Te Ohu Whakahaere Approvals e-meeting - 19 April 2024

Te Pūkenga

19 April 2024 04:00 PM -
22 April 2024 05:00 PM

Friday, April 19, 2024

Agenda Topic	Time	Page
1. New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)	04:00 PM	2

RECOMMENDATION:
THAT Te Ohu Whakahaere Approvals approve for submission to the New Zealand Qualifications Authority (NZQA) New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4), which leads to the award of:
a. 2334 New Zealand Certificate in Forestry Operations with strand in Thin to Waste (Level 3)
b. 2330 New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) with strand in Silviculture (Level 4)

Pūrongo Te Ohu Whakahaere Approvals o Te Poari Akoranga | Approvals Subcommittee of the Academic Board report

19 April 2024

Title	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)
Provided by	Pip Walsh, GM Learning Design and Innovation, Competenz
Author	Louise Courtney, Governance Advisor
For	Approval

Te Taunaki | Recommendation

It is recommended that Te Ohu Whakahaere Approvals:

a.	Approves the New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4), which leads to the award of: • 2334 New Zealand Certificate in Forestry Operations with strand in Thin to Waste (Level 3); and • 2330 New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) with strand in Silviculture (Level 4); to be submitted to the New Zealand Qualifications Authority (NZQA) for approval; and
b.	Requests that feedback from NZQA is made available to Te Ohu Whakahaere Approvals.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to evaluate the programme documents provided for the New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4) (programme) to be submitted to the NZQA as part of its approval process.

Te tāhuhu kōrero | Background

The New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4) was a late item for Te Ohu Whakahaere Approvals hui of 17 April 2024. It was received after the agenda for the hui | meeting had been published, therefore, no resolution, decision or recommendation could be made in respect to the programme's approval at the meeting on 17 April 2024.

Due to time constraints, the programme approval cannot wait until the next scheduled meeting of Te Ohu Whakahaere Approvals. Therefore, an e-meeting is being held to approve this programme. Members will have two working days to review the supporting documentation after the e-meeting opens on Friday 19 April 2024.

Members can indicate whether they support the resolutions recommended by replying all to the email. The first member to reply will be considered to have moved the resolution, and the second member to reply will be considered to have seconded the resolution. Any members who do not reply before two working days have elapsed will be considered to not have attending the e-meeting.

Pūrongo Te Ohu Whakahaere Approvals o Te Poari Akoranga | Approvals Subcommittee of the Academic Board report

Appendices

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Appendix 2: TPlan_NZA (Complex) in Forest Silvi L4

Appendix 3: New Zealand qualifications in forestry Programme Handbook

Appendix 4: Consent and Moderation Requirements 39

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Appendix 7: Programme of Industry Training Details (2330) - NZC in Forest Industry Operations (Planning and Monitoring) L4 with strands - TC

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Appendix 9: Training Agreement – NZ Apprentice

Appendix 10: Mental Health Services Learner Support Flyers for Employers

Appendix 11: Competenz Quality Management System Manual

Appendix 12: Moderator guide

Appendix 13: Workplace Assessor Registration form

Appendix 14: Assessor Handbook

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Programme Approval
and
Accreditation Document

Programme of Study:
New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)

Leading to the award of:
2334 New Zealand Certificate in Forestry Operations with strand in Thin to Waste (Level 3)
2330 New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) with strand in Silviculture (Level 4)

Competenz, a division of Te Pūkenga

He Raraunga Matua ā-Tohu, ā-Hōtaka Ako | Key Data for Qualification and Programme

Whakamanatanga| Application details	
Type of application and approval sought	Approval & Accreditation
NZQA application number	TBA
Proposed earliest start date	May 2024
Summary of changes (if applicable)	N/A
Tertiary Education Organisation information	
Name(s) of TEO	Te Pūkenga (New Zealand Institute of Skills and Technology)
TEO reference number(s) (EDUMIS)	6044
Te Pūkenga Business Divisions offering this programme	
Te Pūkenga New Zealand Institute of Skills and Technology trading as Competenz	

Taipitopito Tohu| Qualification Information	
Te nama o te tohu mātauranga|Qualification number	2334
Taitara Ingarihi|Qualification English title	New Zealand Certificate in Forestry Operations (Level 3) with strands in Basic Machine Operations, Mensuration, Production Thinning, Planting, Pruning, and Thin to Waste
Te putunga|Version number	2
Te momo tohu|Qualification type	New Zealand certificate
Te kaupae|Level	3
Ngā whiwhinga|Credit	50 - 80
Whakaraupapa|NZSCED numerical abbreviation	050501
Whakaraupapa|NZSCED broad>narrow>detailed	Agriculture, Environmental and Related Studies>Forestry Studies>Forestry Studies
Te kaihanga tohu |Qualification developer	Muka Tangata - People, Food and Fibre Workforce Development Council
Te rā arotake|Next review	31/12/2024
Te rautaki o te tohu|Strategic Purpose statement	The purpose of this qualification is to provide the forest industry with individuals who have the skills and knowledge required to be employed in a production role in a forestry operation. Graduates will be able to work under limited supervision to meet quality requirements of a job prescription. The qualification includes six strands which represent distinct activities within forestry operations.
Ngā hua o te tohu|Graduate profile	Graduates of this qualification will be able to: - Apply knowledge of health and safety responsibilities, risk management, emergency procedures, and communication systems to maintain safety during forest operations. - Protect personal wellbeing, team relationships and the physical environment, including historical sites and areas of cultural significance to Māori, during forestry operations.

	- Apply knowledge of standard operating procedures and apply good work practices to operate equipment accordingly to carry out tasks specific to forestry operations.
	Graduates of the Basic Machine Operations strand will also be able to: - Operate, maintain and carry out essential repairs on forestry machines in a forestry operation.
	Graduates of the Mensuration strand will also be able to: - Establish mensuration plots and measure and record data from mensuration plots.
	Graduates of the Production Thinning strand will also be able to: - Operate and maintain a chainsaw in a forestry operation. - Use conventional and advanced felling cuts to thin trees in a range of operational situations.
	Graduates of the Planting strand will also be able to: - Prepare site and plant trees in accordance with a job prescription.
	Graduates of the Pruning strand will also be able to: - Select and prune plantation trees from the ground and from a ladder using loppers or a chainsaw in a production situation
	Graduates of the Thin to Waste strand will also be able to: - Operate and maintain a chainsaw in a commercial forestry operation. - Select trees and apply basic tree felling cuts to thin trees to waste in a production situation
Ngā huarahi mātauranga|Education pathway	This qualification can lead to the: - New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) (Level 4) with strands in Harvesting, and Silviculture [Ref: 2330]. - New Zealand Certificate in Forest Operations (Level 4) with strands in Mechanised Land Preparation, and Mechanised Thinning [Ref: 2327]. This qualification has no further direct educational pathways at a higher level, however graduates may pathway onto the following qualification at the same level: - New Zealand Certificate in Forest Harvesting Operations (Level 3) with strands in Basic Machine Operation, Breaking Out - Cable, Landing Operations, and Tree Felling [Ref: 2326].
Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki|Employment, Cultural, Community Pathway	Graduates of this qualification will have the skills and knowledge to work in a forestry operations crew carrying out work in the establishment, silviculture, or mensuration sectors of the industry. Roles may include: planter, pruner, tree thinner, tree measurer.
Qualification conditions	N/A

Taipitopito Tohu| Qualification Information	
Te nama o te tohu mātauranga|Qualification number	2330
Taitara Ingarihi|Qualification English title	New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) (Level 4) with strands in Harvesting, and Silviculture
Te putunga|Version number	3
Te momo tohu|Qualification type	New Zealand certificate
Te kaupae|Level	4
Ngā whiwhinga|Credit	60
Whakaraupapa|NZSCED numerical abbreviation	050501
Whakaraupapa|NZSCED broad>narrow>detailed	Agriculture, Environmental and Related Studies>Forestry Studies>Forestry Studies
Te kaihanga tohu |Qualification developer	Muka Tangata - People, Food and Fibre Workforce Development Council
Te rā arotake|Next review	31/12/2024
Te rautaki o te tohu|Strategic Purpose statement	The purpose of this qualification is to provide the forest industry with individuals who have the skills and knowledge to be employed in a supervisory role in a forestry or harvesting operation. They will be able to plan and supervise day-to-day activities within a forestry or harvesting operation. Graduates will be able to work without supervision and be responsible for the safe and efficient operation of forestry employees, plant and equipment. Graduates will also be capable of maintaining productivity within the operation. The qualification includes two strands which represent planning and monitoring activities within harvesting and silviculture operations
Ngā hua o te tohu|Graduate profile	Graduates of this qualification will be able to: - Plan, communicate and supervise work within a forestry or harvesting operational team. - Manage health and safety systems within a forestry or harvesting operational team. - Carry out safe behavioural audits within a forest operation. Graduates of the Harvesting strand will also be able to: - Apply knowledge of environmental management and landing management to work in a forest harvesting operation. Graduates of the Silviculture strand will also be able to: - Plan and manage quality control in a forestry silviculture operation using prescription maps.
Ngā huarahi mātauranga| Education pathway	This qualification can lead to the: - New Zealand Diploma in Forest Management (Level 6) [Ref: 3534] - New Zealand Certificate in Workplace Health and Safety practice (Level 4) [Ref: 3534] - New Zealand Certificate in Business (Administration and Technology) (Level 4) [Ref: 2461]

Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki|Employment, Cultural, Community Pathway	Graduates of this qualification will have the skills and knowledge to work as a crew leader in a forestry or harvesting crew. Roles may include: crew manager, crew foreman, crew leader, health and safety manager.
Qualification conditions	Programmes will typically be delivered in a workplace environment.

Taipitopito hōtaka| Programme information	
Taitara Ingarihi|Programme English title	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)
Waehere hōtaka|Programme code (NZQA)	TBC
Te putunga|Version number	1
Credits - Directory of Assessment Standards (DAS)	142 - 147
Credits - Te Pūkenga credits	0
Credits - Programme Total	142 - 147
Programme Aim	The purpose of this programme is to provide the forest industry with individuals who have the advanced skills and knowledge to be employed in a supervisory role in a forestry or harvesting operation. They will be able to plan and supervise day-to-day activities within a forestry or harvesting operation. Graduates will be able to work without supervision and be responsible for the safe and efficient operation of forestry employees, plant and equipment. Graduates will also be capable of maintaining productivity within the operation.
Te kiko| Content Statement	
Tikanga mō te kuhu|Entry Requirements	All applicants must be: • employed in a forestry industry position where that role enables evidence gathering for the assessment tasks as detailed in the programme. Ākonga are required to have the support of their employer and the workplace must meet approved training capacity requirements. A literacy and numeracy assessment will be completed prior to programme commencement. Should any support requirements be identified at this stage, and a support plan will be developed and implemented if required.
Entry requirements - Key Information for Ākonga (KIS) website	Apprentices must be engaged in a work environment which provides the opportunity for them to produce the evidence required for award of the qualification graduate profile outcomes. Learners must be signed into a Training agreement signed by the learner, the employer, and a Te Pūkenga – Competenz representative.
Te rā arotake| Next review	May 2029
Ngā Momo Kawenga| Delivery Mode	Work-based
Te Huarahi o te Kawenga| Delivery Methods	Workplace Learning; Supported self-directed learning in the workplace.

Assessment Mode	Competency-based.
Ngā Huarahi Aromatawai| Assessment Methods	Assessment is carried out through a range of methods relevant to the programme content which may include: • industry specific assessments • observation of learners performing a relevant workplace task • naturally occurring evidence during the learners assigned tasks and activities • written assessment questions, activities or scenarios • report writing • oral evidence
Assessment Result key / Grade key	Competency-based 2-point scheme.
Assessment Standards that will be awarded in this Programme	New Zealand Certificate in Forestry Operations (Level 3) – Core: 17769, 17772, 24571, 24574, 24575, 24579, 25788, 1221, 1222, 22994, and 10 credits from the following (at least 5 at Level 3 or above): 27966, 25804, 3285, 22995, 22131, 1230, 31982, 3286, 3287,43, 23411, 6950, 31290, 31293, 1236, 1237, 23097, 23098, 1234, 22997 Strand: Thin to waste Strand:23411, 17763, 31982, and 1247 or 17767 New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) (Level 4) – Core: 24576, 24572, 24577, 28559 Strand Silviculture Strand: 1224, 27570
Delivery location(s)/site(s)	Te Pūkenga - Competenz
Ākonga type	Domestic only
Approved subcontracting arrangements	Nil

Tuhinga o Mua Hōtaka|Programme Duration Details	
Programme Duration	20 -36 months
Maximum Duration	36 months
Range of On-job Learning Weeks	80 -144
Range of Vacation / Recess (holiday) weeks	5 – 10
Range of total gross weeks (=teaching+vacation)	72 - 96
Total range of learning hours per week	10
Indicative months for ITR funding	18 -24
Number of years	2 – 3 years
Total learning hours per year	1420- 1470
Programme total hours	1420 – 1470

Whakaritenga Raraunga|Tec Data Requirements	
Qualification type (e.g. national qualification)	New Zealand Certificate
Qualification Award Category	
ISCED Level	4
ISCED Subsequent Destination	B: more occupationally oriented - designed to lead to direct labour market access
ISCED Category	62 Agriculture, forestry and fishery
Programme status (e.g., Approved/Pending)	Pending
EFTS value (= credits ÷ 120)	1.18 – 1.23
Contact Details	
Contact Details 1	Deborah Young Ako Excellence Director Te Pūkenga, P. O. Box 19400, Hamilton 3244, New Zealand Email: Deborah.young@tepukenga.ac.nz

1. Programme components

This New Zealand apprenticeship (Complex) programme is a combination of the following approved programmes:

- New Zealand Certificate in Forestry Operations (Level 3) with strand in Thin to Waste
- New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) (Level 4) with strand in Silviculture

The programme structure includes the below unit standards:
17769 - Demonstrate knowledge of general health, safety, and environmental requirements in forestry
17772 - Demonstrate knowledge of environmental requirements in forestry operations
24571 - Demonstrate knowledge of internal and external customer needs within a commercial forestry operation
24574 - Demonstrate knowledge of, and contribute to, worksite health and safety for commercial forestry operations
24575 - Demonstrate knowledge of factors that affect the quality of commercial forestry operations
24579 - Demonstrate knowledge of incident response in plantation forests
25788 - Demonstrate knowledge of, implement, and audit temporary traffic control on private forest roads
1221 - Explain and interpret job prescriptions for forestry operations
22994 - Demonstrate knowledge of factors that affect the performance of forestry workers
27966 - Demonstrate knowledge of general safety requirements, safe driving practices and emergency procedures in a forest
25804 -Navigate in a plantation forest
3285 - Demonstrate knowledge of protection of personal safety at vegetation fires
22995 - Demonstrate knowledge of employment in a forestry operation
22131 - Demonstrate knowledge of tree health in New Zealand forest plantations
1230 -Trim felled trees for extraction in a forest harvesting operation
31982 - Demonstrate and apply knowledge of selecting plantation trees
3286 - Control vegetation fires using dry fire fighting techniques
3287 - Suppress vegetation fires with water and with water with additives

43 - Maintain a chainsaw
6950 - Demonstrate knowledge of thinning plantation trees and equipment used
31290 - Demonstrate knowledge of the safe management and potential adverse effects of hazardous substances in the workplace
31293 -Demonstrate safe handling, storage, and disposal of hazardous substances in the workplace
1236 - Demonstrate knowledge of releasing plantation trees and the use of agrichemicals
1237 - Release plantation trees using agrichemicals
23097 -Rescue an injured or disabled person from a tree
23098 - Ultra-high prune plantation trees
1234 - Plant plantation trees
22997 - Demonstrate knowledge of principles of commercial forestry

23411 - Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation
17763- Demonstrate knowledge of tree felling
31982- Demonstrate and apply knowledge of selecting plantation trees
1247- Thin plantation trees, under 200mm stump diameter, to waste
17767- Thin plantation trees, over 200mm stump diameter, to waste

24576- Supervise a crew in a commercial forest operation
24572- Manage a forestry accident site in a simulated situation
24577- Demonstrate knowledge of health and safety management in a commercial forestry Operation
28559- Plan for and undertake safe behaviour observations in a forestry operation

1224- Use prescription maps for forestry operations
27570- Carry out quality control in a forestry silviculture operation

2. Component descriptors

Unit standards are aligned with the qualifications graduate profile outcomes (See Appendix 2)

3. Delivery method

Programme Approval Criterion 3: Delivery methods

This programme will be delivered and assessed entirely on-job.

Delivery methods:

Workplace learning – ākonga train primarily in the workplace with supported self-directed learning. Ākonga are supported in their training by their employer.

Assessment – work-integrated practical and theory assessment

How the suitability of the workplace and its staff is determined to ensure the learner is provided with appropriate opportunities to meet the programme learning outcomes and graduate profile outcomes of the qualification

Training capacity evaluations are undertaken by training advisors to establish the capability of a workplace to provide opportunities for ākonga to meet the relevant programme learning outcomes and qualification graduate profile outcomes.

Work-based ākonga in the programme enter into a formal training agreement with their employer and the Te Pūkenga Work Based Learning Limited - Competenz Division. This tripartite agreement outlines the responsibilities of each party to the work-based-learning arrangement.

Employers are required to:

1. Support the 'on-job' work-based learning by providing appropriate practical work-integrated learning opportunities.
2. Provide staff that hold the relevant skills and /or qualification(s) that are able to support their employees on the job in accordance with the requirements of the programme.
3. Ensure their workplace complies with the requirement of all relevant Acts required by an employer.

Refer supporting documents:
- Training Agreement
- Training Plan example (which includes a capacity checklist)
- 2023 Te Pūkenga Quality Management System
- Te Kawa Maiorooro Sections 2A-2B
- CMR 173, CMR 39, CMR 121

Explain how learning needs are assessed at the time of enrolment to determine appropriate delivery arrangements?

Work-based learning in this programme will provide ākonga opportunities to apply learning to practice in a supported environment. This acknowledges that learning arises through ākonga engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of actual work carried out in the actual workplace.

At the time of enrolment ākonga are supported by a dedicated network of training advisors who provide pastoral care. Training advisors actively look to understand ākonga needs (such as literacy and numeracy support) and areas of support required at the time of enrolment and these are evaluated during the learning journey (may include increased pastoral care visits and employer support where required). A literacy and numeracy assessment will be completed prior to programme enrolment. Should any support needs be identified at this stage, a support plan will be developed and implemented if required.

Te Pūkenga Work Based Learning Limited - Competenz Division, the employer and ākonga develop an individual Training plan that enables success. The Training plan reflects the delivery mode and is supported by a tripartite training agreement that requires the support of the employer.

Refer supporting documents:
- Training Plan example (which includes a capacity checklist)
- Training agreement
- Te Kawa Maiorooro 2023 Sections 2A and 6
- Te Pūkenga Charter

- CMR 173, CMR 39, CMR 121

How the workplace will be informed about the component learning outcomes, learning activities and programme-specific requirements

The employer has specific requirements under the tripartite training agreement that they are made aware of and accepted before the employer signs the agreement. At the commencement of the programme the requirements of the programme are covered off with the Training Plan, including who is involved, what the learning components are, how the learning will be delivered, what can be expected during assessment, how progress is measured and where this is tracked.

The dedicated network of Training Advisors undertakes regular visits to the employer and ākonga and establishes a working relationship with both ākonga and their employer.

Any training requirements will be explained and the employer and ākonga will gain a complete understanding of any programme-specific requirements.

Ākonga will use their own workplace as the context of the programme, and assessment will be conducted in light of this. Supervisors need to ensure that ākonga are exposed to the practical experience required to fulfil the workplace tasks, including access to workplace policies, processes and reports.

In some instances, supervisors sign a verification that is submitted by ākonga with their assessment. This verifies authenticity and competency of the workplace tasks.

Te Pūkenga Work Based Learning Limited – Competenz Division registered assessors determine whether the direct and/or indirect evidence shows that ākonga have met the requirements of the unit standards and provide feedback to ākonga on their assessment results. The assessor also arranges a reassessment opportunity for ākonga if required, liaises with employers where appropriate, records assessment results and reports them to the Te Pūkenga– Competenz. Ākonga and their employers receive reports/information regarding their completed assessments. If there is further evidence required, they are advised what sections need re-submission. When assessments are passed, results are imported into the CRM system. Training plan progress is updated for ākonga and employer.

Training Advisors connect with ākonga and their employers regularly as required to discuss progress and set goals. Goals are provided to both ākonga and employers after each workplace meeting.

Refer supporting documents:
-Training Agreement
-Training plan example
- CMR 173, CMR 39, CMR 121

4. Acceptability of the programme and consultation

Programme Approval Criterion 4: Acceptability of the programme and consultation

Provider Accreditation Criterion 3: Support for delivery

Consultation summary

> The need for this programme arose during the original qualification review of the standalone Level 3 and Level 4 programmes in 2020, when consultation was undertaken on the programme design with key industry stakeholders.
>
> The sector has seen a rapid increase in the amount of mechanisation in harvesting operations over the past 5 – 10 years. This has seen a change in the type of roles from manual to machine operation. However, over the next 5 – 20 years a larger percentage of the harvest will come from smaller forest blocks that may not suit mechanised operations.
>
> The forest establishment and tending (silviculture) sector identified recruitment and retention of workers as a key issue. As a result, the development of robust training and career pathways in this sector were required (i.e apprenticeship training).
>
> It was identified that this programme required the development of new unit standards. A programme partnership approach was undertaken with Muka Tangata (WDC) and Competenz. A SAG (Silviculture Action Group) was developed with industry members who have been involved in the development of the unit standards and the programme design. The units were approved in November 2022.
>
> **Refer Supporting document:**
>
> - TEO academic approval

5. Regulations

Programme Approval Criterion 5: Regulations

Entry requirements

> Learners must be engaged in a work environment which provides the opportunity for them to produce the evidence required for award of the qualification GPOs.
> Learners must be signed into a Training agreement signed by the learner, the employer and a Te Pukenga – Competenz representative.

Credit recognition and transfer

Recognition of prior learning

> Any previous accredited learning can be applied for following Te Kawa Maiorooro 2023 Part 3: Recognising prior knowledge and skills. A comparison of learning outcomes against unit standard competencies will be carried out by a qualified assessor and credit awarded where the competencies are met.

Previous informal learning can be awarded via the recognition of prior learning assessment procedure. Ākonga will compile/demonstrate evidence of previous learning for consideration by a qualified and experienced assessor. Credit will be awarded where the competencies are evidenced and met.

Refer supporting documents:

- CMR 173, CMR 39, CMR 121

How learners will be informed about programme requirements

Te Pūkenga - Competenz marketing material provides a realistic picture of the likely learner experience, including how the programme will be delivered, the expected workload, assessment approaches and information on available learner support and guidance.

Te Pūkenga- Competenz provides information for the learner on on-job training, practical assessments, supporting literacy and numeracy in the workplace, the educational pathway relevant to the programme, tracking progress and programme support.

Ākonga have specific requirements under the tripartite training agreement that must be understood before ākonga sign the agreement. Programme information documents will be detailed prior to signing of the agreement and they will be available for the ākonga to review.

Te Pūkenga- Competenz establishes working relationships with ākonga and employers.

Ākonga receive feedback regarding their assessments. If there is further evidence required, they are advised what sections need resubmission. When assessments are passed results are imported into the CRM system. Training plan progress is updated for ākonga and employer.

Training advisors connect with ākonga and their employers quarterly to discuss progress and set goals.

Refer supporting documents:
-Forestry Programme Handbook sample
-Training Agreement
- Training Plan example

Normal progression within the programme

Enrolment can commence at a time suitable for both ākonga and employer. Regardless of delivery mode, ākonga are employed and supported in their learning by Te Pūkenga- Competenz

All ākonga will have the opportunity to repeat learning where mutually agreed by the employer, ākonga and Te Pūkenga- Competenz. Ākonga will in most cases follow the normal progression of learning with adjustments made for any recognition of prior learning, this may be adjusted when mutually agreed by ākonga, employer and Te Pūkenga- Competenz. Ākonga progression is monitored through Te Pūkenga- Competenz's pastoral care.
When ākonga are not successful in assessment, they have the ability to resubmit assessments that contain additional evidence of competency. Ākonga will be supported and receive constructive feedback to assist their learning journey during this time.

Employers are encouraged to support ākonga to complete the unit standards in the sequence identified in their Training Plan, however it is recognised that this may vary as operational requirements of the employer may result in learners acquiring skills and knowledge in a different order.
Refer supporting documents:
- Training Agreement
- Training Plan example
- CMR 173, CMR 39, CMR 121

6. Assessment

Programme Approval Criterion 6: Assessment and moderation

Provider Accreditation Criterion 1: Assessment and moderation

Assessment is a structured process of gathering evidence and making judgements on ākonga performance in relation to predetermined criteria and is integral to learning and training. Assessment provides evidence of the achievement of learning outcomes and contributes to the development of competencies identified in graduate profile outcomes.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives
- assess ākonga capabilities in a fair, valid, and reliable manner
- stimulate and enhance learning
- provide ākonga with feedback regarding their own learning for developmental purposes
- evaluate ākonga achievement and the demonstration of specified learning outcomes.

Te Pūkenga - Competenz has a commitment to supporting ākonga to achieve to their full potential through quality assessment, which should:

- **Foster ākonga learning.** Ākonga can easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the learning and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.
- **Assess ākonga achievement and quality of learning and training.** Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and training therefore assessment provides useful information to ākonga and kaiako.
- **Provide evidence of programme quality.** Assessment results serve as a measure of Te Pūkenga– Competenz's success and ability to meet professional accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving.

All assessment in this programme is based on unit standards. Assessment material will be pre-assessment moderated by the relevant standard setting body before it is used to assess ākonga competency. All relevant sections of the SSB's *Consent and Moderation Requirements (CMR)* for the unit standards (such as assessors holding unit standard 4098) will be met. Where evidence is gathered from the workplace, the direct supervisor of ākonga will be required to verify the authenticity of the evidence prior to assessment submission. The assessment structure will be at the level and complexity appropriate to the unit standard(s) as determined by pre-assessment moderation by the relevant standard setting body. All assessment will be conducted by Te Pūkenga– Competenz registered assessors who are registered through a formal application and approval process. Assessors will hold the relevant qualifications and experience as detailed within the CMR. Assessors will use evidence guides/model answer guides to assess learner submissions as approved for use by the SSB during the pre-assessment moderation.

The assessor determines whether the evidence shows that ākonga have met the requirements of the unit standard and provides feedback to ākonga on their assessment results. Where the assessor decision is 'Competent', assessment results are recorded and reported to the Te Pūkenga– Competenz. In the case of a 'Not Competent' result, the assessor will provide ākonga constructive feedback and advice on what learning or additional evidence is required to determine competency.

Refer supporting documents:
-Assessor Handbook
-Workplace assessor registration form
-Competenz quality manual
- CMR 173, CMR 39, CMR 121

Assessment procedures

All assessment in this programme is based on unit standards (assessment of competency) and will meet the requirements of the CMR.

Assessment will be competency-based and recorded as:
- C – Competent
- NYC – Not Yet Competent

When ākonga receive a Not Yet Competent result, they will be provided constructive feedback and given the chance to gather further evidence for resubmission. Results are reported back to ākonga within 15 working days of submission. Credit achieved will then be registered with NZQA by Te Pūkenga– Competenz.

Ākonga have the right to appeal an assessment decision following the procedures contained within the assessment material. The appeal must be in writing and lodged within 20 days of assessment. Ākonga will receive an appeal decision from Te Pūkenga Work– Competenz within 10 working days.

Ākonga have the right to submit assessments in te reo. Te Pūkenga- Competenz will either use an accredited translator or in-house expertise where there is resource capability to assist in the assessment process.

Refer supporting documents:
- Assessor Handbook
- Workplace assessor registration form

- Competenz quality manual
- CMR 173, CMR 39, CMR 121
- [Ākonga Concerns and Complaints Policy](#)
- [Ākonga Appeals Policy](#)
- Assessment policies and procedures from the QMS

7. Moderation

The purpose of Te Pūkenga – Competenz moderation systems is to ensure that assessment is consistent with the National Standard, fair and valid, and that assessors are making consistent judgements about ākonga performance. Moderation is an assessment quality management tool. Assessment materials and assessor judgements align to ākonga having met the learning outcomes for each course that are mapped to qualification GPOs.

- Moderation is a sampling exercise to determine the degree of assessment variance from the National Standard.

    - Moderation involves both pre-assessment moderation (of assessment tools) and post-assessment moderation of the assessor decision, and the assessment material (if required).
    - Pre-assessment moderation is based on moderating whether the assessment tool provides adequate opportunity for the learner to demonstrate evidence of skill and knowledge sufficient to meet the requirements of the outcome(s)/unit standard they are being assessed against and will be undertaken by the SSB.
    - Post-assessment moderation is based on moderating whether the:
        - assessment tool provides adequate opportunity for the learner to demonstrate evidence of skill and knowledge sufficient to meet the requirements of outcomes of the unit standard they are being assessed against
        - assessment decisions are consistent with the National Standard.
    - The moderation process is a tool that can be used to up-skill and educate assessors and organisations.
    - The moderation process is based on trust between the submitting organisation /Registered Assessor and Te Pūkenga- Competenz.
    - Moderation is an ongoing process of feedback between assessors/organisations and Te Pūkenga- Competenz about assessment process and assessment tools.
    - Moderation staff must have obtained credit for Assessment of Learning: Unit standard 11551, *Quality assure assessment*, or are able to demonstrate equivalent knowledge and skills
    - The SSB's external moderation requirements as detailed in the relevant CMR will be complied with including any requests for post-assessment moderation and associated deadlines

Each year, Te Pūkenga- Competenz will analyse information from registered assessors, the Te Pūkenga network and Te Pūkenga- Competenz staff as to whether assessment against any particular unit standards would benefit from moderation.
Using the information received, Te Pūkenga- Competenz will determine whether there is a need for any unit standards to be the focus of moderation for the year. If so, the unit standards will be selected as 'focus unit standards' and moderation during the year will be concentrated on them. The following is considered when selecting focus unit standards:

- The risk of inconsistent interpretation of the standard's requirements

- The risk of variance in quality of evidence for award of credit (i.e., a particular quality of workmanship must be met for credit to be awarded)
- The risk to health and safety
- Industry assessment of risk unit standards
- Unit standard usage (unit standards with the highest usage and/or unit standards not previously assessed may be selected as priorities)
- How new the unit standards or those included in new programmes or qualifications are
- Concerns with individual unit standards arising from previous moderation periods
- Unit standard levels (higher-level unit standards present higher risk).

Focus unit standards will not preclude moderation of alternative unit standards taking place if it is considered necessary to facilitate consistency with the National Standard.

Indicative Moderation Plan

Course	Internal		External	
Applicable to all courses	Pre-assessment	Post-assessment	Pre-assessment	Post-assessment
	Prior to first delivery; thereafter following significant change	*Following first delivery; thereafter according to annual plan*	*Prior to first delivery; thereafter following significant change*	*As called for by the standard setting body*

8. Staffing and resources

Provider Accreditation Criterion 2: Resources

Te Pūkenga Competenz Training Advisors

Te Pūkenga– Competenz Training Advisors establish working relationships with ākonga and their employers (including supervisors and workplace assessors). This begins with ākonga enrolment into a particular programme through to their completion of that programme.

Extract from Te Pūkenga– Competenz Training Advisor Position Description
Competenz Training Advisors are regionally based and are focused on building a thorough understanding of the customer and their business needs.

- *Build positive relationships with learners and employers*
- *Carry out Employer capacity evaluation for on job training delivery & learner profiling to ascertain the support required.*
- *Set the learner up for success with detailed discussions with the learner, supervisor, and employer on expectations / what is required of each to ensure success (e.g., mentoring structure)*
- *Liaise with contract assessors/trainers within the assigned region/territory to maximise service to customers, ensuring quality standards are being met.*
- *Establish and adhere to an agreed visit schedule, based on the needs of the learner, ensuring completion within duration.*

Competenz Registered Assessors assess learners against the unit standards, programmes and/or qualifications in their scope. The registered assessor scope relates to industry areas in which they are considered a technical expert. Competenz Registered Assessors must:

- hold unit standard 4098 – Use standards to assess candidate performance
- have at least three years' experience in the previous five years in the area of their assessing scope, or equivalent as determined by Competenz
- provide a CV and/or other documentation including qualifications to show that they have the skill and knowledge appropriate to assess against the unit standards and/or programmes/qualifications in their assessing scope
- comply with the assessment conditions and qualification requirements stated in the relevant unit standards and Consent and Moderation Requirements (CMR).

Competenz Moderators are responsible for the consistent application of Competenz's moderation systems while championing quality, both internally and externally. Competenz Moderators must have:

- a relevant tertiary qualification and unit standard 11551 or equivalent
- in-depth knowledge of the New Zealand Qualifications Framework, specifically related to industry training
- substantive experience in moderating assessments that use NZQA assessment standards
- experience in the education sector essential, specifically at the tertiary level
- experience in designing, implementing and managing quality management systems
- project management and relationship management experience
- experience in policy development and implementation.

Support services

Literacy and Numeracy

The TEC Embedded Literacy and Numeracy (ELN) assessment tool provides an indication of ākonga current abilities and acts as a guide for the WBL Division as to the support ākonga may require. This occurs at the time of enrolment. If it is identified that ākonga will benefit from support with literacy and numeracy, all parties must be in agreement and committed to completing the agreed support plan which may include the use of specialised providers.

Other support services

- Mentors may be used where additional support is required for individual ākonga
- Te Pūkenga Mental Health services is available for ākonga
- English language course (ESOL) is available for ākonga where English is a second language

Refer supporting documents:

−ESOL Flyer - Information for employers
-Mental Health services for ākonga Flyer
-Sample Learner guide

Provision of pastoral care

Pastoral Care
Te Pūkenga- Competenz's pastoral care responsibility is founded on:

- Creating and maintaining positive professional relationships with ākonga
- Respecting diversity and the differing needs and requirements of ākonga
- Responsibility in providing the best possible service to ākonga.

Te Pūkenga– Competenz provides pastoral care for the programme delivery mode which is primarily conducted by training advisors and includes regular visits, usually quarterly, and more often if required. Engagement with supervisors and workplace assessors is ongoing through workplace visits, ākonga progress reporting and any additional support required. Employers have access to portals to track ākonga progress.
Visits to the workplace are generally scheduled so ākonga and supervisors can be prepared in advance.

Ākonga guidance and support
Te Pūkenga provides a wide range of guidance, support systems and facilities for ākonga across the network. These include support systems and staffing for ākonga enrolment, pastoral care built on the foundation of existing services across the network. Te Pūkenga – Competenz will ensure that resources and services are available for all work-based ākonga. These include
- ākonga support services
- support for ākonga Māori
- support for Pacific ākonga
- support for ākonga with disabilities

All teaching and support teams adhere to the Tertiary and International Learner Code of Practice.

Refer supporting documents:

-Training Agreement

- CMR 173, CMR 39, CMR 121

Site-specific delivery

To be accepted into this programme, ākonga must be employed, as the predominance of learning and practical evidence for assessment comes from the experience and knowledge gained in the workplace.

Programme delivery therefore is predominantly site-specific to the workplace with some variation dependent on ākonga and employer modes of delivery needs.

9. Programme review

Programme Approval Criterion: Programme review

Provider Accreditation Criterion 4: Programme review

Processes and procedures to review programme performance and monitor improvements following reviews

Te Pūkenga – Competenz programmes are subject to ongoing evaluation of individual courses as well as the entire programme. Evaluations include programme stakeholders such as ākonga, employers, Training advisors, providers and other industry stakeholders.

The NZQA Evaluative Quality Assurance Framework applies to courses and programmes delivered by Te Pūkenga – Competenz. Therefore, all programmes (and courses) delivered that lead to qualifications on the NZQF are approved and accredited by NZQA. All courses undergo on-going self-assessment and review as part of Te Pūkenga– Competenz's quality assurance framework. Self-assessment evidence includes employer and learner feedback. Te Pūkenga– Competenz is held accountable to its learners, employers, funding bodies, quality assurance body and other interested parties through internal and external evaluation processes which include some or all of the following:

- Learner generated course evaluation
- Programme evaluation and annual reporting
- Consistency review
- Programme review
- Audits and reviews by standard-setting bodies
- Stakeholder engagement and feedback
- Industry advisory group engagement

Refer supporting documents:
- Competenz Quality Manual
- CMR 173, CMR 39, CMR 121

- Relevant policies and procedures from the QMS

10.   Consistency of Graduate Outcomes

Policies and procedures in place to assure and participate in the monitoring of consistency of qualification achievement by learners

Te Pūkenga – Competenz will participate in the monitoring of consistency of graduates in line with the qualifications graduate profile outcomes (GPO). Consistency review evidence will comprise programme reviews, quality assurance activities, destination data, graduate and employer feedback, and where appropriate for the programme high level industry feedback/endorsement.

Feedback from graduates and employers will be obtained through tools such as surveys that are based on the GPOs. This feedback will be analysed to ensure the requirements of the GPOs are being met. Graduate destination data is collected, reviewed and analysed to gain an understanding of the graduate destination and how ākonga are benefited through completion of the programme.

Relevant supporting documents:

- CMR 173, CMR 39, CMR 121
- Relevant policies and procedures from the QMS

Appendix 1 - Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

General health, safety, and environmental requirements					
Course code	FSO01	Level	2	Credits	5
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)		50	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of general health, safety, and environmental requirements in forestry

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Demonstrate knowledge of the role of health and safety in forestry operations	officer, worker, PCBU, health and safety representative, worker engagement, fines and prison sentences for workers, supervisors, contractors, company directors; four different examples are required.
L02	Demonstrate knowledge of general safety requirements in a forestry operation.	hazard, risk, notifiable event, hierarchy of control measures, reasonably practicable, signage, health and safety notice board, verbal instructions.
L03	Demonstrate knowledge of emergency procedures and related requirements to be used in the event of a forest emergency.	injury, fire, explosion, natural events, securing the scene, communication procedures, first aid, radio, mobile phone, emergency personal locator beacon, hand signals, audio signals (including radio communications), essential information and to whom they must be communicated.
L04	Demonstrate knowledge of environmental issues in forestry	consequences for the employer and two consequences for the employee.
L05	Demonstrate knowledge of personal safety in first line firefighting	chainsaws, machinery, machinery maintenance, vehicles, smoking, open flame, wire rope friction; evidence of three causes of vegetation fire is required.

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
17769	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	6	5	2

Environmental requirements						
Course code	FSO02		Level	3	Credits	5
Pre-requisites	Nil		Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based		Total learning hours (See course delivery document for detailed breakdown.)			50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of environmental requirements in forestry operations

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content

LO1	Describe environmental considerations for forestry.	clean water and air, wildlife habitat, land stability, recreation, flood mitigation, employment, erosion, soil displacement, reduced water quality, reduced air quality, negative impacts on aquatic life, compaction, damage to historic sites, damage to neighbouring properties, damage to physical resources, public impressions, over spray, chemical spray, debris in the water table, effects related to the operation the candidate is working in.
L02	Demonstrate knowledge of legislation that impacts on environmental management of commercial forestry.	re-work, fines, imprisonment, loss of contract.
L03	Describe the environmental requirements for a specific forestry operation in terms of the job prescription.	land preparation, forest harvesting, forest establishment and silviculture, forest roading, constraints related to the candidate's operation, methods of communication specific to the candidate's role and operation; job prescription, harvest plan, verbal instructions, daily meetings

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
17772	Demonstrate knowledge of environmental requirements in forestry operations	6	5	3

Customer Needs					
Course code	FSO03	Level	4	Credits	5
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)		50	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of internal and external customer needs within a commercial forestry operation

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko	Indicative Content
LO1	Demonstrate knowledge of internal customer requirements throughout a forestry operation supply chain.	timing, quality, cost, safety, work techniques, communication, quality control, audits
L02	Demonstrate knowledge of external customer requirements and the impact of the forestry operation on the end products.	log types – pruned, unpruned, saw log, pulp log.

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
24571	Demonstrate knowledge of internal and external customer needs within a commercial forestry operation	5	5	4

Commercial forestry operations					
Course code	FSO04	Level	3	Credits	5
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to contribute to, worksite health and safety for commercial forestry operations

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Demonstrate knowledge of worksite health and safety in commercial forestry operations	company, personal, induction, hazard identification, risk management, inspections, incident reporting, safety meetings, training, worker engagement, emergency procedures; evidence of seven is required, work location, communication, transport, evacuation process, emergency equipment
LO2	Demonstrate knowledge of injury prevention in commercial forestry operations.	
LO3	Contribute to worksite health and safety activities of a commercial forestry operation.	attending, contributing, description, cause, actions or controls, notification, follow-up.

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
24574	Demonstrate knowledge of, and contribute to, worksite health and safety for commercial forestry operations	6	5	3

Quality						
Course code	FSO05		Level	3	Credits	5
Pre-requisites	Nil		Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based		Total learning hours (See course delivery document for detailed breakdown.)			50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of factors that affect the quality of commercial forestry operations

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content
LO1 Demonstrate knowledge of quality control in forestry operations	forestry operations – establishment, silviculture, harvesting, production, rework time, contract stability, crew morale, value, safety, fatigue, sampling type, equipment, job prescription requirements
LO2 Describe the factors that impact on the efficiency of a forestry operation	identification of bottlenecks, management of people and equipment, compliance requirements, plant, equipment, labour.
LO3 Describe the effect of personal performance on productivity and product quality.	start time, breaks, finish time, distractions from personal life, time management, quality management, management of distractions from personal life

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
24575	Demonstrate knowledge of factors that affect the quality of commercial forestry operations	5	5	3

Incident response						
Course code	FSO06	Level	3	Credits	5	
Pre-requisites	Nil	Co-requisites			Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)				50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of incident response in plantation forests

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content

LO1	Demonstrate knowledge of incident response and reporting in plantation forests.	environmental, fire, personal injury, security, business loss, personnel, resources, communications, location, type of incident, police, local council, Ministry for Primary Industries, owner of equipment, forest owner, neighbours, WorkSafe, insurer, lawyer, communications, co-operation with authorities, personnel, resources, media liaison, health and safety, evidence, damage to people, damage to property, further incidents
LO2	Demonstrate knowledge of response to unauthorised activities in plantation forests.	theft, vandalism, loitering, marijuana, poaching, dumping rubbish, recreational activities,

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
24579	Demonstrate knowledge of incident response in plantation forests	4	3	5

Traffic Control					
Course code	FSO07	Level	3	Credits	5
Pre-requisites	Nil	Co-requisites			Nil

Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)		
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)	50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to implement, and audit temporary traffic control on private forest roads

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		**Ngā Tūtohu o te Kiko	Indicative Content**
LO1	Demonstrate knowledge of the purpose and stages of, and responsibilities for, temporary traffic control on private forest roads.	
LO2	Demonstrate knowledge of the signs, banners, tapes, and barriers used in temporary traffic control on private forest roads.	advance warning signs, direction and/or protection signs.
LO3	Demonstrate knowledge of the planning steps and types of temporary traffic control required on private forest roads.	activities affecting forest operations
LO4	Implement temporary traffic control on private forest roads	forest operations

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
25788	Demonstrate knowledge of, implement, and audit temporary traffic control on private forest roads	4	5	3

Job prescriptions					
Course code	FSO08	Level	3	Credits	5
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to explain and interpret job prescriptions for forestry operations

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content
LO1 Demonstrate knowledge of forestry operations and forest management objectives.	land preparation, planting, releasing, pruning, thinning, tree felling, extraction, log making, loading, quality control, cost, production, health and safety, environmental protection, forest value.
LO2 Explain job prescriptions for forestry operations.	work methods, work quality, safe working environments, areas of cultural or environmental significance, possible loss of contract, rework, additional costs, reduced crop value, increased hazards to personal safety, increased environmental risk.
LO3 Interpret a job prescription for a forestry operation	

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
1221	Explain and interpret job prescriptions for forestry operations	8	5	3

Performance					
Course code	FSO09	Level	3	Credits	10
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)		100	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of factors that affect the performance of forestry workers

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Demonstrate knowledge of the signs and sources of impairment in forestry workers and the effects of impairment on work performance and safety.	drugs (illegal and legal), alcohol, dehydration, stress, fatigue, poor nutrition, depression

LO2	Explain factors affecting fluid loss for workers in a forestry operation	planting, pruning, tree felling, breaking out, machine operating, quality control, plotting, thinning, spot spraying, timber grader, rugby player, office worker, truck driver, road cyclist, boxer
LO3	Describe how to maintain adequate hydration in a forestry operation, and explain the associated benefits	physical symptoms, suitable fluid types, unsuitable fluid types
LO4	Explain the role of diet in maintaining the physical wellbeing of forestry workers	primary macro nutrients,
LO5	Describe causes of stress and fatigue in forestry workers, and explain ways to reduce stress and fatigue	sleep deficit, lack of physical fitness, inadequate nutrition, inadequate hydration, medical conditions, environmental factors, insufficient work breaks, travel time to or from work, causes of fatigue, medical conditions, financial pressures, family and/or personal issues, job security, work pressures, bullying, harassment, causes of stress, acute, chronic.
LO6	Describe ways to manage general health and wellbeing of forestry workers.	equipment, exercise, strength and fitness, rest and recreation, nutrition, job technique, job rotation, work/life balance, cuts, grazes, puncture wounds, blisters, burns, rashes, wet feet, respiratory tract infections, toothache, migraine, unwashed socks, unwashed hands

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
22994	Demonstrate knowledge of factors that affect the performance of forestry workers	4	10	3

General safety requirements						
Course code	FSO10	Level	2	Credits	3	
Pre-requisites	Nil	Co-requisites			Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			30	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of general safety requirements, safe driving practices and emergency procedures in a forest

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content
LO1 Identify forest hazards, associated risks and workplace risk control systems.	narrow roads, unsealed roads, uneven roads, logging trucks, dust, harvesting sites, hazardous trees, registers, reports
LO2 Describe safe driving practices in a forest environment	keep left, driving with lights on, drive to the conditions, speed limits, call up roads, radio call-in, location reporting
LO3 Demonstrate knowledge of general safety requirements in a forest environment	road closed signs, banners, crew signage
LO4 Demonstrate knowledge of procedures used in the event of a forest emergency	securing the scene, communication procedures, first aid

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.			

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
27966	Demonstrate knowledge of general safety requirements, safe driving practices and emergency procedures in a forest	2	3	2

Plantation Forest					
Course code	FSO11	Level	3	Credits	5
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to Navigate in a plantation forest

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		**Ngā Tūtohu o te Kiko	Indicative Content**
LO1	Demonstrate knowledge of the types of maps used in forest operations.	cadastral, road, topographic, soil, vegetation, stand, GIS operational, aerial photo; four map types and their purpose to be described, New Zealand map grid, New Zealand transverse Mercator
LO2	Use a low definition operation map to identify forest block features	ridges, gullies, streams, roads, landings, power lines, water points, historical sites, waahi tapu;
LO3	Demonstrate knowledge of the tools used to navigate in a forest	topographic map, operation map, compass, hip chain, GPS

LO4	Use an operation map, compass and hip chain to locate plots in a forest plantation	
LO5	Use an operation map and a GPS to locate plots in a forest plantation	

Ngā Mahi Ako me te Whakaako│Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai│Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
25804	Navigate in a plantation forest	3	5	3

Vegetation fires					
Course code	FSO12	Level	3	Credits	3
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)		30	

Whāinga/He Tauākī Akoranga│Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to work safely at vegetation fires

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		**Ngā Tūtohu o te Kiko	Indicative Content**
LO1	Demonstrate knowledge of elements of vegetation fire behaviour	fire triangle, fuel factors, stages of combustion, methods of heat transfer, removal of fire triangle elements, weather, fuel, topography, types, parts, spread patterns
LO2	Demonstrate knowledge of safe practices during vegetation fire suppression	LACES and safe practices when working – with hand tools, water under pressure, portable equipment; in the vicinity of heavy support machinery; on the ground in the vicinity of aircraft drop zones
LO3	Demonstrate knowledge of personal safety on the incident ground	weather, fuel, topography, preventative measures, protective measures, LACES, buildings, vehicles, in the open

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
3285	Demonstrate knowledge of working safely at vegetation fires	5	3	3

Employment					
Course code	FSO13	Level	2	Credits	5
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)		50	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of employment in a forestry operation

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Describe organisational structures and processes in a forestry operation.	contractor, crew foreman, health and safety officer, forest supervisor (works for forest owners), crew members, production rates and quality, machine maintenance and production, health and safety and production, crew foreman and workers, upstream processes, downstream processes
LO2	Demonstrate knowledge of employment agreements	employee benefits, employer benefits, individual, collective, permanent, fixed term, casual, part-time, fulltime, seasonal, annual salary, hourly rate, piece work payment rate, the Parties, Position and Duties, Nature and Term of Agreement, the Place of Work, Hours of Work, Wages/Salary/Allowances, Holidays and Leave Entitlements, Health and Safety, Other Employment Obligations, Restructuring and Redundancy, Termination of Employment, Declaration
LO3	Demonstrate knowledge of payslips and basic budgeting	pay rate, hours worked, PAYE, KiwiSaver, allowances, net pay, leave balance, income, regular expenses, irregular expenses, savings
LO4	Determine career paths available in the forestry industry	crew foreman, machine operator, forest supervisor, running own contracting business, log maker, crew manager, long-term career goal

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes

Assessment portfolio	100%	All
Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.		

