



**Mandatory Review of  
Tikanga Māori Qualifications  
Working Group Hui  
OPEN MINUTES**

Minutes of a meeting of the Mandatory Review of Tikanga Māori Working Group hui held in the Atrairu Room, Te Wānanga o Aotearoa Campus, 254 Ohaupo Road, Glenview, Hamilton on 10 February 2014 at 10:30am.

**PRESENT****Members**

Maria Tamaki	Te Wānanga o Aotearoa
Brendon Morgan	Te Wānanga o Aotearoa
LeeAnn Sperling-Muntz	Te Wānanga o Aotearoa
Matuakore Joe Glen	Open Polytechnic
Lauren Te Tai	Open Wānanga
Jolene Grace (arrived 11.55am)	Aronui Technical Training Centre
Eru Biddle	Wairiki Institute of Technology
Eric Peita	NorthTec
Alexandra (Sandy) Hata	Te Pū Wānanga o Anamata
Tamati Tu Waaka	Te Whare Wānanga o Awanuiārangi
Hine Moeke-Murray	Te Ara Nunumi
Anne Iranui McGuire	Te Ara Nunumi

**ABSCENCES**

Tu Waaka	Te Whare Wānanga o Awanuiārangi
Wiremu Te Kanawa	Bay of Plenty Polytechnic
Richard Kerr-Bell	Otago Polytechnic
Angela Tibble	Eastern Institute of Technology

**ALSO****PRESENT**

Merepaea Manukau	Te Wānanga o Aotearoa- Review Facilitator
Wilson Poha	Te Wānanga o Aotearoa- Review Facilitator
Shane Edwards	Tikanga Māori – Governance Group Chair
Lara Collins	Tikanga Māori – Governance Group Member
Conan Herbert	Tikanga Māori – Governance Group Member
Natasha Harland	Tikanga Māori – Governance Group Member
Michelle Te Amo	Te Wānanga o Aotearoa Review - Administrator
Marissa Campbell	Te Wānanga o Aotearoa Review - Administrator
Lynette Tana	Te Wānanga o Aotearoa Review - Administrator
Angela Karini	NZQA – Review Facilitator
Tui Marsh	NZQA – Review Facilitator

**TABLED  
DOCS**

Book 1:

Agenda, Working Group Brief, Report Review, Needs Analysis, MM EQA Guidelines, NZQA Listing



## 1 Karakia / Pōhiri Te Wānanga o Aotearoa ki Tainui Staff

### Welcome address Merepaea Manukau

- 1.1 Merepaea provided a brief overview of the day's agenda and began the working group's (WG) introduction session.

## 2 Targeted Review of Qualifications (TRoQ) and MM EQA (Tui Marsh)

### 2.1 Background information about the Targeted Review of Qualifications.

- A targeted review of qualifications (TRoQ) at levels 1-6 was undertaken during 2009 which identified: the qualification system was not understood by learners, parents, employers, and others; the pathways to further education and employment was not clear; the cost of developing qualifications was too high; and the number of duplicate qualifications was too high.
- As such, changes were made during 2010 to the qualification systems which include: simplifying the qualifications system New Zealand Qualifications Framework; ensuring the qualifications are fit for purpose and relevant; and reducing the number of qualifications by removing duplication and proliferation.
- All qualifications will be given a clean slate, and replaced by a new suite of New Zealand qualifications, where programmes will be developed to lead to these new qualifications.
- No one has ownership of these qualifications however; providers will still have ownership to their programmes and are required to uphold maintenance for on-going qualifications reviews.
- The new suite of qualifications will be based on: industry or community workforce **needs**; clear and structured graduate **outcomes**, identified education and employment **pathways**, **collaborative** working relationships; and **flexible** programmes that meet learner needs.

### 2.2 What can graduates "be, do and know" – skills, knowledge and attributes.

The different stages of the review (this review is near the completion of phase 1):

- Pre-work -gather information to determine: sector workforce needs and skills; stakeholder profiles; and governance and working structures
- Review phase 1 (framework) - prepare and confirm a revised map or 'suite of qualifications'; prepare new qualifications for pre-approval.
- Review phase 2 - develop further qualification information and submit an application to list qualification on NZQF.

### 2.3 The new qualifications:

- Qualification details e.g. Title, type, level, credits and NZSCED etcetera
- Strategic Purpose Statement
- Outcome Statement e.g. Graduate profile, education and employment pathways
- Specification
  - Ensures there is sufficient information for programme developers to meet the graduate profile.

