

**Family violence risk and safety practice (entry level)**  
**(Micro-credential)**

**Level 5, 30 credits**

**Micro-credential number** (if known/NZQA to complete)

**Reporting Code** (if known/NZQA to complete)

**Toitū te Waiora**

**Community, Health, Education and Social Services Workforce  
Development Council**

**(MOE 6048)**

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## Listing

### Title

Family violence risk and safety practice (entry level)

### Level and credits

Level 5

30 credits

### Classification (NZSCED)

090599 > Studies in Human Society > Human Welfare Studies and Services > Human Welfare Studies and Services not elsewhere classified

### Purpose

This micro-credential is for learners/ākonga who are likely to encounter victim-survivors of family violence, their whānau, or people using violence, in volunteering and people-facing community roles.

The micro-credential is informed by 'entry level' capability published in the [Family Violence Risk and Safety Practice Framework \(RSPF\)](#). The framework aims to support frontline workers to improve how they recognise and safely respond to risk and enable safety and wellbeing.

### Outcome

Graduates of this micro-credential will be able to recognise and analyse family violence risk, gather information and respond to that risk in a safe and culturally appropriate way, contribute to a coordinated response, make timely and appropriate referrals, share information safely and record relevant details.

Learners/ākonga will have knowledge of:

- Te Tiriti o Waitangi and the impacts of colonisation on Tangata whenua and whānau Māori.
- How inequity, discrimination, stigma and racism increases family violence risk.
- The gendered nature of family violence, sexual violence, coercive control and entrapment.
- In-depth knowledge of family violence red flags and the dynamic nature of risk.
- Protective factors and how they can support safety and reduce risk.
- Inter-related factors that accompany family violence.

- Legal tools that support safety.

Learners/ākonga will be skilled in:

- Recognising complex family violence dynamics.
- Relational questioning skills to validate and screen for further information.
- Engaging with people using violence without colluding.
- Responding to risk, ensuring the response is safe and culturally appropriate.
- Gaining consent and sharing information in ways that reduce risk and support safety.
- Working collaboratively across specialist services and government agencies to support integrated responses.
- Making warm referrals and providing support whilst the referral is being actioned.
- Monitoring ongoing risk and safety and responding to early warning signs that risk is increasing.

### Education pathway

Successful completion of this micro-credential can lead to enrolment in health, wellbeing, social and community services programmes of study, including the New Zealand Diploma in Health and Wellbeing (Applied Practice) (Level 5) [3244].

### Cultural, community or employment pathway

Graduates may work or volunteer in people-facing roles in the community, health, education and social services sectors.

### Assessment standards or skill standards

ID	Title	Level	Credit	Version
5a	Evaluate family violence risk	5	10	1
5b	Safe responses to family violence risk	5	10	1
5c	Make warm referrals and share information to support safety in family violence risk	5	10	1

### Review period

January 2028	Then at three-year intervals.
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## Approval

### Learning outcomes

On completion of this micro-credential learners/ākonga will be able to:

- Analyse factors that contribute to family violence risk.
- Evaluate interrelated factors that may accompany different forms of family violence.
- Gather information and respond to family violence risk.
- Work collaboratively with other agencies and services to support integrated, collective responses.
- Make warm, safe and culturally appropriate referrals to reduce family violence risk and support safety.
- Share and record information safely to support responses to reduce family violence risk.
- Provide safe holistic support in the context of family violence.

### Need and acceptability

This micro-credential was developed during 2025 in collaboration with the Centre for Family Violence and Sexual Violence Prevention and a group of subject matter experts in the family violence sector. It fills a gap as there are limited specialist family violence and sexual violence skills and knowledge micro-credentials listed on the New Zealand Qualifications and Credentials Framework (NZQCF). The need for development in this area was identified by the social services sector during the Health and Wellbeing qualification reviews undertaken by Toitū te Waiora in 2024.

