

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

*For Aviation, Business, Cleaning and caretaking, Contact centres, Financial services, Hospitality, Real estate, Retail/ Distribution/ Sales, Security, Service sector skills, Tourism*

Version #

**Instructions for using this template: Please fill in the grey text boxes and replace the grey highlighted texts with relevant content. Please delete all texts highlighted in yellow when complete.**

**Tau tohutoro CMR | CMR reference number:**

## **Ngā Whakapānga | Contact (s)**

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## **Kupu whakataki | Introduction**

This consent and moderation requirements document (CMRs) 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, how to apply for programme or micro-credential accreditation / whakamanatanga that incorporates standards on the Directory of Assessment and Skill Standards, the documentation required, and NZQA Rules are on the [NZQA website](#).

The following sections outline the consent and moderation requirements set up by Ringa Hora Services Workforce Development Council

## **Whakaritenga whakamana | Consent requirements**

*(Under each of the following headings, specify the requirements that apply to all the domains in this CMR. For requirements specific to some domains, but not all, please list them separately in appendices.)*

### **a. Particular skills and knowledge of teachers and assessors**

*(State any requirements for skills, knowledge, credentials, experience, and professional development of teaching and assessment staff.)*

Applicant organisations must have policies and procedures to ensure that staff have the necessary knowledge and experience to teach and assess against standards for which consent to assess is applied for.

Staff engaged in training and assessment/ aromatawai are required to:

- hold unit standard 4098, *Use standards to assess candidate performance*, or are able to demonstrate equivalent knowledge and skills

- be encouraged to attain an adult education qualification or are able to demonstrate equivalent knowledge and skills
- maintain currency with relevant legislative and technological requirements, and industry sector best practice
- ongoing professional development, and maintaining currency in their field, is undertaken by teachers, trainers, and assessors, on an annual basis. Ensure that staff development encompasses liaison with industry and exposure to current and emerging industry practices.
- staff have opportunities for professional development in Te ao Māori and matauranga Māori practices
- hold unit standard 11551, *Quality assure assessment*, or are able to demonstrate equivalent knowledge and skills, where they are engaged in the organisation's internal moderation of assessment/ aromatawai decisions.
- ensure that verifiers undertaking verification within assessment/ aromatawai, have appropriate experience and skill to verify performance.

**Commented [LM1]:** Only new requirement which is open for discussion

**Note:** If no person meeting the above requirements and the specific requirements in the relevant appendix is available, teaching and assessment/ aromatawai should not proceed.

#### **b. Special resources required for assessing against the standards**

**(State any resources required for assessment.)**

Applicant organisations must provide evidence that it either possesses or has access to adequate resources for training and assessment/ aromatawai where industry-specific equipment or facilities are required as noted in the industry specific appendices.

#### **Developing and evaluating programmes**

Applicant organisations must have policies and procedures to ensure that:

- there has been consultation with industry and interested parties, including Māori, Pacific and Tangata Whaikaha communities in the development of training programmes
- links with industry are maintained
- annual evaluation of all programmes is completed
- feedback on training, delivery and materials is obtained from akongā/ learners and industry representatives, and incorporated into future development
- a holistic and integrated approach to curriculum design, delivery, and assessment/ aromatawai is employed
- the literacy, language and numeracy (LLN) demands of the training are considered and either embedded or external support is provided when required.

For further information on programme endorsement requirements please refer to Ringa Horas website

#### **Developing assessments**

Ringa Hora Services WDC supports aromatawai principles of assessment /best practice in assessment. Organisations must have policies and procedures to support an integrated method of assessment/ aromatawai based on an evidence collection model.

Any self-developed assessment/ aromatawai material must be moderated and approved by Ringa Hora Services WDC prior to use. There is no charge for pre-assessment approval.

Organisations intending to engage an external party to deliver training and assessment/ aromatawai must ensure that such arrangements meet the applicable NZQA rules for consent to assess against standards on the Directory of Assessment Standards.

## Recognition of Prior Learning (RPL) and Credit Recognition and Transfer (CRT)

Applicant organisations must have policies and procedures to ensure that:

- RPL or CRT is able to be assessed in order to recognise and assess competence or direct further learning as required

### c. Learner access to resources

*(State any requirements for learner support systems and access to resources for students.)*

Applicant organisations must have policies and procedures to ensure that:

- support akonga/ learners to ensure they conform to requirements as set out in the unit/ skill standards and/ or qualifications in relation to admission requirements, learning support, guidance, pastoral care and any required equipment

### d. Practical experience

*(State any requirements for practical or work-based experience.)*

Applicant organisations must have policies and procedures to ensure that:

- on-job industry-based components of training and assessment/ aromatawai are integrated with off-job components when teaching programmes are developed.
- off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation and meet the requirements of occupational safety and health legislation.
- where akōnga/ students spend time with an employer for off-site practical or work-based experience, training, assessment/ aromatawai, or use of facilities, the responsibilities for assessment/ aromatawai and reporting of credits are clearly specified.
- when using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

### e. Site visit

*(State if a site visit is required and the purpose of the visit in relation to the consent requirements.)*

Ringa Hora Services WDC is committed to assisting education organisations applying for consent to assess and offers continued support to organisations assessing against standards in the sectors covered by this CMR.

