information-sharing practices - support victim-survivors and their children to navigate the justice system and advocate to support safety and protection.	Demonstrates ability to: - evaluate community-based prevention activities to ensure they uphold physical, emotional, cultural and spiritual safety - identify systemic gaps and make recommendations to government and state sector agencies on policy and practice reforms required to respond more effectively to sexual violence - ensure staff are supported by a clear organisational framework that outlines processes for information seeking and sharing, acknowledging data sovereignty - ensure staff understand relevant legislation that enables them to share and request information. Monitor information-sharing practices at the national, local and organisational levels to identify and address barriers.

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety by creating safe environments within services, organisations, institutions or initiatives	KT-3			- show professional judgement in decision making about the purposeful sharing of information from a sexual violence-informed perspective - understand the power of purposeful information sharing as a form of advocacy.	
Increases safety and reduces further harm by using risk assessment processes, screening and tools appropriately	KT-4	Demonstrates understanding of: - the limitations and considerations of their role in assessing and managing risk - process for reporting concerns appropriately and safely - warning signs indicating past or current experiences of sexual violence.	Demonstrates ability to: - respond appropriately to indicators or warning signs of past or current sexual violence - contribute to comprehensive risk assessments and identifying people with complex care and support needs - understand the need for clear and accurate recording of information, including the rationale for actions taken, to support risk assessment and safety planning - seek information from multiple sources, when possible as part of assessment process	Demonstrates ability to: - implement and monitor risk management and assessment tools and processes - lead comprehensive risk assessments - coordinate victim-survivor-centred risk management and needs assessment plans with government and non-government agencies through sharing information and collaborative safety planning	Demonstrates ability to: - contribute to the development, monitoring and critique of policy and risk management assessment tools and processes, and mentor colleagues in understanding and implementing them - mentor others to undertake comprehensive risk assessments and safety planning - maintain an overview of risk management and safety planning practice

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety and reduces further harm by using risk assessment processes, screening and tools appropriately	KT-4		- recognise that risk is dynamic and perform ongoing assessment - incorporate young people's digital sexual world and engagement, including online communities, into existing sexual violence assessment tools and frameworks.	- monitor risk and identify early warning signs of increased risk, and address contributing factors and needs for people who use sexual violence, including online sexual engagement patterns - develop a coordinated, multi-agency approach and monitored victim-survivor-centred safety plan for people in need of safeguarding.	build and maintain relationships with agencies providing safeguarding services and support for adults at risk.
Reduces further harm by strengthening people's support networks	KT-5	Demonstrates understanding of: - the importance of having a support network for people impacted by sexual violence - the multiple impacts of sexual violence on the families and communities where sexual violence occurs.	Demonstrates ability to: - work with people impacted by sexual violence to identify appropriate and effective support networks - understand how the risks around confidentiality can affect the effectiveness and safety of support networks - identify the multiple impacts of sexual violence on the families and communities where sexual violence occurs.	Demonstrates ability to: - work alongside and actively engage the support networks of victim-survivors, or those who use sexual violence, to strengthen their ability to provide appropriate and effective support - ensure the support networks themselves are well cared for and assisted in their roles - understand and respond to the needs of people who are without supports or family - understand the complexity of support networks and the barriers to effective and safe support of victim-survivors.	Demonstrates ability to: mentor others on how to work alongside and actively engage the support networks of victim-survivors, or those who use sexual violence, to ensure they provide appropriate and effective support.

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Reduces further harm by engaging with people who use harmful sexual behaviour from a trauma- and violence-informed perspective	KT-6	Demonstrates understanding of: - the necessity of specialist supports for those who use harmful sexual behaviour to increase safety and prevent further harm - the need for a non-judgemental approach that promotes accountability.	Demonstrates ability to: - apply appropriate strengths-based approaches in their interactions with those who use harmful sexual behaviour - understand the need to disrupt shame, and foster accountability and relationality - use interventions that promote personal accountability for the use of sexual violence - work collaboratively to ensure accountability and monitoring of people who use sexual violence - understand the differences between age-typical sexual behaviour and concerning sexual behaviour in children, young people and adults.	Demonstrates ability to: - support those who use harmful sexual behaviour to change their behaviour, attitudes and beliefs to sustainably stop their use of sexual violence and control - bring an intersectional perspective to their work with people who use harmful sexual behaviour - understand that interpersonal sexual violence is related to experiences of violent and oppressive systems, and institutions - recognise when strategies are being used (by the person using sexual violence) to invite collusion against, undermine and reduce the safety of victim-survivors.	Demonstrates ability to: - adopt a multidisciplinary approach to finding empowering and inclusive ways of engaging with individuals and communities from all backgrounds to stop using harmful sexual behaviour - mentor others on working appropriately with people who use sexual violence.

