

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

For Accounting; Aeronautical Engineering; Aviation; Business; Cleaning; Contact Centres; Financial; Hospitality; Intelligence; Public Sector; Real Estate; Retail, Distribution and Sales; Security; Service Skills; Tourism

Version 8

Tau tohutoro CMR | CMR reference number: 0112

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Kupu whakataki | Introduction

This consent and moderation requirements document (CMR) specifies what a tertiary education organisation (TEO) or school/kura 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, the documentation required, and NZQA Rules are on the [NZQA website](https://www.nzqa.govt.nz/).

The following sections outline the consent and moderation requirements set up by Ringa Hora Services Workforce Development Council (Ringa Hora).

Tikanga whakaaetanga | Consent requirements

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 staff have the necessary knowledge and experience to teach and assess against standards for which consent to assess is applied for.

Staff engaged to deliver training and assessment/aromatawai:

- must hold unit standard 4098: *Use standards to assess candidate performance* or are able to demonstrate equivalent knowledge and skills.
- are encouraged to attain an adult education qualification or are able to demonstrate equivalent knowledge and skills.
- must maintain ongoing professional development, currency and exposure to industry with regard to:
 - relevant legislation
 - technological requirements
 - industry sector best practice and emerging trends.
- should have opportunities for professional development in te ao Māori and mātauranga Māori practices.

- must hold unit standard 11551: *Moderate assessment*, or are able to demonstrate equivalent knowledge and skills, where they are engaged in the organisation's internal moderation of assessment/aromatawai decisions.
- must ensure that verifiers undertaking verification within assessment/aromatawai, have appropriate experience and skill to verify performance.

Note: If no person meeting the above requirements and the specific requirements in the relevant appendix is available, teaching and assessment/aromatawai should not proceed.

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

Education organisations must provide evidence that it either possesses or has access to adequate and sufficient resources for training and assessment/aromatawai where industry-specific equipment or facilities are required as noted in the industry specific appendices.

Developing assessments

Ringa Hora supports aromatawai principles of assessment/best practice in assessment. Education organisations must have policies and procedures to support an integrated method of assessment/aromatawai based on an evidence collection model.

Any self-developed assessment/aromatawai material must be moderated and approved by Ringa Hora prior to use. There is no charge for pre-assessment moderation approval.

Education organisations intending to engage an external party to deliver training and assessment/aromatawai must ensure that such arrangements meet the applicable NZQA rules for Consent to Assess Against Standards on the Directory of Assessment and Skill Standards 2022 <https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/consent-to-assess/>.

Recognition of Prior Learning (RPL) and Credit Recognition and Transfer (CRT)

Education organisations must have policies and procedures to ensure that RPL or CRT is able to be assessed in order to recognise and assess competence or direct further learning as required.

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

Education organisations must have policies and procedures to ensure learners/ākonga have access and support to meet the requirements in relation to assessment, admission, learning support, guidance, and pastoral care.

d. Wheako ā-ringā | Practical experience

Education organisations must have policies and procedures to ensure that:

- on-job industry-based components of training and assessment/aromatawai are integrated with off-job components.
- off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation and meet the requirements of occupational health and safety legislation.

- where learners/ākonga spend time with an employer for off-site practical or work-based experience, training, assessment/aromatawai, or use of facilities, the responsibilities for assessment/aromatawai and reporting of credits are clearly specified in an agreement.
- when using employer facilities education organisations must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

e. Totoronga | Site visit

Ringa Hora is committed to assisting education organisations applying for consent to assess and offers continued support to education organisations assessing against standards in the sectors covered by this CMR.

Education organisations must provide satisfactory evidence to Ringa Hora of their capability to effectively manage, deliver and assess against the relevant standards before a waiver will be given. Ringa Hora will send the education organisation written confirmation of a visit waiver.

Education organisation participation in a visit may be waived in the following circumstances:

- when the application for consent to assess has been developed in consultation with Ringa Hora and is supported by Ringa Hora; and/or
- when the scope of the application is sufficiently narrow that Ringa Hora considers a visit is not warranted; and/or
- when the education organisation is well known to Ringa Hora and Ringa Hora has confidence in the education organisation's capacity and capability to assess against the standards.

Please see the Appendices at the end of this CMR for industry specific requirements that apply only to standards in specific classifications.

