

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

For *Pest Control, Pest Monitoring, Urban Pest Management, Civil Defence Emergency Management Response, Emergency Communications, Workplace Emergency risk Management, Workplace Fire and Emergency Response, Fire and Rescue Services – Airport, Fire and Rescue Services – Generic Fire Fighting, Fire and Rescue Services – Structural and Industrial, Fire and Rescue Services – Vegetation, Allied Health Assistance, Brain Injury Support, Community Support Services, Core Health, Diversional Therapy, Health and Disability Principles in practice, Hearing Therapy, Mental Health and Addiction Support, Neurodiversity, Older Persons' Health and Wellbeing, Public Health Practice, Sensory Support, Supporting People with Disabilities, Whānau Ora and Community Support, Care of Children and Young Persons, Community Work, , Iwi/Māori Social Services, Peer Support Work, Professional Development of Social Service Workers, Provide Social Services, Social Service Work in Suicide Intervention, Social Service Work with Abuse, Neglect, and Violence, Social Work, Youth Development, Rope Rescue, Urban Search and Rescue-Operations, Self Management, Inclusive Education and Intervention and Support, Inclusive Education Practice, Early Childhood: Educational Theory and Practice, Early Childhood: Family, Whānau, Community, And Society, Early Childhood:, Early Childhood: Professional Practice, Ambulance, Emergency Care – First Response, Cervical Screening, First Aid, Hazardous Substances and Materials, Occupational Health and Safety Practice, Workplace Health and Safety Management, Pharmacy, Injury Prevention, Cadet Forces Generic, Cadet Force Specialist, Prison Safety and Security, Prisoner Management, Beauty Therapy, Salon Skills*

Version 1

Tau tohutoro CMR | CMR reference number: XXXXX

Ngā Whakapānga | Contact (s)

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Fields/Subfields

Agriculture, Forestry and Fisheries > Pest Management
Business > Public Sector Services (all US expired)
Community and Social Services > Civil Defence
Community and Social Services > Civil Defence Emergency Management
Community and Social Services > Community and Workplace Fire and Emergency Management
Community and Social Services > Community Support
Community and Social Services > Fire and Rescue Services
Community and Social Services > Health, Disability, and Aged Support
Community and Social Services > Social Services
Community and Social Services > Specialist Rescue
Core Generic > Core Generic (Self-Management)
Education>Inclusive Education
Education > Adult Education and Training
Health > Emergency Services
Health > Health Studies
Health > Occupational Health and Safety
Health > Public Health
Law and Security > Cadet Forces
Law and Security > Offender Management
Service Sector>Beauty Services

Kupu whakataki | Introduction

This Consent and Moderation Requirements ('CMR') document specifies what a Tertiary Education Organisation ('TEO') or a 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 that incorporates standards on the Directory of Assessment and Skill Standards ('DASS'), required documentation, and NZQA Rules, are published on the [NZQA website](#).

The following sections outline the consent and moderation requirements set by Toitū te Waiora.

Whakaritenga whakamana | Consent requirements

The purpose of the Requirements for Consent to Assess ('RCA') is to set out the nature of the process for granting consent to assess and involvement of the Workforce Development Council ('WDC') and others in the process, and to set out the WDC's industry or sector-specific requirements for a TEO or a school.

TEOs wanting to deliver and assess against Toitū Te Waiora unit or skill standards are required to contact the Quality Assurance team to evaluate their application for consent to assess. Subsequent applications to NZQA should include evidence of support from Toitū Te Waiora.

Details of the consent to assess process are published on the [Toitū Te Waiora website](#).

Toitū Te Waiora industry or sector-specific requirements for consent to assess are set out in the following appendices:

Appendix 1	Emergency Services Sector
Appendix 2	First Aid Sector
Appendix 3	Occupational Health and Safety Sector
Appendix 4	Cervical Screening
Appendix 5	Early Childhood Education and Care Sector
Appendix 6	Adult Education and Training, Generic Education and Training
Appendix 7	Offender Management
Appendix 8	Beauty Therapy, Salon Skills

Fees for SSB involvement in process for granting consent to assess

There is no charge from the Toitū Te Waiora for processing a consent to assess application.