It contributes to [Te Aorerekura](#) the 25 year national strategy to eliminate family violence and sexual violence – *Shift 3: Towards skilled, culturally competent, and sustainable workforces* and aligns with the Te Aorerekura [Action Plan 2025-2030](#) under *Strengthening Our Workforce* – Training frontline statutory workers and *Keeping People Safe* – supporting a consistent approach to understanding family violence risk.

### Admission

Learners must have been awarded skill standard 4xxxx prior to entry into this micro-credential, or be enrolled in a programme of study which assesses skill standard 4xxx concurrently, or have equivalent skills and knowledge.

Providers must verify that international students enrolling in this micro-credential have the

necessary English language proficiency to study at Level 5. Rules are outlined in section 22 and 'Appendix: Internationally Recognised English Proficiency Outcomes for International Students' in the NZQA [Programme Approval, Recognition, and Accreditation Rules 2022](#).

## **Credit recognition and transfer, recognition of prior learning**

Providers seeking accreditation for delivery of this micro-credential will implement regulations, policies and processes within their organisational quality management system (QMS) that will assist learners to have their relevant learning recognised and credited.

Provision for awarding credit will need to cover:

1. Cross-crediting (from another assessment standard, skill standard, micro-credential, or programme within the organisation).
2. Credit transfer (credit for outcomes already achieved by a student through formal study in relation to a qualification is recognised as credit for comparable outcomes in another qualification).
3. Recognition of prior learning (credit awarded for informal or uncertificated learning).

## **Length and Structure**

### **Length**

This micro-credential requires a minimum of 300 hours of preparation, learning, and assessment.

Providers are expected to design a micro-credential that includes delivery mode/method and a breakdown of teaching and learning hours. This could offer learners self-directed options including:

- a) background reading and resources relating to family violence, b) a range of training scenarios, and
- c) online tests for self-testing competencies. There must be robust systems in place to ensure learners receive and complete learning materials prior to the start of the taught programme.

Self-directed learning is not appropriate after assessment has occurred.

### **Structure**

This micro-credential has three components:

- Family violence risk.
- Responding safely to family violence risk.
- Warm referrals and sharing information to support safety.

See details in – Appendix 1 – Component Descriptors

## Assessment methods

Providers seeking accreditation for delivery of this micro-credential will implement regulations, policies and processes within their organisational quality management system (QMS) that will support assessment.

Provider assessment must meet the consent and moderation requirements of CMR 24 and the assessment requirements of the skill standards listed in this micro-credential.

NZQA's [Aromatawai and the Principles for assessment](#) should be used in this micro-credential - assessment must be fair, valid, consistent, and appropriate given the stated learning outcomes.

Resubmissions, re-assessments, and appeals should be considered against the provider's QMS.

Please refer to Appendix 1 – Micro-credential Component Descriptors attached to this application for further information.

### Pre-assessment moderation

Providers will need to submit skill standard based assessment materials for pre-assessment moderation before they are used, as specified in the current CMR and outlined on the Toitū te Waioira website.

### Post-assessment moderation

Provider post-assessment moderation of skill standard assessments will use methods outlined on the Toitū te Waioira website.

Further information is available at [toitutewaioira.nz](http://toitutewaioira.nz).

Providers are expected to have policies in place as part of their Quality Management System (QMS) to carry out their own moderation of micro-credential delivery and assessment.

## Completion

Skill standards 5a, 5b, and 5c must be completed to award this micro-credential.

## Review process

Toitū Te Waiora will engage with the sector to review content and to ensure it remains fit for purpose.

Toitū te Waiora will ensure that:

- Micro-credential content, structure and assessment is current and reflects the needs and key stakeholders in the sector, and learners.
- Micro-credential outcomes for learners, and particularly for Tangata whenua, whānau Māori and Pasifika learners, are equitable.
- The micro-credential is amended to reflect changes in the sector (e.g. new approaches to practice, theory, and practical application).
- Any changes made to the micro-credential add value for the sector, and learners.
- Updates to the micro-credential will reflect any changes made to skill standard 40882.

Providers are expected to use policies and processes stipulated in their QMS to ensure micro-credential delivery is reviewed on a regular basis. Those processes will measure and monitor the quality of outcomes for learners and stakeholders, particularly for Māori and Pacific learners.

