# Purpose of application form

A registered provider applying for Consent to Assess for Workforce Development Council (WDC) standards, must receive a Letter of Support from the WDC to accompany their NZQA Consent to Assess application.

Completing this application form is part of the WDC consent to assess process.

# Process

## Workforce Development Council

Please email this application form, with relevant documents and a cover letter, on your organisation’s letterhead or work email to moderation@waihangaararau.nz.

Once received, our team will analyse the consent to assess application’s content. **You may be asked for more information, if and where required**. As part of the application process, a site visit may be arranged, if specified in the relevant CMR.

A Letter of Support will be sent once the WDC is satisfied that the consent to assess criteria has been met. The letter of support is only valid for six (6) months from the date in the letter.

## NZQA

A registered provider that proposes to assess its learners against standards listed in the Directory of Assessment Standards must apply to NZQA for consent to assess against those standards.

NZQA makes the final decision on the consent to assess application. NZQA may grant some or all of the scope applied for. The consent to assess process is NOT fully completed until NZQA has awarded consent to assess to the applicant organisation.

# Any questions?

If you have any questions regarding this consent to assess application, please email moderation@waihangaararau.nz.

# Programme Endorsement

If the standards you are applying for are linked to a programme, you may submit a programme endorsement application at the same time. We will jointly evaluate both applications and provide one supporting letter for your NZQA application.

# Consent and Moderation Requirements

The criteria for the consent to assess application are based on the general CMR criterion requirements:

**Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai | Particular skills and knowledge of teachers and assessors:** The applicant organisation must have policies and procedures in place to ensure that teachers or tutors, verifiers, assessors or moderators maintain industry currency through selection, appraisal, and professional opportunities.

**Rauemi motuhake mō te aromatawai ki ngā paerewa | Special resources required for** **assessing against the standards**: The applicant organisation must have policies and procedures in place to ensure compliance with legislative, safety, industry requirements, maintain robust assessment and moderation processes, develop and review learning resources with industry input, and provide adequate facilities, equipment, and learner support.

**Tā te ākonga whai wāhi ki ngā rauemi | Learner access to resources:**The applicant organisation must have policies and procedures in place to ensure there are adequate, appropriate and accessible physical resources available for supporting learners to meet the required standards. There is a system for ensuring that assessment is fair, valid, and consistent.

 **Wheako ā-ringa | Practical experience:** The applicant organisation must have policies and procedures in place to ensure work-based training and work-based experience are conducted under formal agreements that define, roles, responsibilities, safety requirements, assessment processes and learner support. Agreements must ensure integration with off-job training, compliance with health and safety legislation, and clear assessment and reporting responsibilities for both training providers and employers.

More detailed criteria and evidence requirements can be found in the application form and in the industry specific appendix.

More information about CMRs can be found here: <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/cmrs/>

# Evidence Requirements

The following information needs to be included in the application. More information may be required/requested based on your application:

cover letter on organisation’s letterhead or work email

relevant sections from your Quality Management System documents, such as - Assessment, Moderation, Staff Professional Development, Health & Safety of staff and learners, , Access and Equity, Te Tiriti o Waitangi/Mātauranga Māori policies and procedures

assessor and moderator information that shows that they meet the CMR requirements, such as NZQA records of achievement, industry practicing licence(s)

evidence of industry consultation (including advisory group minutes), and letters/emails of support

any other relevant information, documentation, policy or procedures that support the application, such as – learner or student handbook, signed MoU if there are sub-contracting arrangements for delivery and assessment

photographs of site/facilities and or equipment/plant/machinery etc (if applicable).

As part of your application please refer to:

CMR 0120 for industry or CMR-specific requirements that relate to the standards or domain you are applying for.

the standard(s) for specific equipment, tools, plant, or machinery requirements.

This is to ensure that any CMR or standard-specific requirements are included in the consent to assess application.

Please clearly label your attachments.

If you have any questions about specific information or want to confirm the application requirements before submission, please email moderation@waihangaararau.nz.

We have included a checklist at the end of the application.

# Type of application

New Extension of existing scope of registration

|  |
| --- |
| Provider details |
| Education organisation |  |
| Education organisation number (EDUMIS) |  |

|  |
| --- |
| Contact person |
| Name |  |
| Role |  |
| Email |  |
| Phone |  |

|  |
| --- |
| For Schools only |
| Name of Principal’s Nominee |  |
| Phone |  |
| Email |  |

|  |
| --- |
| Training Delivery Sites**PLEASE LIST ALL PERMANENT AND TEMPORARY (IF KNOWN) DELIVERY SITES FOR THIS APPLICATION** |
|  |
|  |
|  |
|  |
|  |
|  |

# Consent to assess sought in this application

|  |
| --- |
| Standard application |
| **CMR** | **Number** | **Title** | **Level** | **Credits** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Domain applicationonly complete this section if applying for an entire domain |
| **Sector** | **Domain** | **Levels** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# evidence of consent requirements

For this section, please provide evidence of how your organisation has met each of the criteria listed below. In the Evidence column, you can provide a statement and/or refer to the relevant section in the QMS, and/or refer to attached supporting documentation.

|  |
| --- |
| 1. NGĀ PŪKENGA AKE, MŌHIOTANGA HOKI O NGĀ KAIAKO, KAIAROMATAWAI | PARTICULAR SKILLS AND KNOWLEDGE OF TEACHERS AND ASSESSORS
 |
| **Criteria:** | **Evidence:** |
| Provide evidence that policies and procedures are in place to ensure that teachers or tutors, verifiers, assessors and moderators maintain currency through selection, appraisal, and professional opportunities. Specifically, evidence must demonstrate how you:* Supports teachers and assessors to continue with professional development.
* Supports assessors to apply safe working practices.
* Supports assessors to engage in internal moderation activities.