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety and reduces further harm by recognising the unique challenges and needs of children and young people	KT-7	Demonstrates understanding of: - the rights of children and young people as reflected in the United Nations Convention on the Rights of Children - centring children in a family-based approach - the impacts of child sexual abuse on individuals' health, education, social and economic outcomes across the life course - the common signs and indicators of child sexual abuse and an appropriate response to these - the barriers and difficulties children face in disclosing sexual abuse and technology-facilitated sexual violence, including fear of judgement, shame or different communication modes meaning that disclosures for some are difficult and constrained - appropriate ways to respond to disclosures of child sexual abuse, including institutional abuse - valuing children and young people, and their perspectives, experiences and position in society.	Demonstrates ability to: - work with children and young people in accessible, inclusive and age-appropriate ways - confidently discuss and destigmatise talking about child sexual abuse - respond appropriately to disclosures of child sexual abuse, including institutional, and refer to appropriate services - identify and share appropriate resources that raise awareness of child sexual abuse signs, dynamics, impacts and tools for prevention - understand the drivers, signs, nature and dynamics of child sexual abuse across developmental stages - understand individual scope of practice and capacity relating to child sexual abuse concerns and seek support and guidance from relevant experts - understand appropriate guidelines to establish competency of children and youth to consent to services and processes	Demonstrates ability to: - articulate understanding of human development from gestation to adulthood, and the need to adapt to developmental needs and capabilities of children and young people to support age-appropriate healthy sexual development - develop and implement prevention initiatives that address drivers for child abuse and that strengthen protective factors and promote age-appropriate healthy sexual development for children and young people, including fostering online safety and protective factors - foster an environment that supports whānau, families' and individuals' self-management and autonomy - develop robust multi-sectoral and agency relationships and partnerships to prevent and respond to child sexual abuse	Demonstrates ability to: - mentor others on working appropriately with children and young people - include and value the voices of children, and young people in the design, implementation and evaluation of services and initiatives - advocate for systems, policies and practices that take an early years approach to prevention - advocate for systems, policies and practices that respond to child sexual abuse and uphold accountability - Lead and engage in multisectoral relationships, networks, coalitions and partnerships to prevent and respond to child sexual abuse - advocate for and prioritise initiatives that address systemic, social and cultural drivers for child sexual abuse, strengthen protective factors and promote age-appropriate healthy sexual development for children and young people

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety and reduces further harm by recognising the unique challenges and needs of children and young people	KT-7	- the unique vulnerability of children and young people to the online digital sexual environment, including the risk for technology-facilitated sexual violence - young people's digital sexual world as a fundamental part of youth culture that poses sexual violence risks and harms.	understand the impact of the digital sexual landscape on children and young people's attitudes and behaviours around sexual violence, barriers to help-seeking and how it can be a platform for, and enable, sexual harms.	challenge system responses at regional and national levels that do not support children and young people to overcome the impact of child sexual abuse or uphold accountability in those who use harmful sexual behaviour.	- advocate for the integration of prevention, early intervention and management responses to the youth digital sexual landscape risks and sexual harms across policy and practice - monitor and continuously improve child-safe organisation systems, standards, policies and procedures.
Increases safety and reduces further harm by recognising the unique challenges and needs of older persons	KT-8	Demonstrates understanding of: - the dynamics and nature of older people's experiences with sexual violence, including historical sexual abuse as youth, stigma, lack of consent education, barriers and inequities inhibiting disclosure - older people's rights to self-determination, confidentiality and sexual relationships and intimacy, as reflected in UN Declaration on the Rights of Indigenous Peoples, and the UN Principles for Older Persons towards developing a UN Convention on the Rights of Older Persons	Demonstrates ability to: - recognise the signs of sexual violence in older persons - articulate the rights of older persons - articulate the role and service criteria of different agencies working with older persons and sexual violence - apply understanding of holistic, strengths-based, trauma- and violence-informed and culturally safe practices when working with older persons, such as seeking permission to share confidential information with others and before referring to appropriate services and initiatives	Demonstrates ability to: - implement holistic, strengths-based, trauma- and violence-informed and culturally safe services and initiatives for older persons, including older persons with diverse and complex needs - address barriers and inequities that inhibit disclosure and engagement with older persons - maintain robust relationships with services and initiatives for older people.	Demonstrates ability to: - mentor others to understand the dynamics and nature of older people's range of experiences with sexual violence - advocate for practices that promote older people's rights to self-determination, confidentiality and sexual relationships and intimacy, as reflected in the: » UN Declaration on the Rights of Indigenous Peoples – including the right of Māori to their own healing processes and provided/ accessible through Kaupapa Māori services

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Increases safety and reduces further harm by recognising the unique challenges and needs of older persons	KT-8	- the generational impacts of assimilationist government policies, including how experiences of shame, stigma or internalised judgement can reduce a person's willingness to disclose or engage with services and initiatives - the need for sensitive and ethical communication with older persons, especially with those with diverse cultural, sexual and gender identities, or impaired cognition - the pathways to connect Māori to Kaupapa Māori services.	- understand the dynamics and nature of communicate sensitively and ethically with older persons, particularly relating to elder sexual abuse - older people's experiences with sexual violence, including historical sexual abuse as children or youth, stigma, lack of consent education, barriers and inequities inhibiting disclosure or feeling safe to engage - recognise limits of capabilities in working with older Māori and seek support to make effective referrals.		» UN Principles for Older Persons towards developing a UN Convention on the Rights of Older Persons - lead and engage in multisectoral relationships, networks, coalitions and partnerships to prevent and respond to abuse of older people.
Reduces further harm by engaging with victim-survivors of sexual abuse from a trauma- and violence-informed perspective	KT-9	Demonstrates understanding of: - the traumatic impacts of adverse child experiences upon children and young people - the ability of people who experience adverse childhood experiences to live healthy lives - people's past experiences not necessarily predicting future behaviour	Demonstrates ability to: - understand ways in which protective parenting and children's wellbeing is constrained by the impacts of intimate partner violence and intimate partner sexual violence - understand the impacts of sexual violence on parenting capacity, roles and resources and household functioning	Demonstrates ability to: - identify and respond to the ways in which sexual violence may impact a person's parenting role, capacity and relationships with their children - recognise and respond to trauma responses to early exposure to Child Sexual Abuse Material (CSAM) or objectionable online sexual content, or being shown harmful sexual content by an adult	Demonstrates ability to: mentor others to identify risk factors to children within the family of victim- survivors and co-create plans with families to reduce them

