CONSENT AND MODERATION REQUIREMENTS (CMR)
***for* Whakairo**

(version 5)

Contact

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Māori > Whakairo

Domain	Standard IDs
Mana Whakairo	2559, 2560, 2563, 2564, 2571, 2573
Te Ara Tauira Whakairo	23005-23016
Toi Whakairo	2580-2585, 2587, 2594-2598
Whakaraupapa Whakairo	2575, 2576, 2579

Requirements for Consent to Assess (RCA)

Introduction

The purpose of the Requirements for Consent to Assess (RCA) is to set out the nature of the process for granting consent to assess and involvement of the standard setting body (SSB) and others in the process, and to set out the SSB's industry or sector-specific requirements for a tertiary education organisation (TEO)[1] or school's quality systems in relation to the gazetted "criteria for accreditation".

Standard Setting Body involvement in process for granting consent to assess

Levels 1-4	Evaluation of documentation by NZQA.
Levels 5 and above	Evaluation of documentation and visit by NZQA and Whakaruruhau.

Visit waiver conditions

Circumstances under which Whakaruruhau involvement in a consent to assess visit will be waived:

- when the scope of the application involves consent to assess for a small number of unit standards and the chairperson of the Whakaruruhau agrees that given the particular nature of the unit standards a visit is not necessary;

[1] Tertiary education organisation (TEO) includes public and private tertiary education providers, industry training organisations, government training organisations, and other providers.

- when the application for consent to assess has been developed in consultation with the Whakaruruhau and is supported by them; or,
- when the applicant organisation's history of teaching and assessment and their training facilities are well known to the Whakaruruhau.

Areas of shared responsibility

None.

Fees for SSB involvement in process for granting consent to assess

NZQA Māori Qualifications Services (MQS) may choose to charge reasonable fees for their involvement in granting consent to assess. Contact MQS for further information.

Additional fees can be charged by NZQA and the Committee for University Academic Programmes (CUAP) for involvement in granting consent to assess. Contact the relevant quality assurance body (QAB) for information.

General requirements for accreditation

These are the general requirements for accreditation of providers gazetted in 1993. Applicants should consult their QAB (NZQA or CUAP) for details of the requirements.

Criterion 1 Development and evaluation of teaching programmes

There is a system for developing coherent teaching programmes and for their evaluation, which should include evaluation by learners/consumers.

Criterion 2 Financial, administrative and physical resources

Adequate and appropriate financial and administrative resources will be maintained to enable all necessary activities to be carried out.

Adequate, appropriate and accessible physical resources will be available for supporting students to meet the required standards.

Criterion 3 Staff selection, appraisal, and development

A teaching staff with the necessary knowledge and skills will be maintained through staff selection, appraisal, and development.

Criterion 4 Student entry

There is a system for establishing and clearly publicising student entry requirements that include no unreasonable barriers.

Criterion 5 Student guidance and support systems

Students have adequate access to appropriate guidance and support systems.

Criterion 6 Off-site practical or work-based components

There are arrangements for ensuring that any off-site practical or work-based components are fully integrated into the relevant programmes.

Criterion 7 Assessment

There is a system for ensuring that assessment is fair, valid, and consistent.

Criterion 8 Reporting

There is a system for providing students with fair and regular feedback on progress and fair reporting on final achievements, with an associated appeals procedure.

There is a reliable system for archiving information on final student achievements.

Industry or sector-specific requirements for consent to assess

The following specific requirements apply to the criteria to be met by an applicant organisation's Quality Management System. This is to ensure that the applicant organisation is responsive to Māori language and cultural requirements, to Māori learning and teaching styles, and to the Māori aspects of spirituality.

