



Te Ingoa o te Tohu | Qualification Title: Te Pōkaitahi Tikanga (Waka, Rongoā, Te Ara Nunumi, Mātauranga Māori, Māori Development, Rangahau) (Te Kaupae 2)

Te nama o te tohu | Qualification number: 3038

Te rā o te wānanga | Date of review: 13/07/2021

This report refers to graduates awarded this qualification prior to: December 2020

Te whakataunga whakamutunga | Final decision on consistency of the qualification: National consistency is confirmed

Te pae | Threshold

Graduates of this qualification have fundamental knowledge and skills to support and participate in tikanga practices, under guidance, as an expression of mana ao tūroa, mana reo, mana whenua, mana tangata.

Graduates are able to apply this fundamental knowledge of tikanga within a chosen field of work, study and or community context.

Ko ngā Wānanga, ngā Whare Ako rānei nā rātou anō i eke | Education Organisations with sufficient evidence

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

Te Nama MOE	Te Wānanga/Te Whare Ako	Taumata
8129	Skills Active Aotearoa	He Pounamu Kahurangi
9964	People Potential Limited	He Pounamu Kahurangi

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8630	Te Wānanga o Aotearoa	He Pounamu Kahurangi
6011	Nelson Marlborough Institute of Technology	He Pounamu Kahurangi

Hei Tīmatanga | Introduction

Te Pōkaitahi Tikanga (Waka, Rongoā, Te Ara Nunumi, Mātauranga Māori, Māori Development, Rangahau) (Kaupae 2) is a 60-credit qualification designed for learners who want to develop a basic understanding of tikanga (plural) within a specialist field founded on a Māori world view.

There were four educational organisations with approximately 378 graduates between 2017 and 2020. Representatives from each organisation with graduates participated in the virtual consistency review meeting. NZQA and TWoA is the qualification developer, and the representative took part in the review meeting, along with NZQA Te Hono o Te Kahurangi observers. The qualification is due for review in late 2021.

He kōrero taunakitanga | Evidence

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

Most organisations provided statements linking their organisational or programme specific values to the kaupapa of Te Hono o Te Kahurangi. This set the basis of a Te Hono o Te Kahurangi consistency review.

The education organisations provided a range of programme evidence, including programme learning outcomes, samples of assessments, internal and external moderation plans, partnerships and moderation policies. Organisations linked learning outcomes and assessments to the GPOs however, linkage of moderation to the GPOs were not evident, indicating that the analysis and triangulation of outcomes were significantly weak.

Organisations also submitted evidence from local iwi supporting the delivery of programmes. While it is important information, this evidence did not speak to the graduate attainment of the GPOs nor graduate consistency.

For organisations delivering in community and vocational contexts, graduate evidence often consisted of a graduate survey mainly gathered online or by phone. Response rates were relative to the size of the cohort and the timing of mail-out. For example, one organisation sent out surveys within three months of graduation, receiving a higher response rate than others who made contact in the following year or years.



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Overall, analysis of graduate and destination evidence, where possible, was rigorous. However, overall triangulation was not evident for the majority of the graduate cohort that graduated from the corrections context.

Te paearu arotake | Evaluative criteria

The criteria used to determine if the pātai arotake was answered 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
- 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.

Te pātai arotake | The evaluative question

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?

Organisations achieved "He Pounamu Kahurangi", evidencing that their graduates match the graduate outcomes at the appropriate threshold. This judgement was based on the strength of moderation and reinforced by their graduate and destination evidence.

Moderation of assessment is valuable program evidence. Some organisations had verified external moderation since their programmes were offered, thus assuring quality assessment and assessment practice. One organisation provided evidence of action taken as a result of external moderation. Although one organisation submitted evidence of internal moderation suggesting changes or improvements, how these changes were enacted was not evident. Generally, organisations lacked a clear mapping of moderation against the GPO's. The lack affected their analysis.

The greater use and analysis of GPO maps, rubrics or diagrams, along with triangulated programme, graduate and destination evidence, would have strengthened consistency process and the review submissions.

Graduate feedback overall was minimal across the qualification. The amount of feedback gathered varied across organisations. Smaller organisations spoke convincingly about their strong relationships with graduates and the communities. Further utilizing these relationships to gain greater graduate feedback on their attainment of the GPO's would strengthen submissions. All providers discussed graduate hui, phone calls, Te Pōkaitahi Tikanga (Waka, Rongoā, Te Ara Nunumi, Mātauranga Māori, Māori Development, Rangahau) (Te Kaupae 2)



social networking platforms and utilizing graduation events to gather data. Ideally, organisations should set internal benchmarks (or criteria) for good graduate response rates. This will help determine what can be justified, or not, as a reasonable and representative sample from which the organisation can draw valid conclusions about consistency.

Analysis of the information could be strengthened by:

- analysing data across the GPO's to identify areas of strength and weakness and what this means for programme improvement
- analysing the range of graduate feedback between and across the GPOs to understand why and where the provider can strengthen the programme.
- analysing graduate outcomes across priority groups, by year, by locations and by delivery methods
- analysing the data against the context in which the graduate is using their mātauranga.

There were weaknesses in destination evidence across all providers (e.g. sufficient breadth and depth of feedback from employers, whānau, hapū, community stakeholders and next level tutors). Graduate destinations were mostly ascertained for graduates continuing to further the study within the same institution.

No graduate destination data was gathered for those who may have been enrolled in further study at other organisations; neither was data collected from subsequent tutors of other organisations. For graduates who remained enrolled with the same organisation, graduate success and staircasing evidence could have strengthen submissions. Subsequent tutor feedback was not representative in most case. What was gathered was not aligned to individual graduates.

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

None.

Hei whakatauiria i ngā mahi pai | Examples of good practice

One organisation adopted the term 'nominated person' as part of their approach to surveying critical stakeholders about their graduates to enable a more inclusive scope consistent with the practices of whanaungatanga. Graduate data reflects that graduates prefer cultural pathways through next-level study over employment pathways. This preference is consistent with the strategic purpose statement outcomes of this qualification.

Another organisation provided a letter of support from the Manager of Education and Programmes at the Department of Corrections stating that Corrections staff were surveyed about the programme impact on prison graduates.

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Ngā take | Issues

- Triangulation of the data is important. The extent to which the organisation analyses and triangulates data improves their ability to substantiate what good evidence looks and acts like to substantiate claims and statements of sufficiency. The matching of evidence illustrates the extent to which the organisation can be assured that the graduate can effectively meet the priorities of all users.

Ngā taunakitanga ki te Kaiwhakawhanake Tohu | Recommendations to Qualification Developer

Review the relevancy of subject strands at this level as consistent with the uptake by providers.