The micro-credential will be formally reviewed by the relevant Industry Skills Board in 2028, and then at three-yearly intervals.



## Appendix 1 - Component Descriptors

### Component Title 1 – Family violence risk

<b>Level</b>	5	<b>Credits</b>	10
<b>Mode</b>	Blended Delivery	<b>Duration (weeks)</b>	100 hours
<b>Learning outcomes</b>	<p>On successful completion of this component, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Learning Outcome 1: Analyse factors that contribute to family violence risk.</li> <li>• Learning Outcome 2: Evaluate interrelated factors that may accompany different forms of family violence.</li> </ul>		
<b>Topics</b>	<p>Factors:</p> <ul style="list-style-type: none"> <li>• Impacts of colonisation and intergenerational trauma for tangata whenua and whānau Māori.</li> <li>• Coercive control, entrapment, intergenerational violence, sexual violence.</li> <li>• Gendered dynamics, gendered inequality, gender roles, patriarchy structures.</li> <li>• Child abuse and neglect: prevalence, impacts, and signs.</li> <li>• Drivers of family violence: cultural, religious and faith-based norms, social and economic stressors, reinforcing beliefs.</li> <li>• Discrimination and stereotyping: ableism, transphobia, intersex phobia, homophobia, racism, ageism, sexism.</li> <li>• Structural oppression (poverty, housing, immigration status, systemic racism) and its influence on violence.</li> <li>• Personal bias and assumptions held by professionals and community, and how these impact on risk.</li> <li>• Barriers to seeking, accessing and receiving support and services, language, visa, health, disability, cultural norms and expectations.</li> <li>• Collusive responses to people who use violence (denial, minimisation, enabling behaviour)</li> <li>• Red flags/high risk indicators.</li> <li>• Types of red flags for adults and children from a range of backgrounds and experiences.</li> <li>• What the evidence tells us about red flags.</li> <li>• How red flags can help to understand and reduce risk.</li> </ul> <p>Co-existing factors:</p> <ul style="list-style-type: none"> <li>• Mental health, addictions, trauma history.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Social isolation, community breakdown, housing/financial insecurity.</li> <li>• Cultural and faith beliefs that exacerbate conflict.</li> <li>• Child abuse and other forms of violence sexual violence and family violence and mental health and addictions and family violence.</li> <li>• How do co-existing factors contribute to harmful responses, and increased risk.</li> </ul> <p>Protective factors:</p> <ul style="list-style-type: none"> <li>• Family, whānau, friends, employment, social structures.</li> <li>• Networks that do not support or collude with violence.</li> <li>• Culturally safe and connected identity, participation in tikanga, faith or community culture.</li> <li>• Safe housing and living environments.</li> <li>• Good mental health Access to safe and responsive services.</li> <li>• Legal protections and enforcement of safety orders.</li> <li>• Protective adults, role models, and safe relationships for children.</li> </ul>
<b>Methods</b> (optional)	Assessment can be undertaken in a simulated environment and can include either a written assessment (for example, a workbook or assignments based on case studies) and/or an oral assessment (for example role play, audio/video recording) using an assessment tool developed by the training provider.
<b>Standard(s)</b> (if applicable)	5a – Evaluate family violence risk.