Kaitiakitanga – Giving Expression to Protection and Accountability

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Reduces further harm by engaging with victim-survivors of sexual abuse from a trauma- and violence-informed perspective	KT-9	- the prevalence and impact of trauma, the different types of trauma (such as acute, chronic, complex, intergenerational and developmental) and the uniqueness of each person's experience of trauma. - the range of automatic survival responses to trauma (including fight, flight, freeze, flop and friend/fawn).	- understand the correlation between adverse childhood experiences, child abuse and neglect and sexual violence - support children and young people to maintain safe relationships with protective parents/ caregivers, family, whānau and other adults - identify protective and nurturing people who will enhance child wellbeing within family, whānau and immediate community. - understand the role of advocacy when protecting children, young people and adults at risk. - understand strategies and acts of resistance to sexual and family violence, and takes a victim-survivor centred approach to supporting safety	- support partners of identify and respond to the impacts of sexual violence on the safety and wellbeing of children and young people and the stability and resourcing of the household - people who use sexual violence to make appropriate parenting decisions in order to protect children and young people - advocate with, and on behalf of, people experiencing sexual violence to support safe parenting and care for children and young people - work alongside safe parents/carers when advocating for the safety of children and young people, or people in their care.	- provide mentorship and guidance to practitioners on recognising and responding to trauma responses that may appear as disengagement or resistance, in ways that maintain trust and minimise further harm - model trauma- and violence-informed engagement with victim-survivors in complex or high-risk situations, ensuring interactions promote safety, uphold dignity and support recovery - critically reflect on and adapt practice approaches to prevent retraumatisation and ensure sustained, respectful engagement with victim-survivors and their whānau.

Ora

Giving Expression to wellbeing and restoration

Core capabilities address:

1. providing a holistic approach that is shaped by the aspirations of all people that incorporates physical, emotional, spiritual, cultural and material needs of people and families impacted by sexual violence and the people that work with them.

Ora – Giving Expression to Wellbeing and Restoration					
Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Provides a holistic approach to healing by supporting wellbeing and enabling safe, self-determined pathways for restoration	OR-1	Demonstrates understanding of: - the importance of respect and empathy for the dignity, values and beliefs of people - signs of stress, trauma and strengths in individuals, families and other support people - the importance of connecting individuals, families and other support people to appropriate services and supports.	Demonstrates ability to: - recognise the knowledge, strength and resilience of those impacted by sexual violence - support the autonomy, agency and expertise of victim-survivors in their own decision making - use effective, relational communication skills to explore reasons for reluctance to disclose or engage with services and build trust - support people to connect safely within their communities and networks.	Demonstrates ability to: - facilitate safe and trusting spaces for families to share their experiences and aspirations - safely support families on their unique pathways to healing - understand families' acts of resistance and safety, and wellbeing strategies - recognise the coping and management strategies that individuals and families use in response to sexual violence experiences - develop restorative mechanisms for people who have had unhelpful or harmful experiences when accessing services or engaging in initiatives.	Demonstrates ability to: - role model and mentor others to develop skilful and respectful interactions - collaborate with multi-agency partners to strengthen support networks and ensure services are holistic, responsive and empowering.



Ora – Giving Expression to Wellbeing and Restoration					
Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Provides a holistic approach by understanding barriers to healing and wellness	OR-2	Demonstrates understanding of: - structural barriers and stigma that make it difficult for people to leave an unsafe situation - entitlements and support that agencies offer and how to access these, including eligibility criteria.	Demonstrates ability to: - recognise the importance of holistic approaches to healing and refer to relevant support services - work alongside key agencies and professionals that can support a person to meet wider social needs such as access to housing, health services and financial support - recognise complexities in relationships around people who are impacted by sexual violence - understand the variety of approaches and forms of healing a person who is affected by sexual violence may utilise in their healing.	Demonstrates ability to: - support people to engage with government agencies to help meet their essential needs - mentor and guide others to build knowledge of government agencies and relevant processes - work with the complexities in relationships around people who are impacted by sexual violence.	Demonstrates ability to: - help shape system-wide responses to families by advocating for transformation that removes system barriers to long-term healing and support pathways - advocate for system change to address gaps and capabilities, and remove structural barriers - implement evidenced-based practice that supports wellbeing.

