

Governance Group Response to Feedback

ISSUE RAISED	GOVERNANCE GROUP RESPONSE
New Zealand Certificate in Kaupapa Māori Health (Level 4)	
<p>Ngā Matapono:</p> <ul style="list-style-type: none"> • Te Oranga – include Increased Māori participation in the designing, development and evaluation of health services? • Mauriora – include increased access to Māori cultural identity? Increased awareness of the value of Māori cultural identity? • Waiora – include Increased Māori participation in the management/co-management of natural resources? • Toi Ora – include Principles of health promotion? Strategies for cultural relevant health promotion? • Ngā Manukura – include leadership in social, cultural, economic and environmental spheres? 	<p>These points have been included or covered in the more detailed whakamārama at the back of the qualification conditions section at the back of the qualification document.</p>
<p>The Draft Qualls are Kaupapa Māori PUBLIC health. No mention of Public in the title?</p>	<p>This oversight has been corrected.</p>
Te Tuapapa Hei Whai i te Ao Marama - New Zealand Certificate in Whānau Ora (Disabilities)	
<ul style="list-style-type: none"> • Use of the term ‘people with disabilities’ throughout the New Zealand Certificate in Disabilities (Māori) L4 is not consistent with the social model of disability. ‘Disabled people’ is preferred (people have impairments and are disabled by the barriers society puts up i.e. the environment). 	<p>Change <i>tāngata Māori with a disability</i> to <i>disabled tāngata Māori</i> throughout qualification.</p>
<ul style="list-style-type: none"> • Also, the use of word ‘client’ is not appropriate in this context. 	<p>We cannot find the word client in the qualification versions checked – perhaps this term has been removed as the qualification has been updated.</p>
<ul style="list-style-type: none"> • ‘Supporting’ is also a term which many Disabled Peoples Organisations (DPOs) such as the Disabled Peoples Assembly find patronising. Alternative terms to ‘supporting’ are ‘enabling’ or ‘facilitating’. 	<p>Use the term <i>enabling</i> throughout qualification.</p>
<ul style="list-style-type: none"> • Use of the term ‘quality life’ in the second paragraph of the strategic purpose statement of the New Zealand Certificate in Disabilities (Māori) L4 is not commonly used in the disability sector. An alternative to this is a ‘good life’ is i.e. “enabling good lives.” 	<p>Note the term ‘good quality of life’ is in the quotation from the Vision for Māori Disabled and Their Whānau, Whaia Te Ao Mārama: The Māori Disability Action Plan for Disability Support Services 2012 to 2017 document. GG agreed to use the term ‘<i>quality of life</i>’ in the strategic purpose statement.</p>

Health and Disabilities, Social Services and Whānau Ora Qualifications (Analysis of feedback received) – continued

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<ul style="list-style-type: none"> The second paragraph of the strategic purpose statement could be changed to say: “The purpose of the qualification is to develop from a mātauranga Māori base, the skills and knowledge required to facilitate a good life for disabled Māori”. 	<p>The Strategic Purpose Statement has been amended as qualification has been updated. The kaupapa of the suggested change is now encompassed within the first paragraph of the Strategic Purpose Statement.</p>
<ul style="list-style-type: none"> There may also be a more appropriate term in Te Reo for ‘disabled Māori’ i.e. Tāngata Hauā. 	<p>The term <i>Tāngata whaikaha</i> has been adopted - an <i>enabled</i> person rather than a disabled person which hauā infers. It was felt that hauā describes physical and not sensory, intellectual and/or hearing conditions.</p>
<ul style="list-style-type: none"> Whānau ora as a concept and philosophy can often be seen as counter to the social model of disability and international conventions such as the UNCRPD which focus on the rights of the disabled individual. However, this need not be the case as long as the aspirations of the disabled person are paramount within the context of their whānau as defined by them and their inalienable right to self-determination and full autonomy. 	<p>Leave the qualification as is. The rights of the individual are not diminished within the whānau ora context but enhanced and rerouted to connect to the whole whānau rather than each intervention occurring in isolation and being focused solely on an individual whānau member.</p> <p>It is the whole debate around individualism and collectivism. Societies such as Māori are philosophically collective communities.</p>
<p>Transition information is confusing.</p>	<p>Transition Information in all qualifications to read:</p> <p>The last date to meet the requirements of the replaced qualification will be 31 December 2018 at which time the qualification will be discontinued. From that date no results can be reported against the qualification.</p> <p>It is the intention of Māori Qualifications Services that no existing learner will be disadvantaged by these transition arrangements. However, any person who considers they have been disadvantaged may appeal to:</p> <p>Māori Qualifications Services PO Box 160 Wellington 6140 Telephone: 04 463 3000 Email: mqs@nzqa.govt.nz</p>
<p>NZC Whānau Ora- (Disabilities) L4. I feel this will likely get confused with the NZC Whānau Ora L4.</p>	<p>The qualification title is <i>Te Tuapapa Hei Whai i te Ao Marama</i>. English version is <i>New Zealand Certificate in Disabilities</i></p>
<p>Under the employment pathway, it states that Graduates of this certificate will have the transferable skills and knowledge to undertake a range of roles.</p>	<p>Agreed with amendments as stated.</p>

