

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

*For* Animal Care and Handling, Equine and Greyhound Racing Industry, Water Industry, Agriculture, Horticulture, Pest Management, Pork Production, Poultry Production, Primary Sector, Sports Turf, Wool Harvesting, Forestry, Seafood and Seafood Māori

Version #

**Tau tohutoro CMR | CMR reference number: 0018; 0052; 0033 and 0173**

## Ngā Whakapānga | Contact (s)

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## Kupu whakataki | Introduction

This consent and moderation requirements document (CMR) 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 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 out by Muka Tangata.

## 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 tertiary education organisation (TEO) or school.

Organisations wishing to deliver and assess against Muka Tangata unit standards/skill standards are required to contact the Quality Assurance team to evaluate their application for consent to assess, and gain support from Muka Tangata. All applications to NZQA must include this evidence of support from Muka Tangata.

Muka Tangata welcomes inquiries from organisations seeking consent to assess. It is recommended that an applicant organisation seeking information on consent to assess requirements contact the Quality Assurance team.

The details of the consent to assess process can be found on the [Muka Tangata website](#).

Muka Tangata will periodically check the currency of consent to assess requirements with individual TEOs and schools.

There is no charge from a WDC for processing a consent to assess application.

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

The applicant organisation must have policies and procedures to ensure that **assessing staff** meet the following minimum assessor requirements:

- currently hold the unit/skill standard/s they will assess against, or are able to demonstrate equivalent knowledge and skills
- have a minimum of three years of experience operating the vehicles and/or machinery they are teaching and assessing
- currently hold unit standard 4098 or 30421 or are able to demonstrate equivalent knowledge and skills
- assessing staff have opportunities for professional development, related to teaching and assessment practices
- assessing staff have opportunities for professional development in Te ao Māori and mātauranga Māori practices
- assessing staff have annual contact with industry partners and are able to obtain information about the latest developments in technology, industry practice and legislation
- assessing staff appointed to teach and assess against industry unit standards/skill standards are able to demonstrate knowledge of and apply safe working practices

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

- have sufficient knowledge of industry standards, best practices, regulations, and emerging trends
- are proficient in the technical skills and theoretical knowledge related to the unit standards/skill standards being verified
- it is recommended that verifiers should hold unit standard 30423 or demonstrate equivalent knowledge and skills
- the verifier should be someone in a supervisory or managerial role to whom the learner directly reports.

The applicant organisation must have policies and procedures to ensure that staff involved in **programme design, programme evaluation, assessment design and moderation** meet the following minimum requirements, and programmes are evaluated regularly:

- staff involved in pre and post moderation must hold unit standard 11551 or demonstrate equivalent knowledge and skills
- staff involved in designing assessments must hold unit standard 11552 or demonstrate equivalent knowledge and skills
- staff have sufficient knowledge and skills in programme evaluation
- if the applicant organisation develops programmes, staff have sufficient knowledge and skills in the design of programmes

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

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

- the resources and assessment material used will meet unit standards/skill standards and qualification requirements

- the training programmes are regularly and at least annually evaluated against the qualification and programme outcomes; making improvements where needed
- the programmes are delivered and assessed according to the information provided while seeking Programme Endorsement
- all assessments are conducted in accordance with health and safety requirements, and with the best practice principles for the assessment of unit standards/skills standards
- assessors have access to first aid kit and first aiders and are aware of emergency procedures
- sufficient number of qualified/trained teaching and assessing staff are available to deliver and assess relevant unit standards/skill standards/modules
- qualified and trained staff are available to deliver, assess and support Māori and Pacific learners
- qualified and trained staff are available to deliver, assess and support learners with disabilities and those with literacy and numeracy challenges
- suitable spaces equipped with necessary tools and equipment to deliver and assess the unit standards/skill standards relevant to the industry are available such as special machinery, computers, simulation areas etc.
- adequate time and opportunities are provided for practising practical skills in a safe environment before assessment is undertaken
- appropriate safety gear and protocols to deliver and assess the unit/skill standards relevant to the industry must be in place
- qualified and trained Quality Assurance staff are available to monitor and evaluate the validity, reliability, and fairness of the assessment used
- all assessment materials are pre-moderated by the standard setting body prior to the delivery of the assessment
- internal pre and post moderation is conducted on an ongoing basis
- Recognition/Assessment of Prior Learning (R/APL) or Recognition of Current Competency (RCC) is able to be awarded to learners at the point of learner enrolment

### ***Learner access to resources***

The applicant organisation must have policies and procedures to ensure that learners are supported and have access to required resources such as:

- learning materials in various formats which accommodate different learning styles and accessibility needs.
- career guidance and counselling services
- information related to unit standard/skill standard/ pre-requisites
- work/practical environment relevant to the industry as per unit standard/skill standard requirements
- clear assessment guidelines for learners such as assessment type, environment, duration, appeal processes etc
- policies and processes to ensure assessment occurs when the learner is ready for assessment
- appropriate feedback mechanisms for learners to receive timely feedback on learner progression
- support mechanisms are in place to assist learners facing difficulties/challenges to achieve the unit standard/skill standard and/or progression through the programme
- regular contact with tutors and/or staff when carrying out workplace or work-integrated practical and distance learning

### ***Practical experience***

The applicant organisation must have policies and procedures to ensure that work experience is conducted through partnership with workplaces that comply with the industry's legislative requirements.

The applicant organisation must have policies and procedures in place for learners who spend time within industry for training, work experience and/or assessment. These policies and procedures must include employment and placement agreements that describe the respective responsibilities of learner, applicant organisation and industry.

At a minimum, employment or placement agreements must clearly indicate who is responsible for:

- management of health and safety;
- assessing learners;
- reporting results;
- allowing sufficient time and access to worksite resources and equipment to meet training and assessment requirements.
- pastoral care

The applicant organisation's policies and procedures must also clearly specify a process for conflict resolution between parties.

Muka Tangata recognises that an applicant organisation may enter into sub-contracting or collaborative arrangements for assessment against unit standards/skill standards outside of their scope for consent to assess. In these instances, a formal written agreement is required. Any proposed collaborative arrangement between organisations with consent to assess must ensure that these arrangements are fair, transparent, and consistent, assure quality delivery and assessment, and protect the interests of the learner. Any collaborative arrangement will also need to reflect and be consistent with industry requirements.

### ***Site visit***

Before evidence of support is provided, Muka Tangata reserves the right to carry out a site visit. Muka Tangata also reserves the right to visit organisations who are seeking consent to assess Muka Tangata unit standards/skill standards for the first time.

The purpose of a site visit is to confirm that the premises and resources meet the industry or sector-specific requirements for consent to assess. Once satisfied that all requirements are met, Muka Tangata will provide evidence of support for that application.

#### **➤ Visit waiver conditions**

Conditions under which Muka Tangata may waive their involvement in a consent to assess visit:

- where the applicant seeks consent to assess against a very small number of unit standards and Muka Tangata decides that, given the particular nature of the unit standards, a visit is not warranted; or
- when, in the opinion of Muka Tangata, the applicant has established a credible background and history of providing assessment against unit standards in the area applied for, and that the applicant's quality systems are known to Muka Tangata; or

- when the consent to assess application has been developed in consultation with Muka Tangata
- **Areas of shared responsibility**

Responsibility for Muka Tangata to participate in a consent to assess visit may be delegated to another WDC. This can occur when consent to assess is being sought for Muka Tangata unit standards that are included in another WDC's qualification.

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

## **Whakaritenga whakaōrite | Moderation requirements**

National external moderation (NEM) systems are developed to ensure that assessment decisions in relation to assessment 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 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.

### ***Moderation***

The purpose of Muka Tangata's national external moderation is to ensure that assessor decisions in relation to assessment, programme delivery, unit standards, and skill standards are consistent, and to ensure that TEOs and schools maintain currency with the CMR requirements.

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 criteria.

Muka Tangata practice and endorse the following values as a helpful approach to ensuring long-lasting relationships with providers when carrying out moderation activities:

- Whanaungatanga – an emphasis on building relationships first
- Whakaponono – having a reciprocal high trust model
- Whakapakari – a 'side by side' approach to improving and upskilling best practice
- Whakanui – acknowledging and celebrating stories of success and best practice

Muka Tangata will develop and maintain a national external quality assurance and moderation system. Details of the current national external moderation requirements can be found on the Muka Tangata website - [National external moderation - Muka Tangata](#)

The National External Quality Assurance and Moderation Plan sets out shared provider, WDC and NZQA responsibilities around moderation. It provides information to TEOs and schools around industry focus areas; an overview of the types of moderation activities in use

and their processes; factors that determine risk and provider and standard/programme selection; sample selection size; reporting and discussing results with the provider; and details of remedial activities that may be used with providers for those continuously not meeting the national standard.

A Moderation Calendar provides TEOs and schools with details of when each of the industry sectors will be called for post-assessment moderation within the calendar year. Each TEO and school will be advised at the start of each moderation year of the unit/skill standard assessment materials being called for moderation and when to submit them. And to organise dates for moderation site visits.

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

It is a requirement for TEOs and schools to use assessment material that has been pre-assessment moderated and approved by Muka Tangata prior to its use.