Ora – Giving Expression to Wellbeing and Restoration

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Provides a holistic approach through a trauma- and violence-informed lens	OR-3	Demonstrates understanding of: the importance of wellness and restoration processes.	Demonstrates ability to: - apply knowledge of trauma- and violence-informed holistic approaches when working to enhance wellbeing - adapt language and approaches as relevant to their audience.	Demonstrates ability to: - use trauma- and violence-informed practices, and tailor these specifically for the person/s they are working with - advocate for approaches that address the interconnected physical, emotional, psychological and spiritual aspects of healing - enable and weave together strategies that support intergenerational transformation and wellbeing with individuals, families and communities.	Demonstrates ability to: - lead initiatives to share knowledge and understanding of philosophies of wellbeing and restoration - mentor and support others to develop and practice in holistic ways that enhance wellbeing and restoration - create opportunities and tools to evaluate and improve the quality of holistic wellbeing approaches.
Provides a holistic approach by creating a supportive environment where workers can flourish, and their wellbeing is prioritised	OR-4	Demonstrates understanding of: - the emotional impact of working in sexual violence, and the potential for re-traumatisation - stress and fatigue, and engages in self-care practices and seeks support and guidance when needed based on their own self-awareness.	Demonstrates ability to: - maintain strong professional boundaries and integrate trauma-informed self-care into daily practice - actively engage in supervision and peer support and respond to early signs of burnout or vicarious trauma with practical coping strategies.	Demonstrates ability to: - lead wellbeing practices and strategies within teams - foster safe, inclusive and trauma- and violence-informed working environments for individual practitioners and teams.	Demonstrates ability to: - drive and embed organisational commitment to staff wellbeing - develop and implement organisation-wide trauma- and violence-informed wellbeing strategies grounded in evidence and frontline worker feedback - establish systems for monitoring, evaluating and improving workforce wellbeing across teams - model trauma- and violence-informed engagement and supervision at an organisational level.

Kotahitanga

Giving Expression to relationships and inclusion

Core capabilities address:

1. honouring tāngata whenua as the Indigenous people of New Zealand
2. equitable, accessible and inclusive practices and opportunities.

Kotahitanga – Giving Expression to Relationships and Inclusion					
Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Honours tāngata whenua by honouring Te Tiriti o Waitangi	KOT-1	Demonstrates understanding of: - the unique status and experiences of tāngata whenua as Indigenous people, underpinned by Te Tiriti o Waitangi - the bicultural partnership in New Zealand underpinned by Te Tiriti o Waitangi and the right of tāngata whenua to exercise tino rangatiratanga - the history and impact of colonisation and articles of Te Tiriti o Waitangi - Kaupapa Māori specialist sexual violence referral pathways.	Demonstrates ability to: - apply Te Tiriti in everyday practice - understand the relationship between whānau, hapū and iwi - articulate the ongoing impact of colonisation in the prevalence of sexual violence and the wider range of effects of intergenerational and historical trauma for tāngata whenua as a contemporary issue - support whānau to make referrals to Kaupapa Māori specialist sexual violence services.	Demonstrates ability to: - maintain robust reciprocal relationships with mana whenua, iwi Māori and/or Kaupapa Māori sexual violence services - articulate and deliver practice that supports decolonisation - make effective referrals to Kaupapa Māori specialist sexual violence services.	Demonstrates ability to: - advocate for the establishment of Kaupapa Māori sexual violence services and initiatives - develop and implement policies and procedures that uphold Te Tiriti, with a particular focus on sexual violence initiatives - support strategies to engage with and work collaboratively with mana whenua, iwi Māori and/or Kaupapa Māori sexual violence services - lead other staff to promote and make effective referrals to Kaupapa Māori specialist sexual violence services.



Kotahitanga – Giving Expression to Relationships and Inclusion					
Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Engages in equitable, accessible and inclusive practices by being self-reflective on positionality and challenging structural inequities and barriers	KOT-2	Demonstrates understanding of: - unequal distribution of rights, entitlements, opportunities and access as drivers of sexual violence, and their relationship to the dynamics of power, privilege, disadvantage and marginalisation - the importance of equity and human rights approaches to sexual violence services and initiatives - the diversity of people's worldviews, experiences and needs in all their forms - the role of self-reflection on positionality as part of equitable and inclusive practice.	Demonstrates ability to: - articulate how personal identity, beliefs, values, privilege and lived experiences shape their practice and interactions with others - understand intersecting structural barriers and inequities experienced by different people within and between groups and communities - engage in self-reflection and identify learning opportunities to improve the responsiveness of their practice to diverse groups and communities.	Demonstrates ability to: - apply intersectional analysis in everyday practice - implement responses to challenge structural barriers and inequities, including racism and colonisation - mentor others to embed and continuously improve intersectional practice.	Demonstrates ability to: - promote aspirations of diverse groups and communities - advocate for removing structural barriers and inequities in sexual violence services and initiatives - lead others to embed and continuously improve intersectional practice.

