Qualification Title: Te Pōkaitahi Tikanga (Waka, Rongoā, Te Ara Nunumi, Mātauranga Māori, Māori Development, Rangahau) (Kaupae 3)

Qualification number: 3039

Date of review: 13 July 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 will have some knowledge and skills that enables them to practice tikanga and give expression to the mātāpono of mana ao tūroa, mana reo, mana whenua, mana tangata within their whānau, hāpu, iwi, hāpori and communities.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6007	Eastern Institute of Technology Ltd	He Pounamu Kahurangi
6011	Nelson Institute of Technology Ltd	He Pounamu Kahurangi
6012	Northland Polytechnic Ltd	He Pounamu Kahurangi
8025	Ringa Atawhai Matauranga Ltd	He Pounamu Kahurangi
8630	Te Wānanga o Aotearoa	He Pounamu Kahurangi
9646	Te Runanga-o-Turanganui-a-Kiwa T/A Turanga Ararau	He Pounamu Kahurangi

Introduction

Te Pōkaitahi Tikanga (Kaupae 3) is a 60-credit qualification designed for people who want to develop some understanding of tikanga (plural) within a specialist field founded on a Māori world view. Programmes presented at the consistency review were either based on the Mātauranga Māori, or Waka Ama strands. Only one provider was offering a Rongoā Māori programme. No providers presented programmes based on Te Ara Nunumi, Māori Development or the Rangahau strands. Graduates of this qualification will be able to apply knowledge fundamental to tikanga practice within a chosen field of work or study and across the community in general.

There were six educational organisations with graduates who had representatives participating in a one-day virtual consistency review meeting. NZQA is the qualification

developer and two 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:

- 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

A range of programme evidence was provided including programme maps showing the alignment between graduate profile outcomes (GPO) of the qualification and learning outcomes, in some cases the GPOs were also mapped to assessments. Evidence of internal and external moderation that assured quality assessment; programme review leading to improvements; and feedback from employers, community stakeholders and graduates, confirming that the programme had relevance and that graduates were demonstrating the skills and knowledge gained in a range of contexts (whānau, marae, community and work places). It was evident through programme evidence that there was a strong alignment with ngā kaupapa o Te Hono o Te Kahurangi (THoTK) and programme content and delivery. One provider gathered stakeholder feedback using ngā kaupapa o THoTK as the framework.

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?

The education organisations who were He Pounamu Kahurangi provided good programme, destination and graduate evidence to demonstrate that its graduates met the graduate profile outcomes at the appropriate threshold. There was a tendency however for organisations to focus on the programme and programme evidence. Graduate and destination evidence were less convincing. However, while there were some weaknesses in the evidence (e.g. sufficient breadth and depth of feedback from employers, community stakeholders and next-level tutors), overall the self-assessment of the evidence including the understanding of areas for improvement led to credible conclusions about consistency. It is interesting that graduates attest to using their skills and knowledge to contribute to their whānau and communities (a valid outcome) yet there was little evidence gathered from whānau and communities to support graduate feedback. Stakeholder testimony about the success of graduates is useful evidence if the provider can outline in its self-reflection report how this evidence aligns to the GPOs.

Moderation of assessment was variable across the organisations (internally and externally) and it was difficult to see from the evidence the organisations approach to moderation; the results of moderation undertaken, and actions taken to improve assessment practice. A clear schedule outlining this activity would be useful.

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Destination data was generally strong across most education organisations especially those with smaller numbers of graduates. However, organisations with larger numbers of graduates need to strengthen their graduate tracking systems in order to gather data to provide itself assurance that the qualification is enabling graduates to follow pathways intended by the programme/qualification.

Overall, the self-reflection and supporting evidence supplied, by those organisations found He Pounamu Kahurangi, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Issues and concerns

None

Recommendations to Qualification Developer

None