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
22995	**Demonstrate knowledge of employment in a forestry operation**	5	5	2

Tree health					
Course code	FSO14	Level	3	Credits	5
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)		50	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of tree health in New Zealand forest plantations

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko	Indicative Content
LO1	Describe the potential effects of disease, insect infestation, and other disorders on a New Zealand forest plantation.	
LO2	Describe the pathways of entry of exotic organisms into New Zealand forest plantations and the importance of biosecurity at ports of entry.	containers, ships, seeds, plant material, animals, humans

LO3	Identify the signs and symptoms of tree health disorders in New Zealand forest plantations	discolouring, banding, chewing, webbing, wilting, distortion, dieback, breakage, distortion, canker, holes, scars, ringbarking, resin bleeding, canker, distortion, staining, surface fungal growth, fungal growth under bark, resin bleeding, wood boring, bark loosening, staining, discoloring of cut end, fungal growth on cut end
LO4	Demonstrate knowledge of the requirements for reporting suspected forest health disorders in New Zealand forest plantations and prepare samples for dispatch	
LO5	Describe legislation relevant to, and organisations involved in forest plantation protection in New Zealand	

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
22131	Demonstrate knowledge of tree health in New Zealand forest plantations	4	5	3

Trim felled trees for extraction					
Course code	FSO15	Level	3	Credits	5
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to trim felled trees for extraction in a forest harvesting operation

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Explain health and safety requirements when trimming felled trees	tree movement, branches/stem under tension, chainsaw kickback, proximity of extraction machine, ground conditions, slope of the ground, undergrowth, slash, continuous bending, weather, terrain, fatigue
LO2	Demonstrate knowledge of trimming felled trees for extraction	lever-limbing method, large branches
LO3	Trim felled trees for extraction from the forest	PPE, chainsaw, fuel storage, first aid, hindrance, compression, tension, possible stem movement

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
1230	Trim felled trees for extraction in a forest harvesting operation	8	5	3

Select plantation trees						
Course code	FSO16	Level	3	Credits	15	
Pre-requisites	Nil	Co-requisites		Nil		
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)				150

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to select plantation trees

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content
LO1 Demonstrate knowledge of tree selection for commercial forestry operations	two objectives, dominant, co-dominant, sub dominant, suppressed, stem form, branching habit, health, malformation, wobble, kink, sweep, internode, whorl, butt swept, single leader, double leader, multiple leader, branch size, stocking, spacing, crop tree, final crop tree, stems per hectare (SPH), cull tree, canopy gap tree, pruned log, saw log, pulp, framing, fuel wood, coppice, regeneration
LO2 Explain job prescription requirements for tree selection	stocking, acceptable trees, unacceptable trees, spacing, crown condition, selection order
LO3 Select plantation trees for a forest crop	health, dominance, form, spacing, tree lean within tolerance, branching habit

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes

Assessment portfolio	100%	All
Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.		

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
31982	Demonstrate and apply knowledge of selecting plantation trees	1	15	3

Control vegetation fires

Course code	FSO17	Level	3	Credits	3
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			30

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to use hand tools and construct a fire line to control vegetation fires

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko	Indicative Content
LO1	Demonstrate knowledge of the use of hand tools when controlling vegetation fires	personal safety, safety of crew, consideration of use of natural barriers, avoidance of heavy fuel material, width of fire line, height of adjacent and overhanging vegetation, trenching on slopes,
LO2	Construct a fire line when controlling vegetation fires	progressive method, step-up method, location, anchor point, width, height of adjacent and overhanging vegetation, positioning of burnt and un-burnt material, trenching on slopes.

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
3286	Demonstrate knowledge of the use of hand tools and construct a fire line to control vegetation fires	5	3	3

Ssuppress vegetation fires					
Course code	FSO18	Level	3	Credits	3
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			30

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to use firefighting deliveries to suppress vegetation fires

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko	Indicative Content

LO1	Demonstrate knowledge of the types and use of hose and waterway equipment, and procedures used to suppress vegetation fires	care of equipment, safe working practices, additives applied, personal safety requirements, preservation of the environment.
LO2	Establish, operate, and make up deliveries in a vegetation fire setting.	flaked, coiled, coiled on the bight, relocation of charged and uncharged hose, jet and spray patterns, foam nozzles, monitoring and communicating effectiveness, conservation of water, preservation of the environment

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
3287	Use firefighting deliveries to suppress vegetation fires	5	3	3

Maintain a chainsaw					
Course code	FSO19	Level		Credits	
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours			

	(See course delivery document for detailed breakdown.)

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to maintain a chainsaw

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Demonstrate knowledge of a chainsaw cutting unit	cutters, tie straps, drive links, rivets, depth gauges, chisel, semi-chisel, sprocket and chain for pitch, bar and chain for gauge, depth gauge tool, file guide, stump vice, flat file, round file
LO2	Sharpen a chainsaw chain.	tension, file size, use of filing aids, uniform cutter length, file angles, depth gauge settings, straight cuts, even cutting, cutting efficiency
LO3	Check and maintain a chainsaw	daily requirements, weekly requirements, monthly requirements, air filter, guide-bar, clutch drum bearing, clutch springs, spark plug, cooling system, starter mechanism, spark arrester

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
43	Maintain a chainsaw	9	10	3

Thinning plantation trees						
Course code	FSO20	Level	3		Credits	5
Pre-requisites	Nil		Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based		Total learning hours (See course delivery document for detailed breakdown.)			50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of thinning plantation trees and equipment used

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko	Indicative Content
LO1	Demonstrate knowledge of thinning plantation trees.	cull trees, crop trees, final crop tree, canopy gap trees, posting, stem diameter, stocking, brushing, hang ups, stems per hectare (SPH), scar damage, stump heights, scarf, back cut, terrain, market for products, cost, tree species, form, dominant trees, spacing, stocking, tree health
LO2	Demonstrate knowledge of equipment used for thinning plantation trees	

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
6950	Demonstrate knowledge of thinning plantation trees and equipment used	6	5	3

Management and potential effects of Hazardous substances					
Course code	FSO21	Level	4	Credits	6
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)		60	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of the safe management and potential adverse effects of hazardous substances in the workplace

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		**Ngā Tūtohu o te Kiko	Indicative Content**
LO1	Demonstrate knowledge of classifying hazardous substances	intrinsic property (class), type of hazard (subclass), degree of hazard, SDS; label, product safety card, segregation chart, signage
LO2	Demonstrate knowledge of the potential adverse effects of hazardous substances on the body and environment, types of exposure monitoring, and treatment options.	acute, chronic, particulate monitoring, surface scraping, air flows, detection equipment, dosimeters, health checks by occupational hygienist, occupational health nurse, workplace exposure standards (WES), cyclone pumps, Body Exposure Indices (BEI), atmosphere, land, water, terrestrial vertebrates, terrestrial invertebrates
LO3	Demonstrate knowledge of safe storage, tracking requirements, handling, and disposal of hazardous substances	segregation, separation, secondary containment, signage, site limits, building design, cabinets, site plan, location compliance certificate, stationary containers certificate, security, fire protection, tracking requirements
LO4	Describe response to uncontrolled release of hazardous substances	

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
31290	Demonstrate knowledge of the safe management and potential adverse effects of hazardous substances in the workplace	1	6	4

Handling, storage, and disposal of hazardous substances						
Course code	FSO22		Level	4	Credits	3
Pre-requisites	Nil		Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based		Total learning hours (See course delivery document for detailed breakdown.)			30

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to demonstrate safe handling, storage, and disposal of hazardous substances in the workplace

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content
LO1 Interpret health and safety information for safe handling, storage, and disposal of a hazardous substance in an SDS	

LO2	Demonstrate safe storage, handling, and disposal of a hazardous substance in the workplace.	SDS, inventory; signage, labelling, segregation, separation, secondary containment, tracking requirements, selection, use, maintenance of personal protective equipment; manual handling, disposal, decanting
LO3	Demonstrate response to uncontrolled release of a hazardous substance.	

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
31293	Demonstrate safe handling, storage, and disposal of hazardous substances in the workplace	1	3	4

Releasing plantation trees						
Course code	FSO23		Level	3	Credits	5
Pre-requisites	Nil		Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based		Total learning hours (See course delivery document for detailed breakdown.)			50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of releasing plantation trees and the use of agrichemicals

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Explain factors which impact on the choice of method for releasing plantation trees	age of target vegetation, type of vegetation, size of area, environmentally sensitive areas
LO2	Demonstrate knowledge of legislation and sources of information relating to the handling and use of agrichemicals	management, transport, storage, mixing, application, disposal, training, PPE
LO3	Demonstrate knowledge of agrichemical toxicity	Glysophate, Round Up, Valzine, Gardoprim, Release KT, Escort
LO4	Demonstrate knowledge of weather tolerances in agrichemical use	wind, rain, high temperatures, low temperatures, drought, humidity

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
1236	Demonstrate knowledge of releasing plantation trees and the use of agrichemicals	7	5	

Release plantation trees using agrichemicals					
Course code	FSO24	Level	3	Credits	10
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)		100	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to release plantation trees using agrichemicals

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Prepare to apply agrichemicals	calibrated, clean, nozzle function, parts free of damage, consequences for – the environment, the crop, the target weed species, handwashing before handling food
LO2	Release trees from competing plant growth using an agrichemical applicator	spray or solid applicator, temperature range, water quality, use of PPE, use of additives, storage, disposal, safe and correct techniques, equipment, use of terrain, contour, chemical dumps, environmental requirements, area covered, tree crop damage, application, spray drift, wastage, swathe size
LO3	Calibrate a hand-operated applicator	
LO4	Describe the response to an on-site agrichemical spill	containment, clean up, disposal, notification

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
1237	Release plantation trees using agrichemicals	8	10	3

Rescue					
Course code	FSO25	Level	4	Credits	8
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			80

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to rescue an injured or disabled person from a tree

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Demonstrate knowledge of harm that may result from working at heights in the forest industry.	injury to skeletal structure, injury to soft tissue, injury to internal organs, suspension trauma in a substantially upright position, blood pooling in the legs, loss of consciousness, renal failure, use of a purpose built 'sit' harness, assuming a substantially horizontal position, use of the legs to maintain blood circulation
LO2	Describe and rig the equipment used in tree rescue	tree climbing spurs, ladder, step, full body harness, safety belt, lanyard and/or climbing rope, full body harness, karabiner, controlled ascender, controlled descender, webbing sling, 11mm low stretch kernmantle rope, tag line, work positioning device, climbing lanyard, bolt cutters
LO3	Rescue an injured or disabled person from a tree as a climber	climbing equipment, rescue equipment bag, 11mm low stretch kernmantle rope, blue tag line, controlled ascender, controlled descender, full body harness, webbing sling, karabiner, lanyard, bolt cutters, slip-joint pliers, locator flare
LO4	Rescue an injured or disabled person from a tree as the anchor	
LO5	Take action regarding the rescued person's injuries and dismantle, examine, and store rescue equipment.	

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
23097	Rescue an injured or disabled person from a tree	4	8	4

Prune plantation trees					
Course code	FSO26	Level	4	Credits	10
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of ultra-high prune plantation trees

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko	Indicative Content
LO1 Select trees for ultra-high pruning.	stocking, spacing, tree form

LO2	Ultra-high prune plantation trees to the prescribed height from a ladder and step	setting the stiles in the ground, ladder angle at approximately 15 degrees to the vertical, tools in pouch or on belt while climbing, both hands on the ladder while climbing, chain secured around tree, both hands on the ladder while descending, chain secured, sufficient and comfortable height, use of stirrup, feet secure on ladder or step; may include – starting procedures, hand positioning
LO3	Use an approved work positioning device when pruning with the feet 4.5 (or more) metres from the ground.	

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
23098	Ultra-high prune plantation trees	5	10	4

Plant plantation trees					
Course code	FSO27	Level	3	Credits	10
Pre-requisites	Nil	Co-requisites			Nil

Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)		
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)	100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to plant plantation trees

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko	Indicative Content
LO1	Prepare for planting plantation trees	access, work rate, work technique, work organisation, tree-handling techniques, stacking techniques, site storage techniques
LO2	Plant plantation trees	depth, width, cultivation, placement.

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
1234	Plant plantation trees	9	10	3

Principles of commercial forestry					
Course code	FSO28	Level	2	Credits	5
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			50

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of principles of commercial forestry

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko	Indicative Content
LO1	Demonstrate knowledge of commercial forestry	deciduous, evergreen, plantation, natural, exotic, indigenous, silviculture, harvesting, establishment, land preparation, mensuration, carbon planting, urupā/burial site, medicinal plants, food source habitats, wahi tapu/historic sites, radiata pine, Douglas fir, eucalyptus species, cypress species
LO2	Identify and describe factors affecting the quality of a stand of plantation trees	planting methods, releasing, pruning, thinning.
LO3	Demonstrate knowledge of the forest industry cycle and downstream processing of forestry products.	land preparation, planting, releasing, pruning, thinning, harvesting, mensuration, processing
LO4	Explain job prescriptions for forestry operations	
LO5	Demonstrate knowledge of quality in a forestry operation	consequences for the employer, consequences for the employee, general consequence of getting a good result, general consequence of getting a bad result

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.		

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
22997	Demonstrate knowledge of principles of commercial forestry	4	5	2

Operate a chainsaw						
Course code	FSO29	Level	3	Credits	12	
Pre-requisites	Nil	Co-requisites			Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)				120

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko	Indicative Content
LO1 Disassemble and reassemble a chainsaw, identify and explain the main function of components, and perform basic maintenance	on-off switch, throttle lockout, chain brake, rear hand-guard, spark arrester-muffler, anti-vibration mounts, chain catcher, mitt, starter mechanism, flywheel, cooling vents, top cover, air filter, carburettor, spark plug, high-tension lead, cooling fins, choke, throttle, side cover, drive sprocket, chain tension adjuster, clutch, bar oil hole, bar rails and groove, bar sprocket, depth gauge, drive link, cutter, rivet, tie strap
LO2 Demonstrate knowledge of hazard and risk control measures associated with chainsaw use in a commercial forestry operation	traction, recoil, kickback, grip, left thumb, body position, bar nose location, re-entering cuts, reach, chain conditions

LO3	Perform checks and carry out basic maintenance necessary for safe and efficient operation of a chainsaw	landing operations, clearfell tree felling, thinning, chainsaw pruning, land clearing, throttle lockout, chain catcher, chain brake, on-off switch, muffler, anti-vibration mounts, spark arrester
LO4	Prepare for chainsaw use in a commercial forestry operation	fuel and oil, cutting unit, security of external fittings, condition of safety features, on-off switch, muffler, chain brake, chain, lubrication
LO5	Operate a chainsaw in a commercial forestry operation	processing stems on a skid, tree felling, trimming, pruning, cuts

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
23411	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	7	12	3

Tree felling						
Course code	FSO30	Level	3	Credits	5	
Pre-requisites	Nil	Co-requisites		Nil		
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based	Total learning hours		50		

		(See course delivery document for detailed breakdown.)	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of tree felling

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		**Ngā Tūtohu o te Kiko	Indicative Content**
LO1	Describe personal requirements for tree-felling operations	personal health, training, experience, attitude, free from impairment, safety helmet, hearing protection, safety trousers or chaps, safety boots, high visibility clothing, eye protection, suitable saw, radio, felling aids, first aid requirements, fuel and oil containers, maintenance tools, fire extinguisher, hydration, felling signs
LO2	Demonstrate knowledge of risks associated with tree felling.	Risk, control methods, communication, hung up and cut up trees, felling cuts, felling aids, tree driving, trimming
LO3	Demonstrate knowledge of the five-step felling plan	hazard identification, environmental issues, general condition of trees or stand, felling direction, hindrance
LO4	Demonstrate knowledge of tree-felling techniques	cut sequence, direction, angle and depth of cuts, split level cut, quarter cut, wedge use, scarf direction, type of backcut, shape of hinge-wood in relation to scarf
LO5	Identify difficult tree-felling situations and associated specialist techniques	hung up trees, trees close to boundaries, trees close to overhead lines, uprooted trees, heavy leaning trees, wind wrenched trees, machine assisted falling, tree driving

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
17763	Demonstrate knowledge of tree felling	4	5	3

Selecting plantation trees					
Course code	FSO31	Level	3	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			150

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of selecting plantation trees

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content
LO1 Demonstrate knowledge of tree selection for commercial forestry operations.	dominant, co-dominant, sub dominant, suppressed, stem form, branching habit, health, malformation, wobble, kink, sweep, internode, whorl, butt swept, single leader, double leader, multiple leader, branch size, stocking, spacing, crop tree, final crop tree, stems per hectare (SPH), cull tree, canopy gap tree
LO2 Explain job prescription requirements for tree selection	stocking, acceptable trees, unacceptable trees, spacing, crown condition, selection order,
LO3 Select plantation trees for a forest crop	health, dominance, form, spacing, tree lean within tolerance, branching habit

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.		

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
31982	Demonstrate and apply knowledge of selecting plantation trees	1	15	3

Thin plantation trees under 200mm						
Course code	FSO32		Level	3	Credits	10
Pre-requisites	Nil		Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based		Total learning hours (See course delivery document for detailed breakdown.)			100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of thin plantation trees, under 200mm stump diameter, to waste

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content
LO1 Prepare to thin plantation trees, under 200mm stump diameter, to waste	chainsaw safety features, chainsaw size, bar length, PPE, fuel and oil containers, first aid requirements; residual stocking, selection of cull trees, safety requirements, hazards, boundaries, environmental
LO2 Thin plantation trees, under 200mm stump diameter, to waste, using a chainsaw	branching, double leaders, broken tops, excessive lean, dead branches, surrounding hindrance, potential for hang-ups, stocking, spacing, trees cut from stump, environmental requirements, damage to residual crop, stump height, stump quality, safe felling cuts

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
1247	Thin plantation trees, under 200mm stump diameter, to waste	9	10	3

Thin plantation trees, over 200mm						
Course code	FSO33	Level	4	Credits	15	
Pre-requisites	Nil	Co-requisites			Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			150	

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of select and thin plantation trees, over 200mm stump diameter, to waste

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content
LO1 Prepare to thin plantation trees, over 200mm stump diameter, to waste	chainsaw safety features, chainsaw size, bar length, felling aids, PPE, fuel and oil containers, first aid requirements; may include – road signs, fire extinguisher, residual stocking, access, selection of cull trees, safety requirements, hazards, boundaries, environmental

LO2	Select and thin plantation trees, over 200mm stump diameter, to waste using a chainsaw and felling aids	branching, double leaders, broken tops, excessive lean, dead branches, surrounding hindrance, potential for hang-ups, safer side of tree, 45 degree angle (or as close as practicable) to the rear of the fall direction, clearance, distance from stump

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
17767	Select and thin plantation trees, over 200mm stump diameter, to waste	5	15	4

Supervise a crew					
Course code	FSO34	Level	4	Credits	10
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of supervise a crew in a commercial forestry operation

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		**Ngā Tūtohu o te Kiko | Indicative Content**
LO1	Plan daily operations for a commercial forestry operation.	plan for people, machine, equipment, operational activities, prescription map, management system, monitoring system
LO2	Describe and manage the crew's safety systems for a commercial forestry operation	meetings, recording, reporting, radio, GPS, visual checks, voice, pre-start meetings, tool box meetings, tail gate meetings
LO3	Manage tasks within an operational crew	
LO4	Complete quality control checks on a forestry operation	
LO5	Carry out an induction for a new member of a forestry crew	fitness, training and experience, drugs and alcohol compliance, fatigue awareness, personal protective equipment, safe areas, communication requirements, first aid coverage, personal equipment limitations, personal ability, supervision, company procedures, worksite hazards, hazard minimisation, emergency procedures, company rules

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level

24576	Supervise a crew in a commercial forestry operation	4	10	4

Forestry accident					
Course code	FSO35	Level	4	Credits	10
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of managing a forestry accident site in a simulated situation

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		**Ngā Tūtohu o te Kiko	Indicative Content**
LO1	Demonstrate knowledge of response to a forestry emergency.	other crew, emergency services, contractor, forest owner or manager, communication, patient care, scene management, emergency services
LO2	Manage the site of a serious forestry accident in a simulated situation	camera, measuring tape, barrier tape, spray paint, notebook, contamination of evidence, safety of personnel, other forestry work, interview, statements, site diagrams, prevailing conditions, time, date, people involved
LO3	Explain the requirements and procedures for notification of relevant parties	minor harm, temporary severe harm, serious harm
LO4	Explain employer duties in regard to accidents at a forestry site.	register, investigation, notification, scene management
LO5	Explain the duties of relevant parties when releasing the site of an accident	WorkSafe NZ, employer, principal

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
24572	Manage a forestry accident site in a simulated situation	4	10	4

Health and safety management

Course code	FSO36	Level	4	Credits	10
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of health and safety management in a commercial forestry operation

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko | Indicative Content
LO1 Demonstrate knowledge of health and safety in a forestry operation.	PCBU, contractor, officer, worker, health and safety representative, forestry inspector, visitor, land or forest owner, morale, staff turnover, motivation, production, quality, health and safety, job coverage
LO2 Demonstrate knowledge of the management of the health of forestry industry workers	noise, vibration, production rates, quality requirements, long hours, weather extremes, environmental conditions, psychosocial hazards, fatigue, drugs and alcohol, inappropriate equipment, poor work method

LO3	Demonstrate knowledge of induction and supervision procedures relating to health and safety on a forestry worksite	new staff, contractors, service providers, visitors, ongoing supervision, staff who change roles
LO4	Demonstrate knowledge of management of drug and alcohol policy for forestry crew personnel.	adulteration, alcohol, legal drugs, illegal and restricted drugs, safety sensitive operations, pre-employment, reasonable cause, post-accident and incident testing, random testing, follow up testing

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
24577	Demonstrate knowledge of health and safety management in a commercial forestry operation	5	10	4

Safe behaviour observations					
Course code	FSO37	Level	4	Credits	10
Pre-requisites	Nil	Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				

Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)	100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge to plan for and undertake safe behaviour observations in a forestry operation

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Explain safe behaviour observations in a forestry operation.	timing, resources, notification, reporting
LO2	Plan and prepare for a safe behaviour observation in a forestry operation.	safe work procedures, personal protective equipment requirements, operational behaviour standards
LO3	Conduct a safe behaviour observation in a forestry operation	restricted areas, congested areas, moving machinery
LO4	Complete safe behaviour observation reports and recommend remedial action in a forestry operation	compliance, non-compliance, training, limiting duties, removal from operation, follow-up observations

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
28559	Plan for and undertake safe behaviour observations in a forestry operation	3	10	4

Prescription maps						
Course code	FSO38		Level	4	Credits	10
Pre-requisites	Nil		Co-requisites			Nil
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)					
Delivery modes	Work-based		Total learning hours (See course delivery document for detailed breakdown.)			100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of using prescription maps for forestry operations

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:		Ngā Tūtohu o te Kiko | Indicative Content
LO1	Demonstrate knowledge of prescription maps for forestry operations	management decision making, planning, environmental considerations, operational uses, ridges, bluffs, water courses, boundaries, vegetation types, roads, landings, grid lines, historic sites, waahi tapu, environmental areas, water points, stocked areas, fence lines
LO2	Follow a prescription map in the field	road, watercourse, trig point, stand boundary, natural features
LO3	Identify hazards and other features that could impact on a forestry operation, and describe control measures in the field using prescription maps	
LO4	Use a prescription map to collect and convey in the appropriate format locations and GPS coordinates, and to record and report features and operational information, in a forestry operation	ridges, bluffs, water courses, boundaries, vegetation types, roads, landings, power lines, historic sites, waahi tapu, environmental areas, water points, stocked or unstocked areas, fence lines, road conditions, operational boundaries, weather conditions, quality control, pre-assessment data, area markup, illegal activity, storm event damage
LO5	Demonstrate knowledge of QR codes and the use of electronic prescription maps and their technological challenges	outdated map, limited reception coverage, app not updated, insufficient map information, lack of contours, other operational requirements; incorrect – GPS, coordinates, map, settings in app

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
1224	Use prescription maps for forestry operations	11	10	4

Quality control					
Course code	FSO39	Level	4	Credits	10
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery document for detailed breakdown.)			100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop skills and knowledge of carrying out quality control in a forestry silviculture operation

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to:	Ngā Tūtohu o te Kiko	Indicative Content

LO1	Demonstrate knowledge of quality control in a forestry silviculture operation	
LO2	Carry out a quality control activity in a forestry silviculture operation	representative of crew and area, plot location, sampling techniques, random placements, G.P.S. coordinates from job prescription, boundaries of areas, tree count and numbering, plot numbering, centre found
LO3	Manage quality control outcomes and identify follow-up actions	supervisor, forest owner, contractor, area of rework, stand map, quality of rework, personnel involved, re-work check, plot data sheets, forest owner and contractor reports, crew diary entries

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai|Assessment

Ākonga will be advised of all matters relating to summative assessment at the start of the course. Where possible, practical evidence of actual workplace performance will be used to determine competency in both practical and knowledge-based learning outcomes.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items and achieve all Learning Outcomes in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
27570	Carry out quality control in a forestry silviculture operation	3	10	4

Appendix 2

Graduate Profile Outcomes	Unit standards/courses			
	US ID / Course Code	US Title	Level	Credits
	New Zealand Certificate in Forestry Operations (Level 3)			
Outcome 1 Apply knowledge of health and safety responsibilities, risk management, emergency procedures, and communication systems to maintain safety during forest operations. Credits 20	**17769** FSO01	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	**2**	**5**
	17772 FSO02	Demonstrate knowledge of environmental requirements in forestry operations	3	5
	Select 2 unit standards from the following			
	24571 FSO03	Demonstrate knowledge of internal and external customer needs within a commercial forestry operation	4	5
	24574 FSO04	Demonstrate knowledge of, and contribute to, worksite health and safety for commercial forestry operations	3	5
	24575 FSO05	Demonstrate knowledge of factors that affect the quality of commercial forestry operations	3	5
	24579 FSO06	Demonstrate knowledge of incident response in plantation forests	3	5

	25788 FSO07	Demonstrate knowledge of, implement, and audit temporary traffic control on private forest roads	3	5
	1221 FSO08	Explain and interpret job prescriptions for forestry operations	3	5
Outcome 2 Protect personal wellbeing, team relationships and the physical environment, including historical sites and areas of cultural significance to Māori, during forestry operations. Credits 10	**22994** FSO09	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10
Outcome 3 Apply knowledge of standard operating procedures and apply good work practices to operate equipment accordingly to carry out tasks specific to forestry operations. Credits 10	**Select 10 credits from the below (at least 5 at Level 3 or above):**			
	27966 FSO10	Demonstrate knowledge of general safety requirements, safe driving practices and emergency procedures in a forest	2	3
	25804 FSO11	Navigate in a plantation forest	3	5
	3285 FSO12	Demonstrate knowledge of protection of personal safety at vegetation fires	3	3
	22995 FSO13	Demonstrate knowledge of employment in a forestry operation	2	5
	22131 FSO14	Demonstrate knowledge of tree health in New Zealand forest plantations	3	5
	1230 FSO15	Trim felled trees for extraction in a forest harvesting operation	3	5
	31982 FSO16	Demonstrate and apply knowledge of selecting plantation trees	3	15

	3286 FSO17	Control vegetation fires using dry fire fighting techniques	3	3
	3287 FSO18	Suppress vegetation fires with water and with water with additives	3	3
	43 FSO19	Maintain a chainsaw	3	10
	6950 FSO20	Demonstrate knowledge of thinning plantation trees and equipment used	3	5
	31290 FSO21	Demonstrate knowledge of the safe management and potential adverse effects of hazardous substances in the workplace	4	6
	31293 FSO22	Demonstrate safe handling, storage, and disposal of hazardous substances in the workplace	4	3
	1236 FSO23	Demonstrate knowledge of releasing plantation trees and the use of agrichemicals	3	5
	1237 FSO24	Release plantation trees using agrichemicals	3	10
	23097 FSO25	Rescue an injured or disabled person from a tree	4	8
	23098 FSO26	Ultra-high prune plantation trees	4	10
	1234 FSO27	Plant plantation trees	3	10
	22997 FSO28	Demonstrate knowledge of principles of commercial forestry	2	5
Thin to waste strand				

Outcome 8 Operate and maintain a chainsaw in a commercial forestry operation. Credits 15	**23411** FSO29	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
Outcome 9 Select trees and apply essential tree felling cuts to thin trees to waste in a production situation. Credits 25	**17763** FSO30	Demonstrate knowledge of tree felling	3	5
	31982 FSO31	Demonstrate and apply knowledge of selecting plantation trees	3	15
	Select 1 unit from below			
	1247 FSO32	Thin plantation trees, under 200mm stump diameter, to waste	3	10
	17767 FSO33	Thin plantation trees, over 200mm stump diameter, to waste	4	15
New Zealand Certificate in Forest Industry Operations (Level 4)				
Outcome 1 Plan, communicate and supervise work within a forestry or harvesting operational team Credits 10	**24576** FSO34	Supervise a crew in a commercial forest operation	4	10
Outcome 2 Manage health and safety systems within a forestry or harvesting operational team. Credits 20	**24572** FSO35	Manage a forestry accident site in a simulated situation	4	10
	24577 FSO36	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10
Outcome 3 Carry out safe behavioural audits within a forest operation.	**28559** FSO37	Plan for and undertake safe behaviour observations in a forestry operation	4	10

Credits 10				
Silviculture Strand				
Outcome 5 Plan and manage quality control in a forestry silviculture operation using prescription maps. Credits 20	**1224** FSO38	Use prescription maps for forestry operations	4	10
	27570 FSO39	Carry out quality control in a forestry silviculture operation	4	10

Competenz (ჳ) | ❦ TePūkenga

NZA (Complex) in Forest Silviculture Operations (Level 4)

Learner name				Employer

Key

Programme No	Duration	Credits	Tick
XXX	20 - 36 Months	142 - 147	☐

Delivery mode		Assessment mode	
On Job	ON	On Job (inc workplace assessors)	ON
		On Job (Contract Assessor)	ONC
Online learning	OL	Online assessment	OL
Provider	PR	Provider	PR

[1] A date to be assessed may be entered to manage duration.
[2] Total programme credits cannot exceed 115% of the total
[3] No unit to be selected more than once
*Denotes a unit standard has a prerequisite

New Zealand Certificate in Forestry Operations (Level 3):

Core compulsory units

Unit ID	Version	Unit title	Level	Credits	Delivery mode	Assessment mode	Date to be assessed	Please select
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5				✔
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5				✔
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10				✔

Thin to waste Strand compulsory units

Unit ID	Version	Unit title	Level	Credits	Delivery mode	Assessment mode	Date to be assessed	Please select
17763	4	Demonstrate knowledge of tree felling	3	5				✔
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12				✔
31982	1	Demonstrate and apply knowledge of selecting plantation trees	3	15				✔

Strand elective units
Select 1 of the following:

Unit ID	Version	Unit title	Level	Credits	Delivery mode	Assessment mode	Date to be assessed	Please select
1247	9	Thin plantation trees, under 200mm stump diameter, to waste	3	10				☐
17767	5	Select and thin plantation trees, over 200mm stump diameter, to waste	4	15				☐

NZA Apprenticeship (Complex) in Forest Silviculture Operations (Level 4) – NZQA 2334, 2330- Edition 1, April 2024

1

Unit ID	Version	Unit title	Level	Credits	Delivery mode	Assessment mode	Date to be assessed	Please select

Core elective units 1

Select 2 of the following:

Unit ID	Version	Unit title	Level	Credits	Delivery mode	Assessment mode	Date to be assessed	Please select
1221	8	Explain and interpret job prescriptions for forestry operations	3	5				☐
24574	6	Demonstrate knowledge of, and contribute to, worksite health and safety for commercial forestry operations	3	5				☐
24575	5	Demonstrate knowledge of factors that affect the quality of commercial forestry operations	3	5				☐
24579	4	Demonstrate knowledge of incident response in plantation forests	3	5				☐
25788	4	Demonstrate knowledge of, implement, and audit temporary traffic control on private forest roads	3	5				☐
24571	5	Demonstrate knowledge of internal and external customer needs within a commercial forestry operation	4	5				☐

Core elective units 2

Select a minimum of 10 credits from the following (at least 5 at Level 3 or above):

Unit ID	Version	Unit title	Level	Credits	Delivery mode	Assessment mode	Date to be assessed	Please select
22995	5	Demonstrate knowledge of employment in a forestry operation	2	5				☐
22997	4	Demonstrate knowledge of principles of commercial forestry	2	5				☐
27966	2	Demonstrate knowledge of general safety requirements, safe driving practices and emergency procedures in a forest	2	3				☐
43	9	Maintain a chainsaw	3	10				☐
1230	8	Trim felled trees for extraction in a forest harvesting operation	3	5				☐
1234	9	Plant plantation trees	3	10				☐
1236	7	Demonstrate knowledge of releasing plantation trees and the use of agrichemicals	3	5				☐
1237	8	Release plantation trees using agrichemicals	3	10				☐
3285	5	Demonstrate knowledge of protection of personal safety at vegetation fires	3	3				☐
3286	5	Control vegetation fires using dry fire fighting techniques	3	3				☐
3287	5	Suppress vegetation fires with water and with water with additives	3	3				☐
6950	6	Demonstrate knowledge of thinning plantation trees and equipment used	3	5				☐
25804	3	Navigate in a plantation forest	3	5				☐

NZA Apprenticeship (Complex) in Forest Silviculture Operations (Level 4) – NZQA 2334, 2330- Edition 1, April 2024

2

Unit ID	Version	Unit title	Level	Credits	Delivery mode	Assessment mode	Date to be assessed	Please select
23097	4	Rescue an injured or disabled person from a tree	4	8				☐
23098	5	Ultra-high prune plantation trees	4	10				☐
31290	1	Demonstrate knowledge of the safe management and potential adverse effects of hazardous substances in the workplace	4	6				☐
31293	1	Demonstrate safe handling, storage, and disposal of hazardous substances in the workplace	4	3				☐

New Zealand Certificate in Forest Industry Operations (Level 4):

Core compulsory units

Unit ID	Version	Unit title	Level	Credits	Delivery mode	Assessment mode	Date to be assessed	Please select
24572	4	Manage a forestry accident site in a simulated situation	4	10				✔
24576	4	Supervise a crew in a commercial forestry operation	4	10				✔
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10				✔
28559	3	Plan for and undertake safe behaviour observations in a forestry operation	4	10				✔

Silviculture Strand compulsory units

Unit ID	Version	Unit title	Level	Credits	Delivery mode	Assessment mode	Date to be assessed	Please select
1224	9	Use prescription maps for forestry operations	3	5				✔
27570	3	Carry out quality control in a forestry silviculture operation	4	10				✔

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Apprenticeship expectation checklist

Checklist	Comments
Talk about NZA and commitment required by Learner and Employer	☐ Yes, talk through this with the employer and apprentice
Training plan design Agree on TP design with employer based on apprentice's role	☐ Yes, and leave copy or email later with agreement of first units, leaving books if available or order these asap.
Training plan profile Progression gates (pre-requisites). DKO units.	☐ Refer to the proposed 'My apprenticeship roadmap' Or at least talk to learner, employer & assessor and agree on the plan
Appropriate machinery / equipment	☐ Yes, talk through this with the employer, relevant to the TP
Appropriate training (rotation)	☐ Maybe??, talk through this with the employer making sure apprentice can complete plan
Apprenticeship duration Must be completed within the duration specified.	☐ Yes, outline importance and talk about any units they already have reducing the expected duration, include 75 credit max in calendar year
Progress reviews / visit cycle	☐ Yes, talk through this with the employer and apprentice
Workplace/Contract Assessor / Verifier roles	☐ Add contractor assessor and talk about who will be doing what
NZ Code of Conduct discussed	☐ Yes, leave a copy with the employer and apprentice
Employer investment / ITO funding	☐ Yes, talk through this with the employer and apprentice
Training agreement Terms and Conditions Include appropriate ID if required	☐ Yes, talk through this with the employer and apprentice and get signed by both, make sure NSI is verified or get ID
Fees Free Check NSN on fees free website Attach evidence to training agreement	☐ Yes, talk through this with the employer and apprentice and include evidence with TA. If 'Maybe' make sure employer agrees to pay fees
NZA Employer and Apprentice Guide (new)	☐ Yes, leave a copy with the employer and apprentice
First Visit notes completed Includes plan for first assessment	☐ Yes, sent to Lisa when TA is sent to CSC

Sign below acknowledging all the above has been explained and agreed to -

Employer Name: _____ **Signed**:_____

Apprentice Name: _____ **Signed**:_____

Competenz Account Manager: _____ **Signed**:_____

Date:_____

NZA Apprenticeship (Complex) in Forest Silviculture Operations (Level 4) – NZQA 2334, 2330- Edition 1, April 2024

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New Zealand qualifications in forestry

Programme handbook

Second edition. Version 1.

Competenz | Te Pūkenga

Contents

Level 2

New Zealand Certificate in Forest Industry Foundation Skills

Level 3

New Zealand Certificate in Forest Harvesting Operations with strands in:

» Basic machine operation
» Tree felling
» Breaking-out – cable
» Landing operations.

New Zealand Certificate in Forestry Operations with strands in:

» Pruning
» Thin to waste
» Mensuration
» Basic machine operations
» Production thinning
» Planting.

New Zealand Certificate in Tree Felling and Clearing (non-production) with optional strand in:

» Hazardous tree felling.

Level 4

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» Head breaker-out
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New Zealand Certificate in Forest Operations with strands in:

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New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) with strands in:

» Silviculture
» Harvesting.

Forestry qualification pathways

New Zealand qualifications in **forestry**

Building skills, careers and businesses

As the industry training organisation for the New Zealand forestry industry, Competenz has worked with industry representatives to design a package of learning programmes built on current best practises.

Our role is to understand the unique needs of each business and its crews, then match them with the best training solutions and ensure these are delivered. The programmes are flexible, practical and designed with the future growth of the whole forestry industry in mind.

We have a strong working relationship with industry and training partners, and the qualifications incorporate detailed feedback from forest owners, contractors, assessors and of course the learners themselves.

By reviewing existing qualifications together and developing new ones, this partnership ensures that training and qualifications always stay relevant to New Zealand businesses.

New Zealand Certificates: nationally recognised qualifications

As these qualifications are New Zealand Certificates (NZCs) and New Zealand Apprenticeships (NZAs), the skills and knowledge they recognise are guaranteed to meet nationally agreed standards for achievement. They include qualification pathways that can take a learner from entry-level, through to the operator level, onto advanced operator level and then to crew manager level.

New Zealand forestry employers recognise these qualifications because:

» Members of the industry have designed and endorsed them

» They are approved by the New Zealand Qualifications Authority (NZQA).

The programmes we have developed have the flexibility to result in full qualifications or smaller packages of learning. Almost all training and assessment is done on-the-job, and Competenz has great resources to support this.

Our learners achieve by following a training plan to complete Competenz programmes that sets out the unit standards to be achieved and the duration of the learning.

The next section gives you an overview of all the forestry qualifications available. This handbook also covers a selection of these in more detail. Your account manager can help you work out the best pathway and choices for each learner and your business as a whole. Our unique training plan structure gives every learner a clear direction and helps them complete their programme with ease.

New Zealand Certificate in
Forest Industry Foundation Skills

Level 2

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Forest Industry Foundation Skills

Programme No: 9732
Credits: 45
Duration: 10 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10
22995	5	Demonstrate knowledge of employment in a forestry operation	2	5
22997	4	Demonstrate knowledge of principles of commercial forestry	2	5

Core elective units 1

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
1227	8	Demonstrate knowledge of plantation forest harvesting	2	5
27963	3	Demonstrate foundation knowledge of plantation forest establishment and silviculture operations	2	5

Core elective units 2

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
22998	4	Demonstrate knowledge of pruning plantation trees and prune plantation trees under supervision	2	10
22999	4	Demonstrate knowledge of landing operations, hazards, and log making, and process logs on a landing under supervision	2	10
23000	4	Demonstrate knowledge of plantation forest establishment operations and perform an establishment task under supervision	2	10
23001	5	Demonstrate knowledge of log extraction methods and breaking-out, and attach logs under supervision	2	10

New Zealand Certificate in Forestry Operations

Level 3

Forestry Operations – Basic Machine Operations

Programme No: 9643
Credits: 65
Duration: 12 months

Programme No: 9644
Credits: 65
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
27964	2	Demonstrate knowledge of forest industry machines	3	5
27965	2	Operate a forest industry machine	3	10
24568	4	Demonstrate knowledge of, and undertake, basic repairs and maintenance on a forestry industry machine	3	10

Core elective units 1

Select two units from the list on page 18 at the end of this section.

Core elective units 2

Select a minimum of 10 credits from the list on page 19 at the end of this section (at least 5 credits at level 3 or above).

Mensuration

Programme No: 9645
Credits: 51
Duration: 12 months

Programme No: 9646
Credits: 51
Duration: 18 months

Programme No: 9647
Credits: 56
Duration: 12 months

Programme No: 9648
Credits: 56
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
1222	8	Establish and measure sample plots for forest operations	3	6

Strand elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6955	6	Carry out forest pre-harvest inventory sampling	4	10
6956	6	Carry out waste-wood assessment in cutover forest	4	5
17768	5	Establish and measure permanent sample plots for forest management and research	4	5

Core elective units 1

Select two units from the list on page 18 at the end of this section.

Core elective units 2

Select a minimum of 10 credits from the list on page 19 at the end of this section (at least 5 credits at level 3 or above).

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Planting

Programme No: 9719
Credits: 50
Duration: 8 months

Programme No: 9649
Credits: 50
Duration: 12 months

Programme No: 9650
Credits: 50
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
1234	9	Plant plantation trees	3	10

Core elective units 1

Select two units from the list on page 18 at the end of this section.

Core elective units 2

Select a minimum of 10 credits from the list on page 19 at the end of this section (at least 5 credits at level 3 or above).

Production Thinning

Programme No: 9657
Credits: 72
Duration: 12 months

Programme No: 9658
Credits: 72
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
6950	6	Demonstrate knowledge of thinning plantation trees and equipment used	3	5
17763	4	Demonstrate knowledge of tree felling	3	5
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
25952	6	Thin plantation trees for extraction	3	10

Core elective units 1

Select two units from the list on page 18 at the end of this section.

Core elective units 2

Select a minimum of 10 credits from the list on page 19 at the end of this section (at least 5 credits at level 3 or above).

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Pruning

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
31982	1	Demonstrate and apply knowledge of selecting plantation trees	3	15

Strand elective units

Select 1 of the following sets:

Set A

Unit standard	Version	Unit name	Level	Credits
1243	9	Prune plantation trees from the ground	3	10
1245	9	Prune plantation trees from off the ground	3	10

Set B

Unit standard	Version	Unit name	Level	Credits
6972*	8	Prune plantation trees with a chainsaw from off the ground – *6973 prerequisite*	3	10
6973*	8	Prune plantation trees with a chainsaw from the ground – *23411 prerequisite*	3	10

Denotes a unit standard has a prerequisite.

Core elective units 1

Select two units from the list on page 18 at the end of this section.

Core elective units 2

Select a minimum of 10 credits from the list on page 19 at the end of this section (at least 5 credits at level 3 or above).

Thin to Waste

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
17763	4	Demonstrate knowledge of tree felling	3	5
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
31982	1	Demonstrate and apply knowledge of selecting plantation trees	3	15

Strand elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
1247*	9	Thin plantation trees, under 200mm stump diameter, to waste – *17763 and 23411 prerequisite*	3	10
17767*	5	Thin plantation trees, over 200mm stump diameter, to waste – *17763 prerequisite*	4	15

Denotes a unit standard has a prerequisite.

Core elective units 1

Select two units from the list on page 18 at the end of this section.

Core elective units 2

Select a minimum of 10 credits from the list on page 19 at the end of this section (at least 5 credits at level 3 or above).

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Core elective units

New Zealand Certificate in Forestry Operations (Level 3)

Core elective units 1

Select two of the following:

Unit standard	Version	Unit name	Level	Credits
1221	8	Explain and interpret job prescriptions for forestry operations	3	5
24574	6	Demonstrate knowledge of, and contribute to, worksite health and safety for commercial forestry operations	3	5
24575	5	Demonstrate knowledge of factors that affect the quality of commercial forestry operations	3	5
24579	4	Demonstrate knowledge of incident response in plantation forests	3	5
25788	4	Demonstrate knowledge of, implement, and audit temporary traffic control on private forest roads	3	5
24571	5	Demonstrate knowledge of internal and external customer needs within a commercial forestry operation	4	5

Core elective units 2

Select a minimum of 10 credits from the following (at least 5 at level 3 or above):

Unit standard	Version	Unit name	Level	Credits
22995	8	Demonstrate knowledge of employment in a forestry operation	2	5
22997	4	Demonstrate knowledge of principles of commercial forestry	2	5
27966	2	Demonstrate knowledge of general safety requirements, safe driving practices and emergency procedures in a forest	2	3
43	9	Maintain a chainsaw	3	10
1224	9	Use prescription maps for forestry operations	3	5
1230*	8	Trim felled trees for extraction in a forest harvesting operation – *23411 prerequisite*	3	5
1234	9	Plant plantation trees	3	10
1236	7	Demonstrate knowledge of releasing plantation trees and the use of agrichemicals	3	5
1237	8	Release plantation trees using agrichemicals	3	10
3285	4	Demonstrate knowledge of protection of personal safety at vegetation fires	3	3
3286	4	Control vegetation fires using dry fire fighting techniques	3	3
3287	4	Suppress vegetation fires with water and with water with additives	3	3
6950	6	Demonstrate knowledge of thinning plantation trees and equipment used	3	5
22131	4	Demonstrate knowledge of tree health in New Zealand forest plantations	3	5
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
25804	3	Navigate in a plantation forest	3	5
31982	1	Demonstrate and apply knowledge of selecting plantation trees	3	15
23097	4	Rescue an injured or disabled person from a tree	4	8
23098*	5	Ultra-high prune plantation trees - *1245 or 6972 prerequisite*	4	10
31290	1	Demonstrate knowledge of the safe management and potential adverse effects of hazardous substances in the workplace	4	6
31293	1	Demonstrate safe handling, storage, and disposal of hazardous substances in the workplace	4	3

Denotes a unit standard has a prerequisite..

New Zealand Certificate in
Forest Harvesting Operations

Level 3

Forest Harvesting Operations – Basic Machine Operations

Programme No: 9627
Credits: 70
Duration: 12 months

Programme No: 9728
Credits: 70
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
24568	4	Demonstrate knowledge of, and undertake, basic repairs and maintenance on a forestry industry machine	3	10
27964	2	Demonstrate knowledge of forest industry machines	3	5
27965	2	Operate a forest industry machine	3	10

Core elective units 1

Select two units from the list on page 26 at the end of this section.

Core elective units 2

Select a minimum of 15 credits from the list on page 27 at the end of this section (at least 5 credits at level 3 or above).

Breaking-out – Cable

Programme No: 9629
Credits: 72
Duration: 12 months

Programme No: 9630
Credits: 72
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
6916	9	Demonstrate knowledge of the rules relating to chainsaw use	2	5
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
24567	4	Plan and carry out breaking-out and assist in lineshifts for a cable harvesting operation	3	10

Core elective units 1

Select two units from the list on page 26 at the end of this section.

Core elective units 2

Select a minimum of 15 credits from the list on page 27 at the end of this section (at least 5 credits at level 3 or above).

Landing Operations

Programme No: 9631
Credits: 72
Duration: 12 months

Programme No: 9632
Credits: 72
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
6916	9	Demonstrate knowledge of the rules relating to chainsaw use	2	5
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12

Strand elective units
Select a 1 of the following

Unit standard	Version	Unit name	Level	Credits
6924	7	Trim and cut tree stems on a landing and assess quality of own processing work	3	10
22132	6	Carry out the functions of the poleman on a cable harvesting landing	3	10
25787	4	Carry out quality control of logs on a landing	3	10

Core elective units 1
Select two units from the list on page 26 at the end of this section.

Core elective units 2
Select a minimum of 15 credits from the list on page 27 at the end of this section (at least 5 credits at level 3 or above).

Tree Felling

Programme No: 9633
Credits: 77
Duration: 18 months

Programme No: 9723
Credits: 77
Duration: 12 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	6	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	6	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
17763	4	Demonstrate knowledge of tree felling	3	5
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
28560*	2	Fell trees in a commercial forest harvesting operation – *17763 and 23411 prerequisite*	3	15

Denotes a unit standard has a prerequisite.

Core elective units 1
Select two units from the list on page 26 at the end of this section.

Core elective units 2
Select a minimum of 15 credits from the list on page 27 at the end of this section (at least 5 credits at level 3 or above).