Education organisations must meet the common requirements of each criterion detailed in the CMR and these specific requirements for standards in the following specific domains and continue to meet them to maintain their consent or accreditation/whakamanatanga.

Āpitihanga | Appendix 1 – Aeronautical Engineering
 Āpitihanga | Appendix 2 – Aviation – Air Traffic Services
 Āpitihanga | Appendix 3 – Aviation – Aircraft Operation
 Āpitihanga | Appendix 4 – Aviation – Airport Operations
 Āpitihanga | Appendix 5 – Aviation – Core
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Tikanga aromātaurua | Moderation requirements

National external moderation (NEM) systems are developed to ensure that assessment/aromatawai decisions in relation to assessment/aromatawai and standards are consistent nationally. All TEOs and schools/kura with consent to assess against the 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 annually to NZQA any concerns about the performance of education organisations participating in NEM. Ongoing unresolved non-compliance may lead to the withdrawal of consent to assess.

f. Aromātaurua | Moderation

A centrally established and directed NEM system has been set up by Ringa Hora. The purpose of the NEM, developed by Ringa Hora, is to ensure that assessment/aromatawai decisions of TEOs and schools/kura with consent to assess are consistent with the national standard. All TEOs and schools/kura with consent to assess against the standards in this CMR must meet the requirements for moderation outlined in the annual Ringa Hora National external moderation plan.

The annual NEM plan outlines the principles, responsibilities, processes and types of quality assurance activities that may be undertaken in a calendar year.

The annual NEM is updated and published at the beginning of each calendar year and can be found on the Ringa Hora website [Ringa Hora National External Quality Assurance](#).

Ringa Hora appoints a Quality Assurance Manager responsible for administering the NEM system and conducting NEM. The Quality Assurance Manager and Quality Assurance Advisors (moderators) will be employees of Ringa Hora or will be contracted to Ringa Hora.

Moderation is a process of continual improvement. Ringa Hora is committed to working with organisations with consent to assess to achieve fair, valid, and consistent assessment of student competence.

Ringa Hora external moderation system is comprised of:

- pre-assessment moderation of self-developed assessment materials
- post-assessment moderation of assessment decisions
- on-site moderation visits
- moderation group workshops.

Ringa Hora will moderate all its unit standards over a five-year period. Ringa Hora's five-year moderation cycle is available upon request: email: moderation@ringahora.nz.

Education organisations with consent to assess must have policies and procedures to ensure internal moderation is conducted and that staff engaged in internal moderation have appropriate qualifications and/or experience.

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

Should an Education organisation wish to appeal a moderation outcome or seek to resolve a dispute, they are encouraged to contact the Quality Assurance Manager/Aro Hāpai in the first instance. Information regarding the Appeal process, form and further details can be found on the Ringa Hora website here: [Ringa Hora moderation appeals form](#).

Kōrero Rēhita mō te CMR | Registration Information for the CMR

Tukanga Process	Rerenga Version	Rangi Date
Registration	1	April 1993
Revision	2	August 1999
Revision	3	May 2002
Revision	4	September 2008
Revision	5	August 2011
Review	6	January 2019
Revision	7	October 2023
Review	8	May 2025
Rā arotake Planned review date	December 2030	

Āpitihanga | Appendix 1 Aeronautical Engineering

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

Teaching Staff

Education organisations must have policies and procedures for the appointment of staff required to deliver off-job training, to ensure the following minimum requirements are met for the relevant speciality:

- a minimum of five years' relevant aeronautical engineering (i.e. engineer or storekeeping) experience for teaching and assessing within the Aeronautical Engineering sub-field and hold:
 - an Aircraft Engineering Trade Certificate **or**
 - a National or New Zealand Certificate in Aeronautical Engineering at Level four or above **or**
 - a National or New Zealand Certificate in Aeronautical Storekeeping **or**
 - a New Zealand Civil Aviation Authority Aircraft Maintenance Engineer Licence **or**
 - an New Zealand Defence Force Training Approval.

Assessing staff

Education organisations must have policies and procedures to ensure that personnel required to assess aeronautical engineering standards on job in a workplace for the relevant speciality:

- have a minimum of five years' aeronautical engineering experience; **and**
- have been approved as an instructor for the standard being assessed **or**
- hold a New Zealand Civil Aviation Authority Aircraft Maintenance Licence in the appropriate category **or**
- are employed by a New Zealand Civil Aviation Authority Part 145 Maintenance Organisation issued Company authorisation to certify in the appropriate maintenance activity **or**
- hold a National or New Zealand Certificate in Aeronautical Engineering at Level 4 or above **or**
- hold a National or New Zealand Certificate in Aeronautical Storekeeping
- hold New Zealand Defence Force Training Approval.