Criterion 1 Development and evaluation of teaching programmes

The applicant organisation must have policies and procedures for the development and evaluation of teaching programmes to ensure that:

- programmes are underpinned by ngā kaupapa o Te Hono o Te Kahurangi;
- Māori pedagogy is accommodated in terms of Māori teaching styles, language, culture and spirituality;
- the Māori community is involved;
- the teaching resources are culturally authentic and appropriate;
- a holistic and integrated approach to curriculum design, delivery and assessment is employed.

Criterion 2 Financial, administrative and physical resources

The applicant organisation must have policies and procedures to ensure that appropriate support is provided for programmes with research components, including access to relevant ethics committees.

Criterion 3 Staff selection, appraisal and development

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

- the selection process of staff recognises culturally appropriate protocols;
- teaching and/or assessing staff have a working knowledge of te reo Māori and tikanga Māori;
- teaching and/or assessing staff are endorsed as having knowledge and skills at least two levels in advance of the consent to assess level being sought. Such endorsement could take the form of an attestation by the Whakairo Whakaruruhau or by whānau and hapū;
- teaching staff hold a relevant teaching qualification or can demonstrate equivalent knowledge and skills;
- programmes with research components are taught by teaching staff with experience and expertise in the supervision of research.

Criterion 5 Student guidance and support systems

The applicant organisation must have policies and procedures to ensure support for students is respectful, effective, culturally appropriate and available in te reo Māori and English.

Criterion 6 Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that when harvesting natural resources, the required consent is obtained, appropriate

engagement with local whānau and hapū occurs, and Health and Safety at Work (General Risk and Workplace Management) Regulations 2016 are adhered to.

Criterion 7 Assessment

The applicant organisation must have policies and procedures that ensure a range of culturally appropriate assessment methods.

Te Hono o Te Kahurangi evaluative quality assurance

All providers of field Māori unit standards listed on the DAS must show how the kaupapa (principles) of Te Hono o Te Kahurangi are expressed by their organisation. This may include threading te reo Māori and tikanga Māori throughout their teaching and assessment practices. Refer to https://www.nzqa.govt.nz/maori-and-pasifika/te-hono-o-te-kahurangi/.

This table outlines definitions and translations of ngā kaupapa o Te Hono o Te Kahurangi.

Ngā Kaupapa *The Principles*	**Whakamāramatanga** *Definitions*	*Active translation*
Rangatiratanga	Ka hua te rangatiratanga mā te whakatinana i tā te Māori titiro ki te ao i te wā e uruparetia ana ngā tūmanako me ngā whakahihiritanga o te ākonga, o te whānau, o te hapū, o te iwi, o te hapori Māori, o te hapori whānui.	Autonomy realised through the enactment of a Māori world-view in response to the aspirations and driving motivators of ākonga, whanau, hapū, and where relevant, the Māori community and sector stakeholders.
Whanaungatanga	Ka tuia, ka kumanutia hoki ngā whanaungatanga kia mau tonu ai ngā hononga i runga i te kauanuanu, i te pono me te māramatanga, hei painga mō te katoa.	Connecting, fostering, and maintaining relationships based on respect, integrity and understanding for the benefit of all.
Manaakitanga	Te whakaatu i te hāpaitanga o te mana mā roto i ngā whanonga me ngā mahi manaaki i te ākonga, i te whānau, i te hapū, i te iwi, i te hapori hoki.	Manaakitanga realised by mana enhancing behaviour and practises for the care of ākonga, whānau, hapū, iwi, and community.
Pūkengatanga	E whakahua ana i te mātauranga me ngā pūkenga e mau tonu ai ngā mātāpono, ngā whakapono, ngā hiahia matua me ngā tūmanako o te iwi.	Represents the knowledge and skills to ensure the principles, beliefs, needs and aspirations of the people are sustained.
Kaitiakitanga	Te rokirokitanga, te kaitiakitanga, te hāpaitanga hoki o te ao me ōna taonga hei painga mō te katoa.	Preservation, guardianship and enhancement of the world and its treasures for the benefit of all.

