

CONSENT AND MODERATION REQUIREMENTS (CMR)
for NZQA Business and Management, Computing, Core and Communication Skills, Economics, Niue Crafts, Niue Tradition and Culture, Science, and Supported Learning
Replacing CMRs 11, 23, 116, 119, 142, 152

(version 12)

From the 4th October 2021 these standards will be managed by a WDC. Please contact the relevant WDC if you have any questions.

Notes:

The WDCs will not be charging for any external moderation activities.
The CMRs will be fully updated by the WDCs over the coming months.

Contact

Ringa Hora - Services WDC

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Website ringahora.nz

Toi Mai WDC

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Toitū te Waiora - Community, Health, Education, and Social Services WDC

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NZQA National Qualifications Services

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NZQA Māori Qualifications Services

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Arts and Crafts > Niue Arts and Crafts

Domain	Standard Setting Body
Niue Crafts	NZQA National Qualifications Services

Business > Accounting

Domain	WDC
Accounting - Middle Level	Ringa Hora - Services

Business > Business Administration

Domain	WDC
Business Administration Services	Ringa Hora - Services
Business Information Management	Ringa Hora - Services
Business Information Processing	Ringa Hora - Services
Text and Information Management - Generic	Ringa Hora - Services

Business > Business Environment

Domain	WDC
Business Law	Ringa Hora - Services

Business > Business Operations and Development

Domain	WDC
Business Studies	Ringa Hora - Services
Human Resource Management	Ringa Hora - Services
Organisational Direction and Strategy	Ringa Hora - Services
People Development and Coordination	Ringa Hora - Services
Project Management	Ringa Hora - Services
Quality Management	Ringa Hora - Services
Small Business	Ringa Hora - Services
Systems and Resources Management	Ringa Hora - Services
Workplace Relations	Ringa Hora - Services

Business > Financial Management

Domain	WDC
Financial Skills	Ringa Hora - Services

Business > Marketing

Domain	WDC
Direct Marketing	Ringa Hora - Services

Domain	WDC
Generic Marketing	Ringa Hora - Services
International Marketing	Ringa Hora - Services

Computing and Information Technology > Computing

Domain	WDC
Computer Support	Toi Mai
Generic Computing	Toi Mai
Software Development - Programming	Toi Mai

Core Generic > Core Generic

Domain	Standard Setting Body
Self-Management	NZQA National Qualifications Services
Social and Cooperative Skills	NZQA National Qualifications Services
Work and Study Skills	NZQA National Qualifications Services

Core Generic > Supported Learning

Domain	Standard Setting Body
Supported Learning - Personal, Community and Work Skills	NZQA National Qualifications Services

Humanities > Communication Skills

Domain	Standard Setting Body
Interpersonal Communications	NZQA National Qualifications Services
Reading	NZQA National Qualifications Services
Writing	NZQA National Qualifications Services

Humanities > Pacific Studies

Domain	Standard Setting Body
Niue Tradition and Culture	NZQA National Qualifications Services

Māori > Māori Business and Management

Domain	Standard Setting Body
Finance - Māori	NZQA Māori Qualifications Services
Māori Management - Generic	NZQA Māori Qualifications Services
Māori Office Systems	NZQA Māori Qualifications Services

Sciences > Science

Domain	WDC
Biochemistry	NZQA National Qualifications Services
Biology	NZQA National Qualifications Services
Chemistry	NZQA National Qualifications Services
Immunology	Toitū te Waiora - Community, Health, Education, and Social Services
Microbiology	NZQA National Qualifications Services
Molecular Biology	NZQA National Qualifications Services
Science - Core	NZQA National Qualifications Services

Arts and Crafts > Niue Arts and Crafts

Domain	Standard IDs
Niue Crafts	21301, 21304, 21307

Business > Accounting

Domain	Standard IDs
Accounting - Middle Level	11609, 11618, 29010-29023

Business > Business Administration

Domain	Standard IDs
Business Administration Services	121-123, 327-329, 334, 335, 1986, 11646, 11648-11651, 11653, 21862-21864, 21866-21868, 26768, 29024-29027, 29029-29038, 32004-32006, 32106, 32348, 32349, 32514
Business Information Management	114, 125, 6910, 11647, 27642, 27643
Business Information Processing	101-113, 117, 16677-16682, 18180, 32000-32003
Text and Information Management - Generic	12883-12887

