External Moderation Review

Final Report

November 2022

SAARA

MUKA TANGATA
People, Food and Fibre
Workforce Development Council

Executive Summary

Ko te manu kai i te miro, nōna te ngahere, ko te manu kai i te mātauranga, nōna te ao.

The bird who eats the berries will own the forest, the bird who eats knowledge will flourish in the world.

About the Review

Muka Tangata, the Workforce Development Council (WDC) for the Food and Fibre Sector, is responsible for its national external moderation system. With the recent handover from the Transitional Industry Training Organisations (TITOs) of the Standard Setting functions in October 2021, Muka Tangata saw this as an opportunity to review and improve the inherited moderation system.

In March 2022 Muka Tangata contracted SAARA Consulting Services to carry out this External Moderation Review to test thinking around what excellent external moderation looks like. The focus of the Review was to confirm the value of external moderation with partners, explore opportunities for improvement, identify opportunities to be better connected with Māori and Te Tiriti o Waitangi through moderation, and research best practice and innovation allowing for flexibility with the evolving VET environment.

Photo: Aneta Foubikova. Cover photo: Jonathan Farber

The data and information gathered will help Muka Tangata to develop a quality assurance and moderation plan that meets the Food and Fibre sector future needs. The Review consisted of four phases:

1. **Research** national and international external moderation best practice.
2. **Survey** stakeholders on current knowledge and understanding of external moderation in the food and fibre sector.
3. **Interview** the survey participants regarding current and future external moderation in the Food and Fibre Sector.
4. **Workshop** with new stakeholders on survey and interview key findings.

Muka Tangata Quality Assurance

Since the beginning of the Review in March 2022, Muka Tangata has already been making strides in improving its external moderation and quality assurance for the better. Its focus on building relationships and supporting partners to help make improvements was evident in the survey, interview and workshops. Providers commented they had been impressed with Muka Tangata's service to date, as often they were the first or only WDC that had reached out to make contact. The support they had received from the Muka Tangata Quality Assurance team was very collaborative and supportive, and built their confidence that the change implemented from the Review of Vocational Education (RoVE) would benefit the sector and relationships with industry.

Where SAARA have provided Key Findings and Considerations based on the information provided by partners in the engagement process, there are some areas that have already been addressed or included in future planning by the quality assurance team.

Key Findings

General discussion

- A provider's ability to meet the Consent and Moderation Requirements (CMR) criteria set by WDCs and published by NZQA will be evaluated by the WDC prior to a provider gaining accreditation to deliver a programme. There is no clear mandate or direction for WDCs to engage with providers to check ongoing currency of CMR requirements.
- Programme endorsement is a new WDC lever that will support the intent of RoVE and can support provider and learner success.
- Micro-credentials will continue to be developed and used more and more alongside programmes leading to qualifications, and micro-credential developers will need to gain 'support' from the WDC.

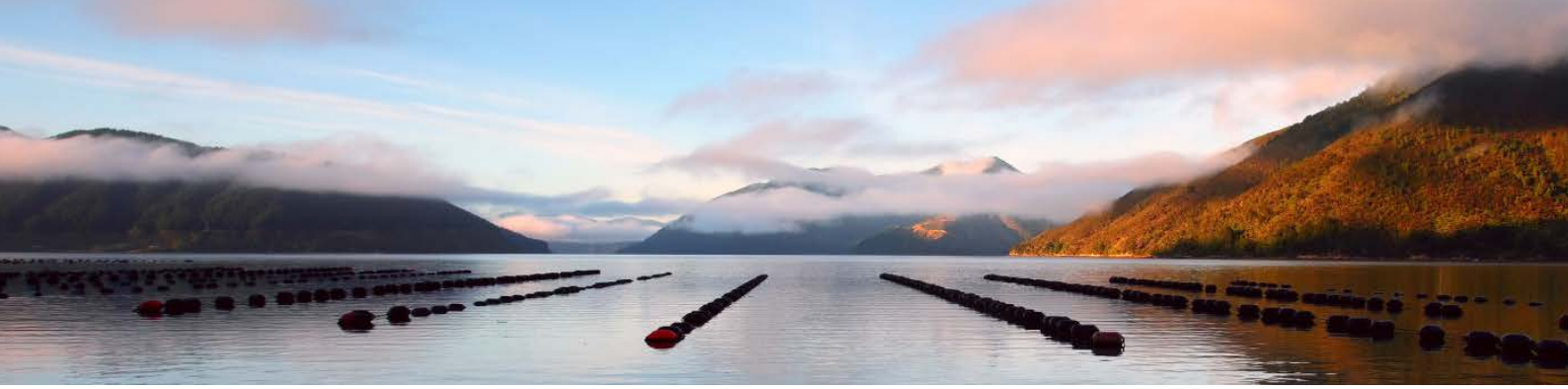
> *"I am very happy with Muka Tangata's open approach to working with Te Pukenga and would like to see that practice across the WDCs."*

Multiple sources

- The needs of ākonga Māori in programme development, assessment and moderation are recognised as very important by partners but not well understood, and there is uncertainty on how to address those needs.
- Partners (industry, providers, learners) value external moderation.
- Cluster workshops and professional development opportunities are highly valued by industry and providers for upskilling and networking.
- The provision of education on assessment and moderation best practice is desired by industry and providers, to enhance consistency in judgements and learner outcomes.
- Both research (NZQA) and providers indicate a need and want for a 'partnership' approach to best practice moderation.
- Providers want moderation to focus on the whole programme or both (unit standards), keeping it at a high level. The majority of industry were very interested in moderating the whole programme as a holistic approach.
- Moderation tools were rated for effectiveness – Providers rated 'on site-moderation' top (best), and 'checking assessor judgements' bottom (worst). Industry rated 'checking with learners what could be improved' top, and 'visiting a training provider' next to bottom.
- The preference for post-moderation to be seen as a systematic approach was supported by several providers and industry, rather than getting too granular and pedantic.

Photo: GoodEats

> *"I like the direction that moderation is heading, with a supportive, improvement focus"*



Research

- The legislative external moderation focus in Aotearoa has been on unit standard assessment, whereas international research indicates all areas of vocational education should be quality assured. Currently, WDCs do not have oversight through moderation of non-unit standard based outcomes (which accounts for the majority of polytechnic/Te Pūkenga programmes).
- Current NZQA National External Moderation principles for WDCs detail moderation should focus on improving assessment practices that include supporting teaching and learning. Current moderation levers for WDCs focus more on assessment and less on teaching and learning.
- The quality cycle (Plan, Implement, Evaluate, Review) is an effective self-evaluation framework based on 'review and improve'. WDCs have opportunities for improvement in the evaluation and review stages.

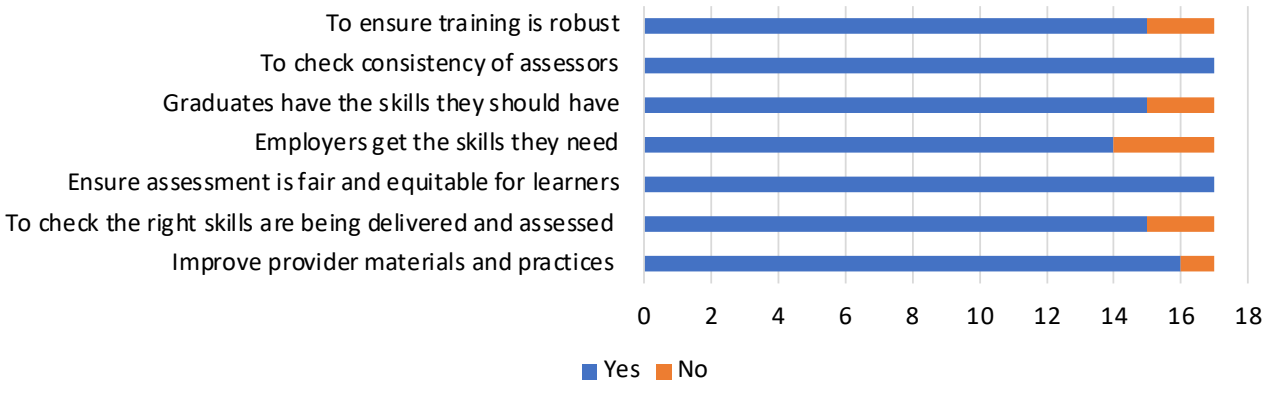
> ***"Great to be talking about moderation not as a compliance tool or a stick, but more of developmental process by looking at the practice and building capability"***

Industry specific

- Recommendations were to incorporate more technology and encourage creative and holistic assessments, and for continued conversations with graduates and employers to confirm the benefits of their programme and identify gaps.
- The cohort of industry that were interviewed felt strongly that moderation ensures training is robust, that graduates have the skills they need, and moderation improves provider materials and practices.
- Risk-managing for providers was very important to industry, with time and resources to support non-performers, while continuing to work with high performers.

> **Graduates have the right skills:**
> ***'We (industry) want to see they have been given the right training in the right areas'***

Industry response on what external moderation is trying to achieve



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Provider specific

- The change to the WDC as an independent body has been very positive for providers, and they can see benefits of working collaboratively towards continued improvement.
- Regular engagement and check-ins rated highly with providers and the importance of building authentic relations.
- Providers could see the value in future moderation where the WDC role of providing industry with a stronger voice was pivotal in sharing this perspective with providers and supporting them in improving programmes.
- WDCs should collaborate with each other on quality assurance and moderation practices and systems to support consistency for providers.
- Providers at one of the workshops felt there was significant overlap between WDC Programme Endorsement considerations and NZQA Programme Approval. Later confirmed with Muka Tangata the actual overlap was minimal. However, the perception was that there was significant overlap.
- Providers at one of the workshops voiced concern around the potential overlap of WDC moderation and quality assurance, and NZQA EER and Consistency Review requirements – NZQA Consistency Reviews were criticised in the provider engagement for being a tick-box exercise, and a lot of work and time for a swift presentation.

> *"I've had some moderation with Muka Tangata, quite a bit of pre moderation already. It seems really good, really positive and easy to deal with… I feel like it's someone working with you"*

Considerations

SAARA has outlined 16 key considerations below, with an additional 34 supporting considerations included at the end of the report.

Improve Māori participation

1. Support employers and providers on their internal capability to provide equity for Māori and other priority groups.
2. Guide providers in the development and review of programmes to address the needs of Māori, Pacific peoples and disabled people.

Upskill partners through education

3. Re-invigorate cluster workshops to educate and build relationships with providers.
4. Facilitate education on external moderation for all partners (industry, providers, learners).
5. Provide education on equity and priority learners (Māori, Pacific peoples and disabled) for employers and industry.

Strengthen consistency

6. Work with other WDCs to develop consistent moderation requirements across all WDCs.
7. Continue to, and strengthen, the upskilling of moderators to support consistent moderation judgements.
8. Continue supporting the upskilling of assessors/ providers to provide consistent judgements through professional development opportunities.

Collaborate for success

9. Continue and consider increasing collaboration and regular communication with providers through Whakawhanaungatanga/ building of relationships.
10. Assist providers to engage with each other to strengthen quality in industry programmes.
11. Collaborate with other agencies to complement and improve WDC moderation activities that avoid duplication and meet the intent of RoVE.

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Build a quality assurance culture

12. Continue to move from a purely moderation of assessment focus to a more holistic quality assurance focus which includes teaching and learning.
13. Future Muka Tangata national moderation plans should incorporate:
    - A variety of moderation tools including postal/ electronic sampling, site visits, observations, cluster workshops and professional development opportunities for providers.
      Checking currency of a provider in continuing to meet the Muka Tangata CMR.
    - Focus moderation on a programme or programmes, with a selection of unit standards sitting inside them.
    - Use a risk management approach to moderating providers and their programmes.
    - Consider utilising end user feedback (employer and graduate) as a moderation tool.
14. Communicate and get buy-in from partners on transformation to a quality assurance-focused system.
15. Create guidance documents on external moderation processes for partners.
16. Increase the use of digital solutions to improve external moderation efficiency.

Analysis

When analysing the key findings, it is clear to see that external moderation is something that is valued by partners, but work can be done to improve consistency, both for the assessors and moderators as well as processes and expectations in external moderation from the six WDCs.

Industry and providers were very positive on the collaboration and support model suggested in the interviews and workshops, something that is already being implemented by Muka Tangata. Through this relationship and collaboration, Muka Tangata is able to support partners to improve through quality checks by helping to identify provider specific support needs and lift the quality of delivery within the sector.

All partners showed great enthusiasm about professional development and networking opportunities through cluster moderation workshops and forums, and for Muka Tangata to moderate with a wider lens at programme level rather than a focus on Unit Standard (US) assessment.

One clear goal for Muka Tangata is to support partners to meet the needs of Māori in external moderation. The future implementation of Skill Standards gives an opportunity for holistic learning and outcomes, the very nature of a Māori system, and one that fits into the goal of outcomes and pedagogy of the WDC.

Summary

Moderation has been an integral part of the NZ education system to ensure quality in programmes and confidence in qualifications, but generally the process has not changed over many years.

The NZ government implemented RoVE with the view to foster change and bring forth a more sustainable vocational education system better suited to support industry needs. The education and training Act paragraph 366 (1) g) legislates that WDC will endorse programmes and carry out moderation on the standards it sets. Further legislative needs are detailed in the Education (Muka Tangata – People, Food, and Fibre Workforce Development Council) Order 2021 (LI 2021/102) – New Zealand Legislation.

This opportunity to review external moderation was greatly appreciated by a wide range of partners, including the industry representatives; not only were partners keen to provide feedback and recommendations for improvement based on their experience, but pleased to be asked for their input at the beginning of a process review and hungry for information on developments in the post RoVE environment

Muka Tangata has a wonderful opportunity to embrace, design and implement positive change to moderation structure, principles and practice that better supports Industry, providers and learners alike.

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Overview

Since the Reform of Vocational Education (RoVE)[2] in 2020, there have been significant changes made to the Vocational Education and Training (VET) sector. The Government has progressed with its plan to build a strong, unified, sustainable vocational education system that is fit for the future. One of the key goals of RoVE was to create six Workforce Development Councils (WDCs) to champion industry and partner needs, give industry greater leadership in vocational education, and a stronger voice to Māori business and Iwi development. These were established in October 2021.

A major objective for the WDCs was to receive the standard-setting and quality assurance functions from the eleven Transitional Industry Training Organisations (TITOs) to develop and maintain a national curriculum of qualifications. This includes setting skill standards, developing qualifications, and conducting moderation and assessment activities.

Having inherited moderation practices from TITOs, there was an opportunity for Muka Tangata, the WDC for the Food and Fibre sector, to make a shift from the old ways of doing things and focus more on supporting providers and industry with fit-for-the-future quality assurance and moderation practices. Muka Tangata requested a National External Moderation Review.

About External Moderation

Muka Tangata like all WDCs develop and implement national moderation plans. These plans give providers and partners information about 'what', 'why' and 'how' providers will be moderated in the coming year.

Moderation is a sub-set of quality assurance, and an effective national external moderation system will help providers and assessors continuously improve their assessment systems and practices and change

Photo: Mae Mu

behaviours that impact the outcomes of ākonga/learners. External moderation activities evaluate assessments developed by Tertiary Education Organisations (TEOs) before they are used (pre-assessment moderation) and verify assessor judgements are at the national standard (post-assessment moderation). Other quality assurance and moderation tools include site visits, cluster workshops, panel moderation and professional development workshops and webinars to support providers. Muka Tangata employ on a risk basis each of these moderation tools[2].

This external moderation system legislated for use by WDCs has flaws and gaps. For example, pre-moderation and post-moderation only applies to provider programmes containing unit standards. Providers who do not use unit standards are not externally moderated by a WDC (who is the standard setting body for their sector). As Skill Standards are developed and used within programmes this flaw will eventually disappear, however, the issue will remain for many years to come, and the risk will need to be mitigated in the meantime.