A Particular skills and knowledge of teachers and assessors

The applicant TEO must have policies and procedures to ensure that **teaching staff** meet the following minimum requirements:

- Have current and relevant experience, and hold a relevant qualification, standards, or registration, at - or preferably one level above - the level at which they are required to teach.
- Currently hold a qualification in adult education and assessment, a New Zealand-recognised teaching qualification, or be able to demonstrate equivalent knowledge and skills.
- Have regular contact with industry partners to keep informed about the latest developments in technology, industry practice and legislation, and have opportunities for professional development related to training and assessment.

The applicant TEO must have policies and procedures to ensure that assessment practice is fair, valid, and consistent, and that **assessing staff** meet the following minimum assessor requirements:

- Hold unit standard 4098, or can demonstrate equivalent knowledge and skills.
- Hold a relevant qualification, standards, at - or preferably one level above - the level at which they are required to assess.

The applicant TEO must have policies and procedures to ensure that staff involved in **assessment design and moderation** meet the following minimum requirements:

- Hold unit standard 11552, or can demonstrate equivalent knowledge and skills.
- Hold unit standard 11551, or can demonstrate equivalent knowledge and skills.

B Special resources required for assessing against the standards

The applicant TEO must have policies and procedures to ensure the following minimum requirements:

- A holistic and integrated approach to curriculum design, delivery, and assessment/ aromatawai principles.
- Literacy, Language and Numeracy ('LLN') demands are embedded, or external support is provided when required.
- Evidence of consultation with industry and interested parties, including people with disabilities, Māori, and Pacific communities, in the development of training programmes, and that links with industry are maintained.
- Evaluation of programmes is undertaken on a regular, scheduled, basis.
- Feedback on training, delivery, and teaching materials is obtained from learners and industry representatives.

C Learner access to resources

Applicant TEOs must be able to satisfy the requirements of the Health and Safety at Work Act 2015 and other relevant safety guidelines and regulations when providing practical training or assessments, and sufficient safety equipment (including, for example, Personal Protective Equipment, first aid facilities) to cater for the number of learners and planned activities.

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

- The learner's 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.
- The learner's communication, literacy, and numeracy skills, and physical abilities, meet the requirements of standards and qualifications.
- Appropriate feedback mechanisms are in place for timely feedback on learning progression.
- Support mechanisms are in place to assist a learner facing challenges to achieve a standard and/or progression through a programme.
- Regular contact is maintained with teachers and/or staff when carrying out workplace or work-integrated practical and distance learning.

D Practical experience

The applicant TEO must have policies and procedures in place for a learner who spends time within industry for training, work experience and/or assessment

Where learners are required to receive off-site or work-based training, applicant TEOs must have policies and procedures in place (a Memorandum of Understanding or contract) with the off-site provider which clearly state the:

- Nature of the training learners will receive.
- Responsibility for safety of learners engaged in training and assessment.
- Times and frequency of learner attendance.
- Name and contact details of a learner attending an off-site location.
- Arrangements with the off-site provider to allow the applicant TEO to gauge progress and make judgments on assessment.
- Support mechanisms available to both the learner and off-site provider for the duration of the training, including health and safety requirements.
- Nature of work being undertaken, alignment to the range of work indicated in the relevant standards, and use of specific equipment.
- Responsibilities for verification and/or assessment, and credit reporting.
- Process for conflict resolution between the parties.

Toitū Te Waiora recognises that an applicant TEO may enter a sub-contracting or collaborative arrangement with another TEO for assessment against standards outside their scope for consent to assess. In these instances, a formal written agreement is required.

Collaborative arrangements with a TEO which has consent to assess must ensure that the arrangement is fair, transparent, and consistent, and that it assures quality delivery and protects the learner's interests. A collaborative arrangement will also need to reflect and be consistent with any specific industry requirements.

E Site visit

Toitū Te Waiora reserves the right to carry out a site visit.

The purpose of a site visit is to confirm that premises and resources meet the industry or sector-specific requirements for consent to assess. If Toitū Te Waiora is satisfied that all requirements are met, the application will be supported.

A site visit may be waived when:

- The applicant seeks consent to assess against a small number of standards and Toitū Te Waiora decides that, given the nature of the standards, a visit is not warranted.
- The applicant has experience of providing assessment against standards in the area applied for, and that the applicant's quality management systems are known to Toitū Te Waiora.
- The consent to assess application has been developed in consultation with Toitū Te Waiora.

