



WAIHANGA ARA RAU
**Construction and
Infrastructure**
Workforce Development Council

Assurance & Moderation for Principal's Nominees



Brief background



OHU AHUMAHI

Workforce
Development
Councils



Workforce Development Councils (WDCs) consists of 8 areas. The logo is an image of a taura whiri, a plaited rope. It shows how the WDCs are woven together by a shared kaupapa, or purpose. Each council is represented by a colour. These colours overlap and braid together to create a stronger whole, a fibre with integrity that pulls us forward.

There are eight logos within the full Workforce Development Council brand identity. As an overarching tohu, each logo is combined with colour and text that reflects the individual Workforce Development Council's distinct identity.

[Home - Ohu Mahi \(ohuahumahi.nz\)](http://ohuahumahi.nz)

What do we do?



OHU AHUMAH
Workforce
Development
Councils

Workforce Development Councils (WDCs) work with their industries to develop and maintain a strategic view of the skills their industries require now and in the future. They translate these needs into expectations of what the vocational education system will deliver.

We will bring consistency to industry standards and learning outcomes - making sure they are applied across the country, and across all modes of learning. This means learners will attain the right skills and employers will have access to the right people.

Our Vision

A construction and infrastructure sector that enables everyone to reach their potential.

Our Purpose

Elevating the voice of industry in our vocational education and training system.



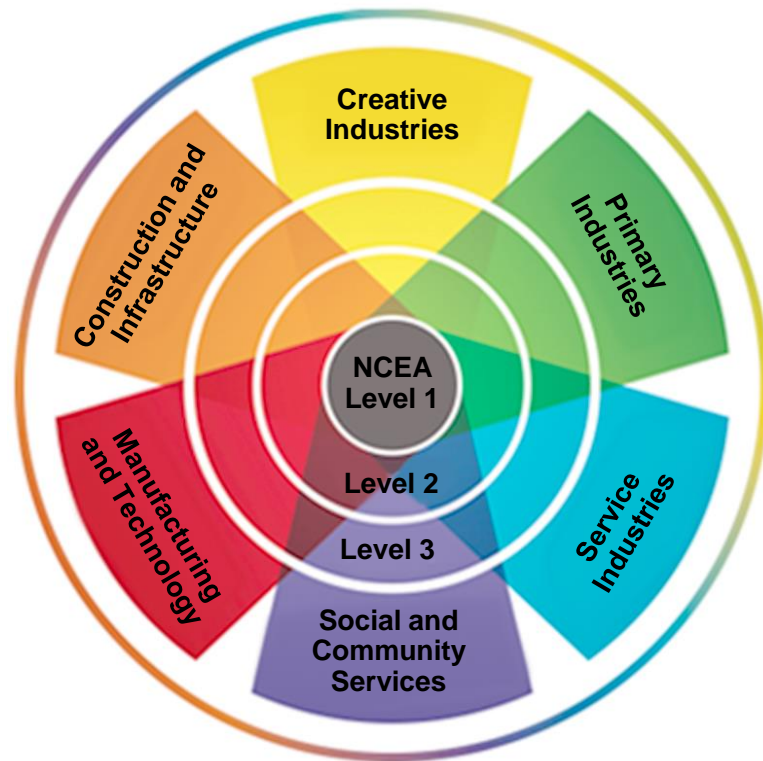
Our outputs / Core functions

Our core functions are outlined in [Section 366 of the Education and Training Act 2020](#):

