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| **Sexual Harm**  **Prevention 1** | | **Ability to create and maintain an environment safe from sexual harm for customers and self in a workplace** |
| **Kaupae |** Level | | 3 | | |
| **Whiwhinga |** Credit | | 4 | | |
| **Whāinga |** Purpose | | To provide staff in workplaces in Aotearoa with the skills to prevent, and recognise and respond to sexual harm. | | |
| **Whakaakoranga me mātua oti |**  Pre-requisites | | N/A | | |
| **Te ara ako |** Learning Pathway | | This skill standard builds competence and confidence of tauira in preventing, and recognising and responding to sexual harm in a wide range of employment contexts, especially those dealing with the public or hosting customers. | | |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment guidance

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| **Kaupapa |** Principle | |
| Sexual harm (to be guided by Sheryl and her team for this definition) is sexual behaviour which uses physical, verbal or visual means, and which is unwelcome or offensive and is either repeated or so significant that it is detrimental to another person.  The principles of manaakitanga, whanaungatanga and kotahitanga must support all learning in this skill standard. Manaakitanga, whanaungatanga and kotahitanga are under the Rangatiratanga of mana whenua.  The following learning outcomes are established within the kaupapa of understanding that through preventing, and recognising and responding to sexual harm you contribute to creating a safer environment for your customers and your community. | |
| **Hua o te ako |** Learning outcomes You will be able to: | **Paearu aromatawai |** You will meet these conditions for the performance of your assessment tasks: |
| 1. Understand sexual harm and its impacts on victims-survivors | * ability to describe and explain harmful sexual behaviour and its effects on victims-survivors * ability to describe the role of an active observer in minimizing harm * ability to explain practical steps to preventing harm |
| 1. Have knowledge of appropriate responses to disclosures of sexual harm | * ability to describe and explain safe and appropriate ways of responding to sexual harm * the ability to describe and explain the impacts of trauma and supporting people who have experience trauma |
| 1. Have knowledge of establishing robust personal and professional boundaries for sexual harm prevention | * ability to explain methods for establishing healthy and appropriate personal boundaries * ability to explain healthy and professional boundaries |
| **Whakatauira |** Example activities | |
| Various of the Ohu Ahumahi will create sector-specific scenarios and activities to guide assessment.  It is not appropriate or possible to demonstrate the knowledge and skills for sexual harm prevention in actual situations. Therefore, realistic scenario enactments or discussion of scenarios may be used for assessment.  Assessment may be based on practical assessments:   1. Role-plays and simulations 2. Observation of ākonga’s behaviour 3. Oral assessments, such as presentations, debates or discussions 4. Written presentations   You must demonstrate that you have a solid plan of action for sexual harm prevention for customers or staff or any other person to make contact and express their situation safely. | |

**Pārongo aromatawai |** Assessment information

*Assessment specifications*

You will be assessed against the outcomes of your learning in a workplace or in training facilities that realistically provide the situations and scenarios relevant to the workplace.

**Ngā momo whiwhinga |** Grades available Achieved.

**Ihirangi waitohu |** Indicative content

**Rauemi |** Resources

Te Aorerekura. *The Enduring Spirit of Affection: Family Violence Entry to Expert Capability Framework*

Legislation relevant to this skill standard includes but is not limited to: Employment Relations Act 2000, Harassment Act 1997, Health and Safety at Work Act 2015, Human Rights Act 1993.

Any instructions, policies or standards whether written or unwritten that are standard and applied in the workplace.

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |**  Standard Setting Body | Ringa Hora Services WDC |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Supported Learning > Supported Learning - Personal, Community and Work Skills |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te**  **Whakaōritenga |** CMR | 0112  This CMR can be accessed at: <https://www.nzqa.govt.nz/nqfdocs/maps/pdf/0112.pdf> |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |**  Review Date | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |**  Registration | 1 | dd mm yyyy | dd mm yyyy |
| **Arotakenga |** Review | 2 | dd mm yyyy | dd mm yyyy |
| **Rā arotake |** Planned review date | dd mm yyyy | | |

Please contact Ringa Hora Services WDC at [qualifications@ringahora.nz](mailto:qualifications@ringahora.nz) if you wish to suggest changes to the content of this skill standard.