

# KO TE TOHUTORO KI NGĀ WHAKARITENGA I TE WHAKAMANATANGA ME TE WHAKAŌRITENGA | CONSENT AND MODERATION REQUIREMENTS (CMR)

*For Manufacturing, Engineering, and Logistics*

Version 15

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**Tau tohutoro CMR | CMR reference number: 0014**

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## **Kupu whakataki | Introduction**

This consent and moderation requirements document (CMR) specifies what an education organisation must meet to gain and maintain consent to assess against the standards this CMR applies to.

Information on how to apply for consent to assess standards on the Directory of Assessment and Skill Standards, the documentation required, and New Zealand Qualifications Authority (NZQA) Rules are on the [NZQA website](#).

The following sections outline the core consent and moderation requirements of Hanga-Aro-Rau Workforce Development Council for all education organisations seeking or maintaining Consent to Assess.

## **Tikanga whakaaetanga | Consent requirements**

### ***a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai | Particular skills and knowledge of teachers and assessors***

The education organisation must have policies and procedures to ensure that teaching, training and assessing staff:

- hold the relevant industry qualification or standards, at or preferably one level above, the level at which they are required to teach and/or assess.
- have current experience relevant to the standards they are training and assessing against, as determined by the education organisation and agreed by Hanga-Aro-Rau.
- remain current in relevant technologies and industry practice.

The education organisation must have policies and procedures to ensure that **teaching and training staff** hold a qualification in adult education including assessment; a New Zealand-recognised teaching qualification; or can demonstrate equivalent knowledge and skills.

The education organisation must have policies and procedures to ensure that **assessing staff** hold unit standard 4098 *Use standards to assess candidate performance* or can demonstrate equivalent knowledge and skills.

**Verifiers** must hold industry qualifications and skills at the level they are verifying or preferably at a higher level.

The education organisation must have policies and procedures to ensure that staff involved in **assessment design and moderation** meet the following minimum requirements:

- Staff designing assessments must hold unit standard 11552 *Design and evaluate assessment materials* or demonstrate equivalent knowledge and skills.
- Staff involved in moderation must hold unit standard 11551 *Moderate assessment* or demonstrate equivalent knowledge and skills.

**b. *Rauemi motuhake mō te aromatawai ki ngā paerewa* | Special resources required for assessing against the standards**

The education organisation must have policies and procedures to ensure:

- compliance with the Health and Safety at Work Act 2015 and other relevant safety guidelines and regulations. This includes provision for practical training and assessment, sufficient safety equipment including PPE, and first aid facilities to cater for the learner numbers and the type of standards being assessed.
- the literacy, language and numeracy (LLN) demands of training and assessment are considered in resource development and either embedded or external support is provided when required.
- there has been relevant consultation with industry and other interested parties, including Māori, Pacific and disabled communities in the development of resources.
- there are demonstrable links with industry and currency of industry practice is maintained.
- scheduled evaluation of resources is undertaken to ensure currency with versions of standards and qualifications.
- internal quality assurance of assessment is undertaken.
- assessment resources are pre-moderated by Hanga-Aro-Rau before use, and following any changes to those resources.
- current, quality-assured assessment materials are used in the assessment process.
- feedback on training, delivery and materials is obtained from learners and industry representatives.
- training and assessment against standards that involve skills being demonstrated in a vehicle, on a vessel, with a crane, or other specified equipment can only be carried out where there is access to appropriately certified vehicles, vessels, cranes, and equipment and where the trainers and assessors hold appropriate certification, including the appropriate driver's licence or licence endorsements.
- Recognition of Current Competence (RCC) and other equivalency and competency mapping processes which result in the award of credit are consistent with the national standard; organisations must submit their assessment materials to Hanga-Aro-Rau for pre-assessment moderation before conducting this assessment service.
- where an education organisation with consent to assess has entered into a collaborative or sub-contracting arrangement with an organisation without consent to assess for delivery and assessment of standards, the education organisation must apply to NZQA for approval to engage the subcontractor.