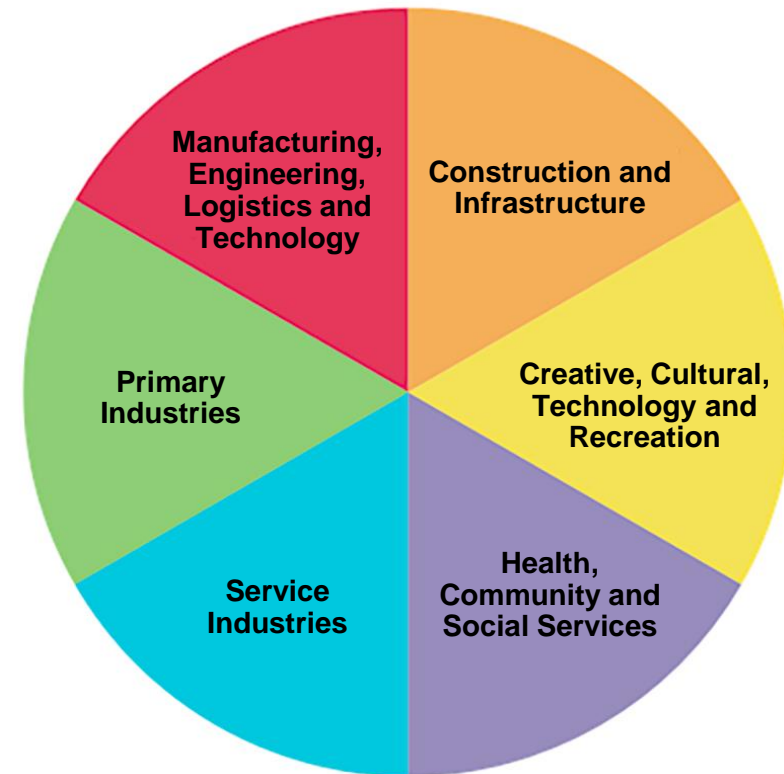
- **Skills Leadership:** Identify industry skill needs & advocate for them to be met now and in the future by providing advice to TEC and other agencies on key focus areas, and through the creation of Workforce Development Plans.
- **Qualifications:** Develop qualifications to ensure they are delivered to a high standard, on a consistent basis, and shape curriculum on behalf of industry.
- **Quality Assurance:** Moderate assessment against industry standards.
- **Advice:** Provide advice to TEC on investments in vocational education
- **Endorsement:** Endorse programmes that lead to qualifications
- **Brokerage:** Provide employers with brokerage and advisory services.
- **Advocacy:** Be the voice of industry to represent their interests as well as a system leader providing input to policies that matter most to industry.

Vocational Pathways

At school – Level 1 to Level 3



In the workforce - Level 2 to Level 6



Industries we support

Infrastructure

Civil Infrastructure

Bitumen production, asset management, road construction and maintenance, contract and project management, road marking, temporary traffic management, deep piling and foundations, forestry earthworks, demolition.

Electricity Supply

Electricity supply, telecommunications and gas reticulation.

Gas Infrastructure

Gas reticulation, gas transmission, gas distribution, gas conditioning, LPG storage and handling.

Water Services

Drinking water, stormwater, wastewater, water distribution networks.

Construction

Access Trades

Cranes, scaffolding, rigging, industrial rope access, lifting equipment and exterior cleaning.

Electrotechnology

Electrical engineering, electronic engineering, electronic security, electronics engineering technician, marine electrical, structured data, radio transmission, industrial measurement and control, telecommunications.

Plumbing Gasfitting Drainlaying

Plumbing, gasfitting, drainlaying.

Off Site Construction

Concrete production, pre-cast and product manufacture, frame and truss manufacture, timber joinery, architectural aluminium joinery, offsite manufacturing.

On Site Construction

Concrete construction, carpentry, stonemasonry, brick and block laying glazing, roofing.

Finishing Trades

Painting and decorating, flooring, kitchen and bathroom design, floor and wall tiling, exterior plastering, interior plastering, interior systems.

Construction & Infrastructure Services

Construction & Infrastructure Services

Quantity surveying, architectural technology and design, asset management, surveying, building information modelling, procurement, building officials and inspection, construction management.

Moderation Requirements

Using our standards you are required to:

- Provide standard samples for moderation on request and in a timely manner.
- Attendance at cluster meetings/online drop ins.
- As part of CMR we require evidence that the teacher/tutor have the skills required to assess BCATS.
- Required documentation is brought to cluster moderation meetings (CV/training certificate, Internal moderation sheets, samples)
- All required evidence for the standards are completed/correct/attached.
- Information is communicated to relevant teacher/s and us an SSB.
- All assessor information is complete and is upto date (let us know if there are changes)

How can we support your school to deliver and assess?