1. Reform of Vocational Education.

2. Muka Tangata National External Moderation Plan 2022.

The External Moderation Review

Muka Tangata contracted SAARA Consulting Services to carry out this Review of National External Moderation to test thinking around what excellent external moderation looks like. SAARA was to complete research of best practice in organisations nationally and internationally, and engage with Muka Tangata partners (learners, industry, training providers, public sector organisations) to confirm what they valued and what they wanted from external moderation. The findings were then provided in this report.

Research of moderation best practice

SAARA carried out research of organisations nationally and internationally to identify current best practice and trends in external moderation systems and processes. Similar to Aotearoa New Zealand, many have gone through reforms of their VET sector.

Photo: Lewis Wilson

Partnership Engagement

SAARA carried out three stages of engagement with partners; a digital survey of partners, followed by interviews with the survey participants, and finally 5 workshops with partners to discuss the findings.

Digital survey of partners

The purpose of the digital survey was to capture current knowledge and opinions from partners (learners, providers, industry representatives and public sector representatives) on external moderation prior to individual interviews to gather further perspective and was successful in providing some initial key insights and feedback:

- familiarity with external moderation
- previous knowledge and involvement
- rating and feedback of moderation methods
- suggestions of potential quality checks
- highlights of current external moderation system
- recommendations for change to current external moderation

Interviews with partners

Following the digital survey, interviews were booked with the survey participants to gain further partner perspective, provide feedback and recommendations on potential future external moderation practices and procedures.

32 partners attended the Interviews which were held online. They ranged from 30 to 90 minutes in duration and focused on four key areas:

1. **Meaning of Moderation**
   How well do people know what moderation is and why we do it?
2. **Value of Moderation for Learners, Assessors, moderators, users, partners**
   What is the perceived value of moderation practices
3. **Focus of Moderation**
   What should Muka Tangata focus on
4. **Pre-Mod and Post-Mod processes**
   How moderation is done

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The information gathered in the interviews began to build a picture of what partners wanted from external moderation, ways to improve on the current model, and benefits to ākonga. All the partner groups (learners, providers, industry, public sector) really valued the opportunity to provide input and discuss moderation practices.

SAARA used this information to create a draft of a potential external moderation system and tools, providing their findings to a new group of partners in a series of online workshops.

Workshops with partners

SAARA worked with Muka Tangata quality assurance team to identify new partners from schools, providers and industry organisations in the food and fibre sector, inviting them to participate in workshops held online via Microsoft Teams. Of the 92 organisations contacted, 26 partners participated in 5 workshops. The workshops had a 90-minute duration and constituted the final phase of this three-phase engagement with partners (survey, interview, workshop).

Partners were given a background to the External Moderation Review to date, then shown documents detailing four key areas of a potential model for external moderation. The four areas were:

1. Collaboration
2. Holistic Quality Assurance
3. Guidance and Support
4. Educational Improvement

Discussion was robust. Partners gave strong support for the majority of the ideas presented, while others challenged proposals that they felt it did not add benefit to the system.

Findings and Analysis

Findings and analysis of each phase of the Review are included in detail below in the report with a summary after each phase.

Aim and Deliverables

Aims

The aim of this External Moderation Review is to:

- test thinking around what excellent external moderation looks like.
- confirm the value of external moderation with partners,
- explore opportunities for improvement.
- identify opportunities to be better connected with Māori and Te Tiriti o Waitangi through moderation.
- identify best practice and innovation allowing for flexibility with the evolving VET environment.

Deliverables

1. **Research** national and international external moderation best practice
   a. Provide written report on findings
2. **Survey** partners on current knowledge and understanding of external moderation specific to the food and fibre sector
   a. Provide written report on findings
3. **Interview** survey participants regarding current and future external moderation specific to the Food and Fibre Sector
   a. Provide written report on findings
4. **Workshop** with new partners on survey and interview key findings
   a. Provide written report on findings
5. **Provide a Final Report** to summarise findings, analyse and present Muka Tangata with considerations for improvements to the current moderation system.

Photo: Pille Priske

Context of the Review

Muka Tangata's role

The Government is undertaking significant reforms to the vocational education sector. The Reform of Vocational Education (RoVE) is designed to create a unified and cohesive vocational education and training system that ensures that those undertaking vocational education build valuable skills that are needed by industry – both now and into the future.

As part of these reforms, Workforce Development Councils (WDCs) have been established to provide bottom-up advice on vocational education from an industry perspective. Muka Tangata, the People, Food and Fibre Workforce Development Council, is the WDC for the food and fibre sector. Muka Tangata facilitates and channels industry voice to ensure that food and fibre industries can access the skills they require to meet their current and future needs. The foundational framework is based on honouring Te Tiriti o Waitangi, supporting Māori Crown relations, and helping ensure fair and equitable outcomes for all. (Extract from the executive summary of the Initial Sector Workforce Development Plan 2022)

The Quality Assurance and Enhancement team is one of four operational teams at Muka Tangata. The team works with vocational education organisations to ensure that delivery meets the needs of their sectors and is high quality for the diverse range of learners in the sector.

Photo: Sokmean Nou

Muka Tangata workstream objectives 2022-2027 include:

3.3 Quality Assurance
Industries, ākonga, and whānau are provided with assurance that programmes and delivery support their aspirations and skill needs
We provide leadership on innovative approaches to quality assurance for our sector. Our key audiences have confidence in the quality of programmes and learning delivered and assessed by providers in the food and fibre sector

In early 2022, Muka Tangata requested a review of their external moderation system. This was due to the role of Standard Setting Body (SSB) for vocational education qualifications being moved in October 2021 from the Transitional Industry Training Organisations (TITO's). giving Muka Tangata coverage of 14 industries with different moderation processes and practices. It was therefore an ideal time to review the processes and identify areas of improvement.

Photo: Zoe Schaeffer

Project Methodology

- Conducted an initial workshop with Muka Tangata team to brainstorm collective thinking, confirm the strategic approach, methodology, tasks, and action points to initiate the project.
- Reviewed Muka Tangata internal documents
  - Pre and Post moderation processes.
  - Post moderation report template.
  - Provider non-compliance report.
  - Engagement plan for providers and schools 2022.
- Reviewed Muka Tangata external documents and information:
  - National External Quality and Moderation Plan 2022
  - 2022 Moderation Calendar
  - Statement of Strategic Direction
  - Whiria Te Muka Tangata
  - Initial Food and Fibre Sector Workforce Development Plan 2022
  - Operational Plan 2022-2023
- Confirmed external organisations information on Workforce Development Councils, including:
  - NZQA, Tertiary Education Commission (TEC), Education NZ, Ministry of Education (MOE).
  - Ohu Mahi, Regional Skills Leadership Groups (RSLG), Food and Fibre Centre of Vocational Excellence (CoVE).
- Reviewed research on ākonga Māori to ensure partnership inclusion, including websites, reports and education organisations frameworks and operation models.
- Researched national and international external moderation and assessment best practice, including Aotearoa, Australia, Europe, Ireland, Singapore.
- Conducted digital survey of partners on current knowledge and understanding of external moderation in the Food and Fibre sector, including ākonga/ Learners, Providers, Industry, Public Sector.
- Conducted interviews with survey participants regarding current and future external moderation in the Food and Fibre Sector.
- Facilitated online workshops with new partners on survey and interview key findings, including
  - Providers
  - Industry
- Provided a report of findings to Muka Tangata.

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PHASE 1.
Research of External Moderation Systems

SAARA carried out a review of educational organisations both national and international, looking at moderation systems, principles, processes, and examples of best practice. All research was completed online via organisations websites and reports.

Like Aotearoa, many countries have reformed their VET sector to better support industry and workforce needs. Terminology is diverse in the sector internationally, and the majority of the organisations detailed below refer to 'Quality Assurance' rather than the NZ use of 'Moderation'.

AOTEAROA NEW ZEALAND

VET Moderation Principles 2001

Prior to Te Pūkenga and the Tertiary Education Commission (TEC) there was Skill New Zealand – Pūkenga Aotearoa, the Crown entity bridging the education sector and labour market.

Findings

In 2001 the Association of Polytechnics in New Zealand, the New Zealand Association of Private Education Providers and the Industry Training Federation collaborated to 'identify and promote best assessment policy and practice in relation to unit standards.' Their 3 broad principles outlined below serve as relevant quality indicators today. Best Practice in implementing Moderation for the National Qualifications Framework

Principle 1 – Partnership
Best practice moderation occurs when it is based on an effective partnership between assessors and between assessors and moderators.

Principle 2 – Continuity
Best practice moderation occurs when it is an ongoing process that underpins relationships between assessors and between assessors and moderators.

Principle 3 – Evolution
Best practice moderation occurs when it is an evolving and educative process for assessors and moderators.

Analysis

International and national consensus indicate quality is forged from partnership and relationship. This is strongly emphasised in the three principles.

NZQA (New Zealand Qualifications Authority)

Our national Qualification Authority is responsible for the NZ Qualification Framework, ensuring qualifications are credible and robust. It administers the secondary school assessment system, provides independent quality assurance, qualification recognition and standard setting.

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Findings

2021 NZQA operational rules required standard-setting bodies (SSB) to carry out national external moderation, detailed in each SSBs Consent and Moderation Requirements (CMR). With RoVE moving SSBs moderation responsibilities to Workforce Development Councils (WDCs) in October 2021, the current national External Moderation Principles were agreed with NZQA and TITOs to ensure common understanding of responsibilities and provide common frame of reference. The WDCs are tasked with updating their CMRs in the coming months and working with NZQA to ensure these principles remain fit for purpose.
https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/nzqa-national-external-moderation-principles.pdf

NZQA has a number of tools to complete external moderation with TEOs,

- Consistency Reviews – introduced after the Targeted Review of Qualifications (TROQ) as a check on graduate outcomes of programmes aligned to NZ qualifications that were pre-moderated by TITOs.
- Self-Assessment – An internal review carried out by TEOs prior to an External Evaluation and Review (EER) to understand and improve its educational performance.

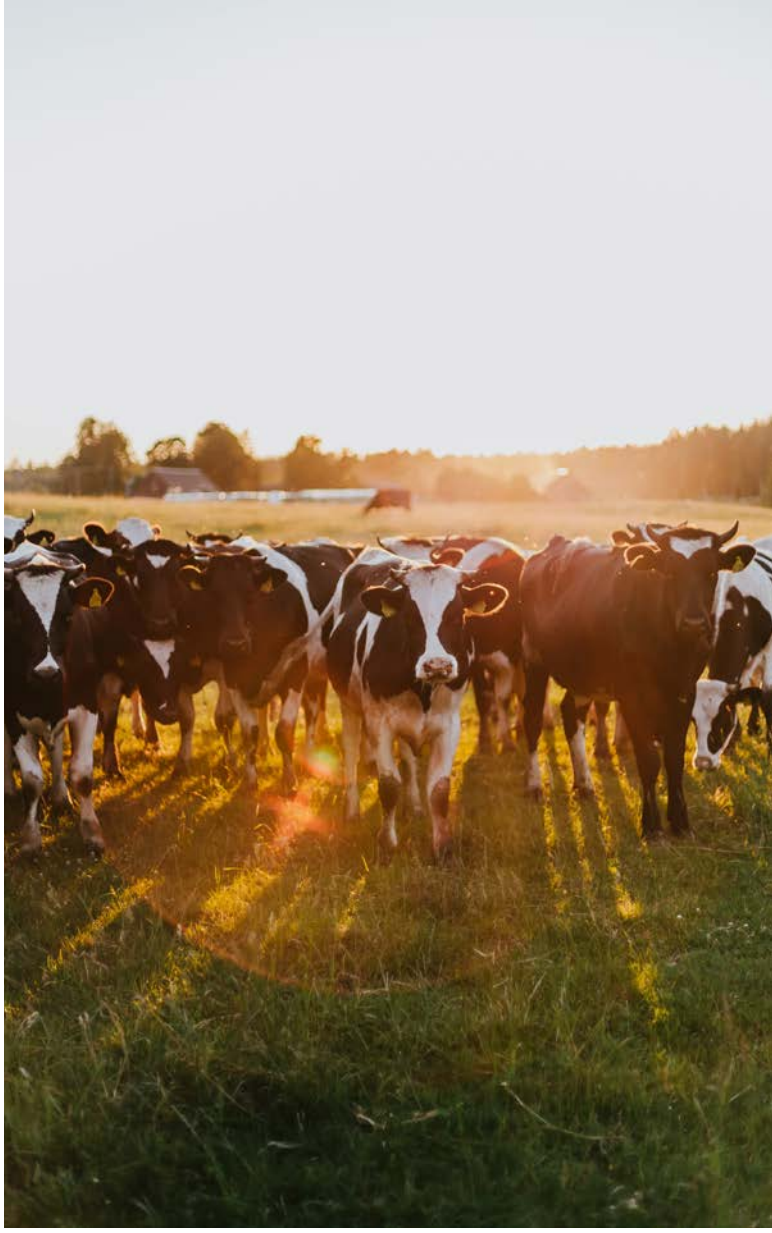

Photo: Daiga Ellaby

- External evaluation and review – A periodic review of TEOs carried out by NZQA for accountability and improvement

Aromatawai

NZQA provides guidance for assessment of learning that reflects Mātauranga Māori. Aromatawai is a teaching, learning and assessment approach based on te ao Māori values appropriate for all ākonga, and leads naturally to a holistic approach of assessment principles.
https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/APOA/Aromatawai-and-the-Principles-of-Assessment.pdf

Photo: Jet Kim

Te Hono o Te Kahurangi

Introduced in 2017, Te Hono o Te Kahurangi is the NZQA QA system to carry out quality assurance of Mātauranga Māori, designed for Kaupapa providers, and available for other providers. https://www.nzqa.govt.nz/maori-and-pasifika/te-hono-o-te-kahurangi/

Assessor Support

NZQA provides online learning modules for assessors' professional development in assessment and moderation via their learning management system, Putāke. They also offer live workshops and events on best practice, providing assessors the opportunity to network. https://www.nzqa.govt.nz/about-us/events/assessor-support/

Analysis

- Consistency Reviews were criticised in the partner engagement for being a tick-box exercise, and a lot of work and time for a swift presentation. There is an opportunity for WDCs to work with NZQA to incorporate consistency reviews into their quality assurance directly with a provider.
- The self-Assessment and EER reports could be used by the WDCs to assist them in supporting the providers, and to minimise duplication of quality assurance requirements.
- Te Hono o Te Kahurangi and Aromatawai could be utilised effectively in the VET sector, especially in industries with high numbers of Māori learners where programmes could be developed to follow Matuaranga Māori principles.
- WDCs moderation will benefit from experienced and upskilled assessors, therefore vital to encourage providers and workplaces to participate in professional development at every opportunity, and through different channels if in-house options are limited.

Transitional Industry Training Organisations (TITOs)

Industry Training Organisations (ITOs) became TITOs as part of RoVE in 2020. Each of the eleven TITOs were responsible for their industries external moderation system and Consent and Moderation Requirements (CMR) prior to the SSB role moving to the WDCs.

Below are excerpts from two of TITOs moderation guides, now defunct.

ServiceIQ Moderation Guide

Moderation is the process by which assessments are checked and verified. It either validates assessment practices by providing assurance that they meet the national standard; or, enables follow-up action to ensure assessment practices are modified to meet the national standard. 'Best practice' in assessment (including integrated assessments) is based around a collection-of-evidence model.

