



WAIHANGA ARA RAU

**Construction and
Infrastructure**

Workforce Development Council

SHORT COURSE

TRAINING AND ASSESSMENT GUIDANCE

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1.0	26 May 2025	New document created.
2.0	1 August 2025	Changes: <ul style="list-style-type: none"> • Section 1.2 – Change of implementation timeframes. • Section 2.2 – more clarification around the recognition of experience or numbers on a course. This is also reflected in additional wording in the Introduction. • Section 6.3 – Clarification around other SSB unit standards. • Section 11 – Addition of guidance for US31245 – Plan for and lift, move, and place loads using mobile plant. • Appendix B – A sample of how assessors could evidence decisions around experience or shortened training.

FOREWORD

CHASNZ Endorsement of the Short Course Training and Assessment Guidance

CHASNZ fully supports the publication of this guidance as a necessary step forward in improving the consistency, quality, and relevance of short-course training and assessment across construction and related sectors.

This document reflects the practical realities of industry training while strengthening assurance around learner competence, especially in high-risk activities such as working at height, crane operation, and the use of mobile elevating work platforms.

The move toward better alignment between training, workplace practice, and assessment, particularly through the emphasis on simulated environments, naturally occurring evidence, and verifiable workplace experience, is a significant improvement. The guidance also appropriately balances accessibility for learners and small businesses with the need to uphold high standards of safety and capability.

CHASNZ appreciates Waihanga Ara Rau's constructive and inclusive approach during the consultation process, including webinars and opportunities for industry feedback. We encourage providers and employers to adopt this guidance as a baseline for best practice and actively engage in the transition from unit to skill standards.

We look forward to continuing our collaboration to ensure New Zealand's training systems are fit-for-purpose, industry-aligned, and ultimately support better health and safety outcomes for all workers.



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1. INTRODUCTION

This guidance document relates to the delivery and assessment of standards in a short course format. It outlines the standard setting body's expectations to ensure that the assessment against the standards contained in the document is fair, valid, and consistent.

The guidance information outlined in this document will assist industry and providers in selecting the appropriate standard/s to ensure that workers have the knowledge and skills to be safe at work and be deemed competent at the appropriate level.

The guidance is based on a 'full cohort' of learners with no relevant skills, knowledge or industry experience, and who need to develop the required skills and knowledge, including the opportunity to practice and apply these skills and knowledge, prior to summative assessment taking place. The definition of a 'full cohort' will be based on a provider's tutor to learner ratios. Refer to Section 2.2 for more information on exceptions to this context.

This guidance document is not an assessment resource; it is guidance for the delivery and assessment of the standards outlined, including the sufficiency of evidence required to support the assessment decision made by assessors.

1.1 SCOPE

This guidance document is limited to those standards that are delivered and assessed through a short course format and may include compliance training, block course training, or other forms of short course delivery.

Micro-credentials and programmes of study must consider the guidance given but will also include additional detail around the delivery and assessment of standards within that programme.

This is a living document and will be updated with additional information as unit standards are reviewed and transitioned to skill standards.

1.2 TIMEFRAMES

Waihangā Ara Rau's role is to set, and quality assure, standards on behalf of our industries. The Short Course Training Project identified that there was a gap between the requirements of some unit standards and how they are being used. We also recognise that there are opportunities to improve how well standards match with learners, employers and industry training needs.

Overtime we will review the current unit standards and replace them with new skill standards. However, it is important that we start to make changes to the way that the current standards are delivered and assessed. This will improve the consistency of training and assessment and provide a foundation for any future improvements.

TIMEFRAMES

The guidance outlined in this document will be effective from **1 January 2026**. However, we encourage providers to begin implementing changes to assessment material and short course content from **1 September 2025**.

The additional verified workplace experience evidence for standards **16617, 3800, 23637, 33425, and 33426** must be implemented from **1 September 2025**.

The additional verified workplace experience evidence for standard **31245** will be effective from **1 January 2026**.

Where the standards are being used in a secondary school environment, the guidance outlined in this document shall be effective from **1 August 2025**. This includes where a tertiary provider is delivering that training. (Refer to Appendix A for more information on which standards can be used in secondary schools.)

We strongly encourage all providers to participate in the work currently underway to develop new skill standards. Once new skill standards have been developed and listed on the NZQCF, it is expected that all providers will move to these skill standards within a 12-month period.

[Qualifications work in progress – Waihanga Ara Rau](#)

Should any provider have difficulty in meeting the timeframes outlined in this document then please contact Waihanga Ara Rau by emailing moderation@waihangaararau.nz.

2. PRINCIPLES

Refer to NZQA's Aromatawai and the Principles of Assessment document for additional information on holistic assessment practice.

2.1 TRAINING AND ASSESSMENT

Assessment cannot be considered in isolation, it incorporates:

- ▶ **Teaching or training:** direct contact time with teachers or trainers.
- ▶ **Learning:** the opportunity for a learner to reinforce knowledge and skills through practice. This may be in a simulated provider environment or in the workplace. Learning also includes workplace experience associated with a standard's context prior to assessment.

Note: for the purposes of this document, we have used the term **training** to describe the teaching or training and learning components of a standard.

- ▶ **Assessment:** time spent by a learner gathering naturally occurring evidence from the workplace, or demonstrating to an assessor, that they have achieved the outcomes of the standard at the appropriate level.

For the assessment to be **valid**, the following needs to be considered:

- ▶ That assessment is aligned to the required context and delivery mode, including the use of relevant legislation, standards, or codes.
- ▶ That assessment is at the level of the standard, including the level of supervision, repeatability, familiarity, and complexity required.

The opportunity to gain experience in the skills being taught is often overlooked in short course delivery that has more of an emphasis on assessment. The length of the short course also determines the proportion of time allocated to the teaching or training, learning, and/ or assessment components.

2.2 DETERMINING COURSE DURATION

The amount of training provided needs to ensure that learners have the opportunity to develop the required skills and knowledge, including the opportunity to practice and apply these skills and knowledge, prior to summative assessment taking place.

There are several factors that will influence the amount of training required, including a learner's:

- ▶ Existing skills and knowledge.
- ▶ Industry experience, including experience that directly relates to the course.
- ▶ Language, literacy and numeracy (LLN) skills.
- ▶ Additional learning needs.

In a short course format, it is difficult to determine these influencing factors prior to the course, so the guidance given in this document is based on a learner with no relevant skills, knowledge or industry experience. It does not consider LLN needs or additional learning needs.

Training needs must be considered in all short courses to ensure that the learner is prepared and ready to undertake summative assessment.

Possible exception scenarios:

The amount of training and/or assessment maybe less than the time specified in this guidance document where:

- ▶ Training and assessment is for a smaller cohort of learners.
- ▶ A learner already has verifiable industry experience.
- ▶ One on one training and assessment is required.