## Component Title 2 – Responding safely to family violence risk

<b>Level</b>	5	<b>Credits</b>	10
<b>Mode</b>	Blended Delivery	<b>Duration (weeks)</b>	100 hours
<b>Learning outcomes</b>	<p>On successful completion of this component, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Learning Outcome 1: Gather information and respond to family violence risk.</li> <li>• Learning Outcome 2: Work collaboratively with other agencies and services to support integrated, collective responses.</li> </ul>		
<b>Topics</b>	<p>Safe responses and accountability:</p> <ul style="list-style-type: none"> <li>• Validation of people's experiences to maintain their dignity and autonomy, why are these skills important, and consequences of harmful responses.</li> <li>• Working with people who use violence, including how to engage without colluding.</li> <li>• What collusive responses are and how to ensure responses to people using violence promote accountability.</li> <li>• Culturally appropriate responses to tangata whenua, that incorporates tikanga and mātauranga Māori.</li> <li>• Culturally appropriate responses to people from marginalised communities, how inequity, discrimination and bias may have impacted people.</li> <li>• Questioning techniques, probing questions, clarifying questions and reframing.</li> <li>• Legal tools available, protection orders, police safety order. How to apply, how these tools support safety and how they may increase risk.</li> <li>• Disclosures, how to respond to disclosures by adults and children, what to listen for, say, and what to do next.</li> </ul> <p>Working collaboratively:</p> <ul style="list-style-type: none"> <li>• Identification of specialist agencies in the community.</li> <li>• Purpose and benefits of multi-agency collaboration.</li> <li>• The importance of early referrals to the right specialist service.</li> <li>• Multi-agency collaboration in practice.</li> <li>• Shared risk management and safety plans.</li> <li>• Roles and responsibilities of specialist workers in the context of a collaborative response. This includes understanding their own role and actions that support the leadership of specialist workers.</li> <li>• Actions to ensure a victim-survivor and whānau-centred collaborative response.</li> </ul>		

<b>Methods</b> (optional)	Assessment can be undertaken in a simulated environment and can include either a written assessment (for example, a workbook or assignments based on case studies) and/or an oral assessment (for example role play, audio/video recording) using an assessment tool developed by the training provider.
<b>Standard(s)</b> (if applicable)	5b – Safe responses to family violence risk.

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### Component Title 3 – Warm referrals and sharing information to support safety

<b>Level</b>	5	<b>Credits</b>	10
<b>Mode</b>	Blended Delivery	<b>Duration (weeks)</b>	100 hours
<b>Learning outcomes</b>	<p>On successful completion of this component, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Learning Outcome 1: Make warm, safe and culturally appropriate referrals to reduce risk and support safety and wellbeing.</li> <li>• Learning Outcome 2: Share and record information safely to support responses to reduce family violence risk.</li> <li>• Learning Outcome 3: Provide safe holistic support in the context of family violence.</li> </ul>		
<b>Topics</b>	<p>Warm referrals:</p> <ul style="list-style-type: none"> <li>• Warm referral processes: assisted and supported referral, follow-through responsibilities, ensuring connection with Police and/or specialist family violence services (e.g., kaupapa Māori, sexual violence, child-focused, marginalised communities).</li> <li>• Interim support: steps to help keep people safe until referral is completed.</li> <li>• Safety strategies that can be actioned to reduce risk and increase safety.</li> <li>• Appropriate referral agencies, timing and relevant information.</li> <li>• Communication skills to encourage a person to engage with a new service, including how they introduce and describe a service, and explain the benefits and rationale for the referral.</li> </ul> <p>Safe and appropriate information sharing:</p> <ul style="list-style-type: none"> <li>• How information helps to develop a comprehensive picture of risk.</li> <li>• How information sharing can drive actions that prioritise accountability.</li> <li>• Unsafe information sharing – how this increases risk, alienates people and can cause harm.</li> <li>• Obligations under the Family Violence Act 2018, Oranga Tamariki Act 1989, and Privacy Act 2020.</li> <li>• Gaining informed consent where possible, knowing when disclosure without consent is required.</li> <li>• What to do when consent is not given.</li> </ul> <p>Relevant information:</p> <ul style="list-style-type: none"> <li>• Recording clear, accurate, and relevant documentation in line with workplace</li> </ul>		

	<p>policies and procedures.</p> <ul style="list-style-type: none"> <li>• Safety and privacy considerations when recording and sharing information.</li> <li>• Where to seek further guidance if unsure.</li> </ul>
<b>Methods</b> (optional)	<p>Assessment can be undertaken in a simulated environment and can include either a written assessment (for example, a workbook or assignments based on case studies) and/or an oral assessment (for example role play, audio/video recording) using an assessment tool developed by the training provider.</p>
<b>Standard(s)</b> (if applicable)	<p>5c Make warm referrals and share information to support safety in family violence risk.</p>