CONSENT AND MODERATION REQUIREMENTS (CMR)
for Achievement standards and Literacy and Numeracy co-requisite unit standards related to the National Certificate of Educational Achievement

Field > Subfield

Arts and Crafts > Dance

Domain	Standard IDs
Dance Choreography	90858, 91205, 91206, 91588, 91589
Dance Performance	90002, 90859, 91207-91209, 91590-91592, 91936-91939
Dance Perspectives	90005, 90860, 90861, 91210-91212, 91593-91595

Arts and Crafts > Drama

Domain	Standard IDs
Drama Creation	90997, 91214, 91220, 91221, 91513, 91519
Drama Performance	90006, 90009, 90999, 91213, 91216, 91218, 91512, 91515, 91517
Drama Studies	90011, 90998, 91000, 91215, 91217, 91219, 91514, 91516, 91518, 91520, 91940-91943

Arts and Crafts > Music

Domain	Standard IDs
Making Music	91090-91093, 91270-91275, 91416-91420, 91849
Music Studies	91094, 91095, 91276-91278, 91421-91425, 91948-91951

Arts and Crafts > Visual Arts

Domain	Standard IDs
Art History	91015-91020, 91180-91186, 91482-91489, 91912-91915
Practical Art	90913-90917, 91305-91325, 91440-91460

Business > Accounting

Domain	Standard IDs
Accounting - Generic	90976-90982, 91174-91177, 91179, 91386, 91404-91409, 91481

Business > Business Operations and Development

Domain	Standard IDs
Business Studies	90837-90848, 91379-91385, 91865-91871, 92028-92031

Core Generic > Core Generic

Domain	Standard IDs
Work and Study Skills	32403, 32405, 32406, 32412-32414

Engineering and Technology > Technology

Domain	Standard IDs
Construction and Mechanical Technologies	91057-91062, 91096, 91344-91350, 91620-91626, 92012-92015
Design and Visual Communication	91063-91069, 91337-91343, 91627-91631, 92000-92003
Digital Technologies	91877-91887, 91890-91909, 92004-92007
Generic Technology	91044-91056, 91354-91366, 91608-91619
Processing Technologies	91082-91084, 91351-91353, 91643, 91644

Humanities > English

Domain	Standard IDs
English Oral Language	90857, 91099, 91102, 91473, 91476
English Visual Language	90850, 90855, 90856, 91103, 91107, 91477, 91480
English Written Language	90052, 90053, 90849, 90851-90854, 91098, 91100, 91101, 91104-91106, 91472, 91474, 91475, 91478, 91479, 91924-91927

Humanities > Health and Physical Education

Domain	Standard IDs
Health Education	90971-90975, 91097, 91235-91239, 91461-91465, 92008-92011
Home Economics	90956-90961, 91299-91304, 91466-91471
Physical Education	90962-90970, 91327-91336, 91498-91505, 91789, 92016-92019

Humanities > Languages

Domain	Standard IDs
Chinese	90868-90872, 91108-91112, 91533-91537, 91952-91955
Cook Islands Māori	90873-90877, 91113-91117, 91538-91542
French	90878-90882, 91118-91122, 91543-91547, 91964-91967
Gagana Sāmoa	92032-92035
Gagana Tokelau	92347-92350
German	90883-90887, 91123-91127, 91548-91552, 91968-91971
Indonesian	90888-90892, 91128-91132, 91645-91649
Japanese	90893-90897, 91133-91137, 91553-91557, 91956-91959

Domain	Standard IDs
Korean	90898-90902, 91138-91142, 91558-91562, 91960-91963
Latin	90862-90867, 91194-91199, 91506-91511
Lea Faka-Tonga	91669-91683, 92036-92039
New Zealand Sign Language	91795-91802, 91822-91825, 92355-92358
Samoan	90903-90907, 91143-91147, 91563-91567
Spanish	90908-90912, 91148-91152, 91568-91572, 91972-91975
Te Reo Māori Kūki 'Āirani	92040-92043
Vagahau Niue	92351-92354

Humanities > Religious Studies

Domain	Standard IDs
Understanding Religion	90816-90819, 90821-90823, 90825-90827, 91724, 91725, 91916-91919