Business > Business Environment

Domain	Standard IDs
Business Law	2963, 11631, 11633, 11635, 11636, 11638, 11639, 23777

Business > Business Operations and Development

Domain	Standard IDs
Business Studies	22847, 22854, 25424
Human Resource Management	19022, 24876, 24877, 25680-25695
Organisational Direction and Strategy	7448, 7449, 18509, 25778, 27762, 27764-27771, 29046, 29047, 29049-29054, 29226

Domain	Standard IDs
People Development and Coordination	1987, 8493, 8495, 8498, 9735, 15190, 16614, 18336, 18337, 23394, 23396, 23397, 24874, 25450, 25451, 27557, 27558, 27563-27568, 29039, 29041-29044, 32346, 32347
Project Management	21336, 30358-30366
Quality Management	7459, 7460, 8073, 8074, 8076-8078, 8081, 8082, 8084-8089, 8502, 19025, 20849, 32137
Small Business	6156, 6410, 11637, 20078, 29055-29060, 29463, 29464, 30388-30390, 32340, 32341
Systems and Resources Management	1988, 16342, 27515-27523, 29040, 29045, 29048
Workplace Relations	19801, 27531-27538

Business > Financial Management

Domain	Standard IDs
Financial Skills	1852, 1863, 1874, 1875, 6408, 8503, 18956, 26365-26368

Business > Marketing

Domain	Standard IDs
Direct Marketing	2941, 11658, 11660, 26387
Generic Marketing	2925-2928, 2930-2932, 2934, 2935, 2944, 2946, 2950, 6404, 6405, 26388-26390
International Marketing	26254

Computing and Information Technology > Computing

Domain	Standard IDs
Computer Support	6836, 6852, 26227, 29810, 29817
Generic Computing	7910, 29811, 29812, 29814-29816
Software Development - Programming	6761, 29813

Core Generic > Core Generic

Domain	Standard IDs
Self-Management	496, 548, 7123, 7127, 8548, 9695, 9696, 12348, 12349, 12352, 12354, 12355, 12357-12359
Social and Cooperative Skills	525, 526, 542, 4261, 7124, 7126, 12356, 18862, 30906-30908, 30910
Work and Study Skills	56, 64, 377, 504, 543, 1978-1980, 4249, 4251-4253, 7117-7121, 8824, 10780, 10781, 11827, 12382, 12383, 16688, 26622-26627, 30909, 30911

Core Generic > Supported Learning

Domain	Standard IDs
Supported Learning - Personal, Community and Work Skills	29298-29311, 32927, 32929

Humanities > Communication Skills

Domain	Standard IDs
Interpersonal Communications	1277, 1285, 1293, 1294, 1296, 1297, 1299, 1304, 1307, 1311, 1312, 3501, 3503, 9677-9681, 9691, 9692, 9694, 9704, 9705, 9707, 10791, 11096-11099, 11101, 33019, 33020
Reading	2989, 2990, 25073
Writing	1279, 1280, 3483, 3488, 3490-3492, 3494, 9685, 9701, 9703, 10792, 11095, 12336, 16612, 19629, 24871

Humanities > Pacific Studies

Domain	Standard IDs
Niue Tradition and Culture	21322

Māori > Māori Business and Management

Domain	Standard IDs
Finance - Māori	2608

Domain	Standard IDs
Māori Management - Generic	10667, 10671, 23091-23095, 29535
Māori Office Systems	2895, 2896, 30077

Sciences > Science

Domain	Standard IDs
Biochemistry	8043, 8044, 8046, 8049, 8058, 8059, 26486-26491
Biology	8092, 8094, 8097, 8098, 8102, 9226, 9227, 12812, 12813, 26420, 26509-26511
Chemistry	8436, 8439, 8443-8446, 8448-8453, 8455-8457, 8459, 8470, 9242, 12363, 16565-16567, 26341, 26342, 26345
Immunology	26492
Microbiology	8022-8025, 8027, 8028, 8030, 8032, 8033, 8035-8038, 8040, 8042, 12366, 12367, 12369, 12370, 12460, 26109-26116
Molecular Biology	8050, 8065, 8067, 8070, 26493, 26494
Science - Core	8029, 8091, 8096, 8440, 8441, 8466, 8467, 12368, 20885, 20886, 26117, 26344, 26346, 26347

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

For Business, and Science:

Levels 1-4 Evaluation of documentation by NZQA.

