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CQ4DVCI

Certification Qualification
for Domestic Violence
Coordinators Interventions

Qualification Profile for coordinators of domestic violence strategic interventions

Domestic violence (DV) and violence against women and girls (VAWG) is a global pandemic which affects not only its victims but also the development of entire societies and countries.

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INTRODUCTION

Domestic violence (DV) and violence against women and girls (VAWG) is a global pandemic which affects not only its victims but also the development of entire societies and countries. This complex and accelerating situation is radically impacting upon the role of professionals working not only directly on DV and VAWG interventions, but also to relevant areas (Mental Health, Community Centers etc.), giving rise to an emerging occupational role of the 'Domestic Violence Coordinator (DVC)' - a professional who works in DV and VAWG issues. This occupational role extends beyond, for instance, social workers, psychologists, lawyers, health care professionals etc. Furthermore, there is a common need to many EU member states to develop a certification scheme for the role of DV Coordinator.

Responding to this need the **"Certification and Qualification: Coordinators for Domestic Violence Strategic Intervention"** project with the local partners Apostoli, Katharsis, Dimitra, Royal Borough Of Kensington & Chelsea, Standing Together Against Domestic Violence, Aristoteleies Katartiseis and Diakonija Latvia, inspires at developing a certification scheme for DV coordinators, together with modular training curriculum, and learning VET course (including e-platform).

Output 1 Qualification Profile for coordinators of domestic violence strategic interventions

The main objectives of Output 1 (O1) **Qualification Profile for coordinators of domestic violence strategic interventions** is to provide a methodological framework for the project by scoping and defining the occupational role of the domestic violence coordinators (DVC) based on the results of the focused survey done to experts in the field in the participating countries (Greece, UK, Romania, Latvia). The output is the concise description of the role of DVC with specialist skills and competences in leading and coordinating community responses to DV and VAWG.

METHODOLOGICAL APPROACH

The key competences were identified following the methodological approach summarized below:

- Needs analysis questionnaires and focus groups, per partner country following common methodology were conducted to identify the training needs of coordinators leading domestic violence interventions.
- An intensive analysis of data collected per country was carried out and four national reports were elaborated.
- Finally, based on results per country, a transnational comparative report was composed.

The transnational report findings of the comparative report were important, as this report has intense strategic impact on the development of occupational profile (O1/A3), modular training curriculum (O2), blended learning course (O3) and step toward certification of competences (O4) according to EN ISO 17024 (Certification of Persons).

The overall summary of the findings was that although there is some variation in the answers given in relation to the understanding of the dynamics of intimate partner violence, the need

for more awareness and understanding of preventative methods and approaches featured strongly across all countries.

Based on the basic issues and needs reported in the national reports and summarized in the Comparative report were the thematic on which the various skills and competencies were later developed in the scheme that follows in reference the European Qualification Framework (EQF).

DEFINING COMPETENCY STANDARDS (KNOWLEDGE, SKILLS AND COMPETENCES)

Further analyzing on the National Reports and the Comparative Report the partnership proceeded to the production of a comprehensive set of Common Competencies for the successful role of a Domestic Violence Coordinator of Interventions (DVCI). The production of a flexible but comprehensive Person Specification and Job Description, along with recommendations on knowledge, skills and competences was required and it was important for the role the DVCI will play in different environments and countries.

The final outcome inspires to produce an Occupational Profile, incorporating role descriptions, that:

- i. Provide a clear description of the role of the effective DVC
- ii. Enable a flexible yet comprehensive and identifiable skills' set requirement
- iii. Can facilitate the development of a unified European Core Curriculum and then to a specific Certification Scheme.

In a more open and outside the framework of the specific project approach it can also provide a reference point for training and development specialization areas which can then be incorporated into the established continual professional development and training in the psycho-social services providers.

COMMON STANDARDS AND ALIGNMENT TO NQFs/EQF

“The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country”.

The CQ4DVCI Qualifications profile is fully aligned to the EQF set of standards.

OTHER CONSIDERATIONS

As Covid-19 cases surged in Europe in March 2020, stay-at-home orders were put in place in different timeframes but in general in the same month. Schools closed, and many workers were furloughed, laid off, or told to work from home. With personal movement limited and people confined to their homes, advocates expressed concern about a potential increase in intimate partner violence (IPV). Stay-at-home orders, intended to protect the public and prevent widespread infection, left many IPV victims trapped with their abusers.