Competenz Moderator Guide

'The purpose of moderation is to provide assurance that assessment is fair, valid and at the national standard, and that the assessors are making consistent judgements about learner performance. Moderation also helps to improve assessment practices'

Photo: Tim Mossholder

Findings

Consent and Moderation Requirements (CMR)

Current CMR documents were developed by the TITOs, with a total of 93 CMRs covering all industries in NZ. They detail consent to assess requirements with a range of criteria for organisations that want to offer qualifications in that specific sector, and are used as part of the pre-moderation process. CMRs also outline the moderation system under Moderation Requirements (MR) which the WDCs will need to follow until such time they update each CMR. An example of the Primary ITO CMR is below

Primary ITO CMR 0033

https://www.nzqa.govt.nz/nqfdocs/maps/pdf/0033.pdf

Purpose: to set out the nature of the process for granting consent to assess.

Moderation System

- work in partnership with organisations with consent to assess
- provide support and feedback to ensure that assessment is consistent with the national standard.
- organisations will be required to submit an annual moderation report and assessment plan.

Analysis

A provider's ability to meet the CMR criteria is currently only moderated by the WDC prior to a programme being introduced. There is an opportunity to quality check providers with existing programmes that they are continuing to meet the CMR requirements.

General requirements for accreditation

Criterion 1 – Development and evaluation of teaching programmes

There is a system for developing coherent teaching programmes and for their evaluation, which should include evaluation by learners/consumers.

Criterion 2 – Financial, administrative and physical resources

Adequate and appropriate financial and administrative resources will be maintained to enable all necessary activities to be carried out. Adequate, appropriate and accessible physical resources will be available for supporting students to meet the required standards.

Criterion 3 – Staff selection, appraisal and development

A teaching staff with the necessary knowledge and skills will be maintained through staff selection, appraisal, and development.

Criterion 4 – Student entry

There is a system for establishing and clearly publicising student entry requirements that include no unreasonable barriers.

Criterion 5 – Student guidance and support systems

Students have adequate access to appropriate guidance and support systems.

Criterion 6 – Off-site practical or work-based components

There are arrangements for ensuring that any off-site practical or work-based components are fully integrated into the relevant programmes.

Criterion 7 – Assessment

There is a system for ensuring that assessment is fair, valid, and consistent.

Criterion 8 – Reporting

There is a system for providing students with fair and regular feedback on progress and fair reporting on final achievements, with an associated appeals procedure. There is a reliable system for archiving information on final student achievements.

TKI – Te Kete Ipurangi

https://www.tki.org.nz

TKI is the Ministry of Education's online education portal, providing information and resources to NZ schools and students. It includes guides on assessment and moderation principles, processes and resources, and with a large pool of education professionals collaborating in internal and peer moderation it ensures consistency in their sector.

Findings

TKI Moderation Principles

https://assessment.tki.org.nz/Moderation/Moderation-principles

Moderation is most effective when:

- it is conducted in a spirit of professional learning and quality improvement. Participants should expect. some dissonance.
- it is carried out regularly.
- moderation processes lead to improved learning and assessment.

Analysis

Compared to the VET sector where unit standard 4098 is often the only qualification required, the NZ teaching sector has a high requirement for professional training and professional development. While there is a vast difference between the role of a full-time teacher and a workplace assessor with the occasional assessment, there needs to be an increase in opportunities to upskill for tutors and workplace training to improve outcomes.

NZCER – Council for Education Research

NZCER is Aotearoa New Zealand's independent research and development organisation. Established in 1934, it has disseminated education research with independent information, advice and assistance, including reports on moderation practices.

NZCER
Rangahau Mātauranga o Aotearoa

Findings

Opportunities to reframe moderation practices in the wake of the COVID-19 pandemic

https://www.nzcer.org.nz/system/files/journals/set/downloads/Set%202020_2_049.pdf

Outlines the benefit of social moderation and using a decision framework to support the judgement process, improving quality assessment and consistency.

Learning through moderation 2010

https://www.nzcer.org.nz/system/files/hipkins-learning-through-moderation.pdf

Discusses the benefit of moderation debates to improve consistency in standard.

'Shared professional knowledge about what constitutes the standard builds slowly but continuously as it is enacted. With this in mind, we should celebrate the learning achieved via moderation debates, not mark these out as failures of quality control (i.e., mistakes).'

Moderating the National Standards: Teacher Learning and Assessment Outcomes

https://www.wgtn.ac.nz/education/pdf/jhc-symposium/Esther_Smaill.pdf

NZCER researcher Esther Smail, previously at Otago University, presented her research on achieving consistent judgements in assessment at the JHC Symposium, Victoria University in 2011.

- Groups of teachers completing internal moderation to review and adjust judgments on assessment would produce progressively more consistent judgements of achievement.
- Widening processes to inter-school level could enhance dependability, strengthen public confidence
- National Standards moderation processes are expected to improve Assessment conditions and Assessment design

Her thesis, Social moderation: Assessment for teacher professional learning was completed in 2018. http://hdl.handle.net/10523/7850

'Social moderation involves teachers working together to discuss and explore what standards mean ... they can lead to strong agreement regarding what constitutes a valid judgement ... it can be transferred to new learning contexts ... valuable professional learning to take forward.'

'The Progress and Consistency Tool (PaCT) ... provides a common frame of reference which helps teachers to systematically approach evidence and make judgements about achievement.'

Analysis

The research on moderation experience of schoolteachers provides great insights on best practice to capture evidence and achieve assessment judgements. Teachers have a very strong network to support them, using robust moderation tools.

There are already examples of this in the VET sector where large providers have internal moderation but can be a challenge for small or specialist providers, or independent workplace assessors. Opportunities for assessors to discuss the standards and make appropriate judgments in a positive environment should be encouraged, allowing for quality assessments and continued professional learning.

Photo: Gabriel Jimenez

AUSTRALIA

It is interesting to compare the VET reform our neighbours have experienced. Reforms of the Australian VET Sector have been instigated since the 2019 Strengthening Skills Review by the Honourable Steven Joyce, who identified it required a significant upgrade. Part of that reform included regulation, which is controlled at national and state and territory level. https://www.pmc.gov.au/sites/default/files/publications/strengthening-skills-independent-review-australia-vets_1.pdf

ASQA – Australian Skills Quality Authority

The ASQA is the Australian national regulator for Vocational Education and Training.

Findings

From the Strengthening Skills Review, it carried out a Rapid Review of its regulatory practices and processes and have moved from input and compliance controls to a focus on self-assurance and excellence in training outcomes. https://www.education.gov.au/australian-education-act-2013/resources/asqa-rapid-review-final-report

They require Registered Training Organisations (RTOs, equivalent to NZ PTEs) to complete a self-evaluation using an annual declaration. It confirms RTOs have systematically monitored their compliance against a set list of Standards and whether any issues identified have been rectified or otherwise appropriately risk managed. ASQA then reviews the RTO provider profile prior to completing a performance assessment (audit), or any time there is a concern for risk. https://www.asqa.gov.au/how-we-regulate/towards-provider-self-assurance

Analysis

The Australian reforms recommended a focus on self-assurance, similar to Aotearoa's NZQA process of self-review followed by EER. Quality Assurance required an upgrade to instil confidence in the sector, ensuring competency and avoiding qualifications being awarded through quick programmes.

Issues reported by providers included:

- inexperienced auditors;
- excessive focus on minor concerns;
- variance in auditors treatment of providers;
- lack of positive guidance.

Australia has similarly been addressing inequity with support for indigenous owned and led providers with programmes in a cultural setting, and funding models that included social service support.

Education State, Victoria State Govt

www.education.vic.gov.au

Education in Australia is arranged and delivered at State level, based on regional needs. The education departments of each state government provide moderation resources for tutors and teachers to upskill.

Findings

The following link is a regular newsletter for teachers with topic specific upskilling and initiatives. This newsletter outlines the benefits of moderation to drive improvement of learner outcomes.
https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/professionalpracticenote15.pdf

Using Moderation

The purpose of moderation is to make consistent, valid, evidence-based decisions. Moderation can be used within an improvement cycle:

- **before assessment** to build agreement around what achievement of standards looks like and plan the teaching and learning program
- **as assessment** to establish student understanding, monitor progress, and adjust a learning program
- **after assessment** to support consistency of teacher judgement and alignment with curriculum standards.

VDC – VET Development Centre

www.vdc.edu.au

The VDC based in the state of Victoria provides professional learning and evaluation activities for the VET workforce, funded by Victorian Government.

Analysis

While the NZ and Australian VET Systems are quite different, there are similarities in challenges experienced around quality and consistency in external moderation. The recommendations for improvement in the Australian VET focused on education and guidance for providers in the audit process, which would similarly be beneficial for NZ. The provision of professional upskilling, assessor activities, and circulation of best practice would all assist in improving assessment practices which in turn would enhance the moderation experience.

Photo: Aneta Foubikova

EUROPE

Countries in the European Union benefit from the combined investment in research and sharing of information in quality assurance and best practice by the European Commission, with several organisations supporting member states.

EQAVET – European Quality Assurance in Vocational Education and Training

https://ec.europa.eu/social/main.jsp?catId=1536&langId=en

The quality assurance framework EQAVET is a guide for European Member States to develop and improve the quality of their VET systems and VET provision.

EQAVET
European Quality Assurance in Vocational Education and Training

Findings

Based on a quality assurance and improvement cycle, rather than describing a particular approach it provides common principles, indicative descriptors and indicators.

EQAVET Quality Cycle

https://www.qse-vet.eu/en/6-how-to-assure-a-better-match/6-a-pdca-cycle.html

Findings

EQAVET view on quality assurance

EQAVET established a working group in 2017 to review emerging VET policy and reflect how quality assurance could be strengthened from 2020.
2017-18_EQAVET_working_group_view_on_quality_assurance_in_VET.EN.pdf

The working group emphasised

- the need for all areas of VET to be quality assured. This includes inputs, structures, processes and outputs/outcomes at the VET system and provider level
- the voluntary use or guiding role of an agreed set of indicators and indicative descriptors
- quality assurance approaches should be as simple as possible and respond to regional/national/European developments.

Analysis

The quality cycle is an effective self-evaluation framework based on 'review and improve'.
WDCs have opportunities for improvement in the evaluation and review stages.
The EQAVET view on improving QA through quality checks in all areas while being simplistic and light touch is something that can be implemented.

Photo: Bianca Ackermann

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Cedefop – European Centre for the Development of Vocational Training

https://www.cedefop.europa.eu/en

Established in 1975, Cedefop is the European Union's reference centre for vocational education and training, providing information and analyses on VET systems, policies, research and practice.

CEDEFOP
European Centre for the Development of Vocational Training

Findings

Handbook for VET providers

Cedefop developed the publication for VET providers, rather than policy makers, to 'initiate or improve their quality approach… Enable them to continually to improve the education they offer, for their own benefit as well as students and society at large'. Details internal quality management and its importance for VET institutions.
https://www.cedefop.europa.eu/files/3068_en.pdf

Ensuring the quality of certification in vocational education and training

A Cedefop research paper on important insights from member states on appropriate awarding of qualifications, making 8 recommendations.
https://www.cedefop.europa.eu/files/5551_en_0.pdf

VET Knowledge Centre

Their website includes a section on information and evidence from its work
https://www.cedefop.europa.eu/en/themes/vet-knowledge-centre

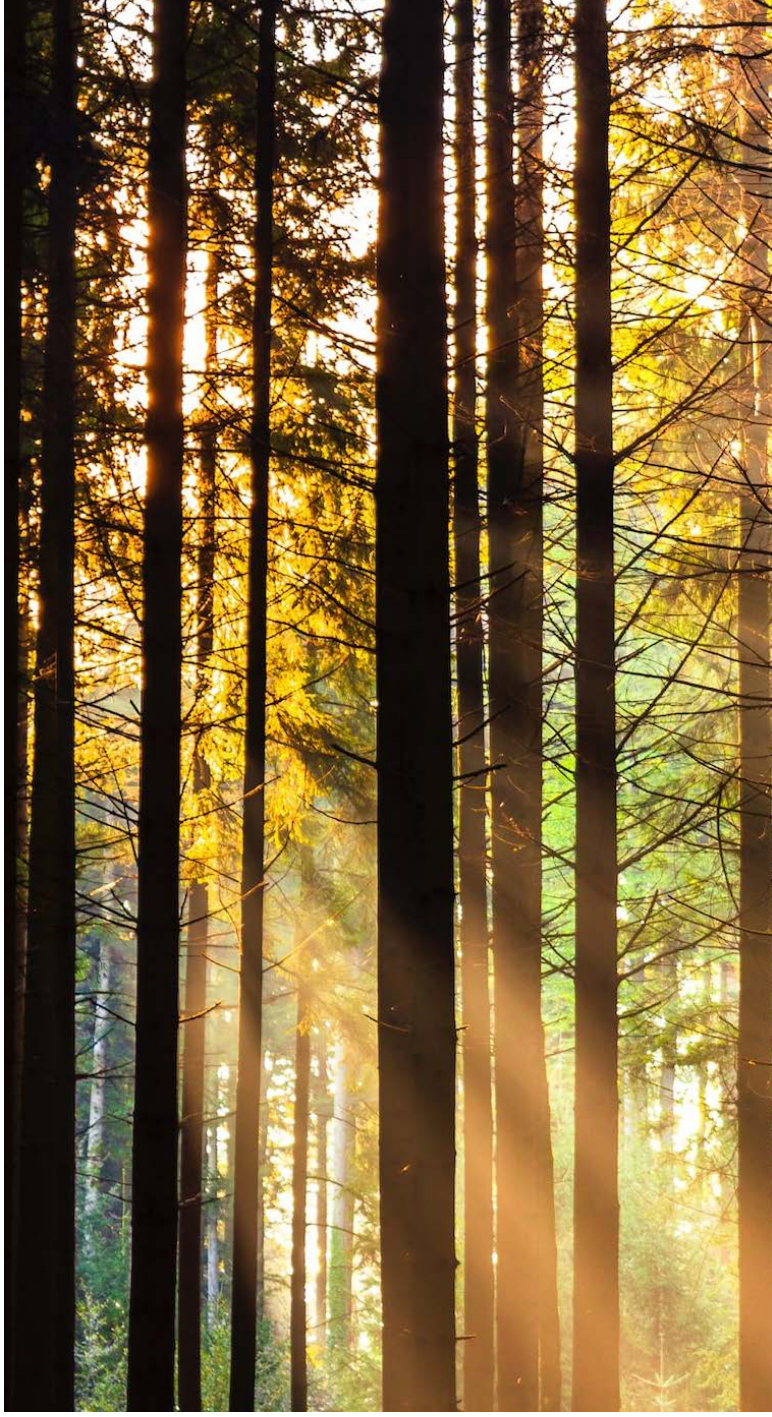


Photo: Jan Huber

Analysis

As in the research above, the provision of upskilling, toolkits, and quality information shows direct benefits by enhancing the professionalism of the VET sector.
Accurate certification is important from a quality assurance perspective, and there is an opportunity to educate employers on the certification process and learning outcomes to raise awareness and enhance confidence.

ENQA – The European Association for Quality Assurance in Higher Education

https://www.enqa.eu/

The association contributes to the maintenance and enhancement of quality assurance in higher education, providing services to members and other partners.

Findings

ENQA provides guidelines on ensuring effectiveness and objectivity in quality assurance, backing up the light-touch holistic approach to moderation, and highlighting the need for good communication.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium

In order to ensure effectiveness and objectivity it is vital for external quality assurance to have clear aims agreed by partners. The aims, objectives and implementation of the processes will:

- bear in mind the level of workload and cost that they will place on institutions; – take into account the need to support institutions to improve quality;
- allow institutions to demonstrate this improvement;
- result in clear information on the outcomes and the follow-up.

Photo: Nathan Dumlao

IRELAND

QQI – Quality and Qualifications Ireland

www.qqi.ie

Similar to NZQA accreditation and self-review processes, the QQI provides approval of providers programmes, and monitoring of ongoing programmes through their Monitoring and Review process.