Māori > Māori Performing Arts

Domain	Standard IDs
Te Ao Haka	91976-91987

Māori > Reo Māori

Domain	Standard IDs
Āheinga Reo	92387, 92389
Kōrero	91086, 91285, 91651
Pānui	91087, 91286, 91652
Puna Reo	92386
Rautaki Reo	92388
Te Reo Māori	92092-92095, 92390-92393

Domain	Standard IDs
Tuhituhi	91088, 91089, 91287, 91288, 91653, 91654
Whakarongo	91085, 91284, 91650

Māori > Te Marautanga o Aotearoa

Domain	Standard IDs
Hangarau	91714-91718, 91770-91776, 91836-91838, 92052-92055, 92359-92362
Hauora - Wāhanga Ako	91684-91689, 91790-91794, 91811-91816, 92056-92059, 92394-92397
Ngā Mahi a te Rēhia	92060, 92062-92064, 92363, 92364, 92366, 92367
Ngā Toi	91690-91713, 91737-91757, 91850-91864
Pāngarau	91655, 91656, 91764, 91765, 92065-92068, 92398-92405
Pūtaiao	91719-91723, 91766-91769, 91818-91821, 92069-92072, 92368-92371
Te Reo Rangatira	91657-91668, 91777-91788, 91803-91810, 91817, 92073-92076
Tikanga ā-Iwi	91726-91732, 91758-91763, 91826-91835, 92077, 92079-92081, 92377-92380
Toi Ataata	92082, 92084-92086, 92372, 92373, 92375, 92376
Toi Puoro	92087, 92089-92091, 92381, 92383-92385

Sciences > Mathematics

Domain	Standard IDs
Algebra	91027-91029, 91257, 91258, 91261, 91269, 91573, 91574, 91577, 91587
Calculus	91262, 91578, 91579

Domain	Standard IDs
Geometry	91031, 91033, 91034, 91256, 91260, 91576
Mathematical Studies	91944-91947
Measurement	91030
Number	91026
Trigonometry	91032, 91259, 91575

Sciences > Science

Domain	Standard IDs
Agricultural and Horticultural Science	90155, 90157, 90160, 90918-90924, 91289-91298, 91528-91532, 91928-91931
Biology	90925-90929, 91153-91160, 91601-91607
Chemistry	90930-90934, 91163-91167, 91387-91393, 91910, 91911
Earth and Space Science	91187-91193, 91410-91415
Environmental Sustainability	90810, 90811, 90813, 90814, 90828, 90831, 90832, 91733-91736
Physics	90935-90939, 91168-91173, 91521-91527
Science - Core	90940-90955, 91920-91923, 92020-92023, 92044-92047

Sciences > Statistics and Probability

Domain	Standard IDs
Probability	91038, 91267, 91268, 91585, 91586
Statistics	91035-91037, 91263-91266, 91580-91584

Social Sciences > Economic Theory and Practice

Domain	Standard IDs
Economics	90983-90988, 91222-91228, 91399-91403

Social Sciences > Social Science Studies

Domain	Standard IDs
Classical Studies	91021-91025, 91200-91204, 91394-91398
Geography	91007-91014, 91240-91247, 91426-91433, 91932-91935
History	91001-91006, 91229-91234, 91434-91439, 92024-92027
Media Studies	90989-90996, 91248-91255, 91490-91497
Psychology	91839-91848, 91872-91876
Social Studies	91039-91043, 91279-91283, 91596-91600, 92048-92051

Requirements for Consent to Assess

Introduction

These CMR requirements are the SSB requirements that are part of the overall requirements for consent to assess against standards on the Directory of Assessment and Skill Standards. They set out the process for granting consent to assess and involvement of the standard setting body (SSB) and others in the process and set out the SSB's industry or sector-specific requirements for a tertiary education organisation (TEO)[1] or school/kura's quality systems.

Standard Setting Body involvement in process for granting consent to assess

The Ministry of Education, the SSB for these standards, is not directly involved in the process of granting consent to assess to education organisations. Applicant organisations should contact the relevant quality assurance body (QAB) directly, the New Zealand Qualifications Authority (NZQA) or the Committee for University Academic Programmes (CUAP).

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[1] Tertiary education organisations (TEO) include Te Pūkenga - New Zealand Institute of Skills and Technology (NZIST), private tertiary education providers, government training organisations, and other providers.