Muka Tangata's national external moderation system will:

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

## **Reporting**

Muka Tangata is responsible for evaluating the effectiveness of its national external moderation system.

Muka Tangata will use a range of methodologies to evaluate the effectiveness and efficiency of its national external moderation system, including satisfaction surveys, informal feedback from providers, feedback from the Quality Assurance team. Improvements will be made on the basis of this evaluation.

Muka Tangata will provide an annual report to NZQA on the performance of the moderation system, including individual providers.

## ***Appeals and dispute resolution***

Muka Tangata will ensure that appeals will be resolved in a fair, independent, objective and timely manner and will comply with all the other relevant rights in this procedure when dealing with appeals.

All parties engaged in the moderation event should make every effort to resolve disagreements concerning moderation decisions and/or recommendations prior to a formal appeal being lodged.

## Policy

A moderation appeal is a request for a review of a decision affecting a moderation result made in respect of an individual or organisation.

An appeal using this [form](#) can only be made by the person or organisation affected by the decision and is to be communicated to Muka Tangata in writing within 15 working days of receiving the moderation report.

The Muka Tangata process of appeal is a formalised system, which allows for escalating authority to review the appeal, if requested by the person who is appealing.

When the appeal is formalised, it is to be co-ordinated by a designated staff member of Muka Tangata who has the appropriate experience and/or has received the appropriate training.

This staff member handling the appeal is to have no direct interest in the outcome of the appeal.

The privacy and confidentiality of all parties concerned in an appeal must be maintained at all times.

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

Tukanga   Process	Rerenga   Version	Rangi   Date
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)*

CMR i whakakapihia   Replaced CMR(s)	CMR whakakapi   Replacement CMR(s)	Rangi   Date
xxxx vx	xxxx vx	dd Month yyyy
xxxx vx	xxxx vx	dd Month yyyy

***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.***

## **Āpitihangā | Appendix 1 Seafood requirements for consent to assess**

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

Teaching and assessing staff should have relevant industry experience.

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

When undertaking assessment against any unit/skill standard from the, which has as its main focus areas of legislation, regulatory compliance, risk management, or where specialised technical expertise is required, the applicant organisation must have policies and procedures to ensure the specific requirements of the unit/skill standard are complied with.

When undertaking assessment against any unit/skill standard from the Aquaculture Diving domain, an applicant organisation must have policies and procedures in place to ensure the requirements of the Aquaculture Industry Diving Best Practice Guidelines are met.

### ***Practical experience***

The applicant organisation must have policies and procedures to ensure that work experience is conducted through partnership with workplaces that comply with the industry's legislative requirements. The workplaces must meet the relevant operational requirements for each of the following areas:

#### **Seafood Commercial Fishing**

- Operate a licenced commercial fishing vessel.

#### **Seafood Processing**

- Hold a valid certificate of registration such as a Licenced Fish Receiver or Registered Fish Exporter or be **operating a registered Ministry for Primary Industries Risk Management Program or Regulated control scheme.**

#### **Aquaculture and Aquaculture Diving**

- Have a current resource consent, marine fish farm licence/lease/permit, and/or freshwater fish farm licence (hatcheries and land-based sea water farms).

#### **Seafood Point of Sale**

- Operate fish retail premises operating under the Food Act 2014 or an approved Food Safety programme.



## **Āpitihangā** | Appendix 2 Equine requirements for consent to assess

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

Teaching and assessing staff should have relevant industry experience.

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

Assessment procedures comply with any legislative requirements for the industry as outlined in the New Zealand Rules of Racing established under the Racing Act 2003 for equine, thoroughbred and harness racing unit standards; and Greyhound Racing New Zealand Rules of Racing, for greyhound unit standards;

All teaching and assessing staff and trainees have access to and use safety gear such as approved helmets and back protectors that meet the standards set by New Zealand Thoroughbred Racing Inc, Harness Racing New Zealand, and Equestrian Sports New Zealand for unit standards connected with thoroughbred racing, harness racing, or equestrian activities.

### ***Practical experience***

The applicant organisation must have policies and procedures to ensure that work experience is conducted through partnership with workplaces that comply with the industry's legislative requirements.

Practical requirements comply with the Code of Recommendations and Minimum Standards for the Welfare of Horses, Code of Animal Welfare No. 7, for equine unit standards, or the Code of Recommendations and Minimum Standards for the Welfare of Dogs, Code of Animal Welfare No. 20, for greyhound unit standards or the Broadcasting Act 1989 for racing broadcasting unit standards.