**c. *Tā te ākongā whai wāhi ki ngā rauemi | Learner access to resources***

The education organisation must have policies and procedures to ensure that:

- there are appropriate feedback mechanisms for learners to receive timely feedback on progress and final achievement, and an associated appeals procedure.
- there are clear guidelines for learners regarding the standards, including pre-requisites and the method, context and duration of the training and assessment.
- assessment methods are clear, appropriate for the learners, and do not create barriers.
- support mechanisms are in place to assist learners facing difficulty/challenges in achieving the unit standard/skill standard and/or progress through the programme.
- there is adequate support provided by trainers, tutors and/or staff when carrying out workplace or work-integrated practical and distance learning.
- there are training and assessment resources to accommodate different learning styles and accessibility needs.

**d. *Wheako ā-ringā | Practical experience***

Where learners are required to receive training and assessment of standards in an off-site or work-based situation as part of study, education organisations must have policies and procedures that include a Memorandum of Understanding (MoU) or contract such as a Training Agreement between the education organisation and the training provider/workplace which clearly states:

- the nature of the training learners are to receive.
- the responsibility for safety of staff engaged in training and assessment, and of learners.
- the time and frequency of learner attendance where relevant.
- the name and relevant details of learner(s) attending specific off-site locations.
- the information from the training provider/workplace that allows the education organisation to make progress and assessment judgements.
- the support mechanisms available to both the learner and the training provider/workplace for the duration of the training.
- health and safety requirements including a site safety plan.
- the nature of the work undertaken, alignment to the range of work indicated in the relevant standards, and the use of specified equipment.
- the responsibilities for assessment.

At a minimum, MoUs or contracts must clearly indicate who is responsible for:

- the management of workplace health and safety.
- the verification and assessment of learners.
- the reporting of learner results.
- ensuring there is sufficient time and access to worksite resources and equipment to meet training and assessment requirements.
- the pastoral care of learners.

The MoU or contract must also clearly specify a process for conflict resolution between parties.

Hanga-Aro-Rau recognises that an education organisation may enter sub-contracting or collaborative arrangements for assessment against standards. In these instances, a formal written agreement is required. Any proposed collaborative arrangement between organisations with consent to assess must ensure that these arrangements are fair, transparent, and consistent, assure quality delivery, and protect the interests of the learner. Any collaborative arrangement must reflect and be consistent with industry requirements.

#### **e. Totoronga | Site visit**

Hanga-Aro-Rau may conduct a site visit to an education organisation before support for consent to assess is provided. The purpose of a consent to assess site visit is to confirm that the education organisation's premises and resources meet the industry or sector-specific requirements for consent to assess.

Conditions under which Hanga-Aro-Rau may waive involvement in a consent to assess visit include:

- where the education organisation seeks consent to assess against multiple standards and Hanga-Aro-Rau decides that, given the nature of the standards, a visit is not warranted; or
- when in the opinion of Hanga-Aro-Rau the education organisation has established a credible background and history of providing assessment against standards in the area applied for; or
- that the education organisation's quality systems and assessment context are known to Hanga-Aro-Rau, or
- where the application for consent to assess has been developed in consultation with Hanga-Aro-Rau.

Responsibility for Hanga-Aro-Rau to participate in a consent to assess site visit may be delegated to another Standard Setting Body (SSB). This can occur when consent to assess is sought for Hanga-Aro-Rau standards included in another SSB's qualification, or the application includes standards from another SSB. Agreement as to how this will occur will be reached between the SSBs.

#### **Tikanga aromātairua| Moderation requirements**

National external moderation (NEM) systems ensure that unit and skill standard assessment decisions are consistent nationally. All education organisations with consent to assess against the standards, and all education organisations with programme or micro-credential accreditation that incorporates standards on the Directory of Assessment and Skill Standards, must meet the requirements for NEM.