The number of possible scenarios is unlimited and the decision for shortening the training and assessment time is a decision for the provider and/or assessor to make. The reasons for shortening the duration of a course must be documented as part of the assessment evidence.

Refer to Appendix B for a sample of how this supplementary evidence could be documented by the assessor.

NOTIONAL HOURS

All standards have a credit value assigned to them. The credit value reflects the notional or estimated time it is expected to take the average learner to meet the outcomes of the standard.

One credit represents **10 notional hours** of teaching or training, learning, and assessment. This includes the time taken to gather the evidence for assessment purposes. It also includes the supervised and unsupervised, structured and unstructured, components of the course.

Although 'notional', the opportunity for learning is often overlooked when standards are used in a short course format, but it is one of the most essential elements in ensuring that assessment is fair and valid.

Note: For some standards, the amount of training and assessment specified in this guidance does not align with the expected notional hours per credit. As the standard setting body, Waihanga Ara Rau acknowledges this, but is prioritising achieving consistency of training and assessment. When these unit standards are reviewed and replaced with skill standards, the actual training and assessment time required will be considered and reflected in the credit value as appropriate.

EXPERIENCE

If a learner already has relevant workplace experience, less training may be undertaken prior to assessment. A provider, or assessor, will need to make a judgement on the relevance and authenticity of the experience presented to ensure that a learner is ready for assessment.

Any experience must be documented and evidenced as part of the assessment process. **Refer to Appendix B** for a sample of how this supplementary evidence could be documented by the assessor.

Any equivalency or competency mapping against the requirements of a standard, without the requirement to undergo an assessment, must be done against a provider's approved policies or processes.

ASSESSMENT

As part of a short course, a learner must be given sufficient time to learn, practice and consolidate the skills and knowledge required to be deemed ready to undertake the summative assessment.

Any workplace experience specified in a standard or this document must be evidenced and authenticated as part of the assessment process to ensure that the learner has had the opportunity to practice and consolidate the required skills and knowledge in the workplace by undertaking familiar or unfamiliar tasks.

Consider the question: **'How do I know the learner is ready for assessment?'**

Consideration should be given to identifying how the theoretical knowledge and practical skills can be integrated into a practical demonstration of skills and knowledge to ensure assessment is holistic.

SIMULATED ENVIRONMENT

A simulated training and assessment environment must replicate the environment, equipment, and any time or productivity pressures that exist in an actual workplace. This ensures that the assessment is authentic, and that the learner is able to replicate tasks they would undertake as part of their normal daily activities.

NATURALLY OCCURRING EVIDENCE

Naturally occurring evidence refers to evidence gathered from real-life contexts, such as a learner's workplace, rather than solely from activities created for assessment purposes. It is evidence that emerges naturally from the learning process or workplace, showcasing a learner's skills and understanding in authentic situations over time.

REFRESHER TRAINING

Refresher training is not a requirement to retain a standard once it has been awarded, and it is not compulsory. However, in some cases, there are WorkSafe or workplace guidelines around the frequency of refresher training to ensure workers maintain competency for high-risk tasks.

This refresher training could be delivered through a training provider or completed internally through in-house training; this is a decision for the employer.

For example: Where a worker has not used a piece of equipment for skill recently, undertaking refresher training will ensure that the worker can undertake a particular task, or operation a piece of equipment, safely and to the level of competence required.

2.3 UNIT STANDARD CONTEXT

Assessment and delivery must align with the intent, context and guidance provided in the standard to ensure consistency and validity of outcomes. Standards must be used only in their intended context.

For example: Standard 25045: Employ height safety equipment in the workplace, is intended for use in workplace settings where established practices are followed under supervision. *It is not intended for the construction industry, which has its own standards, or other highly specialised or high risk applications. (Ref US 25045 –guidance note #3).*

3. PEOPLE INVOLVED IN THE ASSESSMENT PROCESS

3.1 VERIFIER

A verifier is someone who supports the assessment process where an assessor is not directly observing the assessment being undertaken. This is typically in the workplace and not in a provider setting. A verifier does not make assessment decisions. The role of the verifier is to:

- ▶ Verify that the evidence provided by the learner is valid, authentic, and consistent.
- ▶ Confirm that the learner's practice is in accordance with relevant legislation, codes, standards, and workplace practices.
- ▶ Based on observations, verify learner performance, experience, or evidence.
- ▶ Verify that the experience gained by the learner is related to the outcomes of the standard and is sufficient to ensure that the learner is ready for assessment.

Verifier evidence should include the following:

- ▶ Name of the learner, employer/verifier, and company name and date.
- ▶ Verification of evidence from all assessment tasks and the learner's involvement in the jobs associated with assessment tasks.
- ▶ Verification that the learner has gained the required experience in the workplace through the supervised completion of tasks associated with the standard.
- ▶ Verification that the learner can undertake assessment tasks that meet the learning outcomes of the standard at the appropriate level.

Further verifier evidence may be required for specific standards. Details are included in the Short Course Guidance sections below.

A verifier must hold the relevant industry qualification, standards, or registration at the level at which they are verifying evidence, or the verifier must be able to demonstrate equivalent skills and knowledge in the relevant industry sector.

3.2 ASSESSOR

An assessor must be confident that the learner can apply the skills and knowledge outlined in the standard to the level, scope and complexity required to support the achievement of a standard and that the learner is ready to undertake the assessment.

The assessor will make an assessment decision based on a collection of evidence, including verification. An assessor is a person who:

- ▶ Holds the relevant industry qualification, standards, or registration at the level at which they are assessing or can demonstrate equivalent skills and knowledge in the relevant industry sector.
- ▶ Holds unit standard 4098 – *Use standards to assess candidate performance or demonstrates equivalent knowledge and skills.*

- ▶ Participates in the moderation process.
- ▶ Meets the requirements of the current Consent and Moderation Requirements (CMR) document.

If verification is not used, the assessor must ensure that the learner has gained relevant workplace experience related to the outcomes of the standard.

The moderation process helps to ensure that assessors are making consistent decisions against the standard, irrespective of the context or mode of delivery of that assessment.

4. WHAT DOES THIS GUIDANCE MEAN FOR PROVIDERS?

4.1 IMPLEMENTATION OF GUIDANCE

All tertiary providers shall implement the guidance outlined within this document from **1 September 2025**. The implementation of this guidance is the first step in ensuring consistent training and assessment across the industry sectors that require these skills.

The guidance relating specifically to the use of standards in the secondary school sector shall be implemented from **1 August 2025**. There are several standards that are unsuitable for secondary school students due to a lack of industry context and practical experience. However, some standards are suitable for Gateway students where structured workplace learning is integrated with school-based learning.