- Answer any queries around project ideas.
- Queries around project complexity.
- Moderation process.
- Support with BCATS.
- Skill standard review.
- Run school cluster moderation sessions and online drop ins.

Moderation Requirements

VERIFICATION EVIDENCE

Strategic selection of samples of work is based on the experience of the assessor(s), external moderation history, and the previous use of the task. The sample size can be sufficient, purposeful (at grade boundaries) or minimal.

Student's Name	Marker's Grade	Verifier's Grade	Grade Reported	Summary of discussion comments as needed.
STUDENT A	A	A	A	ākonga A has completed a complex BCATS project that provides rigour and met all the learning outcomes of 31812. Documentation conveyed clear step by steps of construction and safe working practices. Level of supervision was <u>clear</u> and evidence was collected organically.
STUDENT B	A (borderline)	A (borderline)	A	ākonga B has completed a sufficiently complex BCATS project at level 2. Though more evidence could be provided to support safe working practices and level of supervision within the BCATS environment.
STUDENT C	N	N	N	ākonga C has not completed their BCATS project or demonstrated safe working practices and therefore not met the learning outcomes for 31812.
STUDENT D	A	N	A	ākonga D has not provided sufficient evidence of completion of their BCATS project and therefore not met the learning outcomes for 31812.

Complete all columns. Add extra rows as required. Where appropriate, it is good practice to indicate a grade's proximity to a boundary.

NZQA [Assessment Rules](#) require that schools must report to NZQA only those internal assessment results which have been subject to an [internal moderation process](#).

Faculty/Department: BCATS _____ Teacher in Charge of Assessment: Hannah Clark and Leah Lacey _____

Assessors: Katy Cottrell _____

Section A: Complete information on the assessment <i>before any teaching</i>			
Course Title:	12 BCATS	Standard Number: 31812	Version: 1
Standard Title:	Complete a BCATS Project		
Credits: 6	NZQF Level: 2	The school has consent to assess this standard	Yes No
Source of Materials: Commercial / Own / TKI / NZQA / Subject Association / Other:			
Section B: Critique assessment materials <i>before any assessing</i>			
The critiquing process is to ensure that the assessment materials meet the requirements specified in the standard and provide the opportunity for students to present authentic evidence at all grades.			
Before use the assessment materials have been checked against:			
The current moderator report and clarification of the standard document	Yes	No	
The conditions of assessment	Yes	No	
Any external moderation feedback	Yes	No	
The standard is <u>unchanged</u> and the task has been previously critiqued,	Yes	No	
If yes, no further critiquing required			
The assessment is consistent with the explanatory notes/learning/context/curriculum level	Yes	No	
The assessment allows students to achieve all requirements and grades of the standard	Yes	No	
Assessment schedule is consistent with the standard and clarifications documents	Yes	No	
Instructions are consistent with the standard explanatory notes/range statements	Yes	No	
Judgement/sufficiency statements clearly describe performance levels for each grade, e.g. quality & length	Yes	No	
Evidence statements allow for a range of acceptable answers with specific examples for each grade (A/M/E)	Yes	No	
Student instructions are <u>clear</u> and language is appropriate	Yes	No	
Registered standard number, version, title, <u>level</u> and credits are given.	Yes	No	
Critiquers' Name: Hannah Clark	School: TEST SCHOOL	Date: 23/01/24	
Section C: Verify sufficient teacher judgements <i>before reporting results</i> PTO			
The verification process is to ensure that any teacher judgements are consistent with the standard before they are reported to NZQA.			
Verifier Name: KLC	School: TEST SCHOOL	Position: LAL	Date: 23/01/24
Evidence of verification is available overleaf, attached or at location (specify):			
I have sighted evidence critiquing and verification processes completed for this standard.			
Signed <u>K.Cottrell</u>	Position: LAL Technology	Date: 23/01/24	
Section D: Retain samples and review assessment materials <i>after results are reported</i>			
Results loaded into student management system:			Date: 23/01/24
Assessment materials and student work are stored ready for external moderation			Yes No
Location or file path:			
The school's random selection procedure has been used to select work for external moderation (if required).	Yes	No	
Assessment materials have been reviewed in response to feedback.	Yes	No	
New benchmark samples have been annotated and/or existing examples of grade boundary decisions have been updated.	Yes	No	