Standard Setting Bodies (SSBs) are responsible for managing national external moderation systems for the standards they set, in accordance with the [Directory of Assessment and Skill Standard Rules](#).

SSBs must report any concerns about the performance of education organisations participating in NEM to NZQA. Ongoing unresolved non-compliance may lead to the withdrawal of consent to assess.

#### **f. Aromātairua | Moderation**

Hanga-Aro-Rau's national external moderation system seeks to ensure assessment practice is fair, valid, and reliable. The national external moderation system assures learners, employers, industry and communities that regardless of where the learning has been assessed, learners have achieved the standard's outcomes.

The Hanga-Aro-Rau moderation system is complemented by additional support for education organisations to meet the national standard including site visits, online meetings, phone calls, and workshops. These are arranged as necessary, and the education organisation education organisation will be notified.

Hanga-Aro-Rau will ensure assessment practice is fair, valid and reliable by verifying:

- that assessment is appropriate to assessment criteria and evidence collected.
- that learners have achieved the specified standards.
- that assessor judgements about learner performance are fair, valid and consistent.

### **Pre-assessment moderation**

Education organisations with consent to assess must submit self-developed assessment materials to Hanga-Aro-Rau for pre-assessment moderation and approval before use. Submissions for pre-assessment moderation must include the pre-assessment moderation coversheet which can be downloaded from the [Hanga-Aro-Rau website](#).

### **Post assessment Moderation**

Hanga-Aro-Rau calls for moderation from all education organisations assessing Hanga-Aro-Rau standards in their sectors. These are identified from the previous year's credit reporting.

The selection of standards for moderation may be based on but not limited to the following factors:

- the amount of assessment completed for a standard.
- focus sectors for the year.
- risk factors, such as health and safety.
- moderation results history for a standard or group of standards.

Site visits to conduct moderation may be scheduled throughout the year. Education organisations will be notified if a moderation site visit is planned.

Any actions to ensure standard assessment requirements are met will be identified in a formal moderation report sent to the education organisation within 20 working days of submission.

The details of Hanga-Aro-Rau Quality Assurance approach can be found here – [Hanga-Aro-Rau-Quality-Assurance-Approach-2025.pdf](#)

### **Non-compliance with National External Moderation**

Action will be taken if the requirements of the Hanga-Aro-Rau moderation system are not met. It is the responsibility of all education organisation with consent to assess to comply with the moderation system.

Hanga-Aro-Rau will attempt to determine the reasons for any non-compliance before taking further action.

Where education organisations have not met moderation requirements, Hanga-Aro-Rau will provide the organisation with written details of the non-compliance, the remedial action(s) required, and the timeframe for remedial action(s).

If non-compliance continues, or an organisation with consent to assess fails to achieve compliance within the specified timeframe Hanga-Aro-Rau will advise NZQA and forward documented evidence of non-compliance to them.

## ***g. Te pira me te whakatau tautohe | Appeals and dispute resolution***

In the first instance, queries about a moderation outcome should be emailed to [moderation@hangaarorau.nz](mailto:moderation@hangaarorau.nz) to be referred to a Quality Assurance Specialist. If after a discussion the issue is not resolved to the satisfaction of the education organisation, a formal appeal may then be made.

The appeal must be on the Hanga-Aro-Rau Moderation Appeal Form, which is available on the [Hanga-Aro-Rau website](#). The appeal must be received by Hanga-Aro-Rau within 15 working days of written notification of the moderation outcome.

The Quality Assurance Manager will consider the appeal, obtaining technical advice and arranging for peer review as necessary. Written notification of the outcome of the appeal will be emailed to the appellant within 20 working days of the appeal being received by Hanga-Aro-Rau.

A moderation appeal is a request for a review of a decision affecting a moderation result made in respect of an individual or organisation. Hanga-Aro-Rau will ensure that appeals will be resolved in a fair, independent, objective and timely manner.

All parties engaged in the moderation event should make every effort to resolve disagreements concerning moderation decisions and/or recommendations prior to a formal appeal being lodged.