Waihangā Ara Rau will work with providers to ensure there are no barriers to the implementation of these guidelines and to ensure that the industry continues to get people with the right skills for entry to, or working within, the various industry sectors that utilise the skills outlined in this guidance document.

4.2 MODERATION REQUIREMENTS

All providers will be required to change their assessment resources to meet the new guidelines, especially where a short course has previously combined two or more standards. Waihangā Ara Rau encourages providers to consider how any theoretical knowledge, and practical skills can be integrated into the assessment process to remove barriers for some learners. An example would be learners for whom English is a second language.

Note: The Waihangā Ara Rau Assurance Team want to work with providers who want to look at how practical assessment could be used to meet the requirements of any standards within this guidance document. Get in touch if you want to explore the possibilities in this area.

PRE-ASSESSMENT MODERATION:

Where a training provider already has a Waihangā Ara Rau approved assessment resource (including an integrated assessment) for US23229, 15757, 30072, 23966, or 23960–23964:

- ▶ The provider can revise the current assessment to only contain the standard aligned to the short course training.

Provided the outcome of the assessment does not change, **and** aligns with the guidance given, the provider will not be required to submit the changed assessment for pre-assessment moderation, provided they send Waihangā Ara Rau:

- ▶ A copy of the revised assessment, with the associated assessor's guide.
- ▶ A copy of the internal moderation report.

Where a training provider already has a Waihanga Ara Rau approved assessment resource for US16617, 3800, 23637, 33425, or 33426:

- ▶ The provider will need to revise the assessment resource to show how the required workplace experience will be integrated into the assessment before the learner undertakes the summative assessment.

Note: the workplace experience must be specific to the context of the standard being assessed.

- ▶ Evidence of verification (if required)

Provided the assessment is only being changed to accommodate the additional requirements, **and** aligns with the guidance given, the provider will not be required to submit the changed assessment for pre-assessment moderation, provided they send Waihanga Ara Rau:

- ▶ A copy of the revised assessment, with the associated assessor's guide.
- ▶ A copy of the internal moderation report.

It is not expected that the assessment for US16701, 16702, or 16703 will need to change based on the guidelines given in this document.

NOTE: Should it be necessary to change the outcome of any assessment resource or develop a new assessment, the provider will be required to submit the assessment resource to Waihanga Ara Rau for pre-assessment moderation.

5. SHORT COURSE GUIDANCE

5.1 GUIDANCE

The guidance in this document is divided into subject areas that reflect currently available short course training.

For each standard, the following has been specified:

- ▶ standard outcome
- ▶ intended context.
- ▶ expected training requirements include teaching, training, and learning requirements. This also includes an indication of duration and delivery mode (simulated, workplace)
- ▶ expected assessment requirements.
- ▶ evidence requirements, including sufficiency (if applicable)
- ▶ recommendations
- ▶ interim determinations (if applicable).

Additional information is available by [downloading the standard from the NZQA website](#). It is not the intention to duplicate NZQA criteria in this document unless they are of value and are a critical part of the assessment process.

The following guidance relates to the following subject areas:

- ▶ Working at Heights
- ▶ Crane Operations
- ▶ Mobile Elevating Work Platforms (MEWP)
- ▶ Telehandler Operations
- ▶ Wheels, Tracks, Rollers (WTR)

6. WORKING AT HEIGHTS

6.1 US23229 – USE SAFETY HARNESS SYSTEM WHEN WORKING AT HEIGHTS (L3, C4)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently use a safety harness where a fall hazard exists at height. It is intended to encourage hazard management and the prevention of safety incidents.

CONTEXT

This standard is an industry standard and suitable to be used as an introduction to working at heights and for learners who are new to an industry or have prior experience.

It recognises the core knowledge and skills required to work safely at heights while under total restraint. It is suitable for people completing basic work at heights across a number of industry sectors – for example, working on roofs, scaffolding, or operating elevated work platforms.

Learners who have achieved this standard will be able to use safety harnesses with limited supervision in familiar situations.

Note:

- ▶ This standard is **suitable** for delivery to secondary school or Gateway students or to learners new to the industry.
- ▶ The training and assessment specified for this standard do not align with the expected notional hours per credit. As the standard setting body, Waihangā Ara Rau acknowledges this, but is prioritising achieving consistency of training and assessment. When this unit standard is reviewed and replaced with skill standard(s), the actual training and assessment time required will be considered and reflected in the credit value as appropriate.

TRAINING

This standard is suitable to be delivered in a short course format. The short course:

- ▶ Must be a minimum of **8 hours**.
- ▶ Must contain a teaching component and an opportunity for learners to safely practice the skills to reinforce their knowledge in familiar situations.

ASSESSMENT

This standard is suitable to be assessed in a simulated or workplace environment. If assessed in a short course format:

- ▶ Practical assessment must simulate realistic situations that a learner would come across in a workplace and replicate the environment, equipment, and any time or productivity pressures that exist in the actual workplace where they would be under limited supervision.
- ▶ Learners must be practically assessed using a minimum of **two** different situations.

Note: Assessment must focus on the prevention and fall restraint using travel restraint strategies, rather than fall arrest.

RECOMMENDATIONS

It is recommended that:

- ▶ The provider should consider how the theoretical knowledge and practical skills can be integrated into the assessment to ensure the assessment is holistic.
- ▶ Training and assessment must consider the needs of the learner, especially learners for whom English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- ▶ The course must consider the use of both fixed and temporary anchor points and the inspection requirements for safety harness equipment.
- ▶ Assessment of this standard **must not** be integrated with any additional standards without the permission of Waihangā Ara Rau.

6.2 US15757 – USE, INSTALL AND DISESTABLISH TEMPORARY PROPRIETARY HEIGHT SAFETY SYSTEMS WHEN WORKING AT HEIGHT (L3, C4)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently install, use, and disestablish temporary proprietary height safety systems.

The standard excludes the installation of permanent horizontal lifeline systems and the use of lanyards.

CONTEXT

This standard is an industry standard for learners who are regularly installing, using, or destabilising temporary proprietary height safety systems.

Learners **must** have already achieved standard 23229 (*Use safety harness system when working at heights*) and ideally have industry experience undertaking basic work while working at heights prior to assessment.

Learners who have achieved this standard will be able to work with temporary proprietary height safety systems with limited supervision in familiar situations.

Note:

- ▶ This standard **is not** suitable for secondary school or Gateway students, or learners who are only undertaking basic work while under total restraint, or as a basic introduction to working at heights for learners with no industry experience.
- ▶ The training and assessment specified for this standard do not align with the expected notional hours based on its credit value. As the standard setting body, Waihangā Ara Rau acknowledges this, but recognises that priority needs to be given to addressing this issue. When this unit standard is reviewed and replaced with skill standard(s), the actual training and assessment time required will be considered and reflected in the credit value as appropriate.