Kotahitanga – Giving Expression to Relationships and Inclusion

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Engages in equitable, accessible and inclusive practices by recognising the unique needs and experiences of marginalised groups and communities	KOT-3	Demonstrates understanding of: - The diverse dynamics, experiences, and needs of Rainbow communities, ethnic communities, Pacific peoples, disabled and Deaf people, older people and faith communities in relation to sexual violence - the impact of culture, spirituality and religion on communication, behaviour and help-seeking - the importance of respectful communication and behaviour. <i>(NB: These are further outlined in the Shared Understanding Companion Guide)</i>	Demonstrates ability to: - articulate concept of cultural safety and humility - recognise cultural, religious, ableist, spiritual and gender-based forms of power and oppression - communicate respectfully and inclusively with people from diverse groups and communities - safely engage with people from diverse groups and communities - recognise scope and limits of professional practice in relation to diverse groups and communities - identify learning opportunities to improve cultural safety and responsiveness to diverse groups and communities.	Demonstrates ability to: - apply cultural safety and responsiveness to diverse groups and communities in everyday practice - embed equity and inclusion policies and practices within sexual violence workplaces, services and initiatives - continuously adapt and improve cultural safety, humility and responsiveness to diverse groups and communities, recognising the changing nature of communities over time.	Demonstrates ability to: - lead others to respect scope and limits of professional practice - advocate for the establishment of accessible services and initiatives for diverse groups and communities - mentor others on cultural safety, humility and responsiveness to diverse groups and communities - support and/or embed accountability processes between your service/initiative and diverse groups and communities - oversee recruitment processes and policies to ensure they are both inclusive and reflective of the diversity of communities throughout New Zealand.

Mahi tahi

Giving Expression to collaboration and advocacy

Core capabilities address:

1. challenging systemic, social and cultural drivers of sexual violence, including child sexual abuse, and strengthening the protective factors that enable healthy relationships
2. working actively with others to create safety strategies and connections for people impacted by sexual violence, including child sexual abuse
3. working actively with others to build alliances and networks for preventing sexual violence, including child sexual abuse

Mahi Tahi – Giving Expression to Collaboration and Advocacy					
Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Working actively with others to create safety strategies and connections by fostering relationships with government agencies, specialist sexual violence services, support services and culturally appropriate supports	MAH-1	Demonstrates understanding of: - the importance of collective responsibility to maximise the safety of those impacted by sexual violence - the range of specialist services and agencies available to those impacted by sexual violence	Demonstrates ability to: - recognise the role and relevance of government agencies and specialist sexual violence services in relation to their role - identify, refer to and work alongside specialist sexual violence services and relevant support services to appropriately support those impacted by sexual violence	Demonstrates ability to: - establish, maintain and participate in robust multisectoral relationships, networks and partnerships with specialist sexual violence services, relevant support services and government agencies - establish and oversee clear and robust referral pathways to specialist Kaupapa Māori sexual violence services - establish and oversee clear and robust referral pathways to culturally specific services	Demonstrates ability to: - lead others to understand the importance of collective responsibility and collaboration to maximise the safety and support of victim-survivors - establish and convene multisectoral sexual violence coalitions, networks and partnerships that contribute to developing a community response to sexual violence

Mahi Tahi – Giving Expression to Collaboration and Advocacy

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Working actively with others to create safety strategies and connections by fostering relationships with government agencies, specialist sexual violence services, support services and culturally appropriate supports	MAH-1	- people impacted by sexual violence who may need other support services, or entitlements available to victim-survivors, such as those relating to family violence, alcohol and other drugs, online addictions, digital safety, physical and mental health, disability support, and housing - the value of specialised services provided by specialist Kaupapa Māori sexual violence services - the value of specialised services provided by culturally specific sexual violence services, including services for marginalised communities - the need to support people impacted by sexual violence and their family or whānau to access services that are culturally safe and that address their holistic needs.	- participate in collaborative activities with specialist sexual violence services, relevant support services and government agencies - value the specialised expertise of Kaupapa Māori sexual violence services and consistently communicate this value to those with whom they interact - value the specialised expertise of culturally specific services, including services for marginalised communities, and consistently communicate this value to those with whom they interact.	seek out contribution from those with specialised knowledge and expertise to work collaboratively to develop a whole-of-community response to sexual violence.	- advocate for the importance of Kaupapa Māori sexual violence specialist services and expertise - advocate for the importance of culturally specific specialist services and expertise including services for marginalised communities - develop resources and locally relevant support pathways for a diverse range of people and communities to access appropriate sexual violence services.

Mahi Tahi – Giving Expression to Collaboration and Advocacy

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Working actively with others to build alliances and networks for preventing sexual violence through legislation and policy reform	MAH-2	Demonstrates understanding of: - the range of advocacy actions available to influence legislation and policy reform - the role of networks and alliances in advocating for legislation and policy reform.	Demonstrates ability to: - apply advocacy actions relevant to your role - participate in opportunities to build networks and partnerships for policy reform advocacy.	Demonstrates ability to: - understand the different forms and models of alliances, networks and partnerships that can be used for sexual violence prevention - understand policy-making processes - hold strong working relationships and lead engagements in networks and partnerships for legislation and policy reform advocacy - oversee implementation of advocacy initiatives - review and analyse legislation and policies through the lens of preventing violence.	Demonstrates ability to: - apply understanding of theoretical frameworks on policy-making process and influencing legislation and policy reform - identify gaps and opportunities for legislation and policy reform - lead and draw on high-level strategic networks and partnerships for cross-sector and cross-agency advocacy for policy and legislation reform - lead development of advocacy plans underpinned by a theory of change that articulates actions needed to prevent sexual violence - mentor others in advocacy for reform of policy and legislation.

