

**40531****Analyse, interpret and evaluate a kaitiakitanga project and prepare a report for mana whenua**

<b>Kaupae   Level</b>	3
<b>Whiwhinga   Credit</b>	5
<b>Whāinga   Purpose</b>	<p>This skill standard is for people who want to develop and apply kaitiakitanga skills and knowledge needed to protect, retain and manage natural, physical and cultural taonga and resources.</p> <p>People credited with this skill standard are able to analyse, interpret and evaluate a kaitiakitanga project and prepare a report for mana whenua with structured guidance.</p> <p>This skill standard can be used in a range of environment Māori, whenua and tikanga based qualifications.</p>

**Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria**

<b>Hua o te ako   Learning outcomes</b>	<b>Paearu aromatawai   Assessment criteria</b>
1. Analyse and interpret data from the kaitiakitanga project fieldwork.	a. Relate the data analysis to the objectives of the project plan.
	b. Compare data collected with baseline data.
2. Evaluate and draw conclusions from the kaitiakitanga project fieldwork data.	a. Use evidence collected to evaluate and draw conclusions.
	b. Identify strategies to improve the kaitiakitanga project.
3. Prepare a report for mana whenua of the kaitiakitanga project.	a. Acknowledges mana whenua in the report.
	b. Prepare the report according to the project plan.
	c. Identify in the report options for mana whenua in terms of maintenance, sustainability and strategies to improve the kaitiakitanga project.

**Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria***Assessment specifications:*

This skill standard is intended to recognise skills and knowledge gained by ākonga/learners in flexible delivery situations. E.g. onsite in an education organisation, offsite at a marae or suitable taiao location.

Ākonga/Learners may be assessed against this standard in a real-life context using naturally occurring evidence or in a realistic simulation.

Flexibility of aromatawai and assessment is encouraged for example oral presentations, visual presentations, written presentations, whakaari, waiata, haka.

Group mahi is acceptable, however a performance sample for each learner is required.

- It is recommended that the following skill standards are undertaken (in the order listed) to form a comprehensive kaitiakitanga project:
  - Skill Standard 40529, Prepare and plan a kaitiakitanga project with the support of mana whenua.
  - Skill Standard 40530, Apply skills and knowledge to conduct the fieldwork and collect data for a kaitiakitanga project.
  - Skill Standard 40531, Evaluate a kaitiakitanga project and prepare a report for mana whenua.

Ngā Kaupapa	Skills standards are informed by ngā kaupapa o Te Hono o Te Kahurangi, the NZQA quality assurance Māori framework	Ngā kaupapa: <ul style="list-style-type: none"> <li>• Rangatiratanga,</li> <li>• Whanaungatanga,</li> <li>• Manaakitanga,</li> <li>• Pūkengatanga,</li> <li>• Kaitiakitanga, and</li> <li>• Te Reo Māori.</li> </ul>	The delivery, resourcing, and the aromatawai and assessment practices associated with the attainment of this skill standard should express the kaupapa in the context of your provider/iwi/hapū/whānau/hapori
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### **Ngā momo whiwhinga | Grades available**

Paetae/Achieved

### **Ihirangi waitohu | Indicative content**

- learning should be inclusive of local tikanga practices of mana whenua but learning others' tikanga is also encouraged
- kaitiakitanga – Māori environmental management systems evolved to protect and enhance the mauri of taonga and ensure the sustainable use and management of natural and physical resources.
- mana whenua, mana moana.
- analysis may include data comparison and interpretation, environmental impact assessment, mana whenua and stakeholder concerns and interests.
- evaluation may include project criteria, evidence presented, evaluation questions, conclusions, strategy options.
- project reports may include project scope, planning, research, fieldwork, evaluation, conclusions.
- kōrero tuku iho is used in relation to Māori stories, or Māori histories and can be found in oral traditions for example ngā pūrākau, pakiwaitara, whakapapa, karakia, waiata, karanga, whai kōrero or in written literature, concepts, whakataukī and whakataukāki.
- basic use of te reo and karakia.
- marae environmental and kaitiakitanga activities.
- kawa me tikanga, health and safety.

**Rauemi | Resources**

- kaiako and support staff
- mana whenua
- local marae, whānau, kaumatua
- library, museum, and research resources
- rūnanga
- mātanga.

**Pārongo Whakaū Kouna | Quality assurance information**

<b>Ngā rōpū whakatau-paerewa  </b> Standard Setting Body	NZQA Māori Qualifications Services
<b>Whakaritenga Rārangi Paetae Aromatawai  </b> DASS classification	Maori > Environment Māori > Māori Environmental Practices
<b>Ko te tohutoro ki ngā Whakaritenga i te</b> <b>Whakamanatanga me te Whakaōritenga  </b> CMR	0166

<b>Hātepe   Process</b>	<b>Putanga  </b> Version	<b>Rā whakaputa  </b> Review Date	<b>Rā whakamutunga</b> <b>mō te aromatawai  </b> Last date for assessment
<b>Rēhitatanga   Registration</b>	1	27 November 2025	N/A
<b>Kōrero whakakapinga  </b> Replacement information	This skill standard replaced unit standard 20327.		
<b>Rā arotake  </b> Planned review date	31 December 2030		

Please contact NZQA Māori Qualifications Services at [mqs@nzqa.govt.nz](mailto:mqs@nzqa.govt.nz) to suggest changes to the content of this skill standard.