Findings

The organisation develops guidelines for the quality assurance of their programmes, designed to complement the EQAVET's guidelines.
www.qqi.ie/what-we-do/quality-assurance-of-education-and-training

'Providers have primary responsibility for their own QA. QQI has a complementary external quality assurance role. It ensures that providers have appropriate QA procedures in place, and that these are implemented and effective.'

QQI achieves its External Quality Assurance objectives through:

- Establishing guidelines setting out national expectations to inform provider-owned quality assurance.
- Establishing and implementing policies and procedures for external quality assurance.
- Approving or withdrawing approval of providers' QA procedures1.
- Promoting and supporting innovation and continuous improvement and enhancement in providers' quality assurance methods.

Photo: Pascal Debrunner

- Collaboration and engagement with, and collecting feedback from, providers on policies and quality assurance guidelines.
- Publishing quality review reports, including the outcomes of programme, provider, thematic and whole-of-system reviews and requiring providers to do the same.

https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf

Research findings and reports are provided by QQI to aid national policy and inform their key partners, including their National Student Engagement Programme, ensuring decision making includes the voice of learners.
https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing

https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/our-engagement-with-learners

Analysis

Clear guidelines on external moderation processes being made available for partners, along with research and insights will enhance engagement with providers and employer and improve quality practices.
QQI's engagement with learners provides excellent examples of how much learners can be engaged in all areas of quality assurance.

SINGAPORE

The adult education sector in Singapore is multi-faceted with many organisations supporting the drive for improvement through its key initiatives.

SkillsFuture

https://www.skillsfuture.gov.sg/

Singapore provides lifelong learning to all its citizens through a national initiative called SkillsFuture. With everyone being part of the journey, this initiative is anticipated to drive the country's goal of an advanced economy and inclusive society.

SkillsFuture Singapore (SSG)

https://www.ssg-wsg.gov.sg

Under the SkillsFuture initiative is SkillsFuture Singapore (SSG), which maintains quality assurance for private education institutions and adult training centres as well as strengthening the adult training infrastructure through the Institute for Adult Learning Singapore (IAL).

Findings

Workforce Skills Qualifications

The national credential system, Singapore WSQ, supports the SkillsFuture movement by training, developing, assessing and certifying skills and competencies for the workforce, and is underpinned by the Skills Framework.
https://www.ssg.gov.sg/wsq.html

Skills Framework

SkillsFuture SG maintains a Skills Framework developed for everyone to access – Individuals, Employers, and Training Providers. It allows the Training Providers to develop programmes to meet the needs of industry through insights to trends and demands in the sector
https://www.skillsfuture.gov.sg/skills-framework

Training Quality and Outcomes Measurement (TRAQOM)

https://www.ssg.gov.sg/training-measurement.html

SSG introduced the TRAQOM initiative to raise programme quality. It measures quality and outcome of training by surveying all trainees once courses are complete, providing a rating system of programmes

- First survey on completion of course gets feedback on perception of course quality.
- Second survey 6 months after the course asks for benefits of course to work and career.

Analysis

Singapore's initiatives to include every citizen on the journey of lifelong learning are impressive. The Skills Framework is a great example for the WDCs role of clearly communicating industry needs to providers.
The measurement of outcomes through surveys of learners is to be commended on getting results, which has been challenging in the NZ sector. Rating providers publicly based on survey results rather than the current NZQA EER may be considered controversial rather than lifting quality of delivery.

Institute for Adult Learning Singapore (IAL)

https://www.ial.edu.sg/membership/adult-education-professionalisation/

The IAL has a voluntary initiative called the Adult Education Professionalisation (AEP) to raise the quality and professionalism of the Training and Adult Education sector.

INSTITUTE FOR ADULT LEARNING SINGAPORE

Analysis

By directing their professional development through a dedicated external organisation, it is viewed as the standard process for those wishing to upskill and will provide consistency in expectations and outcomes.
NZ has had a challenge with voluntary upskilling; industry would complete the Assessor qualification (US4098) as it was mandatory, but not the On-Job Trainer (US7108).
WDCs could utilise an external provider for consistency, rather than developing individual educational programmes within all 6 organisations. e.g., Te Whai Toi Tangata, Institute of Professional Learning.

Photo: John Moore

Research Key Findings

- Internationally, quality assurance frameworks have reformed to a light-touch holistic approach supported by organisational self-reflection.
- Positive moderation is achieved through strong partnerships and relationships with assessors and moderators.
- NZQA moderation processes cover a range of provider elements, but there are gaps between their work and the WDC's, particularly where NZQA looks at the whole provider and not a specific sector or programme.
- The CMR requirements of a programme or accreditation are only confirmed before the provider begins a programme, leaving programmes to run unchecked.
- Schools have a very robust moderation process due to the career professional nature of teachers in a full-time role, and their close relationships internally.
- Regular and accessible upskilling benefits the professionalism and consistency of the sector.
- Clear guidelines on processes and information on industry insights for partners improves quality practice.
- Measuring outcomes of learners through surveys provides wealth of data for partners and motivation for improvement.

Partner Engagement

A key component of the External Moderation Review was the engagement with partners from the multiple industries in the food and fibre sector.

With assistance from Muka Tangata, potential partners were identified including:

- Current learners;
- Workplace trainers, assessors;
- Teachers, trainers and tutors from secondary school, PTEs and Polytechs;
- Quality assurance advisors and managers from ITOs, PTEs and Polytechs;
- Internal and external moderators;
- Industry body observers and industry organisations;
- Public sector representatives from Government agencies and RSLGs.

Within this group of partners, it was important to understand the Māori perspective on external moderation and identify additional support requirements. Along with input from people who worked with ākonga Māori and Māori kaimahi in their organisations, several of the partners identified as tangata whenua. As we progressed with the engagement it was found that the majority of partners were uncertain of how to address Māori needs through external moderation and how it impacts ākonga, whānau and Iwi. While we gathered some insights and recommendations, it was strongly advised to take this for further consultation along with the other WDCs.

With the partners identified, SAARA developed 13 sets of email comms for the end-to-end process, outlining the purpose of the External Moderation Review, and arranged 3 phases of engagement.

- Digital Survey
- Interviews
- Workshop

Photo: Justus Menke

PHASE 2. Survey

Digital survey of partners

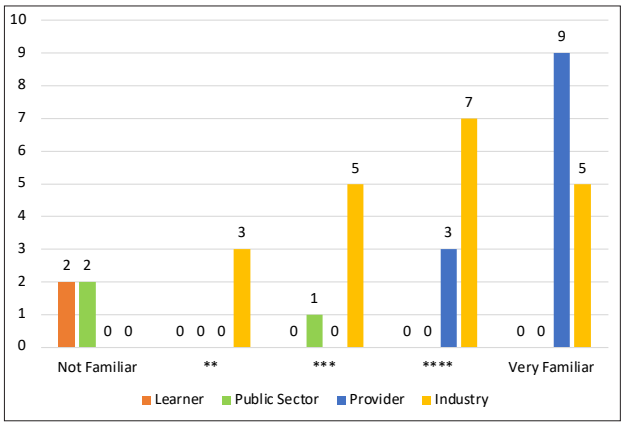
The purpose of the digital survey was to capture current knowledge and opinions from partners on external moderation prior to individual interviews to gather further perspective.

The survey was developed in Microsoft Forms and included questions with ratings, multi choice, written answers. SAARA carried out the survey between 20th April and 25th May 2022.

A total of 87 partners identified by Muka Tangata Quality Assurance staff were sent the survey (survey sample in Appendix 1), with 37 respondents. The four Partner groups were learners, providers, industry representatives and public sector representatives covering ten industries in the food and fibre sector. (See Appendix 2).

Familiarity with external moderation

All partners were asked to rate their familiarity with external moderation, from ‘not familiar’ to ‘very familiar’.

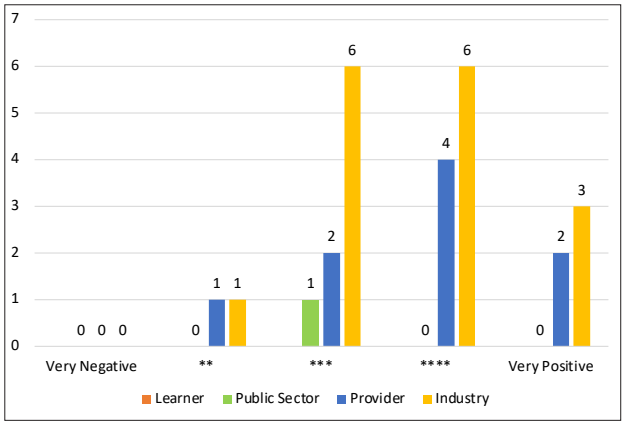


Analysis

As expected, Providers were the most familiar with external moderation. Industry had a mixed spread depending on their role and experience in vocational education. Both learners and the public sector partner indicated they were not familiar with external moderation.

General experience with moderation

All partners with experience with moderation were asked to rate their general experience, from ‘very negative’ to ‘very positive’



Analysis

Partners with direct experience of moderation rated it between negative and very positive, with majority sitting in the middle to positive. It was pleasing to note the number of negative experiences with moderation was minimal.

Feedback on general experience with external moderation

Findings	Analysis
Generally, providers found moderation a positive experience and is well received and valued.	In-person events are highly valued and provide the opportunity for feedback and ideas, and building collaborative networks
Industry affirmed moderation as an important and necessary process, and although it could be a challenge, it was largely seen as positive.	The challenge for industry is understandable, given it is not their full-time role like providers, therefore more patience and support is required.
Negative experiences for providers occurred when moderation became an audit process. Some had negative experiences with moderators, where the focus had been on what they think is 'wrong' with minimal feedback and few directives on how to support continual improvement.	Moderation needs to focus on the partnership and working together to make improvements through positive feedback.
Both providers and industry noted inconsistency between moderators. Providers commented differing views by the same moderator over time have caused some frustration.	Working with moderators to benchmark their results is carried out currently, may require further focus on consistency.
The process was highlighted as challenging and time consuming for providers where they need to work with staff internally as well as meeting the needs of external partners. Industry also highlighted it as a time-consuming process, with short timeframes and quick turnarounds requested.	Muka Tangata confirmed it provides 20 working days for providers to gather samples, which should be sufficient. Where providers are struggling with the requests, they should be encouraged to discuss timeframes with the relevant WDC and possible solutions.
The public sector noted organisations that do well were inclusive and transparent, open to challenging processes.	The WDC has the opportunity to make the external moderation processes more inclusive and transparent.

Provider Comments

"The processes are well considered and clear however they have tended toward audit approach, with minimal feedback provided that could better support continual improvement."

"I have had excellent experiences with external moderation but some difficulties as well... so I have a neutral mind set."

"While one moderator will pass an assessment, another won't – differing standards and requirements between moderators."

Industry Comments

"Variability between agencies and differing relative levels of understanding. Process can appear as punitive in some organisations."

"The journey can be challenging but this does not take away from its purpose being positive."

Public Sector Comments

"Issues seem to be execution. Organisations that support quality evaluation, assessment procedures and practises with a culture of continuous evaluation do really well."

"Organisations that do external moderation well adhere to collective approach; clear, continuous communication and maintain consistency, and looking at new ways forward."

Provider rating and feedback of external moderation methods

Providers were asked to rate existing moderation methods from least effective to most effective (Appendix 3), along with feedback. The results are listed from high to low.

1. On site / in person.
2. Internal Moderation.
3. cluster moderation.
4. Pre-assessment of assessment materials.
5. Postal (learner specific).
6. Postal (random sample).

Findings	Analysis
External moderation with engagement and communication is highly valued (site visits and cluster meetings), as opposed to assessment samples sent in for moderation, which do not build relationships.	Positive emphasis was on cluster moderation and cluster group professional development, very informative and helpful with rich conversation, consensus of opinions and transparency. Specific examples of Polytech cluster groups
Desire for technology to be more prevalent	Opportunities for increased use of video calls allowing for face-to-face discussion, as well as the storing and sharing of assessment and moderation documentation
random postal moderation deemed negatively, potential for selective samples to the benefit of the provider/assessor.	Preference for learner specific samples, keeps the process honest and a focus on quality, allowing reflective analysis.

Provider highlights of current external moderation system

Transparency and collaborative nature, allowing trainers to engage with others and hear different opinions.

The diverse moderation tools available allowing matching of a method to the desired analytical/professional development need.

High quality of feedback allowing for quality improvement.

Polytechnic benchmarking, allowing for improvement and ensuring consistency.

Photo: David Brown

Industry rating and feedback on quality checks in moderation

Industry was asked to rate existing quality checks from not important to very important (Appendix 4), along with feedback. The results are listed from high to low.

Quality checks rated by industry, high to low

1. checking with learners what could be improved.
2. reviewing training material before it is used.
3. checking if employers approve of graduates of the qualification.
4. checking marked assessments.
5. visiting a training provider e.g., a Polytech.
6. watching delivery of a course in a classroom.

Other quality checks recommended by industry

Assessor check-ins – why are people assessing? Are they the right people to be assessing? Length of time they have been assessing and reasons.

With regard to the actual real learning of the quals, we need to be checking with the employers regularly that the training is still applicable. We are in a state of flux and rapid change.

Checking on graduate performance of tasks.
if there was a way to collect up some of the trainers and run PD on the marking of assessments – especially if they are new standards etc – and demonstrate moderation in that environment too, that would lift quality of teaching and marking.

Comparison of workplace assessors in the same field to check for similar quality of assessment.

Importance of external moderation to Industry

Industry was asked if external moderation was important to them

- No, it's just for training providers/assessors
- Yes, but we don't need to be involved as it's not our area of expertise
- No, we just need skilled graduates
- Yes, industry should be involved in the process
- Other

Responses to 'other' indicated they wanted optional involvement

Employers can be involved if they own and are fully conversant with requirements and expectations.

Yes, but we should have a choice as to our level of involvement.

Have to be involved in the process for work-based learning as assessors.

Survey Summary

Industry value moderation, but majority feel they don't need to be directly involved. Concern around inconsistency and lack of feedback from moderators, while others praised the quality of moderator work and feedback. Highlighted it can be a time-consuming process for larger operators, with short timeframes and quick turnarounds requested.

Providers generally had positive experiences with moderation, and benefit from in-person events (site visits, cluster workshops) to build relationships and share best practice. Providers also noted short timeframes for moderation sample requests, and concern for potential duplication of moderation activities from external partners (WDCs, NZQA, Te Pūkenga). There is a desire for increased use of technology.

Learners had little to no knowledge of external moderation or its impact on their learning and qualification. They feel their involvement is not required in the process, however there is an opportunity to ensure they are educated on the system and request feedback for improvements

Public Sector was wary of conflicting roles in providing feedback and conceded limited knowledge of moderation. The experienced representative recommended being inclusive and transparent, with continuous communication and consistency.

PHASE 3. Interviews

Interviews with partners

Following the digital survey, interviews were booked with the survey participants to gain further partner perspective, provide feedback and recommendations on potential future external moderation practices and procedures.

SAARA carried out the interviews from 3rd May to 1st June 2022. A total of 34 partners were interviewed, following on from the partner survey with 37 respondents; 18 were from industry, 2 ākonga, 12 providers and 2 public sector (See interview respondents' role in Appendix 5)

The Interviews were held online and one-on-one, with each interview scheduled for 45 minutes. They ranged from 30 to 90 minutes in duration and focused on four key areas:

1. **Meaning of Moderation**
   How well do people know what moderation is and why we do it?
2. **Value of Moderation for Learners, Assessors, moderators, users, partners**
   What is the perceived value of moderation practices.
3. **Focus of Moderation**
   What should Muka Tangata focus on.
4. **Pre-Mod and Post-Mod processes**
   How moderation is done.