TRAINING

This standard is suitable to be delivered in a short course format. The short course:

- ▶ Must be a minimum of **8 hours**.
- ▶ Must contain a teaching component and an opportunity for learners to safely practice the skills to reinforce their knowledge in different contexts.

Ideally, there should be a gap between a learner gaining standard 23229 and undertaking training for standard 15757. Alternatively, the learner should be able to demonstrate they have the appropriate experience undertaking basic work while working at heights. The judgement of the required gap and/or experience is one for the provider to make.

ASSESSMENT

This standard is suitable to be assessed in a simulated or workplace environment. If assessed in a short course format:

- ▶ Practical assessment must simulate realistic situations that a learner would come across in a workplace and replicate the environment, equipment, and any time or productivity pressures that exist in the actual workplace where they would be under limited supervision.
- ▶ The evidence requirements, outlined below, must be incorporated into the practical assessment.

EVIDENCE REQUIREMENTS

Assessment evidence must include:

- ▶ Evidence of identifying, installing, and disestablishing **one** horizontal and **one** vertical temporary proprietary fall arrest system. Evidence may come from the same, or multiple jobs, depending on the scope of particular jobs.
- ▶ Evidence of using at least **four** different proprietary height safety systems. Evidence may come from the same, or multiple tasks, depending on the scope of particular tasks.

RECOMMENDATIONS

It is recommended that:

- ▶ The provider should consider how any theoretical knowledge, and practical skills can be integrated into the assessment to ensure the assessment is holistic.
- ▶ Training and assessment must consider the needs of the learner, especially learners for whom English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- ▶ Assessment of this standard **must not** be integrated with any additional standards without the permission of Waihangā Ara Rau.

6.3 US25045 – EMPLOY HEIGHT SAFETY EQUIPMENT IN THE WORKPLACE (L3, C4)

For standard 25045, it should be noted that: the standard is not intended for those in the construction industry or other highly specialised or high-risk applications. It also has a focus on workplace settings where there is documented established practice, and the work is carried out under supervision:

- *Unit standard 25045 requires assessment in an actual workplace and is not aligned to the Construction sector, so it cannot be assessed in a simulated environment.*
- *Standards 23229 and 15757 must be used for all construction and infrastructure sectors.*
- *Standards 17600 and 25045 must not be incorporated into training courses for standards 23229 and 15757.*

7. CRANE OPERATIONS

7.1 US30072 DEMONSTRATE AND APPLY KNOWLEDGE OF SLINGING REGULAR LOADS SAFELY (L3, C14)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently prepare, and sling crane loads safely. It is intended to develop an understanding of hazard management and the prevention of safety incidents during crane operations.

CONTEXT

This standard is an industry standard and suitable to be used as an introduction to crane operations for learners who are new to an industry or have some prior experience.

This standard focuses on the core knowledge and skills to allow learners to safely prepare and sling regular loads across a number of crane types. Examples of cranes include truck loader crane, remote or pendant controlled gantry crane and self-erecting tower crane.

Learners who have achieved this standard will be able to safely prepare and sling regular loads with limited supervision in familiar situations.

Note:

- ▶ This standard is **suitable** for Gateway in a It **must not** be delivered to other secondary school students.
- ▶ The training and assessment hours specified for this standard do not align with the expected notional hours per credit. As the standard setting body, Waihanga Ara Rau acknowledges this, but is prioritising achieving consistency of training and assessment. When this unit standard is reviewed and replaced with skill standard(s), the actual training and assessment time required will be considered and reflected in the credit value as appropriate.

TRAINING

This standard is suitable to be delivered in a short course format. The short course:

- ▶ Must be a minimum of **8 hours**.
- ▶ May introduce concepts related to specific crane types to reinforce learning, but practical assessment related to those different crane types must be undertaken in the workplace.
- ▶ Must include a teaching component and an opportunity for learners to practice the skills to reinforce their knowledge.
- ▶ Must simulate realistic situations that a learner would come across in a workplace where they would be under limited supervision.

ASSESSMENT

This standard is suitable to be assessed in a simulated or workplace environment. If assessed in a simulated short course format:

- ▶ Practical assessment must simulate realistic situations that a learner would come across in a workplace and replicate the environment, equipment, and any time or productivity pressures that exist in the actual workplace where they would be under limited supervision.
- ▶ Evidence of assessment must include using a minimum of **two** different slinging examples.
- ▶ The assessment of US16617, 3800, or other specific crane standards **must not** be undertaken as part of the same short course.

Note:

- ▶ Training and assessment must focus on hazard management, considering both site and load hazards, knowledge of lifting gear, working load limit (WLL) tables, and the process for preparing and slinging of regular loads. Learners are not required to lift the load practically.
- ▶ Assessment must focus on safe operation practices and hazard control measures rather than simply completing tasks.

RECOMMENDATIONS

It is recommended that:

- ▶ The provider should consider how the theoretical knowledge and practical skills can be integrated into the assessment to ensure the assessment is holistic.
- ▶ Training and assessment must consider the needs of the learner, especially where English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- ▶ This standard is delivered as an introduction to crane operations.
- ▶ Assessment of this standard **must not** be integrated with any additional standards without the permission of Waihangā Ara Rau.

7.2 US 16617 USE A TRUCK LOADER CRANE TO LIFT AND PLACE REGULAR LOADS (L3, C15)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently use a truck loader crane to lift and place regular loads.

The standard excludes complex lifting operations.

CONTEXT

This standard is an industry standard for learners who regularly use a truck loader crane to lift and place loads.

This standard focuses on crane equipment and attachments, safely slinging, lifting, moving, and unloading or placing loads. Securing and preparing the truck loader crane for road transport mode, stowing equipment, and completing documentation.

Learners **must** have already achieved standard 30072 (*Demonstrate and apply knowledge of slinging regular loads safely*) and have industry experience undertaking truck loader crane operations, ensuring compliance with legislative and industry requirements prior to assessment.

Learners who have achieved this standard will be able to use a truck loader crane to lift and place regular loads with limited supervision in familiar situations.

Note:

- ▶ This standard **must not** be delivered to secondary school or Gateway students, or to learners who do not hold the prerequisite standard.
- ▶ This standard **is** suitable for learners who regularly use a truck loader crane to lift and place regular loads in the workplace.
- ▶ The training and assessment specified for this standard do not align with the expected notional hours per credit. As the standard setting body, Waihangā Ara Rau acknowledges this, but is prioritising achieving consistency of training and assessment. When this unit standard is reviewed and replaced with skill standard(s), the actual training and assessment time required will be considered and reflected in the credit value as appropriate.

TRAINING

This standard can be delivered in a crane workplace or supported by a short course. A short course must include a teaching component and an opportunity for learners to practice the skills to reinforce their knowledge.