Mahi Tahi – Giving Expression to Collaboration and Advocacy

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Working actively with others to build alliances and networks for preventing sexual violence, including child sexual abuse, by facilitating behaviour change through diverse and accessible communication channels, including the media	MAH-3	Demonstrates understanding of: • basic empathy, communication and interpersonal skills • the need for media literacy on good practices for reporting on sexual violence and child sexual abuse • the range of communication mediums, formats and platforms.	Demonstrates ability to: • articulate the norms, attitudes and behaviours that condone and enable sexual violence, including child sexual abuse • apply knowledge to input into the design of behaviour change communication initiatives • identify and support preparation of resources and tools that support behaviour change communication initiatives • understand the role of the media in challenging norms, attitudes (including rape myths) and behaviours that enable sexual violence, including child sexual abuse.	Demonstrates ability to: • oversee and implement behaviour change communication initiatives at community levels, including strategic identification of opportunities and emerging issues • localise national behaviour change communication strategies to be relevant for regional and local communities • implement a range of communication and public speaking techniques in a variety of formats and platforms • oversee media engagement and support media literacy on good practices for reporting on sexual violence, including providing media comment on issues relevant to sexual violence prevention, and ensuring communications are victim-survivor centred.	Demonstrates ability to: • advise on appropriate communication strategies to support behaviour change • lead development of behaviour change communication strategies underpinned by a theory of change that articulates actions needed to prevent sexual violence, including child sexual abuse • develop and implement behaviour change communication initiatives at the national level • influence and support the media to develop behaviour change communications that align with good practices for reporting on sexual violence • utilise the media strategically to draw attention to legislation and policy reform.

Mahi Tahī – Giving Expression to Collaboration and Advocacy

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Challenges systemic, social and cultural drivers of sexual violence, and strengthens the protective factors that enable healthy relationships by promoting community mobilisation	MAH-4	Demonstrates understanding of: - emotional intelligence, communication and interpersonal skills - primary prevention, and its distinction from secondary and tertiary prevention, including the role of community mobilisation in primary prevention - the systemic, social and cultural enablers and drivers (including rape myths) of sexual violence - varying protective factors that enable healthy relationships - the role the digital sexual landscape and new sexual norms can play in reflecting and reinforcing drivers of sexual violence and enabling Technology Facilitated Sexual Violence.	Demonstrates ability to: - articulate and apply understanding of the systemic, social and cultural drivers of sexual violence - articulate and apply understanding of protective factors that enable healthy relationships - encourage members of diverse groups and communities to engage in or lead sexual violence prevention initiatives - identify and foster protective factors that support people to safely navigate their digital sexual environment and reduce the risk of sexual harm.	Demonstrates ability to: - develop relationships and maintain professional boundaries - identify formal and informal community leaders and networks for sexual violence prevention - support development of leadership from diverse groups and communities - develop and implement prevention initiatives for and in partnership with diverse groups and communities - identify and manage risks, resistance or backlash to sexual violence prevention initiatives.	Demonstrates ability to: - create opportunities and resources for groups and communities to mobilise against sexual violence and strengthen protective factors enabling healthy relationships - advocate for prevention initiatives that prioritise community-led social change and increased community wellbeing and connectedness - advise on the range of prevention initiatives across the primary prevention system that can be replicated in different settings, sectors and diverse groups and communities - advise on the environments and factors required to support safe community mobilisation - identify and advise on the management of risks, political resistance or backlash to sexual violence prevention initiatives.

- growing practice knowledge of sexual violence prevention and intervention.

Koi Mahi – Giving Expression to Innovation and Learning					
Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Growing practice knowledge of sexual violence prevention and intervention by engaging in continuous reflection, learning and adaptation	KM-1	Demonstrates understanding of: - upholding professional and ethical standards within scope of practice and professional boundaries for safe, respectful and ethical practice - the need to engage in continuous reflection, learning, professional development and training for safe, respectful and ethical practice - the need to access cultural, clinical and/or professional supervision for safe, respectful and ethical practice - the importance of prioritising health and wellbeing.	Demonstrates ability to: - engage in a range of feedback channels - engage in supported reflective practice through regular cultural, clinical and/or professional supervision - adjust practice based on feedback and regular cultural, clinical and/or professional supervision - recognise own limitations and biases, identify learning needs and seek out managerial support, advice from specialised practitioners, resources, training and professional development opportunities - learn from experienced practitioners through observation and shadowing to identify areas of additional training and professional development.	Demonstrates ability to: - remain updated on emerging trends, community knowledge, research and policy changes - continuously improve and adapt practice based on evidence, feedback and regular cultural, clinical and/or professional supervision - role model appropriate and effective mechanisms of giving and receiving feedback - inquire into sexual violence knowledge bases outside of their regular scope of practice to develop a more comprehensive understanding of the sexual violence sector.	Demonstrates ability to: - mentor others on reflective practice and effective feedback mechanisms - develop and embed organisational systems and policies that promote access to cultural, clinical and/or professional supervision and continuous learning, professional development and leadership opportunities - lead learning and development spaces - continuously review, contribute to and create learning opportunities on emerging trends, community knowledge, research and policy changes - critically analyse and embed theories, evidence and frameworks into design and implementation of systems, policies, services and initiatives.

