



Guidelines for listing Consent and Moderation Requirements

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



June 2024

Contents

Introduction	3
Related Rules and Guidelines.....	3
What is a CMR?.....	3
Quality Assurance.....	4
Te Hono o Te Kahurangi quality assurance.....	4
Consent Requirements.....	5
a Particular skills and knowledge of teachers and assessors	5
b Special resources required for assessing against the standards	7
c Learner access to resources	10
d Practical experience	11
e Site visit.....	12
Moderation Requirements	13
f The National External Moderation (NEM) system	13
g Appeals and dispute resolution	16
How to apply	17
Review of CMRs.....	17
Appendices.....	18
Appendix 1 Old to new CMR Template	18
Appendix 2 Te Hono o Te Kahurangi quality assurance	19

Introduction

This document supports Standard Setting Bodies (SSBs) to list Consent and Moderation Requirements (CMRs) that relate to standards listed on the Directory of Assessment and Skill Standards (DASS).

Applications for listing a CMR must meet the requirements of the Directory of Assessment and Skill Standards Listing and Operational Rules 2022.

These guidelines outline NZQA's expectations for the content of a CMR in line with the template, offer examples from approved CMRs, and explain the application process.

Changes made since October 2016

This document replaces the CMR section in the *Guidelines for listing assessment standards and consent and moderation requirements on the Directory of Assessment Standards*.

These guidelines reflect the updated CMR template. See Appendix 1 for comparison.

Related Rules and Guidelines

In January 2023 the Directory of Assessment and Skill Standards Listing and Operational Rules 2022 were updated to include skills standards.

[Directory of Assessment and Skill Standards Listing and Operational Rules 2022](#)

Interim guidelines were published in May 2023.

[Interim guidelines for approval and listing of skill standards](#)

The Consent to assess Rules were updated in 2022.

[Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022](#)

What is a CMR?

CMRs

- specify industry or sector requirements for education providers seeking consent to assess against standards listed on the DASS.
- establish the national external moderation system for education providers using standards.

Each skill standard, unit standard and achievement standard listed on the DASS has an associated CMR.

CMRs are developed by SSBs such as Workforce Development Councils (WDCs), NZQA and the Ministry of Education.

Quality Assurance

A standard-setting body must:

keep the consent and moderation requirements current, and review them within their review period, following the guidelines published by NZQA on its website.

Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022, Rule 10.1(c)

NZQA quality assures applications for approval of new and reviewed CMRs developed by SSBs.

In the evaluation process, NZQA will seek to confirm:

- industry or sector-specific requirements are relevant, necessary and appropriate
- the CMR contains sufficient information for applicant organisations to understand the requirements they must meet for their application for consent to assess to be approved
- the national external moderation requirements are relevant and appropriate
- the CMR contains sufficient information for applicant organisations to understand what will be involved in their participation in the national external moderation system run by the standard setting body.

An evaluation outcome of approved, not approved, or request for information (RFI) will be provided to the SSB, based on the overall quality of the application.

The application process is detailed in

[How to apply.](#)

Te Hono o Te Kahurangi quality assurance

Te Hono o Te Kahurangi (THoTK) is a *whare ako* framework and methodology NZQA uses for quality assurance in the non-university sector. If standards/domains relate to kaupapa Māori and teaching in mātauranga Māori, Te Hono o Te Kahurangi lets TEOs engage with NZQA using Māori approaches and values.

All providers of Field Māori unit standards listed on the Directory of Assessment and Skill Standards must show how the kaupapa (principles) of Te Hono o Te Kahurangi are expressed by their organisation.

See Appendix 2 [Te Hono o Te Kahurangi quality assurance](#)

More information:

[Te Hono o Te Kahurangi - Quality assurance Māori](#)

[Guidelines for Te Hono o Te Kahurangi evaluative quality assurance \[PDF, 1.5 MB\]](#)

Consent Requirements

The purpose of consent requirements is to allow industry/sectors to establish the requirements that providers seeking consent to assess must meet.

Consent and moderation requirements means the standard-setting body requirements listed for standards that relate to

- the particular skills and knowledge of teachers and assessors
- any special resources required for assessing against the standards
- learner access to resources
- practical experience
- and national external moderation.

Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022, Rule 3 Interpretation

Each of the above are section headings in the CMR template.

SSBs must specify the requirements that apply to all the domains in the CMR. For requirements that are specific to some domains, but not all, they should be listed separately in appendices.

a Particular skills and knowledge of teachers and assessors

Requirements in this section are for teaching and assessing staff, including teachers, trainers, assessors, verifiers and moderators.

The CMR must state the minimum requirements for key roles in terms of skills, knowledge / subject expertise, credentials/ qualifications and experience.