Learners **must** gain workplace experience prior to being assessed. The minimum requirement is **80 hours or 40 lifts** of verified workplace experience related to the use of truck loader cranes to lift and place regular loads.

ASSESSMENT

Ideally, the practical assessment of this standard should be undertaken in the workplace and based on naturally occurring evidence. If undertaken in a simulated environment, it must be an authentic experience and replicate the environment, equipment, and any time or productivity pressures that exist in the actual workplace where they would be under limited supervision.

The evidence requirements, outlined below, must allow the learner the opportunity to show they have the competence and confidence to use a truck loader crane to lift and place regular loads under limited supervision in their workplace.

EVIDENCE REQUIREMENTS

Assessment evidence must include:

- ▶ For the summative assessment, at least **two** different assessor or verifier observations of the learner slinging, lifting, moving, unloading or placing regular loads. Securing and preparing the truck loader crane for road transport mode, stowing equipment, and completing documentation.
- ▶ Verification of a minimum of **80 hours or 40 lifts** using a truck loader crane to lift and place regular loads in the workplace.

Note: Practical assessment must focus on safe operation practices and hazard control measures rather than simply completing tasks.

RECOMMENDATIONS

It is recommended that:

- ▶ The provider should consider how any theoretical knowledge, and practical skills can be integrated into the assessment to ensure the assessment is holistic and incorporates the use of naturally occurring evidence.
- ▶ Training and assessment must consider the needs of the learner, especially learners for whom English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- ▶ Assessment of this standard **must not** be integrated with any additional standards without the permission of Waihangā Ara Rau.

7.3 US 3800 USE A RADIO REMOTE OR PENDANT CONTROLLED GANTRY CRANE TO LIFT AND PLACE REGULAR LOADS (L3, C10)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently use a radio remote or pendant controlled gantry crane to lift and place regular loads.

The standard excludes complex lifting operations.

CONTEXT

This standard is an industry standard suitable for learners who regularly use a radio remote or pendant controlled gantry crane to lift and place loads.

Learners **must** have already achieved standard 30072 (*Demonstrate and apply knowledge of slinging regular loads safely*) and have industry experience using radio remote or pendant controlled gantry crane to lift and place regular loads prior to assessment.

Learners who have achieved this standard will be able to use a radio remote or pendant controlled gantry crane to lift and place regular loads with limited supervision in familiar situations.

Note:

- ▶ This standard **must not** be delivered to secondary school or Gateway students, or to learners who do not hold the prerequisite standard.
- ▶ The training and assessment specified for this standard do not align with the expected notional hours per credit. As the standard setting body, Waihangā Ara Rau acknowledges this, but is prioritising achieving consistency of training and assessment. When this unit standard is reviewed and replaced with skill standard(s), the actual training and assessment time required will be considered and reflected in the credit value as appropriate.

TRAINING

This standard can be delivered in a crane workplace or supported by a short course. A short course must contain a teaching component and an opportunity for learners to practice the skills to reinforce their knowledge.

Learners **must** gain workplace experience prior to being assessed. The minimum is **50 hours or 25 lifts** of verified workplace experience related to the use of a radio remote or pendant controlled gantry crane to lift and place loads.

ASSESSMENT

Ideally, the practical assessment of this standard should be undertaken in the workplace and based on naturally occurring evidence. If undertaken in a simulated environment, it must be an authentic experience and replicate the environment, equipment, and any time or productivity pressures that exist in the actual workplace where they would be under limited supervision.

The evidence requirements, outlined below, must allow the learner the opportunity to show they have the competence and confidence to use a radio remote or pendant controlled gantry crane to lift and place regular loads.

EVIDENCE REQUIREMENTS

Assessment evidence must include:

- ▶ For the summative assessment, at least **two** different assessor or verifier observations of the learner slinging, lifting, travelling and unloading or placing regular loads, and parking and storing equipment.
- ▶ Verification of a minimum of **50 hours or 25 lifts** using a radio remote or pendant controlled gantry crane to lift and place loads in the workplace.

Note: Practical assessment must focus on safe operation practices and hazard control measures rather than simply completing tasks.

RECOMMENDATIONS

It is recommended that:

- ▶ The provider should consider how any theoretical knowledge and practical skills can be integrated into the assessment to ensure the assessment is holistic and incorporates the use of naturally occurring evidence.
- ▶ Training and assessment must consider the needs of the learner, especially where English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- ▶ Assessment of this standard **must not** be integrated with any additional standards without the permission of Waihangā Ara Rau.

8. MOBILE ELEVATING WORK PLATFORMS

- 8.1 US23966 – DESCRIBE TYPES OF ELEVATING WORK PLATFORMS (EWPS), AND INDUSTRY REQUIREMENTS FOR THEIR USE (L3, C2)**
- US23960 – ASSESS THE WORKSITE, PREPARE AND OPERATE A SCISSOR LIFT ELEVATING WORK PLATFORM (EWP) (L3, C3)**
- US 23961 – ASSESS THE WORKSITE, PREPARE AND OPERATE A TRUCK-MOUNTED ELEVATING WORK PLATFORM (EWP) (L3, C4)**
- US 23962 – ASSESS THE WORKSITE, PREPARE AND OPERATE A SELF-PROPELLED BOOM LIFT ELEVATING WORK PLATFORM (EWP) (L4, C5)**
- US 23963 – ASSESS THE WORKSITE, PREPARE AND OPERATE A TRAILER-MOUNTED ELEVATING WORK PLATFORM (EWP) (L3, C4)**
- US 23964 – ASSESS THE WORKSITE, PREPARE AND OPERATE A VERTICAL LIFT ELEVATING WORK PLATFORM (EWP) (L3, C3)**

OUTCOME

The outcome of these standards is to give learners the knowledge and skills to competently assess worksites, prepare, and operate distinct types of mobile elevating work platforms (MEWPs). This includes scissor lift, truck mounted, self-mounted boom lifts, trailer mounted and vertical lift elevating work platforms.

The standards are intended to encourage safe work practices, effective hazard management and compliance with legislative and industry requirements while working at height.

CONTEXT

These standards are industry standards suitable for learners' entering industries with limited or no experience, as well as those with prior knowledge of industries where MEWPs are commonly used. The focus is to provide learners with the skills to safely operate MEWPs under limited supervision, ensuring compliance with legislative and industry requirements.

These standards support work across various sectors and focus on tasks such as inspection of worksites for existing and potential hazards, hazard identification and elimination or minimisation, and compliance with manufacturer specifications, legislative requirements, and industry protocols. Examples of practical applications include performing maintenance on elevated structures, reaching high shelves, or conducting installations at height.

Learners who have achieved these standards will gain the knowledge to operate within industry requirements and will be able to safely operate MEWPs, effectively manage worksite hazards, and follow operational protocols with limited supervision.