The information gathered in the interviews began to build a picture of what partners wanted from external moderation, ways to improve on the current model, and benefits to ākonga. All the partner groups (learners, providers, industry, public sector) really valued the opportunity to provide input and discuss moderation practices. (Sample of interview questions in Appendix 6).

Meaning of Moderation – Partner understanding of moderation and purpose

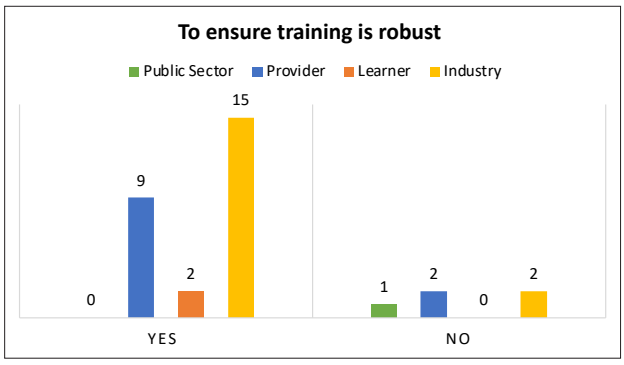
Partners were asked what moderation means to them, and why they thought it was important.

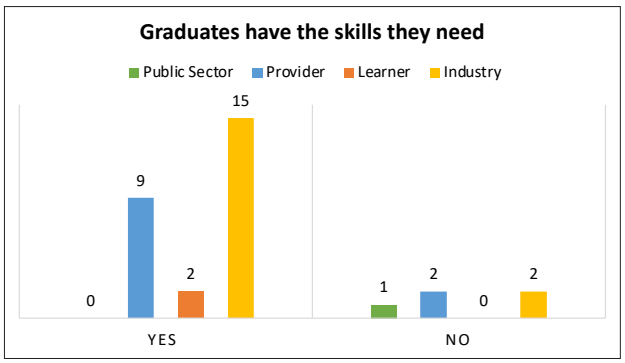
"A chance to reflect and review processes for learning, ensure they are meeting expectations and are realistic in their judgments."

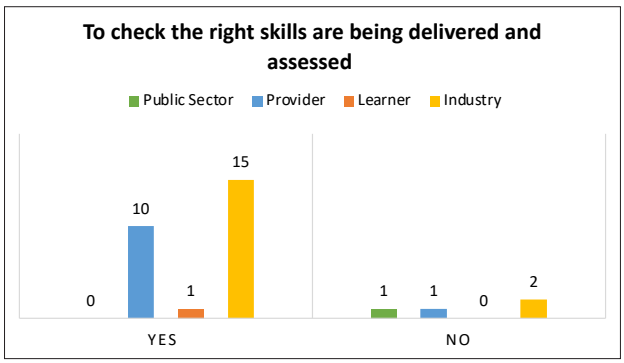
"I would look it as quality assurance of a standard of assessment, therefore skill of person assessed. right or wrong it's the direct impact of managing risk, determining quality of assessment and delivery."

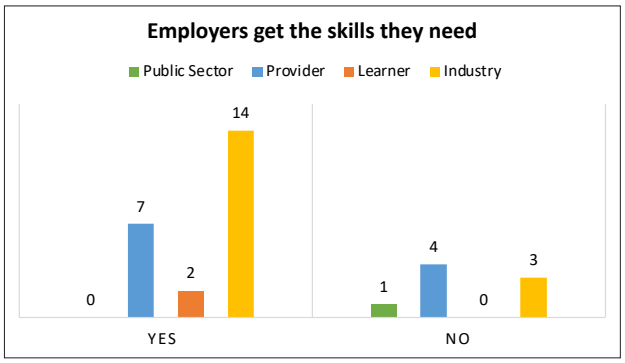
"From my experience, often where an assessment is made… how do you ensure consistency, fair play, not skewed either end by individuals."

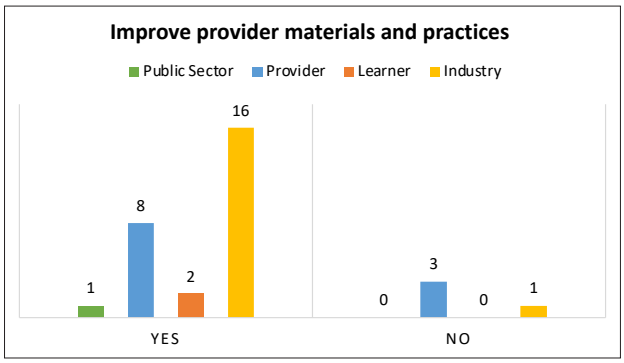
They were then read a list of goals and asked whether these were things that external moderation was looking to achieve:











Findings	Analysis
Providers were understandably well versed in moderation and keen to share insights. The industry partners were generally experienced in vocational training, assessment and moderation, however there was a variance in understanding where a couple confused moderation with assessment processes.	Education for industry on the need and purpose of moderation would be beneficial.
The two learners had limited understanding of what moderation meant, while public sector partners understood the need.	The learners had noted in the survey that they didn't need to be involved in moderation, however a brief overview to learners ideally instils the value of the qualification they are completing.
When discussing potential quality checks that Muka Tangata could carry out, the majority were in favour while some were inclined to question Muka Tangata's role in quality assuring certain areas and felt it was already implied with processes like pre-moderation and qualification reviews. Two partners held a firm view that moderation should only be looking at assessment, and while experienced in moderation, they were in the minority.	Partners with less experience in moderation were likely to answer 'yes' to all, potentially answering from a perspective of enthusiasm for all round positive improvement. Any efforts by Muka Tangata to expand into other areas of quality assurance need to be communicated to partners with reasons and benefits for the change.

Concern was voiced on the potential grey areas that are not the core purpose of Muka Tangata and already addressed by other agencies. Partners advised the need for the processes to be high level and in consultation with industry.	With areas of quality assurance already covered by other agencies, Muka Tangata should work with them to avoid double up in processes and additional work for providers. By keeping it holistic with a high-level overview, Muka Tangata should avoid the granularity and potential double up of quality checks by other agencies.

Value of Moderation – What is the perceived value of moderation practices?

Partners discussed the value of moderation for learners, assessors, moderators, users, and partners. Each group were given different sets of questions aimed at their area of understanding. areas included:

- External moderation influences on the quality of training and outcomes for the learner and employers, currently and in the future.
- The value of external moderation in delivery, outcomes, and consistency.
- Options for Muka Tangata to collaborate with providers on moderation and quality assurance.
- The value of external moderation to Māori and Pacific peoples, how to ensure external moderation meets the obligations of Te Tiriti o Waitangi.
- Risk managing providers based on their external moderation performance.

Findings	Analysis
Providers really valued external moderation. They benefit from an independent perspective and recommendations for tutors and training providers, which lifted internal performance.	Providers welcome collaboration and input from Muka Tangata on external moderation, where ownership as partners becomes a joint effort rather than just regulation. Planning could involve discussing how they will be moderated, allowing them to make suggestions e.g. focus on Learning or delivery.
The influence of external moderation on the quality of training providers aided in benchmarking of qualifications, leading to consistency through the sector. This was noted specifically in the polytech environment where PIPTA (Primary Industries Polytechnic Tutors Association) have regularly held moderation events.	In both the survey and interviews partners have commented on concern around consistency. PIPTA only includes the Polytechs, which are all now under Te Pukenga. Muka Tangata should consider being involved with PIPTA or focus on ways to strengthen benchmarking across the tertiary sector to include PTEs and polytechs.

The change through RoVE from ITOs to WDCs had been noted as positive by several providers. They were impressed where Muka Tangata staff had reached out to them and provided support, creating a feeling of working together for improvement, and commented Muka Tangata was often the only WDC they had heard from.	Stronger relationships with providers will be positive for Muka Tangata, enhancing the moderation experience, therefore it is important they maintain the contact with providers.
Industry gave very positive support on the value of external moderation on outcomes, though concern was expressed where a potential quality check was considered outside of Muka Tangata's role. (i.e. consistency reviews, quality of Tutors)	Again, industry's positive reaction may be due to general approval of quality checks. Muka Tangata should rationalise potential areas of external moderation and determine where responsibility should remain with external agency or provider
Cluster workshops and site visits were again highlighted by both providers and industry as valuable for the relationship, providing opportunities to network. Both groups had also pointed out these had dropped off in the last few years, even prior to Covid.	Cluster workshops will be highly valued, and with the WDC now acting as an independent party, there is opportunity for more open and honest dialogue. It was suggested that Muka Tangata did not need to lead, but rather facilitate and assist, to allow networking and organic discussion.
Risk- managing for providers was very important to industry, with time and resources to support non-performers, while continuing to work with high performers. Concerns were around quality of trainers, and students returning from course and struggling or not comprehending what had been taught.	It would be beneficial to encourage providers to increase relationships with industry in the post RoVE environment, while Muka Tangata continues its role of managing poor performance among providers. There could also be an opportunity for employers to provide feedback on training, giving insight for moderators.
Providers suggestions for future external moderation to influence quality included the sharing of best practice, seeking feedback from graduates a year on to identify gaps in knowledge.	Sharing of best practice would raise the standard of quality programmes and delivery, and graduate feedback would help ensure future training is refined to better support industry needs. Note that quality checking outcomes was flagged as part of consistency reviews and concern it was doubling up on work by NZQA.
Providers could see the value in future moderation where the WDC role of providing industry with a stronger voice was pivotal in sharing this perspective with providers and supporting them in improving programmes.	This is the real benefit of the SSB role moving to WDCs and supporting providers, ensuring that industry needs are widely shared. Muka Tangata now has the ability to encourage more triangularity, between the WDC, industry and Providers, creating stronger regional relationships for providers and industry

For collaboration with providers, regular communication is encouraged to build a strong, authentic relationship. This is preferred to contact just once a year.	Suggested benefits of communication were: • Discussing challenges providers are experiencing or haven't considered. • Online video calls provide more opportunity to connect without the barriers of time and travel. • Asking at the start of the year what providers plans were, and updates from Muka Tangata on what is happening in their organisation. • Guidance in meeting WDC requirements, giving confidence to staff who may be the sole quality assurance person. • Opportunities to feedback 2 or 3 times a year, such as the current External Moderation Review.

Value of external moderation for Māori and Pacific peoples

In general, there was uncertainty from partners on the value of external moderation for Māori and Pacific peoples, or how it could meet the needs of Te Tiriti o Waitangi. There was also a feeling that the external moderation system should be designed to meet the needs of everyone. This sentiment is likely due to partners viewing the issue as equality, rather than equitability and support for a proportionally disadvantaged group of learners.

Conversely, there was a positive perspective that if Māori cultural and educational needs were included in programmes, delivery and assessment, it would naturally provide a learner-centric environment that improves the quality of education and outcomes.

It was recommended this topic should be discussed with Te Kāhui Ahumahi, the governance group made up of Māori members to support the WDCs, and should include all 6 WDCs rather than each WDC approaching individually.

Findings	Analysis
While half of industry partners were uncertain or felt that everyone should be treated the same, there was some positive input and empathy to Māori needs where they are over-represented in learning challenges.	Industry need to better understand equity in training and the workplace. This is an opportunity education on the challenges for Māori in learning and work, and the impact on their careers.
There was strong agreement from providers that support on the needs of Māori would be highly valued, as currently those needs are not well understood. Organisations are doing what they think is needed, rather than being guided.	This is a major area for Muka Tangata to focus on and be able to provide support. Advice from Muka Tangata through external moderation would bring these needs to the forefront. As a support model with a broader perspective on moderation it could provide opportunities and make connections for the sharing of knowledge.

From a learner perspective, being Māori meant they look at things differently, and tikanga Māori and the whenua was very important to Tāngata Whenua. They felt this viewpoint was somewhat included in their programme, but insufficiently.	As part of the new WDC endorsement process, te ao Māori will be considered in programme and assessment development. Ideally Muka Tangata will guide providers on the importance of tikanga Māori and whenua in the Food and Fibre sector.
one public sector partner commented on the importance of the moderation model being culturally appropriate, with assessors and moderators that are sufficiently experienced, otherwise it is unfair to the learners.	As programmes are revised to address Māori and Pacific peoples needs, it will be important to match with upskilling of partners in multiple areas.

Focus of Moderation – What should Muka Tangata focus on?

Partners were asked to rate a range of statements low, medium or high, based on what moderation should focus on to achieve the best results. The results are listed highest to lowest:

1. The quality of the Assessment.
2. The quality of the teaching or tutoring.
3. The quality of the graduates.
4. Quality of the training, facilities and equipment.

They were then asked what else Muka Tangata should focus on:

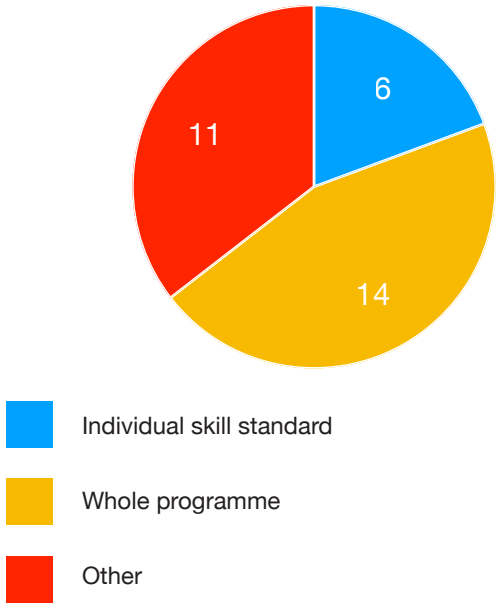
Findings	Analysis
Providers recommended genuine relationships, getting feedback through improved consistency reviews from students and industry, as moderation is just one component. There was concern that additional checks would come at a cost if it was outside of moderation, and Muka Tangata should focus on the usual areas.	Some providers again felt that certain areas were not Muka Tangata's role, and should be covered internally or by NZQA. Where Muka Tangata decides to quality assure these areas, the benefits of the WDC involvement should be made clear, and the process should be very supportive and high level, rather than critical and detailed.

Teaching and tutoring were deemed a high focus area by some industry to ensure consistency and a national standard, while others felt it was the providers role to moderate, or difficult to measure. The lowest focus area was training, facilities, and equipment; industry felt training could be held anywhere and issues with facilities and equipment would show up in the results.	Industry seem to have concerns about quality of teaching, which again a closer relationship with providers and input from industry could ideally address. The quality of facilities and equipement was interesting, and requirements for specific equipment or latest technology could be addressed by providers working more closely with industry for learners to witness it on the job.
Learners were very positive that focus should be on all aspects of training, assessment and outcomes. A recommendation that focus should be on authentic assessment in a realistic environment, rather than on paper, ensuring trainees are competent.	Learners recognise the need for hands-on learning in provider environment, rather than paper based exercises, and it is something that Muka Tangata could help address with advice on best practice.
One public sector partner commented the focus should only be on the quality of assessment. Other areas such as quality of graduates, quality of teaching and quality of training facilities and equipment was considered a low focus.	Their perspective is in line with current external moderation practices, though following this model will not identify areas in need of improvement and opportunities to support the provider in lifting quality.

Focus on individual skill standard or whole programme?

Partners were asked if Muka Tangata focus on the individual skill standard, as per the current external moderation practice, or on the whole programme with a more holistic lens.

The majority of partners liked the focus of moderation on the whole programme (46%) as opposed to just the skill standard (20%), while the remaining partners (33%) preferred a combination of high-level moderation of programme, with a detailed look at selected skill standards.