The privacy and confidentiality of all parties concerned in an appeal will be maintained.

## **Kōrero Rēhita mō te CMR | Registration Information for the CMR**

<b>Tukanga   Process</b>	<b>Rerenga   Version</b>	<b>Rangi   Date</b>
Registration	1	February 1993
Revision	2	November 1993
Revision	3	July 1994
Revision	4	January 1995
Revision	5	June 1995
Review	6	January 1996
Revision	7	March 1999
Review	8	February 2001
Revision	9	June 2004
Review	10	September 2007
Revision	11	May 2011
Review	12	September 2015
Revision	13	November 2016
Review	14	December 2020
Review	15	August 2025
<b>Rā arotake   Planned review date</b>	31 December 2030	

**All education organisations seeking or maintaining consent to assess must meet all core requirements set out in sections a – g and all industry-specific requirements set out in the relevant appendix set out below.**

**Please note not all subfields or domains have additional industry-specific requirements.**

- Appendix 1 Competitive Systems and Practice Sector
- Appendix 2 Drilling Industry Sector
- Appendix 3 Driving Sector
- Appendix 4 Extractives Industry Sector
- Appendix 5 Fire Protection Sector
- Appendix 6 Heavy Haulage Sector
- Appendix 7 Maritime Sector
- Appendix 8 Irrigation Sector
- Appendix 9 Motor Industry Sector
- Appendix 10 Powered Industrial Lift Truck (Forklift) Sector
- Appendix 11 Printing Sector
- Appendix 12 Stevedoring and Ports Sector

## Āpitihanga | Appendix 1: Competitive Systems and Practices Sector

### ***b. Rauemi motuhake mō te aromatawai ki ngā paerewa | Special resources required for assessing against the standards***

The *Competitive Systems and Practices* domain contains Australian unit of competency standards developed by the Manufacturing Industry Skills Alliance. The standards within this domain have been adapted for registration on the New Zealand Qualifications and Credentials Framework (NZQCF) through cover sheets specifying NZQCF data and any special notes relating to interpreting the standards in a New Zealand context.

The Australian Government Department of Employment and Workplace Relations (DEWR) has issued a license to Hanga-Aro-Rau to use the standards. NZQA approved education organisations with consent to assess are permitted to use Australian units of competency without modification.

Consent to assess Competitive Systems and Practice standards is in accordance with the following definition:

*The Competitive Systems and Practices context is defined as one in which a range of systematic manufacturing practice concepts and approaches has been adopted. It covers but is not limited to: lean manufacturing; agile manufacturing; monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA) software; Enterprise Resource Planning (ERP) systems; Manufacturing Resource Planning (MRP); and proprietary systems such as SAP, etc; statistical process control systems such as six sigma and three sigma; just in time (JIT), kanban and other pull-related manufacturing control systems; supply, value, and demand chain monitoring and analysis; and other continuous improvement systems. Competitive systems and practices should be interpreted to take into account the stage of implementation of CSP approaches, the enterprise's size and work organisation, culture, regulatory environment and manufacturing sector.*

## Appendix 2: Drilling Sector

**a. *Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai | Particular skills and knowledge of teachers and assessors***

Trainers and assessors must hold the unit or skill standards they are training and assessing against on their New Zealand Qualifications Authority (NZQA) Record of Achievement (NZRoA), equivalent Australian units of competency or equivalent standards.

**b. *Rauemi motuhake mō te aromatawai ki ngā paerewa | Special resources required for assessing against the standards***

The *Drilling Industry* subfield contains Australian unit of competency standards which have been adapted for registration on the New Zealand Qualifications and Credentials Framework (NZQCF) through cover sheets specifying NZQCF data and any special notes relating to interpreting the standards in a New Zealand context.