For example:

- experience in teaching, assessment and/or moderation
- experience in developing assessment materials
- a relevant New Zealand qualification at the level they are required to teach or assess, or
- a relevant New Zealand qualification one level above the level they are required to teach or assess
- achievement of the unit standards they are required to teach or assess
- experience in developing education programmes
- experience in evaluation of programmes.

The CMR must also state the minimum requirements for staffing policies and procedures:

- to ensure assessment practice is fair, valid, and consistent
- for selection, appraisal, and professional development of staff

- to maintain adequate staffing
- to keep staff up to date with legislative and technological requirements, and best practice.

Staff qualifications example

CMR 121:

For the Civil Defence Sector requirements:

The applicant organisation must have policies and procedures to ensure that full-time, part-time and visiting staff and any external contractors engaged in the delivery of training and assessment:

- have current and relevant skills and/or knowledge and experience at least one level higher than the level being delivered and assessed; and
- have credit for the unit standards they will assess against or are able to demonstrate equivalent knowledge and skills; and
- have achieved unit standard 4098, *Use standards to assess candidate performance or demonstrate equivalent knowledge and skills*
- have at least annual contact with industry partners and opportunities to keep informed about the latest developments in technology, industry practice and legislation, and have opportunities for professional development related to the training and assessment they are doing.

CMR 149:

For assessment against unit standards in the Māori Performing Arts and Taonga Pūoro subfields, the applicant organisation must have policies and procedures to ensure that:

- teaching and/or assessing staff are endorsed as having knowledge and skills at least one level in advance of the consent to assess levels being sought. Such endorsement could take the form of an attestation by the relevant Whakaruruhau, or by whānau and/or hapū.

Assessment practice example

CMR 121:

For the Offender Management Subfield:

The applicant organisation must have policies and procedures to

ensure that staff engaged in their organisation's internal moderation of assessment in the Offender Management subfield hold unit standard 11551, Moderate assessment.

b Special resources required for assessing against the standards

Requirements in this section are for the special resources required for assessing against the standards, this includes developing programmes, developing assessments, specialised equipment, financial, administrative and/or physical resources, framework, curriculum, regulations, and programme evaluation requirements.

Developing programmes examples

CMR 0228:

Developing programmes:

The applicant organisation must have policies and procedures to ensure:

- compliance with the Animal Welfare Act 1999 when animals are being used to achieve educational objectives
- links with industry are established and maintained
- industry input into the development and review of programmes.

Animal Ethics Committee approval for the use of animals within the programme. A list of the existing regional Animal Ethics Committees is available from the Ministry of Agriculture and Forestry.

CMR 0014:

The applicant organisation must have policies and procedures to ensure that students are provided with integrated teaching programmes based on learning strategies, resources, and assessment activities that will enable them to meet the requirements of the standards and qualifications being offered; and to ensure that:

- all training programmes state specific expected outcomes
- training programmes are regularly, and at least annually, evaluated against the requirements of the currently registered unit standards and qualifications, and adjusted if necessary to meet the requirements of the latest version
- formal advisory links with industry are maintained and used to source expertise and guidance on current industry practice, including advice on the development and review of training

programmes

- the development of new training programmes includes:
 - a description of who the programme is aimed at
 - evidence of market research identifying the need and demand for the proposed programme
 - details of how embedded literacy and numeracy will be taken into account in developing the proposed programme and learning resources
 - details of how the learner profile and industry feedback have been taken into account in developing the proposed programme.
- all the requirements of the unit standards in the programme are met including explanatory notes, requirements, specified assessment conditions, and all health and safety requirements.

CMR 0233:

Developing 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](#).

Developing assessments example

CMR 0048:

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

- all assessment material is consistent with the breadth and level of the scope of the consent to assess and meets the national external moderation requirements
- self-developed assessment material is submitted to the National Moderator for pre-assessment moderation and approval prior to use
- Recognition/Assessment of Prior Learning (R/APL) or Recognition of Current Competence (RCC) processes are consistent with the national standard.

Physical resources example

CMR 0228:

The applicant organisation must have policies and procedures to ensure provision of necessary physical resources appropriate to the

scope of consent to assess sought. For example:

- facilities which enable students to provide daily care for a wide range of animals
- facilities which provide for restraint and safe handling of animals and for safety of the handler.

Framework example

CMR 0099:

For standards classified under Field Māori, Te Hono o te Kahurangi framework applies. This is to ensure schools are responsive to Māori language and cultural requirements, to Māori learning and teaching styles, and to Māori aspects of spirituality.

Equipment example

CMR 136:

The applicant organisation must have policies and procedures to ensure that all of the training equipment, and access to specialist equipment, materials, and resources that enables training and assessment of the learners is in accordance with the requirements of the practical standards in the scope of the application.