Visit waiver conditions

None.

Areas of shared responsibility

None.

Fees for SSB involvement in process for granting consent to assess

Additional fees may be charged by NZQA, or CUAP for involvement in the consent to assess process. Contact the QAB for information.

General requirements for consent to assess

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

Criterion 1   Development and evaluation of teaching programmes

The applicant organisation must have policies and procedures that ensure the development of teaching programmes that will be assessed by these assessment standards is based on *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.

Criterion 2   Financial, administrative and physical resources

The applicant organisation must have policies and procedures that ensure administrative systems and processes comply with NZQA's requirements for the enrolment of students for internal and/or external assessment and provision of opportunities for assessment.

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures that ensure:
- teaching and/or assessing staff have knowledge and skills and/or experience at a higher level than the standards that they are required to teach towards and/or assess against.
- teaching and/or assessing staff have an appropriate teaching qualification. Examples of appropriate teaching qualifications include but are not limited to: a National Certificate or National Diploma in Adult Education and Training; Certificate or Diploma in Teaching; Bachelor of Education; Bachelor of Teaching; Graduate Diploma of Teaching; New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2746], New Zealand Diploma in Adult and Tertiary Teaching (Level 6) [Ref: 2747], New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) [Ref: 2754], New Zealand Certificate in Adult Literacy and Numeracy Education (Educator) (Level 5) [Ref: 2755], New Zealand Diploma in Adult Literacy and Numeracy Education (Level 6) [Ref: 2756]
- teaching and/or assessing staff have been trained in standards-based assessment and understand competency-based assessment practice which may be demonstrated by holding Unit Standard 4098, *Use standards to assess candidate performance*, or being able to demonstrate equivalent knowledge and skills.
- a job description and person specification are established for each teaching and/or assessing position.
- teaching and/or assessing staff undertake ongoing professional development, including developing competence in implementing mana ōrite mō te mātauranga Māori in teaching and assessment programmes.

The applicant organisation must have policies and procedures that ensure staff who take a lead role in their organisation's internal moderation and/or have responsibility for preparing external moderation material for submission to NZQA are competent in moderation practice, which may be demonstrated by holding Unit Standard 11551, *Moderate assessment*, or being able to demonstrate equivalent knowledge and skills.

Criterion 4   Student entry

There are no unreasonable barriers to students entering for assessment. There is a system for establishing and clearly publicising any appropriate student entry requirements.

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

The applicant organisation must have policies and procedures that ensure the relevant Rules and Procedures for assessment against assessment standards are complied with. These are specified at: https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/nzqa-assessment-rules-for-schools-teos/.

Criterion 8   Reporting

The applicant organisation must have policies and procedures that ensure information on enrolled students and their grade for internally assessed standards is reported to NZQA.

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 will provide sufficient trained participants to service the requirements of processes for granting consent to assess.

There is no direct Ministry of Education involvement in the consent to assess process.

Moderation Requirements

A centrally established and directed national external moderation system has been set up by NZQA.

Introduction

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

Moderation System

Moderation is post-event, i.e., completed after assessment has occurred. Each school/kura and TEO must have a named person for moderation contact with NZQA.

NZQA will confirm standards for moderation and the school/kura or TEO is required to submit materials according to NZQA requirements.

Completed moderation reports will be made available to the school/kura or TEO.

Further information

Information about the moderation system and relevant documentation can be accessed through the following links:

Secondary providers:
https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/secondary-moderation/external-moderation/

Tertiary providers:
https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/national-external-moderation-for-teos/

Reporting

NZQA is responsible for evaluating the effectiveness of the national external moderation system.

An annual report, summarising moderation outcomes and any required future actions, is provided to the school/kura or TEO at the conclusion of each complete moderation cycle.

Funding

Costs associated in centrally managing the national external moderation system will be funded by NZQA.

Non-compliance with moderation requirements

Non-compliance in 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 consent to assess may be withdrawn.

Appeals

NZQA has an appeals procedure in place for situations where disagreement concerning moderation decisions cannot be mutually resolved.

DASS Registration Information

Process	Version	Date
Registration	1	November 2010
Revision	2	September 2023

The next CMR review is planned to take place during 2028.