

# Assessor Targeted CV Form

This template enables prospective applicants to provide information specific to the area and industry that they are seeking scope for.

<b>Applicant name</b>	
<b>Current Position</b>	
<b>Assessor model applying for</b>	<input type="checkbox"/> Workplace Assessor <input type="checkbox"/> Provider Assessor <input type="checkbox"/> Roving Assessor <input type="checkbox"/> Training Advisor / Account Manager <input type="checkbox"/> Other (please detail):
<b>NZQA NSN #</b>	
<b>Qualifications</b> (specific to scope request programmes or standards)  <ul style="list-style-type: none"><li>• Trade / Professional qualifications</li><li>• Teaching qualifications</li><li>• Academic qualifications</li></ul> <i>Evidence of qualifications required (e.g. certificates) if not registered on your NZQA Record of Achievement</i>	
<b>Industry experience</b> (specific to subcontract programmes/unit standards)  <i>List experience in industry, positions, and dates</i>	
<b>Teaching/training/assessing experience</b>  <i>List positions, organisations, and dates</i>	
<b>Recently completed professional development</b> (E.g. Conferences or Seminars, etc.)	

# CMR extracts with compliance criteria for assessors and verifiers.

CMR #	CMR Criterion
<p><b>0052 Muka Tangata</b></p> <ul style="list-style-type: none"> <li>• Forestry</li> <li>• Furniture</li> <li>• Saw Doctoring</li> <li>• Pulp and Paper</li> <li>• Wood Manufacturing</li> </ul>	<p><b>a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai   Particular skills and knowledge of teachers and assessors</b></p> <p>The TEOs and schools/kura must have policies and procedures to ensure that teaching and assessing staff meet the following requirements. Teaching and assessing staff must:</p> <ul style="list-style-type: none"> <li>• currently hold the standard/s they will assess against, or be able to demonstrate equivalent knowledge and skills.</li> <li>• currently hold unit standard 4098 Use standards to assess candidate performance or 30421 Carry out assessments against standards to make judgements of learner performance, or be able to demonstrate equivalent knowledge and skills.</li> <li>• have opportunities for professional development, related to teaching and assessment practices which includes supporting learners who are neurodiverse, or have literacy and numeracy challenges.</li> <li>• have opportunities for professional development in te ao Māori and mātauranga Māori practices.</li> <li>• have annual contact with industry partners and be able to obtain information about the latest developments in technology, industry practice and legislation.</li> <li>• have knowledge of and apply safe working practices.</li> </ul>
<p><b>0014 Hanga Aro Rau</b></p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Passive Fire</li> <li>• Refrigeration</li> <li>• Baking</li> <li>• Manufacturing</li> <li>• Plastics</li> <li>• Printing</li> <li>• Sign Making</li> <li>• Solid Wood Manufacturing</li> <li>• Rail</li> <li>• Locksmithing</li> <li>• Wine Production – Cellar Operations</li> <li>• CSP</li> </ul>	<p><b>a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai   Particular skills and knowledge of teachers and assessors</b></p> <p>The education organisation must have policies and procedures to ensure that teaching, training and assessing staff:</p> <ol style="list-style-type: none"> <li>1. hold the relevant industry qualification or standards, at or preferably one level above, the level at which they are required to teach and/or assess.</li> <li>2. have current experience relevant to the standards they are training and assessing against, as determined by the education organisation and agreed by Hanga-Aro-Rau.</li> <li>3. remain current in relevant technologies and industry practice.</li> </ol> <p>The education organisation must have policies and procedures to ensure that <b>assessing staff</b> hold unit standard 4098 Use standards to assess candidate performance or can demonstrate equivalent knowledge and skills.</p> <p><b>Appendix 5: Fire Protection Sector</b></p> <p><b>a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai   Particular skills and knowledge of teachers and assessors</b></p> <p>The education organisation must have policies and procedures to ensure that teaching staff have knowledge and experience gained</p>
<p><b>0024 Toitu te</b></p> <ul style="list-style-type: none"> <li>• Wairoa</li> <li>• Occupational Health and Safety</li> <li>• Fire</li> </ul>	<p><b>a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai   Particular skills and knowledge of teachers and assessors</b></p> <p>The TEO or school/kura must have policies, procedures and documentation to ensure that those engaged in teaching meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>• Have current and relevant experience, and hold a relevant qualification, standards, or registration, at or preferably one level above the level at which they are required to teach.</li> </ul>