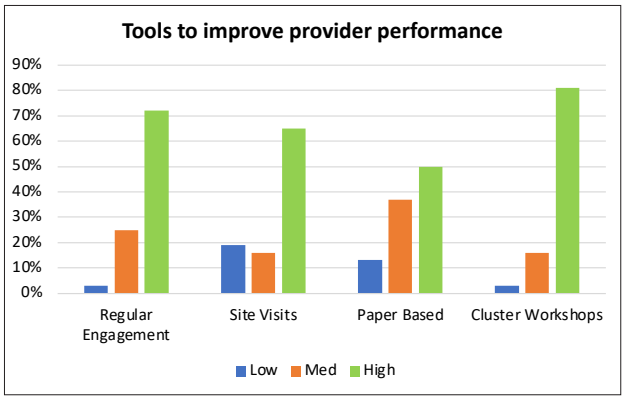
Findings	Analysis
Providers were enthused for the focus to be on the whole programme or both, keeping it at a high level.	The benefit for providers meant it solved a missing piece in the external moderation process; reviewing and providing feedback on programmes which may have limited or no skills standards.

Majority of industry were very interested in moderating the whole programme as a holistic approach, while others commented consistency reviews already covered this and to stick to skill standard.	Partners involved in consitency reviews noted throughout the interview and workshops that they were insufficient. If Muka Tangata engages directly with a provider on their programme they are likely to get more meaningful results that the consistency review.
The public sector partner recommended both programme and skill standard to look at the whole picture, but drill down to detail where required	If Muka Tangata went with moderation of a programme, there would still be regular moderation of the individual skill standard, just not to the extent of the current process.

Pre-Moderation and Post-Moderation – How moderation is done

External moderation tools to improve provider performance were rated low medium and high by industry, learners, public sector, and providers. The results are listed highest to lowest:

1. Cluster workshops and professional development seminar.
2. Regular engagement and check-ins with the provider.
3. Site visits looking at training and assessment.
4. Paper based moderation of assessment samples.



The majority of partners rated all the external moderation tools highly, with paper-based moderation receiving the lowest rating.

Findings	Analysis
Cluster workshops were rated the highest, and could improve provider performance through shared learnings, building of relationships, providing specialist topics. They would also help moderators to get a better understanding of a specific industry's requirements.	Cluster workshops continue to be the most valued tool, and there are multiple options for engagement to benefit getting people together. Due to cost and time required for in-person meetings, the use of technology to attend virtually or to record and share events would aid consistent messaging and upskilling.
Providers rated site visits highly, which could be a daunting experience but recognised as important to build authentic relationships with Muka Tangata.	A regular connection would make external moderation less of an audit process and ensure that it is part of networking for assessors.

There was strong support from industry for updating processes through technology and digital platforms, while still recognising paper based as an important tool given the theoretical training required.	One perspective was that paper-based assessments were considered the ambulance at the bottom of the cliff, and therefore a wider range of quality checks could provide more of a safety net for outcomes.
Industry noted the questions were directed at providers but expressed a desire for similar support for workplace assessors and training.	Given that the majority of workplace assessors work in silos with minimal trainees and assessment occassions, they would benefit from more support and upskilling to ensure consistency.

Summary of Interviews

Providers really valued the opportunity to provide input and discuss moderation, and really welcome ongoing communication and feedback. Understandably concern was expressed where quality checks were suggested around delivery, tutors and facilities, and they recommended that either it is carried out at a high level, or not part of the Muka Tangata external moderation process. Recommendations for future external moderation included guidance and recommendations around support for Māori learners, increased collaboration and regular communication to create genuine relationships, as well as guidance without leading.

Photo: Francesco Gallarotti

Industry value external moderation and embraced the rated questions of quality assurance in the training and delivery space. Concern was expressed around poor engagement from employers with trainees which could lead to poor outcomes, and inconsistent assessment practices both at providers and workplaces. Recommendations were to incorporate more technology and encourage creative and holistic assessments, and for continued conversations with graduates and employers to confirm the benefits of their programme and identify gaps.

Learners had limited knowledge around external moderation as expected. They felt there could still be benefit in including them, which both industry and providers recommended would be on conclusion of their studies once settled in industry and are able to provide reflection and perspective.

Public Sector had limited participation, through 1 person, but still provided valuable input given their knowledge of the education sector. Their perspective recommended programmes are delivered in a cultural and responsive way and advised caution where some of the potential tools and checks discussed in the interview could be outside of the WDC requirements.

PHASE 4.
Online Workshops with Partners

Workshop Format

Partners from providers, industry and Māori secondary and tertiary education were invited to participate in the external moderation online workshops, to hear about the findings from the ongoing External Moderation Review and discuss a draft of potential external moderation model and tools.

SAARA worked with Muka Tangata quality assurance team to identify new partners from 27 schools, 35 providers and 30 industry organisations in the food and fibre sector and invited them to participate in the workshops held online via Microsoft Teams. Of the 92 organisations contacted, 21 partners from providers and 5 from industry accepted. None of the schools responded.

A total of five workshops were scheduled between 16th to 24th August 2022 with 6-7 participants confirmed in each. The final attendance per workshop was 3, 5 ,6 ,8 and 4 participants, where invitees did not attend or changed their session.

Photo: Thomas Schaefer

Workshops were 90 minutes in duration and included an online PowerPoint and shared documents for discussion on the draft external moderation model and tools.

- Provider partners made the majority of workshop attendees, with 21 of the 55 providers invited taking part.
- Industry representatives had 5 attendees from 34 invited, in a total of three workshops.
- Māori representatives from schools and providers were invited, a total of 25, however only 1 school accepted the invite, but did not attend the workshop. The remaining 24 were not contacted a second time due to the lack of response. There has been feedback during the Review and from providers that getting Māori perspective on programmes or projects is challenging; Iwi and Māori representatives are often contacted for input but potentially over-whelmed, and it is culturally preferable to discuss as a group before providing feedback, rather than giving an individual perspective.

Stage 1

Following a karakia and mihimihi/introductions, the first stage provided an overview of the current vocational education sector post RoVE, the evolution of the Workforce Development Councils, and a background to Muka Tangata's external moderation review. The online PowerPoint specifically covered the following areas:

- Workforce Development Council function
- Muka Tangata external moderation review
  - Key areas: Meaning, Value, Focus, Processes
- Moderation model
  - Current – Pre and Post Moderation
  - Future – Quality Assurance and support

Stage 2

The next stage of the workshops consulted the partners on four key areas of a potential model for external moderation, and each area was discussed over 15 – 20 minutes. The four areas were:

- Collaboration
- Holistic Quality Assurance
- Guidance and Support
- Educational Improvement

Each key area had a PowerPoint slide with subheadings outlining the main elements:

1. Collaboration
    a. Working closely with providers and industry
    b. View on improvement and refining
    c. Focus on learner outcomes and industry needs
    d. Building of relationships – Whakawhanaungatanga

2. Holistic Quality Assurance
    a. Pre moderation
        - Training and assessment
        - Programme endorsement
        - Consent to assess
    b. Post moderation – high-level overview on:
        - Programme delivery
        - Tutors and Training
        - Consent and Moderation Requirements
        - Graduate outcomes
        - Skill standards and Programme

3. Guidance and Support
    a. Advice on best practice
    b. Education and professional development
    c. Regular check ins, site visits
    d. Support the needs of Māori learners

4. Educational Improvement
    a. Honouring Te Tiriti o Waitangi
    b. Focus on needs of priority learners
    c. Focus on fair and equitable outcomes
    d. Focus on Industry needs of Food and Fibre sector

Photo: Melissa Askew

Workshop Prompts

For each key area, partners were provided with documents titled ‘Workshop Prompts’ with further detail and examples of potential tools and actions (Appendix 7), along with the following questions:

- If moderation was to look like this, what do you think?
- How would this influence the quality of:
    – The Tutor/Assessor
    – The Training Provider
    – The Graduate
    – The Skills Employers need
- Which areas are you most enthused about?
- Which areas would you have concerns about?
- What else do you see as valuable to have in this area?

Collaboration

The general feedback in each of the workshops was very supportive, both providers and industry liked the elements listed. One provider felt this was fantastic and confirmed for them what was intended with ROVE, by providing stronger collaboration.

1. Collaboration
   b. Working closely with providers and industry
   c. View on improvement and refining
   d. Focus on learner outcomes and industry needs
   e. Building of relationships – Whakawhanaungatanga

Findings	Analysis
One provider commented they could see the benefits of a collaborative model as a developmental tool, to look at the practicing and building capability up front, then sample how assessors are doing, and working together to improve.	Again, highlights the benefit of becoming an independent organisation, allowing confidence in sharing and working together for improvements.
While enthused about the collaboration criteria, four partners commented this was just one WDC approach, rather than all 6 WDCs. Providers were already experiencing systems working differently with each WDC and urged that development of any systems should be a shared approach.	WDCs could ideally collaborate on their processes and systems, as providers and industry may be dealing with more than one WDC.
There was support in all the workshops for an assigned contact from Muka Tangata moderation team, with six partners strongly supporting. Four providers commented they are already seeing the bonding of the relationship between their staff and Muka Tangata staff.	The benefits of a collaborative relationship are already visible with Muka Tangata's moderation team's efforts in connecting with providers.
Providers are looking for best practice of assessment, to build more consistent and quality assessment outcomes.	Getting support and input from the WDC would help strengthen those outcomes.
One industry representative noted that moderation was often covered fleetingly at the end of workshops, and people were left to learn moderation for themselves. Discussions became focused on failings rather than lifting the practice up.	Opportunities to upskill people on purpose and methods of moderation and focus on the positive contributions would be advantageous.
Collegiality was noted as an important element to maintain in moderation, otherwise it can become painful, particularly true in the collegial networks and swapping of professional practice.	Industry had noted in the interviews that peer moderation had not worked but would be beneficial for them to participate in a collegial network and witness improvements on assessor judgments.

While the concept of collaboration and Whakawhanaungatanga (building of relationships) was well received, the reality for one provider was they are currently overworked and have 3 WDCs wanting to visit and build relationships.	Collaboration with providers will need to be balanced with supporting them in their moderation requests and ensuring they are not over-burdened.

Comments

"I really like the elements of Whakawhanaungatanga and focusing on learner outcomes and industry needs because I think my experience with moderation is that it's always been positioned very poorly."

"I love it that you're thinking about how can we use moderation to repurpose and refocus on how can we make this better overall."

"I am very happy with Muka Tangata's open approach to working with Te Pukenga and would like to see that practice across the WDCs."

Holistic Quality Assurance

There was a general understanding of the positive benefits for moving to a quality assurance focused moderation model but noted in one workshop it would require a major shift in mind-set. With the additional areas that Muka Tangata wishes to include, there was a request from 1 provider to ensure that any new moderation requirements are discussed in collaboration with NZQA and in alignment with the EER process to avoid double up or replication.

2. Holistic Quality Assurance
   a. Pre moderation
      - Training and assessment
      - Programme endorsement
      - Consent to assess
   b. Post moderation – high-level overview on:
      - Programme delivery
      - Tutors and Training
      - Consent and Moderation Requirements
      - Graduate outcomes
      - Skill standards and Programme

Pre-Moderation

Findings	Analysis
The draft model included an example from SAARA of training material being requested in pre-moderation. Concern was raised in multiple workshops on Muka Tangata's ability to provide resourcing and energy to complete a thorough and purposeful review if providers needed to supply training material along with assessment material. This view was held especially at Level 4 and Level 5.	The suggestion of training material in pre-moderation tested the boundaries of feasibility and was recognised as requiring a lot of work from providers. There are other elements of training development rather than just assessment that could be included in pre-moderation processes that will assist moderators to gain a clearer perspective on what the programme is trying to achieve.

Three workshops discussed the new programme endorsement process and were very positive about guidance from Muka Tangata. They felt it would assist with speeding up the process.	Examples of guidance in processes was found in the research internationally.
One workshop attendee who had been through programme endorsement and approval process with a WDC and NZQA said it had been a double up and a waste of their time. After getting the ok from the WDC they were frustrated when they applied to NZQA for programme approval, requiring them to complete more forms and a 20-day process, then received a 15-page RFI.	The new programme endorsement process has been developed to work in unison with NZQA approval, and in reality there only 3 of Muka Tangata's 21 considerations that slightly overlap in the proces, therefore little in the way of duplication. WDCs should still work closely with NZQA and other agencies to ensure the processes continue to complement each other.
Providers agreed that with an assigned Muka Tangata staff member, as suggested in 'Collaboration'section, would aid in improving the pre-moderation process	A WDC contact working directly with each provider would ensure a swifter response and understanding of requirements when completing pre moderation

Comments

"If we've got good understanding of the context of where the assessment is occurring at the front end, then it does help a lot with designing good resources and then providing that ongoing feedback."

"I do support that (a WDC moderation contact for the Provider) because it has been quite hard just sending stuff off to a faceless e-mail address and trying to follow up with calls to the WDC is quite hard when you don't have a contact person."

Post-Moderation

Findings	Analysis
There was discussion in two workshops for a new model of post moderation to require similar timeframes to the current model, particularly if it was being more holistic and quality assuring new areas. Five providers commented they would be very concerned if the process was to take up more of their time and be a more difficult exercise.	The work requirements from the new WDCs was discussed at multiple stages of the workshops, with concern that the new organisations were busily creating work that is inundating the providers. A holistic quality assurance model, working with the information already provided to other agencies like NZQA, will maintain current moderation workload for providers, or ideally reduce it. Understandably as new organisations, it will take some time for the WDCs to bed in their new processes and monitor workloads.
The preference for post-moderation to be seen as a systematic approach was supported by several providers and industry, rather than getting too granular and pedantic.	It was suggested that by holding discussion around how to approach a good assessment with the focus on assessment best practice, the moderation becomes just a check on whether that is occurring.

While reassurance had been given during the workshop that the intention is not to replace or duplicate the work of internal quality assurance or NZQA processes, providers still voiced concern about the potential double up, increased workload, and additional moderation requirements.	Compared to the existing external moderation model which focuses on moderating assessments, it is understandble that providers would have concerns about any new requirements increasing their workload. Muka Tangata will need to ensure processes work in harmony with others.
Peer moderation was discussed in three workshops, with three partners supportive of WDCs organising external moderation workshop for smaller providers, highlighted as a gap in the SSB moderation area. One provider felt there were very few in the sector who could moderate well, and often the subject matter expert wasn't necessarily a good moderator. They recommended Muka Tangata to complete all post-moderation and focus on upskilling the sector in good assessment practice.	Where PIPTA holds moderation workshops for polytechs at its conferences, it has been highly valued and held as an exemplar of good practice, providing consesus and improvement. This model could be beneficial for Workplace Assessors and PTEs who aren't included in PIPTA, however the focus should be on assessment best practice and judgements, rather than practicing moderation, and moderation of each others work.
Several providers and industry were supportive of external moderation at the programme level. There was agreement in one workshop this would be a better approach and would close the loop on evaluating against the qualification. There was also support from providers who do not use unit standards, but only if it was to replace the current model where polytechs work with others in an external moderation partnership otherwise Muka Tangata's moderation would be an additional layer and more workload for polytechs staff.	It was noted providers all complete programme approval with the WDC, but once approved there is no check to confirm the programme continues to meet those requirements. One workshop acknowledged that EERs and consistency reviews would not cover these elements. Moderating at a programme level would address gaps in the current system, but it would be unlikely that the WDC would want to replace the other agencies carrying out moderation i.e. NZQA, therefore they would need to collaborate to ensure all elements are covered, while minimising additional requirements and workloads.
One workshop agreed on the WDC ensuring organisations were meeting the CMR requirements, as long as time frames were evenly spaced, e.g. annually. If it was required more frequently e.g. for every post mod request, there would be concerns it would go too far. Others considered it an audit process and not desirable.	Ensuring organisations meet CMR requirements is currently only checked by WDCs at Pre Moderation, and therefore sensible to check and confirm they continue to meet the requirements, especially as it is not checked in NZQA's moderation.
There was concern around potential quality checks on tutors and assessors, as partners felt this was more of an audit and checklist approach of moderation. It was noted that NZQA had moved away from these types of quality checks to self-assessment.	Each provider will already monitor the quality of their staff, therefore any efforts by Muka Tangata to moderate should be carried out at a high level and ensure moderation compliance does not take precedence e.g. discussing their internal documents and self-assessment, and by providing guidance and support for the provider to improve, avoiding detailed analysis and touchpoints.

