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

For Construction and Infrastructure Version 6

Tau tohutoro CMR | CMR reference number: 0120

Ngā Whakapānga | Contact:

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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 standards on the Directory of Assessment and Skill Standards, the documentation required, and NZQA Rules is available on the NZQA website.

The following sections outline the consent and moderation requirements set up by Waihanga Ara Rau.

Tikanga whakaaetanga | Consent requirements

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

General:
The education organisation must have policies and procedures in place to ensure that teachers or tutors, verifiers, assessors or moderators maintain industry currency through selection, appraisal, and professional opportunities.

Teachers or tutors:
The education organisation must have policies and procedures to ensure those engaged in teaching:
• hold the relevant industry qualification, standards, or registration at the level at which they are required to teach, or can demonstrate equivalent skills and knowledge in the relevant industry sector.
• hold, or are working towards, a qualification in the delivery of adult education and training.
• maintain currency with technological advances, industry best practice, and legislative changes.
• demonstrate and apply safe working practices.

Verifiers:

The education organisation must have policies and procedures to ensure those engaged in verifying evidence:

- hold the relevant industry qualification, standards, or registration at the level at which they are required for verifying evidence for, or can demonstrate equivalent skills and knowledge in the relevant industry sector.
- are in a position or role to observe the learner undertaking tasks, and confirm learner performance, and validity of evidence.

Assessors:

The education organisation must have policies and procedures to ensure those engaged in assessment:

- hold the relevant industry qualification, standards, or registration at the level at which they are required to assess, or can demonstrate equivalent skills and knowledge in the relevant industry sector.
- are trained in standards-based assessment and understand competency-based assessment practice through holding unit standard 4098 *Use standards to assess candidate performance*, or holding a relevant adult education and training qualification.
- meet any additional requirements of an industy regulatory board around supervision or being an authorised person.
- maintain regular contact with industry and maintain currency with technological advances, industry best practice, and legislative changes.
- are able to demonstrate knowledge of and apply safe working practices. This will include applicable health, safety and wellbeing obligations, and regulatory registration and legislative frameworks.

Moderators:

The education organisation must have policies and procedures to ensure those engaged in internal or external moderation:

- are competent in moderation practice by holding credit for unit standard 11551 *Moderate assessment*;
- hold, or are working towards, unit standard 11552 *Design and evaluate assessment materials*;
- or are able to demonstrate equivalent knowledge and skills.

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

General:

- Where an education organisation with consent to assess has entered into a collaborative or sub-contracting arrangement with an organisation without consent to assess for delivery and assessment of standards, the education organisation must apply to NZQA for approval to engage the subcontractor.
- Education organisations must be able to satisfy the requirements of applicable safety and legislative requirements. Organisations must be able to show evidence of their capacity to meet this legislation and guidelines, for example, documented safety procedures, advice to learners regarding hazards, and reporting procedures.
- Where standards state NZTA Waka Kotahi involvement, organisations must have policies and procedures to ensure that NZTA Waka Kotahi requirements are met.
- Education organisations must have policies and procedures to ensure that:
    - there is a reliable system for ensuring samples of assessment against standards are stored for 12 months and readily available for post-assessment moderation.
    - there is a reliable system for archiving information on final student achievements.

Resource Development:

Education organisations must have policies and procedures to ensure that:

- formal advisory links with industry are maintained and used to source expertise and guidance on current industry practice, for development and review of learning and assessment resources associated with the standards.
- all assessment resources are submitted to Waihanga Ara Rau for pre-assessment moderation and approval before use, and following any changes to those resources. Changes refer to version changes for the standard, or where the context, tasks, or outcomes of the assessment have been altered.
- any equivalency or competency mapping assessment resources, which result in the award of credit for standards, are pre-assessment moderated by Waihanga Ara Rau before use and following any changes to those resources.
- any commercially obtained (purchased) assessment resources are internally pre-assessment moderated prior to use to verify suitability, if those resources have not been pre-assessment moderated by Waihanga Ara Rau.
- internal pre-assessment moderation is undertaken by appropriately qualified and trained Moderators.
- feedback on learning and assessment resources is obtained from learners and industry representatives, and incorporated into future assessment development.
- learning and assessment resources are developed and approved in a timeframe to ensure learners are not disadvantaged and can undertake and complete training and assessment within their specified duration.
- a holistic and integrated approach to delivery and assessment is employed.
- learning and assessment resources enable all outcomes of standards to be met by all learners, including Māori, Pacific peoples, and learners with disabilities, and are aligned to the context in which the learner is receiving training or being assessed.
- the literacy, language and numeracy (LLN) requirements of training and assessment are considered in accordance with identified abilities of learners, and support is either embedded within resources, or provided externally when required.