Koi Mahi – Giving Expression to Innovation and Learning

Core Capability	ID	ESSENTIAL	ENTRY	ENHANCED	EXPERT
Growing practice knowledge of sexual violence prevention and intervention by drawing on and developing evidence, research and frameworks	KM-3	Demonstrates understanding of: - the need for plain, accessible language in written and verbal communications - the need for inclusive, trauma- and violence-informed language in written and verbal communications.	Demonstrates ability to: engage with diverse sources of evidence, research and frameworks.	Demonstrates ability to: - develop accessible evidence-based resources that address the needs of diverse groups and communities - adhere to ethical guidelines when generating evidence and research - consult and collaborate with appropriate stakeholders in the development of evidence, research and frameworks - share and socialise evidence, research and frameworks through diverse mediums.	Demonstrates ability to: - develop and embed accessible feedback loops in the process of generating evidence, research and frameworks - lead evidence and research processes in alignment with ethical guidelines - continuously review and update evidence, research and frameworks in alignment with evolving practice knowledge.
Growing practice knowledge of sexual violence prevention and intervention by designing, monitoring and evaluating logical sustainable initiatives and services	KM-4	Demonstrates understanding of: the need for initiative and service design to be informed by evidence and monitored for quality and effectiveness.	Demonstrates ability to: - articulate purpose, objectives, actions and outcomes of an initiative or service - contribute to initiative and service delivery, monitoring and evaluation.	Demonstrates ability to: manage and monitor effective, quality initiatives or services.	Demonstrates ability to: - develop logic models that underpin initiative and service design and delivery - design and evaluate effective, quality initiatives or services drawing on evidence and theoretical frameworks - provide leadership and expert advice on monitoring and evaluation mechanisms.



Broad Benchmarking of Roles Tool and how to use it

Broad Benchmarking of Roles Tool

This tool is to support team leaders and managers to identify the required level/s in the Sexual Violence Essential to Expert Workforce Capability Framework (SV-E2E) that workers need to be aiming for, based on the role of the worker within the sexual violence system. It includes templates for four types of workplaces.

This template describes roles in the sexual violence system based on the likelihood of contact and the required level of response for people needing help – whether that’s a person impacted by violence, or a person who uses violence. There is a column for team leaders and managers to list job titles and the Level Required column that has been prepopulated with coloured boxes to confirm which level workers should be achieving. There is an example template for your information and support.

Achieving the Levels

To achieve	Level/s to complete
Essential Level	Essential Level
Entry Level	Essential Level and Entry Level
Enhanced Level	Essential Level, Entry Level and Enhanced Level
Expert Level	Essential Level, Entry Level, Enhanced Level and Expert Level

Knowledge and Skills (K/S)

The Essential, Entry, Enhanced and Expert level capabilities have been separated into knowledge and skills. Depending on roles, there may be capabilities that describe skills that are not required by all. The Planning and Tracking Completion of Capabilities Tool (Published online at preventfvsv.govt.nz) provides the details of the capabilities, knowledge and skills.

Roles in the system described in this template may not fit all workers or situations.

For example, you may have an Accountant as a Board member whose role is to support financial decisions and audits. You have identified the importance of having Board members who are predominantly at an Enhanced or Expert Level, but your organisation might decide this person needs only Essential Level knowledge because of the role they fulfil.

Another example is companies you may contract to provide services like cleaning, gardening or financial administration. Your organisation may decide these services only need Essential Level knowledge.

For situations like these your organisation will need to discuss and decide how to progress.

When using this tool

- Look at the job descriptions and contracts for your staff and consider their daily tasks and responsibilities, then decide which role in the system best describes their day-to-day mahi. Descriptions of roles in the system change depending on which template is used. If needed, discuss with workers to clarify.
- Use the example template for support.
- Add job titles according to the worker's role in the system.
- Once completed, the coloured boxes on this tool can be used on the [Planning and Tracking Completion of Capabilities Tool](https://preventfvsv.govt.nz), which provides workers with their individual plans and a process to track progress.

An online version of this tool can be found at preventfvsv.govt.nz and is designed to be downloaded from the website and completed on your own device or printed, ideally in A3. The tool can also be printed to A3 paper, or to print to A4 paper you will need to save the tool as a PDF first and then print.

For reference only

Example – Workplace Four

Organisations whose primary focus is **not** sexual violence intervention, but are responsible for developing policy, training, research, healthy sexual relationships education and/or initiatives that relate to sexual violence (for example, the Centre for Family Violence and Sexual Violence Prevention, government policy teams, training providers, sexual violence primary prevention providers, and sexual violence researchers and associated institutions).