Differentiates mandatory and optional conditions for qualification and/or individual outcomes.

### 2.4 The Mātauranga Quality Assurance Mark indicates that all requirements for listing on the NZQF have been clearly met; and that it is highly likely to meet the identified needs of the



community and advance Mātauranga Māori.

### 3 Governance Group Background (Shane Edwards)

3.1 Current issues that the Tikanga Māori GG are facing (or have faced):

- The ability to obtain wide-spread feedback, interest and or communication;
- commitment to attending and the financial capabilities to attend hui;
- the clash between the government's primary agenda around employment with Māori agenda around economic wellbeing but not at the cost of social and cultural wellbeing; and
- the decision to split Te Reo Māori and Tikanga Māori into two separate reviews.

3.2 What is needs analysis, why do we have it, who constructed it, and what did it tell us?

- The needs analysis has identified a need(s) for what should be included in the Tikanga Māori qualifications. It is considered evidence that this qualification is relevant and 'needed' within Aotearoa, New Zealand.
- Ariana Paul and Jeanne Kerr, from Tunui Associates, wrote the needs analysis.
- Please refer to the executive summary (page 4) of the report for a more detailed summary of the be, do and know of Tikanga Māori.

If you have any feedback regarding the need analysis, please contact Merepea Manukau at [Merepea.Manukau@twoa.ac.nz](mailto:Merepea.Manukau@twoa.ac.nz)

3.2 A brief background was provided around the current landscape and plan for the Tikanga Māori Review

Please refer to the review report in your booklet; and the Ngā Mātāpono and Ngā Reanga hand out for further detail.

Merepea noted that although there is one suite of qualifications, you can add many programmes. Therefore you must maintain a wide view to meet the outcomes of the qualification.

- Pātai from Anne: In terms of the level 1 and 2 qualification, the existing NZQA Te Waharoa was used extensively by secondary schools – do the new qualifications cover this?
- Answer: the new suite of qualification will replace all current qualifications. Institutions will be given a set timeframe to change their programmes to suit the new suite of qualifications. The time frame will be set by the qualification developer.
- Whakaaro from Shane: how do we provide a pathway that is safe and endearing for graduates?

### 4 Working Group Guidelines and Terms of Reference (Merepea Manukau)

4.2 Merepea provided an overview of the WG terms of reference (refer to appendix 2 of the review report).

- Due to the change in landscape, made at the Wednesday 4 December GG hui, the proposed December WG was postponed to the February WG hui.
- Working group nominations are still open, if you feel there is someone that is able to commit to the WG, please contact Merepea.

### 5 Working Group Session (Wilson Poha, Merepea Manukau, Tui Marsh, Angela Karini)

5.1 The working groups were split into two groups to discuss levels 2-6 for each of their ngā mātāpono:

1. Oho Mauri and Mana Reo (Wilson and Merepea)  
– Eru Biddle



- Eru Peita
- Sandy Hata
- LeeAnn Sperling Muntz
- Maria Tamaki
- Lauren Te Tai
- Natasha Harland (Day 1 only)
- Lara Collins (Day 1 only)
- Conan Herbert (Day 1 only)

2. Mana Tangata and Rangatiratanga (Tui and Angela)

- Matuakore Joe Glen
- Tamati Waaka
- Brendon Morgan
- Anne Iranui McGuire
- Hine Moeke-Murray
- Jolene Grace

Please refer to appendix one (Working Group 1) and appendix three (Working Group 2) for WG notes and kōrero.

**6 Reflection of Day 1 ( Working Group)**

- 6.1 Merepaea brought the two groups together to reflect on the day's discussion; and to set the direction for tomorrow's working group session.

**7 Karakia Whakamutunga**



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**PRESENT**

**Members**

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Matuakore Joe Glen	Open Polytechnic
Lauren Te Tai	Open Wānanga
Jolene Grace	Aronui Technical Training Centre
Eru Biddle	Waiariki Institute of Technology
Eric Peita (left 1pm)	NorthTec
Alexandra (Sandy) Hata	Te Pū Wānanga o Anamata
Tamati Tu Waaka	Te Whare Wānanga o Awanuiārangi
Hine Moeke-Murray (left 2pm)	Te Ara Nunumi
Anne Iranui McGuire (left 2pm)	Te Ara Nunumi

**ABSCENCES**

Tu Waaka	Te Whare Wānanga o Awanuiārangi
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**ALSO**

**PRESENT**

Merepaea Manukau	Te Wānanga o Aotearoa- Review Facilitator
Wilson Poha	Te Wānanga o Aotearoa- Review Facilitator
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## **1 Review of previous day**

- 1.1 Merepaea provided a brief overview of the day's agenda and began the WG reflection of day 1. A whakaaro was put forth to the WG, by Merepaea – do we require specialisation at the higher levels?

