

Qualification Title: Mahinga Kai – Te Hoata (Kaupae 3): New Zealand Certificate in Māori Traditional Food Production, Harvest and Management (Kaupae 3)

Qualification number: 2348

Date of review: 16 November 2020

This report refers to graduates awarded this qualification prior to **:31 December 2019**

Final decision on consistency of the qualification: National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of:

Graduates have knowledge and practical skills to understand and apply traditional practices relating to gathering, preparing, storing and the protection of food and kākano from whenua and wai.

Education Organisations with sufficient evidence

The following education organisations have been found to have sufficient evidence.

MOE Number	Education Organisation	Final rating
6007	Eastern Institute of Technology	He Pounamu Kahurangi
6013	Otago Polytechnic Ltd	He Pounamu Kahurangi

Introduction

This qualification is a 60-credit qualification developed by the NZQA Māori Qualifications Service (MQS). The qualification intends to validate and enhance learners' knowledge, understanding, and skills in Mahinga Kai, with a view to preserving, enhancing, and promoting this body of knowledge for current and future generations. It is designed for whānau, hapū, iwi and communities, to demonstrate and apply mātauranga Mahinga kai.

This consistency review was conducted over one half day with two providers. It was also attended intermittently by the qualification developer from MQS.

In total, there were 47 graduates in the 1 January 2015 – 31 December 2019 review period, for this qualification.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency

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- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Examples of evidence include:

- Mapping of New Zealand qualification to the programme learning outcomes and assessment
- Employer surveys, feedback and samples
- Graduate surveys, feedback and samples
- End user surveys, feedback and samples
- Student evaluations and feedback
- Graduate outcomes surveys
- Client feedback and stakeholder engagement logs
- Internal and external moderation reports
- Moderation plan

Pātai arotake

Mā te āta whakaputa i te kaupapa, me pēhea e tutuki pai ai te whakairinga kōrero me ngā taunaki a te whare ako e taurite anō ai te taumata tika o ngā whāinga putanga taurira, ki ōna anō putanga taurira?

There was clear variability in the quality of evidence submitted for the review of this qualification between the providers. Strong evidence included clear matching of the programme to the qualification graduate profile outcomes; and multiple feedback sources from stakeholders and graduates, with adequate response rates, where questions and feedback is matched clearly against the graduate profile outcomes. Evidence identifies that feedback is analysed and used constructively to make required improvements for the student, graduate or programme. Areas of improvement are discussed and monitored.

Overall, the self-reflection and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus (includes special focus on a strand or outcome)

None

Examples of good practice

Collaborative presentation by a trainer and head of school provided good oversight of the programme and organisational processes for collecting data. Each was able to give a clear picture through examples and discussion of how they ensure and measure the graduate profile outcomes have been met by the graduates.

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Issues and concerns

It is important that the appropriate people are involved in the submission for the consistency review, including trainers or those involved with the delivery of, or management of the qualification. Where this is not the case, the presenter is unable to speak to the questions of the reviewer, and in some cases has no previous knowledge of the programme or qualification to be of value. If relevant staff are or have finished with the provider since the management or delivery of the qualification, a hand over of information should be ensured. This flags a critical need to ensure an embedded process for collecting and using data from the beginning of its delivery.

Recommendations to Qualification Developer

None