Specialist Plant and Equipment:

Education organisations must have policies and procedures to ensure that learners have access to the current technology, specialist plant and equipment, and resources necessary to support learning and assessment activities and enable the standard outcomes to be achieved.

Facilities:

Education organisations must have sufficient safety equipment and facilities relative to the number of learners and the types of standards being assessed. The policies and procedures must state site responsibilities, safety arrangements, and access time.

Industry Support:

Education organisations must provide letters of support from industry to demonstrate demand for the training and confidence in the capability and capacity of the organisation to provide that training and assessment.

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

General:

Education organisations must have policies and procedures to ensure that learners are supported by having access to:

- training and assessment resources to accommodate different learning styles and accessibility needs.
- information regarding the standards, and any pre-requisite standards.
- work based training, or work based experience relevant to the industry, as per standard requirements, including regular contact with the industry organisation throughout.
- clear assessment guidelines that detail the assessment method(s) and task(s), environment, duration, and appeals process.
- tutoring and/or mentoring to assist with any difficulties/challenges to achieve the standard.
- sufficient and appropriate guidance, including for those enrolled in distance learning, work based training, or undertaking work based experience.

Assessment:

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

- assessment is fair, valid, and consistent.
- assessment occurs when the learner is ready for assessment.
- assessment provides for the integration of off-site and work based assessment against the standards within a programme where relevant.
- assessment considers experience and recognises established capabilities and competencies
- there is a system for providing learners with fair and regular feedback on progress, and fair reporting on final achievements, with an associated appeals procedure.
- NZQA requirements for reporting credit achievement are complied with.

d. Wheako ā-ringa | Practical experience

Work Based Training:

- The education organisation must have policies and procedures to ensure that for work based training an agreement is in place between the employer, learner, and provider.
- The education organisation must have policies and procedures to ensure that the assessor and/or verifier understand the principles of competency-based assessment and the implications of any guidance information outlined in relevant standards, and that components of work based training and assessment:
    - are integrated with off-job components.
    - are covered by the health and safety policies and procedures of the host employer and meet the requirements of occupational safety and health legislation.
    - clearly specify responsibilities for the assessment and reporting of credits.

Work Based Experience:

Where learners are required to undertake work based experience as part of study, education organisations must have policies and procedures that include an agreement between the education organisation and the work based provider that clearly states:

- the nature of the training the learners are to receive.
- the responsibility for safety of staff engaged in training and assessment, and of learners.
- the time and frequency of the learners' attendance.
- the name and relevant details of the learner(s) attending specific work based locations.
- the information from the work based provider that allows the education organisation to make progress and assessment judgements.

- the support mechanisms available to both the learner and the work based provider for the duration of the training, including health and safety requirements, which includes a site safety plan.
- the nature of the work undertaken, alignment to the range of work indicated in the relevant standards, and the use of specified equipment.
- the responsibilities for assessment and/or verification.

e. Torotoronga | Site visit

General:

A site visit to the education organisation shall be required where the consent to assess application is for standards at Level 3, or above, following the evaluation of the documentation supplied.

A site visit may be waived:
- where an education organisation wants to extend an existing consent to assess and has a record of successful delivery and assessment; or
- where the level of consent to assess sought, combined with small numbers of standards, does not warrant a visit; or
- where the application for consent to assess has been developed in consultation with Waihanga Ara Rau; or
- where the education organisation is well known to Waihanga Ara Rau and Waihanga Ara Rau has confidence in the organisation's capacity and capability to assess against the standards.

Please see Appendix 1 at the end of this CMR for industry or sector-specific requirements that apply only to standards in specific domains.

Tikanga aromātairua | Moderation requirements

National external moderation (NEM) systems are developed to ensure that assessment decisions in relation to assessment and skill standards are consistent nationally. All TEOs and schools/kura with consent to assess against the standards, and all TEOs and schools/kura with programme or micro-credential approval/accreditation that incorporates standards on the Directory of Assessment and Skill Standards, must meet the requirements for NEM. Standard Setting Bodies (SSBs) are responsible for managing national external moderation systems for the standards they set, in accordance with the Directory of Assessment and Skill Standard Rules.