## **2 Joint Working Group Session**

- 2.1 Please refer to appendix two (Working Group 1) and appendix four (Working Group 2) for WG notes and kōrero.

## **3 Reflection of Day 2 (Working Group)**

- 3.1 Merepaea brought the two groups together to reflect on the day's discussion. Two key discussions arose: (1) The option of creating a strand or specialisation at the higher level qualification; and (2) the placement of Te Reo Māori in this review.

1. It was briefly discussed during the rangatiratanga session that specialisation could occur at the higher level qualifications. Merepaea proposed the notion of either continuing with the current structure with no strand; or continuing with the current structure with a strand at level 5 or 6 for specialisation.

The majority of the WG agreed that specialisation should occur at the higher levels; however, no particular level was agreed upon.

Sandy Hata stated that in her experience specialisation starts at level 5 but will be touched on at level 4. However, in short it is up to the provider to decide on how the strand is integrated into their programmes.

2. Given the synergies that Te Reo Māori and Tikanga Māori share, the group was constantly drawn back to the discussion of "where does Te Reo Māori sit in this review?"

Merepaea and Tui noted that part of MM EQA is to ask "to what extent does the qualification contribute to the preservation, promotion and advancement of Te Reo Māori and Tikanga Māori?"

The WG expressed two views: (1) Te Reo Māori should be used throughout the entire review; and (2) Te Reo Māori when appropriate to the context and the discipline should be used.

No agreement could be made; however, Merepaea agreed that the notion shall be put forth to the GG.

## **4 Next meeting**

To be advised at the next GG meeting Thursday 13 March, Hamilton.

## **5 Karakia Whakamutunga**



## Appendices

### Appendix 1

#### Working Group Session – Group 1 Day 1

The group discussed what they were trying to achieve; what kupu they felt related to Oho Mauri; and what reo they felt defined the kupu. The following brainstorm was captured:

#### BRAINSTORM – OHO MAURI

<i>KUPU</i>	<i>DEFINITION</i>	<i>RELATES TO</i>
WHAKAMOMORI	Perseverance Giving skills for the next level of learning	Wherawhera
WHERAWHERA	Enquiry Know Touch Analyse	Whakamomori
TUĀPAPA	Foundation knowledge	Taumata, Whaiā te iti Kahurangi
TAUMATA	Striving for the heights Goal setting Project management	Tūāpapa Whaiā te iti Kahurangi
WHAIA TE ITI KAHURANGI	Challenged Solution focused	Tūāpapa Taumata
AUAHATANGA	Creativity Potential	Puāwaitanga Pito Mata
PUAWAITANGA	Blossomed Awakening	Auahatanga Pito Mata
PITO MATA	Realisation that one has potential	Auahatanga Puāwaitanga
WAIRUATANGA		Aroha
AROHA		Wairuatanga
KOTAHITANGA	Collaboration Engaging Relationships	
MOHIOTANGA	Researching Study skills Knowledge of self and others	



Following on from this brain storm activity, a discussion began around the taura and what they need to be able to be, do or know. Below is a table with the kupu that the group felt were appropriate to the “Be. Do. Know.” Kaupapa:

#### MATATAU, MARAMATANGA

Confidence	Understanding	Knowledge	Passion
Application	Relevant	Problem Solve	Proficient
Efficient	Competent		

#### MOHIOTANGA

Rangahau	Critical Enquiry/Thinking	Compare and contrast	Analytical
Knowledge	Decisive	Integral	Solutions
Acquisition			

#### KOTAHITANGA

Embracing	Ambassadorship	Leadership	Collaboration
Engaging	Relationships	Manaakitanga	Kaitiakitanga
Commitment	Solidarity		

#### WAIRUATANGA, AROHA

Self-worth	Self-belief	Empathy	Integrity
Holistic	Respect	Whakapono	Tūmanako
Aspirations			

#### AUAHATANGA, PUAWAITANGA, PITO MATA

Creative	Project management	Passionate	Inspirational
Story telling	Purakau	Pakiwaitara	Theoretical

#### TUĀPAPA, TAUMATA, WHAIA TE ITI KAHURANGI

Problem Solving	Mataara	Understanding	Confident
Assured	Inspiring	Commitment	Planning
Goal Setting	Reflective practice	Time management	