Areas of shared responsibility

Toitū Te Waiora may delegate the decision to undertake a site visit to another WDC. This can occur when consent to assess is being sought for Toitū Te Waiora standards that are included in a programme of study leading to a qualification developed by the other WDC, or where the application includes standards from another WDC.

Whakaritenga whakaōrite | Moderation requirements

National External Moderation ('NEM') systems are developed to ensure that assessment decisions are nationally consistent. All TEOs and schools with consent to assess against standards, and all TEOs and schools with programme or micro-credential accreditation that incorporate DASS standards, must meet NEM requirements.

As a Standard Setting Body ('SSB'), Toitū te Waiora is responsible for managing NEM systems for the standards it sets, in accordance with the [Directory of Assessment and Skill Standard Rules](#). A section on the Toitū Te Waiora website provides information on the process - [National external moderation](#).

SSBs report annually to NZQA regarding any concerns about the performance of TEOs and schools participating in NEM. Non-compliance may lead to the withdrawal of consent to assess.

Toitū te Waiora recognises that moderation is an ongoing process and welcomes suggestions from providers on how the NEM system could be modified or improved.

Moderation

The Toitū te Waiora NEM system seeks to ensure that assessment practice is fair, valid, reliable, equitable, consistent, and authentic. It considers:

- Whether assessment is appropriate to learning outcomes.
- The quality of collected assessment evidence.
- Whether learners have achieved the specified standard.
- The reliability and consistency of assessor judgements about learner performance, and whether they are at the national standard.
- Where assessment practice can be improved.

Responsibilities

The Quality Assurance ('QA') team manages the moderation process at Toitū Te Waiora. It plans and co-ordinates all moderation events, reports moderation outcomes, ensures TEOs with consent to assess comply with moderation requirements, and evaluates and reports to NZQA on the effectiveness of the NEM system.

The Process of Selection

The Toitū Te Waiora *Annual Moderation Plan* identifies a selection of standards from DASS Domains. TEOs selected to provide samples are identified from credit reporting over the previous twelve months, and/or the previous year's moderation results. Additional standards may be selected based on NEM outcomes.

For schools, a representative sample of standards will be selected from results reported within the previous twelve months. Additional standards may be selected based on NEM outcomes.

Selection of standards involves a combination of factors, which include:

- The amount of assessment being undertaken on a regular basis.
- The amount of standards assessed the previous year.
- Risk factors.
- The provider's moderation results history.

As part of the moderation process, Toitū te Waiora undertakes visits to a sample of TEOs every year. Selected providers will be advised in advance of an intention to visit. A report will be provided post-visit.

Non-compliance with national external moderation

In cases where moderation indicates sub-optimal or non-compliant assessment practice, Toitū Te Waiora - in co-operation with the provider - will develop an improvement plan. The improvement plan will specify required actions and a timeframe for achieving outcomes. In complex non-compliance cases, Toitū Te Waiora will refer the matter to NZQA.

Appeals and Dispute Resolution

Providers can appeal against a moderation decision. Toitū Te Waiora will ensure that appeals are resolved in a fair, independent, objective, and timely manner. Appeals follow a formal process:

- Providers should make every effort to resolve disagreements prior to a formal appeal being lodged.
- An appeal can only be made by a provider affected by the moderation decision.
- Toitū Te Waiora will provide an appeal form on request.
- When the appeal is formalised, it is to be co-ordinated by a Toitū Te Waiora designated staff member from the QA Team who has no direct interest in the outcome of the appeal.

Providers can make appeals within 15 working days of receiving a moderation outcome report. Toitū te Waiora aims to complete appeals within 20 working days from receipt of an appeal form.

Kōrero Rēhita mō te CMR | Registration Information for the CMR

Tukanga Process	Rerenga Version	Rangi Date
Registration	1	XXXX

Appendix 1 Emergency Services Sector Requirements For Consent to Assess (previously 121)

Applicant TEOs 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.

A Particular skills and knowledge of teachers and assessors

Domains: Ambulance, Emergency Care – First Response

Specific requirements:

For the Ambulance domain:

Assessing staff must have significant operational experience working in the field as ambulance officers or have worked in a related area such as a hospital emergency department. Significant experience is seen as having spent at least 12 months working at a minimum of Intermediate Care Officer level (or equivalent). Assessing staff must have completed an ambulance qualification at or above the level at which they are required to assess.