Core elective units

New Zealand Certificate in Forestry Harvesting Operations (Level 3)

Core elective units 1

Select two of the following:

Unit standard	Version	Unit name	Level	Credits
24574	6	Demonstrate knowledge of, and contribute to, worksite health and safety for commercial forestry operations	3	5
24575	5	Demonstrate knowledge of factors that affect the quality of commercial forestry operations	3	5
24579	4	Demonstrate knowledge of incident response in plantation forests	3	5
25788	4	Demonstrate knowledge of, and implement temporary traffic control on private forest roads	3	5

Core elective units 2

Select a minimum of 15 credits from the following (at least 5 at Level 3 or above):

Unit standard	Version	Unit name	Level	Credits
1227	8	Demonstrate knowledge of plantation forest harvesting	2	5
27966	2	Demonstrate knowledge of general safety requirements, safe driving practices and emergency procedures in a forest	2	3
43	9	Maintain a chainsaw	3	10
1221	8	Explain and interpret job prescriptions for forestry operations	3	5
1224	9	Use prescription maps for forestry operations	3	5
1231	9	Prepare wire ropes for forest harvesting operations	3	10
1252	8	Demonstrate knowledge of log making	3	5
1256	8	Demonstrate knowledge of ground-based log extraction	3	5
3285	4	Demonstrate knowledge of protection of personal safety at vegetation fires	3	3
3286	4	Control vegetation fires using dry fire fighting techniques	3	3
3287	4	Suppress vegetation fires with water and with water with additives	3	3
6920	8	Demonstrate knowledge of cable harvesting operations	3	10
6924*	7	Trim and cut tree stems on a landing and assess quality of own processing work – *23411 prerequisite*	3	10
6926	6	Demonstrate knowledge of the log loading process	3	5
6939	7	Break out for ground-based forest harvesting operations	3	10
6941	6	Demonstrate knowledge of forest mechanised harvesting and processing	3	5
22132	6	Carry out the functions of the poleman on a cable harvesting landing	3	10
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
25787	4	Carry out quality control of logs on a landing	3	10
25804	3	Navigate in a plantation forest	3	5
30584	2	Demonstrate knowledge of a cable-assisted forestry machine operation	4	10

Denotes a unit standard has a prerequisite.

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New Zealand Certificate in Tree Felling and Clearing (Non-Production)

Level 3

Tree Felling and Clearing (Non-Production)

Programme No: 9634
Credits: 52
Duration: 10 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6917	9	Demonstrate basic chainsaw operation	2	12
43	9	Maintain a chainsaw	3	10
17763	4	Demonstrate knowledge of tree felling	3	5
17766*	6	Fell trees safely using a chainsaw – *17763 and 6917 prerequisite*	3	15
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Denotes a unit standard has a prerequisite.

Hazardous Tree Felling

Programme No: 9635
Credits: 67
Duration: 12 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6917	9	Demonstrate basic chainsaw operation	2	12
43	9	Maintain a chainsaw	3	10
17763	4	Demonstrate knowledge of tree felling	3	5
17766*	6	Fell trees safely using a chainsaw – *17763 and 6917 prerequisite*	3	15
22994	4	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Denotes a unit standard has a prerequisite.

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
28562*	2	Fell and clear hazardous trees – *17766 prerequisite*	3	15

New Zealand Certificate in Forestry Operations

Level 4

Mechanised Land Preparation

Programme No: 9636
Credits: 55
Duration: 10 months

Programme No: 9637
Credits: 60
Duration: 10 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
32179	1	Demonstrate knowledge of, and prepare land for forest establishment using an excavator and slash raking attachment	4	20
32180	1	Demonstrate knowledge of and prepare land for forest establishment using a mechanised spot cultivator	4	20

Core elective units 1

A minimum 20 credits required overall and either unit 6935 or 24590 must be selected:

Unit standard	Version	Unit name	Level	Credits
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5
1252	8	Demonstrate knowledge of log making	3	5
6941	6	Demonstrate knowledge of forest mechanised harvesting and processing	3	5
24568	4	Demonstrate knowledge of, and undertake, basic repairs and maintenance on a forestry industry machine	3	10
25804	3	Navigate in a plantation forest	3	5
27964	2	Demonstrate knowledge of forest industry machines	3	5
24584	4	Demonstrate knowledge of, and use a computer-controlled mechanised harvesting machine in a forest harvesting operation	4	5

Core elective units 2

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
25788	4	Demonstrate knowledge of, implement, and audit temporary traffic control on private forest roads	3	5
6964	8	Apply environmental management to harvesting trees	4	10
6966	6	Apply environmental management to mechanised land preparation operations	4	10
24571	5	Demonstrate knowledge of internal and external customer needs within a commercial forestry operation	4	5
24572	4	Manage a forestry accident site in a simulated situation	4	10
28559	3	Plan for and undertake safe behaviour observations in a forestry operation	4	10

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Mechanised Thinning

Programme No: 9638
Credits: 55
Duration: 10 months

Programme No: 9639
Credits: 60
Duration: 10 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
32177	1	Demonstrate knowledge of, and fell trees using a mechanised felling machine in a thinning operation	4	20

Core elective units 1

A minimum 20 credits required overall and either unit 6935 or 24590 must be selected:

Unit standard	Version	Unit name	Level	Credits
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5
1252	8	Demonstrate knowledge of log making	3	5
6941	6	Demonstrate knowledge of forest mechanised harvesting and processing	3	5
24568	4	Demonstrate knowledge of, and undertake, basic repairs and maintenance on a forestry industry machine	3	10
25804	3	Navigate in a plantation forest	3	5
27964	2	Demonstrate knowledge of forest industry machines	3	5
24584	4	Demonstrate knowledge of, and use a computer-controlled mechanised harvesting machine in a forest harvesting operation	4	5

New Zealand Certificate in Forest Harvesting Operations

Level 4

Cable Extraction

Programme No: 9659
Credits: 81
Duration: 15 months

Programme No: 9660
Credits: 81
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
1262	9	Position, secure and raise an integral tower on a cable yarder	4	10
6921	8	Extract stems using a cable yarder	4	18
24578	4	Plan and manage a cable yarder down-tower operation and plan the relocation of a cable yarder	4	8

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

Ground Based Extraction

Programme No: 9661
Credits: 65
Duration: 12 months

Programme No: 9662
Credits: 65
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
27628*	4	Extract stems or logs using a ground-based machine – *1 of 6934, 6935, 6936, 6946 prerequisite*	4	20

Denotes a unit standard has a prerequisite.

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

Head Breaker-out

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
1258*	8	Coordinate breaking-out for a cable harvesting operation – *24567 prerequisite*	4	15

Denotes a unit standard has a prerequisite.

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

Loading

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
6926	6	Demonstrate knowledge of the log loading process	3	5
6931*	6	Fleet, sort, and stack logs – *1 of 6928, 6930, 6935 prerequisite*	4	15
6932*	8	Load a logging truck and/or trailer – *6926 plus 1 of 6928, 6930, 6935, 6946 prerequisite*	4	15

Denotes a unit standard has a prerequisite.

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

Log Making

Programme No: 9661
Credits: 65
Duration: 12 months

Programme No: 9687
Credits: 55
Duration: 12 months

Programme No: 9662
Credits: 65
Duration: 18 months

Programme No: 9662
Credits: 55
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
1254	8	Mark logs to optimise value and assess the quality of own log making work	4	10

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

Mechanised Tree Felling

Programme No: 9669
Credits: 65
Duration: 12 months

Programme No: 9670
Credits: 65
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
6945*	8	Demonstrate knowledge of, and fell trees using a mechanised harvesting machine in a forest harvesting operation – *1 of 6935 or 24590 prerequisite*	4	20

*Denotes a unit standard has a prerequisite.

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

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Mechanised Processing

Programme No: 9671
Credits: 68
Duration: 12 months

Programme No: 9672
Credits: 68
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
6944*	8	Make logs using a mechanised processing machine in a forest harvesting operation – *1 of 6935 or 24590 prerequisite*	4	18
24584	4	Demonstrate knowledge of, and use a computer controlled mechanised harvesting machine in a forest harvesting operation	4	5

Denotes a unit standard has a prerequisite.

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

Mobile Cable Yarder

Programme No: 9663
Credits: 65
Duration: 12 months

Programme No: 9664
Credits: 65
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
32178	1	Position, secure and extract stems using a mobile cable yarder	4	20

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

Spotting

Programme No: 9721
Credits: 57
Duration: 10 months

Programme No: 9673
Credits: 57
Duration: 12 months

Programme No: 9674
Credits: 57
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
27635	3	Carry out spotter's duties for a cable harvesting grapple operation	4	12

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

Swing Yarder Extraction

Programme No: 9675
Credits: 81
Duration: 15 months

Programme No: 9676
Credits: 81
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
27633	5	Position, secure, and plan the relocation of a swing yarder	4	18
27636	3	Extract stems using a swing yarder	4	18

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

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Tree Felling

Programme No: 9722
Credits: 75
Duration: 12 months

Programme No: 9677
Credits: 75
Duration: 15 months

Programme No: 9678
Credits: 75
Duration: 18 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10

Strand compulsory unit

Unit standard	Version	Unit name	Level	Credits
28561*	2	Plan and fell trees using advanced techniques in a commercial forest harvesting operation – *28560 prerequisite*	4	25

Strand elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
24569*	4	Fell trees using machine pushing assistance – *28560 prerequisite*	4	5
24570*	5	Fell trees using back-pulling machine assistance – *28560 prerequisite*	4	6

Denotes a unit standard has a prerequisite.

Core elective units 1

Select a minimum of 25 credits from the list on pages 52 and 53 at the end of this section (at least 15 credits at level 4).

Core elective units

New Zealand Certificate in Forestry Harvesting Operations (Level 4)

Core elective units 1

Select a minimum of 25 credits from below (at least 15 at level 4):

Unit standard	Version	Unit name	Level	Credits
43	9	Maintain a chainsaw	3	10
1224	9	Use prescription maps for forestry operations	3	5
1231	9	Prepare wire ropes for forest harvesting operations	3	10
1252	8	Demonstrate knowledge of log making	3	5
1256	8	Demonstrate knowledge of ground-based log extraction	3	5
6920	8	Demonstrate knowledge of cable harvesting operations	3	10
6941	6	Demonstrate knowledge of forest mechanised harvesting and processing	3	5
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
24568	4	Demonstrate knowledge of, and undertake, basic repairs and maintenance on a forestry industry machine	3	10
25788	4	Demonstrate knowledge of, implement, and audit temporary traffic control on private forest roads	3	5
1268	8	Prepare wire ropes, rigging, and equipment for cable harvesting operations	4	10
1269*	8	Plan, prepare for, and carry out line shifts in a cable harvesting operation – *23411 prerequisite*	4	12
1270*	9	Salvage windthrown trees – *28560 prerequisite*	4	12
6928	7	Operate a bell machine in a forest or log yard	4	5
6930	7	Operate a forked loader in a forest or a log yard	4	5
6931*	6	Fleet, sort, and stack logs – *1 of 6928, 6930, 6935 prerequisite*	4	15
6934	7	Operate a skidder in a forestry situation	4	5
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5

Unit standard	Version	Unit name	Level	Credits
6936	8	Operate a tracked machine in a forestry situation	4	5
6946	8	Operate a forwarder in a forest harvesting operation	4	5
6948	7	Delimb stems using a static delimber	4	8
17756*	6	Assess and manage individual hazardous trees – *17766 prerequisite*	4	15
17758*	4	Plan and form an extraction track in a forestry operation – *1 of 6934, 6935, 6936 prerequisite*	4	6
17764*	5	Plan and rig an elevated support system for a cable harvesting operation – *1269 prerequisite*	4	15
17771*	5	Carry out line shifts in a cable harvesting operation using mobile tail-holds – *1 of 6936, 6935 prerequisite*	4	15
24571	5	Demonstrate knowledge of internal and external customer needs within a commercial forestry operation	4	5
24572	4	Manage a forestry accident site in a simulated situation	4	10
24585*	10	Use tree jacks to fell trees – *28561 or 28562 prerequisite*	4	10
24588	3	Demonstrate knowledge of forestry landing management	4	10
24590	4	Operate a self-levelling machine in a forestry operation	4	5
27634	3	Demonstrate knowledge of cable harvesting equipment and systems	4	5
28559	3	Plan for, and undertake safe behaviour observations in a forestry operation	4	10
30583	2	Establish an anchor for a cable-assisted forestry machine	4	5
30584	2	Demonstrate knowledge of a cable-assisted forestry machine operation	4	10
30585*	2	Inspect, maintain and operate a cable-assisted forestry machine – *30584 prerequisite*	4	20
30587*	2	Shovel and bunch tree stems or logs – *1 of 6935 or 24590 prerequisite*	4	10
30586*	2	Manage a cable-assisted forestry machine operation – *30584 prerequisite*	5	10

Denotes a unit standard has a prerequisite..

New Zealand Certificate in Forestry Harvesting Operations

Planning and Monitoring

Level 4

Harvesting

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
24572	4	Manage a forestry accident site in a simulated situation	4	10
24576	4	Supervise a crew in a commercial forestry operation	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10
28559	3	Plan for and undertake safe behaviour observations in a forestry operation	4	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
6964	8	Apply environmental management to harvesting trees	4	10
24588	3	Demonstrate knowledge of forestry landing management	4	10

Silviculture

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
24572	4	Manage a forestry accident site in a simulated situation	4	10
24576	4	Supervise a crew in a commercial forestry operation	4	10
24577	5	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10
28559	3	Plan for, and undertake safe behaviour observations in a forestry operation	4	10

Strand compulsory units

Unit standard	Version	Unit name	Level	Credits
1224	9	Use prescription maps for forestry operations	3	5
27570	3	Carry out quality control in a forestry silviculture operation	4	10

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Supplementary Credit Programmes

Short learning programmes for specific tasks or skill sets

Complement current skills and knowledge in plant and equipment and upskill with this Supplementary Credit Programme (SCP).

SCPs offer additional unit standards to accompany training in the forestry sector.

Forestry Operations (Level 3)

Supplementary Credit Programmes (SCP)

Manual Pruning

Programme No: 9746
Credits: 35
Duration: 6 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
1243	9	Prune plantation trees from the ground	3	10
1245	9	Prune plantation trees from off the ground	3	10
31982	1	Demonstrate and apply knowledge of selecting plantation trees	3	15

Thin to Waste

Programme No: 9747
Credits: 42
Duration: 7 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17763	4	Demonstrate knowledge of tree felling	3	5
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
31982	1	Demonstrate and apply knowledge of selecting plantation trees	3	15

Elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
1247*	9	Thin plantation trees, under 200mm stump diameter, to waste – *17763 and 23411 prerequisite*	3	10
17767*	5	Select and thin plantation trees, over 200mm stump diameter, to waste – *17763 prerequisite*	4	15

Denotes a unit standard has a prerequisite

Forestry Operations (Level 4)

Supplementary Credit Programmes (SCP)

Mechanised Land Prep – Slash Raking

Programme No: 9750
Credits: 25
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
32179	1	Demonstrate knowledge of, and prepare land for forest establishment using an excavator and slash raking attachment	4	20

Elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Mechanised Land Prep – Spot Cultivation

Programme No: 9748
Credits: 25
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
32180	1	Demonstrate knowledge of, and prepare land for forest establishment using a mechanised spot cultivator	4	20

Elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Harvesting (Level 3)

Supplementary Credit Programmes (SCP)

Mechanised Thinning

Programme No: 9749
Credits: 25
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
32177	1	Demonstrate knowledge of, and fell trees using a mechanised felling machine in a thinning operation	4	20

Elective units
Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Basic Machine Operation

Programme No: 9753
Credits: 25
Duration: 4 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
24568	4	Demonstrate knowledge of, and undertake, basic repairs and maintenance on a forestry industry machine	3	10
27964	2	Demonstrate knowledge of forest industry machines	3	5
27965	2	Operate a forest industry machine	3	10

Manual Processing

Programme No: 9754
Credits: 27
Duration: 5 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
1252	8	Demonstrate knowledge of log making	3	5
6924*	7	Trim and cut tree stems on a landing and assess quality of own processing work – *23411 prerequisite*	3	10
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12

Denotes a unit standard has a prerequisite

Tree Felling

Programme No: 9755
Credits: 32
Duration: 5 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
23411	7	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
17763	4	Demonstrate knowledge of tree felling	3	5
28560*	2	Fell trees in a commercial forest harvesting operation – *17763 and 23411 prerequisite*	3	15

Denotes a unit standard has a prerequisite

Harvesting (Level 4)

Supplementary Credit Programmes (SCP)

Cable-Assisted Machine Operation

Programme No: 9756
Credits: 35
Duration: 6 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
30583	2	Establish an anchor for a cable-assisted forestry machine	4	5
30584	2	Demonstrate knowledge of a cable-assisted forestry machine operation	4	10
30585*	2	Inspect, maintain and operate a cable-assisted forestry machine – *30584 prerequisite*	4	20

Denotes a unit standard has a prerequisite

Cable-Assisted Operation Management

Programme No: 9757
Credits: 20
Duration: 4 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
30584	2	Demonstrate knowledge of a cable-assisted forestry machine operation	4	10
30586*	2	Manage a cable-assisted forestry machine operation – *30584 prerequisite*	5	10

Denotes a unit standard has a prerequisite

Fleet, Sort and Stack

Programme No: 9758
Credits: 20
Duration: 4 months

Core compulsory unitw

Unit standard	Version	Unit name	Level	Credits
6931*	6	Fleet, sort, and stack logs – *1 of 6928, 6930, 6935 prerequisite*	4	15

Denotes a unit standard has a prerequisite

Elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6928	7	Operate a bell machine in a forest or a log yard	4	5
6930	7	Operate a forked loader in a forest or a log yard	4	5
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
6946	8	Operate a forwarder in a forest harvesting operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Ground-Based Extraction

Programme No: 9737
Credits: 25
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
27628*	6	Extract stems or logs using a ground-based machine *1 of 6934, 6935, 6936, 6946 prerequisite*	4	20

Denotes a unit standard has a prerequisite

Elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6934	7	Operate a skidder in a forestry situation	4	5
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
6936	8	Operate a tracked machine in a forestry situation	4	5
6946	8	Operate a forwarder in a forest harvesting operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Hauler Operator (Basic)

Programme No: 9760
Credits: 23
Duration: 4 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6921	8	Extract stems using a cable yarder	4	18
27634	3	Demonstrate knowledge of cable harvesting equipment and systems	4	5

Hauler Operator (Advanced)

Programme No: 9759
Credits: 31
Duration: 5 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
1262	9	Position, secure and raise an integral tower on a cable yarder	4	10
6921	8	Extract stems using a cable yarder	4	18
24578	4	Plan and manage a cable yarder down-tower operation and plan the relocation of a cable yarder	4	8
27634	3	Demonstrate knowledge of cable harvesting equipment and systems	4	5

Head Breaker-out

Programme No: 9738
Credits: 30
Duration: 6 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
1258*	8	Coordinate breaking-out for a cable harvesting operation – *24567 prerequisite*	4	15
27634	3	Demonstrate knowledge of cable harvesting equipment and systems	4	5

Denotes a unit standard has a prerequisite

Elective units
Select one of the following:

Unit standard	Version	Unit name	Level	Credits
1268	8	Prepare wire ropes, rigging, and equipment for cable harvesting operations	4	10
1269*	8	Plan, prepare for, and carry out line shifts in a cable harvesting operation – *23411 prerequisite*	4	12
17771*	5	Carry out line shifts in a cable harvesting operation using mobile tail-holds – *1 of 6936, 6935 prerequisite*	4	15

Denotes a unit standard has a prerequisite

Loading

Programme No: 9739
Credits: 25
Duration: 4 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6926	6	Demonstrate knowledge of the log loading process	3	5
6932*	8	Load a logging truck and/or trailer – *6926 plus 1 of 6928, 6930, 6935, 6946 prerequisite*	4	15

Denotes a unit standard has a prerequisite

Elective units
Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6928	7	Operate a bell machine in a forest or a log yard	4	5
6930	7	Operate a forked loader in a forest or a log yard	4	5
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
6946	8	Operate a forwarder in a forest harvesting operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Machine Assisted Felling

Programme No: 9761
Credits: 36
Duration: 6 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
28561*	2	Plan and fell trees using advanced techniques in a commercial forest harvesting operation – *28560 prerequisite*	4	25
24569*	4	Fell trees using machine pushing assistance – *28560 prerequisite*	4	5
24570*	5	Fell trees using back-pulling machine assistance – *28560 prerequisite*	4	6

Denotes a unit standard has a prerequisite

Mechanised Processing

Programme No: 9741
Credits: 28
Duration: 4 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6944*	8	Make logs using a mechanised processing machine in a forest harvesting operation – *1 of 6935 or 24590 prerequisite*	4	18
24584	4	Demonstrate knowledge of, and use a computer controlled mechanised harvesting machine in a forest harvesting operation	4	5

Denotes a unit standard has a prerequisite

Elective units
Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Mechanised Thinning

Programme No: 9749
Credits: 25
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
32177	1	Demonstrate knowledge of and fell trees using a mechanised felling machine in a thinning operation	4	20

Elective units
Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Mechanised Tree Felling

Programme No: 9740
Credits: 25
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
6945*	8	Demonstrate knowledge of, and fell trees using a mechanised harvesting machine in a forest harvesting operation – *1 of 6935 or 24590 prerequisite*	4	20

Denotes a unit standard has a prerequisite

Elective units
Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Machine Mobile Cable Yarder Operation

Programme No: 9742
Credits: 20
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
32178	1	Position, secure and extract stems using a mobile cable yarder	4	20

Mobile Tail-hold

Programme No: 9762
Credits: 20
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
17771*	5	Carry out line shifts in a cable harvesting operation using mobile tail-holds – *1 of 6936, 6935 prerequisite*	4	15

Denotes a unit standard has a prerequisite

Elective units
Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6934	7	Operate a skidder in a forestry situation	4	5
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
6936	8	Operate a tracked machine in a forestry situation	4	5
24590	4	Operate a self-levelling machine in a forestry operation	4	5

Shovelling, Bunching and Extraction

Programme No: 9764
Credits: 35
Duration: 6 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
27628*	4	Extract stems or logs using a ground-based machine *– 1 of 6934, 6935, 6936, 6946 prerequisite*	4	20
30587*	2	Shovel and bunch tree stems or logs *– 1 of 6935 or 24590 prerequisite*	4	10

*Denotes a unit standard has a prerequisite

Elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
6935	7	Operate an excavator based tracked machine in a forestry operation	4	5
24590	4	Operate a self-levelling machine in a forest operation	4	5

Spotting

Programme No: 9743
Credits: 29
Duration: 5 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
27634	3	Demonstrate knowledge of cable harvesting equipment and systems	4	5
27635	3	Carry out spotter's duties for a cable harvesting grapple operation	4	12

Elective units

Select one of the following:

Unit standard	Version	Unit name	Level	Credits
1269*	8	Plan, prepare for, and carry out line shifts in a cable harvesting operation *– 23411 prerequisite*	4	12
17771*	5	Carry out line shifts in a cable harvesting operation using mobile tail-holds *– 1 of 6936, 6935 prerequisite*	4	15

*Denotes a unit standard has a prerequisite

Swing Yarder Operation

Programme No: 9744
Credits: 41
Duration: 7 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
27633	5	Position, secure, and plan the relocation of a swing yarder	4	18
27634	3	Demonstrate knowledge of cable harvesting equipment and systems	4	5
27636	3	Extract stems using a swing yarder	4	18

*Denotes a unit standard has a prerequisite

Tree Felling

Programme No: 9745
Credits: 25
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
28561*	2	Plan and fell trees using advanced techniques in a commercial forest harvesting operation *– 28560 prerequisite*	4	25

*Denotes a unit standard has a prerequisite

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Micro-credentials for forestry

Specific operational tasks with smaller credit values

Level 3

Micro-credentials (MC)

Chainsaw – Non-Production

Programme No: 9577
Credits: 12
Duration: 4 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
6917	9	Demonstrate basic chainsaw operation	2	12

Chainsaw – Production

Programme No: 9578
Credits: 17
Duration: 4 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
6916	9	Demonstrate knowledge of the rules relating to chainsaw use	2	5
23411	6	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12

Forestry Operations – Environment

Programme No: 8922
Credits: 20
Duration: 4 months

Core compulsory units

Unit standard	Version	Unit name	Level	Credits
17769	5	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
17772	5	Demonstrate knowledge of environmental requirements in forestry operations	3	5
22994	3	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10

Forestry Operations – Plant Plantation Trees

Programme No: 8920
Credits: 10
Duration: 3 months

Core compulsory unit

Unit standard	Version	Unit name	Level	Credits
1234	9	Plant plantation trees	3	10

New Zealand Apprenticeships

Harvesting

New Zealand Apprenticeship in Forest Harvesting Operations

Competenz has re-designed the New Zealand Apprenticeship (NZA) in Forest Harvesting Operations in conjunction with industry experts. The result is a standalone apprenticeship programme that will allow for the completion of individual New Zealand Certificates (NZC) while giving more flexibility to learners' training plans to better reflect operational roles.

How is the new apprenticeship structured?

The training plan will be built to reflect the various roles the apprentice has within the crew. The core learning from Forest Harvesting Operations (Level 3) and (Level 4) are combined along with elective sets that allow for a range of units to be included. At the end of the apprenticeship, the learner will receive a New Zealand Qualifications Authority (NZQA) certificate for the New Zealand Apprenticeship in Forest Harvesting Operations.

How to structure the apprenticeship training plan?

Your account manager can help structure the training plan to ensure up to two certificates can be completed at level 3 and level 4 within the duration of the programme.

How long is an apprenticeship?

The duration of the apprenticeship will differ depending on the specialisation chosen, and can be completed between two and a half to three years.

How does Competenz support apprentices?

✓ Apprentices receive a high level of service and care from our account managers to ensure they can complete their training plans

✓ We work with the apprentice to choose the units that will be most relevant to their role

✓ We keep in close contact through quarterly visits to support their progress.

Talk to your Competenz account manager about how best to meet your needs, bespoke training plans for your learners, or get in touch at competenz.org.nz/contact-us

Business growth

Health and safety

Health and safety learning includes provision for general health and safety improvements, through to the development of management and systems development.

These qualifications are designed to have the flexibility to be adapted to your industry and the health and safety risks within your business.

They also help you validate your commitment to your responsibilities under the Health and Safety at Work Act 2015.

What's in it for you and your business?

Health and safety is about giving people the key knowledge, skills and attributes they need to reduce accidents and injuries in the workplace.

Because employees train on the job, the theoretical knowledge they gain can be immediately applied within the framework of business systems and processes.

Workplace-based health and safety qualifications deliver increased understanding at every level of the organisation, and provide the tools you need to manage risk within your business and keep your employees safe.

Learning pathway

Level and qualification	Overview	Learning outcomes – graduates will be able to:	Duration and credits
Level 3 New Zealand Certificate in **Workplace Health and Safety Practice**	The purpose of this qualification is to provide New Zealand workplaces with people who have the foundation health and safety skills and knowledge to meet workplace health and safety requirements. Graduates will have enhanced knowledge of the health and safety requirements and responsibilities associated with their place of employment, and will be able to contribute effectively to the wider community. Graduates may also be able to apply these skills under limited supervision in roles across a wide range of fields.	» Apply knowledge of legislative requirements, and workplace health and safety practices to the general workplace environment. » Apply the requirements for workplace health and safety communication to a job role. » Apply the principles of health and safety risk assessment to a job role. » Demonstrate awareness of the benefits of good workplace health and safety practices on themselves, their families, their place of work and the wider community.	**5-12 months** **40 credits**
Level 4 New Zealand Certificate in **Workplace Health and Safety Practice**	The purpose of this qualification is to provide New Zealand workplaces with people who have the skills and knowledge to promote and monitor health and safety practices and procedures, and a positive health and safety culture in the workplace. Graduates will benefit New Zealand workplaces, the community, and their families and whānau by promoting, and contributing to, health and safety in the workplace.	» Implement, supervise, monitor, and communicate organisational and job-specific health and safety requirements and practices, for a team in the workplace. » Utilise leadership skills to promote the benefits of good workplace health and safety practices and a proactive health and safety culture within a team. » Apply knowledge of health and safety risk analyses and mitigation strategies for a team in the workplace. » Recognise the impact of work-related ill-health and injuries on a specific business operation and the wider industry.	**12+ months** **60 credits**

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People management and leadership

People management and leadership training delivers the essential skills required to effectively lead and manage people, resources and operations within your business.

These qualifications have been developed for each stage of leadership; current and future team leaders, as well as managers who may have had little or no formal training in the past but are already in management roles.

This programme delivered by a provider and we can assist with identifying the provider that will work best for your business.

What's in it for you and your business?

People management and leadership training ensures leaders and managers understand what is expected of them and can readily perform to business standards.

Workplace-based management and leadership qualifications deliver the theory and practical application to deliver more effective managers, who lead more productive teams.

Learning pathway

Level and qualification	Overview	Learning outcomes – graduates will be able to:	Duration and credits
Level 3 New Zealand Certificate in Business **Introduction to Team Leadership**	This qualification is intended for people working towards or who want to become a leader in a team within an entity. The qualification will provide Aotearoa New Zealand with people who have the skills and knowledge to contribute to team performance and to be effective in a leadership role within a team. Graduates of this qualification will benefit Aotearoa New Zealand by contributing to team objectives and by developing their team leadership skills. They will be able to contribute effectively to an operational team, in accordance with ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi), and in a multi-cultural environment.	» Use team performance principles to lead a team. » Develop objectives for a team. » Communicate effectively with stakeholders. » Work cooperatively within a team and contribute to the achievement of objectives. » Apply problem-solving and decision-making for business purposes. » Behave professionally and ethically and in a socially and culturally responsible manner to contribute to the performance of the team.	**6-9 months** **45 credits**
Level 4 New Zealand Certificate in Business **First Line Management**	The purpose of this qualification is to provide Aotearoa New Zealand with people who can lead effective teams and manage workflows to achieve team and/or entity objectives, when employed in first line management roles. Graduates of this qualification will be able to lead teams and manage workflows in accordance with ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi), and in a multi-cultural environment.	» Manage workflows in an operational context to achieve team objectives. » Assess actual and/or potential issue(s) and respond appropriately to entity management to contribute to entity objectives. » Motivate a team to achieve the team's objectives and contribute to the entity's objectives. » Communicate to develop effective relationships with team members and stakeholders. » Promote an inclusive environment to value diversity for positive performance for the entity. » Apply leadership styles in different environments. » Behave professionally and ethically and in a socially and culturally responsible manner, and apply personal and interpersonal skills to lead teams and manage workflows for the performance of the entity.	**8-12 months** **60 credits**

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CONSENT AND MODERATION REQUIREMENTS (CMR)
for **Community and Workplace Fire and Emergency Management, Fire and Rescue Services and Specialist Rescue**

(version 5)

As of the 4th October 2021 standards are managed by Workforce Development Councils (WDC). Please contact the relevant WDC if you have any questions.

Note:
The WDCs will not be charging for any external moderation activities.
The CMRs will be fully updated by the WDCs over the coming months

Contact

Toitū te Waiora - Community, Health, Education, and Social Services WDC
Email: qualifications@toitutewaiora.nz
Website: toitutewaiora.nz

Community and Social Services > Community and Workplace Fire and Emergency Management

Domain	Standard IDs
Workplace Emergency Risk Management	16798, 16804, 16805, 16809, 16810, 16945, 22449, 22450
Workplace Fire and Emergency Response	3271, 4647, 16797, 16799-16803, 16806-16808

Community and Social Services > Fire and Rescue Services

Domain	Standard IDs
Fire and Rescue Services - Airport	3324, 3326-3330, 3334, 3335, 20389-20391, 27287, 27288, 29524-29528
Fire and Rescue Services - Generic Fire Fighting	3267, 3270, 3272, 3274, 3275, 3278-3281, 3321-3323, 10613, 10618, 14553-14555, 14557, 14560, 20385-20388, 20392, 24614, 26992-26995
Fire and Rescue Services - Structural and Industrial	3283, 3284, 3305, 3307, 3309-3312, 3315-3317, 4651, 4652, 10617, 14562, 14898, 16933-16938, 16943, 16944, 16947-16953, 20393-20395, 23406, 23407, 24612, 25978

Domain	Standard IDs
Fire and Rescue Services - Vegetation	3285-3294, 3296, 3297, 3299, 3300, 3304, 4648-4650, 10615, 14556, 14563-14565, 20396, 20397, 21417

Community and Social Services > Specialist Rescue

Domain	Standard IDs
Rope Rescue	20536-20539
Urban Search and Rescue - Operations	18516, 19658, 19659, 20540

Requirements for Consent to Assess (RCA)

Introduction

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 standard setting body (SSB) and others in the process, and to set out the SSB's industry or sector-specific requirements for a tertiary education organisation (TEO)[1] or school's quality systems in relation to the gazetted "criteria for accreditation".

Standard Setting Body involvement in process for granting consent to assess

The Skills Organisation (Skills) philosophy is based on a positive approach to consent to assess and a trusting relationship between tertiary education organisations, schools and industry. This contributes strongly towards robust leadership and guidance to provide consistent, excellent, innovative and relevant training for our stakeholders to support the development and advancement of our industries.

Skills takes into account the following factors during the evaluative process of applications:
- An organisation's track record of compliance with NZQA's quality assurance requirements.
- That high-quality training is available to learners that will enable them to be successful for assessments against standards.
- A track record of an organisation's ability in meeting moderation requirements.
- An organisation's ability to arrange genuine workplace experience for standards that are meant to be assessed in workplace conditions.

Visits to an organisation's premises may require a subject matter expert to be in attendance as well. Applicants will be informed when this is the case.

Levels 1 and 2   Evaluation of documentation by NZQA and industry.

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[1] Tertiary education organisation (TEO) includes public and private tertiary education providers, industry training organisations, government training organisations, and other providers.

Levels 3 and above Evaluation of documentation by NZQA and industry and visit by industry.

Visit waiver conditions

Industry participation in a site visit may be waived:
- where an organisation with consent to assess wants to extend an existing consent to assess and has a record of successful delivery and assessment;
- where the level of consent to assess sought, combined with low numbers of unit standards, does not warrant a visit; and
- where Skills has been consulted in the development of the application.

Areas of shared responsibility

None.

Fees for SSB involvement in process for granting consent to assess

The SSB may choose to charge reasonable fees for their involvement in granting consent to assess. Contact the SSB for further information.
Additional fees can be charged by NZQA, and the Committee for University Academic Programmes (CUAP) for involvement in granting consent to assess.
Contact the relevant quality assurance body (QAB) for information.

General requirements for accreditation

These are the general requirements for accreditation of providers gazetted in 1993.
Applicants should consult their QAB (NZQA or CUAP) for details of the requirements.

Criterion 1   Development and evaluation of teaching programmes

There is a system for developing coherent teaching programmes and for their evaluation, which should include evaluation by learners/consumers.

Criterion 2   Financial, administrative and physical resources

Adequate and appropriate financial and administrative resources will be maintained to enable all necessary activities to be carried out.

Adequate, appropriate and accessible physical resources will be available for supporting students to meet the required standards.

Criterion 3   Staff selection, appraisal and development

A teaching staff with the necessary knowledge and skills will be maintained through staff selection, appraisal, and development.

Criterion 4   Student entry

There is a system for establishing and clearly publicising student entry requirements that include no unreasonable barriers.

Criterion 5   Student guidance and support systems

Students have adequate access to appropriate guidance and support systems.

Criterion 6   Off-site practical or work-based components

There are arrangements for ensuring that any off-site practical or work-based components are fully integrated into the relevant programmes.

Criterion 7   Assessment

There is a system for ensuring that assessment is fair, valid, and consistent.

Criterion 8   Reporting

There is a system for providing students with fair and regular feedback on progress and fair reporting on final achievements, with an associated appeals procedure.

There is a reliable system for archiving information on final student achievements.

Industry or sector-specific requirements for consent to assess

These requirements have been established to assure Skills and the industry that the applicant organisation can provide trainees with a safe training environment that meets Occupational Safety and Health (OSH) requirements, and that it can administer, deliver, assess, and support training to the standard, requirements, and controls currently applying to the fire and rescue industry.

Criterion 1   Development and evaluation of teaching programmes

The applicant organisation must have policies and procedures for the robust annual evaluation of all teaching programmes, to ensure the quality of programme delivery and outcomes, by ensuring that:
• links with industry are maintained;
• feedback on training delivery and materials is obtained from trainees and Skills endorsed industry representatives and incorporated into their future development;
• Skills endorsed industry representatives are involved in the development and evaluation of training programmes.

Criterion 2   Financial, administrative and physical resources

The applicant organisation must have policies and procedures to ensure that training resources, equipment, and venues necessary for training and assessment against the unit standards in the scope of the application are available. Where venues, training resources, delivery, and/or assessment responsibilities in the scope of the application are being subcontracted or involve collaborative arrangements, documented evidence of the arrangements must be included with the application or advised to Skills when agreements are entered into. Collaborative arrangements must align with the Principles and Parameters for Agreements between Tertiary Education Providers Involved in Collaborative Arrangements published by NZQA and contractual arrangements must meet the requirements of the Tertiary Education Commission Tertiary Funding Information applicable at the time.

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that teaching and assessing staff, whether employed or under contract, meet the following minimum requirements:
- Currency of experience is relative to the unit standard/s for which accreditation is sought, and must be in accordance with relevant industry legislation and regulations, such as annual revalidation for breathing apparatus use. Applicant organisations unsure of the requirements for currency should contact Skills for detailed information.
- Have credit for the unit standards they teach or assess against.
- Hold or be working towards a qualification/s relevant to the sector or domain that they teach or assess against.
- Have credit for unit standard 4098, *Use standards to assess candidate performance* or demonstrate equivalent knowledge and skills.

The applicant organisation must have policies and procedures to ensure that teaching and assessing staff continue their professional development in adult teaching and assessment, and maintain currency with the industry.

Criterion 4   Student entry

The applicant organisation must have policies and procedures to ensure that minimum levels for communication skills, literacy and numeracy skills, and physical abilities are clearly specified for student entry, to ensure student capability and the health and safety of the trainee and others.

The development of student entry requirements may be guided by the learning requirements set out in the relevant unit standards.

Criterion 6   Off-site practical/work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of occupational safety and health legislation.

Where students spend time with an employer for off-site practical or work-based experience, training, assessment, or use of facilities, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting or credits are clearly specified.

An applicant organisation using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

Criterion 7   Assessment

Skills supports 'best practice' in assessment. The applicant organisation must have policies and procedures in place to support an integrated method of assessment based on an evidence collection model.

The applicant organisation must have a system in place that shows how they plan to assess against the practical industry-specific unit standards.

Non-compliance with requirements for maintaining consent to assess

Where there is evidence of non-compliance with the requirements for consent to assess, the QAB (NZQA or CUAP) will seek remedial action. In cases where this action is ineffective and non-compliance continues, or in cases of repeated non-compliance, the QAB will take action that can ultimately lead to the withdrawal of consent to assess.

Implementation

Skills is able to provide sufficient trained participants to service the requirements of accreditation processes.

Moderation Requirements (MR)

A centrally established and directed national external moderation system has been set up by Skills.

Introduction

The purpose of the Moderation Requirements (MR) is to provide details on the national external moderation system, developed by Skills, to ensure that assessment decisions of TEOs and schools with consent to assess are consistent with the national standard. All TEOs and schools with consent to assess against the standards in this CMR must meet the requirements for moderation outlined in this MR.

Skills provides moderators with access to a moderation feedback form to submit feedback on the unit standards they have moderated. This form is used to report anomalies discovered during moderation, or to recommend improvements to Skills.

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Feedback of a more general nature on the national external moderation system may be sent to Skills at: moderation@skills.org.nz.

Moderation System

All unit standards in the scope of this CMR are moderated through the national external moderation system of Skills, which is detailed below.

The moderation system operates on a planned annual cycle, and is designed to ensure that materials submitted for post-assessment moderation are processed and results reported back to the organisation with consent to assess within a three-week timeframe.

Skills moderation system is committed to assisting organisations in achieving consistency with the national standard.

Moderation principles

Skills has a set of guiding principles that govern moderation. The moderation system should:
- support assessment that is fair, valid, and consistent;
- support 'best practice' in assessment, which includes using an integrated method of assessment based around an evidence collection model;
- detect assessment variance from the national standard and keep the variance to a minimum;
- suit the culture of the particular industry sector;
- protect the integrity of the industry sector qualifications.

Key features of the moderation system include:
- an annual moderation schedule for each organisation with consent to assess communicated to each organisation in February;
- an annual review by Skills of the national external moderation system and its effectiveness;
- feedback and information sharing amongst all participants.

Organisations with consent to assess wishing to improve their assessment process may request a moderation visit from Skills.

Responsibilities of Participants

The Moderation and Assessment Manager is responsible for the management of the moderation system.

The Skills National External Moderators are responsible for carrying out moderation activities as directed by the Moderation and Assessment Manager.

Organisations with consent to assess are required to submit materials to Skills by the specified due date.

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Moderation process

Skills will monitor the NZQA credit reporting schedule of all tertiary education organisations with consent to assess in order to facilitate the year's moderation activities. The annual moderation schedule, sent out in February, is individually designed for each organisation with consent to assess, and includes details of moderation activities such as postal, community of practice moderation events or planned on-site visits, and other relevant information. Details of the selection of unit standards are communicated at a later date prior to each moderation activity.

Criteria for the selection of unit standards for moderation:
- unit standards to be assessed for the first time, or that have been reviewed in the last twelve months
- high use unit standards
- 'high risk' unit standards
- recommendations from Industry Advisory Groups
- recommendations from organisations with consent to assess
- identified assessment problems.

The level of moderation required and the selection of unit standards depends on a combination of:
- the total number of assessments being carried out by the organisation with consent to assess;
- the number of unit standards being assessed against by the organisation;
- the moderation history of the organisation;
- any other contributing quality assurance factors or requirements.

Typically, the following assessment material is required for moderation:
- assessment schedule, assessment activities, and marking guide (pre- and post-assessment moderation)
- samples of student evidence, including evidence used for Recognition of Prior Learning (RPL) and Recognition of Current Competence (RCC) (post-assessment moderation.

Pre-assessment moderation

Organisations with consent to assess must submit self-developed assessment materials to Skills for pre-assessment moderation and approval prior to use. Skills reserves the right to charge a pre-assessment moderation fee as detailed in the table below:

Moderation Fees	
Pre-assessment moderation of assessment materials	$75 per hour plus GST
Resubmission of assessment materials for pre-moderation	$35 per hour plus GST

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Post-assessment moderation

All organisations with consent to assess are required to participate in post-assessment moderation each year when requested.

Organisations with consent to assess must participate in accordance with the annual moderation schedule. Organisations with consent to assess that do not attend community of practice moderation workshops in any calendar year must send their post-assessment moderation material to Skills. The assessment material required for community of practice moderation workshops is listed in the moderation process section above. When the moderation process is concluded, each organisation will receive a moderation report outlining results and recommending improvements, if required.

Organisations with consent to assess may be required to participate in on-site visits conducted by a national external moderator. If the number of participating organisations is four or more then Skills may facilitate community of practice moderation workshops instead of on-site visits. The assessment material required for community of practice moderation workshops is listed in the moderation process section above. On-site visits focus on assessment of practical unit standards through observation of assessment activity and discussion with the organisation with consent to assess on improvements to assessment practice. When the moderation process is concluded, each organisation with consent to assess receives a moderation report outlining results and recommending improvements, if required.

Post-assessment moderation will focus on:
- the highest level at which assessment is occurring;
- newly registered unit standards and/or areas of consent to assess;
- high quantity of assessment occurring.

National external moderators

A national external moderator, with a minimum of five years of current industry experience, is appointed for each industry sector by Skills in consultation with the recognised industry advisory groups or consultation groups. Skills' national external moderators must hold unit standard 11551, *Quality assure assessment*. Several national external moderators will be contracted in industry sectors with a large number of candidates.

Following each moderation event, the industry sector national external moderator will produce moderation result reports for each moderated organisation and will forward these reports to Skills for distribution to the respective organisation with consent to assess.

Skills monitors the effectiveness of moderation through these reports and informs the industry advisory groups.

Skills will hold at least one annual meeting with all national external moderators to review the moderation process, to ensure consistency between national moderators where more than one is involved in a particular industry sector, and to provide

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training and support for the moderators and people interested in undertaking these roles.

National external moderators' activities may include:
- compiling moderation reports;
- visits, arranged at the request of organisations with consent to assess, to clarify moderation decisions;
- community of practice moderation.

Confidentiality

Skills and the national external moderators ensure the security and confidentiality of assessment materials and candidates' work received for moderation.

Skills will return assessment materials to the organisation with consent to assess once moderation activities have concluded. Any national external moderator breaching confidentiality guidelines may have his or her contract cancelled.

Reporting

Skills is responsible for evaluating the effectiveness of its national external moderation system, and for providing an annual report to NZQA.

Skills also provides an annual report on the outcome of national external moderation activities to the Skills Board and industry advisory groups.

Funding

The moderation system is funded through the National Moderation Transfer from NZQA and industry contributions.

Skills reserves the right to recover all costs incurred when a national external moderator is required to provide clarification to an organisation with consent to assess as a result of non-compliance with moderation requirements (see Non-compliance with moderation requirements). Refer to table below for cost:

Moderation	
National external moderator to provide clarification	$75 per hour plus GST
Travel and accommodation	Reimbursement for "actual and reasonable" travel and accommodation expenses. Vehicle mileage as per the current IRD rate

Detailed below are the fees associated with consent to assess applications:

Consent to Assess	
Administration fee	$75 plus GST per application
Evaluation of documentation	$150 plus GST
Evaluation of documentation and site	$400 per day plus GST

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visit of up to one day	
Additional people involved in a site visit	$300 plus GST
Additional time on site	$150 plus GST
Advising a provider preparing for consent to assess	$75 per hour plus GST
Travel and accommodation	Reimbursement for "actual and reasonable" travel and accommodation expenses. Vehicle mileage as per the current IRD rate

Non-compliance with moderation requirements

Non-compliance in meeting the requirements of this moderation system will result in further action by Skills. Ongoing unresolved non-compliance will be referred to the appropriate QAB (NZQA or CUAP). Ultimately the QAB may withdraw consent to assess.

Where an organisation with consent to assess does not meet moderation requirements, the national external moderator will request Skills to obtain further material and/or information from the organisation.

The national external moderator can, on request from an organisation with consent to assess, provide clarification on any issue of non-compliance. This may involve the moderator visiting the organisation or meeting their representative on Skills premises (see Funding).

In cases where moderation uncovers inappropriate assessment methods and/or materials, Skills, in cooperation with the organisation with consent to assess, will outline an improvement plan. The improvement plan will specify the actions to be taken for the organisation to become compliant and the timeframe by which this must be achieved.

Appeals

Skills has in place an appeals process for situations where differences concerning moderation decisions cannot be resolved in the first instance.

The Skills procedure requires the organisation with consent to assess to contact the Moderation and Assessment Manager within three weeks of their receipt of the initial moderation decision. The Moderation and Assessment Manager will review the moderation decision and work towards a resolution. If the difference remains unresolved the organisation can request a review of the moderation decision. The Moderation and Assessment Manager will work with both the organisation with consent to assess and the national external moderator to facilitate a resolution. In situations where no agreement is achieved the moderation panel will make the final decision. It is expected that the resolution of an appeal, in the majority of cases, will be reached within two months following the lodging of the appeal with the Moderation and Assessment Manager.

Moderation Panel

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The moderation panel will consist of the Quality Assurance Coordinator and two members appointed by the relevant Industry Advisory Group.

DAS Registration Information

Process	Version	Date
Revision	1	November 1997
Revision	2	February 1999
Revision	3	March 2001
Review	4	November 2006
Review	5	May 2017

Replacement Information

Replaced CMR	Replacement CMR	Date
0039 v5	0121 v9	May 2017

Unit standards covered by this CMR will be moved to CMR 0121 when they are next reviewed.

The next CMR review is planned to take place during 2020.

Ref: 0039

CONSENT AND MODERATION REQUIREMENTS (CMR)
for **Cadet Forces, Career Practice, Civil Defence, Compliance and Law Enforcement, Emergency Management and Services, Environment, Financial Management, First Aid, Occupational Health and Safety, Offender Management, Police, Public Sector, and Rescue Services**

(version 9)

From the 4th October 2021 these standards will be managed by a WDC. Please contact the relevant WDC if you have any questions.

Notes:
The WDCs will not be charging for any external moderation activities.
The CMRs will be fully updated by the WDCs over the coming months.