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<p>Whilst it is probable that skills learned in this qualification would be very useful to the employment pathways listed above, it would not be correct to say that graduates with this qualification will be able to be directly employed as nursing support and care workers, home support care, home aides, therapist assistants and rest home assistants without additional training in the functional support training that so many people receiving support need.</p> <p>Our advice would be to remove nursing support and care workers, home support care, home aides, therapist assistants and rest home assistants from the employment pathway for this qualification.</p> <p>The qualification contains no graduate profile outcomes nor programme guidance that focus on the functional elements of assistance needed to safely support someone with activities of daily living, in a residence or in a home (cf to the Zealand Certificate in Tiaki Kuaia, Koroua at Level 4 and the guidance at the Level 3 certificate). A majority of people living with disabilities who are receiving paid support need functional support.</p> <ul style="list-style-type: none"> • I don't see disability support worker in the list of employment pathways, and suggest that is added in". 	<p>Add disability support worker in the list of employment pathways as suggested.</p>
<p>Te Pou Tautoko i te Ora (Level 4)</p>	
<p>Strategic purpose statement</p> <p>This statement is specific to working with just Māori. This is not reflective of our communities or (Provider) contributions to date. The foundation of the programme should be based on Mātauranga Māori or kaupapa Māori but it should also reflect the bi-cultural and multicultural nature of our communities and society</p>	<p>Strategic purpose statement</p> <p>The intent of these qualifications is a suite of Māori qualifications. The application of the practises under these qualifications should/will be easily applicable to all New Zealanders.</p>
<p>Guiding Principles</p>	
<p>1. The guiding principles are very good and relevant and are underpinned by kaupapa Māori. The themes and categories are great but some concern that some might be more aligned to a higher level of instruction. The goal of all the guiding principles should be 'Mauri Ora'-it doesn't say this. Maybe this could be added to the strategic purpose statement or another guiding principle.</p>	<p>Mauri Ora needs to be defined within the context of this work and its relevance stated. Mauriora should be embedded or interwoven within all principles but retain it as a guiding principle.</p>
<p>2. Clearly want another Guiding Principle around Mauriora, which would be about looking at self and self-care and how to work on this with others. How to receive professional support e.g. Supervision. 'Mauri ora' which is the synthesis of all principles working simultaneously resulting in the model graduate of this programme.</p>	<p>The Guiding principle of Pukengatanga- the ability to self-reflect on one's own model of practise as part of continuous self-improvement and sharing lessons covers this to a greater extent.</p>

Health and Disabilities, Social Services and Whānau Ora Qualifications (Analysis of feedback received) – continued