Domestic-violence hotlines, specialized centers and mental health centers after the first 4 months mostly prepared for an increase in demand for services as states enforced these mandates, but many organizations experienced the opposite. In some regions, the number of calls dropped. Experts in the field knew that rates of IPV had not decreased, but rather that victims were unable to safely connect with services. Closures of schools and child care facilities have added to the stress at home. The added stress of balancing work, child care, and children’s education has led to a rise in child abuse. Mandated reporters, such as teachers, child care providers, and clinicians, also have fewer interactions with children and families and fewer opportunities to assess, recognize, and report signs of abuse than they did before the pandemic. There were also barriers to reporting IPV during the pandemic. The way in which police reports can be filed varies among precincts and countries, with some offering online options and others requiring in-person visits. Similarly, individual trial courts have discretion to determine filing procedures for restraining orders. The lack of a coherent and consistent process for reporting abuse can be discouraging for people seeking help through the legal system.

Although making adaptations to the usual approaches and tools by using digital means when practicable was commendable, we acknowledge that not all clients will have access to digital technologies and DV Age should limit any disadvantages this may create in access to services. Overall in this new reality of the pandemic, Domestic Violence Coordinator of Interventions clearly needs also the skills to perform its duties remotely, through online tools and using other means of intervention. Specifically, for our Qualification profile the insertion of the above mentioned skills were added to the already existing as they have risen as a non disputable need to have learning outcome.

QUALIFICATION PROFILE

| Thematic | Learning Outcomes | | | EQF level |
|-----------------------------------|--|---|--|-------------|
| | Knowledge | Skills | Level of autonomy and responsibility | |
| UNDERSTANDING IPV AND VAWG | Understanding of the coordinated community response. | Ability to apply the principles of the CCR in day to day work as a coordinator or strategic lead. | Ability to explain the key principles of a coordinated community response (CCR). | EQF level 5 |
| | Knowledge of the theoretical framework that explains VAWG as cause and consequence of gender inequality. | Ability to view VAWG through a gendered lens. | Ability to explain the concept of a gendered approach and the interconnected nature of VAWG and gender inequality. | EQF level 5 |

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| | Theoretical understanding of intersectionality. | Ability to analyse VAWG issues through an intersectional lens and apply it in every day work. | Ability to analyse intersectionality and how this may translate into considerations for policy development and the delivery of services. | EQF level 5 |
| | Theoretical understanding of coercive control. | Ability to identify coercive control as a pattern of abusive behaviours and a 'liberty crime'. | Ability to analyse and explain intimate partner violence as coercive control. | EQF level 5 |
| | Theoretical understanding of the typologies of abuse. | Ability to ensure that local services have an in-depth understanding and can appropriately identify the perpetrator and survivor in cases where there appears to be physical violence (violent resistance) or emotional abuse on both sides. Ability to ensure services have an appropriate understanding of situational couple violence and intimate terrorism. | Ability to distinguish different typologies of abuse and ensure that these are referred to by agencies and local services when trying to establish who the perpetrator and survivor are. | EQF level 5 |
| | Evidence-based understanding of the impact of living with coercive control has on children and young people. | Ability to identify the key signs of the impact of domestic abuse on children and young people. | Ability to develop specialist services responding to the needs of children survivors of domestic abuse. | EQF level 5 |
| | Knowledge of the principles and aims of the Istanbul Convention. | Ability to reference the Istanbul Convention in day to day work. | Knowledge of the Istanbul Convention and implementation and promotion of its principles in day to day work. | EQF level 5 |

