

Qualification Title: Te Pōkaitahi Reo (Kaupae 4)

Qualification number: 3046

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 confirmed

Threshold:

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

Graduates having the skills and knowledge in te reo Māori to communicate independently and confidently in familiar, and some less familiar, situations with increasing fluency and flexibility in everyday contexts. Graduates applying their skills and understanding of te reo Māori as expressions 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
8630	Te Wānanga o Aotearoa	He Pounamu Kahurangi
6014	Whitireia Community Polytechnic Ltd	He Pounamu Kahurangi
6009	Universal College of Learning Ltd (UCOL)	He Pounamu Kahurangi
6011	Nelson Marlborough Institute of Technology Ltd	He Pounamu Kahurangi

Introduction

Te Pōkaitahi Reo (Kaupae 4) is a 60-credit qualification designed for learners who want to advance their understanding and ability to use te reo Māori. It is intended for those who have a desire to contribute positively to the development of te reo Māori or to fulfil a personal or professional interest.

There were five educational organisations with approximately 4648 graduates (4286 of these graduates were from one provider) between 2017 and 2019. Representatives from four of the five organisation with graduates participated in the virtual consistency review meeting over two days, and one organisation with five graduates chose a desktop review.

NZQA and Te Whare Wānanga o Awanuiāraangi are the co-developers of the qualification and representatives of both organisations took part in the review meetings. The qualification is due for review in 2021.

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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
- 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.

Evidence provided

The education organisations provided a range of programme evidence including samples of pre and post-assessment moderation and moderation plans; educational performance data and trends; and programme mapping showing the alignment between graduate profile outcomes (GPO), learning outcomes and assessments.

Some organisations made clear connections between their kaupapa and/or values as an organisation; ngā kaupapa o Te Hono o Te Kahurangi and the mātāpono within the qualification. While this in itself does not demonstrate consistency of graduate outcomes it does clearly indicate purposeful alignment to kaupapa which is valued in the context of a Te Hono o Te Kahurangi consistency review.

Evidence of graduates demonstrating the GPO's in a range of contexts (home, community and in the workplace), was also submitted from graduates, employers, next level tutors, whānau and, in some cases, community stakeholders.

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?

Providers who were sufficient submitted good evidence from a range of sources that was reliable, triangulated, well analysed and GPO focused. There was also a good balance of programme, graduate and destination evidence.

Moderation of assessment was variable across the organisations particularly external moderation. Of the five organisations with graduates, only one had conducted external moderation and one had conducted internal pre and post assessment moderation according to their moderation schedule and organisational moderation policy.

All but one education organisation submitted graduate feedback. Graduate response rates varied by organisation, however, most used an online survey to gather feedback from graduates with follow up phone calls where appropriate. Only one organisation conducted face-to-face interviews with graduates. Ideally organisations should set internal benchmarks (or criteria) for what is considered a good graduate response rate and an appropriate method for gathering feedback from graduates of te reo Māori courses.

There was good understanding of the survey data, the gaps and areas to improve. However, analysis of the information could be strengthened by:

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- analysing data across the GPO's to identify areas of strength and weakness and what this means for programme improvement
- inquiring into areas where graduates felt they did not meet the GPO 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 reo.

Destination evidence was also less convincing despite many graduates continuing on to a higher level te reo Māori programme in the same organisation. Most providers were able to gather some evidence from stakeholders, usually employers and/or next-level tutors, to triangulate graduate and programme evidence. Only one organisation submitted whānau evidence. Given the nature of the programme and where graduates are using their te reo Māori skills, evidence from stakeholders including whānau, marae, hapū, iwi and other close connections who have the capability to make an informed judgement of how well graduates meet the GPO's would be valuable. More often than not feedback was sought from employers, however it is not evident in the feedback whether employers have a good understanding of te reo Māori at an intermediate level in order to reasonably make a judgement on how well the graduate is meeting the GPO's or if it is relevant to the outcomes expected.

Stakeholder testimony about the success of graduates and the value of the programme is useful evidence if the provider can outline in its self-reflection report how the feedback aligns to the GPO's and why it provides justification of consistency.

Those education organisations who were not sufficient were more likely to have significant gaps in their evidence or their analysis of the evidence was not convincing.

Issues and concerns

None

Recommendations to Qualification Developer

None