### ***Other***

Employment in some sectors of the industry requires people to agree to be governed by the New Zealand Rules of Racing established under the Racing Act 2003. These rules are administered by New Zealand Thoroughbred Racing, Harness Racing New Zealand, and Greyhound Racing New Zealand.

Applicant organisations seeking consent to assess against unit standards covered by this Consent and Moderation Requirements (CMR) should consult with Muka Tangata for advice on compliance requirements. This will enable applicant organisations to determine how the legislative requirements may affect their capacity to assess against standards, and to offer training leading to qualifications registered by Muka Tangata.

Within the structure of some qualifications there are unit standards with legislative requirements integrated with other unit standards without legislative requirements. Prospective trainees wishing to enrol in a programme leading to the award of a national qualification need to be given clear information regarding the implications of legislative requirements before their enrolment.

## **Āpitihanga | Appendix 3 Animal Care and Handling for consent to assess**

The following industry-specific requirements have been established to ensure that the applicant organisation:

- can provide quality teaching and assessment against unit standards/**skills standards** within the scope of the application;
- supports quality in the animal care and handling industry and improves the health and welfare of animals in New Zealand; and
- complies with all 'duty of care' **and and the 3 R guiding principles 'Replacement, Reduction and Refinement'** obligations as required by the Animal Welfare Act 1999.

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

Teaching and assessing staff should have relevant industry experience.

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

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:

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

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 Primary Industries.

The applicant organisation must have policies and procedures for the selection of students that address the student's willingness to work with animals of all species, and to take part in learning, which may involve dissection of cadavers and handling of animal body parts and fluids.

### ***Practical experience***

The applicant organisation must have policies and procedures to ensure that work experience is conducted through partnership with workplaces that comply with the industry's legislative requirements.

## **Āpitihanga | Appendix 4 Water Industry for consent to assess**

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

The applicant organisation must have policies and procedures to ensure the provision of major physical resources which include but are not restricted to:

- water or wastewater treatment plants;
- facilities for simulation, if applicable.

## **Āpitihanga | Appendix 5 Agriculture Sector requirements for consent to assess covering Pest Management, Pork Production, Poultry Production and Wool Harvesting subfields**

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

Teaching and assessing staff should have relevant industry experience.

Muka Tangata recognises that an applicant may engage industry people for on-job training and assessment, who are not the applicant organisation's employees. For example, a school may use an industry person in the workplace to provide on-job training and assessment for students. In these circumstances, the applicant organisation must have policies and procedures in place to ensure that such industry people have adequate training and assessment experience, and current subject knowledge.

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

The following industry specific requirements have been established to ensure that the applicant organisation can provide quality teaching and assessment against unit standards within the scope of the application.

The applicant organisation must have policies and procedures for:

- the safety of students and tutors in relation to the use of machinery and vehicles, and the handling of livestock.

The applicant organisation must have policies and procedures for:

- provision and management of physical resources, including equipment that meets industry standards and is adequately maintained, to provide quality teaching and assessment relative to the numbers of students and the unit standards involved;
- safety equipment relative to the number of students and the unit standards involved.

Muka Tangata recognises that an applicant organisation may not own its own site or have sufficient resources, such as equipment, to deliver and assess to the scope of their coverage, and that hiring or borrowing these when required may be the most appropriate option. The Muka Tangata must be assured that in these circumstances sufficient resources are available, and in this instance have policies and procedures to ensure that:

- if temporary or occasional delivery sites are used that are not part of the applicant organisation's regular or permanent delivery sites, arrangements for this must be

confirmed in writing, for example through a memorandum of agreement, by all parties;

- if resources are hired or borrowed, arrangements for this must be confirmed in writing, for example through a memorandum of agreement, by all parties.

## **Āpitiḡanga** | Appendix 6 Horticulture Sector requirements for consent to assess

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

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

- all teaching and/or assessing staff for unit standards at Levels 1-4 hold (or are working towards) a relevant qualification at least at the level of the unit standards that they are assessing against **or** have current or previous employment in a role that requires skills and knowledge in the same subject matter at a level higher than the unit standards they are teaching and/or assessing against.
- all teaching and/or assessing staff for unit standards at Level 5 or above hold a qualification with significant specialisation in horticulture/agriculture at a level higher than the unit standards that they are assessing against, **and** have current or previous employment in a role that requires skills and knowledge in the same subject matter at a level higher than the unit standards they are teaching and/or assessing against;

For the **Viticulture domain**, the applicant organisation must also have policies and procedures to ensure that all teaching and/or assessing staff:

- hold a viticulture qualification and have two years' of relevant vineyard experience; or
- hold a relevant horticulture qualification and have three years' relevant vineyard experience; or
- have five years' relevant vineyard experience in a vineyard supervisory position or higher.