Contact

Toitū te Waiora - Community, Health, Education, and Social Services WDC
Email   qualifications@toitutewaiora.nz
Website   toitutewaiora.nz

Ringa Hora - Services WDC
Email   qualifications@ringahora.nz
Website   ringahora.nz

Waihanga Ara Rau Construction and Infrastructure WDC
Email   qualifications@waihanga.nz
Website   waihanga.nz

Business > Business Environment

Domain	WDC
Organisational Risk and Compliance Management	Ringa Hora - Services

Business > Financial Management

Domain	WDC
Credit Administration	Ringa Hora - Services
Credit Management	Ringa Hora - Services

Business > Public Sector Services

Domain	WDC
Case Management	Ringa Hora - Services
Public Sector Compliance Management	Toitū te Waiora - Community, Health, Education, and Social Services

Ref: 0121

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Domain	WDC
Public Sector Core Skills	Ringa Hora - Services
Public Sector Management	Ringa Hora - Services
Public Sector Māori	Ringa Hora - Services

Community and Social Services > Community and Workplace Fire and Emergency Management

Domain	WDC
Workplace Emergency Risk Management	Toitū te Waiora - Community, Health, Education, and Social Services

Health > Emergency Services

Domain	WDC
Ambulance	Toitū te Waiora - Community, Health, Education, and Social Services
Emergency Care - First Response	Toitū te Waiora - Community, Health, Education, and Social Services

Health > Occupational Health and Safety

Domain	WDC
Hazardous Substances and Materials	Toitū te Waiora - Community, Health, Education, and Social Services
Occupational Health and Safety Practice	Toitū te Waiora - Community, Health, Education, and Social Services
Workplace Health and Safety Management	Toitū te Waiora - Community, Health, Education, and Social Services

Health > Public Health

Domain	WDC
Injury Prevention	Toitū te Waiora - Community, Health, Education, and Social Services

Ref: 0121

Law and Security > Cadet Forces

Domain	WDC
Cadet Forces Generic	Toitū te Waiora - Community, Health, Education, and Social Services
Cadet Forces Specialist	Toitū te Waiora - Community, Health, Education, and Social Services

Law and Security > Compliance and Law Enforcement

Domain	WDC
Building Control Surveying	Waihanga Ara Rau Construction and Infrastructure
Intelligence Analysis	Ringa Hora - Services

Law and Security > Offender Management

Domain	WDC
Prisoner Management	Toitū te Waiora - Community, Health, Education, and Social Services
Prison Safety and Security	Toitū te Waiora - Community, Health, Education, and Social Services

Law and Security > Public Sector Compliance

Domain	WDC
Public Sector Compliance Investigations	Ringa Hora - Services
Public Sector Compliance Operations	Ringa Hora - Services

Service Sector > Contact Centres

Domain	WDC
Contact Centre Operations	Ringa Hora - Services

Ref: 0121

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Business > Business Environment

Domain	Standard IDs
Organisational Risk and Compliance Management	31691-31706

Business > Financial Management

Domain	Standard IDs
Credit Administration	16757-16759, 21415, 21416, 32193
Credit Management	16760, 16761, 16958-16960, 17701-17704, 32189, 32194

Business > Public Sector Services

Domain	Standard IDs
Case Management	30728-30733, 30925-30931
Public Sector Compliance Management	20359-20367, 20664
Public Sector Core Skills	14942, 14945, 14946, 17213, 17214, 17558, 19897, 19898, 19902, 19905, 19906, 23268-23270, 25440, 26684, 30734, 31581-31592
Public Sector Management	11070, 11075, 25053-25059
Public Sector Māori	14943, 14950, 16214, 16218, 16224, 16225, 26529-26536

Community and Social Services > Community and Workplace Fire and Emergency Management

Domain	Standard IDs
Workplace Emergency Risk Management	29553, 29554, 32158-32166

Health > Emergency Services

Domain	Standard IDs
Ambulance	24858, 24862-24870, 29415-29418
Emergency Care - First Response	29321-29325

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Health > Occupational Health and Safety

Domain	Standard IDs
Hazardous Substances and Materials	27196-27200, 27414-27416, 27418-27425, 27503, 29765-29768, 30596, 31290-31293
Occupational Health and Safety Practice	497, 5615-5621, 6575, 6988, 11961, 15189, 17459, 17585, 17586, 17588-17596, 17599-17602, 18408, 18410-18412, 18426, 19341, 19521, 19522, 20733, 21337, 21467, 22316, 25042-25045, 25048, 25458, 25510, 25511, 27243, 29315, 30264-30266, 30433, 32327, 32328
Workplace Health and Safety Management	5607, 5608, 22317, 22318, 30267-30271

Health > Public Health

Domain	Standard IDs
Injury Prevention	22236-22239

Law and Security > Cadet Forces

Domain	Standard IDs
Cadet Forces Generic	24096-24103
Cadet Forces Specialist	24104, 24109-24112

Law and Security > Compliance and Law Enforcement

Domain	Standard IDs
Building Control Surveying	24165, 31129-31136
Intelligence Analysis	28474-28491, 32856, 32857

Law and Security > Offender Management

Domain	Standard IDs
Prisoner Management	14623, 14633, 19669, 27289-27292, 27294, 29065, 29067, 29485, 32250, 32778

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Domain	Standard IDs
Prison Safety and Security	25008, 27293, 29062-29064, 29066, 29068, 32779

Law and Security > Public Sector Compliance

Domain	Standard IDs
Public Sector Compliance Investigations	26927, 29207-29215
Public Sector Compliance Operations	18503, 19514, 26904, 29179-29206, 29216, 32861, 32862

Service Sector > Contact Centres

Domain	Standard IDs
Contact Centre Operations	26848

Requirements for Consent to Assess (RCA)

Introduction

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 standard setting body (SSB) and others in the process, and to set out the SSB's industry or sector-specific requirements for a tertiary education organisation (TEO)[1] or school's quality systems in relation to the gazetted "criteria for accreditation".

Standard Setting Body involvement in process for granting consent to assess

The Skills Organisation (Skills) philosophy is based on a positive approach to consent to assess and a trusting relationship between tertiary education organisations, schools and industry. This contributes strongly towards robust leadership and guidance to provide consistent, excellent, innovative and relevant training for our stakeholders to support the development and advancement of our industries.

Skills takes into account the following factors during the evaluative process of applications:
- An organisation's track record of compliance with NZQA's quality assurance requirements.
- That high-quality training is available to learners that will enable them to be successful for assessments against standards.
- A track record of an organisation's ability in meeting moderation requirements.
- An organisation's ability to arrange genuine workplace experience for

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[1] Tertiary education organisation (TEO) includes public and private tertiary education providers, industry training organisations, government training organisations, and other providers.

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standards that are meant to be assessed in workplace conditions.

Visits to an organisation's premises may require a subject matter expert to be in attendance as well. Applicants will be informed when this is the case.

Levels 1 and 2   Evaluation of documentation by NZQA and industry.

Levels 3 and above Evaluation of documentation by NZQA and industry and visit by industry.

Visit waiver conditions

Industry participation in a site visit may be waived:
- where an organisation with consent to assess wants to extend an existing consent to assess and has a record of successful delivery and assessment; or
- where the level of consent to assess sought, combined with low numbers of unit standards, does not warrant a visit;
- where Skills has been consulted in the development of the application.

Areas of shared responsibility

None.

Fees for SSB involvement in process for granting consent to assess

The SSB may choose to charge reasonable fees for their involvement in granting consent to assess. Contact the SSB for further information.

Additional fees can be charged by NZQA, and the Committee for University Academic Programmes (CUAP) for involvement in granting consent to assess. Contact the relevant quality assurance body (QAB) for information.

General requirements for accreditation

These are the general requirements for accreditation of providers gazetted in 1993. Applicants should consult their QAB (NZQA or CUAP) for details of the requirements.

Criterion 1   Development and evaluation of teaching programmes

There is a system for developing coherent teaching programmes and for their evaluation, which should include evaluation by learners/consumers.

Criterion 2   Financial, administrative and physical resources

Adequate and appropriate financial and administrative resources will be maintained to enable all necessary activities to be carried out.

Adequate, appropriate and accessible physical resources will be available for supporting students to meet the required standards.

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Criterion 3   Staff selection, appraisal and development

A teaching staff with the necessary knowledge and skills will be maintained through staff selection, appraisal, and development.

Criterion 4   Student entry

There is a system for establishing and clearly publicising student entry requirements that include no unreasonable barriers.

Criterion 5   Student guidance and support systems

Students have adequate access to appropriate guidance and support systems.

Criterion 6   Off-site practical or work-based components

There are arrangements for ensuring that any off-site practical or work-based components are fully integrated into the relevant programmes.

Criterion 7   Assessment

There is a system for ensuring that assessment is fair, valid, and consistent.

Criterion 8   Reporting

There is a system for providing students with fair and regular feedback on progress and fair reporting on final achievements, with an associated appeals procedure.

There is a reliable system for archiving information on final student achievements.

Industry or sector-specific requirements for consent to assess

Skills is responsible for unit standards in a range of industry sectors. These industry sectors have developed a set of standard and specific requirements for consent to assess that meet their needs. The Skills industry or sector-specific requirements for consent to assess are set out in the appendices attached to this CMR. Applicant organisations seeking consent to assess must meet all requirements set out in the CMR and the applicable appendix.

Skills industry or sector-specific requirements for consent to assess are set out in the appendices:

Appendix 1   Cadet Forces, Career Practice, Environment, Financial Management, Injury Prevention, Police, Public Sector Compliance and Public Sector Services Sector requirements for consent to assess
Appendix 2   Civil Defence Sector requirements for consent to assess
Appendix 3   Compliance and Law Enforcement Sector requirements for consent to assess
Appendix 4   Community and Workplace Fire and Emergency Management,

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Non-compliance with requirements for maintaining consent to assess

Where there is evidence of non-compliance with the requirements for consent to assess, the QAB (NZQA or CUAP) will seek remedial action. In cases where this action is ineffective and non-compliance continues, or in cases of repeated non-compliance, the QAB will take action that can ultimately lead to the withdrawal of consent to assess.

Implementation

Skills is able to provide sufficient trained participants to service the requirements of processes for granting consent to assess.

Moderation Requirements (MR)

A centrally established and directed national external moderation system has been set up by Skills.

Introduction

The purpose of the Moderation Requirements (MR) is to provide details on the national external moderation system, developed by Skills, to ensure that assessment decisions of TEOs and schools with consent to assess are consistent with the national standard. All TEOs and schools with consent to assess against the standards in this CMR must meet the requirements for moderation outlined in this MR.

Skills provides moderators with access to a moderation feedback form to submit feedback on the unit standards they have moderated. This form is used to report anomalies discovered during moderation, or to recommend improvements to Skills. Feedback of a more general nature on the national external moderation system may be sent to Skills at: moderation@skills.org.nz.

Moderation System

All unit standards in the scope of this CMR are moderated through the national external moderation system of Skills, which is detailed below.

The moderation system operates on a planned annual cycle, and is designed to ensure that materials submitted for post-assessment moderation are processed and

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results reported back to the organisation with consent to assess within a three-week timeframe.

Skills moderation system is committed to assisting organisations in achieving consistency with the national standard.

Moderation principles

Skills has a set of guiding principles that govern moderation. The moderation system should:

- support assessment that is fair, valid, and consistent;
- support 'best practice' in assessment, which includes using an integrated method of assessment based around an evidence collection model;
- detect assessment variance from the national standard and keep the variance to a minimum;
- suit the culture of the particular industry sector;
- protect the integrity of the industry sector qualifications.

Key features of the moderation system include:

- an annual moderation schedule for each organisation with consent to assess communicated to each organisation in February;
- an annual review by Skills of the national external moderation system and its effectiveness;
- feedback and information sharing amongst all participants.

Organisations with consent to assess wishing to improve their assessment process may request a moderation visit from Skills.

Responsibilities of Participants

The Moderation and Assessment Manager is responsible for the management of the moderation system.

The Skills National External Moderators are responsible for carrying out moderation activities as directed by the Moderation and Assessment Manager.

Organisations with consent to assess are required to submit materials to Skills by the specified due date.

Moderation process

Skills will monitor the NZQA credit reporting schedule of all tertiary education organisations with consent to assess in order to facilitate the year's moderation activities. The annual moderation schedule, sent out in February, is individually designed for each organisation with consent to assess, and includes details of moderation activities such as postal, community of practice moderation events or planned on-site visits, and other relevant information. Details of the selection of unit standards are communicated at a later date prior to each moderation activity.

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Criteria for the selection of unit standards for moderation:
- unit standards to be assessed for the first time, or that have been reviewed in the last twelve months
- high use unit standards
- 'high risk' unit standards
- recommendations from Industry Advisory Groups
- recommendations from organisations with consent to assess
- identified assessment problems.

The level of moderation required and the selection of unit standards depends on a combination of:
- the total number of assessments being carried out by the organisation with consent to assess;
- the number of unit standards being assessed against by the organisation;
- the moderation history of the organisation;
- any other contributing quality assurance factors or requirements.

Typically, the following assessment material is required for moderation:
- assessment schedule, assessment activities, and marking guide (pre- and post-assessment moderation)
- samples of student evidence, including evidence used for Recognition of Prior Learning (RPL) and Recognition of Current Competence (RCC) (post-assessment moderation).

Pre-assessment moderation

Organisations with consent to assess must submit self-developed assessment materials to Skills for pre-assessment moderation and approval prior to use. Skills reserves the right to charge a pre-assessment moderation fee as detailed in the table below:

Moderation Fees	
Pre-assessment moderation of assessment materials	$75 per hour plus GST
Resubmission of assessment materials for pre-moderation	$35 per hour plus GST

Post-assessment moderation

All organisations with consent to assess are required to participate in post-assessment moderation each year when requested.

Organisations with consent to assess must participate in accordance with the annual moderation schedule. Organisations with consent to assess that do not attend community of practice moderation workshops in any calendar year must send their post-assessment moderation material to Skills. The assessment material required for community of practice moderation workshops is listed in the moderation process section above. When the moderation process is concluded, each organisation will

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receive a moderation report outlining results and recommending improvements, if required.

Organisations with consent to assess may be required to participate in on-site visits conducted by a national external moderator. If the number of participating organisations is four or more then Skills may facilitate community of practice moderation workshops instead of on-site visits. The assessment material required for community of practice moderation workshops is listed in the moderation process section above. On-site visits focus on assessment of practical unit standards through observation of assessment activity and discussion with the organisation with consent to assess on improvements to assessment practice. When the moderation process is concluded, each organisation with consent to assess receives a moderation report outlining results and recommending improvements, if required.

Post-assessment moderation will focus on:
- the highest level at which assessment is occurring;
- newly registered unit standards and/or areas of consent to assess;
- high quantity of assessment occurring.

National external moderators

A national external moderator, with a minimum of five years of current industry experience, is appointed for each industry sector by Skills in consultation with the recognised industry advisory groups or consultation groups. Skills' national external moderators must hold unit standard 11551, *Quality assure assessment*. Several national external moderators will be contracted in industry sectors with a large number of candidates.

Following each moderation event, the industry sector national external moderator will produce moderation result reports for each moderated organisation and will forward these reports to Skills for distribution to the respective organisation with consent to assess.

Skills monitors the effectiveness of moderation through these reports and informs the industry advisory groups.

Skills will hold at least one annual meeting with all national external moderators to review the moderation process, to ensure consistency between national moderators where more than one is involved in a particular industry sector, and to provide training and support for the moderators and people interested in undertaking these roles.

National external moderators' activities may include:
- compiling moderation reports;
- visits, arranged at the request of organisations with consent to assess, to clarify moderation decisions;
- community of practice moderation.

Confidentiality

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Skills and the national external moderators ensure the security and confidentiality of assessment materials and candidates' work received for moderation.

Skills will return assessment materials to the organisation with consent to assess once moderation activities have concluded. Any national external moderator breaching confidentiality guidelines may have his or her contract cancelled.

Reporting

Skills is responsible for evaluating the effectiveness of its national external moderation system, and for providing an annual report to NZQA.

Skills also provides an annual report on the outcome of national external moderation activities to the Skills Board and industry advisory groups.

Funding

The moderation system is funded through the National Moderation Transfer from NZQA and industry contributions.

Skills reserves the right to recover all costs incurred when a national external moderator is required to provide clarification to an organisation with consent to assess as a result of non-compliance with moderation requirements (see Non-compliance with moderation requirements). Refer to table below for cost:

Moderation	
National external moderator to provide clarification	$75 per hour plus GST
Travel and accommodation	Reimbursement for "actual and reasonable" travel and accommodation expenses. Vehicle mileage as per the current IRD rate

Detailed below are the fees associated with consent to assess applications:

Consent to Assess	
Administration fee	$75 plus GST per application
Evaluation of documentation	$150 plus GST
Evaluation of documentation and site visit of up to one day	$400 per day plus GST
Additional people involved in a site visit	$300 plus GST
Additional time on site	$150 plus GST
Advising a provider preparing for consent to assess	$75 per hour plus GST
Travel and accommodation	Reimbursement for "actual and reasonable" travel and accommodation expenses. Vehicle mileage as per the current IRD rate

Non-compliance with moderation requirements

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Non-compliance in meeting the requirements of this moderation system will result in further action by Skills. Ongoing unresolved non-compliance will be referred to the appropriate QAB (NZQA or CUAP). Ultimately the QAB may withdraw consent to assess.

Where an organisation with consent to assess does not meet moderation requirements, the national external moderator will request Skills to obtain further material and/or information from the organisation.

The national external moderator can, on request from an organisation with consent to assess, provide clarification on any issue of non-compliance. This may involve the moderator visiting the organisation or meeting their representative on Skills premises (see Funding).

In cases where moderation uncovers inappropriate assessment methods and/or materials, Skills, in cooperation with the organisation with consent to assess, will outline an improvement plan. The improvement plan will specify the actions to be taken for the organisation to become compliant and the timeframe by which this must be achieved.

Appeals

Skills has in place an appeals process for situations where differences concerning moderation decisions cannot be resolved in the first instance.

The Skills procedure requires the organisation with consent to assess to contact the Moderation and Assessment Manager within three weeks of their receipt of the initial moderation decision. The Moderation and Assessment Manager will review the moderation decision and work towards a resolution. If the difference remains unresolved the organisation can request a review of the moderation decision. The Moderation and Assessment Manager will work with both the organisation with consent to assess and the national external moderator to facilitate a resolution. In situations where no agreement is achieved the moderation panel will make the final decision. It is expected that the resolution of an appeal, in the majority of cases, will be reached within two months following the lodging of the appeal with the Moderation and Assessment Manager.

Moderation Panel

The moderation panel will consist of the Quality Assurance Coordinator and two members appointed by the relevant Industry Advisory Group.

DAS Registration Information

Process	Version	Date
Registration	1	December 1996
Review	2	November 2001
Review	3	February 2006
Revision	4	May 2006
Review	5	November 2009

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Process	Version	Date
Revision	6	April 2010
Revision	7	September 2012
Revision and Rollover	8	April 2015
Review	9	May 2017

Replacement Information

Replaced CMR(s)	Replacement CMR(s)	Date
0039 v5	0121 v9	May 2017
0046 v4	0121 v9	May 2017
0223 v5	0121 v9	May 2017
0230 v5	0121 v9	May 2017

The next CMR review is planned to take place during 2020.

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Appendix 1   **Cadet Forces, Career Practice, Environment, Financial Management, Injury Prevention, Police, Public Sector Compliance and Public Sector Services Sector requirements for consent to assess**

(version 8)

These are the industry or sector-specific requirements for consent to assess for Cadet Forces, Career Practice, Environment, Financial Management, Injury Prevention, Police, Public Sector Compliance and Public Sector Services Sectors

Approval and Implementation

Applicants are welcome to contact Skills for advice and development of their application for consent to assess. Contact:

Quality Assurance
The Skills Organisation
Freepost 5164
PO Box 24-469
Royal Oak
Auckland 1345

Telephone   09 525 2590
Fax   09 525 2591
Email   consenttoassess@skills.org.nz
Website   http://www.skills.org.nz

Industry or sector-specific requirements for consent to assess

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that full-time, part-time and visiting staff and any external contractors engaged in the delivery of training and assessment:
- have current and relevant skills and/or knowledge and experience at least one level higher than the level being delivered and assessed; and
- have credit for the unit standards they will assess against or are able to demonstrate equivalent knowledge and skills; and
- have achieved unit standard 4098, *Use standards to assess candidate performance* or demonstrate equivalent knowledge and skills;
- have at least annual contact with industry partners and opportunities to keep informed about latest developments in technology, industry practice and legislation, and have opportunities for professional development related to the training and assessment they are doing.

Criterion 6   Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of occupational safety and health legislation.

Ref: 0121

Where students spend time with an employer for off-site practical or work-based experience, training, assessment, or use of facilities, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting of credits are clearly specified.

An applicant organisation using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

Criterion 7   Assessment

Skills supports 'best practice' in assessment. The applicant organisation must have policies and procedures in place to support an integrated method of assessment based on an evidence collection model.

The applicant organisation must have a system in place that shows how they plan to assess against the practical industry-specific unit standards.

Ref: 0121

Appendix 2   Civil Defence Sector requirements for consent to assess

(version 8)

These are the industry or sector-specific requirements for consent to assess for the Civil Defence and Civil Defence Emergency Management Subfields

Approval and Implementation

Applicants are welcome to contact Skills for advice and development of their application for consent to assess. Contact:

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Industry or sector-specific requirements for consent to assess

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that full-time, part-time and visiting staff and any external contractors engaged in the delivery of training and assessment:
- have current and relevant skills and/or knowledge and experience at least one level higher than the level being delivered and assessed; and
- have credit for the unit standards they will assess against or are able to demonstrate equivalent knowledge and skills; and
- have achieved unit standard 4098, *Use standards to assess candidate performance* or demonstrate equivalent knowledge and skills; and
- have at least annual contact with industry partners and opportunities to keep informed about latest developments in technology, industry practice and legislation, and have opportunities for professional development related to the training and assessment they are doing.

Criterion 6   Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of occupational safety and health legislation.

Where students spend time with an employer for off-site practical or work-based experience, training, assessment, or use of facilities, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting or credits are clearly specified.

Ref: 0121

An applicant organisation using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

Criterion 7   Assessment

Skills supports 'best practice' in assessment. The applicant organisation must have policies and procedures in place to support an integrated method of assessment based on an evidence collection model.

The applicant organisation must have a system in place that shows how they plan to assess against the practical industry-specific unit standards.

Ref: 0121

Appendix 3   Compliance and Law Enforcement Sector requirements for consent to assess

(version 8)

These are the industry or sector-specific requirements for consent to assess for the Compliance and Law Enforcement Subfield

Approval and Implementation

Applicants are welcome to contact Skills for advice and development of their application for consent to assess. Contact:

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Website   http://www.skills.org.nz

Industry or sector-specific requirements for consent to assess

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that full-time, part-time and visiting staff and any external contractors engaged in the delivery of training and assessment:
- have current and relevant skills and/or knowledge and experience at least one level higher than the level being delivered and assessed; and
- have credit for the unit standards they will assess against or are able to demonstrate equivalent knowledge and skills; and
- have achieved unit standard 4098, *Use standards to assess candidate performance* or demonstrate equivalent knowledge and skills; and
- have at least annual contact with industry partners and opportunities to keep informed about latest developments in technology, industry practice and legislation, and have opportunities for professional development related to the training and assessment they are doing.

Criterion 6   Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of occupational safety and health legislation.

Where students spend time with an employer for off-site practical or work-based experience, training, assessment, or use of facilities, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting or credits are clearly specified.

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An applicant organisation using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

Criterion 7   Assessment

Skills supports 'best practice' in assessment. The applicant organisation must have policies and procedures in place to support an integrated method of assessment based on an evidence collection model.

The applicant organisation must have a system in place that shows how they plan to assess against the practical industry-specific unit standards.

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Appendix 4   Community and Workplace Fire and Emergency Management, Fire and Rescue Services and Specialist Rescue Sector requirements for consent to assess

<div align="right">(version 8)</div>

These are the industry or sector-specific requirements for consent to assess for the Community and Workplace Fire and Emergency Management, Fire and Rescue Services and Specialist Rescue Subfields

Approval and Implementation

Applicants are welcome to contact Skills for advice and development of their application for consent to assess. Contact:

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Website	http://www.skills.org.nz

Industry or sector-specific requirements for consent to assess

These requirements have been established to assure Skills and the industry that the applicant organisation can provide trainees with a safe training environment that meets Occupational Safety and Health (OSH) requirements, and that it can administer, deliver, assess, and support training to the standard, requirements, and controls currently applying to the fire and rescue industry.

Criterion 1   Development and evaluation of teaching programmes

The applicant organisation must have policies and procedures for the robust annual evaluation of all teaching programmes, to ensure the quality of programme delivery and outcomes, by ensuring that:
- links with industry are maintained;
- feedback on training delivery and materials is obtained from trainees and Skills endorsed industry representatives and incorporated into their future development;
- Skills endorsed industry representatives are involved in the development and evaluation of training programmes.

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Criterion 2   Financial, administrative and physical resources

The applicant organisation must have policies and procedures to ensure that training resources, equipment, and venues necessary for training and assessment against the unit standards in the scope of the application are available. Where venues, training resources, delivery, and/or assessment responsibilities in the scope of the application are being subcontracted or involve collaborative arrangements, documented evidence of the arrangements must be included with the application or advised to Skills when agreements are entered into. Collaborative arrangements must align with the Principles and Parameters for Agreements between Tertiary Education Providers Involved in Collaborative Arrangements published by NZQA and contractual arrangements must meet the requirements of the Tertiary Education Commission Tertiary Funding Information applicable at the time.

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that teaching and assessing staff, whether employed or under contract, meet the following minimum requirements:

- Currency of experience is relative to the unit standard/s for which consent to assess is sought, and must be in accordance with relevant industry legislation and regulations, such as annual revalidation for breathing apparatus use. Applicant organisations unsure of the requirements for currency should contact Skills for detailed information;
- have credit for the unit standards they teach or assess against;
- hold or be working towards a qualification/s relevant to the sector or domain that they teach or assess against;
- have achieved unit standard 4098, *Use standards to assess candidate performance* or demonstrate equivalent knowledge and skills.

The applicant organisation must have policies and procedures to ensure that teaching and assessing staff continue their professional development in adult teaching and assessment, and maintain currency with the industry.

Criterion 4   Student entry

The applicant organisation must have policies and procedures to ensure that minimum levels for communication skills, literacy and numeracy skills, and physical abilities are clearly specified for student entry, to ensure student capability and the health and safety of the trainee and others.

The development of student entry requirements may be guided by the learning requirements set out in the relevant unit standards.

Criterion 6   Off-site practical/work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of occupational safety and health legislation.

Ref: 0121

Where students spend time with an employer for off-site practical or work-based experience, training, assessment, or use of facilities, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting or credits are clearly specified.

An applicant organisation using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

Criterion 7   Assessment

Skills supports 'best practice' in assessment. The applicant organisation must have policies and procedures in place to support an integrated method of assessment based on an evidence collection model.

The applicant organisation must have a system in place that shows how they plan to assess against the practical industry-specific unit standards.

Ref: 0121

Appendix 5   **Emergency Services Sector requirements for consent to assess**

(version 8)

These are the industry or sector-specific requirements for consent to assess for the Emergency Services Subfield

Approval and Implementation

Applicants are welcome to contact Skills for advice and development of their application for consent to assess. Contact:

Quality Assurance
The Skills Organisation
Freepost 5164
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Telephone	09 525 2590
Fax	09 525 2591
Email	consenttoassess@skills.org.nz
Website	http://www.skills.org.nz

Industry or sector-specific requirements for consent to assess

Criterion 1   Development and evaluation of teaching programmes

The applicant organisation must have effective policies and procedures for linking with industry for the ongoing development and evaluation of training programmes.

For the Ambulance domain:
The applicant organisation 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 organisation 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 organisations whose members routinely carry out pre-hospital emergency care in the course of their duties, or with ambulance services. Examples of other organisations include the New Zealand Fire Service, the New Zealand Ski Instructors Alliance, and Surf Life Saving New Zealand.

Criterion 2   Financial, administrative and physical resources

The applicant organisation must provide evidence that it either possesses or has access to adequate resources for training and assessment where industry-specific equipment or facilities are required.

Ref: 0121

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that staff engaged in the delivery of training and assessment in the Emergency Services subfield:

- hold the relevant national qualification/current unit standards at, or preferably one level above, the level at which they are required to teach or possess current equivalent knowledge and skills to assess against the unit standards for which consent to assess is being sought;
- are encouraged to attain an adult education qualification or demonstrate equivalent skills and knowledge;
- hold unit standard 4098, *Use standards to assess candidate performance* or demonstrate equivalent knowledge and skills;
- keep up to date with legislative and technological requirements, latest developments and best industry practice of the sector.

The applicant organisation must have policies and procedures to ensure that staff engaged in their organisation's internal moderation of assessment in the Emergency Services subfield hold unit standard 11551, *Quality assure assessment*.

The applicant organisation 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.

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.

For the Pre-Hospital Emergency Care domain:
The applicant organisation must have policies and procedures to ensure that teaching and assessing staff hold the relevant unit standards to the area they are teaching/assessing or have equivalent skills and knowledge. Teaching and assessing staff must have at least 12 months practical experience working in the field as emergency care providers or working in a related area such as a hospital emergency department.

Criterion 6   Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of occupational safety and health legislation.

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Where students spend time with an employer for off-site practical or work-based experience, training, assessment, or use of facilities, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting of credits are clearly specified.

An applicant organisation using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

For the Ambulance domain:
The applicant organisation must have defined and documented arrangements (e.g. a memorandum of understanding) with:

1   Ambulance services to ensure that students have access to practical experience in an operational ambulance situation as required in the explanatory notes of the unit standards, which will include details of any fees payable to the provider of that service by the applicant organisation.
2   Clinical education organisations in the public and/or private sector allowing student access where clinical training and/or assessment is required.

For the Pre-Hospital Emergency Care domain:
The applicant organisation must have defined and documented arrangements (e.g. a memorandum of understanding) with relevant organisations 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 organisation. Where students spend time with a relevant organisation or ambulance service for on-job experience, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting of credits are clearly specified.

Any unit standards that require assessments to be carried out in a non-controlled environment must be considered under the arrangements for off-site practical work.

Criterion 7   Assessment

Skills supports 'best practice' in assessment. The applicant organisation must have policies and procedures in place to support an integrated method of assessment based on an evidence collection model.

The applicant organisation must have a system in place that shows how they plan to assess against the practical industry-specific unit standards.

'High Risk' Unit Standards

The unit 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.

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Health > Emergency Services

Domain	Standard IDs
Pre-Hospital Emergency Care	14473, 25412

Ref: 0121

Appendix 6   First Aid Sector requirements for consent to assess

(version 8)

These are the industry or sector-specific requirements for consent to assess for the First Aid Domain

Approval and Implementation

Applicants are welcome to contact Skills for advice and development of their application for consent to assess. Contact:

Quality Assurance
The Skills Organisation
Freepost 5164
PO Box 24-469
Royal Oak
Auckland 1345

Telephone	09 525 2590
Fax	09 525 2591
Email	consenttoassess@skills.org.nz
Website	http://www.skills.org.nz

Industry or sector-specific requirements for consent to assess

Criterion 1   Development and evaluation of teaching programmes

The applicant organisation must have policies and procedures to ensure that:
- training includes specific workplace experiences where appropriate;
- Ministry of Business, Innovation, and Employment guidance on first aid training is referred to. Guidance documents are available from https://www.employment.govt.nz/;
- the minimum duration of first aid training and assessment for training based on standards 6400, 6401, and 6402 is 12 hours of training and assessment, and for standards 6401 and 6402 **or** standards 26551 and 26552 it is eight hours of training and assessment;
- the minimum duration of refresher training, where the learner's certificate is no older than two years and three months from date of issue, is six hours of training and assessment;
- first aid training covers the outcomes of the Skills' first aid unit standards being assessed against and any additional modules identified through the workplace risk assessment process as outlined in Ministry of Business, Innovation, and Employment guidelines;
- first aid training includes sufficient practice or experience prior to assessment.

Further information about Skills requirements for providing unit standard-based first aid training is provided in *First Aid as a Life Skill: Training Requirements for Quality Provision of Unit Standard-based First Aid Training*, available at http://www.skills.org.nz.

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Criterion 2   Financial, administrative and physical resources

The applicant organisation must have policies and procedures to ensure that:
- three types of resuscitation manikins are available for learners to practise on. These must be an infant, a child, and an adult manikin;
- sufficient individual access to all three types of manikins and time for individuals to demonstrate competence is provided;
- sufficient materials and resources are available to enable learners to be assessed;
- sufficient individual access and time on all three types of manikins for individuals to practise skills prior to assessment.

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that:
- training and assessing staff have had training in standards-based assessment. They will have obtained credit for unit standard 4098, *Use standards to assess candidate performance* or demonstrate equivalent knowledge and skills*;*
- training and assessing staff have obtained credit for adult education unit standards or have evidence of their ability to use learner-centred techniques consistent with those referred to in the unit standards classified in the *Delivery of Adult Education and Training* domain on the Directory of Assessment Standards (DAS);
- training and assessing staff have:
  - achieved unit standards 26551 and 26552 or unit standards 6400-6402
  - achieved unit standards in the *Pre-hospital Emergency Care* domain (unit standard 14473 and unit standards 14470-14472, or their replacements, unit standards 25411 and 25412), or are able to demonstrate equivalent knowledge and skills
  - a current New Zealand Resuscitation Council *Emergency Care Instructor Certificate* at Level 2 (ECI 2) as specified in the New Zealand Resuscitation Council guidelines; or are able to demonstrate equivalent knowledge and skills;
- training and assessing staff maintain currency and are able to provide evidence of up-skilling in best practice in first aid tutoring and first aid practice. Currency must be demonstrated through annual participation in refresher courses and other professional development programmes;
- staff who take a lead role in their organisation's internal moderation and/or have responsibility for preparing external moderation material for submission to Skills are competent in moderation practice, which may be demonstrated through gaining credit for Unit 11551, *Quality assure assessment*, or being able to demonstrate equivalent knowledge and skills.

Criterion 6   Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of occupational safety and health legislation.

Ref: 0121

Where students spend time with an employer for off-site practical or work-based experience, training, assessment, or use of facilities, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting or credits are clearly specified.

An applicant organisation using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

Criterion 7   Assessment

Skills supports 'best practice' in assessment. The applicant organisation must have policies and procedures in place to support an integrated method of assessment based on an evidence collection model.

The applicant organisation must have a system in place that shows how they plan to assess against the practical industry-specific unit standards.

Ref: 0121

Appendix 7   Offender Management Sector requirements for consent to assess

(version 8)

These are the industry or sector-specific requirements for consent to assess for the Offender Management subfield.

Approval and Implementation

Applicants are welcome to contact Skills for advice and development of their application for consent to assess. Contact:

Quality Assurance
The Skills Organisation
Freepost 5164
PO Box 24-469
Royal Oak
Auckland 1345

Telephone   09 525 2590
Fax   09 525 2591
Email   consenttoassess@skills.org.nz
Website   http://www.skills.org.nz

Industry or sector-specific requirements for consent to assess

Skills will consult an offender management industry representative during the consent to assess process.

Criterion 1   Development and evaluation of teaching programmes

The applicant organisation must have effective policies and procedures for linking with industry for the ongoing development and evaluation of training programmes.

Criterion 2   Financial, administrative and physical resources

The applicant organisation must provide evidence that it either possesses or has access to adequate resources for training and assessment where industry-specific equipment or facilities are required.

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that staff engaged in the delivery of training and assessment in the Offender Management subfield:
- hold the relevant national qualification at least at the level of the unit standards that they are required to assess against;
- are encouraged to attain an adult education qualification or demonstrate equivalent skills and knowledge;
- hold unit standard 4098, *Use standards to assess candidate performance* or demonstrate equivalent knowledge and skills;
- have the opportunity to keep up to date with legislative and technological requirements, latest developments and best industry practice of the sector.

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The applicant organisation must have policies and procedures to ensure that staff engaged in their organisation's internal moderation of assessment in the Offender Management subfield hold unit standard 11551, *Quality assure assessment.*

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

Criterion 6   Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of occupational safety and health legislation.

Where students spend time with an employer for off-site practical or work-based experience, training, assessment, or use of facilities, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting of credits are clearly specified.

An applicant organisation using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

The applicant organisation 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 *PS Operations Manual* (PSOM) available from http://www.corrections.govt.nz/, under the heading Policy and Legislation, are used.

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

Criterion 7   Assessment

Skills supports 'best practice' in assessment. The applicant organisation must have policies and procedures in place to support an integrated method of assessment based on an evidence collection model.

The applicant organisation must have a system in place that shows how they plan to assess against the practical industry-specific unit standards.

'High Risk' Unit Standards

The unit 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.

Ref: 0121

Law and Security > Offender Management

Domain	Standard IDs
Prisoner Management	14619, 14623, 14628-14631, 14633, 14638, 14639, 14864
Prison Safety and Security	14618, 14620, 14622, 14624, 14626, 14627, 14642, 14649, 17158

Ref: 0121

Appendix 8   Occupational Health and Safety Sector requirements for consent to assess

(version 8)

These are the industry or sector-specific requirements for consent to assess for the Occupational Health and Safety subfield.

Approval and Implementation

Applicants are welcome to contact Skills for advice and development of their application for consent to assess. Contact:

Quality Assurance
The Skills Organisation
Freepost 5164
PO Box 24-469
Royal Oak
Auckland 1345

Telephone   09 525 2590
Fax   09 525 2591
Email   consenttoassess@skills.org.nz
Website   http://www.skills.org.nz

Industry or sector-specific requirements for consent to assess

Criterion 1   Development and evaluation of teaching programmes

The applicant organisation must have effective policies and procedures for linking with industry for the ongoing development and evaluation of training programmes.

The applicant organisation must have policies and procedures to ensure on-job industry-based components of training and assessment are integrated with off-job components when teaching programmes are developed.

Criterion 2   Financial, administrative and physical resources

The applicant organisation must provide evidence that it either possesses or has access to adequate resources for training and assessment where industry-specific equipment or facilities are required.

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that staff engaged in the delivery of training and assessment in the industry sector subfields:
- hold the relevant national qualification/current unit standards at, or preferably one level above, the level at which they are required to teach or possess current equivalent knowledge and skills to assess against the unit standards for which consent to assess is being sought;
- are encouraged to attain an adult education qualification or demonstrate equivalent skills and knowledge;
- hold unit standard 4098, *Use standards to assess candidate performance* or demonstrate equivalent knowledge and skills*;*

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- have the opportunity to keep up to date with legislative and technological requirements, and best industry practice of the sector.

The applicant organisation must have policies and procedures to ensure that staff engaged in their organisation's internal moderation of assessment in the industry sector subfields hold unit standard 11551, *Quality assure assessment*.

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

Asbestos removal, due to high worker and public health risk, must be 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 unit 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 Australian unit of competency CPCCBC5014A, *Conduct asbestos assessment associated with removal*; or demonstrate equivalent knowledge and skills.
2.   Be recognised by WorkSafe New Zealand as an independent licensed asbestos assessor under the Health and Safety at Work (Asbestos) Regulations 2016.

Criterion 6   Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of occupational safety and health legislation.

Where students spend time with an employer for off-site practical work-based experience, training, assessment, or use of facilities, the applicant organisation must have policies and procedures to ensure that responsibilities for assessment and reporting of credits are clearly specified.

An applicant organisation using employer facilities must provide evidence of access to the facilities in the form of a copy of the memorandum of understanding or other written agreement with the employer.

Criterion 7   Assessment

Skills supports 'best practice' in assessment. The applicant organisation must have policies and procedures in place to support an integrated method of assessment based on an evidence collection model.

The applicant organisation must have a system in place that shows how they plan to assess against the practical industry-specific unit standards.

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'High risk' unit standards

Health > Occupational Health and Safety

Domain	Standard IDs
Hazardous Substances and Materials	29765 - 29768

The unit standards above have been identified as 'high risk', as they need special care during delivery, study, and assessment. Please refer to Criterion 3 for the requirements to assess these unit standards.

Ref: 0121

CONSENT AND MODERATION REQUIREMENTS (CMR)
for Forestry and Biosecurity

(version 6)

From the 4th October 2021 these standards will be managed by a WDC. Please contact the relevant WDC if you have any questions.

Notes:
The WDCs will not be charging for any external moderation activities.
The CMRs will be fully updated by the WDCs over the coming months.

Contact

Hanga-Aro-Rau Manufacturing, Engineering, and Logistics WDC
Email　　　qualifications@hangaarorau.nz
Website　　hangaarorau.nz

Muka Tangata - People, Food, and Fibre WDC
Email　　　qualifications@mukatangata.nz
Website　　mukatangata.nz

Agriculture, Forestry and Fisheries > Forestry

Domain	WDC
Forest Establishment	Muka Tangata - People, Food, and Fibre
Forest Foundation Skills	Muka Tangata - People, Food, and Fibre
Forest Harvesting Operations	Muka Tangata - People, Food, and Fibre
Forest Health Surveillance	Muka Tangata - People, Food, and Fibre
Forest Inventory	Muka Tangata - People, Food, and Fibre
Forest Landing Operations	Muka Tangata - People, Food, and Fibre
Forest Mechanised Harvesting	Muka Tangata - People, Food, and Fibre
Forest Mensuration	Muka Tangata - People, Food, and Fibre
Forest Operations	Muka Tangata - People, Food, and Fibre
Forest Operations Advanced	Muka Tangata - People, Food, and Fibre
Forest Operations Management	Muka Tangata - People, Food, and Fibre
Forestry - Breaking Out	Muka Tangata - People, Food, and Fibre
Forestry Business Management	Muka Tangata - People, Food, and Fibre
Forestry Knowledge	Muka Tangata - People, Food, and Fibre
Forest Silvicultural Operations	Muka Tangata - People, Food, and Fibre

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Domain	WDC
Machine Operations - Forestry	Muka Tangata - People, Food, and Fibre
Non Commercial Forestry Skills	Muka Tangata - People, Food, and Fibre
Tree Felling	Muka Tangata - People, Food, and Fibre

Manufacturing > Furniture

Domain	WDC
Furniture and Cabinet Making	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Furniture Finishing	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Furniture Making	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Furniture Operations	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Upholstery	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics

Manufacturing > Solid Wood Manufacturing

Domain	WDC
Saw Doctoring	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics

Manufacturing > Supply Chain Management

Domain	WDC
Materials Management	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics

Manufacturing > Wood Fibre Manufacturing

Domain	WDC
Composite Wood Panel Manufacturing	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Paper Making	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Pulp and Paper - Chemical Plants	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics

Ref: 0173

3

Domain	WDC
Pulp and Paper Manufacturing Skills	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Pulp and Paper Technology	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Pulp Making	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Tissue Converting	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics

Manufacturing > Wood Processing Technology

Domain	WDC
Wood Manufacturing	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics
Wood Technology	Hanga-Aro-Rau Manufacturing, Engineering, and Logistics

Ref: 0173

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Agriculture, Forestry and Fisheries > Forestry

Domain	Standard IDs
Forest Establishment	1234, 1236, 1237, 6966
Forest Foundation Skills	17769, 22994, 22995, 22997-23001, 27966
Forest Harvesting Operations	1230, 1262, 1268, 1269, 6920, 6921, 17764, 17771, 19722, 19761-19764, 22132, 24578, 25754, 27633, 27634, 27636, 32178
Forest Health Surveillance	5695-5697, 5870, 5871, 5873, 18615, 22131, 22894, 22895
Forest Inventory	1125, 1129, 1130
Forest Landing Operations	1252, 1254, 6924, 16842, 17759, 24588, 25787
Forest Mechanised Harvesting	6941, 6943-6946, 6948, 24584, 30583-30587
Forest Mensuration	1222, 6955-6960, 17762, 17768, 17770, 20584
Forest Operations	43, 1221, 6916, 6965, 17772, 23411, 24574, 24575, 24579, 25788, 25804
Forest Operations Advanced	1142, 1224, 6964, 24571, 24572, 24576, 24577, 27570, 28559
Forest Operations Management	1123, 1225, 6963, 24573, 24582, 24583, 25746, 25747, 25752, 26799, 26800, 27569
Forestry - Breaking Out	1231, 1256, 1258, 6939, 24567, 27635
Forestry Business Management	1124, 4282, 4289, 4293, 4294, 4296, 4298, 25748, 25749, 25751
Forestry Knowledge	1126, 1127, 1135, 1137, 1145, 1146, 1227, 14666, 14667, 27963
Forest Silvicultural Operations	1243, 1245, 1247, 6950-6952, 6972, 6973, 17767, 23097, 23098, 25753, 31982
Machine Operations - Forestry	6926-6928, 6930-6932, 6934-6936, 17758, 24568, 24590, 27628, 27964, 27965, 32177, 32179, 32180
Non Commercial Forestry Skills	6917

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Domain	Standard IDs
Tree Felling	1270, 17756, 17763, 17766, 24569, 24570, 24585, 25952, 28560-28562

Manufacturing > Furniture

Domain	Standard IDs
Furniture and Cabinet Making	2199, 2201-2205, 2216, 2220, 2224, 2226, 2229, 2231, 2236, 2241, 2244, 2250, 9784-9786, 9789-9792, 9796, 9797, 14995-14998, 16230-16232, 18891, 18893, 18895-18901, 18903, 18907, 18909, 18911, 18914, 18915, 18917, 18918, 20047, 25532-25542, 25544, 25545, 25548, 25550-25566, 25768, 28733-28735, 32298, 32299
Furniture Finishing	2206, 2208, 2209, 2211, 2213, 2215, 3152, 3155-3158, 17637, 17641, 17740, 25520-25531, 32306-32312, 32828
Furniture Making	9799, 9804, 18892, 18894, 25543, 25549, 25567, 25766, 25767
Furniture Operations	16235, 17636, 25569, 25570, 25572, 25574, 25575, 25667-25670, 28729-28732, 28736
Upholstery	2179, 2194, 14348, 14349, 14983, 14987, 14989, 14991, 14993, 14994, 16238, 20970, 20972, 20975, 25576-25591, 25593-25596, 25765, 25769, 32285-32297, 32420-32427

Manufacturing > Solid Wood Manufacturing

Domain	Standard IDs
Saw Doctoring	5845, 23439, 27067

Manufacturing > Supply Chain Management

Domain	Standard IDs
Materials Management	17241-17251

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Manufacturing > Wood Fibre Manufacturing

Domain	Standard IDs
Composite Wood Panel Manufacturing	694, 697, 719, 720, 724, 16245, 21475-21477
Paper Making	3523, 3577, 3582, 3584, 3592, 3595, 3602, 12900, 12903, 15815-15817, 22982, 23074-23076
Pulp and Paper - Chemical Plants	3617-3620, 3622-3627, 3637, 3638, 5680, 15821, 15823, 16287, 16292, 21492-21496
Pulp and Paper Manufacturing Skills	3509-3511, 3513, 3514, 3517-3519, 3524, 3572, 3596, 3597, 10833, 10834, 15827, 15829, 15831-15833, 21489-21491
Pulp and Paper Technology	5671, 17856, 17858, 17859, 17863-17868, 28811, 28812
Pulp Making	3543, 3547, 3551-3553, 3555, 3559, 21484-21488, 22983
Tissue Converting	3594, 16573-16575, 16579, 16581, 16583, 16584, 16586, 16590-16592, 16594-16598, 16602, 16604, 16763, 20439, 23168, 23170, 26075, 26076, 27378-27382, 28778

Manufacturing > Wood Processing Technology

Domain	Standard IDs
Wood Manufacturing	20264, 20266, 20268-20271, 20273-20279
Wood Technology	17453

Requirements for Consent to Assess (RCA)

Introduction

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 standard setting body (SSB) and others in the process, and to set out the SSB's industry or sector-specific requirements for a tertiary education organisation (TEO)[1] or school's quality systems in relation to the gazetted "criteria for accreditation".

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[1] Tertiary education organisation (TEO) includes public and private tertiary education providers, industry training organisations, government training organisations, and other providers.

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Standard Setting Body involvement in process for granting consent to assess

Competenz will take a positive approach in its dealings with organisations applying for consent to assess. Competenz recognises the merits of having a diverse tertiary sector with a range of vocational pathways and delivery options that cater to varying learner needs. In evaluating applications by organisations for consent to assess Competenz takes into account the following factors:

- Maintaining the consistency and credibility of qualifications and standards.
- The expectations and characteristics of the industry for which standards or qualifications have been designed.
- The desirability of multiple entry and exit points on qualification pathways.
- Alignment of programmes to existing training pathways and access to further qualifications.
- Ensuring learners receive high quality training that prepares them for assessment against standards.
- The organisation's history of compliance with NZQA quality assurance requirements.
- Previous evidence of the organisation's history of training and meeting moderation requirements.
- For standards designed specifically for industry; the organisation's ability to arrange genuine workplace practice for standards designed to assess capability under workplace conditions.

Competenz is an advocate of best practice in assessment and will provide advice to organisations wishing to assess against its standards. In supporting an application for consent to assess, Competenz looks for evidence that the applicant organisation has the means to ensure that assessment decisions made by the organisation's assessors are consistent with the national standard.

Applicants seeking consent to assess against standards covered by this CMR are encouraged to contact Competenz for assistance during the preparation of their application. Visits by Competenz may include a representative from industry with specialist knowledge in some instances. Applicants will be notified when this is the case.

Requirements for consent to assess as specified below.

Levels 1 and 2   Evaluation of documentation by NZQA and industry.

Levels 3 and above   Evaluation of documentation and visit by NZQA and industry.

Visit waiver conditions

Competenz may waive its involvement in a consent to assess visit:
- when Competenz has been consulted during the development of the application;

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- if Competenz has sufficient confidence in the past track record of the organisation seeking consent to assess.

Areas of shared responsibility

None.

Fees for SSB involvement in process for granting consent to assess

The SSB may choose to charge reasonable fees for their involvement in granting consent to assess. Contact the SSB for further information.

Additional fees can be charged by NZQA, and the Committee for University Academic Programmes (CUAP) for involvement in granting consent to assess. Contact the relevant quality assurance body (QAB) for information.

General requirements for accreditation

These are the general requirements for accreditation of providers gazetted in 1993. Applicants should consult their QAB (NZQA or CUAP) for details of the requirements.