#### WHAKAMOMORI, WHERAWHERA

Applied	Stickability	Accountable	Endurance
Investigate	Validity	Select	Adapt
Flexibility			

This was then broken down and three bullet points for Oho Mauri were decided upon following discussion around be, do and know. They need to be able to:

- Research, evaluate and reflect
- Critically analyse, critique, compare and contrast
- Problem solving/ solution focused





## Appendix 2

### Working Group Session – Group 1 Day 2

The WG session started with a recap on how we operated the day before. All agreed that finding words that represented the group thoughts on mātāpono they had been assigned. Today the focus was to be on Mana Reo. In this session, the question was raised amongst the group, “*What does Mana Reo require?*”

Maria Tamaki brought our attention to the ngā mātāpono and the following statement:

“Taura will have an understanding of the tools required for the development and on-going progression of multiple literacies within Tikanga Maori”

Wilson Poha (facilitator) advised of the aspects that needed to be considered with regards to Mana Reo; cultural, cognitive & language processing theories, social, intellectual, and emotional. The group agreed that mana reo requires:

- Whakapapa
- Tūrangawaewae
- Ūkaipō
- Ahurea
- Pepeha
- Tapu
- Poutokomanawa
- Ako
- Aho
- Anō



Following is a table of the kupu that group agreed were required to uphold mana reo:

<i>KUPU</i>	<i>DEFINITION TO THE ROOPU</i>	<i>RELATES TO</i>
POUTOKOMANAWA	Foundation, sustenance, continuity	PEPEHA AHUREA TURANGAWAEWAE UKAIPO
PEPEHA	Identity, belonging	POUTOKOMANAWA AHUREA TURANGAWAEWAE UKAIPO
AHUREA	Culture, identity, behaviour, uniqueness	POUTOKOMANAWA PEPEHA TURANGAWAEWAE UKAIPO
TURANGAWAEWAE	Identity, foundation, standing, solidarity	POUTOKOMANAWA PEPEHA AHUREA UKAIPO
UKAIPO	Establish	POUTOKOMANAWA PEPEHA AHUREA TURANGAWAEWAE
<b>TOHUNGATANGA</b>	<b>Expertise, specialise</b>	
TAPU	Intrinsic, sacred, expression of language, interpretation of language	TE KAI A TE RANGATIRA ME KORERO
TE KAI A TE RANGATIRA ME KORERO	Whaikōrero, reo – ōkiwa, reo – paki	TAPU
WHAKAPAPA	Self-worth, connections, relationships, identity, confidence	AKO MARAE WAIRUATANGA TE AO HANGARAU TOKU REO, TOKU OHOHO
AKO	Transmission, translate, learn, teach, understand, sharing, exploring, debate, predicting, identify	WHAKAPAPA MARAE WAIRUATANGA TE AO HANGARAU TOKU REO, TOKU OHOHO