## **Appendix 3: Driving Sector**

### ***b. Rauemi motuhake mō te aromatawai ki ngā paerewa | Special resources required for assessing against the standards***

Education organisations must have policies and procedures to ensure that NZ Transport Agency Waka Kotahi (NZTA) requirements are met for standards that are associated with an organisations' NZTA Approved Course Provider status.

Training and assessment against standards that involve skills being demonstrated in a vehicle may only be carried out where there is access to appropriately certified vehicles and the trainers and assessors hold appropriate certification including the appropriate driver licence or licence endorsements.

Where the purpose of the assessment is to issue a driver license class or endorsement, only assessment material that has been approved by NZTA and moderated by Hanga-Aro-Rau may be used.

Where the outcome of the assessment is not for driver license classes or endorsements, education organisations may develop their assessment material (see pre-assessment moderation in the Moderation Requirements section).

## Appendix 4: Extractives Sector

### **a. *Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai* | *Particular skills and knowledge of teachers and assessors***

Trainers and assessors must hold the unit or skill standards they are training and assessing against on their New Zealand Qualifications Authority (NZQA) Record of Achievement (NZRoA), equivalent Australian units of competency or equivalent standards.

### **b. *Rauemi motuhake mō te aromatawai ki ngā paerewa* | *Special resources required for assessing against the standards***

The *Extractives Industries* subfield contains Australian units of competency developed by PWC Skills for Australia. The standards within this domain have been adapted for registration on the New Zealand Qualifications and Credentials Framework (NZQCF) through cover sheets specifying NZQCF data and any special notes relating to interpreting the standards in a New Zealand context.

The Australian Government Department of Employment and Workplace Relations (DEWR) has issued a license to Hanga-Aro-Rau to use the units of competency. NZQA approved education organisations with consent to assess are permitted to use Australian units of competency without modification.

### **Joint Assessment**

The education organisation must have policies and procedures to ensure that specific requirements for assessment of identified high-risk standards and standards entailing joint assessment are met.

The following standards require joint assessment:

- 7145 Design and maintain effective ventilation systems in an underground coal mine
- 15662 Evaluate ground conditions and support methods for maintaining stability in underground operations
- 17697 Design blasting layouts and carry out blasting operations for construction and infrastructure sites
- 17705 Describe, develop, and maintain basic ventilation systems for an underground coal mine
- 21280 Demonstrate knowledge and evaluate the design of an effective ventilation system in an underground mine
- 21281 Test for gases, interpret findings, and demonstrate knowledge of follow-up actions in an underground coal mine
- 23550 Manage the mine ventilation system at an extractive site
- 30898 Design and maintain effective ventilation systems for a non-coal underground operation
- 30899 Describe, develop, and maintain basic ventilation systems for a non-coal underground operation
- 30900 Test for gases, interpret findings, and demonstrate knowledge of follow-up actions in a non-coal underground operation

## **Appendix 5: Fire Protection Sector**

### ***a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai | Particular skills and knowledge of teachers and assessors***

The education organisation must have policies and procedures to ensure that teaching staff have knowledge and experience gained from at least five years working in the fire protection industry within the last 10 years.

### ***b. Rauemi motuhake mō te aromatawai ki ngā paerewa | Special resources required for assessing against the standards***

The education organisation must have policies and procedures to ensure that the content of the assessment developed takes account of input from the fire protection industry and the Fire Protection Association.

## **Appendix 6: Heavy Haulage Sector**

### **a. *Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai | Particular skills and knowledge of teachers and assessors***

Education organisations must have policies and procedures to ensure that training and assessing staff are suitably qualified to meet the NZ Transport Agency Waka Kotahi (NZTA) compliance standards required by these skill and unit standards, and to ensure the safety of all road users.

This may be evidenced by:

- Five or more years' relevant experience in the heavy haulage industry with employer verification of relevant operational experience.
- Endorsement by the New Zealand Heavy Haulage Association.

### **c. *Tā te ākongā whai wāhi ki ngā rauemi | Learner access to resources***

The education organisation must have documented arrangements with a heavy haulage company to ensure that learners have access to practical experience in an operational situation transporting overweight and over-dimension loads by road.