For the **Arboriculture domain**, the applicant organisation must also have policies and procedures to ensure that all teaching and/or assessing staff have a minimum of five years' industry experience and hold a New Zealand recognised relevant arboriculture qualification.

Teaching and/or assessing staff for unit standards **2763**, 2765, 2766, 2772, 25399, 25404 and 25401 from the Arboriculture domain are exempt from holding a New Zealand recognised relevant arboriculture qualification.

**To assess unit standards within Apiculture Domain, assessors must have:**

- **experience of managing a minimum of five bee keeping seasons – at least 50% undertaken in New Zealand**
- **experience of managing at least 500 hives.**

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

The New Zealand Certificate in Horticulture Services (Level 4) with strands in Amenity, Arboriculture, Cemetery, Landscape Design, Landscape Construction, and Sports Turf [**Ref: 2674**], and the New Zealand Certificate in Horticulture Production (Level 4) with strands in Fruit Production, Indoor Production, Outdoor Vegetable Production, Nursery Production, Post-Harvest [**Ref: 2676**] are designed to be assessed in the workplace. Therefore,

organisations intending to deliver teaching programmes leading to the award of these qualifications must have policies and procedures to ensure that the programme design includes a horticulture training environment that provides opportunities for students to:

- gain operational knowledge and skills that reflect current industry and workplace requirements and practices;
- relate particular tasks/skills to the overall needs of the workplace and act accordingly;
- develop and implement generalist and specialised knowledge and skills that can be applied directly to industry and to the workplace;
- use and apply higher level processing strategies in the workplace, such as problem solving and critical thinking, to deal with new and/or unfamiliar situations; operate autonomously and have some responsibility for staff supervision.

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

- an appropriate range of training equipment, materials, and library resources is provided;
- evidence of contractual arrangements made for the provision of equipment, where this is not owned by the applicant organisation, is documented;
- the technology proposed by the applicant organisation for the delivery of the programme reflects current industry practice and will be made available to all learners.

There are specific resource requirements for delivering and assessing programmes leading to the New Zealand Certificate in Horticulture Services (Level 4) [Ref: 2674], and the New Zealand Certificate in Horticulture Production (Level 4) [Ref: 2676]. These include:

- access to a commercial horticulture operation;
- access to and application of current technology available in the commercial horticulture environment.

**Āpitihianga** | Appendix 7 Sports Turf Sector requirements for consent to assess

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

For **Levels 2, 3, and 4 Sports Turf unit standards**, the applicant organisation must have policies and procedures to ensure that teaching and/or assessing staff hold **at least one** nationally recognised sports turf qualification and have relevant industry experience, from the following list:

- a Trade Certificate (Golf Course Turf Management, Golf Courses Greenkeeping or Sports Turf Management);
- the National Certificate in Sports Turf Management (Level 4) [Ref: 0203] or the Sports Turf strand of its replacement, the New Zealand Certificate in Horticulture Services (Level 4) [Ref: 2674]; or the National Diploma in Sports Turf Management (Level 6) [Ref: 1272] or its replacement, the New Zealand Certificate in Sports Turf (Level 6) [Ref: 2683];
- a diploma in Rural Studies, in Horticulture (Turf Management), or in Turf Culture;
- a degree in one of Agriculture, Horticulture, Agricultural Science, Horticultural Science, or Applied Science with specialisation in sports turf management; or
- an overseas equivalent sports turf qualification

For **Levels 5, 6, and 7 Sports Turf unit standards**, the applicant organisation must have policies and procedures to ensure that teaching and/or assessing staff hold **at least one** nationally recognised sports turf qualification and have relevant industry experience, the following list:

- a diploma in Horticulture (Turf Management);
- the National Diploma in Sports Turf Management (Level 6) [Ref: 1272] or its replacement, the New Zealand Certificate in Sports Turf (Level 6) [Ref: 2683];
- a degree in one of Agriculture, Horticulture, Agricultural Science, Horticultural Science, or Applied Science, with specialisation in sports turf management; or
- an overseas equivalent sports turf qualification.

## **Āpitihanga | Appendix 9 Forestry Sector requirements for consent to assess**

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

Teaching and assessing staff should have relevant industry experience.

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

The applicant organisation must have policies and procedures to ensure

- that it owns or has access to the specialist machinery or equipment for the standards for which it is seeking consent to assess.
- there is sufficient safety equipment to cater for the student numbers and planned activities..
- that they meet these regulations and guidelines through documented safety procedures, advice to learners regarding hazards, and reporting procedures.

Applicant organisations 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