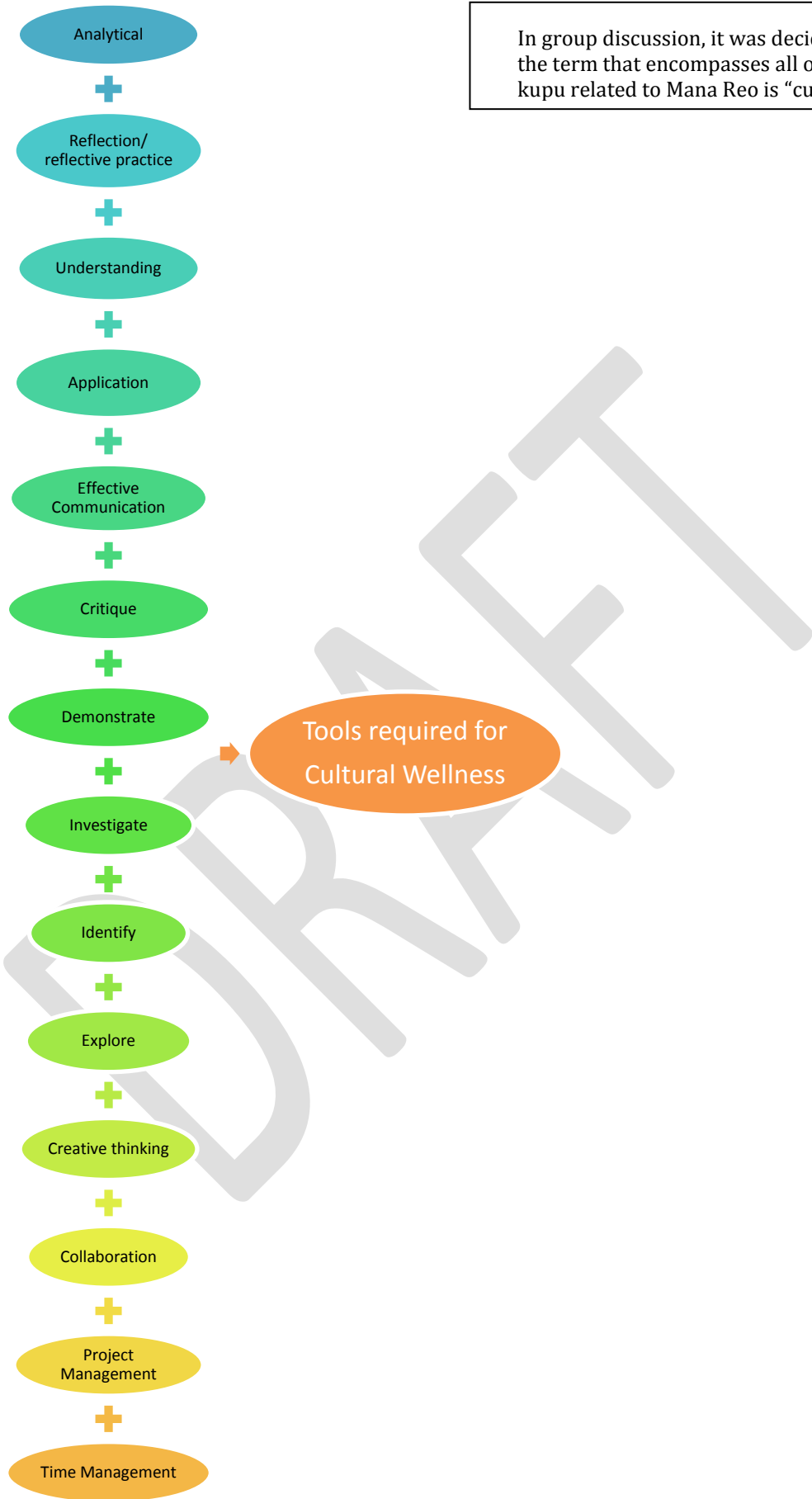


<i>KUPU</i>	<i>DEFINITION TO THE ROOPU</i>	<i>RELATES TO</i>
MARAE	Community, reinforcement, solidarity, kotahitanga, strength, wānanga, spiritual sustenance, pride	WHAKAPAPA AKO WAIRUATANGA TE AO HANGARAU TOKU REO, TOKU OHOHO
WAIRUATANGA	Core beliefs, aspirations, values, confidence, ability	WHAKAPAPA AKO MARAE TE AO HANGARAU TOKU REO, TOKU OHOHO
TE AO HANGARAU		
TOKU REO, TOKU OHOHO		
TIKA		
PONO		
AROHA		

DRAFT



In group discussion, it was decided that the term that encompasses all of the kupu related to Mana Reo is “cultural





Sandy Hata lead the discussion about what the group felt the graduate profile should look like at every level. The following was captured:

L6	Articulate and apply accountability for cultural wellness within a specialised context
L5	Articulate and apply a broad range of responsibilities for cultural wellness within a defined context
L4	Apply a range of responsibilities for cultural wellness within a specialised/defined context(s) within a familiar setting
L3	Demonstrate an understanding of responsibilities for cultural wellness within a specialised/defined within a familiar setting
L2	Identify a range of responsibilities for cultural wellness under guidance within a familiar setting

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### Appendix 3

#### Working Group Session – Group 2 Day 1

The group identified three core elements/ commonalities across the list of qualifications: Cultural identity, Tikanga Māori confidence and personal development.

	L6 – Ka tū tangata BE,	L5 – Ka tū motuhake DO,	L4 –Ka mātauranga KNOW,
	<b>Mana Tangata</b> Interpret, apply to context, self-assess, critical thinking, scope  <b>Rangatiratanga</b>  Context interpret, critical thinking, apply leadership.	<b>Mana Tangata</b> <b>Rangatiratanga</b>	<b>Mana Tangata</b> <b>Rangatiratanga</b>
Cultural Identity	Internal	External	
	Context interpret Critical thinking	Apply/ leadership	
Tikanga Māori Confidence			
Personal Development			
<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Innovation</li> </ul>			

The group's general discussion began with the questions:

- “What does Mana tangata mean to you?” and
- “What does Rangatiratanga mean to you?”