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| | Knowledge of the different forms of VAWG and understanding of the continuum of violence and links between them. | Ability to identify the different characteristics and similarities for the different forms of VAWG. | Understanding of the different forms of VAWG. | EQF level 5 |
| | Knowledge of the key National and European legislation responding to VAWG | Ability to identify key legislation relevant to VAWG | Ability to reference key VAWG legislation in day to day work. | EQF level 5 |
| | | | | |
| Prevention | Knowledge of Primary, Secondary and Tertiary Prevention. | Ability to implement different types of prevention measures. | Knowledge of good practice prevention measures. | EQF level 5 |
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| Service Delivery | Knowledge of good practice initiatives in VAWG. | Ability to implement early intervention initiatives locally. | Knowledge of good practice in early intervention and how to implement locally. | EQF level 5 |
| | Knowledge of the key principles of good practice when developing front-line services responding to VAWG. | Develop a local service through meaningful consultation with survivors that is reflective of survivors' needs and experiences. | Knowledge of the principles of good practice in the development and delivery of survivor led services and ability to implement in practice. | EQF level 5 |
| | Understanding the multiple and diverse needs of survivors. | Develop a local service that reflects the diverse needs of its local population | Understand the multiple needs of survivors. Identify and address any potential barriers to accessing services. | EQF level 5 |
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| Engaging with perpetrators | Knowledge of good practice when working with perpetrators. | Ability to implement initiatives to appropriately engage with perpetrators | Knowledge of the principles of good practice when engaging perpetrators | EQF level 5 |
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| Improve and measure impact | Understanding how to set up a performance management system to effectively monitor progress. | Ability to develop a performance management framework to measure success locally. | Ability to develop a logic model or theory of change to measure progress and improve partnership work. | EQF level 5 |
| Develop a dataset for local and national use | Understanding how to develop an accurate dataset for local and national use that supports and relates to the VAWG strategy. | Ability to develop a dataset that supports and relates to the VAWG strategy. | Ability to develop a dataset that relates to the strategy, supports progress and captures success. | EQF level 5 |
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| The national approach to VAWG | Knowledge of the national VAWG landscape | Ability to refer to the national VAWG strategic approach in day to day work. | Ability to refer to the national approach and ensure that local structures and policies are aligned with the national framework. | EQF level 5 |
| Relevant policies, research and good practice | Knowledge of the key sources of information for current VAWG policy development, new evidence and good practice. | Ability to identify current research, policies and good practice. | Keeping abreast of current research, policy and good practice and make reference to it in day to day work. | EQF level 5 |
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| How to develop a strategy that reflects survivors' voices and needs | Knowledge of the key principles to ensure a local strategy is reflective of local needs and survivors' experiences. | Ability to involve survivors in the development of the local strategy. | Ability to develop a strategy that reflects survivors voices and needs. | EQF level 5 |
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| Effective strategic and operational partnerships | Knowledge of the key elements of effective VAWG partnership structures | Ability to set up effective VAWG partnership structures. | Ability to establish and maintain effective VAWG partnership structures. | EQF level 5 |
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| Influence key stakeholders and use principles of institutional advocacy | Knowledge of the key principles of institutional advocacy. | Ability to influence key stakeholders | Ability to influence and effect change. | EQF level 5 |
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| Domestic Homicide Reviews: Findings and learning | Knowledge of femicide studies and domestic homicide reviews research key findings. | Ability to draw key findings and learning from femicide studies and domestic homicide review research. | Ability to embed learning into policy and practice from femicide studies and domestic homicide reviews. | EQF level 5 |
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| Sustainability and what can affect it | Knowledge of the key components of successful bid-writing. | Ability to write a successful funding proposal | Understand how fundraising can support sustainability. | EQF level 5 |
| National funding context for work related to VAWG | Understanding of the national funding context. | Understanding of the national funding context. | Understanding of the national funding context and ability to maximize opportunities for fundraising. | EQF level 5 |
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| Prevention during a lockdown | Knowledge of Primary, Secondary and Tertiary Prevention. | Ability to implement different types of prevention measures during a lockdown. | Knowledge of good practice prevention measures during a lockdown. | EQF level 5 |
| Service Delivery during a lock down | Knowledge of good practice and tools that will enable services to be delivered remotely . | Ability to implement early intervention initiatives locally that can be delivered remotely. | Knowledge of good practice and tools in early intervention and how to implement locally but remotely. | EQF level 5 |
| | Knowledge of the key principles of good practice when developing front-line services responding to VAWG during a lockdown. | Develop a local service through meaningful consultation with survivors that is reflective of survivors' needs and experiences. | Knowledge of the principles of good practice in the development and delivery of survivor led services and ability to implement in practice during a lockdown. | EQF level 5 |
| | Understanding the multiple and diverse needs of survivors during a lockdown. | Develop a local service that reflects the diverse needs of its local population during a lockdown, use appropriate tools and procedures | Understand the multiple needs of survivors. Identify and address any potential barriers to accessing services. Identify and use new channels to provide services. Adopt adequately procedures and practices. | EQF level 5 |
| Engaging with perpetrators | Knowledge of good practice when working with perpetrators. | Ability to implement initiatives to appropriately engage with perpetrators. Use of online tools and adopted practices. | Knowledge of the principles of good practice when engaging perpetrators. Adopt adequately procedures and practices. | EQF level 5 |

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