

40894

Determine approvals and environmental compliance requirements in New Zealand's extractive industries

Kaupae Level	5
Whiwhinga Credit	10
Whāinga Purpose	This standard is intended for people working in New Zealand's extractive industries who need to understand and apply environmental, conservation, and resource management requirements. Learners will be able to determine the structure and purpose of key legislation, including the Resource Management Act 1991 and associated planning frameworks, as well as describe other relevant conservation and environmental legislation. Learners will also be able to determine the role and application of Environmental Management Systems (EMS), and explain the requirements for stakeholder engagement and good practice consultation to support effective environmental management within extractive operations. This skill standard may be used in programmes leading to qualifications and micro-credentials at Level 4 or above in extractive operations.

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Determine the structure and purpose of environmental, conservation, and resource management legislation in New Zealand's extractive industries.	a. Identify the legal instruments governing natural and physical resources management in New Zealand.
	b. Explain the hierarchy of the legal instruments.

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
2. Determine the principles, purposes, and regulatory processes under the Resource Management Act (1991) (RMA), and national, regional, and local planning frameworks for managing the environmental impacts of extractive activities.	a. Explain the principles and purposes of the Resource Management Act (1991), as they relate to sustainable management, resource consents for land and water use, and the management of environmental effects from extractive activities.
	b. Describe the national legal framework for managing natural and physical resources under the RMA and how they relate to the RMA.
	c. Explain the role and function of relevant National Policy Statements (NPS) and National Environmental Standards (NES) in managing environmental impacts of extractive activities.
	d. Explain the purpose and function of Regional Policy Statements and how they influence the management of resources and environmental outcomes (rules) at the regional level.
	e. Describe the role of local authorities and District Plans in implementing the RMA and managing local land use, water use, and environmental impacts from extractive operations.
	f. Describe the purpose of environmental bonding for ongoing operations and post-closure rehabilitation.

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
3. Describe key conservation and environmental legislation relevant to extractive activities.	a. Describe the purpose and key provisions of the Crown Minerals Act (1991) and how mineral resources are allocated, the application process for mineral permits, and the associated rights and royalties.
	b. Describe the Conservation Act (1987) and Wildlife Act (1953) as they relate to the management and protection of conservation lands, protected species, and the implications for extractive activities occurring near or within such areas.
	c. Describe the purpose and requirements of the Heritage New Zealand Pouhere Taonga Act (2014), particularly as they relate to the protection of archaeological sites and heritage areas that may be affected by extractive operations.
4. Determine the purpose, contents, and application of Environmental Management Systems (EMS) within New Zealand extractive industries	a. Explain the purpose and key objectives of implementing an EMS in extractive operations.
	b. Describe the contents and structure of an EMS, such as environmental policies, objectives, targets, operational controls, monitoring, and continuous improvement processes.
	c. Explain how an EMS aligns with relevant environmental legislation, industry best practices, and regulatory compliance requirements.
5. Explain the requirement for stakeholder engagement and consultation, under the Resource Management Act (1991) and describe good practice in engagement and relationship management within extractive industries.	a. Explain the requirements for stakeholder engagement and consultation under the Resource Management Act (1991).
	b. Explain the importance of engaging with local iwi in extractive projects, including the recognition of kaitiakitanga (guardianship), Māori cultural values, and the principles of partnership, participation, and protection under the Treaty of Waitangi.
	c. Explain good practice relationship management strategies for effective stakeholder and iwi engagement.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

Evidence presented for assessment against this skill standard may include oral, visual, video, written and/or practical activities demonstrated in the workplace.

Legal instruments include, Acts, Regulations, Safe Work Instruments, Codes of Practice, and Guidelines.

Ngā momo whiwhinga | Grades available

Achieved.

Ihirangi waitohu | Indicative content

Legislation, regulations and/or industry standards

- Resource Management Act 1991; <https://www.legislation.govt.nz/act/public/1991/0069/latest/DLM230265.html>.
- Crown Minerals Act 1991; <https://www.legislation.govt.nz/act/public/1991/0070/latest/dlm242536.html>.
- Conservation Act 1987; <https://www.legislation.govt.nz/act/public/1987/0065/latest/dlm103610.html>.
- Heritage New Zealand Pouhere Taonga Act (2014); <https://www.legislation.govt.nz/act/public/2014/0026/latest/DLM4005414.html>.
- Wildlife Act 1953; <https://www.legislation.govt.nz/act/public/1953/0031/latest/whole.html>
- National Policy Statements (NPS); <https://www.environmentguide.org.nz/rma/planning-documents-and-processes/national-policy-statements/>.
- National Environmental Standards (NES); <https://www.environmentguide.org.nz/rma/planning-documents-and-processes/national-environmental-standards/>.

Where any Acts, regulations, standards, codes of practice, guidelines, or authority requirements and conditions cited in this skill standard are amended, replaced, or superseded during the lifetime of the standard, the current versions shall apply for assessment purposes until this skill standard is formally reviewed.

Stakeholders' engagement with parties such as local communities, environmental, conservation and heritage groups, private landowners, neighbouring residents, regulatory authorities, industry and commercial stakeholders.

Engagement with local iwi and Māori groups such as Mana whenua (local tribal authorities), Māori land trusts and incorporations, Post-settlement governance entities (if Treaty settlements apply) which recognise Māori cultural values, kaitiakitanga (guardianship) and obligations under the Te Tiriti ō Waitangi.

Relationship management strategies such as early consultation, transparent communication, relationship-building, respect for diverse interests, cultural competence and values, respect tikanga (protocols), maintain ongoing dialogue.

Rauemi | Resources

None.

Pārongo Whakaū Kouna | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Hanga-Aro-Rau Manufacturing, Engineering and Logistics Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Engineering and Technology > Extractive Industries > Extractive Industries Management
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	CMR 0014

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	25 September 2025	N/A
Kōrero whakakapinga Replacement information	N/A		
Rā arotake Planned review date	31 December 2030		

Please contact Hanga-Aro-Rau Manufacturing, Engineering and Logistics Workforce Development Council at qualifications@hangaarorau.nz if you wish to suggest changes to the content of this skill standard.