The applicant TEO must have policies and procedures for linking with the ambulance services for the development and evaluation of training programmes, particularly in relation to opportunities for practical on-job training and assessment.

For the Pre-Hospital Emergency Care domain:

The applicant TEO must have policies and procedures to ensure that staff development encompasses annual updating of practical experience in pre-hospital emergency care work. A minimum duration of three weeks or 120 hours per annum is recommended.

The applicant TEO must have policies and procedures for links during development and evaluation of training programmes (particularly in relation to opportunities for practical on-job training and assessment) either with TEOs whose members routinely carry out pre-hospital emergency care in the course of their duties, or with ambulance services. Examples of other TEOs include the New Zealand Fire Service, the New Zealand Ski Instructors Alliance, and Surf Life Saving New Zealand.

D Practical experience

Domains: Ambulance, Emergency Care – First Response

Specific requirements:

For the Ambulance domain:

The applicant TEO must have defined and documented arrangements (eg. a memorandum of understanding) with:

- Ambulance services to ensure that learners have access to practical experience in an operational ambulance situation as required in the explanatory notes of the standards, which will include details of any fees payable to the provider of that service by the applicant TEO.

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- Clinical education TEOs in the public and/or private sector allowing learners access where clinical training and/or assessment is required.

For the Pre-Hospital Emergency Care domain:

The applicant TEO must have defined and documented arrangements (eg. a memorandum of understanding) with relevant TEOs or ambulance services to ensure continual practical experience/assessment throughout training where this is a requirement. These arrangements will include details of any fees payable to the provider of that service by the applicant TEO.

Appendix 2 First Aid Sector Requirements For Consent to Assess (previously 230)

Applicant TEOs 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.

A Particular skills and knowledge of teachers and assessors

Domain: First Aid

Specific requirements:

Applicant TEOs must be able to ensure that:

- Instructors must have first aid unit standards 6402, 6401, and 6400 and maintain a current first aid certificate through revalidation training.
- Instructors must have unit standards in the [Emergency Care - First Response](#) domain (e.g., 29321 or the expired 14470-14773) or demonstrate equivalent knowledge and skills.
- Instructors must be trained in standards-based assessment. They must have obtained credit for [unit standard 4098](#).
- Instructors must hold a current [New Zealand Resuscitation Council Emergency Care Instructor Certificate](#) or demonstrate equivalent knowledge and skills.
- Instructors must maintain currency in first aid knowledge, skills, and best practice in teaching and assessment through annual professional development.

Further information about requirements for providing standard-based first aid training is provided in *First Aid as a Life Skill: Training Requirements for Quality Provision of Unit Standard-based and Revalidation First Aid Training and Assessment*. It is maintained as a 'living document', and published on the toitutewaiora.nz website.

All providers with consent to assess against unit standards 6400, 6401, and 6402 will be contacted by email when new versions of the document are published.

Appendix 3 Occupational Health and Safety Sector Requirements For Consent to Assess (previously 121)

Applicant TEOs 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.

A Particular skills and knowledge of teachers and assessors

Domains: Hazardous Substances and Materials, Occupational Health and Safety Practice

Specific requirements:

Additional requirements to assess standards (29765, 29766, 29767 & 29768):

Asbestos removal, due to high worker and public health risk, is strictly controlled in accordance with the [Health and Safety at Work \(Asbestos\) Regulations 2016](#) and WorkSafe New Zealand requirements. For this reason, assessment against the standards listed below must be conducted by individuals who meet the following additional requirements:

1. Hold unit standard 29768, *Conduct asbestos assessment associated with removal*, or evidence of completion of an asbestos assessor training course approved by WorkSafe New Zealand; and,
2. Hold a current asbestos assessor licence issued by WorkSafe New Zealand under the Health and Safety at Work (Asbestos) Regulations 2016. WorkSafe approved asbestos assessor training courses can be found at: <https://www.worksafe.govt.nz/topic-and-industry/asbestos/licensing/overview/>.

The applicant organisation must have policies and procedures to ensure that staff engaged in the delivery of training and assessment against unit standards 29765, 29766, 29767, and 29768 hold an adult education qualification or demonstrate equivalent skills and knowledge.