Below are the words, kōrero and discussion points that arose.



### Mana tangata:

- Cultural Identity
- WHAKAPAPA
  - Whanaungatanga – relationships/ kinship
  - Whakawhanaungatanga – understanding that persons background (application of that knowledge) – “...tanga” means you have done it.
  - Mauri tau
- Whenua – where you belong
- Ūkaipō – intrinsically embedded
- Te Ao Kiko
- Koha mai/ atu – giving to oneself
- Whakamahi
- Kia whakatinana
- Hauora (Wellbeing) – physical/ spiritual
- WAIRUA (requires wider group discussion)
  - Embed?
  - How do you articulate wairua in relation to mana tangata?
  - How do you measure Wairua? – What would you expect of a person that demonstrates the wairua of their mahi?
  - Wairua practices differ cross country – how do you articulate your own wairua cross country, without losing self?
  - Safe and best practice engagement
  - BE, DO, KNOW
- MĀTAURANGA
- Kaitiakitanga
- Hei whakaoho – Awakening > Application
- Advancement of self and others
  - To cause
  - Embedded
  - To protect, preserve
- Mauri Ora (life-force) – what makes up the life force?



**Rangatiratanga:**

- Tūrangawaewae
- Whakapapa
- Kaitiakitanga
- Manaakitanga
- Auahatanga
- Rangatiratanga

DRAFT





### Working Group Session – Group 2.1 Day 1

The group split into a further two groups to form 2.1 (Angela, Hine, Anne), and 2.2 (Tui, Tamati, Matuakore, Joelene, Brendon), the groups aimed to articulate links between the words they had previously identified with ngā reanga.

Group 2.1 approached the concept by developing level descriptors, and contextualising to the ngā mātāpono:

Whakatū – acknowledge (L1 & L2)

Mōhio – demonstrate

Mātou – action/ application

Marama – leadership

#### Mana Tangata L1 & L2

1. The pupil acknowledges that all people have Mana Tangata.
2. The learner acknowledges and links basic understanding of Mana Tangata.
3. The learner acknowledges and demonstrates understanding of Mana Tangata.

#### Mana Tangata L6

- Tauira are able to demonstrate a range of knowledge and skills in a formal setting.
- Range: Knowledge and Skills - whakawhanaungatanga, ūkaipō tanga, mauri ora, mauri tau, wairua, te ao kiko, whenua, koha mai/atu, whakamahi, kia whakatinana, hauora, whakapapa, kaitiakitanga.
- Range: Formal Settings - marae, whānau hui, workplace.



### Working Group Session – Group 2.2 Day 1

The group discussed what they believed students would be expected to “be, do and know”, at each reanga. They expressed the need to contextualise the content. For example, at level 6 what would you expect them to “be, do and know” in regards to their cultural identity (whakapapa)? The following was captured:

Students will be, do and know	6	5	4
Cultural Identity	<ul style="list-style-type: none"> <li>• Interpret and apply tikanga to varying contexts</li> <li>• Whakapapa to hāpu levels...hāpu maha</li> <li>• Links               <ul style="list-style-type: none"> <li>○ Tangata</li> <li>○ Whenua</li> <li>○ Kaitiaki</li> </ul> </li> </ul>		
Tikanga Māori Confidence	<ul style="list-style-type: none"> <li>• Interpret and apply tikanga to varying contexts</li> <li>• Whakapapa to hāpu levels...hāpu maha</li> <li>• Links               <ul style="list-style-type: none"> <li>○ Tangata</li> <li>○ Whenua</li> <li>○ Kaitiaki</li> </ul> </li> <li>• Te Reo (other rōpu)</li> <li>• Relationships</li> </ul>		Pepeha Whānau whakapapa Local Whenua
Personal development <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assess needs, strengths, etc</li> </ul>		



### Appendix 4

#### Working Group Session – Group 2 Day 2

Merepaea began the group session by condensing day 1’s notes into one succinct graduate output (refer to diagrams 1 and 2 below). From there the group developed levels 6-4 graduate profiles for Mana tangata (refer to appendix draft qualifications).

Diagram 1 demonstrates that the taurira should be, do and know: Tikanga, Te Reo, whakapapa, mātauranga and te tai ao. The graduate profile will contextualise what is required of the taurira at each level.