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<p>3. Should there be some attention given to taukumekume-conflict and conflict resolution as even at this level because they work in the social services they are likely to need to know how to handle this.</p>	<ul style="list-style-type: none"> • conflict and conflict resolution can be added to the programme guidance. • include taukumekume and conflict resolution into the whakamārama for Whanaungatanga.
<p>4. Why was ‘disability’ added to the Whanaungatanga principle? Please remove.</p>	<p>Disabilities will be removed.</p>
<p>Graduate profile (GP)</p>	
<p>1. The graduate profile should be broader than just tāngata Māori. It seems that the framework is only for Māori? We need to think what the implications are from a bicultural programme.</p>	<p>A strong stand-alone statement is required for tāngata Māori. Also include a statement in the conditions that tangata Pasifika is also an option.</p>
<p>Education Pathway</p>	
<p>1. Should we also include a pathway into degree programmes?</p>	<p>The pathway for all these qualifications is to the ‘next’ level qualification as on the Map ver 4. The highest pathway is to the KMPH Diploma Level 6. Yes we want to include pathway into higher degrees but that will require a planned strategy to speak to providers of higher qualifications and employers. This is something that is not technically a part of the review but is clearly an implication.</p>
<p>2. Add Youth development pathways as well as Social Work degree</p>	
<p>Employment/Cultural/Community</p>	
<p>1. Comment: should this include employment outcomes e.g. administrators of social services, caregivers etc.</p>	<p>Make additions and deletions where recommended.</p>
<p>2. DELETE: Customs Officer, but ADD Whānau Ora worker, Social Service Worker</p>	
<p>3. DELETE: Pick Ups and On Call for Non-Govt organisations. But ADD ACCESS Supervisor, and Kaiāwhina for Non-Govt Organisations</p>	
<p>4. Include: Access supervisor; and CYF escort</p>	

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Theory and Practice of Social Work:	
The programme guidance appears to state more than the Māori community. It looks at scoping the community; it talks about working with Pasifika. It is necessary for this to be reflected in the guiding principles.	Guiding Principles have been written to reflect matauranga Māori perspective.
Evidence requirements for assuring consistency:	
1. Not sure what is meant by employer surveys. What happens for those taura (students) who are not in employment while studying??	This is only for students who are employed. There would be community surveys to take account of other students.
New Zealand Certificate in Tiaki Kuia, Koroua (Level 3)	
<p>The Strategic purpose statement says that “Graduates of this qualification will, under direct supervision, demonstrate an understanding and knowledge of the delivery of health and/or social services to kuia and koroua, based on whānau-centred models of practice.” To be more relevant to the workplace, it should say ‘Graduates of this qualification will, <i>under limited supervision under the guidance of health professionals and/or to personal plans</i>’</p> <p>Strategic purpose statement – Whilst demonstrating understanding and knowledge is useful, it is the doing that is most needed. Workers with practical Level 3 training are currently the most sought after in rest home and community care situations. I think the statement should reflect that (e.g. Graduates of this qualification will, under supervision, demonstrate understanding knowledge <i>and practical application</i> of health and/or social services to kuia....” That wording still allows for some difference to the Level 4, which also brings in theoretical and technical knowledge.</p> <p>It is good to see recommended programme guidance in the qualification. To be an effective home support worker, for example a graduate needs to be competent <i>to provide care and to recognise change</i>.</p>	Amendments to be made where applicable.
New Zealand Certificate in Tiaki Kuia, Koroua (Level 4)	
The credits are stated as 60, but the combined credit amounts per qualification outcome add up to 120.	Credit values to be amended.

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<p>The reference to supervision in the strategic purpose statement also needs careful consideration. Again, graduates of this qual are likely to be working on their own without direct supervision. So the term ‘under supervision’ could place unnecessary restrictions on graduates about where their qual can be used. I suggest something similar to that bolded above, but including the reference to theoretical and technical knowledge and skills, to distinguish it from the Level 3.</p> <p>Query the reference to a brand (Furosemide) in any of the quals (it is currently in both Level 3 and 4). A product should not be named in a qualification. Alternative is “e.g. medication for COPD, and its effects”.</p>	<p>Amendments to be made as required.</p> <p>Amendments to be made as required.</p>