Additional requirements to assess skill standard 40316:

As stated in skill standard 40316 *Demonstrate safe use of firearms in accordance with the New Zealand Police Firearms Safety code*, this can only be assessed by the Te Tari Pūreke division within the Royal New Zealand Police College.

Any sub-contracting arrangements must stipulate the safe use of any firearm and ammunition (disabled or active) for learning purposes.

‘High risk’ standards

Health > Occupational Health and Safety

Domain	Standard IDs
Hazardous Substances and Materials	29765 – 29768
Occupational Health and Safety Practice	40316

The standards listed above are identified as ‘high risk’ and need special care during delivery, study, and assessment.

Appendix 4 Cervical Screening Sector Requirements For Consent To Assess (previously 0007)

Applicant TEOs 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.

A Particular skills and knowledge of teachers and assessors

Domain: Cervical Screening

Specific requirements:

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

- Staff involved in teaching and assessment are involved in on-going professional development related to cervical screening.
- Clinical staff who have input into the course must have current and relevant industry experience and qualifications. Appropriate qualifications and industry experience include:
 - Registered Nurse with certification in cervical screening;
 - Nurse Practitioner with certification in cervical screening; and
 - Registered medical practitioner with experience in sexual and reproductive health.
 - Other relevant clinical-related experience.
- Staff providing clinical supervision in the workplace, including the clinical assessor designated by the TEO to carry out assessments of the practical component of the cervical screening training course, must be:
 - a registered nurse, nurse practitioner, midwife or medical practitioner with a current practising certificate who is currently involved with cervical screening and delivering services according to Health New Zealand Te Whatu Ora *NCSP Policies and Standards-Section 3 of Cervical Screening Services*, found at https://www.tewhatauora.govt.nz/assets/Policies-and-Standards/two_5020_ncsp_pands_s3_cervicalscreeningservices_interim_v_1.0.pdf
 - an experienced sample taker with a minimum of two years' experience.

C Learner access to resources

Domain: Cervical Screening

Specific requirements:

The applicant organisation must have policies and procedures to ensure that learners are registered health practitioners, such as a medical practitioner, nurse practitioner, registered nurse, enrolled nurse or registered midwife.

Learners must meet the following requirements:

- Hold a current New Zealand practising certificate;
- Have access to a clinical supervisor for completion of the clinical component;
- Possess professional/personal indemnity insurance;

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- Have access to an appropriate client base.

Under exceptional circumstances, health practitioners who do not have a current New Zealand registration but who intend to practise cervical screening in New Zealand or overseas will be eligible for cervical screening training. Applications will be considered on a case-by-case basis by the National Screening Unit (NSU).

The applicant organisation must have policies and procedures to ensure that pre-course information for learners is current, accurate, and sufficient to enable prospective learners to assess their own suitability to apply for cervical screening training.

The applicant organisation must have policies addressing the professional relationship between staff and learners and have documented procedures for dealing with breaches in that relationship.

The applicant organisation must have policies and procedures for dealing with the cultural, physical, spiritual, and emotional safety of their learners.

E Site visit

Domain: Cervical Screening

Specific requirements:

Industry involvement in the process for granting consent to assess requires a visit from a nominated representative of the National Cervical Screening Programme (NCSP) at the Ministry of Health Manatū Hauora.

Appendix 5 Early Childhood Education and Care Sector Requirements For Consent To Assess (previously 0135)

Applicant TEOs 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.

A Particular skills and knowledge of teachers and assessors

Domains:: Early Childhood: Educational Theory and Practice, Early Childhood: Family, Whānau, Community, and Society, Early Childhood: Professional Practice

Specific requirements:

The applicant organisation must have policies and procedures for the development, delivery and evaluation of teaching programmes that include the standards in the scope of the application to ensure that:

- Recognised good practice and current research from authoritative sources informs programme development;
- Consultative mechanisms with appropriately experienced personnel, learners and consumers inform programme development, delivery and evaluation.

These requirements are designed to ensure current research, sector and community expertise, and the post-participatory experiences of the learners, inform ECE training programmes.