The applicant organisation must have policies and procedures to ensure that sufficient safety equipment and first aid facilities are available for the number of learners and the types of unit standards being assessed. The policies and procedures must state site responsibilities, safety arrangements, and access time.

Resources example

CMR 0099:

The applicant organisation must have policies and procedures that include how equipment, including safety equipment and clothing, is acquired, selected, maintained, retired, and checked immediately prior to use.

The applicant organisation must have policies and procedures to ensure access to appropriate equipment, facilities and locations which enable it to carry out satisfactory practical training and assessment. This must include ongoing dialogue with local hapū regarding access to marae, whenua, ngahere, awa, and moana.

Programme evaluation example

CMR 123:

The applicant organisation must have policies, procedures, and review mechanisms to ensure its programmes are designed and delivered to meet the needs of the seafood industry, employers, employees and/or prospective employees.

The applicant organisation must have policies and procedures to ensure that feedback from employers, employees and/or prospective employees once they have completed their training programme is obtained, and that this feedback is used to inform future education and training programmes for the seafood industry. This is to ensure industry requirements and the programme outcomes are met.

c Learner access to resources

Requirements in this section are for learner resources, including admission guidance, learning support, guidance, pastoral care and equipment.

Admission / entry example

CMR 0101:

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

- entry requirements conform to those set out in the unit standards and qualifications
- student records are kept and maintained
- students' English language skills are sufficient for them to understand all requirements, instructions and communications (oral, written, and graphic) necessary for compliance with industry-related regulations, and health and safety requirements
- communication skills, literacy and numeracy skills and physical abilities meet the requirements of the relevant unit standards and qualifications.

Student support examples

CMR 0099:

Student guidance and support systems.

The applicant organisation must have policies and procedures to ensure that they can:

- demonstrate how cultural safety will be achieved
- provide evidence that guidance/counselling will be available to students and tutors where planned activities may involve a degree of physical and/or psychological risk.

CMR 0101:

The applicant organisation must have policies and procedures to 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.

d Practical experience

Requirements in this section are for practical or work-based experience.

Practical or work-based examples

CMR 136:

Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that, where assessments are undertaken in a workplace environment, the assessor and/or verifier understands the principles of competency-based assessment.

Where learners are required to receive training in an off-site situation, applicant organisations must have policies and procedures that include a Memorandum of Understanding (MoU) or contract between the applicant organisation and the off-site provider which clearly states:

- The nature of the training the learners are to receive
- Responsibility for the safety of the tutors and learners
- The time and frequency of the learners' attendance
- The name and relevant details of the learner(s) attending specific off-site locations
- Information from the off-site provider that allows the accredited organisation to make consistent assessment judgements
- Support mechanisms available to both the learner and the off-site provider for the duration of the training, including health and safety requirements, which includes a site safety plan
- The nature of work undertaken relates to the range of work indicated in the relevant standards and involves the use of specified equipment
- Responsibilities for assessment are clearly understood and

documented.

CMR 0048:

Where students are required to receive training in an off-site situation, applicant organisations must have policies and procedures that include a MOU or contract between the applicant organisation and the off-site provider which clearly states:

- The nature of the training the students are to receive
- the responsibility for safety of staff engaged in training and assessment, and of students
- the time and frequency of the students' attendance
- the name and relevant details of the student(s) attending specific off-site locations
- the information from the off-site provider that allows the applicant organisation to make progress and assessment judgements
- the support mechanisms available to both the student and the off-site 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.

e Site visit

Requirements in this section are for the site visit, if required, and the purpose of the visit in relation to the consent requirements.

A visit may be required if, for example, a new application is being made, results of external evaluation and review for the applicant organisation are unsatisfactory, or documentation supplied in support of the application raises concerns.

Moderation Requirements

The purpose of moderation requirements is to ensure that assessment decisions in relation to assessment and skill standards are consistent nationally.

Moderation provides assurance to the SSB, learners, employers, industry, communities and others that, regardless of where the learning has been assessed, learners have achieved the standard's outcomes by meeting the required performance criteria.

All providers with consent to assess must participate in the appropriate national external moderation system.

National external moderation must:

- a. ensure assessment practice is fair, valid, and consistent
- b. be appropriate to the nature of the learning outcomes and assessment evidence collected
- c. provide confidence that learners have achieved the specified standard
- d. provide confidence in the reliability and consistency of assessor judgements about learner performance
- e. be cost effective
- f. focus on improving assessment practice
- g. specify roles and responsibilities within the moderation system
- h. specify the requirements for collecting assessment samples and moderation activities.

Directory of Assessment and Skill Standards Listing and Operational Rules 2022, Rule 10.3

f The National External Moderation (NEM) system

CMRs provide an overview of the NEM system and include:

- 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.
- actions the SSB will take if education organisations do not meet the moderation requirements.
- links to the annual moderation plan on the SSB's website if appropriate.