Level 5 and above Evaluation of documentation and visit by NZQA and industry.

For Communication Skills (all domains), Core Generic (all subfields), Economics, Niue Crafts, and Niue Tradition and Culture:

Levels 1-6 Evaluation of documentation by NZQA.

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

For Computing subfield:

Levels 1-3 Evaluation of documentation by NZQA.

Levels 4 and above Evaluation of documentation and visit by NZQA, industry and teaching professional in the same field from another provider.

Visit waiver conditions

Participation in a visit as part of the consent to assess process may be waived in the following circumstances:

- when the applicant organisation's history of teaching towards, and assessment against, unit standards similar to those covered by the application is well known to NZQA National Qualifications Services and/or to NZQA Māori Qualifications Services (for consent to assess against unit standards from the Māori Business and Management subfield); or
- where an organisation is seeking to extend an existing consent to assess and has a successful record of delivery; or
- other reasons agreed to on a case-by-case basis between the applicant organisation and NZQA Māori Qualifications Services and/or NZQA National Qualifications Services.

Areas of shared responsibility

None.

Fees for SSB involvement in process for granting consent to assess

NZQA National Qualifications Services (NQS) may choose to charge reasonable fees for their involvement in granting consent to assess. Contact NQS 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

These requirements apply, as relevant, to standards covered by this CMR. There are additional specific requirements for:

- Māori Business and Management subfield applicants. Such applicants must show, through their Quality Management Systems, how they will ensure their programmes are responsive to reo Māori and tikanga Māori requirements, to Māori learning and teaching styles, and to tikanga ā-iwi;
- Supported Learning subfield applicants, to ensure that providers who wish to offer programmes for learners with supported learning needs do so safely, and take into account the needs of their learners. All provision and assessment must be in accordance with the principles of the Code of Health and Disability Services Consumers Rights;
- Science subfield applicants, who must specify the policies and procedures which will ensure that the laboratories and related resources will be adequate to make valid assessments for the standards applied for, and that there is provision for long term planning (for example a three-year plan). The management systems for the practical work will comply with the Health and Safety at Work Act, 2015; and AS/NZS 2243 *Safety in laboratories*.

Criterion 1 Development and evaluation of teaching programmes

The applicant organisation must have policies, procedures, and standards that ensure its links with industry and/or with professional association(s) are appropriate for:

- the assessment of learner needs;
- the development and evaluation of programmes that include the unit standards in the scope of the application.

TEOs and schools wishing to assess against unit standards in the domains within the Māori Business and Management subfield should state their policies and procedures for consultation with local iwi and hapū, and with Māori business organisations, for the development and evaluation of programmes based on these standards. They should also state how Māori pedagogy will be accommodated in terms of Māori teaching styles, te reo and tikanga Māori.

Criterion 2 Financial, administrative and physical resources

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

- learners have access to independent learning facilities including a wide range of current literature, learning materials, and resources, relevant to the programmes they offer;
- learners have access to up-to-date computer resources to achieve the standards in the scope of the application;
- computer resources are legitimately and ethically used;
- computer resources are updated to keep pace with changing needs within industry, and financial resources are made available to do this;

- any arrangements for the use of facilities or resources not owned by the applicant must be formalised in writing;
- for the Supported Learning subfield, suitable physical resources are available for learners with physical disabilities.

The term *computer resources* used in this section refers to computer software, computer hardware, and related telecommunications facilities, computer support (user, technical, maintenance, and disaster recovery) and sources of computer information (including electronic sources).