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

- For Levels 3 and above, the majority of teaching staff have a teaching qualification and a qualification in Early Childhood Education and Care (encompassing both theory and practice) at a higher level than the standards against which they are assessing. All teaching staff must also either have obtained credit for the standards they will assess against or be able to demonstrate equivalent knowledge and skills.
- Opportunities are provided for staff to seek higher qualifications in Early Childhood Education and Care as part of on-going professional development. Opportunities for staff to seek on-going professional development in assessment of standards, and adult education and training may also be provided.
- Safety checking of the children's workforce is carried out consistent with the requirements of The Children's Act 2014. Providers must be able to show records of the outcome of each safety check for staff that are part of the children's workforce.

The rationale for these requirements is to ensure that learners receive quality education and are assessed by staff with appropriate levels of knowledge, skills and experience in early childhood education and care.

C Learner access to resources

Domains:: Early Childhood: Educational Theory and Practice, Early Childhood: Family, Whānau, Community, and Society, Early Childhood: Professional Practice

Specific requirements:

The applicant organisation must have policies and procedures for ensuring that learners are suitable for working with young children.

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- The applicant organisation must have policies and procedures for carrying out a safety check consistent with the requirements of the The Children's Act 2014 on prospective learners where the provider plans to place these learners in practicums in early childhood settings.
- While The Children's Act 2014, is clear that early learning services are accountable for ensuring learners have been safety checked, The Children's Act 2014 allows these checks to be done by another organisation (such as a TEO/provider) on their behalf. Where a safety check has been completed by a provider/applicant organisation on the early learning services behalf, the early learning service will still need to confirm it was to The Children's Act 2014 standard, do an identity check and a risk assessment.
- Learner entry will be provisional until safety checks have been completed. Providers must be able to show records of provisional entry and the outcome of each safety check.

For more information on The Children's Act 2014, safety checking regulations, and guidelines see <https://www.justice.govt.nz/justice-sector-policy/key-initiatives/cross-government/childrens-action-plan/>.

Information from the Tertiary Education Commission (TEC) on safety checking of vocational trainees as required by The Children's Act 2014 is available at <http://www.tec.govt.nz/assets/Archived-TEC-Now/Safety-checking-of-vocational-trainees-as-required-by-the-Vulnerable-Childrens-Act-2014.pdf>.

D Practical experience

Domains: Early Childhood: Educational Theory and Practice, Early Childhood: Family, Whānau, Community, and Society, Early Childhood: Professional Practice

Specific requirements:

The applicant organisation must have policies and procedures to identify criteria for selection of off-site Early Childhood Centres, and a written contract between an applicant organisation/provider and the Early Childhood Centres at which practicums take place. It is required that the contract, amongst other things, addresses the following:

- The role and responsibilities of the practicum supervisor in relation to the learner, including skills, knowledge, and attributes to be applied, and reporting in relation to the provider's gathering of assessment evidence against standards;
- The provider's policy and procedures for ensuring the suitability of the learner to be placed in an Early Childhood Centre, including addressing arrangements for safety checking of the learner;
- Procedures for dealing with any difficulties that may arise.

Appendix 6 Adult Education and Training and Generic Education and Training Sector Requirements For Consent To Assess (previously 0045)

Applicant TEOs 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.

A Particular skills and knowledge of teachers and assessors

Domains:: Adult Literacy and Numeracy Education, Delivery of adult Education and Training, Design and Development of Adult Education and Training, Evaluation in Adult Education and Training, Management of Adult Education and Training, Assessment of Learning, Open, Flexible and Networked Learning, Research in Education

The applicant organisation must have policies and procedures for the development, delivery and evaluation of teaching programmes to ensure that:

- Recognised good practice and current research from authoritative sources informs programme development.
- Relevant stakeholders are involved in programme development, delivery and evaluation including appropriately experienced personnel, learners and consumers, and Māori and/or other cultural and/or ethnic groups if relevant to the organisation's community and/or programme.
- Feedback from learners once they have applied their learning is obtained and used to inform the development of future programmes.

These requirements are designed to ensure current research, industry and community expertise and the post-participatory experiences of the learner, inform adult education and training programmes.

Where Māori are the Ākonga, the applicant organisation must have policies and procedures for the development and evaluation of teaching programmes to ensure that:

- Māori pedagogy is accommodated in terms of Māori teaching styles, language, culture and spirituality.
- The Māori community is involved.
- The teaching resources are culturally authentic and appropriate.
- A holistic and integrated approach to programme design, delivery and assessment is used.