Training Supervision

Education organisations must have policies and procedures to ensure that all off site practical/work-based training must be under the supervision of:

- an approved Aviation Industry Instructor **or**
- New Zealand Civil Aviation Authority Licensed Aircraft Maintenance Engineer **or**
- an appropriately qualified RNZAF Officer or Senior Non-Commissioned Officer.

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

Systems, procedures and controls

Education organisations intending to assess against aeronautical engineering standards must have policies and procedures to ensure that it has the environment, systems, procedures and controls that are equivalent to:

- New Zealand Civil Aviation Authority Rule Part 147 Maintenance Training Organisation – Certification Physical, **or**
- New Zealand Defence Force Policy and Orders.

Physical

Education organisations must have policies and procedures to ensure that facilities and resources are of the standard appropriate to the aeronautical engineering industry and include:

- access to aircraft, aircraft components and aviation parts/material storage both fixed and rotary wing as necessary to support standard assessment.
- access to engineering tooling and/or aeronautical engineering tooling required for standard assessment.
- a reference resource specialising in aeronautical engineering material such as: CAA advisory circulars, manufacturer's instructions, New Zealand Defence Force policy.

d. Wheako ā-ringā | Practical experience

Education organisations must have policies and procedures to ensure the following standards are met for the delivery of on-job training whether directly by an organisation with consent to assess or remotely by an employer.

Education organisations must have policies and procedures to ensure that training is carried out in workplaces which have or are covered by:

- New Zealand Civil Aviation Authority Rule Part 145 Aircraft Maintenance Organisation Certification, **or**
- New Zealand Civil Aviation Authority Rule Part 147 Maintenance Training Organisation Certification, **or**
- New Zealand Civil Aviation Authority Rule Part 148 Aircraft Manufacturing Organisation Certification, **or**
- New Zealand Civil Aviation Authority Rule Part 43 General Maintenance Rules, **or**
- a New Zealand Defence Force approved workplace.

In all cases the approval held must be appropriate to the subject of the training that will be delivered.

Education organisations must have policies and procedures to ensure that:

- all training requiring aircraft and/or aircraft components is delivered on equipment relevant to the New Zealand aviation industry.
- workplace training is conducted in an operational/production environment or a training environment that fully simulates operational/production conditions.

Āpitihanga | Appendix 2 Aviation – Air Traffic Services

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

Teaching Staff

Education organisations must have policies and procedures for the appointment of staff required to deliver practical off-job training, to ensure the following minimum requirements are met:

- hold an International Civil Aviation Organisation (ICAO) or equivalent subject matter expertise for the topic being taught.
- have at least one year's experience exercising the privileges of an Air Traffic Services licence.
- have satisfactorily completed a training course in the theory and practice of instruction.
- hold an International Civil Aviation Organisation (ICAO) Air Traffic Services Instructor Rating, or equivalent.

Education organisations must have policies and procedures for the appointment of staff required to deliver theoretical off-job training, to ensure the following minimum requirements are met:

- hold an International Civil Aviation Organisation (ICAO) Air Traffic Services Licence, or equivalent subject matter expertise.
- have satisfactorily completed a training course in the theory and practice of instruction.
- hold an International Civil Aviation Organisation (ICAO) Air Traffic Services Instructor Rating, or equivalent.

Education organisations must have policies and procedures to ensure that staff required to deliver on-job training meet the following minimum requirements:

- hold a New Zealand Civil Aviation Authority Air Traffic Services Licence.
- hold a New Zealand Civil Aviation Authority Air Traffic Services Instructor Licence.

Assessing staff

Education organisations must have policies and procedures to ensure that personnel required to assess air traffic services standards in an off-job environment:

- have a minimum of two years' relevant air traffic services experience.
- have satisfactorily completed a training course in assessing for Air Traffic Services.
- have been approved as an assessor for the off-job standards being assessed.