A review of graduate outcomes by the WDC was considered a double up on NZQA consistency reviews and its purpose of ensuring learners who complete the qualification meet the programme outcomes, however providers could see the benefit of this being managed differently if the WDCs owned the process.	Feedback on the consistency reviews indicated they were not particularly effective in reviewing the providers and could be improved. A more meaningful exercise could be a one-on-one conversation between WDC and provider as part of post moderation, and being held more regularly than the current 3-4 years.
Feedback from employers and graduates contributes to graduate outcomes and could be included in the post moderation process, but partners queried Muka Tangata's ability to resource.	Surveys of employers and graduates are already carried out by TEOs, therefore Muka Tangata could request to tap into their information, and support providers in the collation of quality data to better support their industries.

Comments

"It's a quality component, I think is what we're saying there, rather than going along with the traditional notion of what moderation is. So what you're describing, I think it's pretty valid in terms of quality. But I think our views on moderation would shift a little bit as a result of going down that track."

"Doing this... is making sense to me, that if WDC would be doing a post moderation, it should be geared towards helping us or supporting us in terms of improving programme delivery and tutor training."

Guidance and Support

There was strong approval from providers and industry for guidance and support, with several providers commenting on the benefit of the independent WDC relationship to help them improve their programmes and performance.

3. Guidance and Support
   a. Advice on best practice
   b. Education and professional development
   c. Regular check ins, site visits
   d. Support the needs of Māori learners

Findings	Analysis
There was continued support in all five workshops for webinars and cluster workshops from both industry and providers, to help support tutor and assessor professional development. It was seen as a great opportunity to collaborate with others working in the same sector or offering similar courses.	In person events have been signalled as high value consistently through the Review. Holding these events will aid Muka Tangata being recognised as the 'go to' for information, advice and support.
Education opportunities would enhance external moderation by focusing on assessment practice and the moderation system, and ensure partners get the basic foundations.	As noted previously, by focusing on educating assessors, taking them back to basics and getting an improvement on judgements, it will make the moderation process easier, and the post moderation on paper-based assessments is just a check.

Partners encourage site visits from Muka Tangata to improve relationships. Concern was highlighted by one provider on the current requests they receive from WDCs, which they have limited time for, and would prefer the WDCs to work together and come as a cohesive group.	Both industry and providers have been supportive of site visits to improve relationships throughout the External Moderation Review (survey, interviews and workshops). Site visits are very beneficial for context in moderation and quality assurance. How often site visits will occur needs to be balanced with the cost and availability of staff from Muka Tangata.
All the workshops were very supportive of being inclusive of Māori learner needs, with two partners stating it would provide benefits of all learners. Four partners expressed great interest in support for Māori learning needs, as they were keen to address but unsure where to start or progress.	Muka Tangata can show leadership and guidance in this area. A few providers indicated they were working on their Māori strategy, but concerned they were operating in silos and the whole sector could benefit from sharing of information, rather than individually making incremental steps forward.
One provider lamented how their programme does not include any te reo Māori or Mātauranga Māori, despite the high numbers of Māori learners working in the sector and participating in their programme.	The new programme endorsement process for WDCs includes consideration of te ao Māori, and pacific languages and learners, so Muka Tangata's support for ākonga Māori needs through pre moderation will be very beneficial for providers. For existing programmes, this is a great example of the need to review and update.

Comments

"Research was good to see in there. My background, self-assessment and evaluation, you need good information, and you don't want people operating in silos, you want sharing of this knowledge. So I like that. It's good to see that as a best practice principle."

"Sufficiency of evidence is our current Bugbear…
it would be great to have forums for that."

"(Cluster workshops) sort of died out in the last couple of years around that tutor training capability spaces... where similar types of training providers could come together and have a community of practice, learn something...there was no real pass or fail attached to it, it was about lifting the collective and that's certainly was well thought of in our environment."

Educational Improvement

There was agreement from all workshops that support from Muka Tangata in educational improvement would be beneficial to providers and industry. This was noted particularly where some providers do not have a sufficient foundation or tools, allowing Muka Tangata to help and guide them with processes on how that can be achieved.

4. Educational Improvement
   a. Honouring Te Tiriti o Waitangi
   b. Focus on needs of priority learners
   c. Focus on fair and equitable outcomes
   d. Focus on Industry needs of Food and Fibre sector

Findings	Analysis
It was expressed in three workshops, as it was in the interviews, that honouring Te Tiriti is a major piece of work and providers really would appreciate support and guidance in this space. There was also recognition that currently everyone is trying to consult and figure out how to operate in this space, which was putting pressure on the people being consulted.	The majority of organisations are now doing workshops and training on Te Tiriti o Waitangi, but as one industry representative explained while the majority have a very good understanding of what honouring Te Tiriti o Waitangi means and its importance, they don't have a good understanding of what that means in practical terms. It was noted that it could be really scary to ask, particularly in a forum or large group of people, and be vulnerable enough to find out. Advice from Muka Tangata will help the sector progress in the same direction and make simultaneous advances. e.g. advice at the programme development stage.
There was differing views on Muka Tangata focusing on the needs of priority learners (Māori, Pacifika and disabled). One provider saw this as a double up on the NZQA code of practice self-review requirement, however another provider said that while it covered the same topics, their organisation would really benefit from some input and guidance around this area as they had been struggling to know who to go to for support.	While many organisations and Polytechs will be well equipped to support priority learners, working with Muka Tangata at a programme level could support continued improvement in this area.
While providers already have processes in place to focus on fair and equitable outcomes, there was approval from one provider where they felt it was always good to have external eyes look at what they are doing.	Fair and equitable outcomes is a key focus of NZQA moderation and the Tertiary Education Strategy and focus on this from Muka Tangata will assist organisations in identifying barriers for learners.
A small provider was enthusiastic about the focus on industry needs and the suggestion of networking opportunities. They felt there were challenges for a smaller organisation being able to connect with industry and know what its focus was on.	The main purpose of the WDCs is to give their industries a stronger voice. Muka Tangata will already be working to share these needs and providing guidance on how to address them. Their ongoing communication with partners will be key.

Comments

"Good to see equity and the support for priority learners."

"Many people from these communities who are way overrepresented in our worst health statistics, education statistics, employment statistics and crime. So… here is a fantastic opportunity to really put intervention where we can make the most difference."

"Well-trained trainers give you better results. So that's going to provide more for the (priority) learners if we support our trainers more and give them more opportunities to encourage their personal knowledge on how to deal with people."

"I think it's good where you've said about the individualised learning plans in the fair and equitable outcome, because that's moving in the direction of Te Pukenga and education generally as well."

Summary of Workshop

There was generally a consensus of support for Muka Tangata taking more of a quality assurance approach to moderation but noted it would require a major shift in mind-set, while six partners queried whether the WDC would be resourced sufficiently to implement all the goals.

While enthused about a model of collaboration, four partners made a point of highlighting their concern that each WDC was taking a different approach, and providers were dealing with each system separately. They would prefer to see all 6 WDCs using the same system.

Partners in each workshop had continued concern around Muka Tangata moderating areas where other agencies currently work, and again highlighted resourcing required to achieve it. Even when the facilitator reiterated that Muka Tangata's aim was for high level quality assurance and avoid duplication, there was still some concern why Muka Tangata was wanting to get involved in those areas.

Strong approval in all the workshops from providers and industry for guidance and support, with many providers seeing the benefit of the independent WDC relationship to help them improve their programmes and performance.

Both industry and providers were keen for support in educational improvement, particularly with tools to address priority learners and the needs of ākonga Māori.

Photo: Frank Albrecht

Considerations

Improve Māori participation

- Support employers and providers on their internal capability to provide equity for Māori and other priority groups.
  - Share knowledge, tools and research to help partners make improvements and support kaimahi/staff working with ākonga Māori, Pacific peoples and disabled learners.
  - Recommend training options for partners to upskill in te ao Māori, tikanga Māori and Mātauranga Māori for improved equity and cultural inclusiveness, e.g. Ako Aotearoa Tapatoru.
- Guide providers in the development and review of programmes to address the needs of Māori, Pacific peoples and disabled people.
  - Encourage providers to use publicly available resources and in-house resources.
  - Support programmes to be co-designed with Māori and apply Mātauranga Māori and Te Tiriti o Waitangi principles.

Upskill partners through education

- Re-invigorate cluster workshops to educate and build relationships with providers.
  - Bring together providers for sessions on best practice and upskilling
  - Muka Tangata to facilitate without leading, allowing input and expertise from others
    - Facilitate education on external moderation for all partners (industry, providers, learners).
  - Clarify purpose and processes of external moderation to provide consensus and understanding on Muka Tangata's role and objectives.
  - Educate employers on Muka Tangata quality assurance and moderation to build industry awareness and confidence.
    - Provide education on equity and priority learners (Māori, Pacific peoples and disabled) for providers and industry.
  - Help partners better understand the challenges for individuals in education and the workplace.
  - Guide partners to be more supportive in their training and workplace needs to achieve better outcomes.

Strengthen consistency

- Work with other WDCs to develop consistent moderation requirements across all WDCs.
  - Provide a range of consistency and expectations for providers.
- Continue to, and strengthen, the upskilling of moderators to support consistent moderation judgements.
  - Ensure there is consistency and benefits for partners through external moderation.
- Continue supporting the upskilling of assessors/providers to provide consistent judgements through professional development opportunities.
  - Improve the quality of assessment through education in best practices.
  - Utilise a professional development framework in training and coaching for assessors to calibrate assessment judgments and outcomes. e.g. Food and Fibre CoVE framework for excellence, Te Whai Toi Tangata, Institute of Professional Learning.

Photo: Flash Dantz

Collaborate for success

- Continue and consider increasing collaboration and regular communication with providers through Whakawhanaungatanga/ building of relationships.
  - Encourage input from providers on external moderation to enhance partnership and quality.
  - Request graduate outcome information and data from providers when it is gathered in surveys and graduate focus groups.
  - Provide assigned Muka Tangata team members to build whanaungatanga/relationship with each provider.
- Assist providers to engage with each other to strengthen quality in industry programmes.
  - encourage the sharing of best practice and improvements in delivery and assessment.
  - Support small or specialist providers to join together for external moderation exercises and programme development
- Collaborate with other agencies to complement and improve WDC moderation activities that avoid duplication and meet the intent of RoVE
  - Discuss holistic processes that support high level external moderation.
  - Determine areas of responsibility with NZQA and TEC.

Build a quality assurance culture

- Continue to move from a purely moderation of assessment focus to a more holistic quality assurance focus which includes teaching and learning
  - Carry out quality checks on all stages of training and assessment, not just unit standards
  - Use a collaborative and supportive approach with emphasis on checking and improvement
  - Keep quality assurance at high level to avoid getting detailed and onerous
  - Maintain timeframe requirements similar to the existing moderation model
  - Remain adaptable to reflect changes in the sectors and delivery. e.g. micro-credentials
- Future Muka Tangata national moderation plans should incorporate:

Photo: David Brown

  - A variety of moderation tools including postal/ electronic sampling, site visits, observations, cluster workshops and professional development opportunities for providers
  - Checking currency of a provider in continuing to meet the Muka Tangata CMR
  - Focus moderation on a programme or programmes, with a selection of unit standards sitting inside them
  - Use a risk management approach to moderating providers and their programmes
  - Consider utilising end user feedback (employer and graduate) as a moderation tool
- Communicate and get buy-in from partners on transformation to a quality assurance-focused system.
  - Gradually implement, as fast as is practical, a quality assurance model of external moderation.
  - Clearly convey how WDC programme endorsement differs from NZQA programme approval.
  - Introduce new processes through a high level, light touch approach to help change mindsets
- Create guidance documents on external moderation processes for partners
  - Pre moderation and programme endorsement processes
  - Recommendations on support for Māori learners, priority learners and barriers to learning
- Increase the use of digital solutions to improve external moderation efficiency
  - Explore options to digitise moderation processes and records
  - Encourage providers to develop creative and holistic assessments
  - Share survey data, industry insights and research with partners

About the SAARA Project Team

Dave Marr

PROJECT LEAD, RESEARCH, WORKSHOP PLANNING, QUESTIONNAIRE DEVELOPMENT, FACILITATOR, INFORMATION COLLECTION AND COLLATION. REPORT COMPILATION.

Dave's career in Vocational Education began in 2006 working in the PTE and ITO Sectors. Since 2013 he held key roles at ServiceIQ and Skills Org with experience in trainee management, programme development and stakeholder engagement. Having regularly advised and managed large national clients, Dave has a focus on strong client engagement and ensuring SAARA's services are matched with our promises.

Laura McConchie

PROJECT SUPPORT

Laura has worked in the education sector since 2005 with demonstrated experience in course facilitation at national and international levels. Laura is a workplace assessor, an auditor, and has five years' experience as the national training and quality manager for ambulance communications. Laura brings high level quality assurance expertise to the education team.

David Nielsen

PROJECT OVERVIEW

David has worked in the education sector since 1999 and provided services to Skills Org since 2008 when it was known as the ETITO. David's experience includes tertiary education tutor, national program advisor, program development, quality assurance industry subject matter expert moderator, workplace assessor, evaluation advisor and alignment lead. David's experience can do approach epitomises the SAARA tagline... 'we find a way'.

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Appendix 1

Survey Questions

In the first phase of the partner engagement, digital surveys were shared with 4 groups: Learner, Industry, Provider, Public Sector. Questions were provided to gauge each group's understanding of external moderation to measure consistency prior to interviewing partners individually. Example provided below are from the Provider survey.

1. What is your role in relation to learning and moderation? (multi-choice Provider, Tutor, Assessor, Moderator, other).
2. How familiar are you with moderation? (Rate 1-5).
3. Tell us briefly about your experience with moderation.
4. What has your general experience with external moderation been like? (Rate 1-5, neg to positive).
5. Thinking about the above question, tell us why you gave it that rating.
6. In your experience with current external moderation practices in the food and fibre sector, they are... (Rate 1-5, not effective to very effective).
7. Please expand on the above question, and tell us why you gave it that rating.
8. For the external moderation methods listed below, please rate them from most effective to least effective (if you are not familiar with it, please select n/a).

a. On site / in person.
b. Postal (random sample).
c. Cluster Moderation.
d. Internal Moderation.
e. Postal (learner specific).
f. Pre-assessment of assessment materials.

9. For any answers above that you found most effective or least effective, please tell us why.
10. The best thing about the current moderation system is...
11. One thing that really needs to change in the current moderation system is...