What to expect after moderation

General Details

School:	TEST SCHOOL REPORT	
To:		
Cc:		
Date of report:		

Kia ora

This report conveys our assurance findings from post-assessment moderation against **Building, Construction, and Allied Trades Skills (BCATS) unit standards**. You can use the information to see:

1. How you might develop your internal moderation and self-assurance
2. Whether your assessment outcomes are supported, and why.
3. Where and how you might improve the fairness, validity, and consistency your assessment judgements.

*He aha te **taupaki** – I **taupaki** i te **Tika**, i te **Pana**, me te **Aroha**
What is the pathway? It is doing what is right, with integrity and compassion.*

Context

Your school attended a cluster moderation workshop on 23/01/24. Six schools from your region attended.

Internal moderation

It was pleasing to see that a robust internal moderation process was taking place which included a consideration of unit standard outcomes, evidence requirements and guidance information were confirmed in the self-assurance report as a discussion between the moderator and assessor.

Self-Assurance of your internal moderation system reflected this robustness and confirmed that unit standard outcomes, evidence requirements, guidance information and project complexity are being considered by the internal moderator.

Continuing to focus on capturing internal moderation evidence will ensure your processes remain robust.

Continued focus area	Important because
Continue to make good use of the comments section in your school's internal moderation cover sheet. Comments must show that the internal moderator considered these 3 key points: 1. Each unit standard learning outcome 2. Unit standard guidance information 3. The project(s) which contextualised the learning.	Internal moderation is an integral part of best practice assessment. Evidence of it ensures assessment is fair, valid, and consistent, with a focus on continuous improvement. Comments on, or as part of, the internal moderation process provide assurance that the internal moderation process is robust, identifying strengths, and opportunities. A consideration of unit standard outcomes verifies that learning outcomes have been met. It helps assure consistency both within schools, and across the country.

Moderation summary

Six out of six assessment judgements met the national standard.

Unit Std Number	Unit Standard Title	Version	Level	Credit	No of Samples
12932	Construct timber garden furniture as BCATS projects	5	2	8	3
25921	Make a cupboard with a drawer as a BCATS project	3	2	6	3

Waihangara Rau, would like to thank you again for providing samples and for attending the school cluster meeting.

Moderation findings

Unit standard 12932: Level 2 Construct timber garden furniture as BCATS projects			
	Sample ID	Sample ID	Sample ID
	1	2	3
Assessor judgement	Achieved – Kua eke	Achieved – Kua eke	Achieved – Kua eke
Moderator decision	Supported – Kua taupaki	Supported – Kua taupaki	Supported – Kua taupaki

Waihangara Rau Assurance support the peer moderator's findings and confirm that assessment judgements were fair, valid, and consistent. From the group discussion it was felt that you demonstrated a good standard of practical work that was also well documented.

Internal moderation is an integral component of best practice assessment, and it was pleasing to see that this had been undertaken with commentary.

Clearly, your assessment judgements are sound and assessment resources are being used correctly. However, in the interests of continued improvement, we have set you some actions.