Role in the system	Job titles	LEVEL REQUIRED					
		ESSENTIAL	ENTRY		ENHANCED		EXPERT
			K	S	K	S	K S
Worker will rarely, if ever, be required to respond to issues, undertake engagement or develop related training that impacts someone experiencing sexual violence or someone who uses sexual violence, and their role requires them to seek support from appropriate colleague, respond and refer.	• Administrators						
Worker will regularly be required to respond to issues, undertake engagement and/or deliver related training that will impact someone experiencing sexual violence or someone who uses sexual violence.	• Senior Policy Advisors • Principal Policy Advisors • Other trainers, e.g., drug and alcohol, mental health						
Worker provides specialist sexual violence responses and advice and/or delivers sexual violence training.	• Specialist SMEs responding to sexual violence enquiries • Sexual violence trainers • Sexual violence provider auditors • Sexual violence provider contractors						
Manager, team leader or supervisor who support staff responding to issues, undertaking engagement and/or delivering sexual violence training.	• Sexual violence team managers • Supervisors						

For reference only

Example – Workplace Three

Organisations whose main focus is **not** sexual violence intervention, but **some** of their day-to-day mahi is spent providing support to individuals and whānau living with sexual violence (for example, budget advice, Citizens Advice Bureau, Kāinga Ora, foodbanks).

Role in the system	Job titles	LEVEL REQUIRED					
		ESSENTIAL	ENTRY		ENHANCED		EXPERT
			K	S	K	S	K S
Worker will rarely, if ever, encounter someone impacted by sexual violence or someone who uses sexual violence, and their role requires them to seek support from appropriate colleague, respond and refer.	• Funding and finance administrators • Produce Coordinators						
Worker will encounter someone impacted by sexual violence or someone who uses sexual violence, and their role requires them to seek support from appropriate colleague, respond and refer.	• Receptionists • Service administrators • Service coordinators						
Worker will regularly encounter someone impacted by sexual violence or someone who uses sexual violence, and their role requires them to recognise, screen, minimise risk and refer.	• Support workers • Budget advisors • Service coordinators • Teachers, Early Childhood Centre workers						
Manager, team leader or supervisor who support staff responding to sexual violence.	• Service managers • Staff supervisors						

For reference only

Example – Workplace Two

Organisations whose primary focus is not sexual violence intervention, but a **significant proportion** of their day-to-day mahi is spent responding to, or screening for, sexual violence (for example, Police, hospitals, general practice medical centres and Hauora, Whānau Ora, non-government social service organisations, refugee settlement centres, law practices, government social support agencies).

Role in the system	Job titles	LEVEL REQUIRED					
		ESSENTIAL	ENTRY		ENHANCED		EXPERT
			K	S	K	S	K S
Worker will rarely, if ever, encounter someone impacted by sexual violence or someone who uses sexual violence, and their role requires them to seek support from appropriate colleague, respond and refer.	• Business managers • Finance administrators						
Worker will encounter someone impacted by sexual violence or someone who uses sexual violence, and their role requires them to seek support from appropriate colleague, respond and refer.	• Receptionists • Front desk staff • Programme and service administrators						
Worker will regularly encounter someone impacted by sexual violence or someone who uses sexual violence, and their role requires them to recognise, screen, minimise risk and refer.	• First responders • Social workers/counsellors • Family Court Lawyers • Court Victim Advisors						
Worker provides specialist sexual violence support and services and/or coordinates specialist responses.	• Sexual violence facilitators/counsellors • Sexual violence roles and coordinators • Risk assessment and management coordinators						
Manager, team leader or supervisor who support staff responding to sexual violence.	• Service managers • Staff supervisors						
Worker is in a sexual violence leadership and/or training role.	• Sexual violence practice leads/trainers • Senior leadership/management of sexual violence services/teams						

For reference only

Example – Workplace One

Organisations, or organisations with teams, whose **primary focus** is sexual violence intervention (for example, refuges, behaviour change programme providers, sexual violence helplines, integrated risk assessment, Sexual Abuse Assessment and Treatment Service (SAATS) and management teams).

Role in the system	Job titles	LEVEL REQUIRED					
		ESSENTIAL	ENTRY		ENHANCED		EXPERT
			K	S	K	S	K S
Worker will rarely, if ever, encounter someone impacted by sexual violence or someone who uses sexual violence, and their role requires them to seek support from appropriate colleague, respond and refer.	• Business managers • Finance administrators						
Worker will encounter someone impacted by sexual violence or someone who uses sexual violence, and their role requires them to seek support from appropriate colleague, respond and refer.	• Receptionists • Childcare workers • Programme and service administrators						
Worker will regularly encounter someone impacted by sexual violence, or someone who uses sexual violence, and their role requires them to recognise, screen, minimise risk and refer.	• Workers employed to offer corelating services • Student placements • Trainees • Board members (might be lower depending on their particular governance role)						
Worker provides specialist sexual violence support and services and/or coordinates specialist responses.	• Refuge advocates • Sexual violence programme facilitators • Risk management coordinators • Child advocates						
Manager, team leader or supervisor who support staff delivering specialist services.	• Team leaders for sexual violence services • Sexual violence supervisors						
Worker is in a sexual violence leadership and/or training role.	• General managers • Sexual violence practice leads/trainers • SAATS sexual assault medical professionals						