SSBs must report 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. Aromātairua | Moderation

All standards in the scope of this CMR are moderated through the national external moderation system of Waihanga Ara Rau, which is detailed below.

The moderation system operates on a planned annual cycle and will align with the current Moderation Process, Moderation Plan, and Assurance Plan published by Waihanga Ara Rau on their website.

The Waihanga Ara Rau moderation system is committed to assisting education organisations in achieving consistency of assessment with the national standard.

Refer: https://www.waihangaararau.nz/assurance/.

Moderation principles

Waihanga Ara Rau has a set of guiding principles that govern moderation. The moderation system should:
• support assessment that is fair, valid, and consistent.
• support 'best practice' in assessment, which includes using an integrated method of assessment based around an evidence collection model.
• consider experience and recognise established capabilities and competencies.
• foster collaboration between the parties and support continuous improvement principles.
• suit the context of the particular industry sector.
• protect the integrity of the industry sector qualifications.

Key features of the moderation system include:
• a moderation cycle for each education organisation with consent to assess.
• an annual review by Waihanga Ara Rau of the national external moderation system and its effectiveness.
• feedback and information sharing amongst all participants, stakeholders and NZQA.

Responsibilities of Participants

The Waihanga Ara Rau GM Assurance and Assurance Managers are responsible for the management of the moderation system.

The Waihanga Ara Rau Assurance Specialists are responsible for conducting moderation activities as directed by the Assurance Managers.

Education organisations who develop assessment resources for the purpose of assessing against standards are required to submit those resources to Waihanga Ara Rau for pre-assessment moderation prior to use.

Education organisations who are called for post-assessment moderation by Waihanga Ara Rau are required to submit all requested materials to Waihanga Ara Rau by the specified due date.

Moderation process

Waihanga Ara Rau has implemented a collaborative and coordinated approach to the planning for moderation.

Moderation activities will be determined by one or more of the following:
• Focus areas: Focus areas for both education organisations and standards based on usage, high risk, review cycle, pre-assessment moderation, industry feedback. This will be based on the NZQA credit reporting schedule for all tertiary education organisations.
• A providers internal moderation plan: Aligning the sampling to the providers internal moderation planning.
• Themes based moderation: Aligned to identified themes that have been captured during a moderation cycle. This may include specific themes for an industry, across several providers, or targeted standards.

Pre-assessment moderation

Education organisations with consent to assess must submit self-developed assessment resources to Waihanga Ara Rau for pre-assessment moderation and approval prior to use or following change to already approved resources. Change refers to version changes for the standard, or where the context, tasks, or outcomes of the assessment have been altered.

Education organisations need to include internal pre-assessment moderation reports with all pre-assessment submissions.

Any equivalency or competency mapping assessment resources, which result in the award of credit for standards, must be submitted for pre-assessment moderation by Waihanga Ara Rau before use and following any change to already approved resources.

Post-assessment moderation

All organisations with consent to assess standards are required to participate in post-assessment moderation for those standards when requested by Waihanga Ara Rau.

Organisations with consent to assess must participate in accordance with the current Moderation Plan published by Waihanga Ara Rau. Where a provider is not aligned to the Moderation Plan, Waihanga Ara Rau will align moderation activity to the providers internal moderation plan.

Organisations need to include internal post-assessment moderation reports with all post-assessment request submissions.

When the moderation process is concluded, each organisation will receive a moderation report outlining results and recommending improvements, if required.

Organisations may be required to participate in on-site visits conducted by Waihanga Ara Rau. On-site visits will focus on the assessment of practical standards through observation of assessment activity and discussion with the organisation on improvements to assessment practice. When the moderation process is concluded, each organisation with consent to assess will receive a moderation report outlining results and recommending improvements, if required.

Post-assessment moderation will focus on:
• the highest level at which assessment is occurring.
• newly registered unit standards and/or areas of consent to assess.
• high quantity of assessment occurring.
• high focus standards as determined by Waihanga Ara Rau.

Moderation Group Workshops (Cluster/Peer Review/Panel)

Waihanga Ara Rau may, at its discretion, co-ordinate or establish Moderation Group Workshops focused on specific groups of standards or organisations within industry sectors.