Criterion 1   Development and evaluation of teaching programmes

There is a system for developing coherent teaching programmes and for their evaluation, which should include evaluation by learners/consumers.

Criterion 2   Financial, administrative and physical resources

Adequate and appropriate financial and administrative resources will be maintained to enable all necessary activities to be carried out.

Adequate, appropriate, and accessible physical resources will be available for supporting students to meet the required standards.

Criterion 3   Staff selection, appraisal and development

A teaching staff with the necessary knowledge and skills will be maintained through staff selection, appraisal, and development.

Criterion 4   Student entry

There is a system for establishing and clearly publicising student entry requirements that include no unreasonable barriers.

Criterion 5   Student guidance and support systems

Students have adequate access to appropriate guidance and support systems.

Criterion 6   Off-site practical or work-based components

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There are arrangements for ensuring that any off-site practical or work-based components are fully integrated into the relevant programmes.

Criterion 7   Assessment

There is a system for ensuring that assessment is fair, valid, and consistent.

Criterion 8   Reporting

There is a system for providing students with fair and regular feedback on progress and fair reporting on final achievements, with an associated appeals procedure.

There is a reliable system for archiving information on final student achievements.

Industry or sector-specific requirements for consent to assess

Competenz is responsible for standards in a range of industry sectors and occupational groups that have developed common and specific requirements to meet their needs. Competenz will not place unreasonable barriers in the way of organisations intending to assess against standards for Competenz industries. Where specific requirements are set, these are in response to clear signals from industry and other stakeholders.

Criterion 1   Development and evaluation of teaching programmes

The applicant organisation must have policies and procedures to ensure that:
• all programmes state specific expected outcomes;
• there is current structured industry input into the development and review of programmes;
• programmes are regularly evaluated by staff, learners, and stakeholders;
• learners are provided with integrated teaching programmes that include learning strategies, resources, and assessment activities that enable them to meet the requirements of standards and qualifications being offered;
• programmes cover all aspects of the standards and qualifications they lead to.

Criterion 2   Financial, administrative and physical resources

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. Information is available on the Competenz website (http://www.competenz.org.nz) about the specialist machinery or equipment needed for specific vocational training.

The applicant organisation must have policies and procedures to ensure there is sufficient safety equipment to cater for the student numbers and planned activities. 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. The applicant organisation must have

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policies and procedures to ensure that they meet these regulations and guidelines through documented safety procedures, advice to learners regarding hazards, and reporting procedures.

Criterion 3   Staff selection, appraisal and development

The applicant organisation must have policies and procedures to ensure that staff engaged in delivery of training and assessment:
• have completed training in standards-based assessment. They must have gained credit for unit 4098, *Use standards to assess candidate performance*; and may hold either unit 7114, *Coach adult learner(s)*, or unit 11552, *Design and evaluate assessment materials*;
• hold a qualification relevant to the domains they are teaching in or standards at or above the level at which they are required to teach and/or assess, or possess current equivalent knowledge and skills to assess against the standards for which consent to assess is being sought;
• demonstrate industry experience and knowledge relevant to the area they are teaching in.

Staff may also hold, or be working towards, a qualification in adult education and assessment (for example, the *New Zealand Certificate in Adult and Tertiary Teaching (Level 4)* [Ref: 2746]); a New Zealand recognised teaching qualification; or be able to demonstrate equivalent knowledge and skills.   It is also recommended that they are involved in ongoing professional development, including opportunities to keep up-to-date with legislative and technological requirements and best industry practice in the sector.

Competenz will assist organisations wishing to confirm relevant experience and qualifications and provides a list of recognised qualifications on its web site (http://www.competenz.org.nz).

Criterion 4   Student entry

Applicant organisations must have policies and procedures to ensure that student entry requirements conform to those set out in the relevant standards and qualifications.

Criterion 6   Off-site practical or work-based components

The applicant organisation must have policies and procedures to ensure that off-site practical or work-based activities are covered by the health and safety policies and procedures of the host organisation, and meet the requirements of health and safety at work legislation.

Use of other establishments by the applicant organisation for training and assessment

Where learners are required to receive training off-site with another establishment, applicant organisations must have policies and procedures that cover such

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arrangements, including a memorandum of agreement or contract between the applicant organisation and the off-site establishment, which clearly states:
• the nature of the training the learners are to receive;
• responsibility for safety of the tutors and learners;
• the time and frequency of the learners' attendance;
• the name and relevant details of the student(s) attending specific off-site locations;
• a procedure which gathers information from the off-site establishment that allows the applicant organisation to make valid progress and assessment judgments;
• how feedback on learners' progress from the off-site establishment is documented;
• support mechanisms from the applicant organisation for both the student and the off-site establishment for the duration of the training;
• responsibility for undertaking assessment and reporting results.

When off-site facilities or resources are to be used, the applicant organisation must have policies and procedures to ensure that appropriate equipment, resources, and workplace environment for practical assessments are available.

Use of the workplace for training and assessment

Where work placements are to be used by an applicant organisation to contribute towards training and assessment, there should be clear links between classroom-based underpinning knowledge and structured on-site learning. The applicant organisation must have policies, procedures, and review mechanisms that ensure:
• adequate supervision of learners in the workplace;
• assessment draws on evidence from workplace experience (organisations may contact Competenz for access to workplace assessment guides that have undergone pre-assessment moderation and other resources);
• work placements are genuinely focused on training and are not a means of unpaid labour;
• industry expectations, safety procedures, appropriate standards of hygiene, and other specific requirements are met.

Criterion 7   Assessment

The applicant organisation must have policies and procedures to support integrated assessment based on evidence that is fair and valid.

Where a Competenz standard specifies that it must be assessed under workplace conditions, it can only be replaced by a simulated environment if approved by Competenz. To gain approval to use a simulated environment, the applicant organisation must submit their assessment tools to Competenz for pre-assessment moderation and approval prior to use.

Competenz recognises the academic autonomy of organisations to assess against Competenz standards using self-developed assessment material. However, to ensure consistency of assessment decisions and to reduce the need for extensive pre-assessment moderation, Competenz invites all organisations to use Competenz assessment material and resources where they are available. There may be a

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charge for use of these. To ensure wide applicability, organisations are encouraged to participate in the development and review of Competenz assessment materials and resources. Information on available resources is available from Competenz' Quality Assurance team Ph 0800 526 1800.

Where applicant organisations intend to develop and use their own assessment materials for Competenz standards, they must have policies and procedures to ensure that materials have undergone pre-assessment moderation and approval by Competenz prior to use. All assessment material must clearly cover the outcomes of the standards and provide adequate evidence of competence.

Applicant organisations must have an appropriate appeals process for non-verified assessments.

Criterion 8   Reporting

The applicant organisation must have policies and procedures to ensure that credit achievement is reported to NZQA within three months of the completion of assessment.

Non-compliance with requirements for maintaining consent to assess

Where there is evidence of non-compliance with the requirements for consent to assess, the QAB (NZQA or CUAP) will seek remedial action. In cases where this action is ineffective and non-compliance continues, or in cases of repeated noncompliance, the QAB will take action that can ultimately lead to the withdrawal of consent to assess.

Implementation

Competenz is able to provide sufficient trained participants to service the requirements of processes for granting consent to assess.

Moderation Requirements (MR)

A centrally established and directed national external moderation system has been set up by Competenz.

Introduction

The purpose of the Moderation Requirements (MR) is to provide details on the national external moderation system, developed by Competenz, to ensure that assessment decisions of TEOs and schools with consent to assess are consistent with the national standard. All TEOs and schools with consent to assess against the standards in this CMR must meet the requirements for moderation outlined in this MR.

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Moderation System

Competenz requires organisations with consent to assess to participate in Competenz' moderation systems where Competenz' standards are being used. Standards due for moderation will be published annually on the Competenz web site. Competenz will also publish information on how Competenz will select standards for moderation and the nature of moderation that will be used. Organisations will be contacted directly by Competenz when they are due for post-assessment moderation.

The design of the Competenz external moderation system takes into account how assessment typically occurs, the characteristics of the industry or sector, the risks associated with inconsistent assessment decisions, and issues regarding the cost effectiveness and manageability of a particular system. Moderation advice is provided to Competenz by industry advisory groups and specialist Moderators where required.

Competenz is responsible for:
• implementation of the national external moderation system;
• producing an Annual Moderation Plan and publishing it on the Competenz web site;
• moderation of assessments carried out by organisations with consent to assess;
• ensuring organisations being moderated have adequate notice of standards that have been selected for moderation;
• preparing an annual report for NZQA evaluating the moderation system and results of moderation activities;
• organising and coordinating the preparation of moderation materials and moderation meetings;
• providing professional development and support for organisations with consent to assess.

Organisations with consent to assess are responsible for:
• following the requirements of the Competenz CMR with respect to Competenz standards;
• ensuring assessment records are complete;
• ensuring copies of assessment evidence are kept for at least 12 months so they are available for moderation by Competenz if required;
• submitting materials to Competenz for moderation, when requested, by the specified date.

Moderation principles

Competenz' moderation system is based on the established Best Practice Principles of Moderation.

Principle 1: Selection   Best practice moderation will occur when the standards selected for moderation provide a sufficiently representative sample of the assessed standards.

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Principle 2: Measurement Best practice moderation will occur when the moderation accurately measures the assessment against the stated standard.

Principle 3: Reporting Best practice moderation will occur when there is constructive and informative reporting of moderation outcomes.

Principle 4: Monitoring Best practice moderation will occur when there is ongoing monitoring of the moderation system.

Principle 5: Review Best practice moderation will occur when there is regular review of the moderation system.

In moderation, Competenz sets out to:
*   support assessment that is fair, valid and consistent;
*   detect variance from the national standard and keep variance to a minimum;
*   reflect the culture of a particular industry;
*   protect the integrity and reputation of qualifications;
*   create a moderation system that is supportive of assessors and trainers;
*   ensure learners are not disadvantaged by the assessment and moderation process;
*   provide organisations with consent to assess with constructive feedback.

Integral to all principles of best practice moderation are the relevant skills and experience of the participants within the moderation system. Competenz will provide ongoing professional advice in support of its standards. Organisations with consent to assess will be given help to benchmark their assessments against the rest of the sector through moderation processes.

Further advice about assessment or moderation of Competenz standards can be sought from Competenz, while advice about general aspects of assessment or moderation can be sought from NZQA.

National External Moderation Activities

Competenz is responsible for ensuring that the national external moderation system is manageable, supportive, and cost effective for users.

Moderation process

Every year Competenz will publish an annual moderation plan in accordance with NZQA requirements. The moderation plan identifies standards that will be selected for moderation and the processes that will be used to engage with organisations with consent to assess. This information is made available to all organisations in January each year on the Competenz web site.

The moderation activities that Competenz may use include:

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- pre-assessment moderation of resources and assessment guides;
- post-assessment moderation;
- moderation workshops;
- peer moderation;
- observed moderation.

Competenz may agree to alternative approaches to moderation with organisations presenting innovative situations where usual methods of moderation are less likely to achieve the desired outcome.

Pre-assessment moderation

Organisations with consent to assess who develop their own assessment materials for Competenz' standards must ensure that materials have undergone pre-assessment moderation in accordance with their internal moderation system prior to submission to Competenz for approval. The assessment materials must also be submitted to Competenz for pre-assessment moderation and approval before they are used. Assessment material submitted for pre-assessment moderation is allocated to a Competenz-registered moderator who has industry-specific moderation capability. The material is evaluated and a report is provided to the organisation seeking approval.

Competenz requires all Approved Prior Learning (APL), Recognition of Current Competence (RCC), or similar accelerated assessment processes developed by organisations using Competenz standards to undergo pre-assessment moderation and approval by Competenz.

Assessment tools must cover the outcomes of any Competenz standards that are used. Developers should consult with the Competenz Quality Assurance team in the development of such processes.

Competenz is supportive of innovation and good instructional design in organisation-developed resources. Material submitted for pre-assessment moderation will be received in confidence and treated in a manner that respects the owners' intellectual property. Competenz reserves the right to charge for this service. Charges are set out in the Funding section and are also available at http://www.competenz.org.nz/assets/Downloads/Consent-and-Moderation-Fees.pdf.

Competenz is available to discuss moderation with any organisation and provide the direct assistance of a moderator if required.

In many instances, Competenz has assessment and training resources available for organisations to use that have undergone pre-assessment moderation and approval. These resources are user friendly and have been developed using the best principles of instructional design. There may be a charge for some resources and organisations should contact Competenz for further information on both resources and charges.

Post-assessment moderation

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The Competenz Moderation Manager is responsible for ensuring that all requests for post-assessment moderation are complied with.

All organisations with consent to assess are required to participate in post-assessment moderation each year.

Post-assessment moderation process

Competenz will select standards for moderation based on the NZQA usage reports of assessments carried out by the organisation with consent to assess for the previous 12 months. Organisations will be notified of standards due for moderation in the first quarter of each year. Criteria for the selection of standards for the annual moderation schedule are based on:
• standards reported by organisations which recently gained consent to assess;
• standards reported by organisations that have recently changed ownership;
• standards involving high risk;
• high-use standards;
• new standards, or new versions;
• standards that have not been recently moderated;
• recommendations from Advisory Groups;
• recommendations from organisations with consent to assess;
• identified assessment problems.

Copies of original documents should be submitted whenever possible.

The level of moderation required and the selection of standards depends on a combination of:
• the total number of assessments being carried out by the organisation;
• the number of standards being assessed against by the organisation;
• the moderation history of the organisation;
• any other contributing quality assurance factors or requirements.

Assessment material required for moderation includes but is not limited to:
• assessment guides and completed schedules;
• evidence submitted by candidates, including completed workbooks, projects, photographs or other forms of evidence. This evidence needs to include work which was assessed as:
    o clearly competent;
    o work requiring significant assessor judgement to establish whether competent (borderline); and
    o clearly not yet competent;
• questions and model answers;
• clear documentation of verification or attestation;
• any other supporting evidence deemed relevant.

Moderation visits

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Each year, Competenz may visit and review a sample of TEOs and schools with consent to assess. Visits may occur at the request of the organisation, or as a consequence of contractual arrangements where the provider is acting on behalf of Competenz. Competenz may also initiate visits where an organisation has experienced issues with moderation (see Non-compliance with moderation requirements section for details). Moderation visits may be charged for (see Funding section for details).

A site visit may include:
• sampling of assessment evidence;
• observation of assessment activity;
• discussion with the organisation with consent to assess on improvements to assessment practice.

Feedback will be provided by a report, for support and guidance purposes as well as to specify any actions required to bring about compliance with moderation requirements. This forms part of the organisation with consent to assess' overall moderation result for the year.

Appointment of Moderators

Moderators are appointed for each industry sector by Competenz. They must be suitably qualified, meet the requirements set out by the relevant Competenz industry advisory group and hold Unit 11551, *Moderate assessment*. Moderators are required to participate in Competenz professional development and support as required. National External Moderation activities may include:
• writing moderation reports;
• undertaking visits arranged by Competenz or at the request of organisations with consent to assess;
• managing peer moderation.

Moderation reports

Moderation reports will be sent to organisations within three weeks of a moderation event. Reports will include:
• a moderation outcome statement;
• an evaluation of the assessment material;
• an evaluation of evidence against the moderated standard(s);
• any remedial actions identified, including timeframes for their implementation.

Confidentiality

Competenz and external moderators are required to ensure the security and confidentiality of assessment material and candidate work received for moderation. Competenz will return assessment materials back to the organisation with consent to assess once the moderation activities have concluded.

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For any issues arising out of assessment or moderation, organisations with consent to assess may contact:

Quality Assurance Manager
Competenz
PO Box 9005,
Newmarket
Auckland 1149
Telephone   0800 526 1800
Fax   09 539 9899
Email   QA@competenz.org.nz

Each organisation with consent to assess should have a named person for moderation contact with Competenz.

Reporting

Competenz is responsible for evaluating the effectiveness of its national external moderation system, and for providing an annual report to NZQA.

Competenz also provides an annual report on the outcome of national external moderation activity to the Competenz leadership team and a summary of the findings is placed on the Competenz web site.

Funding

Competenz funds its external moderation system from the National Moderation transfer from NZQA, fees charged to organisations with consent to assess, and industry contributions.

Competenz Fees Schedule Updated 2016 Consent to Assess		
	Service	Fees
1.	For advising applicants preparing for consent to assess and/or moderation	$75 per hour plus GST
2.	Administration fee	$75 plus GST per application
3.	Evaluation of documentation	$150 plus GST
4.	Evaluation of documentation and a consent to assess visit of up to one day	Consent to assess panellist $400 per day plus GST
5.		$200 per half day plus GST
6.	Advising a provider preparing for consent to assess	$75 per hour plus "actual and reasonable" expenses
7.	Travel and accommodation	Reimbursement for "actual and reasonable" travel and accommodation expenses. Vehicle mileage as per the current IRD rate

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		Charges are invoiced by Competenz directly to NZQA/ITPNZ as appropriate
Moderation		
1.	Moderation of documentation	$75 per hour plus GST
2.	Moderation site visits	$400 per day plus GST
3.	Additional time required for Moderation visit	$200 per half day plus GST
4.	Travel and accommodation	Reimbursement for "actual and reasonable" travel and accommodation expenses. Vehicle mileage as per the current IRD rate

Competenz fees for moderation are also available at
http://www.competenz.org.nz/assets/Downloads/Consent-and-ModerationFees.pdf.

Non-compliance with moderation requirements

Non-compliance in meeting the requirements of this moderation system will result in further action by Competenz. Ongoing unresolved non-compliance will be referred to the appropriate QAB (NZQA or CUAP). Ultimately the QAB may withdraw consent to assess.

Where there are issues of non-compliance, Competenz in the first instance will try to resolve the matter directly with the organisation; this may include visits or additional moderation, which may incur charges. Where no action is taken by the organisation, they will be formally notified of non-compliance by letter, in which it will be clearly stated what they must do to achieve compliance and the timeframe by which it must be achieved. Where an organisation persists in non-compliance, a recommendation will be made to NZQA.

Those selected for a visit as a result of non-compliance will be advised by letter prior to the moderation visit occurring and a suitable date for the visit will be negotiated. The purpose of the visit is to verify assessment practices, assessor decisions, and learner evidence in relation to practical unit standards at Level 2 or above.

Appeals

If an organisation with consent to assess requires clarification of a moderation decision, an appeal may be made.

Organisations seeking to appeal a moderation decision should contact the Quality Assurance team at Competenz within three weeks of receiving the initial moderation decision. In the first instance, a Competenz Moderation Manager will review the decision and seek to resolve any issues. If the matter cannot be resolved it will be referred to the Quality Assurance Manager for a final decision.

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DAS Registration Information

Process	Version	Date
Registration	1	November 1999
Review	2	October 2005
Revision	3	January 2008
Review	4	February 2009
Revision	5	January 2011
Review	6	April 2016

The next CMR review is planned to take place in 2020.

Unit standards covered by CMR 0072 were moved to this CMR when they were reviewed in December 2015 – see table below.

Replacement Information

Replaced CMR	Replacement CMR	Date
0072 v2	0173 v6	Month 2016

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Programme of Industry Training Details

ITO name	Competenz		MoE number	8104
Programme of Industry Training Title	New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) (Level 4) with strands in Harvesting, and Silviculture		**Programme ID**	117880-2
Level	4	**Credits**	Harvesting Strand 60 Silviculture Strand ~~55~~60	

NZSCED code and classification	
050501	Agriculture, Environmental and Related Studies>Forestry Studies>Forestry Studies

Qualification to which the programme leads

New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) (Level 4) with strands in Harvesting, and Silviculture [Ref: 2330-~~3~~2]

Aim of Programme of Industry Training

The purpose of this programme is to provide the forest industry with individuals who have the advanced skills and knowledge to be employed in a supervisory role in a forestry or harvesting operation. They will be able to plan and supervise day-to-day activities within a forestry or harvesting operation.

Graduates will be able to work without supervision and be responsible for the safe and efficient operation of forestry employees, plant and equipment. Graduates will also be capable of maintaining productivity within the operation.

The qualification includes two strands which represent distinct activities within forestry and harvesting operations.

Entry Requirements

It is recommended that candidates have completed the:

-        New Zealand Certificate in Forestry Operations (Level 3) with strands in Basic Machine Operations, Mensuration, Planting, Pruning, Thin to Waste, and Production Thinning [Ref: 2334], or

Programme of Industry Training Details

- New Zealand Certificate in Forest Harvesting Operations (Level 3) with strands in in Basic Machine Operation, Breaking Out - Cable, Landing Operations, and Tree Felling [Ref: 2326], or

- New Zealand Certificate in Forest Harvesting Operations (Level 4) with strands in Cable Extraction; Ground Based Extraction; Mobile Cable Yarder; Head Breaker Out; Loading; Log Making; Mechanised Felling; Mechanised Processing; Spotting; Swing Yarder Extraction; and Tree Felling [Ref: 2327].

Learners must be engaged in a work environment which provides the opportunity for them to produce the evidence required for award of the qualification GPOs, in an industry under the gazette coverage of Competenz.

Learning outcomes and programme outline

This programme of industry training has been developed to meet the qualification graduate outcomes.

The learning outcomes will develop on the job, in response to the learner journey.

This programme will enable learners to gain advanced technical knowledge and skills relevant to their role in the forestry industry. The relevant skills and knowledge are defined by the requirements of the graduate outcomes in the qualification. Each graduate outcome has been assigned unit standards which meet those requirements.

This programme includes a unit standard below Level 3 in the silviculture strand graduate profile outcome, however the requirements of the qualification will be met through the integration of the graduate profile outcomes across the delivery to ensure all graduate profile outcomes are met at the level of the qualification.

The programme has a common set of core outcomes which is applicable to all strands. Specific skills and knowledge for the learner's role are further defined by each strand.

The strand in which the learner enrols in is identified in consultation with the learner's employer. A training plan is created for each learner that enrolls into this programme. The training plan details the requirements (unit standards and duration) of their individual training to meet the needs of both the employer and learner. Training Advisors actively manage the progress of learners. This is supported by monthly reporting to ensure learners are steadily progressing through their programme to meet the target plan milestones and duration.

The specific skills and knowledge relating to other requirements and conditions defined in the qualification are covered in this programme, and includes:

- Fundamental health and safety will be a focus at the start of the programme through the completion of the health and safety assessment standard and further embedded in all on-job and learning throughout the duration of the programme.

- Employers are also expected to comply with all relevant employment, health and safety, privacy and human rights legislation. This is achieved through provision of an adequate induction into the job, appropriate supervision and a safe working environment for the learner.

Programme of Industry Training Details

- − Programme delivery will be kept up-to-date with regard to amendments to, and replacements of relevant legislation, regulations and Australia/New Zealand Standards (AS/NZS).

There is no particular order in which learners are required to achieve unit standards; however, it is recommended that unit standards relating to safety are completed prior to any practical assessments. Training towards and assessment of unit standards are completed based on operational and training requirements of the employer.

Learning and assessment is delivered on–job, and learners predominately use in-house procedures, such as standard operating procedures or industry best practice guides to build the skills and knowledge required. Learning and assessment resources used to deliver unit standards and meet graduate profile outcomes define where on-job learning, and self-paced learning occurs.

Apart from limitations imposed by health and safety prerequisites, learners may complete the required unit standards in any order. The sequence of delivery will in part depend on the operational requirements of the employer and availability of assessors.

To accommodate the practical nature of the skills required, assessments are conducted by observing learners completing the required tasks. These observations are supported by assessment guides. Where self-paced learning is required, resources are supplied containing activities to guide and reinforce learning.

Assessment standards aligned with qualification outcomes

Outcomes	Assessment standards		Level	Credit
1. Plan, communicate and supervise work within a forestry or harvesting operational team. Credits 10	**24576**	Supervise a crew in a commercial forest operation	4	10
2. Manage health and safety systems within a forestry or harvesting operational team. Credits 20	**24572**	Manage a forestry accident site in a simulated situation	4	10
	24577	Demonstrate knowledge of health and safety management in a commercial forestry operation	4	10
3. Carry out safe behavioural audits within a forest operation. Credits 10	**28559**	Plan for and undertake safe behaviour observations in a forestry operation	4	10
Elective Strand - Harvesting				
4. Apply knowledge of environmental management and landing management to work in a forest harvesting operation.	**6964**	Apply environmental management to harvesting trees	4	10
	24588	Demonstrate knowledge of forestry landing management	4	10

Programme of Industry Training Details

Credits 20				
Elective Strand - Silviculture				
5.Plan and manage quality control in a forestry silviculture operation using prescription maps. Credits ~~15~~20	**1224**	Use prescription maps for forestry operations	~~3~~4	~~5~~10
	27570	Carry out quality control in a forestry silviculture operation	4	10
Training arrangements and support				
Employers are required to support their learners throughout the training programme. Initially this is achieved through close supervision and encouragement to participate in tasks in the workplace. The level of supervision will be adjusted as learners develop their skills, knowledge and confidence through the programme. Learners' progress through the programme will be consistent with their ability and exposure to learning opportunities. They may be supported further by a workplace trainer or a training provider. Workplace trainers and training providers are either qualified in the relevant field or have equivalent knowledge and skills. Competenz evaluates Training Providers' capability to deliver services to companies needing support for employees. This ensures Competenz customers have access to good quality training support that is complementary to workplace provisions where required. Learner progress is monitored and managed using the Competenz database 'Smart TMS'. This provides reports to track learner progress, alerts as learners near completion, and alerts for learners not meeting achievement targets. The reports enable Competenz Training Advisors to monitor and assist learners throughout their learning journey and provide additional support when and if required.				
Learning and Assessment methods				
The following learning and assessment methods apply to this programme. <u>Learning Methods</u> Learning will take place on-job by completing day to day tasks under supervision, by attending off-job training with a training provider, the use of workbooks or a combination of all three methods. - On-job training enables learners to develop job-related skills by watching colleagues, emulating their behaviours and practicing under supervision. It also involves mentoring from supervisors, workplace trainers, or other personnel delegated by the employer. - Training Providers with structured and approved courses give learners the opportunity to develop new skills they can take back into the workplace. Courses provide all learners with the same skill set regardless of their workplace experience and ensure all learners have relevant and transferable skills. Courses may be a combination of classroom tuition and				

Programme of Industry Training Details

- workshop practice with the emphasis on development of technical skills and the embedding of learning.
  - Workbooks provide the learner with information and practice activities to assist them to prepare for both theory and practical assessments.

Assessment Methods

Assessments can be written (theory), observation (practical) or a combination of both. Assessment workbooks outline which unit standard the assessment leads to, under what conditions the learner will be assessed, and methods used to assess the learner.

- Theory assessments are comprised of questions linked to unit standard evidence requirements. The answers to the questions can be written in the assessment workbook by the learner, or the questions can be asked verbally, and the answers recorded by the assessor.

- Practical assessments are guided by checklists that identify the tasks the learner must perform and the expected standards. The assessment workbook defines whether the learner's supervisor, manager or an assessor must complete the checklist to attest that the learner has met the required standards and conditions. Most practical assessments are carried out on-the-job.

All assessment workbooks are accompanied by a schedule containing model answers for use by assessors. These contain exemplars for answers to guide assessors' judgements with regard to the type of answer, length, and the level of detail expected.

Consistency of Graduate Outcomes

Competenz will monitor the performance of graduates in the real world to demonstrate the consistency of graduate outcomes by:

- ensuring programmes continue to meet current industry needs through ongoing consultation at the Sector and Technical Advisory group levels

- utilising Industry Subject Matter Experts in our Product development and review processes

- operating systematic and robust quality assured assessment practices

- collecting workplace evidence including both graduate and employer feedback, using surveys demonstrating that graduates meet the graduate profile outcomes.

Indicative duration of Programme of Industry Training

Number of months	10 to 18 months
Total learning hours	Harvesting strand 600 Silviculture strand ~~550~~600

Programme of Industry Training Details

Programme of Industry Training Details

ITO name	Competenz		MoE number	8104
Programme of Industry Training Title	New Zealand Certificate in Forestry Operations (Level 3) with strands in Basic Machine Operations, Mensuration, Production Thinning, Planting, Pruning, and Thin to Waste		**Programme ID**	119016-3
Level	3	**Credits**	50 – 87 depending on strand Basic Machine Operations strand - 65 Mensuration strand - 51-56 Production Thinning strand - 72 Planting strand - 50 Pruning strand - 75 Thin to Waste strand - 87	

NZSCED code and classification	
050501	Agriculture, Environmental and Related Studies>Forestry Studies>Forestry Studies

Qualification to which the programme leads

New Zealand Certificate in Forestry Operations (Level 3) with strands in Basic Machine Operations Mensuration, production thinning, Planting, Pruning, and Thin to Waste [Ref: 2334-2]

Aim of Programme of Industry Training

The purpose of this programme is to provide the forest industry with individuals who have the skills and knowledge required to be employed in a production role in a forestry operation.

Graduates will be able to work under limited supervision to meet quality requirements of a job prescription.

The programme includes six strands which represent distinct activities within forestry operations.

Entry Requirements

Learners must be engaged in a role which provides the opportunity for them to produce the evidence required for award of the qualification GPOs, in an industry under the gazette coverage of Competenz.

Programme of Industry Training Details

Learning outcomes and programme outline

This programme of industry training has been developed to meet the qualification graduate outcomes. The learning outcomes will develop on the job, in response to the learner journey.
 	
 This programme will enable learners to gain technical knowledge and skills relevant to their role in the forestry industry. The relevant skills and knowledge are defined by the requirements of the graduate outcomes in the qualification. Each graduate outcome has been assigned unit standards which meet those requirements.
 	
 This programme includes unit standards below Level 3 in some graduate profile outcomes, however the requirements of the qualification will be met through the integration of the graduate profile outcomes across the delivery to ensure all graduate profile outcomes are met at the level of the qualification in addition to the rules around the selection of elective unit standards.
 	
 Graduate Profile Outcome 2 is evidenced by unit standard 17769 and 17772 in Graduate Profile Outcome 1;
 	
    - Unit standard 17769 caters for learning and assessment relating to the physical environment, and,
    - Unit standard 17772 caters for learning and assessment relating to historical sites and areas of cultural significance to Māori.
 	
 The programme has a common set of core outcomes which is applicable to all strands. Specific skills and knowledge for the learner's role are further defined by each strand.
 	
 The strand in which the learner enrols in is identified in consultation with the learner's employer. A training plan is created for each learner that enrolls into this programme. The training plan details the requirements (unit standards and duration) of their individual training to meet the needs of both the employer and learner. Training Advisors actively manage the progress of learners. This is supported by monthly reporting to ensure learners are steadily progressing through their programme to meet the target plan milestones and duration.
 	
 The specific skills and knowledge relating to other requirements and conditions defined in the qualification are covered in this programme, and includes:
 	
    - Fundamental health and safety will be a focus at the start of the programme through the completion of the health and safety assessment standard and further embedded in all on-job and learning throughout the duration of the programme.
 	
    - Employers are also expected to comply with all relevant employment, health and safety, privacy and human rights legislation. This is achieved through provision of an adequate induction into the job, appropriate supervision and a safe working environment for the learner.
 	
    - Programme delivery will be kept up-to-date with regard to amendments to, and replacements of relevant legislation, regulations and Australia/New Zealand Standards (AS/NZS).
 	
 There is no particular order in which learners are required to achieve unit standards; however, it is recommended that unit standards relating to safety are completed prior to any practical assessments. Training towards and assessment of unit standards are completed based on operational and training requirements of the employer.

Programme of Industry Training Details

Learning and assessment is delivered on–job, and learners predominately use in-house procedures, such as standard operating procedures or industry best practice guides to build the skills and knowledge required. Learning and assessment resources used to deliver unit standards and meet graduate profile outcomes define where on-job learning, and self-paced learning occurs.

To accommodate the practical nature of the skills required, assessments are conducted by observing learners completing the required tasks. These observations are supported by assessment guides. Where self-paced learning is required, resources are supplied containing activities to guide and reinforce learning.

Assessment standards aligned with qualification outcomes

Core Outcomes	Assessment standards		Level	Credit
1. Apply knowledge of health and safety responsibilities, risk management, emergency procedures, and communication systems to maintain safety during forest operations. Credits 20	**17769** **Covers GPO 1 and 2**	Demonstrate knowledge of general health, safety, and environmental requirements in forestry	2	5
	17772 **Covers GPO 1 and 2**	Demonstrate knowledge of environmental requirements in forestry operations	3	5
	Select 2 unit standards from the following:			
	24571	Demonstrate knowledge of internal and external customer needs within a commercial forestry operation	4	5
	24574	Demonstrate knowledge of, and contribute to, worksite health and safety for commercial forestry operations	3	5
	24575	Demonstrate knowledge of factors that affect the quality of commercial forestry operations	3	5
	24579	Demonstrate knowledge of incident response in plantation forests	3	5
	25788	Demonstrate knowledge of, implement, and audit temporary traffic control on private forest roads	3	5
	1221	Explain and interpret job prescriptions for forestry operations	3	5

Programme of Industry Training Details

2. Protect personal wellbeing, team relationships and the physical environment, including historical sites and areas of cultural significance to Māori, during forestry operations. Credits 10	**22994**	Demonstrate knowledge of factors that affect the performance of forestry workers	3	10
3. Apply knowledge of standard operating procedures and apply good work practices to operate equipment accordingly to carry out tasks specific to forestry operations. Credits 10	**Select 10 credits from the below (at least 5 at Level 3 or above):**			
	1224	Use prescription maps for forestry operations	3	5
	27966	Demonstrate knowledge of general safety requirements, safe driving practices and emergency procedures in a forest	2	3
	25804	Navigate in a plantation forest	3	5
	3285	Demonstrate knowledge of protection of personal safety at vegetation fires	3	3
	22995	Demonstrate knowledge of employment in a forestry operation	2	5
	22131	Demonstrate knowledge of tree health in New Zealand forest plantations	3	5
	1230	Trim felled trees for extraction in a forest harvesting operation	3	5
	31982	Demonstrate and apply knowledge of selecting plantation trees	3	15
	3286	Control vegetation fires using dry fire fighting techniques	3	3
	3287	Suppress vegetation fires with water and with water with additives	3	3
	43	Maintain a chainsaw	3	10

Commented [MR1]: Unit reviewed - now L4, C10

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	23411	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
	6950	Demonstrate knowledge of thinning plantation trees and equipment used	3	5
	31290	Demonstrate knowledge of the safe management and potential adverse effects of hazardous substances in the workplace	4	6
	31293	Demonstrate safe handling, storage, and disposal of hazardous substances in the workplace	4	3
	1236	Demonstrate knowledge of releasing plantation trees and the use of agrichemicals	3	5
	1237	Release plantation trees using agrichemicals	3	10
	23097	Rescue an injured or disabled person from a tree	4	8
	23098	Ultra-high prune plantation trees	4	10
	1234	Plant plantation trees	3	10
	22997	Demonstrate knowledge of principles of commercial forestry	2	5
Elective Strand – Basic Machine Operations				
4. Operate, maintain and carry out essential repairs on forestry machines in a forestry operation. Credits 25	27964	Demonstrate knowledge of forest industry machines	3	5
	27965	Operate a forest industry machine	3	10
	24568	Demonstrate knowledge of, and undertake, basic repairs and maintenance on a forestry industry machine	3	10

Programme of Industry Training Details

Elective Strand - Mensuration				
5. Establish mensuration plots and measure and record data from mensuration plots. Credits 10	**1222**	Establish and measure sample plots for forest operations	3	6
	Select 1 unit standard from the following:			
	6955	Carry out forest pre-harvest inventory sampling	4	10
	6956	Carry out waste assessment in cutover forest	4	5
	17768	Establish and measure permanent sample plots for forest management and research	4	5
Elective Strand – Planting				
6. Prepare site and plant trees in accordance with the job prescription. Credits 10	**1234**	Plant plantation trees	3	10
Elective Strand – Production Thinning				
10. Operate and maintain a chainsaw in a forestry operation. Credits 15	**23411**	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
11. Use conventional and advanced felling cuts to thin trees in a range of operational situations. Credits 15	**6950**	Demonstrate knowledge of thinning plantation trees and equipment used	3	5
	17763	Demonstrate knowledge of tree felling	3	5
	25952	Thin plantation trees for extraction	3	10
Elective Strand – Pruning				
7. Select and prune plantation trees from the ground and from a ladder using loppers or a chainsaw in a production situation Credits 35	**31982**	Demonstrate and apply knowledge of selecting plantation trees	3	15
	Select Set A or Set B from the below			
	Set A **1243**	Prune plantation trees from the ground	3	10

Programme of Industry Training Details

	1245	Prune plantation trees from off the ground	3	10
	Set B			
	6972	Prune plantation trees with a chainsaw from off the ground	3	10
	6973	Prune plantation trees with a chainsaw from the ground	3	10
Elective Strand – Thin to Waste				
8. Operate and maintain a chainsaw in a commercial forestry operation. Credits 15	**23411**	Operate a chainsaw and carry out basic chainsaw maintenance in a commercial forestry situation	3	12
9. Select trees and apply essential tree felling cuts to thin trees to waste in a production situation. Credits 25	**17763**	Demonstrate knowledge of tree felling	3	5
	31982	Demonstrate and apply knowledge of selecting plantation trees	3	15
	Select 1 unit from below			
	1247	Thin plantation trees, under 200mm stump diameter, to waste	3	10
	17767	Thin plantation trees, over 200mm stump diameter, to waste	4	15

Programme of Industry Training Details

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Training arrangements and support

Employers are required to support their learners throughout the training programme. Initially this is achieved through close supervision and encouragement to participate in tasks in the workplace. The level of supervision will be adjusted as learners develop their skills, knowledge and confidence through the programme.

Learners' progress through the programme will be consistent with their ability and exposure to learning opportunities. They may be supported further by a workplace trainer or a training provider. Workplace trainers and training providers are either qualified in the relevant field or have equivalent knowledge and skills.

Competenz evaluates Training Providers' capability to deliver services to companies needing support for employees. This ensures Competenz customers have access to good quality training support that is complementary to workplace provisions where required.

Learner progress is monitored and managed using the Competenz database 'Smart TMS'. This provides reports to track learner progress, alerts as learners near completion, and alerts for learners not meeting achievement targets. The reports enable Competenz Training Advisors to monitor and assist learners throughout their learning journey and provide additional support when and if required.

Learning and Assessment methods

The following learning and assessment methods apply to this programme.

Learning Methods

Learning will take place on-job by completing day to day tasks under supervision, by attending off-job training with a training provider, the use of workbooks or a combination of all three methods.

- On-job training enables learners to develop job-related skills by watching colleagues, emulating their behaviours and practicing under supervision. It also involves mentoring from supervisors, workplace trainers, or other personnel delegated by the employer.

- Training Providers with structured and approved courses give learners the opportunity to develop new skills they can take back into the workplace. Courses provide all learners with the same skill set regardless of their workplace experience and ensure all learners have relevant and transferable skills. Courses may be a combination of classroom tuition and workshop practice with the emphasis on development of technical skills and the embedding of learning.

- Workbooks provide the learner with information and practice activities to assist them to prepare for both theory and practical assessments.

Assessment Methods

Assessments can be written (theory), observation (practical) or a combination of both. Assessment workbooks outline which unit standard the assessment leads to, under what conditions the learner will be assessed, and methods used to assess the learner.

Programme of Industry Training Details

- Theory assessments are comprised of questions linked to unit standard evidence requirements. The answers to the questions can be written in the assessment workbook by the learner, or the questions can be asked verbally and the answers recorded by the assessor.

- Practical assessments are guided by checklists that identify the tasks the learner must perform and the expected standards. The assessment workbook defines whether the learner's supervisor, manager or an assessor must complete the checklist to attest that the learner has met the required standards and conditions. Most practical assessments are carried out on-the-job.

All assessment workbooks are accompanied by a schedule containing model answers for use by assessors. These contain exemplars for answers to guide assessors' judgements with regard to the type of answer, length, and the level of detail expected.

Exemption Table

The following exemptions are available for those who need to transfer to the qualification to which this programme leads. The table includes exemptions arising from earlier replacement of unit standards, or recommended alternative for expiring unit standards.

Credit for	Exempt from
20733 - Demonstrate knowledge of safe storage and handling of hazardous substances in the workplace (Level 3, 4 credits)	31290 - Demonstrate knowledge of the safe management and potential adverse effects of hazardous substances in the workplace (Level 4, 6 credits)
11961 - Handle and store hazardous substances in the workplace (Level 3, 4 credits)	31293 Demonstrate safe handling, storage, and disposal of hazardous substances in the workplace (Level 4, 3 credits)
21467 - Store and handle workplace chemicals (Level 3, 8 credits)	31293 - Demonstrate safe handling, storage, and disposal of hazardous substances in the workplace (Level 4, 3 credits)

Consistency of Graduate Outcomes

Competenz will monitor the performance of graduates in the real world to demonstrate the consistency of graduate outcomes by:
- ensuring programmes continue to meet current industry needs through ongoing consultation at the Sector and Technical Advisory group levels.

- utilising Industry Subject Matter Experts in our Product development and review processes

Programme of Industry Training Details

- operating systematic and robust quality assured assessment practices - collecting workplace evidence including both graduate and employer feedback, using surveys demonstrating that graduates meet the graduate profile outcomes	
Indicative duration of Programme of Industry Training	
Number of months	10 to 18 months
Total learning hours	Basic Machine Operations strand 650 Mensuration strand 510 - 560 Production Thinning strand 720 Planting strand 500 Pruning strand 750 Thin to Waste strand 870

Training Agreement – NZ Apprentice

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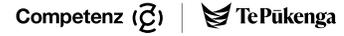
Training start date ☐☐ / ☐☐ / ☐☐

1. Trainee/Apprentice details Please provide your full legal name as it appears on your birth certificate or passport. *All fields are compulsory.

First name _____ | Preferred name _____

Middle name _____ | Previous name _____

Surname _____ | Email _____

Mobile number _____ | Alternative phone number _____

Home address _____ | Town/city _____

Post code _____ | NSN # (if available) _____

Date of birth ☐☐ / ☐☐ / ☐☐ | If under 16, MOE exemption # _____

Gender ☐ Male ☐ Female ☐ Other _____ ☐ Prefer not to say

Ethnicity* You may choose up to three. ☐ NZ European/Pakeha ☐ NZ Māori*

☐ African | ☐ Dutch | ☐ Italian | ☐ Polish | ☐ Vietnamese
☐ Australian | ☐ Fijian | ☐ Japanese | ☐ Samoan | ☐ Other Asian
☐ British/Irish | ☐ Filipino | ☐ Korean | ☐ South Slav | ☐ Other European
☐ Cambodian | ☐ German | ☐ Latin American | ☐ Sri Lankan | ☐ Other Pacific Nation
☐ Chinese | ☐ Greek | ☐ Middle Eastern | ☐ Tokelauan | ☐ Other Southeast Asian
☐ Cook Island Māori | ☐ Indian | ☐ Niuean | ☐ Tongan | ☐ Other _____

*If you selected NZ Māori above, if you chose to, please state the name(s) of your iwi or iwi code: _____

Rohe (iwi region): _____ ☐ I don't know my iwi ☐ I prefer not to say

Prior activity* Please select your occupation/activity before commencing employment with this employer. ☐ Self employed

☐ Employed ☐ Unemployed ☐ High school ☐ Tertiary study ☐ Volunteer ☐ Overseas

Residency* ☐ NZ citizen ☐ Whakapapa statement ☐ Work permit

☐ NZ perm resident ☐ Australian citizen Date of expiry ☐☐ / ☐☐ / ☐☐

Proof of identity* Please attach a copy. ☐ Birth Certificate ☐ NZ passport ☐ Foreign passport and visa information

☐ Marriage/name change certificate (if name differs on documents provided)

Education* Name of last high school attended _____

Country of high school attended _____ | Last year at high school _____

Highest high school qualification achieved ☐ 5th Form/NCEA L1 ☐ 6th Form/NCEA L2 ☐ 7th Form/NCEA L3 ☐ University Entrance

☐ 14+ Credits at any level ☐ Overseas ☐ Other ☐ No formal high school qualification ☐ Not known

Highest post school qualification achieved ☐ No qualification ☐ L1 Certificate ☐ L2 Certificate ☐ L3 Certificate

☐ L4 Certificate ☐ L5 Certificate ☐ L6 Certificate or Diploma ☐ L 6/7 Graduate Diploma ☐ Bachelors Degree or higher

Previous experience ☐ Gateway ☐ Pretrade

Learning skills assessment ☐ N/A ☐ English is my second language ☐ I have a disability that may affect my learning*

Please specify your learning disablity _____ *If you have difficulties, extra learning support may be available

Declaration

In signing this Training Agreement I acknowledge that I have read and understood the terms and conditions of this agreement. I also confirm that I have provided the necessary documentation confirming eligibility to undertake industry training in New Zealand and that the information provided is true and accurate.

Signature

Print name _____ Date ☐☐ / ☐☐ / ☐☐

1

Training Agreement – NZ Apprentice
Competenz is a division of Te Pūkenga

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Terms and conditions
Competenz Privacy Statement

Competenz is required to collect personal information including (but not limited to): name, contact details, date of birth, citizenship, and previous employment status details. If you choose not to enter the required information Competenz will be unable to progress the Training Agreement, as it is a key requirement from TEC for funding eligibility checking.

Personal information is collected in order to; process Training Agreements and make an application to TEC to secure funding for the training; report back to TEC regarding how funding has been spent; report on sector training and provide statistical analysis back to industry partners; report credits to NZQA for the establishment of qualifications. Competenz fully complies with the requirements of the Privacy Act 2020.

You have the right to ask for a copy of any personal information we hold about you, and to ask for it to be corrected if you think it is wrong. If you'd like a copy of your information, or to have it corrected, please contact us at privacyofficer@competenz.org.nz.

Obligations

The parties to this agreement and the associated Training Plan are the Employer, The Trainee/Apprentice and Competenz. The duration of this Training Agreement shall be the combined duration of the programmes noted below. The training requirements and the Education and Training Act 2020, and any amendments there to also form part of this agreement.

Te Kawa Maiorooro is the Educational Regulatory Framework of Te Pūkenga. This sets out the overarching regulations that apply to learning and delivery across all business divisions of Te Pūkenga from 1 January 2023. From 1 January 2023, Te Pūkenga Educational Regulatory Framework (Te Kawa Maiorooro) will apply to all learners of Te Pūkenga, including those trainees/apprentices enrolled in a WBL Business Division. However, Te Kawa Maiorooro expressly provides that should there be an inconsistency between the tripartite agreement with learners and Te Kawa Maiorooro, the training agreement will prevail.

Competenz obligations

1. This Training Agreement may be terminated by Competenz if the Trainee/Apprentice does not achieve the stipulated minimums in the Training Plan, or upon non-payment of fees, or where changes to government rules mean Competenz no longer receives sufficient funding.

2. The parties to this training agreement may seek assistance and advice from Competenz on any matter affecting the training relationship between the parties. This provision shall not affect the operation of the provisions of the Employment Relations Act 2000 relating to personal grievances or the enforcement of employment agreements.

3. Competenz will only collect, hold and release information about the Training Agreement to any Government Agency, Training Provider or Workplace Assessor for the purposes of arranging training.

4. Upon request the Trainee/Apprentice shall be entitled to confirmation of, and access to all personal information about him or her, and shall be entitled to request correction of that information and the attachment of a statement of any correction sought but not made.

5. Competenz has provided a copy of the Code of Good Practice for New Zealand Apprenticeships to the Apprentice and Employer and outlined the responsibilities of each party.

6. Competenz will comply with its duties under the Health and Safety at Work Act 2015 to ensure, so far as is reasonably practicable, the health and safety of workers and others at its workplace(s) and the workplace is without risks to health and safety.

7. Covid-19 alert levels, restrictions and your vaccination status may impact on your ability to receive all services and/or complete your qualification requirements. When/if this occurs Competenz (or our agent) will communicate with you and your Employer if needed to work through this.

8. Competenz must use the Literacy and Numeracy for Adults Assessment Tool (LNAAT) to identify the literacy and numeracy needs of each industry trainee and apprentice for whom Industry Training Fund Funding is provided and measure the industry trainee and apprentice's progress, as required by TEC.*Some exemptions are applicable.

Trainee/Apprentice obligations

9. The Trainee/Apprentice shall, to the best of their ability, learn the skills of the industry as set down in the Training Plan, and ensure achievement of a minimum of 10 credits within four months from the commencement date of this Training Agreement, however 10 credit minimum does not apply to micro-credential qualifications.

10. The term of the contract of employment of which this Training Agreement forms a part, shall be no less than the duration of the training agreement.

11. The Trainee/Apprentice agrees to the collection and use of their Literacy and Numeracy results. This information will only be disclosed and/or used to provide support to the Trainee/Apprentice. The data will also be used anonymously to measure organisational performance and for reporting to funders.

12. The Trainee/Apprentice agrees to the collection and the use of their National Student Number and for the purpose of accessing the whole of their learning record, whether with Competenz or any other education provider. The Trainee/Apprentice agrees that the information so obtained, together with their Competenz learning record, may be made available to the Employer, any Competenz sanctioned programme assessors, and to any Competenz sanctioned organisation operating in the industry to which the Trainee's course of study relates.
Note: If you have concerns about the provision of all or some of this information you should discuss them with the Competenz representative before signing the Training Agreement.