Te Reo Māori	E ora ana, e momoho ana, e matomato ana hoki te tipu o te kākano o te reo Māori.	The Māori language is alive, vibrant, and flourishing.

Non-compliance with requirements for maintaining consent to assess

Where there is evidence of non-compliance with the requirements for consent to assess, the QAB (NZQA or CUAP) will seek remedial action. In cases where this action is ineffective and non-compliance continues, or in cases of repeated non-compliance, the QAB will take action that can ultimately lead to the withdrawal of consent to assess.

Implementation

NZQA is able to provide sufficient trained participants to service the requirements of processes for granting consent to assess.

Moderation Requirements (MR)

A centrally established and directed national external moderation system has been set up by NZQA.
Kua whakatūhia e te Mana Tohu Mātauranga tētahi pūnaha whakaōrite-ā-waho (translation).

Introduction

The purpose of the Moderation Requirements (MR) is to provide details on the national external moderation system, developed by NZQA, to ensure that assessment decisions of TEOs and schools with consent to assess are consistent with the national standard. All TEOs and schools with consent to assess against the standards in this CMR must meet the requirements for moderation outlined in this MR.

NZQA manages moderation systems for schools and TEOs assessing against the standards covered by this CMR.

Schools contact:
School Quality Assurance and Liaison
Email: schoolsliaison@nzqa.govt.nz
Telephone: 04 463 3000
Fax: 04 463 3113

TEOs contact:
Monitoring and Assessment
Email: qaadmin@nzqa.govt.nz
Telephone: 04 463 3000

Moderation System

National external moderation systems are developed to ensure that assessment decisions in relation to assessment standards are consistent nationally.

Feedback from national external moderation contributes to standard-setting and to improvements in assessment practice and outcomes for learners.

Responsibilities

Three NZQA business units share the responsibility for national external moderation for the standards covered by this CMR.

The Assessment and Moderation business unit is responsible for producing and quality assuring moderation reports.

The School Quality Assurance and Liaison and the Monitoring and Assessment teams are responsible for establishing and monitoring annual moderation plans with

schools and TEOs respectively. Final accountability and decision-making rests at management level.

Moderators
NZQA appoints or contracts moderators, selected for their assessment and curriculum or subject expertise, to carry out the national external moderation of assessor decisions and assessment materials and to complete a moderation report for each moderated standard.

Each moderation system has a National Moderator whose role includes providing leadership in the interpretation of standards and monitoring consistency of moderator decisions in their system.

Liaison with NZQA
Each school must appoint a Principal's Nominee and each TEO a Moderation Liaison who will be responsible for ensuring their organisation engages in national external moderation of NZQA-managed standards.

Meeting national external moderation requirements
Schools meet national external moderation requirements when they:
- meet moderation deadlines
- provide assessment materials and make assessor judgements that are fair and valid
- provide assessment materials that reflect the requirements of the standard.

TEOs meet national external moderation requirements when they:
- provide an assessment plan for the year that fully reflects the organisation's assessment intentions
- meet moderation deadlines
- provide assessment materials and make assessor judgements that are fair and valid
- provide assessment materials that reflect the requirements of the standard.

It is the responsibility of TEOs with consent to assess and intending to assess against these standards to contact NZQA so that national external moderation of assessments can be arranged. All TEOs with new consent to assess or change of scope must contact Monitoring and Assessment to advise when assessment against standards covered by this CMR will commence.

Assessment plan

Schools are not required to submit an assessment plan but may do so if they choose.

TEOs are required to submit an assessment plan that captures the organisation's assessment intentions. On an annual basis (usually in November), Monitoring and Assessment requests an assessment plan, identifying standards the TEO is likely to be assessing and/or reporting credit during the next academic (usually calendar) year. TEOs may request, on their assessment plan, that particular standards or groups of standards be selected for moderation in that year.

Moderation plan

The moderation plan, created from the assessment plan, lists the sample of standards selected by NZQA for moderation in the academic year.