B Special resources required for assessing against the standards

Domains:: Adult Literacy and Numeracy Education, Delivery of adult Education and Training, Design and Development of Adult Education and Training, Evaluation in Adult Education and Training, Management of Adult Education and Training, Assessment of Learning, Open, Flexible and Networked Learning, Research in Education

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

- Staff involved in assessing against standards are trained in standards-based assessment. They must either have obtained credit for Assessment of Learning: Unit 4098, Use standards to assess candidate performance, or Unit 30421, Carry

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out assessments against standards to make judgements of learner performance, Unit 11551, Quality assure assessment and Unit 11552, Design and evaluate assessment materials; or are able to demonstrate equivalent knowledge and skills.

- Staff involved in assessment are involved in ongoing professional development related to education, especially study towards the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752].

Domain Adult Literacy and Numeracy Education:

The applicant organisation must have policies and procedures to ensure that staff engaged in teaching and assessment hold a qualification at Level 5 or above relevant to adult literacy and numeracy education or are able to demonstrate equivalent knowledge and skills.

The applicant organisation must have policies and procedures to ensure that staff engaged in teaching and assessment of programmes that include assessment against standards 29622, 29628 and 29629 are able to demonstrate a comprehensive knowledge of Māori teaching methods and learning strategies.

Domain Research in Education:

The applicant organisation must have policies and procedures to ensure that staff engaged in teaching and assessment maintain knowledge of current research developments and are engaged in research relevant to education.

Appendix 7 Offender Management Sector Requirements For Consent To Assess (previously 121)

Applicant TEOs 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.

The applicant TEO must have defined and documented arrangements (eg. a memorandum of understanding) with Prison Services to ensure that learners have access to practical experience in an operational prison situation.

A Particular skills and knowledge of teachers and assessors

Domain: Prison Safety and Security, Prisoner Management

Specific requirements:

The applicant TEO must have policies and procedures to ensure that assessors work in a prison environment for a minimum duration of 30 days per annum.

The applicant TEO must have policies and procedures to ensure that only off-site providers and/or workplaces, who meet the requirements of the relevant parts of the Prison Services policies and procedures in the *Prison Operations Manual (POM)*. The POM is published on the Department of Corrections [website](#).

'High Risk' Standards

The standards below have been identified as 'high risk', as they need special care during delivery, study, and assessment to ensure the safety of personnel and equipment.

Law and Security > Offender Management

Domain	Standard IDs
Prisoner Management	14623, 14633

Appendix 8 Beauty Therapy, Salon Skills Sector Requirements For Consent To Assess (previously 0035)

Applicant TEOs 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.

Service Sector > Beauty Services

Domain	Standard IDs
Beauty Therapy	19598, 27164, 27166, 27167, 27171-27173, 27175, 27176, 27637-27641, 27645, 29326, 29590-29606, 30116, 31163-31174
Salon Skills	27168, 29327

C Learner access to resources

Domains: Beauty Therapy and Salon Skills

Specific requirements:

The applicant organisation must have policies and procedures to ensure learners are supported and have access to required resources for the following:

- Learning materials are available in various formats to accommodate different learning styles and accessibility needs.
- Well-equipped facilities, including workshops, laboratories, and specialised equipment relevant to the industry specific standards.
- Pastoral care arrangements, including regular contact with a tutor if enrolled in a distance or blended learning programme.
- Work/practical environment is relevant to the industry as required by the standards.
- Clear assessment guidelines for learners such as assessment type, environment, duration, appeal processes.
- Policies and processes to ensure assessment occurs when the learner is ready for assessment.
- Appropriate feedback mechanisms for a learner to receive timely feedback on their progression.
- Support mechanisms are in place to assist a learner facing difficulty/challenges to achieve the standards.

D Practical experience

Domains: Beauty Therapy and Salon Skills

Specific requirements:

The applicant organisation must have policies and procedures to ensure that **workplace verifiers** meet the following minimum requirements:

- hold the New Zealand Diploma in Beauty Therapy, or International equivalent.

CONSULTATION DRAFT

- Are proficient in the technical skills and theoretical knowledge related to the standards being verified.
- It is recommended that verifiers hold unit standard 30423, or 4098 or 11551, or demonstrate equivalent knowledge and skills.