	<ul style="list-style-type: none"> <li>• Hold a qualification in adult education or a New Zealand-recognised teaching qualification, or be able to demonstrate equivalent knowledge and skills or experience.</li> <li>• Have regular contact with industry partners to keep informed about the latest developments in technology, industry practice and legislation, and have opportunities for professional development related to training and assessment.</li> <li>• Feedback and evaluation on training, delivery, and teaching materials is obtained from learners and industry representatives.</li> </ul> <p>The TEO or school/kura must have policies, procedures and documentation to ensure that assessment practice is fair, valid, reliable, equitable, consistent, and authentic, and that assessing staff meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>• Hold unit standard 4098 Use standards to assess candidate performance, or can demonstrate equivalent knowledge and skills or experience.</li> <li>• Hold a relevant qualification, or standards, at or preferably one level above the level at which they are required to assess.</li> </ul>
<p><b>0099 – Toi Mai</b></p>	<p><b>Particular skills and knowledge of assessors</b></p> <p>Assessing Staff:</p> <p>The applicant organisation must have policies and procedures to ensure that all staff engaged in assessment:</p> <ul style="list-style-type: none"> <li>• hold the industry relevant qualification, standards, or registration at, or preferably one level above, the level at which they are required to assess.</li> <li>• hold unit standard 4098 Use standards to assess candidate performance, or unit standard 30421 Carry out assessments against standards to make judgements of learner performance (registered secondary teachers are exempt from this requirement).</li> </ul> <p>If an assessor does not meet the above criteria but can demonstrate equivalent skills and experience, please contact Toi Mai Quality Assurance Team, moderation@toimai.nz to discuss suitability.</p> <p>The applicant organisation must have policies and procedures to ensure that only staff with the necessary expertise are assessing against the standards. If no qualified staff are available assessment cannot be carried out.</p>
<p><b>0112 – Ringa Hora</b></p>	<p><b>a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai   Particular skills and knowledge of teachers and assessors</b></p> <p>Education organisations must have policies and procedures to ensure that staff have the necessary knowledge and experience to teach and assess against standards for which consent to assess is applied for.</p> <p>Staff engaged to deliver training and assessment/aromatawai:</p> <ul style="list-style-type: none"> <li>• must hold unit standard 4098: Use standards to assess candidate performance or are able to demonstrate equivalent knowledge and skills.</li> <li>• are encouraged to attain an adult education qualification or are able to demonstrate equivalent knowledge and skills.</li> </ul>

<p><b>0112 – Ringa Hora</b></p>	<ul style="list-style-type: none"> <li>• must maintain ongoing professional development, currency and exposure to industry with regard to: <ul style="list-style-type: none"> <li>◊ relevant legislation</li> <li>◊ technological requirements</li> <li>◊ industry sector best practice and emerging trends.</li> </ul> </li> <li>• should have opportunities for professional development in te ao Māori and mātauranga Māori practices.</li> <li>• must hold unit standard 11551: Moderate assessment, or are able to <b>demonstrate equivalent knowledge and skills, where they are engaged in the organisation’s internal moderation of assessment/aromatawai decisions.</b></li> <li>• must ensure that verifiers undertaking verification within assessment/ aromatawai, have appropriate experience and skill to verify performance.</li> </ul> <p><b>Note:</b> If no person meeting the above requirements and the specific requirements in the relevant appendix is available, teaching and assessment/aromatawai should not proceed.</p>
<p><b>0120 Waihanga Ara Rau</b></p>	<p><b>a. Ngā pūkenga ake, mōhiotanga hoki o ngā kaiako, kaiaromatawai   Particular skills and knowledge of teachers and assessors</b></p> <p>General: The education organisation must have policies and procedures in place to ensure that teachers or tutors, verifiers, assessors or moderators maintain industry currency through selection, appraisal, and professional opportunities.</p> <p>Teachers or tutors: The education organisation must have policies and procedures to ensure those engaged in teaching:</p> <ul style="list-style-type: none"> <li>• hold the relevant industry qualification, standards, or registration at the level at which they are required to teach, or can demonstrate equivalent skills and knowledge in the relevant industry sector.</li> <li>• hold, or are working towards, a qualification in the delivery of adult education and training.</li> <li>• maintain currency with technological advances, industry best practice, and legislative changes.</li> <li>• demonstrate and apply safe working practices.</li> </ul>

Version 0	22/09/2025	Updated to reflect new CMR
Version 1	19/02/2026	Name changed and finalised for website