The moderation plan also includes a submission date(s) (the date by when materials must be submitted to the moderator, although materials may be submitted prior to this date).

- Schools may negotiate changes to the moderation plan if the standard was not assessed in the previous year and will not be assessed in the current year.
- Each year NZQA will select standards that are mandatory for schools. These standards cannot be negotiated.
- TEOs may negotiate changes to the moderation plan if standards selected for moderation will not be assessed by the submission date.

Moderation plans for the relevant academic year are available online through the organisation's provider login at http://www.nzqa.govt.nz/login.

Selecting standards for moderation
For schools, a representative sample of standards will be selected from results reported in the previous year. Additional standards may be selected based on national external moderation results history.

For TEOs, the selection of standards depends on a combination of factors, which include:

- the amount of assessment being carried out;
- the range of moderation systems from which standards are being assessed;
- the number of standards being assessed within those moderation systems;
- risk factors, such as health and safety;
- any other contributing quality assurance considerations (for example, moderation results history or ongoing non-compliance) or requirements (for example, additional moderation).

Submission date
The submission date is the date by when materials must be submitted to the moderator.

- School submission dates are between March and December.
- TEO submission dates are usually between June and November.

Detailed information for TEOs about assessment and moderation plans is available in the *National External Moderation Guidelines for TEOs,* published on the NZQA website.

How moderation occurs
National External Moderation is carried out online, generally by individual moderators, and is usually post-assessment i.e. approval of assessment material and the review of assessor judgements are completed simultaneously after assessment has occurred.

Kāhui or fono
For some moderation systems**,** mainly in Field Māori or Pasifika, moderation occurs through kāhui or fono. At these meetings moderators moderate submitted assessment materials and learner samples concurrently. The systems for which moderation occurs through kāhui or fono will be confirmed annually by NZQA. The submission date for these systems may be different to the overall submission date shown on the moderation plan. In these cases, the kāhui or fono submission date will be identified on the moderation plan.

Guidance on how to submit material for external moderation is available on the NZQA website.

The focus of moderation is on assessor decisions. NZQA may not moderate assessment materials, particularly where assessor decisions in relation to assessment standards are nationally consistent.

Pre-assessment moderation
NZQA recognises the academic autonomy of organisations with consent to assess to use self-developed assessment materials. Pre-assessment moderation by NZQA of assessment materials is not usually required. Situations in which pre-assessment moderation may be requested include:

- newly registered standards which include health and safety components that present a potential risk if not validly assessed
- organisations with consent to assess where issues have been identified around their capability to develop valid assessment material.

On-site moderation
An on-site moderation visit may occur to observe and verify assessor decisions for standards which contain practical components. Moderation visits are carried out by moderators. An NZQA staff member may also be in attendance. Schools and TEOs will be notified if an on-site visit is part of the moderation process. The timing of the visit will be at a time mutually agreed between the organisation with consent to assess and NZQA.

Materials required for moderation

Materials submitted for moderation must include:

- the assessment tool or assessment activity or instructions given to the learner (learner evidence guide)
- an assessment schedule (that includes evidence and judgement statements)
- samples of assessed learner work.

The assessor decisions for each sample of learner work must be clearly identified. Individual learners must be clearly identified where the learner is part of a group performance.

Learner samples
Learner samples must be a complete sample for each individual learner, rather than composite samples.

Schools are required to submit:

- eight samples of learner work for standards for which more than one grade is available (i.e. achieved, merit, excellence).
- four samples of learner work for standards for which the only available grade is achieved.

Each school is required to have systems in place for random selection of learner samples for the standards listed in the moderation plan. A guideline for the selection of learner samples for moderation is available on the NZQA website.

TEOs are required to submit:

- eight samples of learner work for standards for which more than one grade is available (i.e. achieved, merit and excellence)
- three samples of learner work for standards for which the only available grade is achieved.