## Appendix 7: Maritime Sector

Maritime New Zealand is the statutory body given power by the New Zealand government to ensure maritime Certificates of Competency meet international standards. A full list of qualifications and licenses recognised by Maritime New Zealand can be found on their website: <http://www.maritimenz.govt.nz>.

Maritime skill and unit standards listed on the New Zealand Qualifications and Credentials Framework (NZQCF) are set and managed by Hanga-Aro-Rau.

### ***b. Rauemi motuhake mō te aromatawai ki ngā paerewa | Special resources required for assessing against the standards***

The education organisation must have policies and procedures to ensure that the content of standards-based assessments developed meets the requirements and regulations of Maritime New Zealand.

The education organisation's assessment systems must comply with the Maritime New Zealand Examination Regulations.

### ***c. Tā te ākongā whai wāhi ki ngā rauemi | Learner access to resources***

The education organisation must have policies and procedures to ensure that learners who enrol in learning to qualify for a New Zealand Certificate in seamanship or any other maritime learning qualification are made aware of the difference between the New Zealand Qualifications and Credentials Framework (NZQCF) qualification and a Maritime New Zealand issued Certificate of Competency.

Education organisations must have policies and procedures to ensure that learners are made aware that they need to comply with the provisions of being a 'fit and proper person' under Section 50 of the Maritime Transport Act 1994 before they can be granted or have renewed a 'Certificate of Competency' by Maritime New Zealand.

The education organisation must have policies and procedures to ensure that results of standards achieved are reported to NZQA so that validation, when necessary, can be provided to Maritime New Zealand for 'Certificate of Competency' purposes.

## **Appendix 8: Irrigation Sector**

### ***b. Rauemi motuhake mō te aromatawai ki ngā paerewa | Special resources required for assessing against the standards***

The *Irrigation* domain contains Australian unit of competency standards developed by the Skills Impact, Job and Skills Council, Victoria Australia. The standards within this domain have been adapted for registration on the New Zealand Qualifications and Credentials Framework (NZQCF) through cover sheets specifying NZQCF data and any special notes relating to interpreting the standards in a New Zealand context.

The Australian Government Department of Employment and Workplace Relations (DEWR) has issued a license to Hanga-Aro-Rau to use the units of competency. NZQA approved education organisations with consent to assess are permitted to use Australian units of competency without modification.

## **Appendix 9: Motor Industry Sector**

### ***a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai | Particular skills and knowledge of teachers and assessors***

Staff teaching, training and assessing against standards at Level 3 and Level 4 must hold a relevant New Zealand Certificate at Level 4 or above, or equivalent skills and experience.

Staff teaching, training and assessing against standards at Level 4 must also have a minimum of five years industry experience in a relevant role.

## **Appendix 10: Powered Industrial Lift Trucks (Forklift) Sector**

### ***a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai | Particular skills and knowledge of teachers and assessors***

An education organisation must have policies and procedures to ensure they meet the requirements of the *Approved Code of Practice for Training Operators and Instructors of Powered Industrial Lift Trucks (Forklifts)* available [here](#) for delivery of training towards or assessment against standards in this domain. Hanga-Aro-Rau will notify WorkSafe of Consent to Assess applications in this domain.

## **Appendix 11 - Printing Sector**

### ***c. Tā te ākonga whai wāhi ki ngā rauemi | Learner access to resources***

The education organisation must have policies and procedures to ensure learners are made aware of the colour vision requirements for some printing standards and are tested before enrolment.

## **Appendix 12: Stevedoring and Ports Sector**

### ***b. Rauemi motuhake mō te aromatawai ki ngā paerewa | Special resources required for assessing against the standards***

The education organisation must:

- have documented arrangements with a port company to ensure that learners have access to practical experience in an operational port environment where appropriate.
- be able to provide evidence that the education organisation can comply with the organisational policies and procedures of the port company which granted the access.