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

For Ngā Mahi a te Whare Pora   Version 6

Tau tohutoro CMR | CMR reference number: 0162

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Māori > Ngā Mahi a Te Whare Pora

Domain	Standard IDs
Raranga	7876
Tāniko	27102, 31653, 31654
Taonga	7891
Whāriki	32999, 33000, 33002, 33004
Whatu	7884, 7887, 7892, 30062, 30066

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 assessment and skill 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.

The following sections outline the consent and moderation requirements set up by Māori Qualifications Services.

Tikanga Whakaaetanga | Consent requirements

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

The applicant organisation must have policies and procedures to ensure that:
- the selection process of staff recognises culturally appropriate protocols;
- teaching and/or assessing staff have a working knowledge of te reo Māori and tikanga Māori;
- teaching and/or assessing staff are endorsed as having knowledge and skills at least one level above the consent to assess level being sought. Such endorsement could take the form of an attestation by the Whakairo Whakaruruhau or by whānau and hapū;
- teaching staff hold a relevant teaching qualification or can demonstrate equivalent knowledge and skills.

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

The applicant organisation must ensure that teaching resources are culturally authentic and appropriate.

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

The applicant organisation must have policies and procedures to ensure that appropriate learner support systems are provided.

d. Wheako ā-ringa | Practical experience

The applicant organisation must have policies and procedures to ensure that when harvesting natural resources appropriate engagement with local whānau and hapū occurs (tikanga and kawa are adhered to), the required consent is obtained, and Health and Safety at Work (General Risk and Workplace Management) Regulations 2016 are followed.

e. Torotoronga | Site visit

Circumstances under which Whakaruruhau involvement in a consent to assess visit will be waived:
- when the scope of the application involves consent to assess for a small number of unit standards and the chairperson of the Whakaruruhau agrees that given the particular nature of the unit standards a visit is not necessary;
- when the application for consent to assess has been developed in consultation with the Whakaruruhau and is supported by them; or,
- when the applicant organisation's history of teaching and assessment and their training facilities are well known to the Whakaruruhau.

Te Hono o Te Kahurangi evaluative quality assurance

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

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

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

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 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

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, valid and consistent
- 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, valid and consistent
- provide assessment materials that reflect the requirements of the standard.

Assessment plan

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

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

Moderation plan

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

The moderation plan also includes a submission date(s) (the date by when materials must be submitted to the moderator, although materials may be submitted prior to this date).
- Schools may negotiate changes to the moderation plan if the standard was not assessed in the previous year and will not be assessed in the current year.
- Each year NZQA will select standards that are mandatory for schools. These standards cannot be negotiated.
- TEOs may negotiate changes to the moderation plan if standards selected for moderation will not be assessed by the submission date.

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

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

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

Submission date
The submission date is the date by when materials must be submitted to the moderator.
- School submission dates are between March and December.
- TEO submission dates are usually between June and November.

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

How moderation occurs
National External Moderation is carried out online, generally by individual moderators, and is usually post-assessment.

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

Guidance on how to submit material for external moderation is available on the NZQA [website](#).

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

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

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

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

Materials required for moderation
Materials submitted for moderation must include:
- the assessment tool or assessment activity or instructions given to the learner (learner evidence guide)
- an assessment schedule (that includes evidence and judgement statements)
- samples of assessed learner work.

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

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

Schools and TEOs are required to submit six samples of learner work for graded and ungraded standards, one sample each at N, A, M, E and two more at A, M, E.

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

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

Moderation reports are uploaded to the school provider login or TEO's homepage on the NZQA website - http://www.nzqa.govt.nz/login. For postal moderation submissions, moderated assessment materials and learner samples are returned to the school/TEO.

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

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

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

Feedback on the national external moderation system
Schools and TEOs with consent to assess may provide NZQA with feedback on the national external moderation system at any time. NZQA will evaluate the moderation system at least every three years, with feedback sought from participants as to its effectiveness and efficiency. Where significant changes are made, NZQA will revise the CMR to reflect the changes. Information about significant changes 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.

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.   Please refer to the NZQA website for the costs relating to these services.

Non-compliance with moderation requirements
Non-compliance with meeting the requirements of this moderation system will result in further action by NZQA.

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.

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

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.

Kōrero Rēhita mō te CMR | Registration Information for the CMR

Tukanga	Process	Rerenga	Version	Rangi	Date
Registration	1	December 1999
Review	2	April 2001
Revision	3	February 2002
Revision	4	June 2006
Review	5	July 2019
Review	6	March 2025

The next CMR review is planned to take place during 2029.