



# Consent to assess application form

## Purpose of application form

This application form is used by providers to request a letter of support from a WDC, as part of the consent to assess process.

A registered training organisation applying for Consent to Assess for WDC unit standards, must receive a Letter of Support from the WDC to accompany their NZQA Consent to Assess application.

*Note:*

*The consent requirements outlined in [CMR0052.v7](#) will apply to all Consent to Assess applications from 1 August 2025.*

## Process

Please email this document, along with attached evidence documents and covering letter on your organisation's letterhead to [moderation@mukatangata.nz](mailto:moderation@mukatangata.nz).

Once received, our team will analyse the application contents. You will be asked for more information, if required. As part of the application process a site visit may be arranged, if specified in the relevant CMR.

An organisation 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 the scope applied for. The process is NOT fully completed until NZQA has awarded consent to assess to the applicant organisation.

The Letter of Support will only be valid for six (6) months from the date in the letter.

## Any questions?

If you have any questions regarding this consent to assess application, please email [moderation@mukatangata.nz](mailto:moderation@mukatangata.nz).

## Type of application

- ☐ New Application      ☐ 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 delivery site locations for this application


Please add more space of written area if required.

### Consent to assess sought in this application

[illegible]

## Evidence that meets Consent and Moderation Requirements

Please ensure you refer to the specific CMR for the unit standards or domain you are applying for when compiling evidence for this application.

More information about CMRs can be found here:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/cmrs/>

**Note:** Please refer to relevant sections from your Quality Management System documents in this application and attach them as part of the evidence.

Examples of other useful forms of evidence include but are not limited to:

- tutor/teacher/assessor CVs
- programme/course outlines (if applicable)
- site photographs (if applicable)
- evidence of industry consultation, including advisory group minutes.

### Please clearly label your attachments

Criteria	Evidence: Make statements and refer to relevant sections of QMS or other attached documents
<b>a. Particular skills and knowledge of teachers and assessors</b> <i>Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai</i>	
Provide evidence that policies and procedures are in place to ensure that staff involved in teaching, assessing and verifying learner assessments have required knowledge and experience. The evidence must include: <ul style="list-style-type: none"><li>• CVs of assessors' and verifiers' showing their relevant experience and qualifications.</li><li>• How the provider supports assessors and verifiers with ongoing professional development.</li><li>• holding unit standard 4098 Use standards to assess candidate performance or 30421 Carry out assessments against standards to make judgements of learner performance, or be able to</li></ul>	

<p>demonstrate equivalent knowledge and skills.</p> <p>Provide evidence that policies and procedures are in place to ensure those engaged in internal or external moderation:</p> <ul style="list-style-type: none"> <li>• are competent in moderation practice by holding credit for unit standard 11551 Moderate assessment.</li> <li>• Hold, or are working towards, unit standard 11552 Design and evaluate assessment materials.</li> <li>• Or are able to demonstrate equivalent knowledge and skills.</li> </ul> <p>Provide evidence that policies and procedures are in place to ensure those engaged programme design have sufficient knowledge and skills in programme development and design.</p>	
<p><b>b. Special resources required for assessing against the standards</b>  <b><i>Rauemi motuhake mō te aromatawai ki ngā paerewa</i></b></p>	
<p><b>Assessment</b></p> <p>Provide evidence that policies and procedures are in place to ensure that:</p> <ul style="list-style-type: none"> <li>• All assessment materials are pre-moderated by Muka Tangata before being used.</li> <li>• Assessment occurs when the learner is ready for assessment.</li> <li>• All assessments are conducted in accordance with health and safety requirements and best practice principles for the assessment of standards.</li> <li>• The specific requirements of the standard (e.g. legislation, regulatory compliance, risk management, and any specialised technical expertise) are met during assessment.</li> <li>• Recognition/Assessment of Prior Learning (RPL/APL) or Recognition of Current Competency (RCC) is available to learners at the point of enrolment.</li> </ul>	

<ul style="list-style-type: none"> <li>Any equivalency or competency mapping resources that result in the award of credit for standards are pre-assessment moderated by Muka Tangata before use and following any changes to those resources.</li> </ul> <p><b>Health and Safety &amp; Facilities</b> Provide evidence that:</p> <ul style="list-style-type: none"> <li>Sufficient and suitable facilities are available to support the practice, delivery, and assessment of learning.</li> <li>The facilities are equipped with the necessary tools, safety gear, and equipment relevant to the industry, such as current technology, special machinery, computers, PPE, and simulation areas.</li> <li>All assessments comply with relevant health and safety requirements.</li> </ul> <p><b>Learner Support</b> Provide evidence that:</p> <ul style="list-style-type: none"> <li>Resources and support systems are available for priority learner groups, including Māori, Pacific people, neurodiverse learners, Tangata Whaikaha, and those with literacy and numeracy challenges.</li> </ul> <p><b>Industry Engagement</b> Provide evidence that:</p> <ul style="list-style-type: none"> <li>Links with industry are established and maintained, and that industry input is used to inform the development and review of learning and assessment resources.</li> </ul>	
<p><b>c. Learner access to resources - <i>Tā te ākonga whai wāhi ki ngā rauemi</i></b></p>	
<p>Provide evidence that policies and procedures are in place to ensure that:</p> <ul style="list-style-type: none"> <li>Learning and assessment materials are available in various formats which accommodate different learning styles and accessibility needs.</li> </ul>	

<ul style="list-style-type: none"> <li>• Information is provided regarding pre-requisite requirements.</li> <li>• Clear assessment guidelines are available to learners, including details such as assessment type, environment, duration, and appeal processes.</li> <li>• Appropriate feedback mechanisms are in place to ensure learners receive timely and constructive feedback on their progress.</li> <li>• Support mechanisms are available to assist learners who are facing challenges in achieving the standards.</li> <li>• Learners have regular contact with tutors or staff while engaged in workplace-based, work-integrated, practical, or distance learning.</li> </ul>	
<b>d. Practical experience - <i>Wheako ā-ringā</i></b>	
<p>Provide evidence of policies and procedures that demonstrate how practical or work-based experience will be delivered effectively.</p> <p>The evidence must include a copy of an agreement between the employer and the provider (MoU) that clearly outlines responsibilities for:</p> <ul style="list-style-type: none"> <li>• Managing health and safety of learners and meeting other relevant legislative requirements</li> <li>• Assessing learners</li> <li>• Reporting results</li> <li>• Ensuring sufficient time and access to workplace resources and equipment to learners to meet training and assessment requirements</li> <li>• Providing pastoral care to learners</li> </ul>	

**Please send the completed application form back in word document format**

**Note:** A site visit to the TEOs and schools/kura may be required where the consent to assess application is for standards at Level 3, or above, or when organisations are

*seeking consent to assess for Muka Tangata standards for the first time or new area or higher level.*

### **Provider Checklist**

- Completed application form
- Included relevant Quality Management System (QMS) documents and other relevant policies or procedures
- Included evidence showing how assessors, verifiers, moderators, and programme developers meet the CMR requirements
- Included evidence of industry consultation (including advisory group minutes), and letters/emails of industry support
- Included photographs of site/facilities and/or equipment, plant, or machinery (if applicable)
- Included Memorandum of Understanding or equivalent (if applicable)
- Checked the specific CMR appendix that the standards or domain relate to for any specific industry requirements to include in the consent to assess application