Moderation Group Workshops will be facilitated by Waihanga Ara Rau. Participants will be required to bring selected assessment samples and learners' evidence for moderation.

Waihanga Ara Rau will provide participating organisations with details of the workshop in advance and organisations with consent to assess will meet all costs associated with attending these workshops.

Moderators

Moderators responsible for undertaking internal and/or external moderation can demonstrate competence in moderation practice by:
• having credit for unit standard 11551: *Moderate assessment*, and
• holding, or working towards, unit standard 11552: *Design and evaluate assessment materials*, or
• are able to demonstrate equivalent skills and knowledge.

Assessors

All organisations will need to provide a list of all current assessors, including workplace and contracted assessors, to Waihanga Ara Rau upon request. The list will need to include evidence of how each assessor's credentials meet CMR requirements for the standards they are assessing, and the assessor's moderation history.

Evidence of how each assessor's practice and judgements meet CMR requirements will be demonstrated through provision of internal post-assessment moderation history over the past three years.

Waihanga Ara Rau reserves the right to call specific assessors for post-assessment moderation based on the current list.

Confidentiality

Waihanga Ara Rau will ensure the security and confidentiality of assessment resources and learners work received for moderation.

Reporting

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

Waihanga Ara Rau will evaluate the effectiveness of the moderation system annually. Information obtained from pre- and post- assessment moderation will be used by Waihanga Ara Rau to inform revisions and reviews of standards and to assist with NZQA Consistency Reviews.

Waihanga Ara Rau welcomes feedback from organisations with consent to assess to assist with the continual improvement of the national external moderation system. Contact the Waihanga Ara Rau Assurance Team to provide feedback via email at moderation@waihangaarararau.nz.

Meeting moderation requirements and non-compliance

Where an organisation with consent to assess does not meet moderation requirements, Waihanga Ara Rau will request material and/or information related to the moderation of the standards from the organisation.

In cases where moderation uncovers inappropriate assessment methods and/or resources, Waihanga Ara Rau, in cooperation with the organisation with consent to assess, will outline an action plan. The action plan will specify the actions to be taken for the organisation to become compliant and the timeframe by which this must be achieved.

Non-compliance in meeting the requirements of external moderation will result in further action by Waihanga Ara Rau. Ongoing unresolved non-compliance related to moderation of the standards will be referred to NZQA. Ultimately, NZQA may withdraw consent to assess.

Waihanga Ara Rau will, on request from an organisation with consent to assess, provide clarification on any issue of non-compliance related to the moderation of standards. This may involve a site visit with the organisation to work through any issue of non-compliance.

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

In the event of any unresolved dispute over the results of moderation, the appeal should be submitted in writing to the Waihanga Ara Rau within 15 working days of the moderation result being received. The appellant completes the Appeals form available on the Waihanga Ara Raul website and returns the form to moderation@waihangaararau.nz. Waihanga Ara Rau will acknowledge receipt of the appeal and agree a timeframe for resolution.

The appeal will be completed within a 20-working day timeframe for resolution and the appellant advised of the result of the appeal.

If the organisation is not satisfied with the resolution, they may appeal further to the GM Assurance in writing within 15 working days of receiving the appeal result. The appeal will be reviewed, and the Waihanga Ara Rau Assurance Committee will provide a written response within 15 working days.

All available documentation will be taken into consideration and the Waihanga Ara Rau Assurance Committee decision will be final and binding.

An Appeals Policy is available from the Waihanga Ara Rau website.

Kōrero rēhita mō te CMR | Registration information for the CMR

Tukanga	Process	Rerenga	Version	Rangi	Date
Revision	3	24 February 1998
Review	4	20 March 2008
Review	5	26 May 2020
Review	6	27 March 2025
Rā arotake	Planned review date	31 December 2029	

Appendix 1 Industry Specific Criteria

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.

The domains specified within the following paragraphs have the specific requirements set out below those domains.