For standards for which more than one grade is available, the sample submitted by each TEO must include assessed work for each grade awarded. The majority of samples must be ‘achieved’ or higher and any ‘not achieved’ samples must be borderline.

Reporting

MQS is responsible for evaluating the effectiveness of its national external moderation system, and for providing an annual report to NZQA.

Moderation reports
Moderation reports include feedback on assessor judgements and may include feedback on assessment materials.

Moderation reports are uploaded to the school provider login or TEO’s homepage on the NZQA website - http://www.nzqa.govt.nz/login. For postal moderation

submissions, moderated assessment materials and learner samples are returned to the school/TEO.

Annual summary of moderation outcomes
For schools, a letter and report summarising moderation outcomes is sent to the Principal and Principal's Nominee at the end of the moderation cycle.

For TEOs, an annual summary is sent to the Quality Assurance Contact and Moderation Liaison at the end of the moderation cycle. The summary will detail what actions, if any, are required to address issues identified by moderation (See *Non-compliance with moderation requirements* below).

Querying moderation reports
Schools and TEOs unclear about the meaning of comments in a moderation report may lodge a query with the moderator. Guidance is available on the NZQA website.

Feedback on the national external moderation system
Schools and TEOs with consent to assess may provide NZQA with feedback on the national external moderation system at any time. NZQA will evaluate the moderation system at least every three years, with feedback sought from participants as to its effectiveness and efficiency. Where significant changes are made, NZQA will revise the CMR's MR to reflect the changes. Information about significant changes to the MR will be promulgated on the NZQA website. Minor changes to the management of the moderation system will be communicated via circulars to schools and to TEOs through the TEO Guidelines.

Funding

Costs associated with establishing and centrally managing the national external moderation system will be funded by NZQA. This funding excludes the QAAM™ process and NZQA Best Practice Workshops. Please refer to the NZQA website for the costs relating to these services. If moderators are required to provide additional support to organisations with consent to assess, this will be charged at $190/hr (GST excl.)

For TEOs, NZQA may charge for any additional activities required by them to address issues identified through moderation or other non-compliance with national external moderation requirements (for example, non-submission of assessment material and/or learner samples). These activities (such as pre-assessment moderation, additional moderation, on-site moderation, assessment practice reviews, and visits to TEOs to discuss assessment or moderation issues) will be charged at $190 /hr (GST excl.)

Non-compliance with moderation requirements

Non-compliance with meeting the requirements of this moderation system will result in further action by NZQA. Ongoing unresolved non-compliance will be referred to the appropriate QAB (NZQA or CUAP). Ultimately the QAB may withdraw consent to assess.

When a school is non-compliant, follow-up action will normally be initiated by the NZQA School Relationship Manager.

When a TEO is non-compliant, follow-up action will normally be initiated by the Monitoring and Assessment Evaluator.

Ongoing non-compliance
Where non-compliance continues, actions that may be taken by NZQA business units for schools and TEOs may include but are not limited to:

- request for revised assessment materials (and associated learner samples) to be submitted for moderation
- request for an action plan to address identified issues
- additional targeted moderation in the system(s) in which non-compliance has been identified, which may include NZQA nominating specific learner samples to be submitted
- additional moderation in systems other than those in which non-compliance has been identified, which may include NZQA nominating specific learner samples to be submitted
- focused reviews of assessment practice
- imposing a condition on the organisation's Consent to Assess.

Further information for TEOs about non-compliance with National External Moderation requirements is available on the NZQA website.

Appeals

Appealing moderation decisions
An appeal process is in place for occasions when an organisation disagrees with a moderator's decisions. Guidance is available on the NZQA website.

The outcome of the appeal is final.

DAS Registration Information

Process	Version	Date
Registration	1	December 1995
Revision	2	September 2001
Revision	3	May 2002
Review	4	May 2010
Review	5	June 2019

The next CMR review is planned to take place during 2023.