Moderators: Provide evidence that policies and procedures are in place to ensure those engaged in internal or external moderation:* Are competent in moderation practice by holding credit for unit standard 11551 Moderate assessment.
* Hold, or are working towards, unit standard 11552 Design and evaluate assessment materials.
* Or are able to demonstrate equivalent knowledge and skills.

AssessorsProvide a list of all current assessors, including workplace and contracted assessors, and include evidence of how each assessor’s credentials meet CMR requirements for the standards they are assessing. [Download an Assessor Information Spreadsheet template.](https://www.waihangaararau.nz/wp-content/uploads/2025/04/Waihanga-Ara-Rau_Assessor-Information-Spreadsheet_V1.0.xlsx)  |  |
| B. RAUEMI MOTUHAKE MŌ TE AROMATAWAI KI NGĀ PAEREWA | SPECIAL RESOURCES REQUIRED FOR ASSESSING AGAINST THE STANDARDS |
| **Criteria:** | **Evidence:** |
| Provide the following:* Evidence of NZQA approval for sub-contracting arrangements, where this is in place.
* Evidence to staisfy the requirements of applicable safety and legislative requirements.

Resource Development: Provide evidence that policies and procedures are in place to ensure:* All assessment materials have been pre-assessment moderated where required.
* That equivalency or competency mapping assessment resources, which result in the award of credit for standards, are pre-assessment moderated.
* Assessment and learning material are developed to -
* consider feedback from learners and industry
* in a timeframe to ensure learners are not disadvantaged
* are holistic and use an integrated approach
* learning and assessment resources enable all outcomes of standards to be met by all learners, including Māori, Pacific peoples, and learners with disabilities, and are aligned to the context in which the learner is receiving training or being assessed.
* consider the literacy, language and numeracy (LLN) requirements

Facilities, specialist plant and equipmentProvide evidence that policies and procedures are in place to ensure:* Learners have access to the current technology, specialist plant and equipment, and resources necessary to support learning and assessment activities, and enable the standard outcomes to be achieved.
* Physical resources, i.e. training spaces such as classrooms or workshops are provided that meet all statutory requirements.
* Health, safety and well-being of learners undertaking training in unit standards are considered.

And evidence that -* There is sufficient safety equipment and facilities relative to the number of learners and the types of standards being assessed. The policies and procedures must state site responsibilities, safety arrangements, and access time. Industry.

Support: * Provide letters of support from industry to demonstrate demand for the training and confidence in the capability and capacity of the organisation to provide that training and assessment.
 |  |
| C. TĀ TE ĀKONGA WHAI WĀHI KI NGĀ RAUEMI | LEARNER ACCESS TO RESOURCES |
| **Criteria:** | **Evidence:** |
| Provide evidence that policies and procedures are in place to ensure that learners are supported by having access to:* Training and assessment resources to accommodate different learning styles and accessibility needs.
* The standards, any pre-requisite standards, and all other relevant information.
* Work based training, or work-based experience relevant to the industry, as per standard requirements
* Sufficient and appropriate guidance, including for those enrolled in distance learning programmes, work-based training, or undertaking work-based experience

Assessment: Provide evidence of policies and procedure that ensure that assessment is:* Is fair, valid, and consistent.
* Occurs when the learner is ready for assessment.
* Provides for the integration of off-site and work-based assessment against the standards within a programme where relevant.
* Considers experience and recognises established capabilities and competencies
* Provide a sample of any teaching and assessment resource that best demonstrates your approach, and enactment of policies and procedures.

**Note:** This will not constitute any wholesale approval of resources in any letter of support. Resources must still be submitted to Waihanga Ara Rau for pre-assessment moderation. * There is a system for providing learners with fair and regular feedback on progress, and fair reporting on final achievements, with an associated appeals procedure.
* NZQA requirements for reporting credit achievement are complied with.
 |  |
| D. WHEAKO Ā-RINGA | PRACTICAL EXPERIENCE |
| **Criteria:** | **Evidence:** |
| Provide evidence that policies and procedures are in place to cover:* Off campus assessment in a workplace environment.
* For work based training an agreement is in place between the employer, learner, and provider.
* Ensure that the assessor and/or verifier understand the principles of competency-based assessment and the implications of any guidance information outlined in relevant standards, and that components of work-based training and assessment
* For work-based experience (as part of study), an agreement is in place between the employer and the provider.
 |  |

**Please send this application back in a Word document format**

A site visit to the applicant organisation shall be required where the consent to assess application is for standards at Level 3, or above, following the evaluation of the documentation supplied.

# Consent to assess checklist

## Have you completed and provided the following information?

* application form
* cover letter on organisation’s letterhead or work email
* included Quality Management System documents (QMS) and other relevant policies or procedures
* any other relevant information or documents that support the application
* how assessors meet the CMR requirements
* evidence of industry consultation (including advisory group minutes), and letters/emails of industry support
* photographs of site/facilities and or equipment/plant/machinery etc (if applicable).

## Have you checked:

* the specific CMR(s) that the standards or domain relate to for any specific industry requirements to include in the consent to assess application
* the standard(s) for specific equipment, tools, plant or machinery requirements and included supporting documentation in the application.

This Application Form has been designed to assist with the consent to assess application process. Some applications may require additional evidence. If required, a request for further information letter will be sent, or an Assurance Specialist will make contact to discuss.