Education organisations must have policies and procedures to ensure that personnel required to assess air traffic services standards on-job in the workplace:

- have a minimum of two years' relevant air traffic services experience.
- have satisfactorily completed a training course in assessing for Air Traffic Services.
- have been approved as an assessor for the on-job standard being assessed **or**
- hold a New Zealand Civil Aviation Authority Air Traffic Services Examiner Licence.

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

Systems, procedures and controls

Education organisations intending to assess against air traffic services standards must have policies and procedures to ensure that they have the environment, systems, procedures and controls that are equivalent to a New Zealand Civil Aviation Authority (CAA) Part 172 Air Traffic Service Organisations Certification or Part 141 Aviation Training Organisations Certification, and Air Traffic Services industry standards.

Physical

Education organisations must have policies and procedures to ensure that facilities and resources are of the standard appropriate to the air traffic services industry and include:

- access to air traffic services equipment and systems as necessary to support standard assessment.
- a reference resource specialising in air traffic services material.

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

Education organisations must have policies and procedures to ensure the following standards are met for the delivery of on-job training whether directly by an organisation with consent to assess or remotely by an employer.

Training shall be carried out in workplaces which have or are covered by:

- New Zealand Civil Aviation Authority Rule Part 172 Air Traffic Service Organisations Certification approval **or**
- New Zealand Civil Aviation Authority Rule Part 141 Aviation Training Organisations Certification approval.

In all cases the approval held must be appropriate to the subject of the training that will be delivered.

Education organisations must have policies and procedures to ensure that:

- all training is delivered on air traffic services systems and equipment equivalent to equipment being used currently in air navigation service providers.
- on-job training is conducted in an operational environment or a training environment that fully simulates operational conditions, in order to satisfy the standard definition that requires air traffic services work activities to be directly supervised.

Āpitihanga | Appendix 3 Aviation – Aircraft Operation

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

Teaching Staff

Education organisations must have policies and procedures for the appointment of instructors delivering training to ensure they meet the following minimum requirements:

- hold a relevant teaching qualification or have successfully completed approved tutor training such as the New Zealand Civil Aviation Authority Instructional Technique Course in accordance with AC61-18, Subject 62 **or**
- be approved as an New Zealand Defence Force instructor.
- hold a current Flight Instructor rating, or New Zealand Civil Aviation Authority Rule Part 101 and/or Part 102 approval or New Zealand Defence Force aircrew instructor rating/categorisation for training of practical flying skills for RPAS/UAV.

Assessing staff

Education organisations must have policies and procedures to ensure that assessors assessing *Aircraft Operation* standards on-job in a workplace meet the following requirements:

- hold a Flight Examiner rating, or New Zealand Civil Aviation Authority Rule Part 101 and/or Part 102 approval for RPAS/UAVs **or**
- hold New Zealand Defence Force aircrew instructor rating/categorisation for standards requiring evidence of competency in flying skills.

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

Education organisations must have policies and procedures to ensure that students possess sufficient ability in reading, writing, speaking, and understanding the English language to enable the student to meet the requirements of New Zealand Civil Aviation Authority Rules pertaining to the operation of an aircraft, for standards requiring evidence of competency in flying skills.

d. *Wheako ā-ringā | Practical experience*

Education organisations must have policies and procedures to ensure the following standards are met for the delivery of on-job training whether directly by an organisation with consent to assess or remotely by an employer.

Training shall be carried out in workplaces which have or are covered by:

- New Zealand Civil Aviation Authority Rule Part 141 approval or its New Zealand Defence Force equivalent **or**
- for Aviation Security, New Zealand Civil Aviation Authority Rule Part 140 or its New Zealand Defence Force military equivalent.

In all cases the approval held must be appropriate to the subject of the training that will be delivered.

Education organisations must have policies and procedures to ensure that:

- all training is delivered on equipment currently being operated in New Zealand.
- on-job training is conducted in an operational environment or a training environment that fully simulates operational conditions.

Āpitihanga | Appendix 4 Aviation – Airport Operations

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

Assessing staff

Education organisations must have policies and procedures to ensure that staff have relevant airport operations experience.

Education organisations must have policies and procedures to ensure that all off site practical work-based training is delivered under the supervision of an approved instructor.

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

Systems, procedures and controls

Education organisations intending to assess against airport operations standards, must have policies and procedures to ensure that they are able to demonstrate that they have the environment, systems, procedures and controls that are:

- equivalent to a New Zealand Civil Aviation Authority Rule Part 139 Aerodrome Certification and Use.
- equivalent to a New Zealand Civil Aviation Authority Rule Part 140 Aviation Security Service organisation **or**
- New Zealand Defence Force Policy and Orders.