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

Domains	- Core Plumbing, Gasfitting, and Drainlaying - Plumbing - Gasfitting - Drainlaying
Specific Requirements	**Teachers or Tutors:** For the teaching of Plumbing, Gasfitting, or Drainlaying standards, the education organisation must have policies and procedures to ensure that teachers or tutors: - are licenced as a Plumber and/or Gasfitter and/or Drainlayer if teaching standards leading to the award of nationally recognised qualifications at Level 3 and Level 4. - are licenced as a Certifying Plumber and/or Certifying Gasfitter and/or Certifying Drainlayer if teaching programmes leading to the award of nationally recognised qualifications at Level 5 or above. - complete upskilling equal to that required for maintaining a current Plumbing, Gasfitting and Drainlaying (PGD) Registration Board licence relevant for the standards against which they are assessing.
	Assessors: For the assessing of Plumbing, Gasfitting, or Drainlaying standards, the education organisation must have policies and procedures to ensure that assessors: - hold a current PGD Board certifying licence for the qualification/s they are assessing against. - are trained in standards-based assessment and understand competency-based assessment practice through gaining credit for unit standard 4098 *Use standards to assess candidate performance*. - complete upskilling equal to that required for maintaining a current PGD Board licence relevant to the qualification/s against which they are assessing.
	Verifiers: For the verification of Plumbing, Gasfitting, or Drainlaying standards, the education organisation must have policies and procedures to ensure that verifiers: for the verification of plumbing or drainlaying tasks, hold a current PGD Board licence in the area they are assessing.

	· for the verification of gasfitting tasks, hold a current PGD Board licence as a certifying gasfitter. · observe the task being undertaken.

Domain	· Building, Construction, and Allied Trades Skills
Specific Requirements	For secondary school/kura staff teaching Building, Construction, and Allied Trades Skills standards must be a registered teacher, who has completed technology teacher training, or who is able to demonstrate equivalent technology skills and knowledge.
	Organisations need to include images and plans or drawings of Level 3 BCATS projects (actual or intended) to demonstrate that projects are appropriate and sufficiently complex to meet the definition of a Level 3 BCATS project. These will need to be provided for all Consent to Assess applications.

Domains	· Electricity Supply · Electrotechnology
Specific Requirements	**Assessors:** For the assessing of Electricity Supply or Electrotechnology standards, the education organisation must have policies and procedures to ensure that assessors: · hold the appropriate level of electrical registration with a current practicing licence for the level they are assessing. · meet legal restrictions in supervision of on-job training and assessment. E.g. all 'prescribed electrical work' must be supervised by an 'Authorised Person' as defined in the Electricity Act and Regulations.

Domains	· Generic Engineering – Level 6 · Generic Infrastructure Civil Engineering – Level 6 · Electrotechnology – Level 6 · Applied Principles of Mechanical Engineering – Level 6
Specific Requirements	The education organisation must have policies and procedures in place for the appointment of staff that ensure staff are appropriately qualified and experienced by: · demonstrating their current competence to practice as an engineer in a New Zealand jurisdictional context at least to the level at which they are intending to teach or assess. This will be evidenced by current registration as a Certified Engineering Technician (CertETn), Engineering Technology Practitioner (ETPract) or Chartered Professional Engineer (CPEng). · demonstrating engagement with the wider engineering profession in New Zealand. Membership of EngNZ would provide good evidence of this, but engagement could be evidenced through membership of other learned society groups or industry associations. · teaching staff holding or be working towards a qualification in the delivery of adult education and training.

b. Special resources required for assessing against the standards

Domain	• Driver Licence Endorsements
Specific Requirements	**Wheels, Tracks, Roller:** The education organisation must have policies and procedures to ensure NZ Transport Agency Waka Kotahi agency approved driver licensing course standards, used to obtain wheels, tracks or roller driver licence endorsement are conducted: • by a NZ Transport Agency Waka Kotahi approved course provider or an assessor working under a 'certificate of authorisation' to an approved course provider organisation; and • in accordance with the NZ Transport Agency Waka Kotahi document Statement of approval conditions document governing the delivery Waka Kotahi NZ Transport Agency approved driver licensing courses; and Recognition of Prior Learning (RPL) or other equivalency and competency mapping process assessment resources which result in the award of credit for standards, may not be applied in the assessment of any standards to obtain a wheels, tracks and or roller (WRT) driver licence endorsement.

Domains	• Advanced Rigging • Advanced Scaffolding • Core Rigging • Elementary Scaffolding • Industrial Rope Access • Intermediate Rigging • Intermediate Scaffolding • Rigging and Scaffolding Safety • Suspended Scaffolding
Specific Requirements	**Learner Entry:** Given the high-risk nature of the industrial rope access, rigging and scaffolding industries, the education organisation must ensure learners are aware of the physical strength, dexterity, balance, co-ordination and motor skills requirements to work in these sectors.