Note: These standards **are suitable** for Gateway in a secondary school setting where structured workplace learning is integrated with school-based learning. They **must not** be delivered to other secondary school students.

TRAINING

These standards are suitable to be delivered in a short course environment. The short course:

- ▶ Must be a minimum of **8 hours**.
- ▶ May include standard 23966 and up to two additional standards from 23960–23964.
- ▶ Must contain a teaching component and an opportunity for learners to safely practice the skills to reinforce their knowledge.

ASSESSMENT

These standards are suitable to be assessed in a simulated or workplace environment.

If assessed in a simulated or workplace environment, standard 23966 can be assessed alongside a maximum of two additional standards from 23960–23964.

Note:

- ▶ Assessment must be based on the type of MEWP learners will use in the workplace and simulate realistic workplace situations.
- ▶ Practical assessment must focus on safe operation and hazard control measures rather than simply completing tasks.

RECOMMENDATIONS

- ▶ Providers are encouraged to integrate practical examples into the assessment process, ensuring learners understand how the knowledge applies in real-world scenarios.
- ▶ Delivery and assessment must consider learners' language needs, particularly for those with English as a second language, ensuring all learners achieve the required competence.

UNIT STANDARD DETERMINATIONS

It is important that barriers to teaching, learning and assessment are removed to ensure that learners are not unfairly disadvantaged and are able to progress through their qualification within acceptable timeframes. Where barriers relate to a standard that is impractical to review and republish, Waihangā Ara Rau, as the Standard Setting Body, shall make a determination that will remain in place until a new version of the standard is approved and delivered.

The table below outlines the issue, the solution, and the date the solution is effective from. All providers assessing against these unit standards shall be moderated against the new criteria. Depending on the change, the provider will need to forward Waihangā Ara Rau a copy of the new assessment for their reference, including a copy of their internal pre-assessment moderation report. This will be considered evidence that the appropriate change has been made.

STD ID	TITLE	VERSION	ISSUE	DETERMINATION	EFFECTIVE FROM
23960	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	4	Industry feedback	<p>The range statements for PCs 1.4 and 1.5 have been adjusted to use "may include" rather than "includes," allowing for variation to suit the type and use of a MEWP based on industry feedback. The updated range statements are as follows:</p> <p>1.4 Complete documentation in accordance with company requirements.</p> <p><i>Range: may include but is not limited to – hazard identification sheet, traffic management plan, pre-start checklists, site procedure forms, notification to WorkSafe NZ.</i></p> <p>1.5 Determine working zone in accordance with company requirements.</p> <p><i>Range: may include but is not limited to – minimum approach distances, barriers, competent worker zone.</i></p>	14/11/2024
23961	Assess the worksite, prepare and operate a truck-mounted elevating work platform (EWP)	4			
23962	Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	4			
23963	Assess the worksite, prepare and operate a trailer-mounted elevating work platform (EWP)	4			
23964	Assess the worksite, prepare and operate a vertical lift elevating work platform (EWP)	4			

9. TELEHANDLER OPERATIONS

9.1 US 23637 OPERATE A TELESCOPIC HANDLER UNDER 7 METRES IN SIZE WITH ATTACHMENT (L3, C10)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently operate a telehandler under 7 metres in size with attachments.

The standard excludes suspended loads and work platforms. It does not meet the requirements for the Approved Code of Practice for Cranes.

CONTEXT

This standard is an industry standard for learners who regularly operate a telehandler under 7 metres in size with attachments. It is suitable for learners who have basic industry experience and are undertaking telehandler operations.

It provides the core knowledge and skills to allow workers to safely prepare for and operate a telehandler on a worksite. The standard supports work across a number of industry sectors where telehandlers are commonly used, such as construction, manufacturing, and agriculture.

It is an introductory standard and is recommended to be completed **prior to** standards 33425 and 33426.

Learners who have achieved this standard will be able to operate a telehandler under 7 metres in size with attachments with limited supervision in familiar situations.

Note: This standard is **not** suitable for delivery to secondary school or gateway students, or to learners with no industry experience.

TRAINING

This standard can be delivered in the workplace or as a short course. The short course:

- ▶ Must be a minimum of **8** hours.
- ▶ Must contain a teaching component, an opportunity for learners to practice the skills to reinforce their knowledge.

Learners **must** gain workplace experience prior to assessment. The minimum is **50 hours or 25 lifts** of verified workplace experience operating a telehandler under 7 metres in size with attachments.

ASSESSMENT

This standard is suitable to be assessed in a simulated or workplace environment. If assessed in a short course format:

- ▶ Practical assessment must be an authentic experience and replicate the environment, equipment, and any time or productivity pressures that exist in the actual workplace where they would be under limited supervision.

- ▶ Evidence for practical assessment must include two assessor observations.

The evidence requirements, outlined below, must be incorporated into the practical evidence requirements.

EVIDENCE REQUIREMENTS

Assessment evidence must include:

- ▶ If applicable, the class of driver licence and endorsements required for the vehicle being driven prior to any practical assessment.
- ▶ The same load or attachment placed at **two** different heights or distances.
- ▶ Verification of a minimum of **50 hours or 25 lifts** operating a telehandler under 7 metres in size with attachments in the workplace.

Note: Operators must not use the frame sway to position the load with the boom elevated.

RECOMMENDATIONS

It is recommended that:

- ▶ The provider should consider how any theoretical knowledge, and practical skills can be integrated into the assessment to ensure the assessment is holistic and incorporates the use of naturally occurring evidence.
- ▶ Training and assessment must consider the needs of the learner, especially where English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- ▶ Assessment of this standard **must not** be integrated with any additional standards without the permission of Waihanga Ara Rau.

9.2 US 33425 OPERATE A TELEHANDLER ABOVE 12 METRES IN SIZE WITH STABILISER (L3, C5)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently operate a telehandler above 12 metres in size with stabiliser.

CONTEXT

This standard is an industry standard for learners who are regularly operating a telehandler above 12 metres in size with stabiliser. It is suitable for learners who have industry experience undertaking telehandler operations.

It provides the core knowledge and skills to allow workers to safely prepare for and operate a telehandler above 12 metres in size with stabiliser on a worksite. The standard supports work across a number of industry sectors where telehandlers are commonly used, such as construction and agriculture.

It is recommended that a learner hold standard 23637 prior to completing this unit and that standard 33426 be completed once this unit is awarded.

Learners who have achieved this standard will be able to operate a telehandler above 12 metres in size with stabiliser with limited supervision in a range of situations.

Note: This standard is **not** suitable for delivery to secondary school or gateway students or to learners with no industry experience.

TRAINING

This standard can be delivered on a worksite or in another simulated environment.