Physical

Education organisations must have policies and procedures to ensure that facilities and resources are of the standard appropriate to the aviation industry and include:

- access to airport operations equipment and systems as necessary to support delivery of a programme in which standards will be assessed.
- a reference resource specialising in airport operations material.

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

Learner/Ākongā entry

Education organisations must have policies and procedures to ensure that students:

- satisfy the requirements for the issue of New Zealand Civil Aviation Authority Airport Identity Card, **or**
- are members of the New Zealand Defence Force under the authority of the New Zealand Defence Force Policy and Orders.

d. Wheako ā-ringā | Practical experience

Education organisations must have policies and procedures to ensure the following standards are met for the delivery of on-job training whether directly by an organisation with consent to assess or remotely by an employer.

Training shall be carried out in workplaces which have or are covered by:

- New Zealand Civil Aviation Authority Rule Part 139 approval or its New Zealand Defence Force military equivalent **or**
- for Aviation Security, New Zealand Civil Aviation Authority Rule Part 140 or its New Zealand Defence Force military equivalent.

In all cases the approval held must be appropriate to the subject of the training that will be delivered.

Education organisations must have policies and procedures to ensure that:

- all training is delivered on equipment currently being operated in New Zealand.
- on-job training is conducted in an operational environment or a training environment that fully simulates operational conditions.

Āpitihanga | Appendix 5 Aviation – Core

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

Education organisations intending to assess unit standard 21837, *Demonstrate knowledge of the acceptance and carriage of dangerous goods by air*, must have policies and procedures to ensure that instructors meet the minimum requirements outlined in New Zealand Civil Aviation Authority Rule Part 92 and Advisory Circular AC92-1. These can be found at <https://www.aviation.govt.nz/>.

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

Systems, procedures and controls

Education organisations intending to assess unit standard 21837, *Demonstrate knowledge of the acceptance and carriage of dangerous goods by air*, must have policies and procedures to ensure that:

- certification is obtained from the New Zealand Civil Aviation Authority to conduct Dangerous Goods Training as outlined in New Zealand Civil Aviation Authority Rule Part 92 Carriage of Dangerous Goods and Advisory Circular AC92-1.
- assessment involving unit standard 21837, *Demonstrate knowledge of the acceptance and carriage of dangerous goods by air*, meets the minimum requirements of the role to be performed as outlined in New Zealand Civil Aviation Authority Rule Part 92 Carriage of Dangerous Goods and Advisory Circular AC92-1.

Education organisations must have policies and procedures to ensure that appropriate facilities and resources are available to deliver and assess the off-job component of a standard. Such facilities and resources must be of a standard appropriate to core aviation operations and shall include a reference resource specialising in core aviation material.

Āpitihanga | Appendix 6 Aviation – *Flight Attendants*

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

Teaching and assessing staff

Education organisations must have policies and procedures for the appointment of instructors required to provide off-job training, to ensure they have appropriate industry experience.

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

Systems, procedures and controls

Education organisations intending to assess against flight attendant standards, must have policies and procedures to ensure that they have the environment, systems, procedures and controls that are equivalent to a New Zealand Civil Aviation Authority Rule Part 121 Air Operations Large Aeroplanes, or Part 125 Air Operations Medium Aeroplanes or New Zealand Defence Force Policy and Orders.

Physical

Education organisations must have policies and procedures to ensure that facilities and resources are of the standard appropriate to the aviation industry and include:

- access to flight attendants' equipment and systems as necessary to support assessment
- a reference resource specialising in flight attendants' material.

Education organisations must have policies and procedures to ensure on-job training is conducted in an operational environment or a training environment that fully simulates operational conditions, in order to satisfy the standard definition that requires work activities to be directly supervised.

d. *Wheako ā-ringā | Practical experience*

Education organisations must have policies and procedures to ensure the following standards are met for the delivery of on-job training whether directly by an organisation with consent to assess or remotely by an employer.

Training shall be carried out in workplaces which have or are covered by:

- New Zealand Civil Aviation Authority Rule Part 121 Air Operations Large Aeroplanes approval or its equivalent, **or**
- New Zealand Civil Aviation Authority Rule Part 125 Air Operations Medium Aeroplanes approval or its equivalent **or**
- New Zealand Defence Force Policy and Orders.