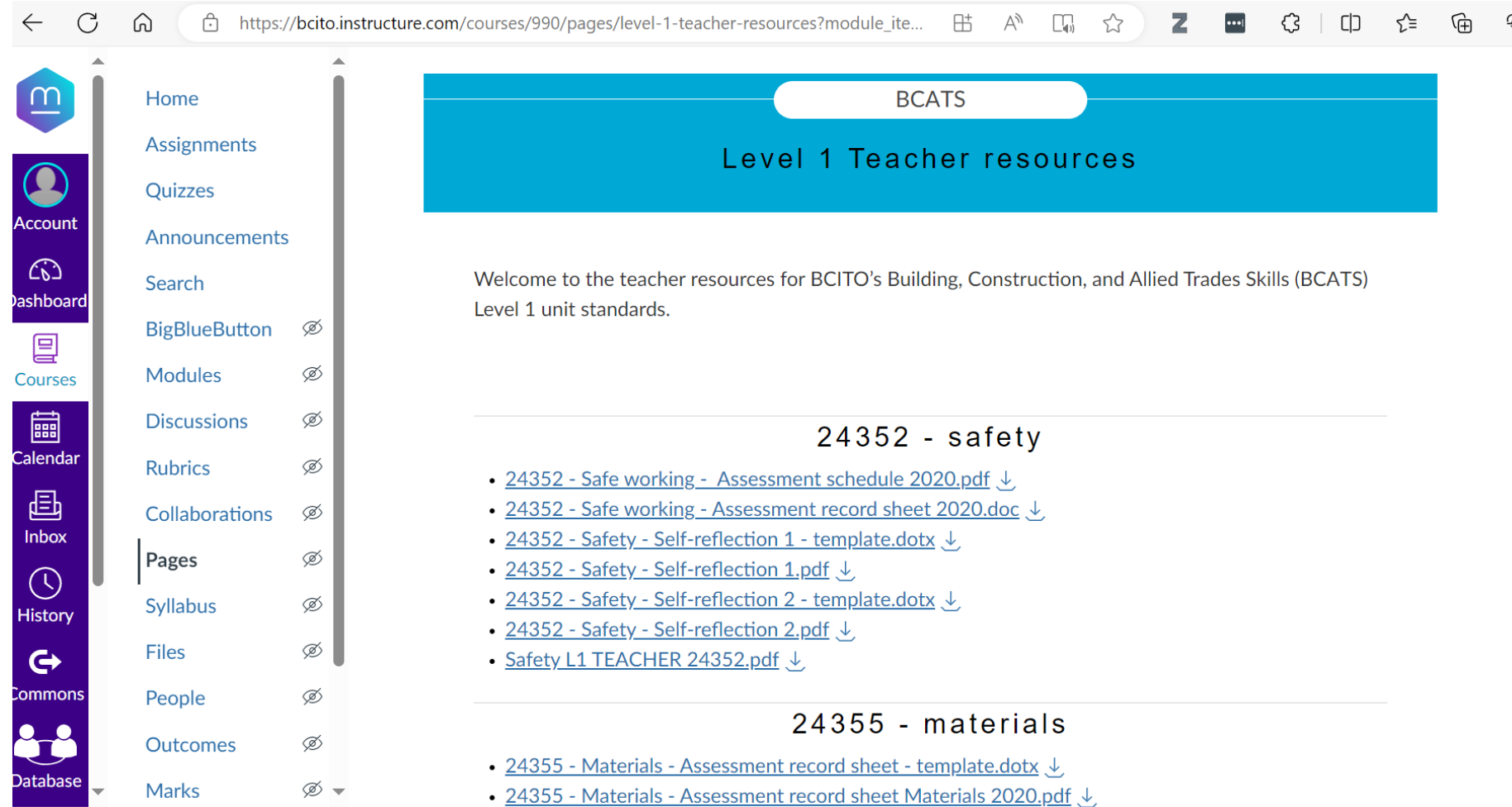
Recommended actions- These actions should be undertaken.

	Action	Required Action
1	Ensure evidence of verbal feedback is provided.	<ul style="list-style-type: none"> Ensure verbal questions/conversations are recorded in some form of evidence to provide clarity to akonga about their progress and performance.
2	Ensure all internal moderation sheets are complete.	<ul style="list-style-type: none"> Ensure all internal moderation sheets are signed to comply with NZQA moderation rules.

Waihangara Rau will be in touch **in the near future** as to how we can continue to support your school's great mahi.

