Qualification Title: New Zealand Certificate in Manaaki Marae – Te Kāuta, Te Wharekai (Kaupae 2)

Qualification number: 2435

Date of review: 13 March 2019

This report refers to graduates awarded this qualification prior to: **31 December 2018**

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 being able to:

- utilise te reo me ngā tikanga of karakia and waiata to illustrate their relevance in the wharekai
- utilise te reo me ngā tikanga of atua Māori and kaitiakitanga to illustrate their relevance to kai Māori
- apply whanaungatanga in relation to roles and responsibilities on a marae, to work with role holders
- follow health, safety, and hygiene processes and practices, under supervision, to ensure own safety and not risk the safety of others, and to demonstrate pūkengatanga
- apply cookery skills, under instruction, to prepare, cook, and present basic dishes commonly served in the wharekai as expressions of manaakitanga.

Education Organisations with sufficient evidence

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

Education Organisation	Final rating
Tūranga Ararau	He Pounamu Kahurangi
Kōkiri Marae Keriana Olsen Trust	He Pounamu Kahurangi
Western Institute of Technology at Taranaki	He Pounamu Kahurangi

Introduction

This is a 40 credit foundation qualification intended to assist people to gain basic food preparation and cooking skills and knowledge. Graduates of this programme should be able to support marae-based kāuta/wharekai services under supervision; gain entry-level kitchen jobs in the hospitality industry; and/or progress to further study.

The consistency review was held over one day. Three providers had students who graduated during the review period; all of whom participated in the consistency review

meeting. All three providers had programmes approved under Te Hono o Te Kahurangi therefore the review was conducted using the Te Hono o Te Kahurangi quality assurance framework and guiding kaupapa – te reo me ngā tīkanga; whanaungatanga; pūkengatanga; manaakitanga.

There were 55 graduates in total during the review period.

Evidence

The three education organisations who attended the review meeting 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, integration of the guiding kaupapa 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

Types of evidence provided

- Programme design evidence
- Assessment moderation evidence
- Graduate destination evidence
- Stakeholder feedback

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

Programme related evidence

All providers submitted convincing evidence that showed strong alignment between programme structure (mostly unit standards); learning outcomes; assessment activities and graduate profiles outcomes. Through discussions it was also evident that the programme structure and delivery enabled many expressions of kaupapa specifically manaakitanga and whanaungatanga through opportunities to engage in events that served the wider community. Te reo and tīkanga Māori were also explicitly and implicitly embedded throughout the programme content, delivery and context (marae).

All providers showed evidence of internal moderation practice however limited evidence of a breadth of external moderation across their programme. This was explained to some extent by being reliant on the standard setting body requests for moderation. However, the three providers should consider how it can gather an external independent view of its assessment practice to provide itself assurance of the validity and quality of assessment and consistency with graduate outcomes.

While not submitted, providers also spoke of gathering a range of video and photo evidence to demonstrate student performance against learning outcomes and real time feedback from stakeholders (e.g. at events).

All programmes provided some evidence of programme review and student feedback on the courses/programme. Student feedback was mostly about satisfaction with aspects of the programme and less about gathering student feedback on skills and knowledge gained as a result of the programme.

Destination and stakeholder feedback evidence

Evidence of what graduates had gone on to achieve after the qualification was variable. The actual destinations, where known, were diverse reflecting the various pathways graduates can take as a result of the qualification. Only one educational organisation provided convincing evidence of graduate outcomes.

Feedback gathered from graduates and other stakeholders to evidence graduate profile outcomes was also minimal. All three educational organisations provided evaluation information from students at the end of course but only one provided evidence relating to the graduate outcomes.

Overall, the self-reflection and evidence supplied by the organisations makes a convincing case to demonstrate that their graduates match the graduate outcomes at the determined threshold.

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

None

Examples of good practice

None

Issues and concerns

This 40-credit programme is not eligible for TEC funding therefore, two educational organisations are combining this programme with other programmes to make it a full year programme of study; one has withdrawn from delivery.

Recommendations to Qualification Developer

None