Examples

CMR (NZQA):

National External Moderation is carried out online, generally by individual moderators, and is usually post-assessment i.e. approval of assessment material and the review of assessor judgements are completed simultaneously after assessment has occurred.

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.

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.

CMR 0048:

Cluster Workshops

All schools, and those organisations involved with BCITO-developed diploma programmes will be required to participate in cluster workshops. Participants will bring a sample of their assessed student work and judgements for peer review. Each cluster will be comprised of assessors from similar organisations involved in assessing the same level of BCITO standards. BCITO will publish a list of unit standards annually for the purpose of moderation. Cluster workshop participants will nominate relevant unit standards from the published list for the peer review of associated student work. A minimum of two unit

standards and associated assessed student work will be moderated. A BCITO Policy and Quality facilitator will be available at each cluster workshop to provide advice and support, and to record and report on moderation outcomes.

Moderation reports from the cluster moderation meeting will be provided for each participant organisation with consent to assess.

CMR 0165:

Responsibilities of participants

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.

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.

CMR 0165:

Moderation selection criteria and sampling methods

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).

Reporting

NEM also includes the following:

- SSB feedback to the providers on moderation outcomes
- Reviewing, evaluating and reporting on the effectiveness of the moderation system.
- SSB annual report to NZQA on the performance of the moderation system, including individual providers.

Provider Non-compliance

The SSB specifies the further actions it will undertake if a provider does not comply with the requirements of the moderation system. These actions include referring the provider to NZQA for further follow-up or statutory action, and may lead to the withdrawal of consent to assess.

When referring a provider to NZQA, the SSB will state the reasons for the referral along with any supporting evidence.

g Appeals and dispute resolution

CMRs must state the process that education organisations assessing against standards can use to appeal moderation decisions, and the SSB's dispute resolution process.

The SSB specifies the resolution processes it will use when a provider with consent to assess requests a reconsideration of the SSB moderation decisions and/or seeks to resolve a dispute.

Example

CMR 101:

Appeals

In the event of any unresolved dispute over the results of moderation, the case should be submitted in writing to the Connexis Infrastructure ITO National Moderator within 21 days of the moderation result being received. The National Moderator will acknowledge receipt of the appeal and agree a timeframe for resolution. The appellant must provide:

- details of the accredited organisation
- staff details
- reasons for the appeal
- all associated assessment materials.

If the organisation with consent to assess is not satisfied with the

resolution, they may appeal further to the Connexis Infrastructure ITO CEO in writing within 14 days of receiving the initial appeal result. The CEO will provide a written response within 14 days. All available documentation will be taken into consideration and the CEO's decision will be final and binding.

How to apply

The CMR should be created using the CMR template.

- Apply online via the Education Sector Portal
- Use 'Other' category.
- Write CMR in the field for type of application.

[Log in to the portal](#)

Where more than one SSB shares responsibility for a standard, the CMR will need to include the arrangements made in relation to the standards.

[Download the CMR template](#)

Review of CMRs

If the CMR has been reviewed, the following is required with the application:

- an outline of the rationale for the review
- changes made to the CMR as a result of the review
- a description of the impact on organisations with consent to assess
- a change report, outlining the change

The approved change report will be published with the reviewed CMR.

[Download the CMR change report](#)

Appendices

Appendix 1 Old to new CMR Template

Old CMR section heading	New CMR section heading/s
Criterion 1. Development and evaluation of teaching programmes	a. Skills and knowledge of teachers and assessors b. Special resources required
Criterion 2. Financial, administrative and physical resources	a. Skills and knowledge of teachers and assessors b. Special resources required c. Learner access to resources
Criterion 3. Staff selection, appraisal and development	a. Skills and knowledge of teachers and assessors
Criterion 4. Student entry	c. Learner access to resources
Criterion 5. Student guidance and support systems	b. Special resources required c. Learner access to resources
Criterion 6. Off-site practical or work-based components	d. Practical experience e. Site Visit
Criterion 7. Assessment	a. Skills and knowledge of teachers and assessors b. Special resources required
Criterion 8. Reporting	Reporting

Appendix 2 Te Hono o Te Kahurangi quality assurance

All providers of Field Māori unit standards listed on the Directory of Assessment and Skill Standards 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.

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

Ngā Kaupapa	Whakamāramatanga	
The Principles	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 hāpori Māori, o te hāpori whānui.	Autonomy realised through the enactment of a Māori world-view in response to the aspirations and driving motivators of ākonga, whānau, 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 hāpori 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 whakaponu, 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	Preservation, guardianship and

	kaitiakitanga, te hāpaitanga hoki o te ao me ōna taonga hei painga mō te katoa.	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.