In all cases the approval held must be appropriate to the subject of the training that will be delivered.

Āpitihanga | Appendix 7 *Business Administration and Business Operations and Development*

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 staff engaged in the delivery of training and assessment in the above industry sector subfields hold the relevant New Zealand or national qualification/current standards at, or one level above, the level at which they are required to teach or possess current equivalent knowledge and skills to assess against the standards for which consent to assess is being sought.

Āpitihanga | Appendix 8 Contact Centres

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

Physical

For the purposes of assessing against the on-job standards, the contact centre environment and system of the education organisation must meet the following requirements:

- The contact centre must be functionally active – involving transactions with external customers over at least 10 days within a two-week period.
- The contact centre must:
 - include a database to record transactions
 - include fully functional workstations
 - include an Automatic Call Distributor (ACD)
 - involve dealing with a customer until completion of the enquiry
 - be part of the company's regular customer service delivery
 - have available product information
 - have access to company policy and/or client information and/or legislation.

d. Wheako ā-ringā | Practical experience

Education organisations must have policies and procedures in place that show how practical experience requirement of the contact centre specific standards will be managed, i.e. that the learner/ākonga has sufficient workplace experience in a real contact centre prior to assessment. This requirement is a minimum of 20 days, of which at least 10 days are within a two-week period.

Education organisations must have a system in place that shows how they plan to assess against the practical industry-specific standards.

Āpitihanga | Appendix 9 *Financial Management and Financial Services*

In its role as regulator of financial advisers, the Financial Markets Authority is required by Section 54 of the Financial Advisers Act 2008 to take the steps necessary to satisfy itself that every applicant for authorisation as a financial adviser meets the requisite level of competence specified in part two of the Code of Professional Conduct
<https://financialadvicecode.govt.nz>.

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 staff engaged in the delivery of training and assessment in the above industry sector subfields hold the relevant New Zealand or national qualification/current standards at, or one level above, the level at which they are required to teach or possess current equivalent knowledge and skills to assess against the standards for which consent to assess is being sought.

Āpitihanga | Appendix 10 Hospitality

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 for the appointment and ongoing performance management of staff, to ensure that assessors:

- hold a recognised industry qualification at or above the level at which they are assessing or are able to demonstrate equivalent knowledge and skills, **and**
- have sufficient industry experience, which is considered to be:
 - Level 2 – minimum of one year of work experience in the relevant industry sector.
 - Level 3 and above – minimum of three years of work experience in the relevant industry sector.

Note: An exemption to Level 3 requirements may be granted for Level 3 standards where those standards are included in an approved Level 2 programme.

 - Specialist skills at Level 3 or above – minimum of two years of experience in any specialisation they are teaching and assessing.

Education organisations intending to teach and assess LCQ (Licensed Controller Qualification) standards **must meet core CMR requirements** and have policies and procedures to ensure assessors:

- have achieved the following unit standards
 - 4646: *Demonstrate knowledge of the Sale and Supply of Alcohol Act 2012 and its implications for licensed premises*
 - 16705: *Demonstrate knowledge of host responsibility requirements as a duty manager of licensed premises.*
- hold, or have previously held a General/Duty Manager's certificate.
- have two years' minimum work experience in a management position.

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

Domain: *Catering Services*

Physical

Education organisations must have policies and procedures to ensure that the assessment context simulates an environment for quantity catering including specialist bulk equipment, and preparation and service techniques. Examples of environments are current industry practice in staff workplace cafeterias, residential dining environments, central production operations, public venues, and similar quantity catering establishments.

d. *Wheako ā-ringā | Practical experience*

Education organisations must have policies and procedures to ensure that the assessment environment for practical hospitality standards meets the following requirements in terms of equipment, practices, and service for the relevant NZQCF Level:

NZQCF Level 1 environment:

- the learner/ākonga must be under no time pressure.
- practical standards may be assessed against in a classroom environment.
- equipment relevant to the standard must be available (this may be domestic equipment).

NZQCF Level 2 environment:

- the learner/ākonga must be under time pressure.
- there must be an end user of the product.
- domestic equipment may be used.

NZQCF Level 3 and above environment:

- there is a high degree of realism intended to simulate a commercial workplace.
- the learner/ākonga must be under realistic time pressure.
- relevant commercial equipment to perform training and assessment is used.
- realistic customer/staff ratios.