13. The Apprentice has read and understands their obligations under the Code of Good Practice for New Zealand Apprenticeships.

14. The Trainee/Apprentice accepts his or her duty to take reasonable care of his or her own health and safety and to ensure, so far as is reasonably practicable, his or her acts or omissions do not create a risk to the health and safety of others.

Employer obligations

15. The Employer shall ensure that the Trainee/Apprentice is legally entitled to work and train in NZ and that they intend to be employed for the duration of this Training Agreement under a contractual agreement with the stated Employer.

16. The Employer shall notify Competenz within 28 days of the termination of an employment agreement which will result in the termination of this Training Agreement.

17. The Employer agrees to pay and is responsible for the payment of all fees invoiced by Competenz. These fees are deemed to be Industry Contributions and may include fees that relate to administration, courses, resource materials, assessments or other ad-hoc charges. All invoices are payable on the 20th of the month following the date of invoice and are subject to Competenz's standard terms and conditions. (Available on website or by request.) If you breach the Agreement you will be liable for all of Competenz's costs, including any costs in recovering any Amount Payable, plus any debt collection or enforcement charges and legal costs on a solicitor and client basis. Fees charged maybe subject to change.

18. The Employer shall provide training to the Trainee/Apprentice in accordance with the training requirements as indicated on the Training Plan and support the assessment process as required.

19. All resources provided by Competenz (in print or electronic form) shall be used exclusively for training and assessment under this agreement. These resources may not be used for any other purposes and shall not be distributed or sold to any person or organisation outside of this agreement. All Intellectual Property, trademarks and rights for material supplied under this agreement remain with Competenz.

20. The Employer has read and understands their obligations under the Code of Good Practice for New Zealand Apprenticeships.

21. The Employer understands and agrees to comply with its duties as a PCBU under the Health and Safety at Work Act 2015 to ensure, so far as is reasonably practicable, the health and safety of its workers while at work, including those workers who are conducting work on behalf of Competenz.

22. Cancellations of Block Course enrolments may still be charged to the Employer in accordance with Clause 16 of this Training Agreement.

23. Fees Free
All learners enrolling with Competenz, must confirm whether they are eligible or not eligible for the Tertiary Education Commissions (TEC) Fees Free scheme, and provide appropriate evidence of their eligibility.
Competenz will waive the fees for learners who are eligible under the Fees Free scheme until they have fully utilised their funding entitlement. If Competenz waives fees that TEC subsequently notify us are not covered by the scheme then those fees will be invoiced to and be payable by the Employer.

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Training Agreement – NZ Apprentice
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2. Employer details

Company name
_____

Site/department _____ TMS company number
(Cz internal use only)
_____

Reporting manager
_____

Managers phone _____ Managers email
_____

Declaration

In signing this Training Agreement I acknowledge that I have read and understood the terms and conditions of this agreement. I also confirm that I have provided the necessary documentation confirming eligibility to undertake industry training in New Zealand and that the information provided is true and accurate.

Signed for and on behalf of the Employer
_____

Print name   Date ☐☐ / ☐☐ / ☐☐

3. Competenz – internal use only

Account Manager/Training Advisor
_____

Service type

☐ Elev8   ☐ Provider   Provider name _____   Service level _____

☐ Forestry   ☐ Corporate   ☐ Corporate sign up fee $ _____   ☐ Completion rebate $ _____

                   ☐ Woodman   ☐ Woodman sign up fee $ _____   ☐ Assessment fee $ _____

Fees Free   ☐ Learner not eligible   ☐ Programme not eligible   ☐ Eligible   ☐ I have attached evidence of eligibilty

                   ☐ Provider Model Only (evidence to be supplied by provider)

Literacy and Numeracy   ☐ Reading   ☐ Numeracy   ☐ Integrated LLN   ☐ LLN exempt

                   ☐ Online   ☐ Hard copy   ☐ Global Unlock

Delivery mode (if applicable)   ☐ e-learning   ☐ Correspondence

Qualification name
_____
                                                    Qualification level
_____

Programme number _____   Number of credits _____   Duration (months) _____

Account Manager/Training Advisor comments

Learner NSN ☐☐☐ ☐☐☐ ☐☐☐☐   ☐ NSN verified   ☐ NSN non-verified

                                  ☐ Domestic   ☐ Non-Domestic

Signed for and on behalf of Competenz
_____

Print name   Date ☐☐ / ☐☐ / ☐☐

Training Agreement_V12.5 February 2024

Phone 0800 526 1800 | Email C.TAs@competenz.org.nz | Post PO Box 9005, Newmarket, Auckland 1023

3

Code of Good Practice for New Zealand Apprenticeships

Introduction to New Zealand Apprenticeships

New Zealand Apprenticeships are formal work-based training programmes leading to careers in a range of vocations and replaced the Modern Apprenticeships scheme in 2014. New Zealand Apprenticeships are open to anyone aged 16 years and over.

There are many benefits to becoming or employing an apprentice. New Zealand Apprenticeships offer people the opportunity to train while working and offer employers the opportunity to employ people whose skills and knowledge develop over time.

The three parties to a New Zealand Apprenticeship

There are three parties to a New Zealand Apprenticeship - the apprentice, employer and industry training organisation. Each has unique responsibilities. The responsibilities of the apprentice are to work and learn. The responsibilities of the employer are to train and support the apprentice. The responsibilities of the industry training organisation are to facilitate the training, and support both the apprentice and the employer throughout the apprenticeship.

The framework for New Zealand Apprenticeships

The Industry Training and Apprenticeship Act 1992 sets out the framework for apprenticeship training and the obligations of those involved.

The key components of a New Zealand Apprenticeship are:

- being employed in an industry,
- completing a relevant level 4 qualification of at least 120 credits, and
- meeting any regulatory requirements of the occupation.

Every New Zealand Apprenticeship must have a training agreement. A training agreement is a formal arrangement between the employer and the apprentice and forms part of the apprentice's employment agreement.

In addition to the training agreement, every New Zealand Apprenticeship must have a training plan. A training plan sets out the details of the training to be undertaken. The components of a training plan are:

- the qualification to be achieved,
- the required standards and/or competencies to achieve the qualification,
- other key skills the apprentice may require,
- the training process, delivery modes and assessment arrangements,
- the key milestones, achievement targets and goals, and
- a regular review and reporting framework.

All three parties must agree to the training plan. The training plan is not part of the employment agreement.

All three parties are expected to comply with this Code of Good Practice.

The principles for New Zealand Apprenticeships

The principles for New Zealand Apprenticeships have been developed through input from apprentices, employers and industry training organisations.

These principles are commitment, collaboration and communication. All parties should be committed to the successful completion of the apprenticeship, and pro-actively collaborate and communicate with each other to achieve this.

Underpinning these principles are good practices expected of the apprentice, employer and industry training organisation in meeting their responsibilities.

Good practice for an apprentice is to:

Be informed

The prospective apprentice finds out as much as possible about the occupation and the training required before pursuing a New Zealand Apprenticeship. Getting some work experience and talking to people already in the industry are good ways of understanding the work environment and future opportunities once qualified. It is important that an apprentice is realistic about what their chosen vocation involves, and carefully considers whether that career is right for them.

Be a good employee

A good employee is aware of and meets the responsibilities and requirements of the employment agreement. The apprentice works safely, is professional, looks after workplace property and resources, respects fellow employees and the employer's customers. Apprentices should also understand their rights as an employee.

Be an active and committed learner

The apprentice understands the requirements of the training plan and makes every effort to successfully complete it. The apprentice is also committed to the training required off-the-job, including any off-site and out-of-hours study.

Communicate clearly

The apprentice communicates clearly and openly with their employer, industry training organisation and any training providers. Good communication ensures the employer and industry training organisation become aware of any problems or concerns the apprentice has with their training.

Good practice for an employer is to:

Be informed

The employer finds out what employing an apprentice involves and what the employer's obligations to training are. Only employers who are able to commit to supporting an apprentice for the duration of their training should consider employing an apprentice. Talking to other employers who have apprentices and the industry training organisation will help clarify what is required.

Be a good employer

A good employer complies with all relevant employment, health and safety, privacy and human rights legislation. A good employer provides an adequate induction into the job, appropriate supervision and a safe working environment for the apprentice.

Ensure active and effective training and mentoring

The employer ensures the apprentice is actively and effectively taught while on-the-job so that the apprentice progressively builds up skills and knowledge and off-the-job training is reinforced. The employer also ensures that over time the apprentice's work covers the breadth and depth of skills and experience needed to complete the apprenticeship and become work competent. The employer could liaise with other employers and the industry training organisation to achieve this.

The employer (in collaboration with the industry training organisation) also ensures the apprentice is mentored, particularly in the initial period of the apprenticeship. Mentoring may take different forms but should always include supportive and positive relationships which are focused on the development of the apprentice and the successful completion of the training plan.

Support access to off-the-job training

The employer supports the apprentice to attend off-the-job training. The type and timing of off-the-job training is detailed in the training plan and the employer takes this into account when scheduling work and making other commitments. The employer works with the apprentice and industry training organisation to resolve any issues that might arise with off-the-job training requirements.

Support the industry training organisation's access to the apprentice

The employer ensures the industry training organisation has reasonable access to the apprentice. The industry training organisation will require face-to-face meetings with the apprentice at certain times and will communicate in other ways with them throughout the apprenticeship. The employer works with the industry training organisation to help overcome any difficulties with access.

Communicate clearly

The employer communicates clearly to the apprentice and encourages the apprentice to communicate by creating a supportive environment. The employer is clear about the requirements of the employment agreement, responsibilities for tools, training fees and other associated training costs such as travel. On-going communication with the apprentice throughout the apprenticeship improves relationships and supports the training.

Clear and open communication with the industry training organisation is equally important. Good communication builds better connections and understanding across all parties. It also means issues may be averted and problems resolved earlier.

Good practice for an industry training organisation is to:

Provide potential apprentices and employers with good information

The industry training organisation makes information on apprenticeships readily available to employers and prospective apprentices. The information includes advice that apprentices under the age of 18 years should seek independent advice before beginning the apprenticeship.

The information refers to the obligations and expectations of all parties to an apprenticeship. The industry training organisation helps prospective apprentices and employers decide if an apprenticeship is right for them. The industry training organisation ensures all parties are aware of this Code of Good Practice.

Develop a training plan in collaboration with the apprentice and employer

The industry training organisation works with the apprentice and the employer to develop a training plan for the apprenticeship. The training plan ensures the apprentice can complete the required qualification for the occupation. The training plan is also based on a comprehensive training needs analysis of the apprentice, recognition of prior learning and may include the development of other key skills.

Support the implementation of the training plan

The industry training organisation supports the implementation of the training plan through the provision of resources, arrangements for on-the-job assessments and facilitating off-the-job training. The industry training organisation monitors and reports on the apprentice's progress against the training plan on a regular basis to both the apprentice and employer. Where possible the industry training organisation provides assistance to the apprentice and the employer to overcome any barriers to training.

Support the apprentice

The industry training organisation ensures the apprentice receives appropriate pastoral and educational support. As pastoral support needs change during the apprenticeship, the industry training organisation ensures the support is responsive to the apprentice's needs.

Support the employer

The industry training organisation supports the employer through guidance, information, resources and other services as appropriate. Support from the industry training organisation is tailored according to the capabilities of the employer to support their apprentice.

Communicate clearly

The industry training organisation ensures it communicates well with both the employer and the apprentice so all parties are up-to-date with the progress against the training plan and any changes to the training plan. Communication is relatively frequent, informative and constructive.

Provide further support to the apprentice

In the event that the apprentice cannot continue their training with their employer, the industry training organisation makes reasonable endeavours to find another employer for the apprentice.

Further information

Organisations funded directly to train New Zealand Apprentices

Organisations that are funded directly to train New Zealand Apprentices must meet the responsibilities of industry training organisations as well as those of employers. Organisations must ensure they have the capability to train and support apprentices before seeking funding for apprenticeship training through the Direct Funding Scheme. The support provided to the apprentice must be at least comparable to that provided by the relevant industry training organisation.

Resolving training problems

All parties have an obligation to work together to resolve problems related to the training plan. In the event that a problem cannot be resolved and there is no prior agreement about a resolution process, the Tertiary Education Commission will appoint an independent mediator who is acceptable to all parties.

Resolving employment problems

Industry training organisations should not become involved in discussions about employment agreements or advocate for either the employer or apprentice in a disciplinary situation or an employment dispute.

Industry training organisations should provide employers and apprentices with useful and timely information on how to get authoritative advice on employment relations issues from an appropriate source. They should not provide this type of advice themselves.

For further information and advice contact the Ministry of Business, Innovation and Business for employment relations issues (www.mbie.govt.nz) *and WorkSafe NZ for health and safety issues* (www.business.govt.nz/worksafe).

New Zealand's industry training organisations

Construction and Infrastructure:	Primary Industries:	Service Industries:	Social and Community Services:	Manufacturing and Technology:
Building and Construction ITO	Primary ITO	ServiceIQ	Careerforce	Competenz
Connexis		The Skills Organisation	Skills Active Aotearoa	Motor ITO
		Hairdressing and Beauty ITO		NZ Marine and Composite ITO

For employers

Free counselling service for ākonga

Do you have an ākonga (learner — Te Pūkenga enrolled apprentice/trainee) who is going through a tough time and may need support? We now offer all Te Pūkenga ākonga a free counselling service, throughout New Zealand, from our professional employee assistance provider Vitae.

What Vitae offers:

Free confidential counselling

Choice of counsellor

A 24/7 contact centre and duty counsellor for emergencies.

Providing access to this free service is part of the commitment made by Te Pūkenga to promote a healthy learning environment by ensuring that all ākonga have the opportunity to talk to someone about their mental health. Please encourage your learner to take this opportunity to seek help when they need it.

Vitae's focus is on enabling speedy access to psychological services that help to resolve issues and maintain a safe, healthy and productive work environment.

Your ākonga will be able to address issues such as:

- Personal or study stress
- Relationship problems
- Conflict situations
- Anxiety/depression
- Grief/loss
- Violence
- Harassment
- Personal trauma
- Addictions.

How ākonga can get in touch:

- Call 0508 664 981 for 24/7 access
- Scan the QR code below to book an appointment
- Or visit vitae.co.nz.

22048

Competenz | Te Pūkenga

QUALITY MANAGEMENT SYSTEM

Review Record

Review Section	Date Reviewed	Reviewed by
All Sections	June 2022	Pip Walsh, GM Learning, Design & Innovation

Table of Contents

Competenz (C) | ✆ TePūkenga

1 The purpose of this manual

This manual defines the practices that describe the quality operation of Te Pukenga Work Based Learning Limited trading as Competenz Business Division (COMPETENZ). COMPETENZ's policies and procedures ensuring compliance with this manual are available on the COMPETENZ intranet.

2 Review/Revision

This manual will be reviewed as required. Any changes made to the manual will be recorded in the Review Record.

3 Legislative requirements and conditions

As a tertiary education organisation (TEO), COMPETENZ must comply with the requirements specified in legislation, such as the Education and Training Act 2020.

3.1 NZQA Rules

COMPETENZ's systems and processes ensure compliance with rules made under section 452 of the Education and Training Act 2020, for the purposes of clause 48(2)(j) of Schedule 1 of that Act and section 13B of the Industry Training and Apprenticeships Act 1992.

They are detailed in:

- Transitional Industry Training Organisation Prescribed Quality Assurance Requirements Rules 2021
- Quality Assurance (including External Evaluation and Review (EER)) Rules 2021
- Programme Approval and Accreditation Rules 2021
- Industry Training Programme Rules 2021
- Qualification Listing and Operational Rules 2021
- Industry Training Programme Rules 2021
- Directory of Assessment Standards Listing and Operational Rules 2021
- Consent to Assess Against Standards Rules 2021
- Training Scheme Rules 2021
- Assessment and Examination Rules for TEOs with Consent to Assess Entering Candidates for Externally Assessed Achievement Standards (2021).

3.2 Funding conditions

The Industry Training funding mechanism requires the Tertiary Education Commission (TEC) to attach conditions to funding received by a TEO from the Industry Training Fund (ITF). These conditions are imposed under the section 419 of the Education and Training Act 2020.

COMPETENZ's has specific policies that reference the TEC funding conditions and these policies are reviewed annually. Systems, processes, and compliance reporting are designed to ensure adherence to these policies and accordingly the TEC funding conditions.

4 Governance and management

4.1 Goals and objectives

COMPETENZ's education and training goals and objectives relate to the Government's Tertiary Education Strategy.

COMPETENZ's Investment Plan outlines how COMPETENZ will respond to the Tertiary Education Strategy (TES), and to the needs of stakeholders, including learners, employers and communities, on a regional and national basis.

COMPETENZ's Investment Plan presents a summary of the organisation's planning context, outlook and planned delivery.

4.2 Ownership and governance

As a business division of the Work Based Learning subsidiary of Te Pukenga, Compentenz is subject to the governance of Te Pukenga which is detailed at https://www.tepukenga.ac.nz/about-us/governance/

Adequate and appropriate ownership and governance is demonstrated by current recognition by the Minister of Education under the Education and Training Act 2020. COMPETENZ's recognition can be viewed at https://www.tec.govt.nz/teo/working-with-teos/itos/directory/.

4.3 Personnel

COMPETENZ is a good employer, with fair and reasonable employment practices with a goal to attracting, developing and retaining skilled and motivated people to help us achieve our goals and objectives.

COMPETENZ is committed to dealing directly and openly with all employees. The Director and senior leadership team are responsible for ensuring that People & Culture policies are being applied as intended and that our people – individually and collectively – are being treated appropriately, with dignity, openness, honesty and fairness.

COMPETENZ's policies and procedures cover all aspects of the recruitment, remuneration, induction, training, and performance management of our people.

4.4 Financial management

Schedule 18 Section 13 of the Education and Training Act 2020 requires COMPETENZ to provide the TEC with financial information as soon as practicable after the end of the financial year. COMPETENZ uses documented financial management practices and has externally annually audited accounts.

5 Development of industry training

5.1 COMPETENZ's consent to assess

COMPETENZ acquires and maintains consent to assess for all unit standards contained in COMPETENZ training programmes. The scope of the consent sought in each application to NZQA for consent to assess aligns with COMPETENZ's overall strategic direction and facilitation intentions.

COMPETENZ has systems and processes in place to ensure ongoing compliance with the relevant Consent and Moderation Requirements.

5.2   Development of programmes

COMPETENZ works with industry to provide training in response to industry and learner needs. Development of programmes is in response to industry demand. COMPETENZ consults with subject matter experts and industry representatives in the development process. COMPETENZ has systems and processes in place to develop training programmes that:

- are based on the needs of learners and industry
- have sufficient guidelines to assure the quality of the planning and delivery of the training programme
- incorporate requirements of any funding or national standard setting bodies
- establish that the learning outcomes are achievable within the timeframe of the programme
- have appropriate resources and assessment activities.

5.3   Monitoring and evaluation

COMPETENZ has systems and processes in place for:

- monitoring and evaluating training programmes and using the results to improve learning outcomes and achievement
- monitoring and evaluating learner and industry satisfaction with the quality of training provided and using the results to suggest improvements
- monitoring and evaluating training programmes to ensure the quality of delivery and training environment is maintained at appropriate levels and ensuring that training continues to relate to current versions of unit standards, assessment guides, resources, and national qualifications.

6   Arrangements for industry training

6.1   Arrangement of training

COMPETENZ training programmes are a combination of on-job and off-job training.

Training providers with appropriately skilled and qualified staff may be contracted by COMPETENZ to carry out delivery and assessment of training. Contracted providers are bound by a service agreement. This training may take the form of night classes, block courses, day release courses, distance learning, eLearning, and specialist training courses.

For on-job training, COMPETENZ completes a Training Capacity evaluation to ensure the workplace has the capacity to support a COMPETENZ learner before a training agreement is signed. The Training Capacity includes requirements and responsibilities for Health and Safety, and provision of training, and where relevant the necessary plant and equipment to support the requirements of the programme outcomes.

6.2   Registered assessors

COMPETENZ registers and manages assessors to meet learner and stakeholder needs. To do this COMPETENZ maintains a register of assessors, and requires that the registered assessors meet, and continue to meet, the national standard setter's stated qualification and training requirements.

COMPETENZ also requires that the registered assessors' assessment processes and decisions are open, systematic and consistent, that their methods are appropriate, fair, manageable, and integrated with work or learning, and that their evidence is valid, authentic and sufficient.

6.3   Moderation

COMPETENZ internally moderates assessment materials and registered assessor judgements, complies with national external moderation requirements of national standard setters within the scope of COMPETENZ's consent to assess, and ensures learner assessments are managed to meet relevant moderation requirements, assessments and learner appeals.

7   Learner information and support

7.1   Provision of information

COMPETENZ ensures that information and support available to learners facilitate positive learning experiences. To do this, COMPETENZ provides information covering the training agreement, descriptions of training programmes and qualifications, any learner fees and associated refund procedures, complaint procedures, and assessment and appeal procedures.

COMPETENZ also provides information and support to learners to assist them understand what is required from them in their proposed training programme.

COMPETENZ's marketing material for learners and employers provides a realistic picture of the likely learner experience, including how the programme will be delivered, the expected workload, assessment approaches and information on available learner support and guidance.

COMPETENZ's learning and information materials provide information for the learner and supervisor around relevant on-job training, practical assessments, off-job training, resources, supporting literacy and numeracy in the workplace, the educational pathway relevant to the programme, tracking progress, and programme support.

7.2   Pastoral care

COMPETENZ ensures each learner receives pastoral support in accordance with their needs and that good communication with both the apprentice and employer is maintained.

COMPETENZ learners are supported by COMPETENZ training advisors (TAs) for trades and apprenticeship programmes, and/or Account Managers for traineeship programmes, regional managers, learning support staff and national office staff throughout their programme. Pastoral care for apprenticeship programmes is provided in line with best practice guidelines outlined in the TEC Code of Good Practice for NZA, and the Pastoral Care ACT.

As per the terms of the Training Agreement:

- The TA or Account Manager is responsible for co-ordinating and arranging support for learners who are in their territory and have a Training Agreement with COMPETENZ. The TA or Account Manager supports the employer and the learner by setting goals and monitoring performance; and liaising with training providers on off-job aspects of workplace training and assessment.

- The employer/supervisor supports the learner by providing opportunities for on-job training and supports assessment; monitoring learner progress; where appropriate is the technical verifier, or organises someone else in the workplace to be the technical verifier; ensures that the learner, when completing theory assessments in the workplace, does so under appropriate conditions.

- The learner follows their training programme, working towards standards in the agreed order and timeframe; collects evidence of their competence in the requirements of the training programme; and works towards agreed assessment goals and requirements.

TAs and Account Managers monitor learner progress through COMPETENZ's online Portal and CRM database (TMS) and where it is relevant to that programme also utilises Canvas, Competenz Learning Management System (LMS).Learners and their employers are provided with regular system-generated progress reports at workplace visits which are scheduled at least every 12 weeks. Learner goals which map the next steps are developed and discussed at each meeting. Additional support between scheduled visits is available and utilised as needed. When training and assessment is by contracted training providers, COMPETENZ is provided with attendance and achievement reports which are assimilated into the CRM.

8 Recording and reporting on learner achievement

8.1 Retention and supply of records

COMPETENZ keeps accurate records of learner progress, at unit standard, training programme and qualification level, and makes these available on request by NZQA or any other government agency. This system complies with the Privacy Act 2020. COMPETENZ also has processes in place to provide learners with regular reports on their progress and achievement.

8.2 Transferring of credits to NZQA

COMPETENZ transfers learner achievement of credits for unit standards to the NZQA Record of Achievement system accurately, on a regular basis, and as soon as practicable after credit has been awarded.

8.3 Qualification verification and certification

COMPETENZ applies for qualification verification and certification as soon as practicable after qualification requirements have been met.

8.4 Archiving

COMPETENZ maintains a reliable system for archiving learner achievements. All learner records are held securely COMPETENZ's CRM and LMS (where relevant to that programme), and where records are stored in paper format they are held securely for the relevant period of time prescribed by NZQA. The database files are backed up regularly as per a defined schedule.

Moderator guide

Competenz

Skills for industry

———

Contents

Purpose

This guide will assist Competenz
moderators to:

» Understand how assessment works
  in the workplace

» Understand common terms,
  concepts and processes related to
  good assessment and moderation
  practice

» Apply their technical skills,
  knowledge and experience

» Develop a range of administration,
  communication and people skills
  required as a moderator.

02

The role of ITOs and quality assurance

What's an ITO and what are our responsibilities towards NZQA and TEC?

Industry training organisations (ITOs) are recognised by the Associate Minister of Education (Tertiary Education) under the Industry Training Act 1992. They are established by particular industries.

ITO functions include:

Setting national skill standards for their industry	**Providing information and advice** to trainees and their employers	Arranging for the **assessment of trainees**
Arranging the **monitoring of quality training**	Arranging for the **delivery of on-job and off-job training** (including developing training packages for employers)	
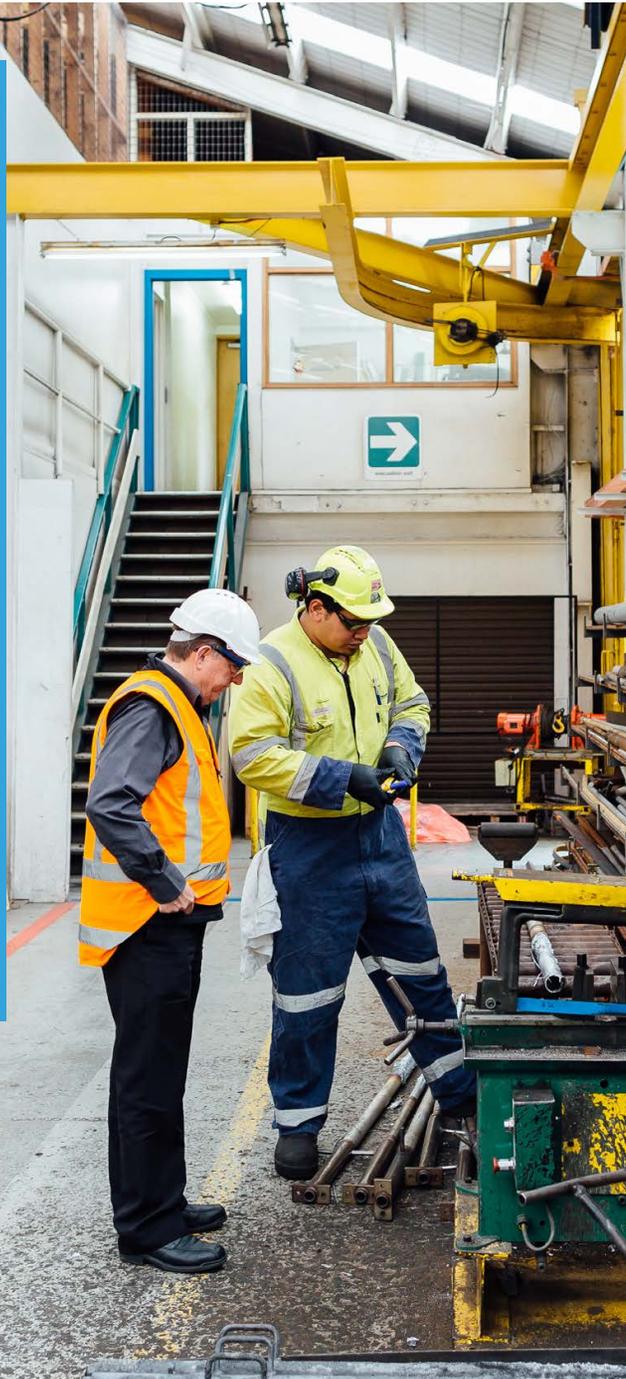
Government expectations of ITOs

The Government expects ITOs to:

» Enable people in the workforce to complete nationally recognised qualifications

» Create clear pathways towards advanced trade qualifications at levels four and above

» Build and maintain strong support from the industries they serve.

To give effect to these expectations, ITOs' statutory functions are to:

» Set skill standards for their industries

» Develop arrangements for the delivery of training.

The standard setting function of an ITO includes the quality assurance of the training and assessment that occurs within their gazetted area. Quality assurance means a process of monitoring assessment to ensure that it is valid, consistent, fair and sufficient and supports equitable outcomes for all learners. Depending on the context, it may also be called moderation, verification, validation, audit, or other similar terms.

Each standard listed on the directory of assessment standards (DAS) has an associated consent and moderation requirements (CMR) document which outlines the specific requirements for consent to assess against that standard. The criteria section in the CMR sets out the national external moderation system that applies.

Unit standard definitions and explanations

Unit standards are developed by industry training organisations and by two NZQA entities – National Qualifications Services and Māori Qualifications Services. The Ministry of Education is the only developer of achievement standards, which are derived from the achievement objectives of the New Zealand Curriculum and Te Marautanga o Aotearoa. Collectively, the developers of assessment standards are known as standard-setting bodies (SSBs).

Each standard describes what a candidate who has achieved the standard knows and can do. Each standard has a defined credit value, which represents the notional learning time and a level, which reflects the level of complexity of the skills and knowledge that are recognised by the standard.

The outcome statements in a unit describe the knowledge, skills and attributes a learner has demonstrated, and the context within which these have been assessed. In order to be credited with the unit standard, a learner must achieve all of the outcomes described in the outcome statements.

The evidence requirements (ERs) specify the critical evidence required to meet the outcomes. Collectively, the ERs provide the standard against which outcomes are assessed.

A moderator's role is to determine whether the evidence provided in an assessment confirms that the learner has achieved all of the outcomes described in the outcome statements.

03

Assessment tools and approaches

There are two different types of assessment - task assessment and evidence assessment. An assessor can provide learners with a specific task to demonstrate their knowledge and skills in relation to the outcomes of an assessment standard. This may also occur naturally in the workplace. Alternatively, learners can be provided with an assessment guide to complete. The assessment guide may also sometimes include task assessments. Both types of assessment can be used in provider and workplace settings.

Whether it's by task or evidence, assessment can involve a variety of methods and approaches (appropriate to the learner and the context) that give the learner the opportunity to show competence.

> In group performances, the learners must be identified and assessed individually.

Evidence

Evidence is the proof that a candidate knows and/or can do something. It will take one of three forms:

1. Naturally occurring evidence

This is the most direct form of evidence and is taken from real-life or naturally occurring events that have been produced by a candidate during their normal day-to-day activities.

» Observation on-the-job. Observing a candidate carry out the tasks in their natural environment is the most direct form of evidence

» Evidence produced during normal day-to-day activities, such as:

Recorded work instructions

Completed products or photos of completed products

Job cards / time sheets

Drawings and sketches created on-the-job

Completed company business documents e.g. forms, production sheets, etc

Company training records

Video evidence showing the learner carrying out a task/process.

2. Specially elicited evidence

This is evidence that is sought and created especially for the purpose of the assessment, and may include:

Specific assessment tasks

Written or oral questions or task sheets

Simulations

Project work

Personal diaries/narratives in relation to the completion of the task(s).

3. Historical evidence

This is evidence of related activity and achievement in the past.

Previous qualifications, documentation

References from previous managers / employers

Third party accounts from verifiers or witnesses

Work history.

This is used for assessment of prior learning (APL).

Verification

Verification is where evidence is documented and signed by a verifier and/or assessor, this is particularly valid where the assessment and gathering of evidence are based on demonstration of practical competence, or is naturally occurring over a period of time.

Verification can be provided by any person who:

» works closely with the candidate

» has sufficient relevant subject expertise

» understands the requirements of the particular assessment.

For example, a verifier could be the workplace supervisor or manager, and the assessor could be a teacher/tutor/workplace assessor.

The assessor, not the verifier, is responsible for the final judgement decision.

Portfolio assessment

A portfolio is particularly appropriate for assessing the more creative areas of learning, especially in visual communication. It is a collection of evidence to support assessment against unit standards. Portfolios can come in a range of types and sizes. For example, it can be electronic (a CD or a website address), a kete containing evidence gathered throughout a course, or a display file of mounted work.

When assessment occurs in the workplace, or as part of a longer course, the candidate may have many opportunities to demonstrate the skills/knowledge required to achieve the unit standard. In this case, rather than having the candidate complete an assessment task, a portfolio of evidence can be provided to demonstrate their competence.

The assessor should provide an assessment checklist, listing the evidence requirements for the standard. The evidence should be put together by the candidate in a way that makes it easy for the assessor to match it to the outcomes and evidence requirements of the unit standard.

Assessment standards often require evidence of planning and design, documentation and evaluation. It is important that this evidence is included in some way; for example, in a visual diary.

What is moderation?

Moderation is a process of monitoring and evaluating assessment documentation and decisions to ensure that standards are applied validly and consistently to all learners.

Moderation activities may include, but are not limited to, combinations of discussion with and observations of assessors, meetings with assessors, analysis of assessment documents and materials.

What does a moderator do?

A moderator's role is to evaluate assessment materials and verify assessor decisions. This includes:

✓ **Quality assuring assessment tools before they are used for assessment**

✓ **Reviewing assessment and supporting evidence presented for post moderation by Competenz assessors and external providers**

✓ **Providing feedback on good practice, and making recommendations for improvement.**

What do you need to become a moderator

Unit standard 4098 Use standards to assess candidate performance	+	**Unit standard 11551** Quality assure assessment	+	**Qualification in the subject area**
Or hold equivalent knowledge and skills in assessment and moderation				Or equivalent knowledge and skills
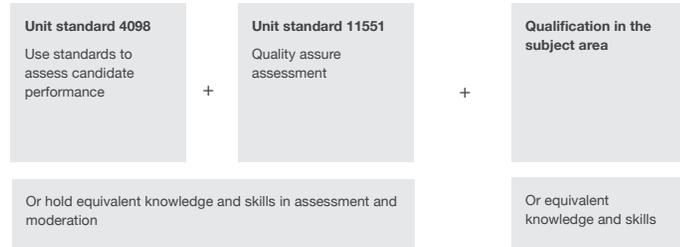
Other unit standards that may be useful for a moderator

11552 Design and evaluate assessment materials	30422 Participate in the quality assurance of assessment	30423 Participate in assessment processes as a verifier

04

Pre-moderation

What is pre-moderation?

Pre-moderation is the quality assurance of assessment material before it's used for assessment.

Purpose of pre-moderation

The purpose of pre-moderation is to ensure that the materials used for assessment address all requirements of the unit standard and adequate marking guidance is provided.

What to consider when pre-moderating

Assessment task

The key considerations are:

» Does each assessment task validly assess the outcome, i.e. does it assess what it should assess (in terms of the standard) and not something else?

» Check whether the materials meet the required outcomes of the standards in terms of: validity, fairness, consistency, sufficiency and level

» Check whether the language is appropriate to the target audience and level of the standard

» Using this assessment guide, will the learner have the opportunity to produce sufficient evidence, i.e. is there enough evidence to make a judgement about competence, and could the performance to the required standard be repeated consistently?

» If you select 'no' for any of the criteria, this requires a comment from you outlining the issue and recommendations for improvement if relevant

» Moderation feedback should be timely, clear, constructive, and relevant to unit and assessment requirements.

Model answers/marking guide

The key considerations are:

» Do these model answers provide enough guidance to the assessor and support consistent assessment decisions?

» The model answers (MA) should include either actual examples of responses required, and/or judgement statements that describe the quality of acceptable responses e.g. describing what completing a task 'efficiently' or 'independently' means.

Judgement statements:

Have no set format

Need to be flexible enough to apply to validate student evidence, and different to the evidence statements

Should not contain any requirements that are extraneous to the standard

For some standards, it may be appropriate to use the wording of the standard itself as the judgement statement.
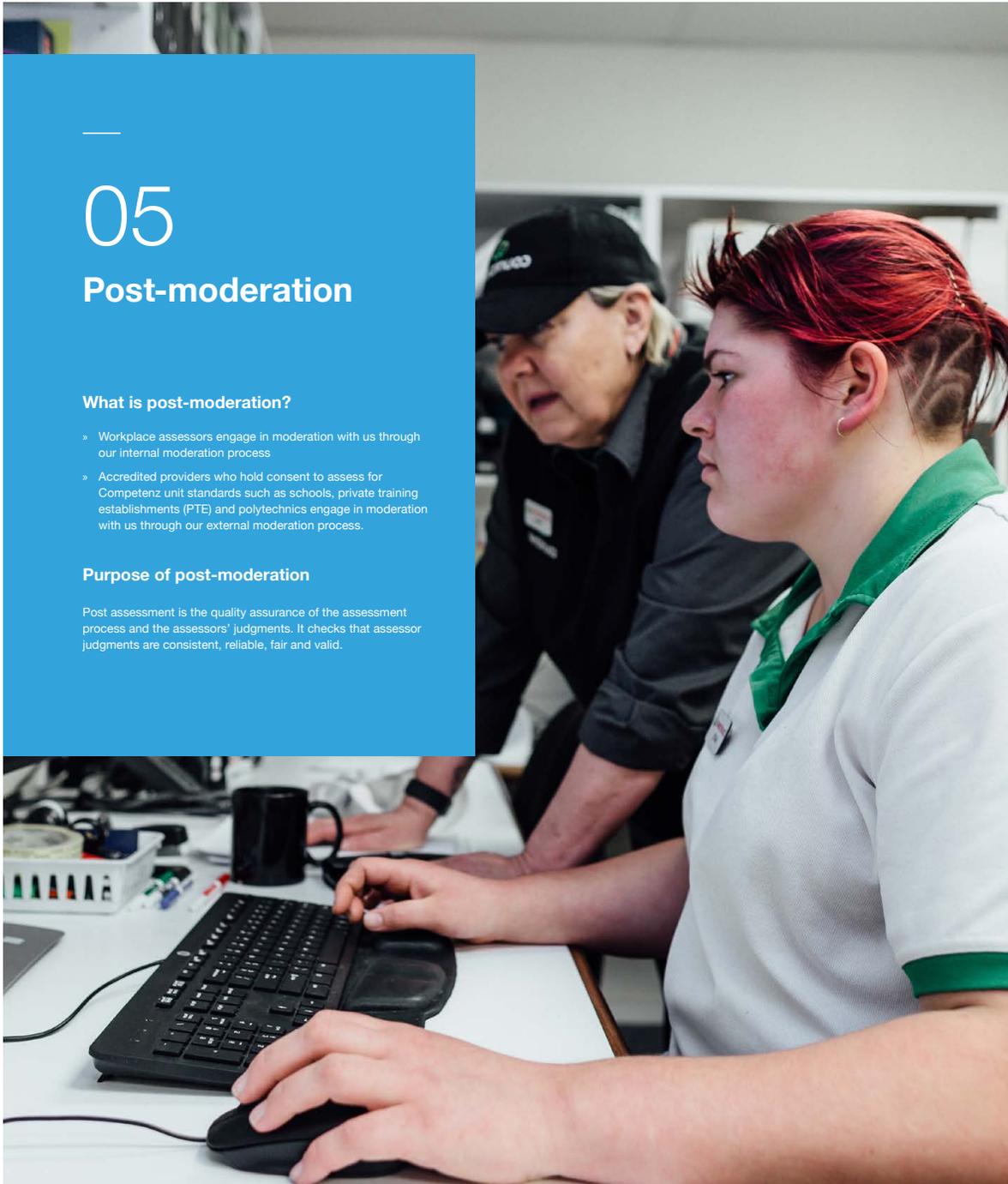
05

Post-moderation

What is post-moderation?

» Workplace assessors engage in moderation with us through our internal moderation process

» Accredited providers who hold consent to assess for Competenz unit standards such as schools, private training establishments (PTE) and polytechnics engage in moderation with us through our external moderation process.

Purpose of post-moderation

Post assessment is the quality assurance of the assessment process and the assessors' judgments. It checks that assessor judgments are consistent, reliable, fair and valid.

Post-moderation types

Paper-based moderation

This is the most common practice for Competenz. Assessors are asked to provide materials for moderation via post or email, which are then sent to a moderator for moderation.

Observation/ on-site moderation

In some cases, the moderator may have to be on-site with the assessor at the time of the assessment. The assessor and the candidate get live feedback and tips on their assessment, the process, and the supporting evidence. This method is most commonly used by Competenz within the forestry industry.

Online moderation

Some of the Competenz assessments are completed online. For the moderation of these assessments, moderators will be issued login details for Canvas (our LMS system) to complete the moderation. Moderation will not be required for questions that have been system marked (e.g. multiple choice questions).

Competenz moderation plan

Competenz moderation activities are carried out in line with its two-year moderation plan. The moderation plan aims to post-moderate all domains within the Competenz gazetted coverage area at least once every two years.

The frequency of moderation and the number of units called for each provider (school, PTE, polytechnic) is determined using a risk-based approach, ensuring that all providers get moderated at least once every two years. However, when a area is identified as high risk moderation will occur more frequently than two years.

High risk assessors/entities

Failure to respond to moderation request or consistently negative moderation results

EER Category three or four

Complaints received in the last two years

Other SSB units reported.

High risk units

High volume/usage

High physical risk

High academic risk (eg. high credit value, higher levels)

New or revised units

High negative moderation results.

What to consider when post-moderating

» Check whether the decisions are supported by the evidence provided

» Can authenticity be assured, i.e. is it the learner who has produced the evidence, or is outside assistance distorting the assessment?

» Moderation feedback should be detailed enough to improve assessment practice

» Comments provided in the report should be clear, constructive, and relevant to the unit and assessment requirements.

Authenticity

Authenticity is the assurance that evidence of achievement produced by a learner is their own. There may be an authenticity issue if:

» Not all the evidence appears to be written using consistent language or handwriting

» Learner evidence is similar to other learner's evidence

» Some of the work appears to be similar to published material

» It appears that the student was given too much guidance for example re submissions that show the learner exactly what to do.

06

Report writing

General guidelines

Here are some key points to note when writing moderation reports.

Do

Be professional and positive	Ensure that the tone is professional and positive.
Use consistent terms	Use the terms 'learner', 'student' or 'trainee', and be consistent with which one you use throughout the report.
Proofread your report	Correct spelling and grammar are essential, so that the reader of the moderation report sees the report as a credible document and reads the messages contained in the body of the report.

Don't

Give unwelcome feedback	Ensure there is no unwelcome feedback in your report, such as repetition, patronising comments or negative language.
Use personal terms	Avoid personal terms such as "I can not see". Instead, use phrases such as "It is difficult to see".
Use certain phrases	Avoid the use of phrases such as "please note", "furthermore" or "the teacher must".
Be incoherent	Before submitting your report ensure that it is coherent and gives enough guidance to assist with future assessment. All comments should relate specifically to that particular moderation and should not appear to the reader as generic moderation comments.

Pre-moderation report

Moderation outcomes:

Approved

An approved result means the assessment developer does not need to make any changes to what they have submitted for pre-moderation, and that the material is approved for use.

Conditionally approved

Changes indicated in the report must be actioned before the assessment material can be used, however, the changes are minor and do not need to be resubmitted for further moderation.

Minor changes include editing, typing errors, page numbering, question numbering and order, formatting etc.

Not approved and must be resubmitted

Issues indicated in the report must be fixed. Once this is done, the materials need to be resubmitted for moderation.

Example of moderator comments related to assessment task

Task 1
Needs to ask learners to provide a detailed explanation of the use of hand tools to enable them to meet ER 1.2

Recommendation
Using relevant information from their project, and engineering terminology in the task should provide more opportunity for learners.

Post-moderation report

What makes a post-moderation approved?

» The moderator agrees with the assessors judgement for all learner samples

» Assessor decisions are consistent with the evidence requirements (ERs) of the standard

» Evidence provided is sufficient, relevant and authentic

» Assessor decisions indicate the assessor has a clear understanding of the standard

» Assessor decisions are consistently moderated.

Requirements

The following are requirements that must be met so the sample can be approved. If you answer 'no' to any of these questions the sample should not be approved.

Was a pre-moderation report provided? If it's a Competenz assessment guide, a pre-moderation report isn't required. Just select the following option: Not applicable - Competenz materials used

Does the assessment provide sufficient evidence to judge the learner competent?

Were the assessment conditions met?

Are all assessment tasks/questions completed fully and correctly?

Recommendations

Answering 'no' to the following should not cause a sample to fail moderation. But should be noted so the assessor can improve their future assessment practice.

Have all the admin sections been completed?

Are all required signatures provided and dated?

Did the assessor provide sufficient feedback to the learner (where required)?

Did the assessor provide assessor notes (where required)?
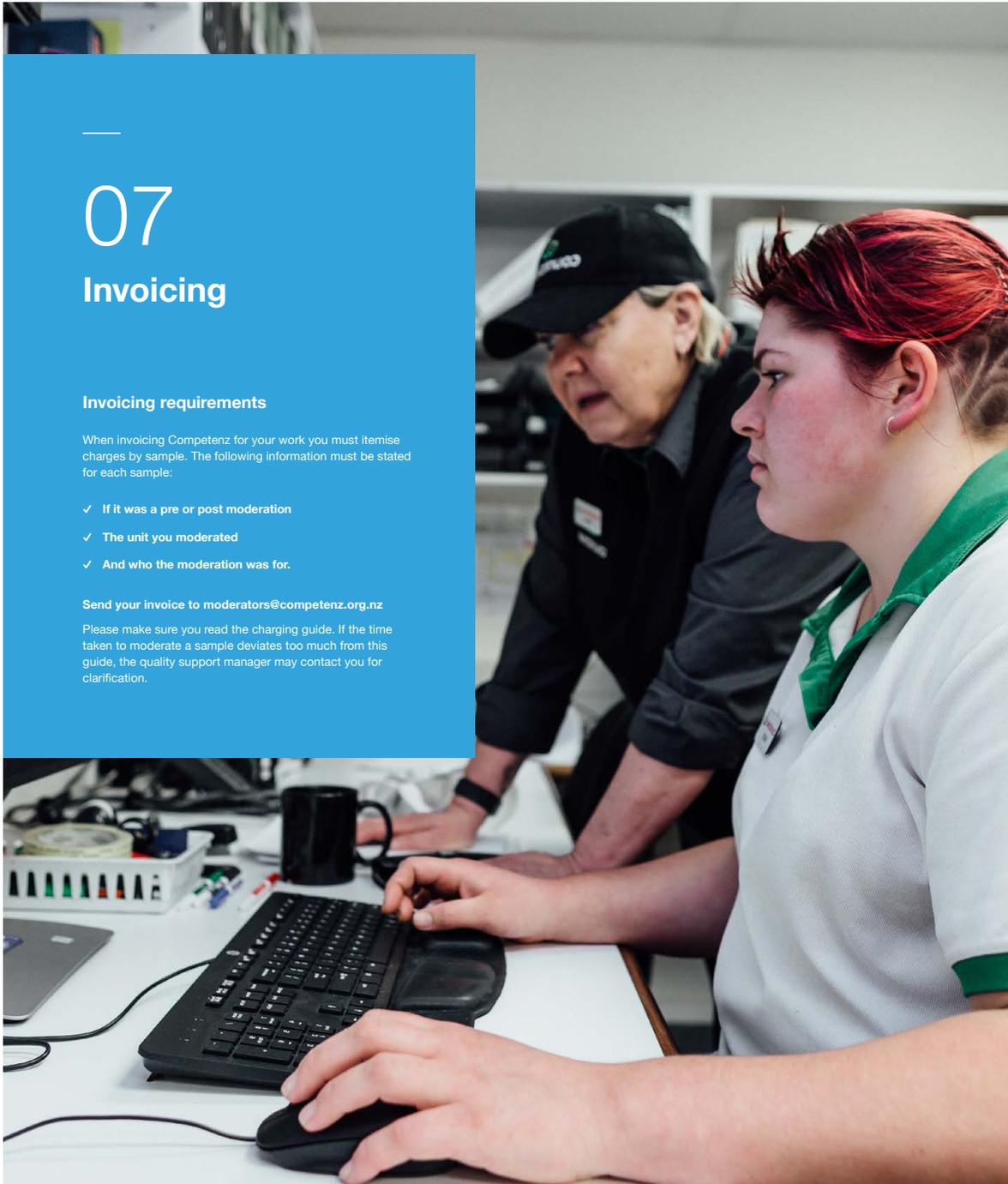
07

Invoicing

Invoicing requirements

When invoicing Competenz for your work you must itemise charges by sample. The following information must be stated for each sample:

✓ **If it was a pre or post moderation**

✓ **The unit you moderated**

✓ **And who the moderation was for.**

Send your invoice to moderators@competenz.org.nz

Please make sure you read the charging guide. If the time taken to moderate a sample deviates too much from this guide, the quality support manager may contact you for clarification.

Charging guide

All times indicated below are per sample and include allowances for moderation, printing, and any other administrative functions.

Post-moderation

Level	1-8 credits	9-24 credits	25+ credits
1-3	1 to 1 hour 30 min	1 hour 30 min to 2 hours	2 hours to 2 hours 30 min
4-6	1 hour 30 min to 2 hours	2 hours to 2 hours 30 mins	2 hours 30 mins to 3 hours

Pre-moderation first submission

Level	1-8 credits	9-24 credits	25+ credits
1-3	2 hour	2 hours	3 hours
4-5	2 hours 30 min	3 hours	3 hours 30 min
6	3 hours	3 hours 30 min	4 hours

Pre-moderation resubmission

Level	1-8 credits	9-24 credits	25+ credits
1-3	1 hour	1 hour 15 min	1 hour 30 min
4-5	1 hour 15 min	1 hour 30 min	1 hour 45 min
6	1 hour 30 min	1 hour 45 min	2 hours

Payments are processed withing 15 working days from the receipt of your invoice.