Applicant organisations must provide satisfactory evidence to Ringa Hora Services WDC of their capability to effectively manage, deliver and assess against the relevant standards before a waiver will be given. Ringa Hora Services WDC will send the applicant organisation written confirmation of a visit waiver.

Applicant organisations participation in a visit may be waived in the following circumstances:

- when the application for consent to assess has been developed in consultation with Ringa Hora Services WDC and is supported by Ringa Hora Services WDC; and/or
- when the scope of the application is sufficiently narrow that Ringa Hora Services WDC considers a visit is not warranted; and/or
- when the applicant organisation is well known to the Ringa Hora Services WDC and Ringa Hora Services WDC has confidence in the applicant organisation's capacity and capability to assess against the standards.

**Commented [LMP2]:** Learners should have access to any resources required to undertake their learning and assessment???. There should be no barriers to prevent a learner demonstrating competency??/

**Commented [LM3R2]:** ensure that all students enrolled in distance learning programmes or involved in on-job training have access to, and regular contact with, a tutor and assessor.

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

Āpitiḡanga | *Appendix 1 - Aviation Aeronautical Engineering*  
Āpitiḡanga | *Appendix 1a – Aviation Aircraft Operation*  
Āpitiḡanga | *Appendix 1b – Aviation Airport Operations*  
Āpitiḡanga | *Appendix 1c – Aviation Air Traffic Services*  
Āpitiḡanga | *Appendix 1d – Aviation Core*  
Āpitiḡanga | *Appendix 1e – Aviation Flight Attendants*  
Āpitiḡanga | *Appendix 2 – Business (no specific requirements currently)*  
Āpitiḡanga | *Appendix 3 - Cleaning and Caretaking (no specific requirements currently)*  
Āpitiḡanga | *Appendix 4 - Contact Centres*  
Āpitiḡanga | *Appendix 5 - Financial Services*  
Āpitiḡanga | *Appendix 6 - Hospitality*  
Āpitiḡanga | *Appendix 7 - Real Estate*  
Āpitiḡanga | *Appendix 8 - Retail, Distribution, and Sales*  
Āpitiḡanga | *Appendix 9 - Security*  
Āpitiḡanga | *Appendix 10 - Service Sector Skills (no specific requirements currently)*  
Āpitiḡanga | *Appendix 12 - Tourism*

## **Whakaritenga whakaōrite | Moderation requirements**

National external moderation (NEM) systems are developed to ensure that assessment/ aromatawai decisions in relation to assessment/ aromatawai and skill standards are consistent nationally. All TEOs and schools with consent to assess against the standards, and all TEOs and schools with programme or micro-credential accreditation/ 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. Moderation**

*(State the responsibilities of participants within the NEM system and how TEOs and schools meet NEM requirements, the structure of the system, moderation selection criteria and sampling methods, coverage and intensity of moderation, and the moderation process that will be used. Include actions the SSB will take if education organisations do not meet the moderation requirements. Link to the annual moderation plan on the SSB's website if appropriate.)*

A centrally established and directed national external moderation system (NEM) has been set up by Ringa Hora Services WDC. The purpose of the NEM, developed by Ringa Hora Services WDC, is to ensure that assessment/ aromatawai 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 the Ringa Hora Annual National external moderation plan.

The annual NEM is updated and published at the beginning of each calendar year and can be found on the Ringa Hora website (add in link)

### **g. Appeals and dispute resolution**

*(State the process that education organisations assessing against standards can use to appeal moderation decisions, and the SSB's dispute resolution process.)*

Should an organisation wish to appeal a moderation outcome or seek to resolve a dispute, they are encouraged to contact the Ringa Hora Aro Hāpai/ Quality Assurance Manager in the first instance. Information regarding the Appeal process, form and further details can be found on the Ringa Hora website [Ringa Hora National External Moderation \(add link\)](#)

**Kōrero Rēhita mō te CMR | Registration Information for the CMR**

<b>Tukanga   Process</b>	<b>Rerenga   Version</b>	<b>Rangi   Date</b>
Registration	1	dd Month yyyy
Revision	2	dd Month yyyy
Next review date	xx	dd Month yyyy

**Whakakapi o Rēhita | Replacement Information *(Remove table if not required)***

<b>CMR i whakakapīhia   Replaced CMR(s)</b>	<b>CMR whakakapi   Replacement CMR(s)</b>	<b>Rangi   Date</b>
xxxx vx	xxxx vx	dd Month yyyy
xxxx vx	xxxx vx	dd Month yyyy

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*(Add industry or sector-specific requirements that apply only to standards in specific domains)*

**Āpiti hanga** | Appendix 1 XXXXXXXX

**Applicant 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/ whakamanatanga.**

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

**a. Particular skills and knowledge of teachers and assessors**

Domain:

Specific requirements:

*(State any requirements for skills, knowledge, credentials, experience, and professional development of teaching and assessment staff.)*

**b. Special resources required for assessing against the standards**

Domain:

Specific requirements:

*(State any resources required for assessment.)*

**c. Learner access to resources**

Domain:

Specific requirements:

*(State any requirements for learner support systems and access to resources for students.)*

**d. Practical experience**

Domain:

Specific requirements:

*(State any requirements for practical or work-based experience.)*

**e. Site visit**

Domain:

Specific requirements:

*(State if a site visit is required and the purpose of the visit in relation to the consent requirements.)*