Criterion 3 Staff selection, appraisal and development

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

- staff assessing against standards are qualified to at least one level higher than the level of the standard(s) they assess against. They must also either have obtained credit for the standards they will assess against, or are able to demonstrate equivalent knowledge and skills;
- staff involved in assessing against standards are trained in standards-based assessment. They must have obtained credit for Assessment of Learning: Unit 4098, *Use standards to assess candidate performance*, or Unit 30421, *Carry out assessments against standards to make judgements of learner performance*, or are able to demonstrate equivalent knowledge and skills;
- staff involved in moderation of standards must have obtained credit for Assessment of Learning: Unit 11551, *Quality assure assessment*, or are able to demonstrate equivalent knowledge and skills;
- staff involved in assessment design for standards must have obtained credit for Assessment of Learning: Unit 11552, *Design and evaluate assessment materials*, or are able to demonstrate equivalent knowledge and skills;
- teaching staff hold a qualification in adult education and training (or are working towards one), a teaching qualification, or are able to demonstrate equivalent knowledge and skills;
- staff involved in assessment are involved in ongoing professional development related to the scope of their assessment;
- all staff are educated in the implications of having students with learning difficulties and that support for teachers, such as supervision, is adequate;
- for the Supported Learning subfield, staff have or are working towards gaining:
 - pedagogical knowledge or pedagogical tools and strategies that could be used to support learners with learning difficulties;
 - knowledge of different digital technologies and how they could be used to support learners with learning difficulties.

TEOs and schools wishing to assess against unit standards in the domains within the Māori Business and Management subfield must have policies and procedures to ensure that the selection process for staff recognises culturally appropriate protocols. Teaching staff and assessors working with unit standards in these domains must have practical and theoretical knowledge of tikanga Māori.

Where functional relationships with local iwi and hapū need to be established for the development of programmes, and workplace assessment within Māori organisations,

policies and procedures should be in place for the selection of staff with the skills and knowledge to develop and maintain these relationships.

Criterion 4 Student entry

Where a TEO or school is developing programmes that lead to entry to professional associations, or to specific employment opportunities, policies and procedures must be in place to ensure that up-to-date and accurate information on these entry requirements is available to students. Information must also be available regarding the study options that fulfil these requirements.

Criterion 5 Student guidance and support systems

The applicant organisation must have policies and procedures to ensure that there is an emphasis on the ability to provide adequate, physical, culturally appropriate, social and sensory support for students.

Criterion 6 Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure adequate provision for any off-site teaching and/or assessment for unit standards and that staff have the appropriate industry or professional experience to manage workplace-based assessment and co-operative assessment ventures with industry. Any such arrangements must be formalised in writing and must address health and safety issues.

Criterion 7 Assessment

Policies and procedures must be in place to ensure that:

- assessment and moderation practices conform to best practice protocols e.g. [Tertiary Evaluation Indicators](#) for TEOs and [Effective Practice in Schools for schools](#) and [Assessment Rules for Schools with Consent to Assess](#);
- internal moderation procedures confirm the validity and sufficiency of assessment decisions including online, workplace-based, and naturally occurring evidence;
- Recognition of Prior Learning (RPL) and/or Credit Recognition and Transfer (CRT) is available to learners.

TEOs and schools wishing to assess Supported Learning unit standards should have, or be working towards gaining, the ability to recognise culturally appropriate protocols, and have some knowledge of tikanga Māori.

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 National Qualifications Services 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.

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: schoolsliasion@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 (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. 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 concurrently 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.

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 should include assessed work for each grade awarded if available. All samples must be 'achieved' or higher.

From 2021 it is a condition of entry for assessment against assessment standards that the candidate permits NZQA to access and use, for education purposes, the material produced by the candidate (for example as published anonymised exemplars of candidate work).

Reporting

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 uploaded to the TEO's homepage on the NZQA website 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	September 1999
Revision	2	June 2001
Revision	3	October 2001
Revision	4	May 2002
Revision	5	March 2003
Review	6	June 2004
Revision	7	June 2005
Revision	8	September 2006
Review	9	15 October 2015
Revision	10	September 2017
Revision	11	November 2018
Review	12	February 2021

The next CMR review is planned to take place during 2025.

Replacement Information

Replaced CMR(s)	Replacement CMR(s)	Date
0011 v5	0113 v9	October 2015
0023 v6	0113 v9	October 2015
0116 v2	0113 v9	October 2015
0142 v2	0113 v9	October 2015
0152 v4	0113 v9	October 2015
0119 v5	0113 v11	November 2018