Diagram 1:

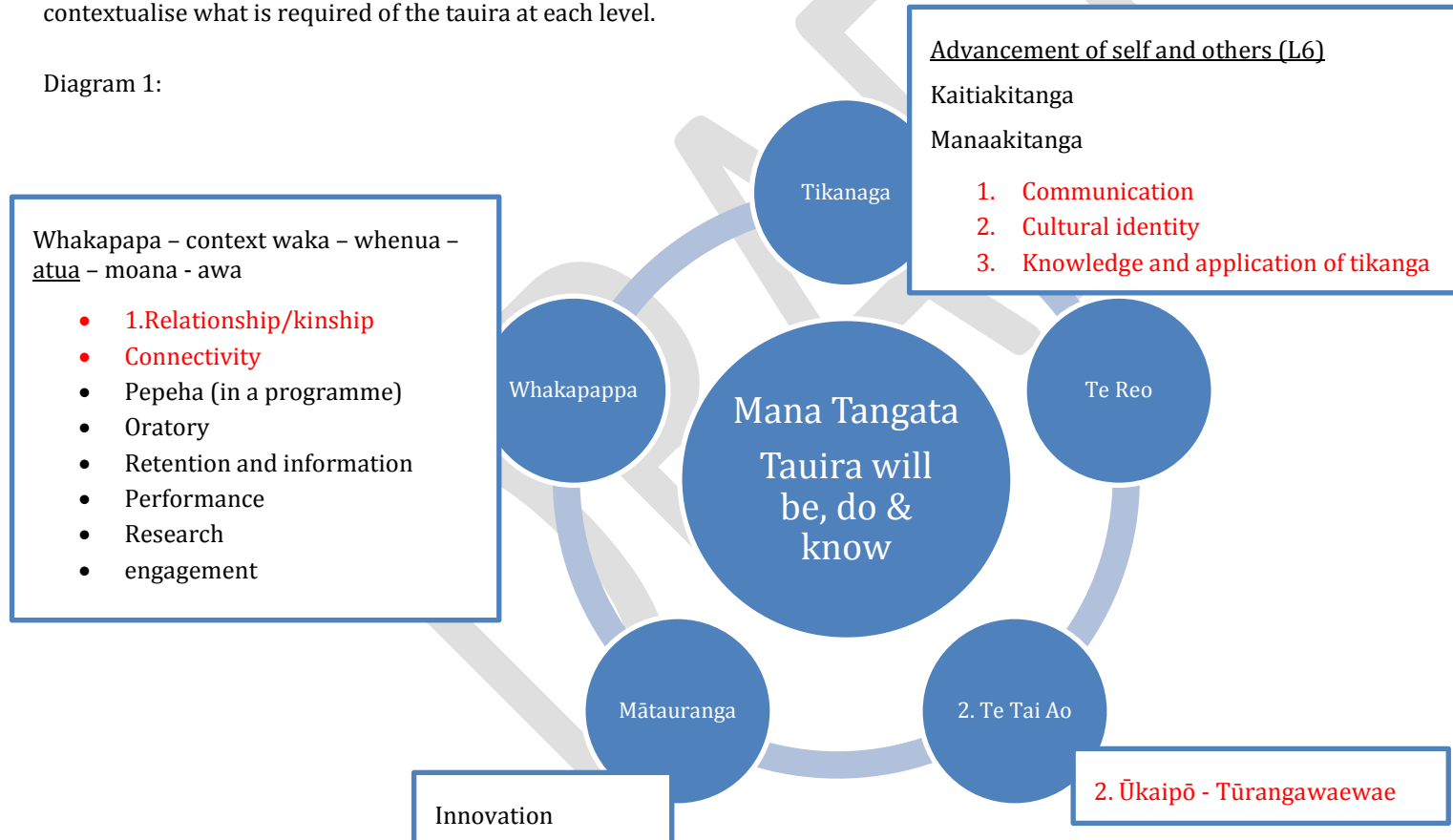




Diagram 2:

Notes: Tuakana/ teina

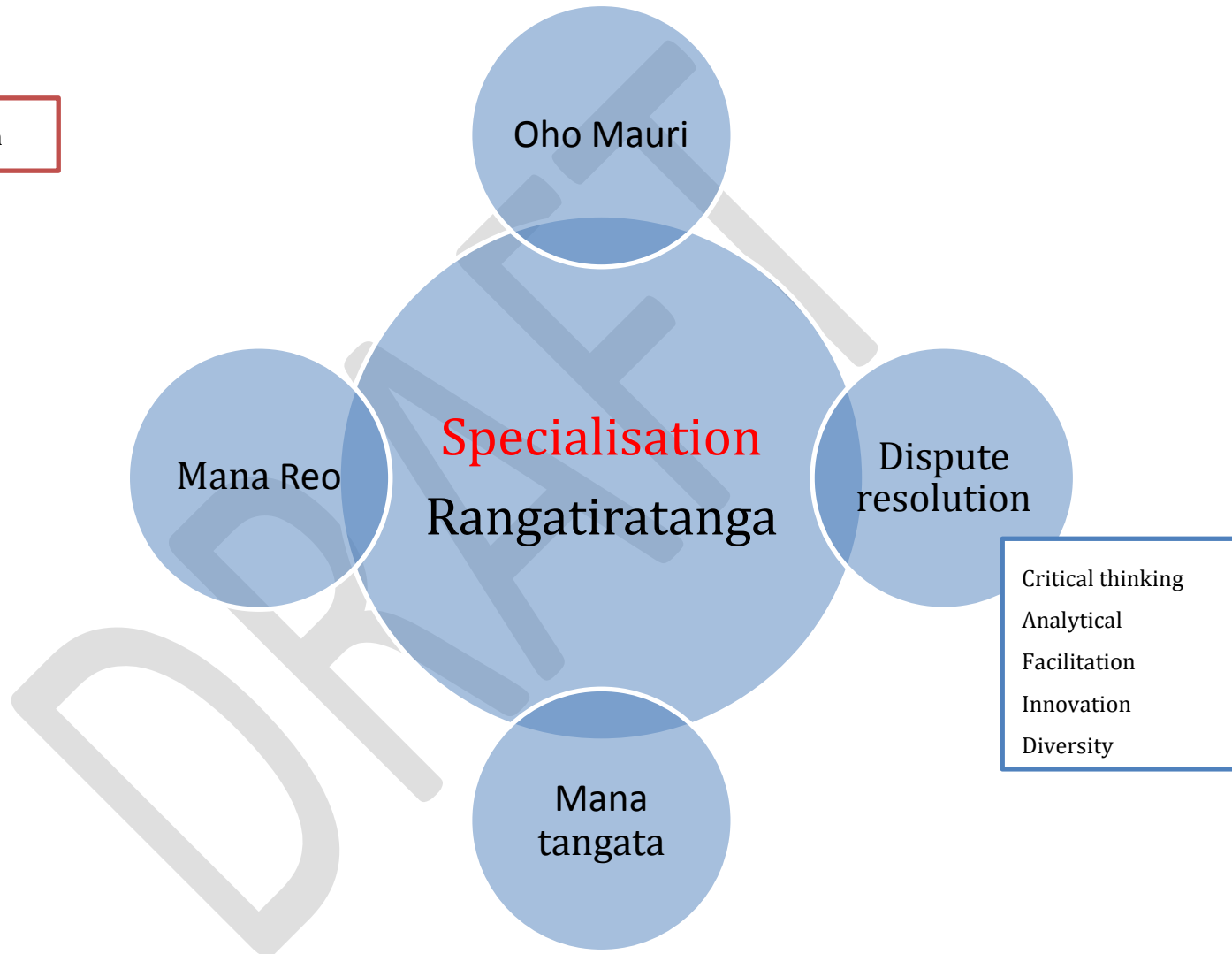


Diagram 3:

Rangatiratanga	120 Credits	
L6 120 Credit (Option 1)	L6 60 Credit	L6 60 Credit(Strand) (Option 2)
<ul style="list-style-type: none"> <li>• Oho Mauri</li> <li>• Mana reo</li> <li>• Mana tangata</li> </ul>	<ul style="list-style-type: none"> <li>• Oho Mauri</li> <li>• Mana Reo</li> <li>• Mana tangata</li> </ul>	<ul style="list-style-type: none"> <li>• Rangatiratanga</li> </ul>

Diagram 3 explores the idea that Rangatiratanga should encapsulate the 3 remaining ngā mātāpono i.e. a specialised strand where you have to be proficient and dynamic in Oho Mauri, Mana reo and Mana tangata to achieve Rangatiratanga.

Please note the credit allocation is only an example, and has not been agreed upon by the WG.

Option 1: L6 is a specialisation of all the ngā mātāpono.

Option 2: Although the ngā mātāpono is rangatiratanga, the specialist is whatever you have determined as your endorsement; therefore, it is up to each discipline to provide us with the rangatiratanga i.e. rangatiratanga is the pinnacle of oho mauri, mana reo and mana tangata joined together, with a targeted specialisation on rangatiratanga.

Option 3: Rangatiratanga does not come into the lower level qualifications; it is only rangatiratanga at the highest qualification of specialisation.