For assessment purposes guests are not required to be paying guests, however, in all assessments the 'guests' must be treated as paying guests.

Āpitihanga | Appendix 11 Real Estate

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 staff engaged in the delivery of training and assessment against standards in Real Estate licensing or sector-specific national or New Zealand qualifications have completed the sector-specific national or New Zealand qualification and have current industry experience (at least three out of the last five years) relevant to the standards, or demonstrate equivalent skills and knowledge.

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 an agent, branch manager, or course coordinator verifies learner/ākonga evidence produced in the workplace or a trainer/tutor verifies learner/ākonga evidence produced as part of correspondence/e-learning course.

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

Education organisations must have policies and procedures to ensure that learners/ākonga will have access to current real estate technology and sector-specific information. These policies and procedures must enable provision of specialist resources for current and new technologies or systems that may become part of real estate service provision in the future.

Āpitihanga | Appendix 12 Retail, Distribution and Sales

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 for the appointment and ongoing performance management of staff, to ensure that assessors:

- hold a recognised industry qualification at or above the level at which they are assessing or are able to demonstrate equivalent knowledge and skills, **and**
- have sufficient industry experience, which is considered to be:
 - Level 2 – minimum of one year of work experience in the relevant industry sector.
 - Level 3 – minimum of one year of work experience at a supervisory level in the relevant industry sector or a minimum of three years of work experience in the relevant industry sector.

Note: An exemption to Level 3 requirements may be granted for Level 3 standards where those standards are included in an approved Level 2 programme.
- Level 4 and above – minimum of one year of work experience at a management level in the relevant industry sector.

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

Physical

Education organisations must have policies and procedures to ensure all practical work is applied and practised within a commercial retail environment where learners/ākonga are able to access equipment and systems commonly used within the retail and wholesale industries such as POS (point of sale), stock control systems, policy and procedure manuals and electronic payment machines.

Āpitihanga | Appendix 13 Security

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

For the purposes of maintaining industry consistency for the delivery of training against unit standards 27360: *Describe conflict management in a security context* and 27361: *Manage conflict situations in a security context*, education organisations must have policies and procedures to ensure that staff involved in delivery of training and/or assessment maintain currency and provide evidence of upskilling in industry best practice in conflict management in a security context.

Note: Skill Standards 40145: *Explain conflict management in a security context* and 40147: *Manage and resolve conflict situations in a security context* replace the above unit standards when they expire in December 2026.

Requirements to assess unit standards 21738: *Demonstrate and apply knowledge of lawful use of force in a security context*, 32082: *Mitigate the threat of violence to self and others from aggressive behaviours in a security context* and 22429: *Control and restrain others in specified situations in a security context*.

Instructors delivering unit standards 21738, 32082 and 22429 as part of a programme or individually, must also hold the following:

- current First Aid certification or preferably higher (PHEC – Pre-hospital Emergency Care).
- unit standards: 21738, 32082, and 22429 or be able to demonstrate equivalent skills and knowledge.
- valid Certificate of Approval issued by the Private Security Personnel Licensing Authority.

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

Physical

Education organisations must have policies and procedures that show how currency of equipment will be maintained. Equipment to be used for training must be of a type and standard that would allow a learner/ākonga to learn how to operate the current range of equipment used in the security industry.

Āpitihanga | Appendix 14 Tourism

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 for the appointment and ongoing performance management of staff, to ensure that assessors:

- hold a recognised industry qualification at or above the level at which they are assessing. Recognised industry qualifications may include:
 - any New Zealand Certificate (or National Certificate) in Tourism, **or**
 - New Zealand Diploma (or National Diploma) or Degree in Tourism, **or**
 - degree in Languages, Geography, History, Communications, Social Sciences or Education.

or

- have sufficient industry experience, which is considered to be:
 - Level 2 – minimum of two years of work experience in the relevant industry sector.
 - Level 3 – minimum of three years of work experience in the relevant industry sector. Note: An exemption to Level 3 requirements may be granted for Level 3 standards where those standards are included in an approved Level 2 programme.
 - Level 4 – minimum of four years of work experience in the relevant industry sector.
 - Levels 5 and 6 – minimum of five years of work experience in the relevant industry sector including a minimum of two years of experience at supervisory or managerial level.