Waihangara Rau Assurance would like to thank all those who attended the cluster moderation meeting and for making the most of the time available. **Ngā mihi nui.**

How to access My BCITO



The screenshot shows a web browser window with the URL https://bcito.instructure.com/courses/990/pages/level-1-teacher-resources?module_ite.... The interface features a dark purple navigation sidebar on the left with icons for Home, Account, Dashboard, Courses, Calendar, Inbox, History, Commons, and Database. The main content area has a blue header with 'BCATS' and 'Level 1 Teacher resources'. Below the header, a welcome message reads: 'Welcome to the teacher resources for BCITO's Building, Construction, and Allied Trades Skills (BCATS) Level 1 unit standards.' The page lists two units: '24352 - safety' and '24355 - materials'. Each unit has a list of downloadable resources with download icons.

Home
Assignments
Quizzes
Announcements
Search
BigBlueButton
Modules
Discussions
Rubrics
Collaborations
Pages
Syllabus
Files
People
Outcomes
Marks

BCATS
Level 1 Teacher resources

Welcome to the teacher resources for BCITO's Building, Construction, and Allied Trades Skills (BCATS) Level 1 unit standards.

24352 - safety

- [24352 - Safe working - Assessment schedule 2020.pdf](#) ↓
- [24352 - Safe working - Assessment record sheet 2020.doc](#) ↓
- [24352 - Safety - Self-reflection 1 - template.dotx](#) ↓
- [24352 - Safety - Self-reflection 1.pdf](#) ↓
- [24352 - Safety - Self-reflection 2 - template.dotx](#) ↓
- [24352 - Safety - Self-reflection 2.pdf](#) ↓
- [Safety L1 TEACHER 24352.pdf](#) ↓

24355 - materials

- [24355 - Materials - Assessment record sheet - template.dotx](#) ↓
- [24355 - Materials - Assessment record sheet Materials 2020.pdf](#) ↓



BCAT Skill Standard Review



Proposed changes to BCATS and why?

- Creating skill standards to replace BCATS unit standards – NZQA has implemented these new products for all SSBs to use going forward.
- Adding merit/excellence grades to BCATS standards – to recognise individual achievement of ākonga
- Removal of duplication between standards – to ensure each standard has clear, distinct learning outcomes
- New Level 3 ‘design’ standard – to accommodate emerging interest from ākonga in vocational pathways that have a design focus.

What could this look like?

- Level 1, 2 & 3 BCATS qualifications will likely remain with minor changes to graduate profile outcomes.
- New BCATS skill standards developed to replace current unit standards, mostly aligned in intent but with some additions/changes to accommodate advice from working groups
- Transition process developed to support teachers and providers moving from the 'old' to the 'new'
- BCATS are likely to contribute to endorsement (course not subject) and potentially will have grading A,M,E attached to them

100002 Construct timber garden furniture as a BCATS project

Kaupae Level	2
Whiwhinga Credit	8
Whāinga Purpose	This skill standard is for people who want an introduction to the process of constructing outdoor timber garden furniture. It is for learners in a BCATS environment with limited construction skills and knowledge. This skill standard can be used in the New Zealand Certificate in Building, Construction, and Allied Trades Skills (BCATS) (Level 2).
Whakaakoranga me mātua oti Pre-requisites	None

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Plan material requirements for timber garden furniture.	a. Identify project components from documentation. b. Prepare cutting lists for projects.
2. Prepare components for timber garden furniture.	a. Mark out and cut components to size as outlined in cutting lists b. Machine components as outlined in project documentation.
3. Assemble and finish timber garden furniture.	a. Assemble project components as specified in documentation. b. Complete projects and work operations in accordance with workplace safety practices.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications

Learners will construct two different items of garden furniture.

The first item can be a basic garden furniture item including, a stepped planter box, a free-standing planter or wall mounted planter boxes, raised gardens, or stepladder-style plant ladders, or an item of similar complexity.

The second item needs to be either a Cape Cod chair, a picnic table, a bench seat with garden tool storage, or an item of similar complexity.

Ngā momo whiwhinga | Grades available

Excellence, Merit, Achieved.