08

Responsibilities as a moderator

Conflicts of interest

All contracted moderators must sign a declaration of potential conflict of interest. When you are assigned a moderation you need to inform Competenz if you believe you have any conflict of interest with the assessor, learner or organisation.

Confidentiality

Moderators must ensure the confidentiality and security of all assessment materials belonging to TEOs, schools and learners. You should not contact assessors or assessment developers directly without consent from Competenz.

Communication with Competenz

» All communication regarding moderation should be directed to the quality support team

» Notify quality support if you are unable to meet the two week turnaround period

» Keep any notes relating to your moderation activity, and assessment materials that raise serious concerns or illustrate problems for six months

» Notify quality support of any changes in your contact details.

Moderators should contact quality support for guidance if you:

✓ **Have any concerns regarding assessor decisions**

✓ **Find any issues with the unit standard or assessment material**

✓ **Have any questions or require advice.**

Appeals

All workplace assessors and registered training providers have the right to appeal your moderation decision. Should this occur, the moderation manager will investigate and the final decision on the outcome and recommendations for improvement will be made by the quality support manager.

Competenz does not view an appeal as a criticism of the original moderator's reasoning and decision. Rather it is an opportunity for the assessors/provider to challenge the original moderation decision and/or comments. It is critical that the assessment material, the original moderation report and reasons for the appeal are viewed with fresh eyes and a neutral perspective. Where required, the first moderator will be contacted regarding the result of the appeal and any actions required.

Completing an appeal

If you are allocated an appeal/re-moderation, you will need to:

» State whether the appeal has resulted in a change to the moderation overall outcome

» State whether the appeal has resulted in a change to any of the learner sample outcomes

» Justify your decision for each issue identified by the assessor in their appeal request (this can be done as an email)

Monitoring and development

Moderator performance monitoring

Competenz monitors all moderation results and time taken to moderate.

Professional development

As a moderator, to maintain your own moderation skills it is encouraged that:

» You keep up to date with your own industry developments

» Attend development workshops.

Notice of Disclaimer

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The content of this guide has been informed by NZQA expectations based on guidance material available on the NZQA website.

Contact

For additional copies of this material or details of a copyright license, contact:

Competenz, PO Box 9005, Newmarket Auckland, 1149, New Zealand

0800 526 1800
www.competenz.org.nz

Feedback

Feedback on the content of this document can be sent to: info@competenz.org.nz

19090_Aug 2019

Competenz is a multi-sector industry training
organisation (ITO). We help Kiwi industry grow skills,
careers and businesses.

For more information contact us
0800 526 1800
info@competenz.org.nz
www.competenz.org.nz

Competenz
Skills for industry

Competenz (Ĉ)

Application to register as a workplace assessor

Please complete all sections. A workplace assessor can only assess for their workplace using Competenz approved assessment material and report credits through Competenz.

Authorised Competenz member*

Application date

Section 1

Applicants personal details Required by NZQA

First name

Surname

Preferred name

Date of birth

Gender

Street address

Suburb

City

Postcode

Home phone

Mobile

Home email

NZQA number

Unit standard 4098 is a mandatory requirement for all Competenz assessors. If you do not hold 4098, Competenz may be able to assist you with gaining this unit standard through an external provider. Please contact your recommending Competenz member for more information before continuing with this application.

Do you hold US4098 on your NZQA record of achievement (ROA)?	☐ Yes	☐ No	I am in the process of gaining this unit and have enclosed my 4098 portfolio.
Do you hold any adult education unit no standards/qualifications?	☐ Yes	☐ No	

Please list the adult education qualification/s you hold

*Authorised Competenz members are: Account Managers, Competenz Training Advisors, Regional Mangers, other Competenz Managers   1

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**Application to register
as a workplace assessor**

Competenz

Section 2

Applicants employment details

Company name

Job title

Industry sector

Postal address

Street address

Suburb

City

Postcode

Work mobile

Work email

2

**Application to register
as a workplace assessor**

Competenz (ᘯ)

Please complete this page with your recommending Competenz member. Your Competenz representative will be able to provide Training Plans you will assess. List all unit standards that are on the Training Plan for learners you will need to assess. If you need scope for an entire domain please list NZQF domain name and to what level and provide reason.

Section 3

Unit standards I wish to assess

Unit standard /domain	Title	Level	Do you hold the unit on your ROA?	Relevant experience
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	

Section 4

Checklist Please attach documentation to support your application. Send copies, not originals. Tick

Proof of identification (birth certificate/drivers licence/passport). Name must match your application and supporting evidence.	☐
Written work history or CV showing current relevant skills and knowledge that relates to units standards you will be assessing. A letter of support from your employer (if requested). A copy of your qualifications and your NZQA record of achievement (ROA).	☐

Those holding 4098 must supply:

» Evidence of 4098 NZQA	☐
» First two completed Competenz assessments for post moderation. Must be resulted as achieved and you must provide copies of model answers used.	☐

Those who do not hold 4098 must supply:

» Completed 4098 assessment package and all evidence.	☐
» Training Plans you are planning to assess marked up showing the units you will assess	☐

3

**Application to register
as a workplace assessor**

Competenz

Terms and conditions

1. Competenz shall register assessors against criteria that meet industry needs and approve scope that lists unit standards for each assessor, relevant to their qualifications and experience.

2. To comply with CMR criteria, Registered Assessors shall:
   » Be recommended by their employer
   » Hold unit standard 4098 on their ROA
   » Hold a relevant industry qualification and/or can provide evidence of equivalent current industry skills and knowledge
   » Meet industry requirements where specified.

3. Registered Assessors may only assess:
   » The unit standards listed in their approved assessor scope
   » Within their current workplace.

4. Registered Assessors must inform the Competenz Quality Assurance team within 14 days of leaving their place of employment. Assessor registration is not automatically transferred to another workplace.

5. Registered assessors shall comply with all Competenz current policies and procedures that apply to assessment and moderation.

6. Assessors will be required to be quality assured at least once every two years and on request.

7. Competenz Registered Assessors are required to comply with the Privacy Act 1993.

8. Assessors are obliged to disclose any commercial or personal interest in an organisation that may present a conflict of interest, for example, training companies.

9. Assessors are required to store securely, all evidence of assessment for at least 12 months and have it available on request.

Declaration

1. I declare that the particulars given above are correct and hereby authorise Competenz to collect information relevant to my assessor registration, and/or exchange information with any;
   » Relevant Tertiary Education Organisation, or
   » Industry Training Organisation, or
   » Employer relevant to my assessment work experience.

2. I accept the Competenz terms and conditions above.

Signature

Date

Recommendation by employer

I recommend that

be registered as a Competenz workplace assessor to assess the staff of this company

Employer name

Organisation

Signature

Date

4

**Application to register
as a workplace assessor**

Competenz (C)

For authorsied Competenz member* to complete. (This section must be completed)		Tick
1	I have checked the applicant has suitable supervisory skills recognised by the employer.	
2	I have explained the Competenz Assessment process to the applicant.	
3	I have checked that the applicant holds unit standard 4098 and where they do not, I enclose their 4098 portfolio.	
4	I recommend the assessor scope on page two of this form based on the applicant's qualification/s, industry experience and capacity to assess a candidate.	
5	I confirm there is a Competenz business need for an assessor.	
6	I will arrange access to the assessor Portal for this assessor once registered.	
Authorised Competenz member name		
Authorised Competenz member signature		
Date		

For Competenz Quality Assurance use only: evidence verified and assessor scope approved		
Unit standard/ domain	Title	Level
QA approved	☐ Yes ☐ No	
QA name		
QA signature		
Date		

*Authorised Competenz members are: Account Managers, Competenz Training Advisors, Regional Mangers, other Competenz Managers

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BA_19 April 2021

Assessor handbook

Introduction to assessment practice

Fourth edition

Competenz
Skills for industry

—

"Every indivdual
must be given
the opportunity to
unearth his or her
highest potential."

Lailah Gifty Akita
Author

Contents

—

01

# This guide is a tool for assessor training and a reference guide for assessors.

Introduction

As an assessor you will need to:

» Know how assessment occurs in the workplace

» Learn the range of processes involved in making assessment effective

» Understand common terms, concepts and processes that are unique to your industry, profession and good assessment practice

» Apply your technical skills, knowledge and experience

» Possess a range of administration, communication and people skills.

Purpose

This guide will give you information on:

» What assessment is

» Roles and responsibilities of key stakeholders

» Guidance for assessors when preparing, conducting and completing assessments

» Other useful information.
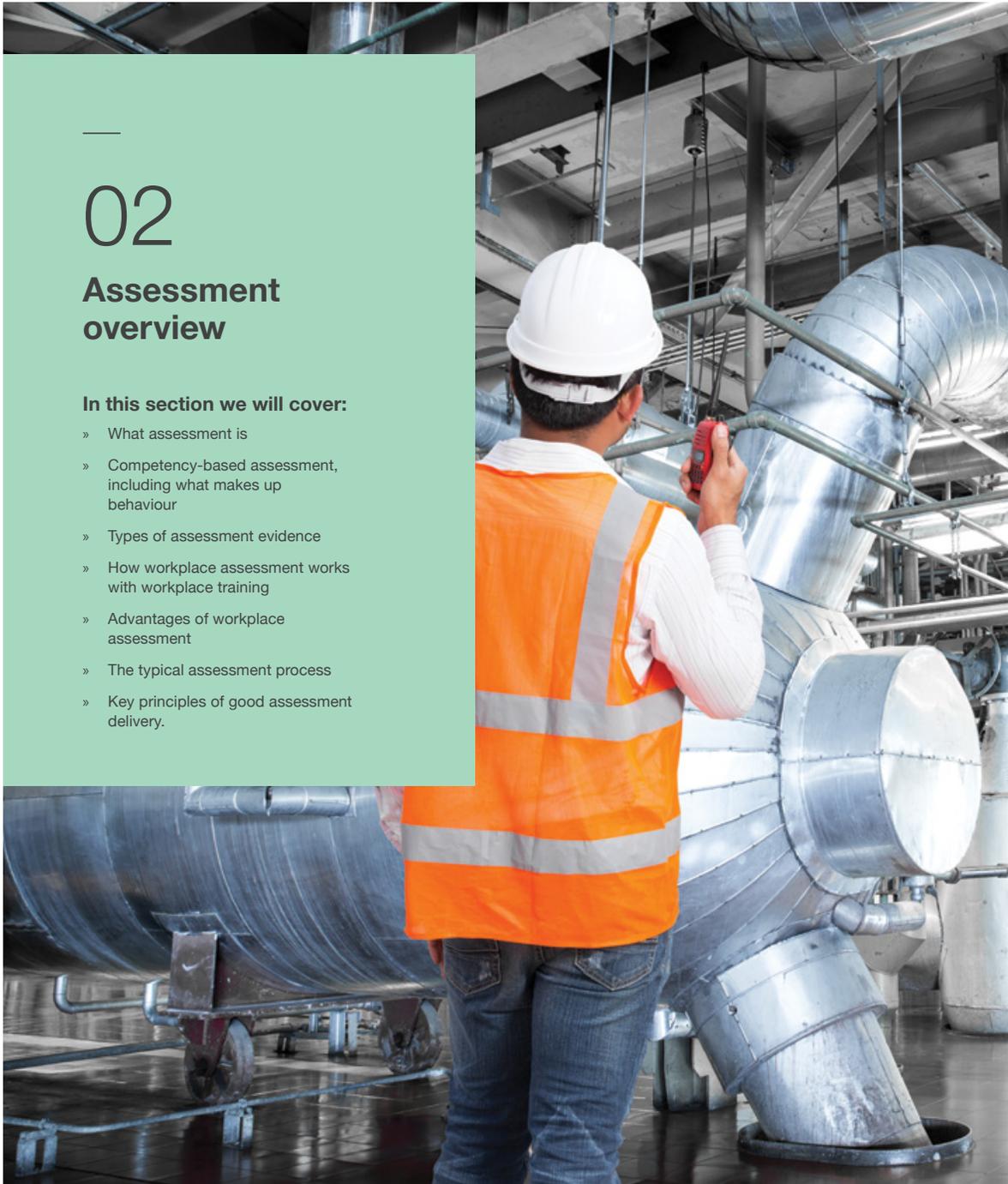
02

Assessment overview

In this section we will cover:

» What assessment is

» Competency-based assessment, including what makes up behaviour

» Types of assessment evidence

» How workplace assessment works with workplace training

» Advantages of workplace assessment

» The typical assessment process

» Key principles of good assessment delivery.

What is assessment?

Assessment is the process of judging a candidate's performance or behaviour.

There are two types of behaviours that are commonly assessed in the workplace:

Knowledge
What do they know?

Skills
What can they do?

Competency-based assessment is a form of standards-based assessment and involves comparing a person's performance against an expected level of performance, known as a standard. The person must prove they know and/or can do what is required in the standard. Judgement outcomes are competent (achieved) or not yet competent (not yet achieved).

Competency-based assessment

Competency describes the behaviour needed to effectively perform in a task and/or role. If a candidate is competent, it means that they are capable to carry out the tasks in a repeatable consistent way.

As assessors, the industry standards you will be working with and assessing against are NZQA unit standards. These standards have been set by industry experts and include the knowledge and skill sets needed to complete certain tasks at work. They are competency-based; A process of collecting and judging evidence of a candidate's competence against set standards.

When and why is assessment used?

There are three main types of assessment, which are completed at different stages of learning, and have different purposes.

These are:

» **Diagnostic assessment** is a type of assessment which examines what a student knows and can do prior to a learning programme being implemented.

» **Formative assessment** is completed during training to check on the candidate's progress and provide feedback on areas that need more learning. It does not matter if the candidate is not yet competent and no results are recorded.

» **Summative assessment** is completed at the end of training to identify whether the candidate can demonstrate the required behaviours (for example, they know or can do a task to a set standard in a repeatable and consistent way.) Used to decide if a candidate is competent in the workplace.

NZQA unit standards and Assessment Guides describe the standards of behaviour expected in summative assessment. These standards of behaviour are expressed as elements (outcomes) and performance criteria (evidence requirements).

Behaviour, standards and conditions

When conducting an assessment, you need to know what:

» **Behaviour** needs to be demonstrated (what does the candidate need to know and/or do?)

» **Standard** the behaviour must achieve (what is the minimum level, quality or standard of behaviour that is acceptable to be judged competent? How well must the candidate achieve the behaviour?)

» **Conditions** under which the behaviour should be demonstrated.

This information is given in the NZQA unit standard and the Assessment Guides.

When you read a unit standard, you will start to see active words, that will suggest the type of behaviour to assess. Active words help make it easier to measure.

Assessment evidence

What is evidence?

Evidence is what assessors need in order to make a judgement, or decision, about whether a candidate knows and/or can do the tasks set out in the Assessment Guide.

Without evidence, it is impossible for an assessor to make a decision. If a person is judged competent then their evidence has proved that they are. They have provided information or objects that demonstrate an ability to achieve a set standard.

The more assessments you carry out and judge, the easier it gets to quickly identify types of evidence that would prove a person knows and/or can do a task. Competenz's Assessment Guides and Model Answers aim to assist you in this process.

Essentially there are three types of evidence:

A candidate's Assessment Guide may contain a combination of naturally-occurring and specially-elicited evidence:

» Naturally-occurring evidence

» Specially-elicited evidence

» Historical evidence.

Examples of behaviour include:

Behaviour	Active words as per unit standard	Possible types of evidence that could be collected
Knowledge	**Examples** **Describe, identify, explain, compare, list.** These words are all asking the person to show evidence of what they know. Their understanding of concepts, processes, underpinning knowledge of a skill, etc.	» Questions – written or oral » Presentation/portfolio » Narratives/personal diaries » Filling in a company form.
Skills	**Examples** **Complete, assemble, perform, maintain, operate.** These words are all asking the candidate to show evidence of what they can do. Typically this involves hands-on work.	Observing the candidate on the job carrying out the task(s) – possibly over a period of time. » Verification from a supervisor or manager that the candidate has carried out the task multiple times » Forms that the candidate may have completed as part of their role, for example, a completed form where they recorded their maintenance on a piece of equipment » Finished products.

Naturally-occurring evidence

This is the most direct form of evidence and is taken from real-life, or naturally occurring events that have been produced by a candidate during their normal day-to-day activities.

Examples of direct evidence may include:

» Observation on-the-job. Observing a candidate carry out the tasks in their natural environment is the most direct form of evidence

» Evidence produced during normal day-to-day activities, such as:

  » Recorded work instructions

  » Completed products or photos of completed products

  » Job cards/time sheets

  » Drawings and sketches created on-the-job

  » Completed company business documents, for example, forms, production sheets, etc

  » Company training records.

Specially-elicited evidence

This is evidence that is sought and created especially for the purpose of the assessment, and may include:

» Specific assessment tasks

» Written or oral questions or task sheets

» Simulations

» Project work

» Personal diaries/narratives in relation to the completion of the task(s).

Historical evidence

This is evidence of related activity and achievement in the past, such as:

» Previous qualifications, documentation

» References from previous managers/employers

» Third party accounts from verifiers or witnesses

» Work history.

This is used for Assessment of Prior Learning.

Recognition of Prior Learning (RPL)

Also known as RCC (Recognition of Current Competency) or APL (Assessment of Prior Learning).

RPL is a method of gathering evidence of competency-based and/or historical evidence. If you find that your candidate has existing knowledge, skills and/or qualifications that would be better assessed via RPL, contact the Quality Support team at Competenz to discuss this further.

Workplace training and assessment

The diagram below gives a snapshot of the relationship between workplace training and workplace assessment. Both depend on each other. The quality of one affects the quality of the other.
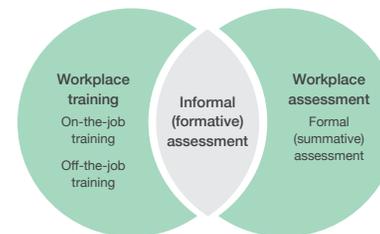

Figure 1: The relationship between workplace training and assessment

On-the-job training

Is when a learner is taught while carrying out their normal day-to-day activities. This can include informal instruction given by peers/supervisor. Typically used when training skills/hands-on tasks, and does not significantly disturb the normal running of business activities.

Off-the-job training

Involves taking the learner physically away from their job to carry out training. This may include courses run by a workplace trainer/training provider (on-site or off-site). Typically used when training knowledge/theory, and/or skills that requires lots of practice before trying out back on the job.

On-the-job and off-the-job training should support each other, and help the candidate become more knowledgeable and experienced in their role.

Informal (formative) assessment

Is used to check learning progress during the training. Is the candidate on track? Can they prove that they know and/or can do during the training? Are they ready to be assessed in the workplace?

Formal (summative) assessment

Is used to check the application of learning back into the workplace. How well is the candidate applying the new knowledge and skills they have learnt? What evidence do they have in the workplace that proves that they know and/or can do the tasks, repeatedly and consistently, to the standards?

During workplace assessment the employee is known as the candidate.

Advantages of workplace assessment

There are many advantages of assessing candidates in their work environment.

This includes:

» Assessment takes place in the candidate's workplace. They are familiar with their surroundings and most of the people involved, which can help them feel more comfortable.

» Candidates are assessed on what they do every day, therefore focusing on evidence that naturally occurs during their day-to-day activities.

» Supporting on-the-job learning, and recognising the employee's existing knowledge and skills in their roles and industry.

» A focus on performance and competency, instead of pass and fail. A person is either competent (achieved) or not yet competent (not yet achieved)

» Candidates progress at their own speed within industry requirements.

> ▶ **Handy hint**
>
> Competenz's Assessment Guides and Model Answers aim to help you and the candidate identify the evidence to complete and collect in the workplace. If in doubt as to what evidence to collect, consider: What do I need to see, hear, feel or read, to convince me?
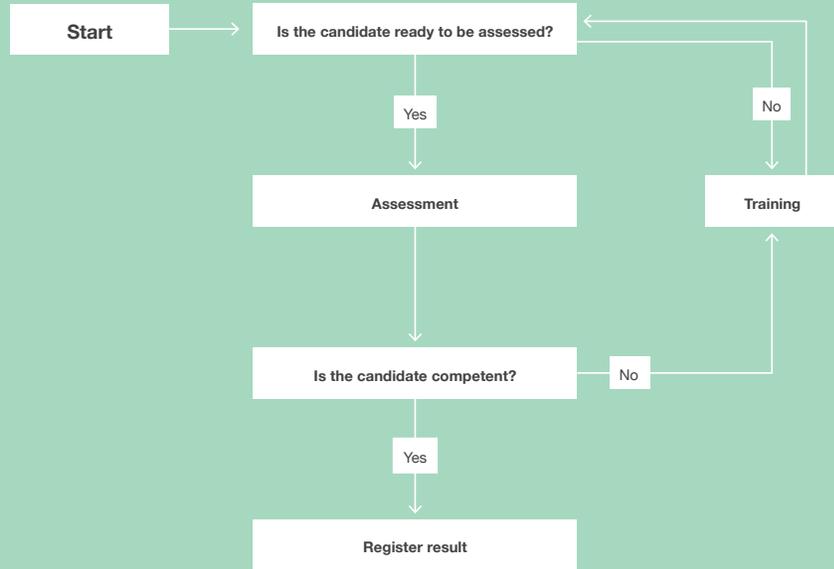
Typical workplace training and assessment process

```
┌─────────┐      ┌──────────────────────────────────┐ ◄─────────────────────┐
│  Start  │ ───► │ Is the candidate ready to be     │                       │
└─────────┘      │ assessed?                        │                       │
                 └──────────────────────────────────┘                       │
                        │ Yes                    No │                        │
                        ▼                           ▼                        │
                 ┌──────────────┐          ┌──────────────┐                  │
                 │  Assessment  │          │   Training   │                  │
                 └──────────────┘          └──────────────┘                  │
                        │                           ▲                         │
                        ▼                           │                         │
                 ┌──────────────────────┐   No      │                         │
                 │ Is the candidate     │ ──────────┘                         │
                 │ competent?           │                                     │
                 └──────────────────────┘                                     │
                        │ Yes                                                  │
                        ▼                                                      │
                 ┌──────────────────┐                                         │
                 │  Register result │                                         │
                 └──────────────────┘                                         │
```

Figure 1: Workplace training and assessment process

The assessment process

As an assessor of NZQA unit standards, there are three main stages that you go through for each candidate and their assessment. Each stage has many important tasks attached to it. We will go into more detail around what each stage involves in this guide.

Prepare ▶ **Assess** ▶ **Record**

Figure 2: Assessment Process

What makes for good assessment delivery?

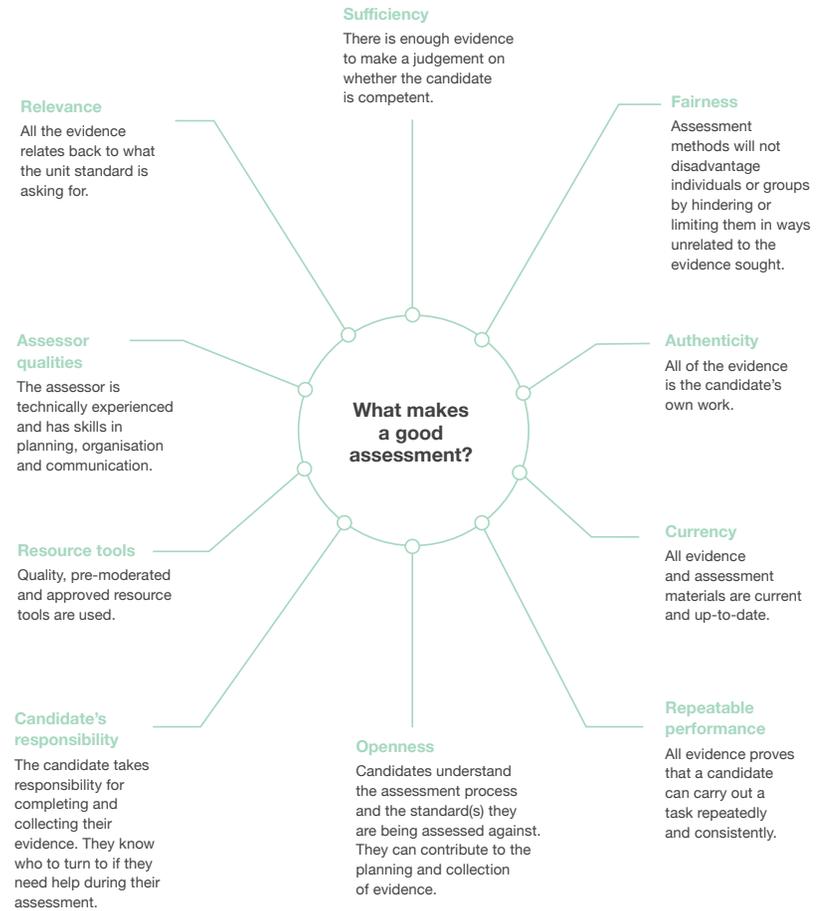There are key principles that assessors need to adhere to when conducting an assessment.

Sufficiency
There is enough evidence to make a judgement on whether the candidate is competent.

Relevance
All the evidence relates back to what the unit standard is asking for.

Fairness
Assessment methods will not disadvantage individuals or groups by hindering or limiting them in ways unrelated to the evidence sought.

Assessor qualities
The assessor is technically experienced and has skills in planning, organisation and communication.

Authenticity
All of the evidence is the candidate's own work.

Resource tools
Quality, pre-moderated and approved resource tools are used.

Currency
All evidence and assessment materials are current and up-to-date.

Candidate's responsibility
The candidate takes responsibility for completing and collecting their evidence. They know who to turn to if they need help during their assessment.

Openness
Candidates understand the assessment process and the standard(s) they are being assessed against. They can contribute to the planning and collection of evidence.

Repeatable performance
All evidence proves that a candidate can carry out a task repeatedly and consistently.

What makes a good assessment?

Figure 3: Key principles of good assessment delivery

03

Qualifications and unit standards

In this section we will cover:

» The New Zealand Qualifications Framework (NZQF) and Directory of Assessment Standards (DAS)

» NZQF Levels in relation to what is expected of the candidate at set levels

» A breakdown of a unit standard, explaining some of its key parts.

New Zealand Qualifications Framework (NZQF) and the Directory of Assessment Standards (DAS)

The process of workplace assessment provides a hands-on approach to competency-based assessment.

A competency-based framework was originally introduced by the New Zealand Qualifications Authority in 1990 to capture and recognise knowledge, skills and experience in New Zealand industries. Industry qualifications and standards were listed on the National Qualification Framework (NQF).

As of 1 July 2010, a single unified framework was established to optimise the recognition of education achievement and its contribution to New Zealand's economic, social and cultural success. All qualifications (except those delivered by Universities) are now listed on the NZQF and unit standards on the DAS.

NZQF Levels

As an assessor, it is important to have a clear understanding of the NZQF Levels, and what each of them represents.

There are ten levels on the NZQF: L1 is the least complex and L10 the most complex. Qualifications and unit standards each have an assigned NZQF level. The levels start to paint a picture around the complexity of learning. They do not equate to years spent learning, but reflect the content of the qualification and/or unit standard.

As a guide, the following figure maps out formal learning (certificates, diplomas, etc) against each of the NZQF levels. We have also put in some of the older qualifications and the school equivalent (NCEA) against the levels they typically link to. As the NZQF level increases, so too do the requirements around a candidate's performance. Their technical skills and knowledge, as well as their responsibility for personal and/or group outcomes, grow and are challenged.

Understanding the NZQF Levels and their boundaries is important, especially when it comes to the concept of relevance. Making sure, as assessors, that you are measuring only to the standards – nothing more (over assessing) and nothing less (under assessing).

Qualifications

Standard Setting Bodies (SSB) develop unit standards and qualifications for specific industries and professions that are based on the needs of trainees and are supported by industry.

Qualifications are registered on the NZQF and details of each can be found on the NZQA website.

Competenz is an industry training organisation (ITO), which means it is also a SSB. Competenz qualifications are written with industry input and advice.

Each qualification:

» Sits at a specified level of the NZQF and is made up of a certain number of credits

» Includes any pre-requisites, and transition arrangements from prior versions

» Contains core unit standards that are compulsory, and elective unit standards which are workplace-specific.

Unit standards

Unit standards are registered on the DAS. They are developed by groups of experts in their field.

Unit standards have a basic hierarchy to manage the large volume of industries and professions.

A unit standard belongs to a domain, which belongs to a sub-field, which belongs to a field. The field is the highest level of the hierarchy. These knowledge and skill sets are expressed in the form of unit standards. They cover specific tasks in a profession or industry, and outline the behaviour and outcomes expected of someone carrying out that task, in that industry.

Core compulsory unit standards

These units form the base of the qualification and are compulsory. The candidate must be assessed as competent in these standards in order to fulfil the requirements of the qualification.

Elective unit standards

Some qualifications will have unit standards – and/or strands – that a candidate can choose from as part of fulfilling the requirements of the qualification. This gives flexibility to work towards units that relate to their current job.

Figure 4: NZQF Levels

As mentioned, NZQF levels give an indication of the complexity of learning and the amount of effort required by the candidate.

The following figure compares the amount of technical skill and knowledge applied by the candidate on the vertical axis, with the candidate's responsibility on the horizontal axis.
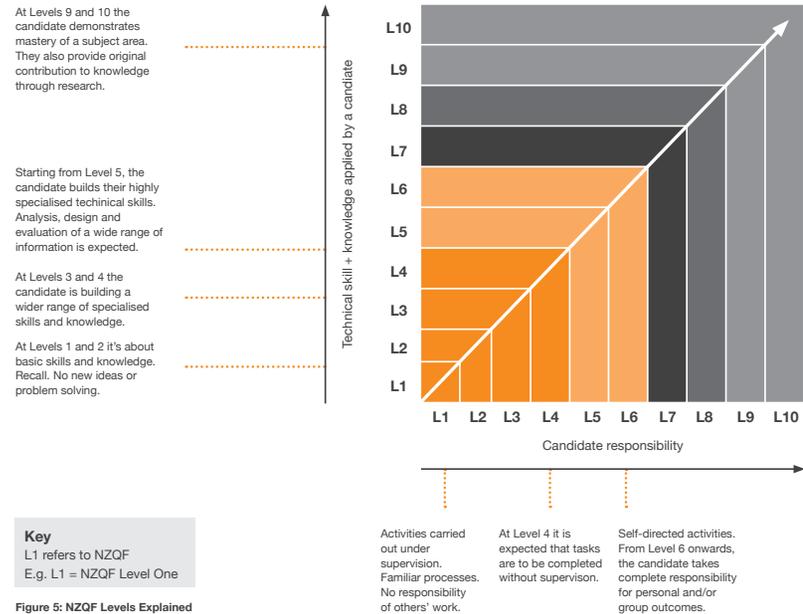

At Levels 9 and 10 the candidate demonstrates mastery of a subject area. They also provide original contribution to knowledge through research.

Starting from Level 5, the candidate builds their highly specialised technical skills. Analysis, design and evaluation of a wide range of information is expected.

At Levels 3 and 4 the candidate is building a wider range of specialised skills and knowledge.

At Levels 1 and 2 it's about basic skills and knowledge. Recall. No new ideas or problem solving.

Key
L1 refers to NZQF
E.g. L1 = NZQF Level One

Figure 5: NZQF Levels Explained

Activities carried out under supervision. Familiar processes. No responsibility of others' work.

At Level 4 it is expected that tasks are to be completed without supervision.

Self-directed activities. From Level 6 onwards, the candidate takes complete responsibility for personal and/or group outcomes.

> ▶ **Handy hint**
>
> Full descriptions of all ten NZQF Levels can be found on the NZQA website:
> www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/#heading2.0
>
> It is recommended that you become familiar with the demands on the candidate for each of the levels you will predominately assess against in your workplace.

Basic hierarchy of the DAS

Field

Sub-field

Domain

Standard
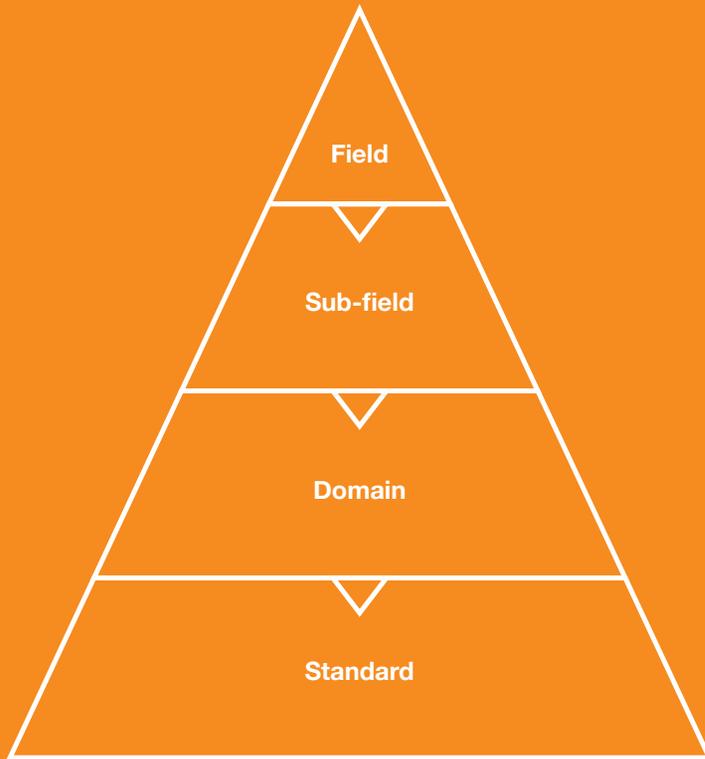
Field

Typically indicates an industry sector, such as engineering, technology, health, manufacturing.

Sub-field

Is created when the field is split out into more specialist areas or even industries within industries.

Domain

Is created when a sub-field is split out into more specialist areas. Your assessor scope is typically linked to domains.

Standard

Unit standards specify what a candidate for assessment needs to know, do and understand.

Figure 6: Basic Hierarchy of the DAS

Unit standard breakdown

Let's take a more detailed look at an NZQA unit standard.

1 Unit standard title

2 Number and version of the standard.

3 The Level indicates the level of difficulty, including how much technical knowledge and skill is to be used by the candidate.

4 The Purpose gives you a quick idea of what is involved in the standard. It is usually a combination of all the elements in the unit.

5 The available grade awarded for successful completion of this unit. Achieved (instead of Competent).

6 Explanatory notes share information that will help assessors interpret the standard. They can also indicate any special assessment requirements or conditions.

7 Credits indicate the amount of effort recommended for the achievement of the unit. Efforts may include the time taken for: training, applying the learning on-the-job, and assessment of the unit.

8 Where the unit sits on the Directory. **Subfield** Core Generic > **Domain** Work and Study Skills.

9 Highlights if a candidate needs to complete any other unit(s) before doing this one.

10 In the footer of each page of the unit is the SSB. In this example the creator/setting body for this unit is Competenz. Any queries you have about this unit can be addressed directly with the SSB. Their contact details are on the last page of the unit.

NZQA registered unit standard | 2713 version 7 **2**
Page 1 of 4

Title	Set manually operated production engineering machines **1**
Level	3 **3**	Credits	15 **7**

| Purpose **4** | This unit standard covers setting of manually operated machinery in a mechanical engineering production environment.

People credited with this unit standard are able to: prepare to set, and set, production engineering machine, measure sample components, and monitor production engineering machine operation. |
|---|---|

Classification	Mechanical Engineering > Engineering Machining and Toolmaking **8**

Available grade **5**	Achieved

Entry information

Recommended skills and knowledge	Candidates must be able to safely carry out basic machining operations. This could be evidenced by credit for standards such as Unit 21906, *Perform basic mechanical engineering machining operations under supervision,* or demonstrate equivalent knowledge and skills. **9**

Explanatory notes **6**

1   References
    Health and Safety in Employment Act 1992;
    Occupational Safety & Health Service. *Guidelines for Guarding Principles and General Safety for Machinery*. Wellington: Department of Labour, 1995.

2   Definitions
    Safe working practices – work practices designed to prevent personal injuries and damage to equipment and plant. This includes practices relating to personal attire and use of safety clothing and equipment, use of machinery and tools, and handling of materials and waste.
    Worksite procedures – operational procedures put in place by the candidate's employer. These include site safety procedures, equipment operating procedures, job procedures, and procedures for the handling and disposal of materials and waste.

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1 An Outcome is a specific learning task/behaviour. A task the candidate must prove they know and/or can do.

2 Evidence requirements outline how well the candidate is able to carry out the outcome. There may be one or more evidence requirements per outcome.

3 Status information and last date for assessment for superseded versions is shown in this box.

4 CMRs are created by the SSB and give guidance around Quality Support criteria for the unit and its assessment.

5 Consent to assess is granted by NZQA and certifies education organisation to assess unit standards and award credits for them.

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1 Outcomes and evidence requirements

Outcome 1

Prepare to set production engineering machine.

2 Evidence requirements

1.1 Machine is lubricated and routine maintenance carried out in accordance with worksite procedures.

1.2 Drawings, instructions, and specifications are interpreted to establish job requirements.

1.3 Sequence of operations is planned to achieve job requirements efficiently, and verified in accordance with worksite procedures.

1.4 Accessories, work-holding fixtures, and tools are selected for efficient production and in accordance with worksite procedures.

Outcome 2

Set production engineering machine.

Evidence requirements

2.1 Machine is set up to accept work safely and without damage to workpiece or machine.

    Range   work-holding devices, accessories and tools.

2.2 Operational parameters are selected appropriate to machine, material and tooling.

2.3 Machine is set to produce specified component and operation is verified in accordance with worksite procedures.

2.4 Sample components are produced to specified standard of quality.

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3 Status information and last date for assessment for superseded versions

Revision	5	25 September 2001	31 December 2012
Review	6	20 June 2006	N/A
Rollover and Revision	7	17 November 2011	N/A

4 Consent and Moderation Requirements (CMR) reference   0013
This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.

5 Please note
Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

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Range statements

Assessors should note where the range statement is placed on the unit standard. If written:

» **In the special notes/explanatory notes section**, the range statement applies to all outcomes (element and performance criteria) in the unit standard.

» **Immediately below an element/outcome statement**, it applies to all performance criteria/evidence requirements in that one element/outcome.

» **Immediately below a performance criterion/ evidence requirement**, it applies to that performance criteria/evidence requirement only.

Also take note of:

» The language used in the range

» If it says must include or include, or simply lists items, all of the items in the range must be assessed. The candidate must show evidence for **all** the items in the range

» If it says may include, but is not limited to, the items in the range are a guide and not all have to be assessed against. The candidate can show some of those listed in the range, along with other applicable industry/company standard items

» Evidence requirements around how many range items or tasks must be used/demonstrated by the candidate.

Terminology

Old terminology	New terminology
Accreditation/AMAP	Consent to assess/CMR
Unit Standard – Element	Unit Standard – Outcome
Unit Standard – Performance Criteria (PC)	Unit Standard – Evidence Requirements (ER)
Unit Standard – Special Notes	Unit Standard – Explanatory Notes
Competent	Achieved
National Qualifications Framework (NQF) and NZ Register of Quality Assured Qualifications/ KiwiQual	New Zealand Qualifications Framework (NZQF), and Directory of Assessment Standards (DAS)
National Diploma or National Certificate	New Zealand Diploma and New Zealand Certificate

▶ **Handy hint**

If you have any questions about a Competenz unit standard or interpretation of it, contact your account manager or training advisor at Competenz on 0800 526 1800.

NZQA's website **(www.nzqa.govt.nz)** is a handy resource for assessors, particularly for finding unit standard and New Zealand qualification details. The most recent version of standards and qualifications are accessed on the website.

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04

Roles and responsibilities

In this section we will cover:

» An introduction to who is involved in the assessment process and system, and their roles and responsibilities.

There are many people and stakeholders involved in the assessment process and system. These include candidates, assessors, verifiers, employers, training providers, Competenz and other ITOs, NZQA and more.

Candidate

Candidate is the name given to people who are being assessed.

Candidates are primarily responsible for:

» Their own learning and becoming a skilled worker

» Attending and completing courses that are part of their training agreement

» Completing and collecting evidence

» Presenting evidence to the assessor in a logical way.

Employers

Employers play an important role in the support of the training and assessment process. Their attitude and support around giving adequate time and resources to training and assessing in the workplace lays the foundation for its success.

Some of the employers' responsibilities include:

» Ensuring they have access to the right equipment and type of work needed to support the candidate in completing their training and assessment

» Making arrangements for the candidate to gain experience on any tasks that the company cannot cover in relation to their training plan

» Selecting and having adequately trained workplace assessors

» Allowing the assessor time to prepare for, and conduct, assessments when needed

» Allowing the candidate reasonable time to collect evidence as they perform their tasks

» Supporting assessors in attending regular professional development training, such as assessment related workshops.

Competenz workplace assessors

The Competenz workplace assessor is a key person in the assessment process. Some of the key responsibilities of an assessor include:

» Being registered with Competenz as an assessor

» Being familiar with, and working only within, their allocated assessor scope

» Arranging Verifiers, if needed

» Planning the assessment process with the candidate. This includes providing guidance to candidates around collecting evidence to satisfy the assessment requirements and ensuring assessment resource tools are current, appropriate and pre-moderated

» Assessing the candidate's performance against the unit standard criteria given in the Competenz pre-moderated Assessment Guides

» Making a judgement – the candidate's evidence either supports that they are competent (achieved or met the unit standard) or not yet competent (not yet achieved in the unit standard)

» Providing clear and timely feedback to the candidate

» Planning re-assessment if required

» Reporting assessment results to Competenz

» Participating in Competenz Quality Support processes, such as moderation and assessor workshops.

Verifiers

There will be times when an assessor cannot directly observe the candidate performing a task to be able to make a valid judgement on a candidate's performance to help the assessor complete the assessment.

A verifier is a person selected by the assessor who is there to identify and authenticate evidence which proves a candidate's performance and ensure they meet the industry, and company standard.

The verifier must be known and trusted by the workplace assessor. They will be experts in their field(s) and have proven technical skills and knowledge in the area they are verifying.

It is important that verifiers understand the principles behind assessment, and the need for them to complete all assessment materials clearly and specifically in accordance with Competenz quality systems and assessment practices.

Training providers

Training providers are educational providers who have been accredited by NZQA to train and assess against particular fields, subfields, domains and unit standards on the NZQF.

Some of their key responsibilities in supporting the assessment process include:

» Delivering training and assessment to the apprentice/trainee which is aligned to the applicable unit standards and New Zealand qualification requirements

» Registering any competent unit standards completed by the candidate with NZQA.

Competenz

Competenz is recognised as an industry training organisation for the following industries:

Engineering and related trades	Fabrication, mechanical engineering, general engineering, machining, fitting and machining, maintenance engineering, toolmaking, metal casting, fire protection, heating, ventilating and air conditioning, refrigeration and air conditioning, locksmithing, dairy systems
Food and beverage	Bakery, butchery, food and beverage manufacturing, winery cellar operations
Forestry	Harvesting, silviculture
Manufacturing	General manufacturing, steel manufacturing, wood manufacturing, furniture, pulp and paper, solid wood, wood panels, plastics and materials manufacturing, paint and coatings, plastics processing
Print, Packaging and Signmaking	Packaging, print, signmaking
Transport	Maritime and rail
Textiles, Apparel and Laundry	Laundry, apparel, textiles

NZQA

NZQA is a crown entity that:

» Maintains the NZQF where all non-university qualifications are held

» Registers all non-university Certificates and Diplomas onto the NZQF

» Issues a unique learner identification called a 'National Student Number (NSN or NSI)

» Maintains a ROA for each NSN. This records the progress of each learner through their completion (award) of unit standards and New Zealand qualifications

» Issues qualifications to people who have successfully completed their training and assessment

» Evaluates and compares overseas qualifications to NZ qualifications for immigrants. This also includes working with other governments to achieve international recognition of NZ qualifications

» Administers the secondary school qualifications (NCEA)

» Oversees Quality Support of industry and tertiary training.

Tertiary Education Commission (TEC)

The TEC is a government body that works with NZQA. They:

» Allocate industry coverage to SSBs, including ITOs such as Competenz

» Approve and administer the distribution of government funds to education organisations, including ITOs.

New Zealand Apprenticeships

In January 2014, New Zealand Apprenticeships were introduced to provide a premier vocational pathway and quality support for all apprentices regardless of age.

NZ Apprenticeships:

» Provide an entry point into an occupation setting a person up for a career in an industry

» Meet any regulatory requirements for entry into an occupation

» Contain a strong theoretical component to support further learning, as well as a practical element.

The detailed criteria for NZ Apprenticeships are that:

» An apprentice must be employed in the occupation for which they are training

» Throughout the apprenticeship, an apprentice must be supported by a training plan agreed by the apprentice, the employer and the organisation arranging the training

» All NZ Apprenticeships will result in (at least) a Level 4 New Zealand qualification comprising a minimum of 120 credits (ensuring a strong theoretical component).

Competenz:

» Develops industry-relevant unit standards and qualifications

» Administers on-the-job and off-the-job training with industries and training providers

» Provides subsidies for on-the-job and off-the-job training

» Coaches, mentors and registers workplace assessors. This includes providing quality systems to ensure that assessment results are consistent across different workplaces

» Provides ongoing support for employers and employees in workplace training and assessment

» Sets rules and guidelines for how assessment should be conducted, and completes Quality Support checks.

Direct support Competenz offers during the assessment process includes:

» Managing the registration of workplace assessors and their scopes

» Coaching and supporting workplace assessors

» Providing Assessment Guides and Model Answers for many unit standards, and learning resource material for selected skills/knowledge

» Sending workplace assessment results to NZQA for registration onto applicable Record of Achievements (ROAs)

» Arranging and contracting off-the-job training for candidates (apprentices) as per their related training plan

» Advising off-the-job training options for candidates

» Supporting everybody involved in the training and assessment process.

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05

Assessment guides

In this section we will cover:

» Competenz Assessment Guides

» Availability of Assessment Guides

» What makes good Assessment Guides?

» Breakdown of a Competenz Assessment Guide and Model Answers set.

Competenz Assessment Guides

All Assessment Guides provided by Competenz are pre-moderated.

Tool	Used by	Description
Assessment Guide (AG)	Candidate and Assessor	» Directs the candidate to complete clearly defined tasks » Provides a method of collating written answers as evidence » May have other evidence attached to it » May include an observation checklist, to be completed by the assessor (possibly with the assistance of a verifier) » Includes a cover sheet that allows for recording of personal details and assessment judgements.
Model Answers (MA)	Assessor	» Includes instructions for the assessor that explain the evidence that must be collected and the assessment requirements and conditions to be met » Includes an evidence map showing how each aspect of the unit standard(s) is covered in the required evidence » Provides clear instructions for judging competence of written answers. It may also include example answers.

Availability of Assessment Guides

Assessment Guides and Model Answers are available for the majority of Competenz unit standards.

In some cases, **Integrated Assessment Guides** have been developed. They integrate (mix together) the requirements of several unit standards. This is particularly useful when there is some overlap between unit standards, or there are a number of unit standards which cover different parts of a bigger task that would naturally be completed together. The benefit of this approach is that assessment activities are more natural and holistic, and tend to be achieved in less time.

Courses will often use integrated Assessment Guides alongside workbook training resources containing formative assessment questions. In these cases, the integrated model answers are presented within a trainer guide.

Other ITOs produce similar Assessment Guides, and some of these (where relevant to Competenz industry qualifications) are also available.

What makes a good Assessment Guide?

Reliable
Regardless of the assessor and the candidate, multiple uses of the guide produce similar results/judgements.

Authentic
It is clear from any evidence provided by the candidate, that it is their own work, and not others.

Relevant
All tasks and evidence relates to the unit standard criteria and requirements, and the candidate's workplace.

Fair
There is no room for assessor bias or favouritism. Each candidate is given the same instructions.

Sufficient
The assessment activities combined provide enough evidence for an assessor to judge all the skills and/or knowledge that is required by each unit.

Figure 7: Key Principles of Good Assessment Guides

Format of Competenz Assessment Guides

Please note that the Competenz examples/excerpts below may be missing (or have extra) features to the specific tools you may be using. They are a guide only.

Assessment Guide

Domain	Mechanical Engineering > Engineering Machining and Toolmaking		
Unit	2713 v7	Set manually operated production engineering machines	Level 3 Credits 15

Personal Details	
Candidate name	Company
Date of Birth	NSI No.
Phone	Email
Assessor name	Company
Verifier name	Company
Position	Phone

Assessment Result	
Start Date	Assessor Stamp
Assessor Judgement Achieved / Not Yet Achieved *(circle)*	
Assessor Signature	
Date	
Candidate Response Agree / Wish to appeal *(circle)*	
Candidate Signature Date	
Verification (if required): I confirm that the candidate's performance meets organisational requirements.	
Verifier Signature Date	

Quality Assurance – Competenz use only	
Assessor Judgement meets National Standard? Yes / No *(circle)*	Moderator Stamp

For any queries, contact: Competenz, PO Box 9005, Newmarket, Auckland 1149. Ph 0800 526 1800

Competenz

AG 2713 v7, Ed.1 © Competenz, July 2014   Page 1

This material has been moderated in the current format. Any changes need to be resubmitted for moderation.