The delivery of this standard can be supported through a short course format that:

- ▶ Must be a minimum of 8 hours.
- ▶ Must contain a teaching component, an opportunity for learners to practice the skills to reinforce their knowledge.

Learners **must** gain workplace experience prior to assessment. The minimum requirement is **25 hours or 12 lifts** of verified workplace experience related to operating a telehandler above 12 metres in size with stabiliser.

ASSESSMENT

This standard is suitable to be assessed in a simulated or workplace environment. If assessed in a short course format:

- ▶ Practical assessment must be an authentic experience and replicate the environment, equipment, and any time or productivity pressures that exist in the actual workplace where they would be under limited supervision.
- ▶ Evidence for practical assessment must include **two** assessor observations.

The evidence requirements, outlined below, must be incorporated into the practical evidence requirements.

EVIDENCE REQUIREMENTS

Assessment evidence must include:

- ▶ If applicable, the class of driver licence and endorsements required for the vehicle being driven prior to any practical assessment.
- ▶ The same load or attachment placed at two different heights or distances while stabilisers are deployed.
- ▶ Verification of a minimum of **25 hours or 12 lifts** operating a telehandler above 12 metres in size with stabiliser in the workplace.

RECOMMENDATIONS

It is recommended that:

- ▶ Training and assessment consider the needs of the learner, especially those for whom English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- ▶ Assessment of this standard **must not** be integrated with any additional standards without the permission of Waihanga Ara Rau.

9.3 US 33426 OPERATE A ROTATING TELEHANDLER (L3, C5)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to operate a rotating telehandler competently.

CONTEXT

This standard is an industry standard for learners who are regularly operating a rotating telehandler. It is suitable for learners who have industry experience undertaking telehandler operations.

It provides the core knowledge and skills to allow workers to safely prepare for and operate a telehandler above 12 metres in size with stabiliser on a worksite. The standard supports work across a number of industry sectors where telehandlers are commonly used, such as construction, manufacturing, and agriculture.

It is recommended that a learner hold standards 23637 and 33426 prior to completing this unit.

Learners who have achieved this standard will be able to operate a rotating telehandler with limited supervision in a range of situations.

Note: This standard is **not** suitable for delivery to secondary school or gateway students or to learners with no industry experience.

TRAINING

This standard can be delivered on a worksite or in another simulated environment.

The delivery of this standard can be supported through a short course format that:

- ▶ Must be a minimum of **8 hours**.
- ▶ Must contain a teaching component, an opportunity for learners to practice the skills to reinforce their knowledge.

Learners **must** gain workplace experience prior to assessment. The minimum requirement is **25 hours or 12 lifts** of verified workplace experience related to operating a rotating telehandler.

ASSESSMENT

This standard is suitable to be assessed in a simulated or workplace environment. If assessed in a short course format:

- ▶ Practical assessment must be an authentic experience and replicate the environment, equipment, and any time or productivity pressures that exist in the actual workplace where they would be under limited supervision.
- ▶ Evidence for practical assessment must include **two** assessor observations.

The evidence requirements, outlined below, must be incorporated into the practical evidence requirements.

EVIDENCE REQUIREMENTS

Assessment evidence must include:

- ▶ If applicable, the class of driver licence and endorsements required for the vehicle being driven prior to any practical assessment.
- ▶ The same load or attachment placed at **two** different heights or distances while stabilisers are deployed.
- ▶ Verification of a minimum of **25 hours or 12 lifts** operating a telehandler above 12 metres in size with stabiliser in the workplace.

RECOMMENDATIONS

It is recommended that:

- ▶ Training and assessment must consider the needs of the learner, especially where English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- ▶ Assessment of this standard **must not** be integrated with any additional standards without the permission of Waihangā Ara Rau.

10. WHEELS, TRACKS AND ROLLERS

10.1 US 16701/ 16702/ 16703 DEMONSTRATE KNOWLEDGE AND SKILLS FOR DRIVING ON A ROAD FOR ENDORSEMENT W (WHEELS), T (TRACKS) AND R (ROLLERS)

These unit standards have been reviewed and replaced by the following skill standards:

- ▶ 40621 Drive a special-type wheeled vehicle for a W (wheels) endorsement (L3, C2)
- ▶ 40622 Drive a special-type roller vehicle for an R (rollers) endorsement (L3, C2)
- ▶ 40623 Drive a special type tracked vehicle for a T (tracks) endorsement (L3, C2)

The last date for assessment of the unit standards to take place is **31 December 2027**. As the standard setting body, Waihangā Ara Rau recommends that providers move to the skill standards as soon as possible.

OUTCOME

The outcome of these standards is for learners to meet the minimum requirements to apply to NZTA for a W(wheels), T (tracks) or R (rollers) endorsement on their driver licence so they can legally drive special-type wheeled vehicles on roads.

CONTEXT

These standards are industry standards and suitable for use as an introduction to driving special-type wheeled vehicles legally on a road. Learners may be new to an industry or have prior experience.

They provide the core knowledge and skills to allow learners to **drive** special-type wheeled vehicles safely and legally on a road. It does not provide the knowledge and skills to **operate** a special-type wheeled vehicle on a worksite.

Learners who have achieved these standards will be able to drive special-type wheeled vehicles on a road with limited supervision in familiar situations.

Note: These standards **are not suitable** for delivery to secondary school or Gateway students.

TRAINING

These standards are suitable for delivery in a simulated or road environment.

If delivered in a short course format, standards 16701, 16702, and/or 16703 can be delivered together to ensure an introductory understanding of special-type wheeled vehicles, the legal requirements, driving procedures, and general considerations relating to driving the vehicle safely on a road.

The short course:

- ▶ Must be a minimum of **8 hours**.
- ▶ Must contain a teaching component and an opportunity for learners to practice the skills to reinforce their knowledge in different contexts.

ASSESSMENT

These standards are suitable to be assessed in a simulated or workplace environment. If assessed in a short course format:

- ▶ Practical assessment must be undertaken in a controlled off-road environment. This may include roads or areas safe to drive on but closed to the general public.
- ▶ Learners must hold the appropriate class of licence for the gross vehicle mass of the vehicle being used for the assessment. The class of licence will depend on the type of vehicle, its weight and the speed it is being driven.
- ▶ Where the vehicle requires a NZ full Class 1 licence, assessment may be conducted where a learner holds a NZ restricted licence. The learner must be made aware that they are unable to apply for the applicable endorsement until they hold a NZ Class 1 full licence.

RECOMMENDATIONS

It is recommended that:

- ▶ Training and assessment must consider the needs of the learner, especially where English is a second language, to ensure all learners meet the same level of competence across all forms of provision.
- ▶ Training and assessment must focus on the learner's ability to demonstrate their knowledge.