Paetae Achieved	Kaiaka Merit	Kairangi Excellence
Projects are assembled and completed with sufficiently accurate measurements.	Projects are assembled and completed with few inaccurate measurements.	Projects are assembled and completed with accurate measurements.
Materials are cut and machined approximately to specifications outlined in project documentation.	Materials are cut and machined closely to specifications outlined in project documentation.	Materials are cut and machined precisely to specifications outlined in project documentation.
There are minor blemishes with acceptable tolerances that do not impact the project's structure or functionality.	There are few blemishes and projects are made with almost exact tolerances to size and finish.	There are no visible blemishes and projects are made to exact size and finish.
All work operations are carried out safely with issues identified and reported within a BCATS environment.	All work operations are carried out safely with issues identified, reported and rectified within a BCATS environment.	All work operations are carried out safely with issues identified, reported, rectified, and evaluated within a BCATS environment.

Ihirangi waitohu | Indicative content

- Extracting information in project documents
- Calculating material quantities economically
- Selecting appropriate hand and power tools for garden furniture projects and using them correctly
- Using and selecting correct materials
- Measuring and marking out materials
- Cutting and machining timber
- Assembly techniques
- Construction joints and fixing
- Carrying out tasks safely and identify risks
- Handling and storing of materials and tools safely

Rauemi | Resources

Construction techniques ...

Other resources, including up-to-date guidance for providers on delivery and assessment is available at ...

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Waihangā Ara Rau Construction and Infrastructure Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Planning and Construction > Construction Trades > Building, Construction, and Allied Trades Skills
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	48 This CMR can be accessed at: http://www.nzqa.govt.nz/framework/search/index.do

Hātepe Process	Putanga Version	Rā whakaputa Review date	Rā whakamutunga mō te aromatawai Last date for assessment
Rōhitatanga Registration	1	dd mm yyyy	dd mm yyyy
Arotakenga Review	2	dd mm yyyy	dd mm yyyy
Kōrero whakakapinga Replacement information	This standard replaced skill standard xxx		
rā arotake Planned review date	dd mm yyyy		

Please contact Waihangā Ara Rau Construction and Infrastructure WDC at <email address> if you wish to suggest changes to the content of this skill standard.




Timeline


Milestone	Expected completion
Level 1 standards working group meet to review draft skill standards	20 Nov 2023
Level 2 standards working group meet to review draft skill standards	27 Nov 2023
Level 3 standards working group meeting to review draft skill standards	4 Dec 2023
Three BCATS qualifications reviewed with steering group	23 Feb 2024
Project sign-off received from steering group	22 Mar 2024
Qualifications & skill standards submitted to NZQA for evaluation	29 Mar 2024
Review project completed	31 May 2024

BCATS will continue as usual for 2024, but we would encourage Kaiako to start using the new standards in 2025. We will be running PD in Term 4 2024 to support with the new skill standards.

Progress to date

- Information-gathering from BCATS tangata whai mana (interested parties) (***June – October 2023***)
- Draft skill standards developed (***October***)
- Steering and working groups formed (***October***)
- Steering group project scoping meeting (***30 October***)






WAIHANGA ARA RAU
Construction and
Infrastructure
Workforce Development Council

Home
About ▾

Sign up →

Workforce Information Platform

The Workforce Information Platform (WIP) presents a range of different analyses pulled from across the construction and infrastructure industry that explore the supply of and demand for people across the industry. Indicate the industry and strategic groups you are interested in using the filters below to the left, then navigate between the analyses on the right. Note that the filters selected here will be applied to the analyses as you click through them, although they can be changed at any time.




Industry group

All ▾

Strategic group


All ▾

Industry
Demographics
Pathways
Training




Workforce gaps & size of pipeline - Regional view

Workforce gaps and industry activity presented visually by region.




Size of pipeline - Te Puni Kōkiri view

Industry activity presented visually by rohe.



Project pipeline

Expected industry activity by building type and location.



Workforce supply and demand

Supply of and demand for the industry workforce.



WAIHANGA ARA RAU
**Construction and
Infrastructure**
Workforce Development Council

Pātai? Questions





WAIHANGA ARA RAU
Construction and
Infrastructure
Workforce Development Council

Ngā mihi nui

Thank you very much



Keep in touch

Follow us on **LinkedIn**

WEB: waihangaararau.nz

EMAIL: info@waihangaararau.nz

PHONE: (04) 909 0174