

Qualification Title: Te Pōkaitahi Reo (Rumaki, Reo Rua) (Level 3) New Zealand Certificate in Te Reo (Immersion, Bilingual) (Level 3)

Qualification number: 3045

Date of review: 10 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 not yet confirmed

Threshold:

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

Graduates will have the skills and knowledge to communicate in te reo Māori with some independence and confidence in their personal and/ or professional everyday contexts as an expression of mana tangata, mana whenua, mana reo, mana ao tūroa.

Education Organisations with sufficient evidence

The final decision on the sufficiency of an education organisation evidence, will be updated as other organisations show sufficient evidence.

MOE Number	Education Organisation	Final rating
6006	Ara Institute of Canterbury Ltd	He Pounamu Kahurangi
6025	Toi Ohomai Institute of Technology Ltd	He Pounamu Kahurangi
6014	Whitireia Community Polytechnic Ltd	He Pounamu Kahurangi

Introduction

Te Pōkaitahi Reo (Rumaki, Reo Rua) (Kaupae 3) is a 60-credit qualification designed for learners who want to gain the skills and knowledge to communicate in te reo Māori with some independence and confidence to fulfil a personal or professional interest.

There were eleven educational organisations with approximately 5,529 graduates between 2017 and 2019. Representatives from ten organisation with graduates participated in the virtual consistency review meeting over two days and the other organisation was a desk evaluation. NZQA and Te Whare Wānanga o Awanuiarangi are the qualification developers and three representatives took part in the review meetings. The qualification is due for review in 2021.

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:

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- 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.

The education organisations provided a range of programme evidence including evidence of internal and external moderation including moderation plans and policies; programme maps aligning the learning outcomes to the graduate profile outcomes (GPOs) of the qualification. In some cases, the provider also mapped the GPOs to assessments. Other documentation included programme approval documents, annual programme review documentation, examples of assessments and enrolment and achievement data. This information is useful if it can be clearly linked to the organisations justification of GPOs being met in their self-assessment document. If this is not demonstrated, then organisations need to consider the value and purpose of submitting such documentation.

Some providers made clear connections between their kaupapa and/or values as an organisation and ngā kaupapa of Te Hono o Te Kahurangi.

Evidence of feedback was submitted from graduates, employers, next level tutors, and in some cases community stakeholders (whānau, marae, hapū).

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 tauira, ki ōna anō putanga tauira?

Those providers who achieved He Pounamu Kahurangi provided strong evidence based on their internal and external moderation and triangulated with evidence by their graduate and destination data.

Evidence relating to moderation was mixed, with some education organisations demonstrated good internal processes and others acknowledged that external moderation was a gap in the review meeting. While others had acknowledged weaknesses in this area but were able to describe and provide evidence of improved processes being implemented. Some providers had only recently taken steps to establish partnerships for external moderation.

Graduate feedback was minimal. The amount of feedback gathered varied by organisation. Ideally organisations should set internal benchmarks for what is considered a good graduate response rate in order to determine what can be justified, or not, as a reasonable and representative sample of graduates from which the organisation can draw valid conclusions about consistency. The data that was attained from the graduates was rarely triangulated against the programme data or destination evidence. There is a significant gap in the evidence for most providers.

Destination evidence was also less convincing. Responses were gathered from next level tutors via surveys but had low response rate despite many graduates continuing onto further study in the same organisation. Some providers submitted evidence from whānau, hapū, marae who were in support of the delivery of the programme. However, this evidence was not aligned to the graduate the GPOs and was limited, and less convincing graduate outcomes were met.

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The importance of the qualification is addressing a need where providers conveyed many graduates enrolling in te reo Māori for personal rather than qualification reasons. The reason for enrolment contributes not only to personal development but contributes to whānau, hapū, marae and iwi.

Organisations with larger numbers of graduates need to strengthen their graduate tracking processes in order to provide assurance that the qualification is enabling graduates to follow pathways intended by the programme/ qualification. Those education organisations who were not sufficient did not submit relevant evidence or there were significant gaps in evidence, or their analysis of the evidence was not convincing.

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

None

Issues and concerns

Organisations that did not meet criteria He Pounamu Kahurangi were responsible for over ninety nine percent (99%) of the reported graduates. Only three education organisations out of 11 were found to be He Pounamu Kahurangi and they had a total of 49 graduates between them. The remaining education organisations did not provide convincing self-assessment or supporting evidence to show that their graduates had met the graduate outcomes of the qualification. The nature, quality and integrity of the evidence did not provide confidence that these had met the graduate outcomes. These education organisations had not taken all reasonable steps to clearly demonstrate their graduates had met the graduate outcomes at the determined threshold. Due to the high proportion of graduates impacted, the national consistency of the graduate outcomes across all reporting organisations was not confirmed.

Recommendations to Qualification Developer

None