11. PLANT AND EQUIPMENT

11.1 US 31245 PLAN FOR AND LIFT, MOVE, AND PLACE LOADS USING MOBILE PLANT (L3, C10)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently plan for and lift, move, and place loads using mobile plant.

This unit standard does not meet the requirements for the Approved Code of Practice for Cranes, Page 47, Part 4: Requirements for persons operating or working with cranes.

CONTEXT

This standard is an industry standard suitable for learners who regularly use mobile plant to lift, move and place loads.

Learners who have achieved this standard will be able to use mobile plant to lift, move and place loads with limited supervision in familiar situations.

Note:

- ▶ This standard must not be delivered to secondary school or Gateway students.
- ▶ Learners need to hold the class of driver licence and endorsements required for the vehicle being driven, if applicable.

TRAINING

This standard can be delivered in a workplace or supported by a short course. A short course must contain a teaching component and an opportunity for learners to practice the skills to reinforce their knowledge.

Learners **must** gain workplace experience prior to being assessed. The minimum is **50 hours, or 25 lifts** of verified workplace experience related to the use of mobile plant to lift, move and place loads.

ASSESSMENT

Ideally, the practical assessment of this standard should be undertaken in the workplace and based on naturally occurring evidence. If undertaken in a simulated environment, it must be an authentic experience and replicate the environment, equipment, and any time or productivity pressures that exist in the actual workplace where they would be under limited supervision.

The evidence requirements, outlined below, must allow the learner the opportunity to show they have the competence and confidence to plan for and lift, move, and place loads using mobile plant.

EVIDENCE REQUIREMENTS

Assessment evidence must include:

- ▶ For the summative assessment, at least two different assessor or verifier observations of the learner lifting, moving and placing loads using mobile plant, including the use of a single slung load and a multiple slung load.
- ▶ Verification of a minimum of **50 hours or 25 lifts** using mobile plant to lift, move and place loads in the workplace.

Note:

- ▶ Practical assessment must focus on safe operation practices and hazard control measures rather than simply completing tasks.

RECOMMENDATIONS

It is recommended that:

- ▶ The provider should consider how any theoretical knowledge, and practical skills can be integrated into the assessment to ensure the assessment is holistic and incorporates the use of naturally occurring evidence.
- ▶ Training and assessment must consider the needs of the learner, especially where English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- ▶ Assessment of this standard **must not** be integrated with any additional standards without the permission of Waihangā Ara Rau.

12. APPENDIX A – SECONDARY SCHOOL GUIDANCE

12.1 BACKGROUND

Waihangā Ara Rau, as the standard setting body (SSB), and Workforce Development Council for Construction and Infrastructure, undertook a project to understand how short course training was being used to deliver and assess a number of unit standards associated to safety and compliance in the workplace. These standards were aligned to Working at Heights, Mobile Elevated Work Platforms, driver licence endorsements, and the operation of cranes.

As part of the project, it was found that industry-based standards were being delivered to students across the secondary school network. The majority of these students were not involved in a Gateway programme where they had the opportunity to gain industry experience to support the training and assessment being undertaken.

The industry does support the use of industry-based standards to help students in Gateway programme be exposed to an industry sector; however, they question the suitability of the safety and compliance-based standards being used across the general secondary school network.

A Short Course Training and Assessment Guidance document has been created for industry, tertiary providers, and secondary schools, to assist industry and providers to select the appropriate standard/s to ensure that workers have the knowledge and skills to be safe at work and be deemed competent at the appropriate level. The guidance also includes where the standards can or cannot be used, including their suitability for use in the secondary school network.

12.2 WHAT DOES THIS MEAN FOR SECONDARY SCHOOLS?

From 1 August 2025, several standards, previously used across the secondary school network, will no longer be able to be delivered or awarded to secondary school students. Some will still be able to be used in a Gateway programme where structured workplace learning is integrated with school-based learning.

The reporting of results against these units, post 1 August 2025, shall be monitored to ensure that the guidance given has been implemented. The awarding of standards for students will be challenged by Waihangā Ara Rau, and when deemed to be inappropriate, this may result in an application to NZQA to have those results removed from a student's record of learning.

12.3 WHICH STANDARDS CAN BE USED?

The table below shows a list of standards currently used within the secondary school system. The table identifies where a standard may or may not be used across the general secondary school network, or in Gateway programmes from 1 August 2025.

Domain	Unit Standard	Title	Secondary School Delivery	Gateway Delivery
Industrial Rope Access	23229	Use safety harness system when working at height	Yes	Yes
Working at heights	15757	Use, install and disestablish temporary proprietary height safety systems when working at height	No	No
Crane Operation	30072	Demonstrate and apply knowledge of slinging regular loads safely	No	Yes
Crane Operation	16617	Use a truck loader crane to lift and place regular loads	No	No
Crane Operation	3800	Use a radio remote or pendant controlled gantry crane to lift and place regular loads	No	No
Power-operated Elevating Work Platforms	23966	Describe types of elevating work platforms (EWPs), and industry requirements for their use	No	Yes
Power-operated Elevating Work Platforms	23960	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	No	Yes
Power-operated Elevating Work Platforms	23961	Assess the worksite, prepare and operate a truck-mounted elevating work platform (EWP)	No	No
Power-operated Elevating Work Platforms	23962	Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	No	Yes
Power-operated Elevating Work Platforms	23963	Assess the worksite, prepare and operate a trailer-mounted elevating work platform (EWP)	No	No
Power-operated Elevating Work Platforms	23964	Assess the worksite, prepare and operate a vertical lift elevating work platform (EWP)	No	No
Civil Plant Operation	23637	Operate a telescopic handler under 7 metres in size with attachments	No	No
Driver Licence Endorsements	16701	Demonstrate knowledge and skills for driving on a road for endorsement W (wheels)	No	No
Driver Licence Endorsements	16702	Demonstrate knowledge and skills for driving on a road for endorsement R (rollers)	No	No
Driver Licence Endorsements	16703	Demonstrate knowledge and skills for driving on a road for endorsement T (tracks)	No	No

13. APPENDIX B – SAMPLE ATTESTATION FORM FOR AN ASSESSOR TO JUSTIFY A SHORTENED TRAINING OR ASSESSMENT PATHWAY

Learner Information			
Name:			
NSN:			
Date:			
Attestation (to be completed by the assessor)			
Standard/s to be awarded			
<p>This attestation confirms that I consider the learner to have the skills, knowledge, and industry experience required for the training and assessment against the standard/s I am assessing to be shortened. This is based on a professional discussion with the learner and the following work history or sighted evidence.</p> <p>Note: <i>This attestation could also be used to outline the reasons a course has been shortened from the recommended durations given.</i></p> <p>Please outline below, or attach, the work history or sighted evidence (Required) or outline any additional reasons for shortening the length of the training:</p>			
Assessor Name:		Mobile Number:	
Signature:		Date:	