This first section shows:

Domain and unit standard details. Make sure your assessor scope covers the domain and unit listed.

This personal details section allows the candidate, assessor and verifier (if used) to record their details.

This assessment results section is where you as the assessor record your assessment decision. It is important that all parties sign this section to show they agree with the assessment result.

The Quality Support section is left blank. It will be used if the assessment is post moderated by Competenz.

The Assessment Requirements section is in both the Assessment Guide and Model Answers.

This section sets out what the candidate needs to do to complete the assessment.

It also includes applicable assessment conditions, definitions, recommended skills and knowledge and any prerequisite units.

This information aims to help the assessor and candidate have a conversation about what they need to do and support your assessment planning with the candidate.

Assessment Requirements

This Assessment Guide is designed to help you provide evidence of your skills and knowledge required by this unit standard.

Before you begin the activities in this Guide, read all of the following assessment requirements. This information will help you when you meet with your Assessor to plan your assessment.

When you meet with your Assessor, they will:

- talk you through the activities in this Guide, and help you plan for what you need to do
- check to make sure you are ready to begin this assessment.

What you need to do

1. Your evidence must clearly show that you can competently set **two** different types of manually operated production engineering machines.

2. There are **four** parts to this assessment:
   a. Set **two** different types of manually operated production engineering machines.
   b. Answer questions about one of your set-ups.
   c. Provide **two** completed Observation Checklists, signed by the Observer.
   d. Provide Supporting Documentation.

3. Your Assessor will either observe you as you set **two** different types of manually operated production engineering machines, or choose an Observer to do this.
   The person who observes you must have experience in setting manually operated production engineering machines.
   This person may be your tutor, manager, or team leader.
   The Observer must complete and sign the Observation Checklist in this Guide.

4. Make sure any Supporting Evidence you supply:
   - is clearly labelled to show which question or assessment activity it relates to, and either written in or stapled to this Guide.
   - helps to prove your knowledge, skills and experience required for this unit.

5. Once you have finished this Guide, contact your Assessor or Account Manager to arrange the next steps.

Conditions

- You must set **two** different types of manually operated production engineering machines.
- Appropriate production engineering machines include but are not limited to – drills, mills, lathes, presses, folders, cutting, forming, forging, shaping, bending.
- You need to complete all activities yourself.
- It is expected that you will have had learning / experience of setting the **two** different types of manually operated production engineering machines before you begin this assessment.
- It is likely that you will have already been observed setting manually operated production engineering machines on more than one occasion before you are formally assessed.
- All tasks you carry out for this assessment must be completed in accordance with your worksite procedures.
- You must complete all work using safe working practices to meet relevant legislative (legal) and statutory requirements.
- NZ law that applies to this assessment includes but is not limited to the Health and Safety in Employment Act 1992, and subsequent amendments.
   TIP: Visit www.legislation.govt.nz to search for and see a free online copy of the latest version of NZ laws.

Definitions

- *Safe working practices* – work practices designed to prevent personal injuries and damage to equipment and plant. This includes practices relating to personal attire and use of safety clothing and equipment, use of machinery and tools, and handling of materials and waste.
- *Worksite procedures* – operational procedures put in place by the candidate's employer. These include site safety procedures, equipment operating procedures, job procedures, and procedures for the handling and disposal of materials and waste.

Recommended Skills and Knowledge

- Candidates must be able to safely carry out basic machining operations. This could be evidenced by credit for standards such as:
   o Unit 21906, *Perform basic mechanical engineering machining operations under supervision*
   or demonstrate equivalent knowledge and skills.

Further information

- This unit standard does not apply to Computer Numerical Control (CNC), Computer Aided Manufacturing (CAM), or sequence programmed production machines.

The Questions worksheets may be filled in by candidate, or the assessor may ask the question orally and mark down the answers. The chosen option must be indicated at the top of the sheet.

If answers are written by someone other than the candidate, it must be clear to the assessor that someone else wrote the answer(s). Best practice is to encourage the writer (other than the candidate) to initial and date next to each answer they have recorded (verbatim) for the candidate.

Questions may be presented using a wide range of questioning styles e.g. basic questions and blank for answers, multi-choice, fill-in-the-gaps, complete this table, etc.

A tick-box is provided to the right of each question for marking purposes.

Questions

Answer the following questions about setting manually operated production engineering machines.

Candidate Name		Date	
Worksite			
Please note	• Give clear and detailed answers.		
	• You can write your answers yourself in the spaces provided here, or give them orally to your assessor who will record them		

Answers to these questions have been written by *(circle)*:	Candidate / Assessor / Other:

Record of Competence ☑ or ☒
Setting a manually operated production engineering machine
Identify the machine you set for **one** of your Observations and the component you set it to produce, and answer the following questions about how you set it.

Machine	
Component	

1. How did you keep yourself safe when you were setting the machine? ☐

   Describe clearly the safe working practices you followed, including any personal protective equipment (PPE) you used / wore.

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Observation Checklists

You must complete **two** Observation Checklists for setting **two** different types of manually operated production engineering machine on separate occasions.

For **each** production engineering machine you will need to:

- prepare to set the machine
- set the machine to produce the specified component
- measure sample components
- monitor the operation of the machine to ensure components produced meet specification
- provide copies of the drawings, instructions, and specifications you interpreted to set the machine.

Note Make sure that the **two** types of manually operated production engineering machine you set are **different**.

Observation Checklist 1

Complete this Observation Checklist for setting **one** type of manually operated production engineering machine to meet job requirements on **one** occasion.

Attach to this Guide, clearly labelled copies of the drawings, instructions, and specifications you interpreted to establish the job requirements.

Make sure the machine you set for this Observation is different from the machine you set for your second Observation.

You, the candidate, fill in **Part A**. The person observing you fills in **Part B**.

Part A: Candidate to complete this section		
Candidate Name		Date
Worksite		
Specified component		
Observer		

Part B: Observer to complete this section	
Write **Yes** or **No** to each of the following statements as the candidate sets the manually operated production engineering machine.	
In setting the machine, the candidate satisfactorily:	
1. Lubricates the machine and carries out routine maintenance.	
2. Interprets drawings, instructions, and specifications to establish job requirements.	
3. Plans and verifies the sequence of operations to achieve job requirements efficiently.	

Observation Checklists look something like this.

Instructions are given to both the candidate and observer around what to do and how to complete the form.

Attach the following evidence to this Guide

Staple to this page / section of the Guide:	
1. ☐ Copies of the drawings, instructions, and specifications for the **two** production engineering machines you set under observation.	☐

Clearly label each attachment.

Supporting Evidence

Supporting Evidence means any additional documents or other material the candidate used that show they can competently set manually operated production engineering machines.

This evidence may include, for example: production records; drawings or photos; worksite procedures; machine / operator manuals.

Note: Any documentation used as supporting evidence needs to be signed by the Assessor / Verifier showing the candidate has met worksite and evidence requirements.

This section is a place holder for documents and other evidence the candidate may have to provide. The aim is to help the candidate submit a completed assessment the first time.

Assessor – Final Judgement

After reviewing the candidate's evidence for Unit Standard 2713 v7, it is clear that the candidate can competently set manually operated production engineering machines, including:

☐ preparing to set production engineering machine

☐ setting production engineering machine

☐ measuring sample components

☐ monitoring production engineering machine operation

☐ carrying out all work in accordance with worksite procedures, and demonstrating safe working practices in compliance with relevant legislative and regulatory requirements that include but are not limited to the Health and Safety in Employment Act 1992.

Assessor Feedback to the Candidate

Assessor		Date	

This section is completed only by you, the assessor.

This is your final check on the candidate's overall evidence against the unit standard requirements.

Provide feedback to the candidate on their overall performance against the standard.

Model Answers

Model Answers

Domain	Mechanical Engineering > Engineering Machining and Toolmaking		
Unit	2713 v7	Set manually operated production engineering machines	Level 3	Credits 15

Assessment Evidence

Recommended Assessment Evidence

Assessment Guide, that includes successfully completed:

- Questions
- Observation Checklist
- Supporting Documentation.

Supporting Evidence

Supporting Evidence means any additional documents or other material the candidate used that show they can competently set manually operated production engineering machines.

This evidence may include, for example: production records; drawings or photos; worksite procedures; machine / operator manuals.

Note: Any documentation used as supporting evidence needs to be signed by the Assessor / Verifier showing the candidate has met worksite and evidence requirements.

The Model Answers lists the Recommended Evidence. These items are found in the matching Assessment Guide.

Some suggestions for additional Supporting Evidence are given as a guide to the assessor.

Assessment Requirements

This Assessment Guide is designed to help you provide evidence of your skills and knowledge required by this unit standard.

Before you begin the activities in this Guide, read all of the following assessment requirements. This information will help you when you meet with your Assessor to plan your assessment.

When you meet with your Assessor, they will:

- talk you through the activities in this Guide, and help you plan for what you need to do
- check to make sure you are ready to begin this assessment.

What you need to do

1. Your evidence must clearly show that you can competently set **two** different types of manually operated production engineering machines.

2. There are **four** parts to this assessment:
   a. Set **two** different types of manually operated production engineering machines.
   b. Answer questions about one of your set-ups.
   c. Provide **two** completed Observation Checklists, signed by the Observer.
   d. Provide Supporting Documentation.

3. Your Assessor will either observe you as you set **two** different types of manually operated production engineering machines, or choose an Observer to do this.

   The person who observes you must have experience in setting manually operated production engineering machines.

   This person may be your tutor, manager, or team leader.

   The Observer must complete and sign the Observation Checklist in this Guide.

This Assessment Requirements section is the same as what is in the Assessment Guide.

The details outline the key actions and conditions applicable to the assessment. Be careful to check if there are any pre-requisite units that must be achieved before beginning this assessment. (If there are no pre-requisites listed, it typically suggests there are no pre-requisites/ entry information).

Unit Standard Evidence Map

Unit 2713 v7	Set manually operated production engineering machines	Level 3	Credits 15
Explanatory notes			

3. Assessment information

	Questions	1
a. All activities must comply with relevant legislative and/or regulatory requirements, which include, but are not limited to, the Health and Safety in Employment Act 1992.	**Two** Observation Checklists	5, 11, Observer sign-off
b. All activities must demonstrate safe working practices.		
c. This unit standard does not apply to Computer Numerical Control (CNC), Computer Aided Manufacturing (CAM), or sequence programmed production machines.		

4. Range

a. Production engineering machines includes but is not limited to – drills, mills, lathes, presses, folders, cutting, forming, forging, shaping, bending.

b. Evidence of setting at least **two different** types of machines is required.

Outcome and Evidence Requirements	Evidence	No.
Outcome 1: Prepare to set production engineering machine.		
1.1 Machine is lubricated and routine maintenance carried out in accordance with worksite procedures.	Questions	1
	Two Observation Checklists	1, 12, 13, Observer sign-off
1.2 Drawings, instructions, and specifications are interpreted to establish job requirements.	**Two** Observation Checklists	1, 2, Observer sign-off
1.3 Sequence of operations is planned to achieve job requirements efficiently, and verified in accordance with worksite procedures.	Questions	2
	Two Observation Checklists	3, 13, Observer sign-off
1.4 Accessories, work-holding fixtures, and tools are selected for efficient production and in accordance with worksite procedures.	**Two** Observation Checklists	4, 13, Observer sign-off

This unit standard evidence map shows which questions, observations or tasks act as evidence for which unit (Evidence Requirements). This helps you to better understand why a candidate is asked to carry out a certain task, answer questions, be observed in the workplace.

The Model Answers replicate all questions, tasks and/or observations set in the Assessment Guide, and provides guidance to you in making a judgement.

Questions

Answer the following questions about setting manually operated production engineering machines.

Assessor

Where a candidate's response to one or more questions does not provide enough evidence to satisfy a requirement of the standard convincingly, you could use additional oral questioning to draw out the additional evidence required.

Record and attach to this Guide the question(s) you ask, with a brief summary of the candidate's responses.

Candidate Name	Candidate name provided	Date	Date provided
Worksite	Worksite identified		
Please note	• Give clear and detailed answers. • You can write your answers yourself in the spaces provided here, or give them orally to your assessor who will record them		

Judgement Statements aim to help you make a judgement on a candidate's response.

Example answers may also be given as a guide to quality of expected answers.

Assessor notes, judgement statements and example answers are in blue.

Answers to these questions have been written by *(circle)*:	Candidate / Assessor / Other:

Record of Competence ☑ or ☒
Setting a manually operated production engineering machine Identify the machine you set for **one** of your Observations and the component you set it to produce, and answer the following questions about how you set it.

Assessor

This information supports all Outcomes of the unit.

Judgement statements

☐ The candidate identifies:

　○ **one** manually operated production engineering machine they were observed setting

　○ the component they set the machine to produce.

Assessor

The **two** Observation Checklists support all Outcomes of the unit.

Judgement statements

☐ The candidate provides:

　○ **two** successfully completed Observation Checklists for setting **two** different types of production engineering machine on separate occasions.

　○ clearly labelled copies of the drawings, instructions, and specifications they interpret to establish the requirements of each of the **two** jobs.

☐ All work observed is carried out in accordance with worksite procedures, using safe working practices that meet the requirements of the Health and Safety in Employment Act 1992 and other relevant legislative and/or statutory requirements.

Observation Checklist 1

Complete this Observation Checklist for setting **one** type of manually operated production engineering machine to meet job requirements on **one** occasion.

Attach to this Guide, clearly labelled copies of the drawings, instructions, and specifications you interpreted to establish the job requirements.

Make sure the machine you set for this Observation is different from the machine you set for your second Observation.

You, the candidate, fill in **Part A**. The person observing you fills in **Part B**.

Part A: Candidate to complete this section			
Candidate Name	Candidate name provided	Date	Date recorded
Worksite	Worksite identified		
Specified component	Specified component identified		
Observer	Observer name provided		
Part B: Observer to complete this section			

This is an example of Assessor notes and judgement statements for an Observation Checklist.

> **Handy hint**
>
> To provide feedback on Competenz Assessment Guides, please contact resourcehelp@competenz.org.nz

—

06

Assessment rules and considerations

In this section we will cover:

» How to use Assessment Guides

» Who can assess

» Conditions for assessment.

Use of Assessment Guides

Assessors should aim to use the latest edition of the Assessment Guide available.

The Model Answers document provides guidance to the assessor about the structure of the assessment and how it should be conducted and judged. Assessors should read the Model Answer document early in the preparation phase. This is not to be shown to the candidate.

Model Answers may include a statement to clarify how a judgement would be arrived at, and example answers. These are a guide for the assessor about the characteristics of acceptable evidence. Assessors need to be aware of personal biases and be careful not to add additional expectations that exceed the unit standard requirements.

The use of Competenz Assessment Guides is recommended. This does not however exclude the use of alternative or supplementary evidence, where this may be a helpful addition or a more efficient or relevant method for the candidate.

Assessment Guides from other SSBs may be available through Competenz. These will have a Competenz cover sheet attached to ensure we collect personal details, sign-offs and the assessor stamp.

If Assessment Guides are not available, the assessor may develop their own. However, this must be successfully pre-moderated by Competenz before use. It is the assessors responsibility to check the relevant Consent and Moderation Requirements (CMR) to identify any additional pre-moderation or assessment requirements. CMRs are listed on unit standards and can be accessed on the NZQF at www.nzqa.govt.nz.

Who can assess?

Assessors must be registered with Competenz, and can only assess within their allocated scope. Each registered assessor is allocated a scope in accordance with their own qualifications, experience and knowledge. This ensures that the assessor has the necessary skills, knowledge and experience to judge a candidate's evidence. If you are unsure of your allocated scope or would like to request further scope, please contact Competenz.

▶ **Handy hint**

Assessors must be registered, and can only assess within their allocated scope.

Becoming an assessor

As part of applying to become a workplace assessor, you may want to ask yourself the following questions:

» Does the company need a workplace assessor?

» Am I suitably qualified or experienced to assess the training needed?

» Am I happy to devote time to consistently assess work colleagues?

» Do I have the right people skills?

» Am I able to take on the extra responsibility?

» Does my employer understand the time requirement for me to do this?

Registered assessors:

» Are recommended by their employer and supported by the account manager or training advisor

» Hold NZQA unit standard 4098

» Hold a relevant industry qualification

» Meet industry requirements, when specified

» Are awarded scope to assess those unit standards where they hold the same or equivalent qualification or can provide evidence of equivalent industry skills and knowledge

» Competenz registers assessors against criteria that meet industry needs and award them a scope that approves domains and unit standards for each assessor, relevant to their qualifications and experience

» Only assess the unit standards listed in their approved assessor scope

» Comply with all Competenz current policies and procedures that apply to assessment and moderation

» Are required to be quality assured annually to maintain their registration (or as requested)

» Are required to attend a minimum of one Competenz refresher workshop every two years for professional development in assessment.

Use of verifiers

The verifier must be known and trusted by the workplace assessor. They will be experts in their field(s) and have proven technical skills and knowledge in the area they are verifying.

It is important that verifiers understand the principles behind assessment and the need for them to complete all assessment materials clearly and specifically.

Conditions of assessment

Assessment conditions established in the Assessment Guide should be followed.

The assessor may choose to supplement the assessment methods with additional evidence collection where this is necessary to confirm their judgement. For example, when conducting observations, the assessor may ask verbal questions to ensure the candidate is demonstrating an action consciously or fully.

Alternative and supplementary evidence

These are additional documents provided by the candidate (other than the normal assessment activities listed in the Assessment Guide) to prove their competency. It can be used to support your decision.

Principles of good assessment delivery should be applied (see What Makes for Good Assessment Delivery? on page 15 of this guide.

The Privacy Act 1993

The Privacy Act is primarily concerned with good personal information handling practices.

Things you must do include:

» Let the candidate know why the information is being collected

» Only collect information that is relevant to the candidate and their assessment(s)

» Inform the candidate of where their assessment information will be stored, and how they can access this information

» Keep assessment information in a secure place

» Seek permission from the candidate before sharing any of their assessment information with others

» The candidate's assessment information will only be shared with authorised parties. This may include the candidate's employer, supervisor, training providers, and Competenz.

▶ **Handy hint**

Before you can be a registered assessor, you need to obtain unit standard 4098. Once you have been judged competent, you can be registered as a workplace assessor.

Contact your Competenz Account Manager or Training Advisor for assistance.

Review

When preparing for and carrying out assessments in the workplace (for example on-the-job observations), the assessor must meet their responsibilities under the Health and Safety at Work Act 2015. That is, to take all practicable steps to keep the candidate, themselves and others safe.

This may include ensuring:

» The work area is free from hazards

» Equipment is used safely and correctly

» All safety equipment is available and worn

» The person being assessed has been suitably trained in use of safety equipment

» All emergency exits are identified

» That company and worksite policies and procedures are identified and followed during the assessment.

It is common that unit standards require assessment of candidates to be conducted in potentially hazardous situations or undertaking potentially hazardous tasks. Identification of hazards and implementation of safe work practices is often a part of what needs to be observed. The assessor must allow the candidate the opportunity to demonstrate these skills for as long as it is safe to do so, but must be prepared to step in to ensure the candidate does not harm themselves or others.

Special notes

When assessing, it is important that you are aware of all the special notes that exist within the unit standards you are assessing against. When using Competenz Assessment Guides, these have been taken into account in the design and are listed in the assessment requirements section of the Model Answers.

These special notes provide further guidance, boundaries and references for the standard, and often include:

» **In accordance with organisational procedures (or the like)**
This is commercial competency. The candidate must prove that they can perform to the criteria set in the standard, repeatedly and consistently AND in accordance with organisational procedures and/or all work practices

» **Legislation relevant to this unit standard**
Any legislation relevant to a unit standard will be spelt out in the special notes section. It is important you are familiar with all of the legislation listed, and its relevance to the criteria in the standard

» **Codes of practice**

» **Manufacturer's specifications.**

Moderation

Moderation requests from Competenz Quality Support must be complied with. This is explained further on page 63.

Designing your own Assessment Guides

In some cases Competenz's pre-approved Assessment Guides may not be available or suitable. Assessors wishing to design their own Assessment Guides are encouraged to observe the criteria in unit standard 11552 – Design Assessment.

The range of valid evidence collection which may be used include:

» Observation of natural events in a workplace

» Simulations

» Skills tests

» Examination of products

» Processes for attestations

» Written or oral tests.

> ▶ **Handy hint**
> All Assessment Guides must be pre-moderated by Competenz before use.

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07

Assessment

In this section we will cover:

» Preparation of the candidate, assessor and physical environment for assessment

» Some of the guides available to you during the assessment process

» The concept and benefits of assessment planning meetings.
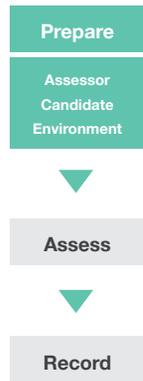
Preparing for assessment

| Prepare |
| Assessor Candidate Environment |

▼

| Assess |

▼

| Record |
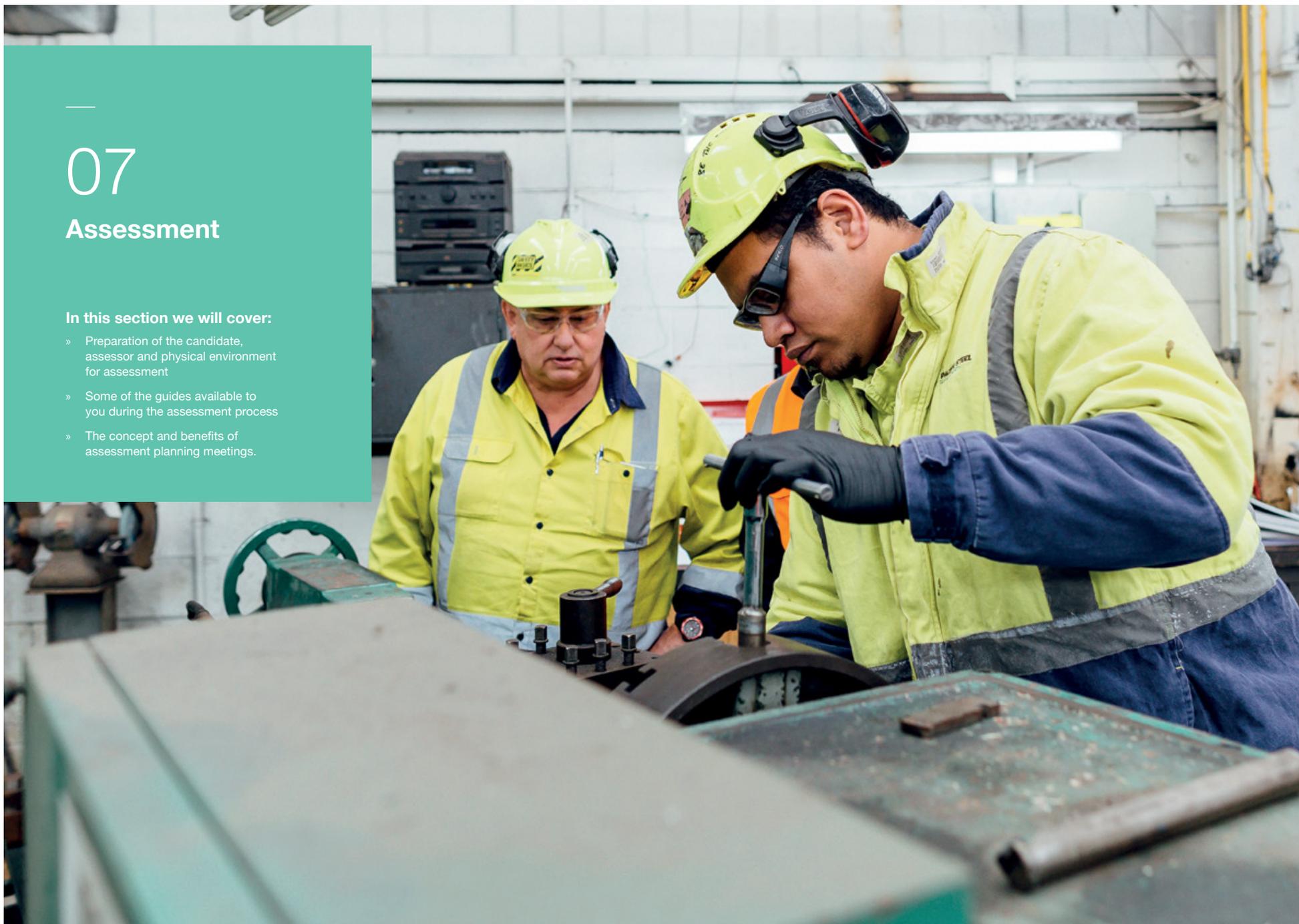
Figure 8: Preparation details

A lot of the success of an assessment comes from how well an assessor plans and prepares themselves, their candidate, and the work environment.

A prepared assessor knows:

» The assessment of the unit standard(s) is within their assessor scope

» What the unit standard is asking of the candidate

» What environmental conditions must be met

» How they will assess and support the candidate for the unit standard(s). This may include:

  » What assessment resources they will use

  » What order to carry things out, which may include looking at how to cluster, or integrate the assessment of one or more tasks and/or unit standards

  » The typical evidence that can be completed and collected

  » The standard of performance expected of the candidate and how they will judge if the evidence of this is competent

  » Company worksite policies and procedures, relevant legislation, industry codes, standards, etc.

If applicable, the assessor has organised:

» Assessment planning meetings with the candidate to start the assessment process

» Access to required environmental conditions

» Dates and times to observe the candidate carrying out the tasks on-the-job

» Verifiers who may be involved in the assessment of the candidate

» Copies of pre-moderated assessment resource materials to be used.

Assessors also:

» Communicate with the candidate's manager about when assessment activities will happen

» Ensure the candidate is prepared and ready to be assessed before conducting the assessment

» Check the concept/plans for any project/assembly etc. that is to be used to ensure it will provide the required evidence.

A prepared candidate

Both the candidate and assessors have responsibility for preparing for assessment. A prepared candidate:

» Knows what the assessment resource materials are asking of them

» Is aware and comfortable with all the tasks and pieces of evidence they need to complete and collect

» Has shared with the assessor any special needs they have, and discussed how these will be supported during assessment

» Knows how to contact the assessor with any questions or concerns

» Is aware of the reassessment process

» Knows who else will be involved in the assessment, for example verifiers

» Believes that they have the skills and knowledge needed to successfully complete the assessment and are ready to be assessed.

The assessment environment

Assessment in the workplace usually takes place on the job, in naturally occurring events. However, there are some considerations to make that apply to both the assessor and the candidate.

These include:

» That company and worksite policies and procedures are identified and followed during assessment

» All applicable resource materials are available, and current, for use

» Feedback to the candidate is given in an environment where privacy can be assured and is free from excessive noise and distractions.

Occasionally the assessment will require small alterations to work conditions or processes or different environmental conditions altogether. The assessor must work closely with the employer to ensure the assessment environment for these situations is appropriate.

▶ **Handy hint**

If you are planning on assessing unit standards **not** included in the training plan, contact your Competenz Account Manager or Training Advisor for advice on:

» If it will fit into the qualification

» The availability of assessment resource materials

» If you have the scope to assess against it.

Figure 9: Assessor tools

Conducting assessment

Building your assessor toolkit

Your current level of technical knowledge, skills and experience are just one building block to becoming an assessor. The more assessment situations you are in, the more tools and processes you will become familiar with to support you in your role.

Some tools that may be available to you include:

» Training plan

» Assessment Guides

» Model Answers

» Unit standard evidence map

» Samples of good evidence

» Evidence sheet

» Moderation reports

» Workplace assessment record pad and assessor stamp.

Assessment planning meeting

You may find that organising and having assessment planning meetings will build a foundation for the whole assessment process with the candidate.

Benefits of holding assessment planning meetings:

» Helps to set the scene with the candidate and the assessor around what is going to happen for the assessment(s) of the current unit standard(s)

» For a candidate new to assessment, a planning meeting gives them an idea of what to expect, what's involved, and a safe opportunity to ask questions about assessment in general

» Provides the assessor with a logical structure and opportunity to prepare themselves and their candidate

» Gives the candidate and assessor and an opportunity to review all the details of the assessment as well as organise together any observations and verifiers that may be needed to support the assessment

» Enables the candidate to share any special needs they may have so the assessor can address and support the assessment appropriately (for example, English as a second language, literacy and numeracy etc).

Handy hint

An **assessment planning meeting form** can be found in the Appendix of this guide.

It can be used to help the assessor check-off what they have discussed with the candidate and documents the planning process.

Prepare

▼

Assess

Observe candidate

Review candidate's completed assessment

Make judgement

Give feedback

▼

Record

Figure 10: Preparation details

In this section we will cover:

» The four key tasks involved in the 'assess' stage of the assessment process

» Descriptions of what constitutes competent and not yet competent.

So far you have:

✓ **Prepared yourself and the candidate for assessment**

✓ **Organised any assessment events involving your input e.g. observations**

✓ **Prepared any necessary assessment environments and equipment in a safe and healthy way. Now it is time to assess.**

Observe candidate

Observation Checklists, if required, are provided in the candidate's Assessment Guide and are used to document the findings of the on-the-job observation. This completed checklist forms part of the candidate's evidence for their assessment.

When carrying out an observation ensure:

» All personal protective equipment (PPE) is provided and worn correctly

» Safe work practices are followed

» The observation is carried out in a naturally occurring situation (as much as possible)

» The physical environment reflects normal work conditions

» You document what you have observed, as required on the observation checklist(s). This includes comments about any specific areas that are judged to be achieved with competent, and other comments that will help to clarify what was observed (but should not repeat the information recorded on the observation sheet).

After the observation has finished, the assessor gives the candidate specific feedback on their performance.

Completion of assessment evidence

The candidate is responsible for providing the remainder of the evidence required outlined in the Assessment Guide (for example completing the questions, task sheets, and attaching documentation or other evidence such as photos).

The assessor may guide and encourage the candidate during this stage, but must not lead them towards the correct outcome.

The assessor may, if this is more appropriate for the candidate, ask questions orally and record the candidate's answers. They must record the answers verbatim, and indicate at the top of the questions sheet that they have recorded the answers.

Review the completed assessment

The assessor should check that all required evidence has been provided, is authentic, and that the candidate has completed their personal details on the cover page and filled in their name at the top of each task.

If supplementary evidence has also been provided, this should be marked to indicate which part(s) of the Assessment Guide it applies to.

If any evidence is insufficient, it should be returned to the candidate for completion before any judgements are made.

Make judgement

Making a judgement is a crucial point in the assessment process. This is about judging whether the evidence is sufficient.

Ask yourself: Do we have enough evidence to prove that the candidate knows about/can do the tasks, to the standard required, repeatedly and consistently?

Statements on an observation checklist specify the tasks that a candidate must perform, to the required standard. This is recorded during the observation.

The Model Answers give clear judgement instructions to help the assessor make decisions around sufficiency of written answers and other evidence. They may also provide example answers.

Other documents may also be used to help inform your decision (such as any organisational procedures, manufacturer's specifications, legislation, etc). These are listed in the Model Answers under requirement documentation.

When making judgements about written answers and other submitted evidence, it is good practice to include comments about any specific areas that are judged to be achieved with competent and other comments that will help the assessor give valuable feedback to the candidate.

Judgement	Description
Competent (C), or Achieved (A)	All the evidence has met the standards. The candidate has proven they have the knowledge and/or can carry out the tasks to the standards, repeatedly and consistently. All the tasks in their Assessment Guide were completed fully, to the standard required.
Not Yet Competent (NYC), or Not Yet Achieved (NYA)	Not all the evidence in the candidate's Assessment Guide has met the standards. The candidate may have started to prove they have the knowledge and/or can carry out the tasks to the standards, however there is not enough evidence to prove full competency.

Giving feedback

A valuable part of the assessment process for the candidate is the receiving of feedback from the assessor on their performance.

We must remember that competency based assessment is also about life-long learning and by giving timely and specific feedback, we can positively encourage this. Be specific and factual. Talk about actual actions and answers – not the person in general terms.

You may be familiar with the following Commend – Recommend – Commend (CRC) model of feedback. This model is considered to be one that is constructive, which means it focuses on giving balanced feedback, and helps the candidate improve.

Tips for giving good feedback

Feedback needs to be:

» Relevant

» Specific

» Factual.

Timing is everything, and this is very true with giving feedback. Feedback should be given to the candidate as soon as practical after completion of the assessment. The longer it waits after the actual event, the less value it holds for the candidate.

Give the candidate an opportunity to share what they think they did well, as well as what improvements they would make if they carried out the task again. We are usually our own greatest critic, and if the candidate is able to express their strengths and improvements, it helps develop their self analysis skills.

If the candidate's assessment has been judged not yet competent, then the feedback will also need to include those tasks that need to be re-done, and/or new evidence to be completed and collected to support their Assessment Guide, and planning for re-assessment.

> ### Handy hint
>
> Before you make your decision, ask yourself:
>
> » If I were to be moderated on my assessment decision for this candidate, would I be able to show/prove:
>
> » How I came to my decision?
>
> » All the evidence collected to support my decision?

Dealing with not yet competent results

A not yet competent judgement means that the assessor will need to organise a meeting to discuss the results with the candidate, and how and when they will be re-assessed.

Re-assessment involves completing only the evidence that was insufficient and/or incomplete. There may be parts of the candidate's Assessment Guide that were completed fully and are competent. It is only the tasks that were not completed sufficiently (fully and to the standard) that need to be re-assessed.

Be sure, as the assessor, to give clear instructions and feedback to the candidate on what they need to do. This should include a plan and may include further training.

Any work that is redone will need to be completed on a new copy of the task in the Assessment Guide, including dates and signatures.

Be sure, as the assessor, to give clear instructions and feedback to the candidate on what they need to do. This should include a plan.

Appeals

You must explain the appeals process to the candidate every time you assess.

Competenz assessment appeal procedure
If a candidate feels any assessment decision is unfair or incorrect they are entitled to appeal.

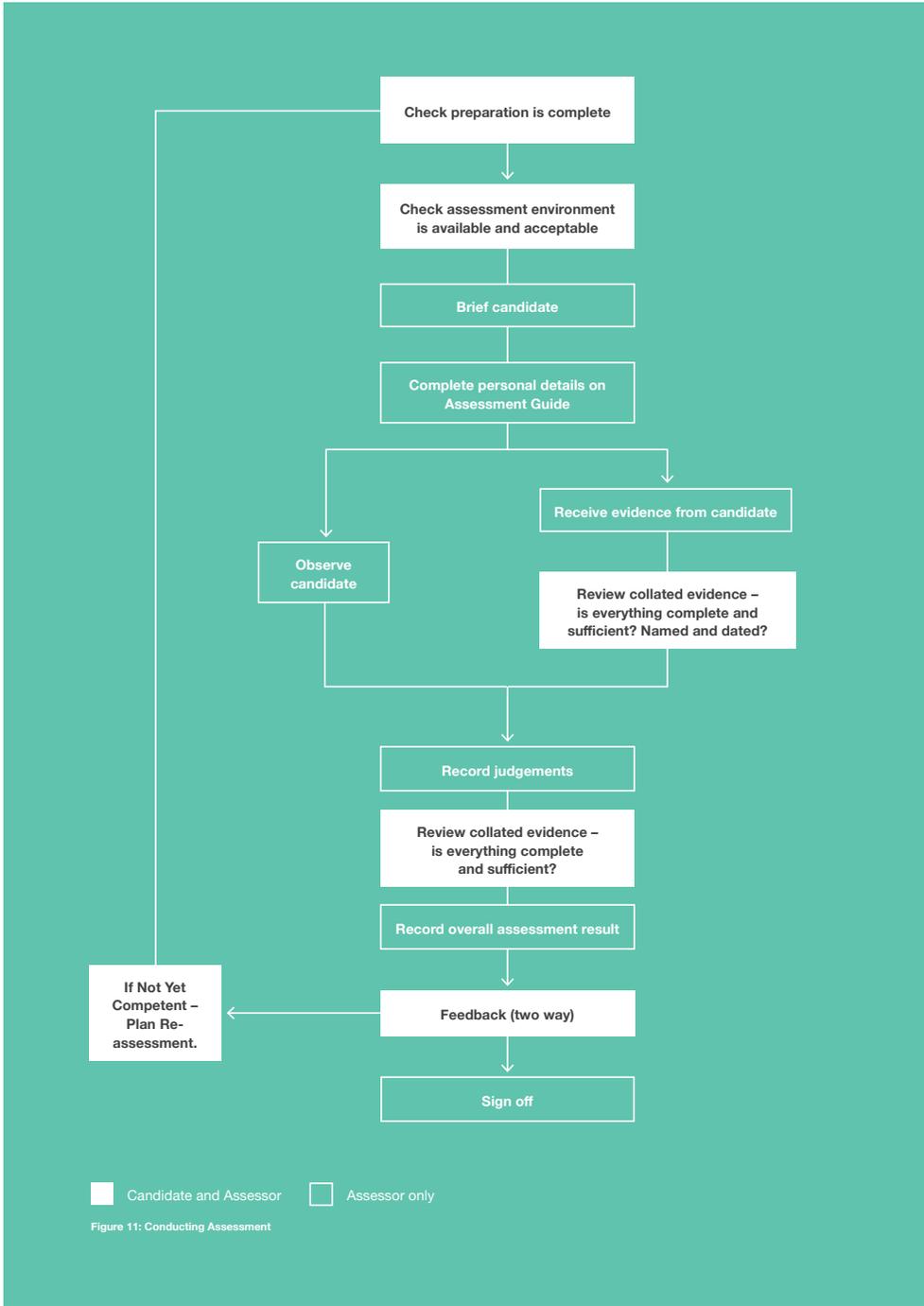|	
1	In the first instance, they should raise the matter directly with the assessor(s) to try to resolve any issues.
2	If this is not possible, then the candidate's appeal of the assessment result should be presented to Competenz in writing within ten working days of the assessment date. They must provide specific details to support their appeal.
3	Competenz will investigate the circumstances and make a decision to uphold or rescind the assessment result.
4	The candidate will be contacted and given the result.

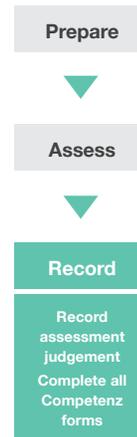Send written appeals to: QA@competenz.org.nz

Figure 11: Conducting Assessment

Flowchart boxes (top to bottom):

- Check preparation is complete
- Check assessment environment is available and acceptable
- Brief candidate
- Complete personal details on Assessment Guide
- Receive evidence from candidate
- Observe candidate
- Review collated evidence – is everything complete and sufficient? Named and dated?
- Record judgements
- Review collated evidence – is everything complete and sufficient?
- Record overall assessment result
- If Not Yet Competent – Plan Re-assessment.
- Feedback (two way)
- Sign off

Legend:
- ☐ Candidate and Assessor
- ☐ Assessor only

Assessment records

Prepare
▼
Assess
▼
Record

Record assessment judgement
Complete all Competenz forms

Figure 12: Preparation details

Figure 13: Completed Workplace Assessment Record Form

How assessment results are recorded

All documentation around assessments builds up a story and a trail of evidence. It is important that you document your assessment and they are up-to-date and clear.

When it comes to recording assessment results:

1 Stamp assessment. Guides and all relevant supporting evidence. — Make sure you have stamped (with your issued assessor stamp) all relevant Assessment Guide(s) and supporting evidence pages. Ensure the personal information and signatures are complete on the Assessment Guide.

2 Complete and sign. The Competenz Workplace Assessment Record forms. — Complete the Competenz Workplace Assessment Record Form. Remember to sign it. Send the top copy to Competenz, file the assessor copy, and give the candidate a copy for their records.

3 Store sets. Of Assessment documents. — Store sets of assessment documents as evidence for moderation purposes. These must be held for at least 12 months.

4 Store assessment results. — Store results. Check with your training manager or manager how the assessment documentation must be kept as per your organisational requirements For example, will the assessment results be stored electronically, and/or in a central filing system? Will copies of results be given to the candidate? Do you need to update the HR system with results?

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Top tips

To successfully enter assessment results online

✓ **Before you start make sure you have the learner name(s), unit standards and version numbers**

✓ **Use Competenz Central to check the version number on a learner's training plan prior to assessing a unit**

✓ **Your learner must be in a Training Plan!**

✓ **Tick the "Keep me signed in" box on the home page to avoid signing in every time**

✓ **In Step 1, use multiple search fields to narrow down your search results**

✓ **In Steps 2 and 3, you can change the order of columns, add/remove columns and sort by column**

✓ **Report credits regularly – small tasks make light work**

✓ **In Step 3, make sure you change the date assessed!**

✓ **In Step 3, use the "Tick all" function to select all assessments for submission.**

Entering assessment results online using Competenz Central

» All assessment results must be processed online – paper based results will no longer be accepted

» To access the online tool you'll need access to Competenz Central

» Your Account Manager can request access if you don't have it.

Entering assessment results online

Competenz Central allows you to:

» Process assessment results

» View invoices (for contract assessors)

» Check your scope

» Check your learners' progress.

Action centre

You can add "widgets" to show:

1 **My BCIs**
Buyer Created Invoices for Contract Assessors

2 **My scope unit standards**
Unit standards you have scope to assess

3 **My assessing companies**
The companies where you have access to assess learners

4 **My assessing learners**
All of your active learners and their complete/incomplete assessments

Entering assessment results

To enter assessment results is a simple, three step process:

1 Search for learners (or unit standards)

2 Select assessments

3 Confirm assessments

For more information

» Check out the Help videos on our website www.competenz.org.nz/help/how-do-i-enter-results-on-competenz-central

» Contact your Account Manager or Training Advisor

» Contact our Customer Support Centre on 0800 526 1800 or email czsupport@competenz.org.nz

08

Moderation and appeals

In this section we will cover:

» Moderation of Assessment Guides

» Moderation of assessment conducted by assessors.

Quality Support moderation

What is moderation?

Moderation is a quality control process that is used by Competenz to ensure consistent assessments are being achieved. Moderation helps to maintain consistent standards of assessment and improve assessment practices.

Moderation is also a supportive mechanism for workplace assessors to get constructive and positive feedback on how they are doing.

There are three types of moderation:

» Pre-moderation of Assessment Guides

» Post-moderation of assessments conducted by assessors

» On-site moderation for Forestry assessors specifically.

Moderation of Assessment Guides

Pre-moderation of an Assessment Guide

Ensures that it:

» Covers all the requirements of the version of unit standard(s) it has been written for

» Is at the right level

» Includes content that is accurate, current and relevant for the intended industry.

Other Competenz processes also check and ensure the quality of the assessment design.

This means that the assessor can be assured that using the tool will allow the collection of sufficient evidence. It is completed before the Assessment Guides are made available by Competenz.

If a company, individual, or assessor wishes to use a tool that they have designed, it must also be pre-moderated and approved by the appropriate SSB of the unit standard(s) before use.

Assessors must ensure that any non Competenz Assessment Guides they use have been pre-moderated.

Moderation of an assessment conducted by an assessor

The post-moderation of assessments involves checking the judgement of the assessor to make sure it is valid, consistent, fair, constructive and based on the evidence provided by the candidate.

The main method used is for assessors to send in completed assessments including any supporting documentation when requested to Competenz, who then pass it to a moderator for review.

Please note it is preferred that moderation is submitted electronically. Competenz Quality Support will contact you to inform you of what you need to submit and when.

Moderators check that the decisions assessors make are valid and consistent from one site to another and one candidate to another. In this way moderation helps to maintain national consistency.

Moderation verifies the assessor's decision regarding candidate competency and checks that the assessor had sufficient robust evidence, as required by the range statements and performance criteria for each unit standard, in order to decide whether the candidate is competent or not.

How often will a workplace assessor be moderated?

Assessors will be moderated at least once every year or at the discretion of the Competenz National Moderation Manager. This process provides the assessors with regular constructive feedback on their assessment decisions.

Workplace assessors may also be called for moderation by Competenz based on:

» Frequency of assessments

» If the unit standards are in the moderation cycle

» On request from other SSBs

» As requested by Competenz.

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09

Appendices

Appendices contents

Optional tools to assist assessment:

» An assessment preparation checklist. You may find this helpful when first assessing in the workplace, to make sure you are carrying out the key tasks

» An assessment planning meeting form. To be used to document any assessment planning meetings you have with your candidate.

Other:

» Frequently asked questions

» Websites of interest.

Assessor preparation checklist

Candidate	
Assessor	
Units being assessed	

- [ ] The assessor and candidate agree on which unit standard(s) will be assessed and ensures all entry requirements have been met.

- [ ] The unit standard is within the assessor's scope.

- [ ] The assessor has read the assessment material and understands what the requirements are.

- [ ] An assessment planning meeting has been arranged.

- [ ] The assessor ensures the candidate is aware of the assessment requirements and processes including re-assessment and appeals processes.

- [ ] Access to required environmental conditions has been organised.

- [ ] The date and time for any observations have been arranged.

- [ ] The candidate's workplace confirmed and approved the arrangements for assessments.

- [ ] The assessor checks that the candidate is prepared and ready to be assessed before proceeding.

- [ ] The candidate has completed and collected all their evidence required as per the Assessment Guide.

Assessor assessment checklist

Candidate	
Assessor	
Units being assessed	

- [ ] All safety and organisational requirements are met.

- [ ] Physical environment reflects normal work conditions.

- [ ] Candidate briefing completed.

- [ ] Safe work practices are followed.

- [ ] The assessor documents his/her observations.

- [ ] The assessor makes specific comments in regards to the observations.

- [ ] Collect all documented evidence from candidate. (Check the candidate has named all their evidence and additional documentation).

- [ ] Judge the documented evidence and make comments.

- [ ] On review, the candidate has completed all relevant parts of the Assessment Guide.

- [ ] The assessor gives the candidate feedback on the assessment.

- [ ] The assessor has signed and stamped the Assessment Guide and additional evidence documentation.

OR

- [ ] If the assessor judges the candidate to be not yet competent, the assessor has given specific feedback to the candidate indicating what needs to be done for competency and when planning for re-assessment will occur.

Assessor records checklist

| Candidate |
| Assessor |
| Units being assessed |

☐ All details and signatures are recorded on the Assessment Guide and it has been stamped.

☐ Competenz workplace assessment record form has been filled out.

☐ Securely store sets of assessment documents and results for a minimum of 12 months.

Assessment planning meeting

| Candidate |
| Assessor |
| Units being assessed |

Items to be discussed:

☐ Assessor has explained their role in the assessment process.

☐ The purpose of each unit standard being assessed has been explained.

☐ The level and credits of each unit standard have been explained.

☐ The elements and requirements of the unit standard were explained. This includes any prerequisites and/or special notes.

☐ Candidate explained any knowledge and experience in relation to the unit standard(s).

☐ Types of evidence the candidate could collect for each unit standard:
These are pieces of evidence that the candidate could collect in their workplace, and/or will have carried out in the workplace (e.g. observations).

☐ The following resource materials were shown and discussed for each unit standard (e.g. Workbooks, Assessment Guides, etc).

☐ Any special needs for the candidate in relation to the assessment of these unit standards have been discussed. If applicable, the following arrangements will need to take place to support their special needs:

☐ Other points or questions discussed:

Further planning

The following events are to be arranged:

Event (e.g. further planning meetings, observations etc)	Date to be organised	To be organised by (e.g. assessor, candidate, manager)	Other people to be notified, if applicable (e.g. manager, supervisor)

I _____ (candidate) have met with my assessor and discussed the above points in regards to the assessment process for the above unit standard(s). If I have any questions or doubts, I will contact my assessor on the above phone number (circle):

Agree / Disagree

Candidate signature   Date

I _____ (assessor) have met with the candidate and discussed the above points (as ticked). Any changes or arrangements made for this candidate's assessment will be shared with the candidate at least 24 hours before they take effect (circle):

Agree / Disagree

Assessor signature   Date

It is recommended that one copy of this sheet is completed and given to the candidate for their records. The second copy should be stored securely and left accessible on the candidate's assessment file for post-moderation for 12 months.

Frequently asked questions

Q: What can I assess?
A: Any unit standard within your assessor scope.

Q: Who can I assess?
A: Anybody in your workplace who is enrolled into a Competenz training agreement, or anybody you have been permitted to assess by contractual or written agreement with Competenz.

If you would like to assess someone who is not in a Competenz training agreement, please discuss this with your Account Manager or Training Advisor first.

Competenz reserves the right to charge an administration fee for credit reporting and costs associated with maintaining an assessor registration where deemed applicable.

Q: How do I extend my assessor scope?
A: You can request your scope to be extended by contacting your Competenz Account Manager or Training Advisor.

Quality Support will consider the request and make a decision based on;

If Competenz is accredited
» Any special requirements needed to assess that unit standard (for example the CMR)
» Your qualifications and experience
» The training plan of your company.

Websites of interest

Competenz
www.competenz.org.nz

NZQA
www.nzqa.govt.nz

For information on NZQF level descriptions, unit standards, qualifications and more.

New Zealand Apprenticeships
www.tec.govt.nz

For information on New Zealand Apprenticeships.

Tools4Work
www.tools4work.co.nz

This is the schools brand of Competenz. It is where students and teachers can find out more about Competenz's industries.

17099_March 2018

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