Photo: Zoe Schaeffer

Appendix 2

Survey respondents' roles

Provider	Industry	Learner	Public Sector
12	20	2	3

Sectors

Agriculture	Agriculture	Dairy	Horticulture
Apiculture	Apiculture	Equine	Public Sector Org
Dairy	Dairy		
Equine	Equine		
Forestry	Forestry		
Horticulture	Horticulture		
Livestock	Landscaping		
Seafood	Livestock		
Viticulture and Winemaking	Seafood		

Respondents' role in relation to learning and moderation (respondents had option of selecting multiple roles)

Tutor	4	Employer	8	Trainee	2	Moderator	0
Moderator	5	Manager	4	Graduate	0	Quality Assurance	0
Assessor	4	Trainer	8	other	0	Public Sector Rep	3
Provider	7	Workplace Assessor	7			Tangata Whenua	1
Other	2	Internal Moderator	2			Other	0
		Other	7				

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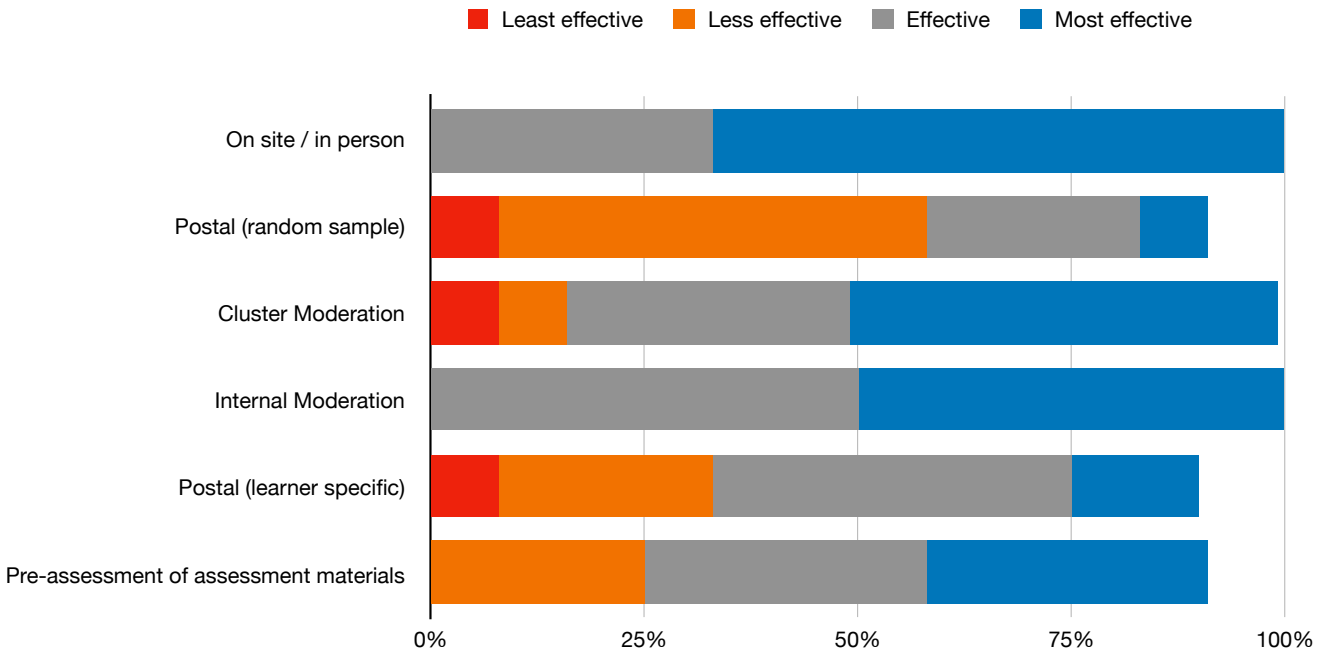
Appendix 3

Provider rating of external moderation methods



	Least effective	Less effective	Effective	Most effective
On site / in person			33%	67%
Postal (random sample)	8%	50%	25%	8%
Cluster Moderation	8%	8%	33%	50%
Internal Moderation			50%	50%
Postal (learner specific)	8%	25%	42%	15%
Pre-assessment of assessment materials		25%	33%	33%

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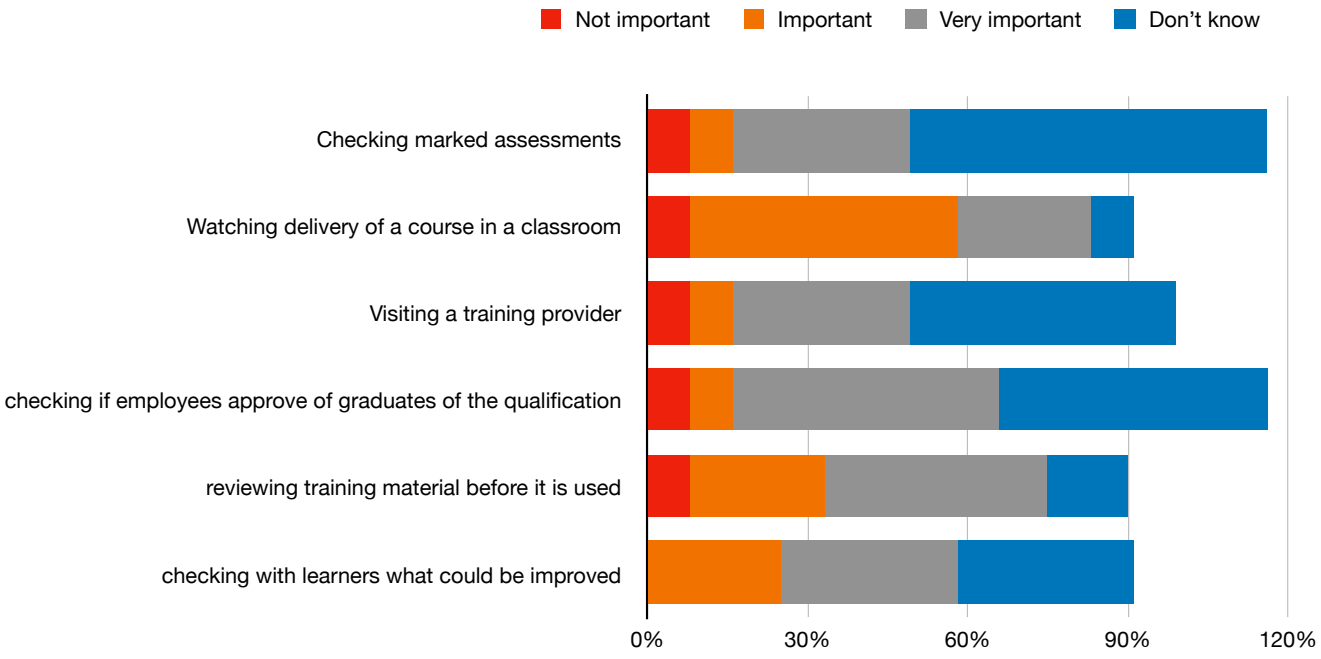
Appendix 4

Industry rating on quality checks in moderation



	Not important	Important	Very important	Don't know
Checking marked assessments	8%	8%	33%	67%
Watching delivery of a course in a classroom	8%	50%	25%	8%
Visiting a training provider	8%	8%	33%	50%
checking if employees approve of graduates of the qualification	8%	8%	50%	50%
reviewing training material before it is used	8%	25%	42%	15%
checking with learners what could be improved		25%	33%	33%

Appendix 5

Interview respondents' roles

Provider	Industry	Learner	Public Sector
12	18	2	2

Sectors

Agriculture	Agriculture	Dairy	Horticulture
Apiculture	Apiculture	Equine	Public Sector Org
Dairy	Dairy		
Equine	Equine		
Forestry	Forestry		
Horticulture	Horticulture		
Livestock	Landscaping		
Seafood	Livestock		
Viticulture and Winemaking	Seafood		

Photo: Jan Kopriva

Appendix 6

Interview Questionnaire

Interviews were held with partners following the completion of the digital survey. Questions were arranged in four key areas; Meaning, Value, Focus and Processes. Questionnaires were developed for each partner group; Learner, Industry, Provider, Public Sector. Example below is from the Provider Interview.

Meaning of Moderation

How well do people know what moderation is and why we do it?

1. Tell me what your understanding of moderation is?
2. Why do you think external moderation is important?
3. What are some of the things external moderation is looking to achieve? Prompts:
    a. To confirm the value of a qualification.
    b. To ensure training is robust.
    c. To check consistency of assessors.
    d. Graduates have the skills they should have.
    e. Employers get the skills they need.
    f. To ensure assessment is fair and equitable for learners.
    g. To check the right skills are being delivered and assessed.
    h. Improve provider materials and practices.
    i. Other.

Value of Moderation for Learners, Assessors, moderators, users, partners

What is the perceived value of moderation practices

1. What value in external moderation do you see in each of these (rate them):
    a. Graduates have the right skills and can do and know what they are supposed to?
    b. Employers get the skills they need and are confident graduates can do and know what they are supposed to?
    c. The tutors are skilled and do a good job.
    d. The training provider delivers great graduates.
    e. Training and assessment is fair and equitable for learners.
    f. Graduates who have achieved the same programme across different regions and training providers come out to a consistent standard.
2. How could we add further value for employers?
3. What is the value of moderation for Māori and Pacific peoples (for each cohort)?
    a. Learners
    b. Tutors/Assessors
    c. Whānau
4. Muka Tangata risk-manages providers based on their moderation performance. How valuable is this (1-5)?

Photo: Zoe Schaeffer

Focus of Moderation

What should we focus on

1. What should moderation focus on for the best results (perhaps get them to rate each)?
   a. Quality of the training, facilities and equipment.
   b. Quality of the assessment.
   c. The individual skill standard or the whole programme (which one)?
   d. The quality of the teaching or tutoring.
   e. The quality of the graduates.
   f. Other – how else could we measure the quality of a programme?
2. Does Moderation give you confidence in:
   a. The qualification?
   b. The programme?
   c. The graduates?
3. Each year Muka Tangata asks industry for specific focus areas to moderate. Is this valuable?

Pre-Mod and Post-Mod processes

How moderation is done

1. How well do you think each of these tools used for external moderation would perform to improve provider performance (rate each)?
   a. Regular engagement and check-ins with the provider.
   b. Site visits looking at training and assessment – talking with learners and tutors.
   c. Paper based moderation of assessment samples to check the assessor has made the right decision.
   d. Cluster workshops and professional development seminars.

Photo: Johnathan Kemper

Appendix 7

Workshop Prompts

The following sections are the draft potential external moderation model and tools used as prompts in the workshop discussion with partners from providers and industry.

From the previous survey and interviews, four key areas for a future moderation model for were identified:

- Collaboration
- Holistic Quality Assurance
- Guidance and Support
- Educational Improvement

Photo: Lefteris Kallergis

Collaboration

The Muka Tangata moderation team will work collaboratively with providers as a partnership to support them in their development and running of programmes.

- **Muka Tangata wants to work closely with providers**
  - Providers have an assigned Muka Tangata staff member.
  - Providers are encouraged to make contact when they have issues or questions.
  - Increased and regular communication to foster genuine relationships.

- **Muka Tangata will focus on improvement and refining**
  - Discuss challenges and opportunities for providers.
  - Offer education and upskilling opportunities for providers to support their staff.
  - Provide input on best practice, latest industry trends and views.

- **Support providers on learner outcomes and industry needs**
  - Work collaboratively with providers on their learner outcome goals.
  - Continue conversations with graduates and employers to confirm benefits of programmes and identify gaps.
  - Include learners in moderation and feedback.

- **Whakawhanaungatanga – building of relationships**
  - Relationship first.
  - Build understanding of provider's educational and regional goals.
  - Genuine, honest relationship, not a token effort.

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Holistic Quality Assurance

A high level overview to help Muka Tangata see the bigger picture of what providers are aiming to achieve, with Input and discussion to provide guidance and a quality assurance measure, rather than a detailed analysis.

Pre moderation

Remains similar to the current process.

- **Training and assessment**
  - providers supply training material along with assessments, to build the bigger picture for Muka Tangata team.
  - not a situation of telling providers how to do their role, still want programmes to be innovative, meeting regional needs.

- **Programme endorsement**
  - New WDC role, works in conjunction with NZQA.
  - provides guidance on six considerations.
  - encourage providers to engage early when developing or reviewing programmes.

- **Consent to assess**
  - continued role of providing letter of support for NZQA application.

Post moderation

Holistic approach rather than a standard post-moderation, which only included providers of skill standards. Emphasis is on high level and not a detailed quality assurance analysis, as providers are acknowledged for completing their own internal quality assurance and self-assessment.

- **Programme delivery**
  - Establish opportunity for moderation of providers with programmes not aligned to skill standards.
  - Moderation of programme needs to occur through an open and supportive partnership with providers in order to be beneficial and successful.

Photo: Katherine Volkovski

- **Tutors and Training**
  - Carry out quality checks to ensure consistency.
  - Providing feedback.
  - Not replacing the provider's internal quality assurance.

- **Consent and Moderation Requirements**
  - Ensure provider is meeting CMR requirements (in conjunction with NZQA's evaluation to avoid additional workload and double up).
  - Advise and support where CMR requirements are not met.
  - Through a generic process to meet wide needs of partners, not an audit or checklist approach.

- **Graduate outcomes**
  - Discuss where graduates are meeting industry and employer needs.
  - Advise on consistency of outcomes.
  - (Muka Tangata to be cognisant they do not duplicate NZQA work, or create grey areas of responsibility).

- **Skill standards and Programme**
  - Moderation focus is not just of skill standards as per current model.
  - Holistic moderation of programmes to be inclusive of all providers.
  - Increased use of technology to reduce administration and workload.

Guidance and support

Partners gave strong feedback that this was what they wanted to see from Muka Tangata and felt there would be great benefits.

- **Muka Tangta offers advice and best practice**
  - Provide research and updates on best practice.
  - Grow provider partnerships with sharing of knowledge, talking problems through.
  - Showcase examples of provider success.

- **Provide education opportunities and professional development**
  - Webinars, cluster workshops for all partners.
  - General and specialised topics, targeting a select. audience where required.
  - Topics on training, moderation, assessment, industry needs, priority learner needs, Muka Tangata processes.

- **Regular check ins and site visits from Muka Tangata moderation team**
  - Building genuine relationships for collaboration and input with providers.
  - Increase regular communication through emails, phone calls, video calls.
  - An understanding from Muka Tangata that regular check ins will not increase workloads and moderation requirements from providers.

- **Support providers in the needs of Māori learners**
  - Discuss ways of achieving Tertiary Education Strategy priorities.
  - Give providers guidance and recommendations around support for Māori learners.
  - Help identify barriers in provider programmes and assessment.

Photo: Pranjall Kumar

Educational Improvement

Muka Tangata will support providers in their educational offering to improve learner outcomes and industry needs, in line with the Tertiary Education Strategy (TES) priorities.

- **Muka Tangata supports providers in honouring Te Tiriti o Waitangi**
  - Provide education opportunities in workshops and forums.
  - Offer advice and feedback on programmes and assessment.

- **Help to meet the needs of priority learners**
  - Discuss challenges and opportunities.
  - Recommend ways to change learning to meet learner needs.
  - Provide education opportunities for employers to better understand employee and trainee challenges and needs.

- **Muka Tangata to focus on fair and equitable outcomes**
  - Help identify inequality and barriers for learners.
  - Encourage support to be tailored to individual and cohort needs.

- **Focus on industry needs of Food and Fibre sector**
  - provide networking opportunities for providers and industry.
  - Support providers in creative and holistic programmes and assessment.

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Te Reo Glossary

Definitions as reference from Te Aka Māori Dictionary by John C Moorfield

Ākonga – student, pupil, learner, protégé

Aromatawai – assessment that reflects māturanga Māori

Kaimahi – worker, employee, clerk, staff.

Karakia – to recite ritual chants, say grace, pray, recite a prayer

Mātauranga Māori – Māori knowledge – the body of knowledge originating from Māori ancestors, including the Māori world view and perspectives, Māori creativity and cultural practices.

Mihimihi – speech of greeting, tribute – introductory speeches at the beginning of a gathering after the more formal pōhiri.

Tangata Whenua – indigenous people

Taumata Aronui – a group created as part of the vocational education reform to provide Māori community and employer perspectives on tertiary education, including vocational education.

Te ao Māori – The Māori world view acknowledges the interconnectedness and interrelationship of all living and non-living things.

Te Hono o Te Kahurangi – quality assurance process with Māori principles

Te Kahūi Ahumahi – Māori governance group for WDCs

Te Tiriti o Waitangi – The Treaty of Waitangi

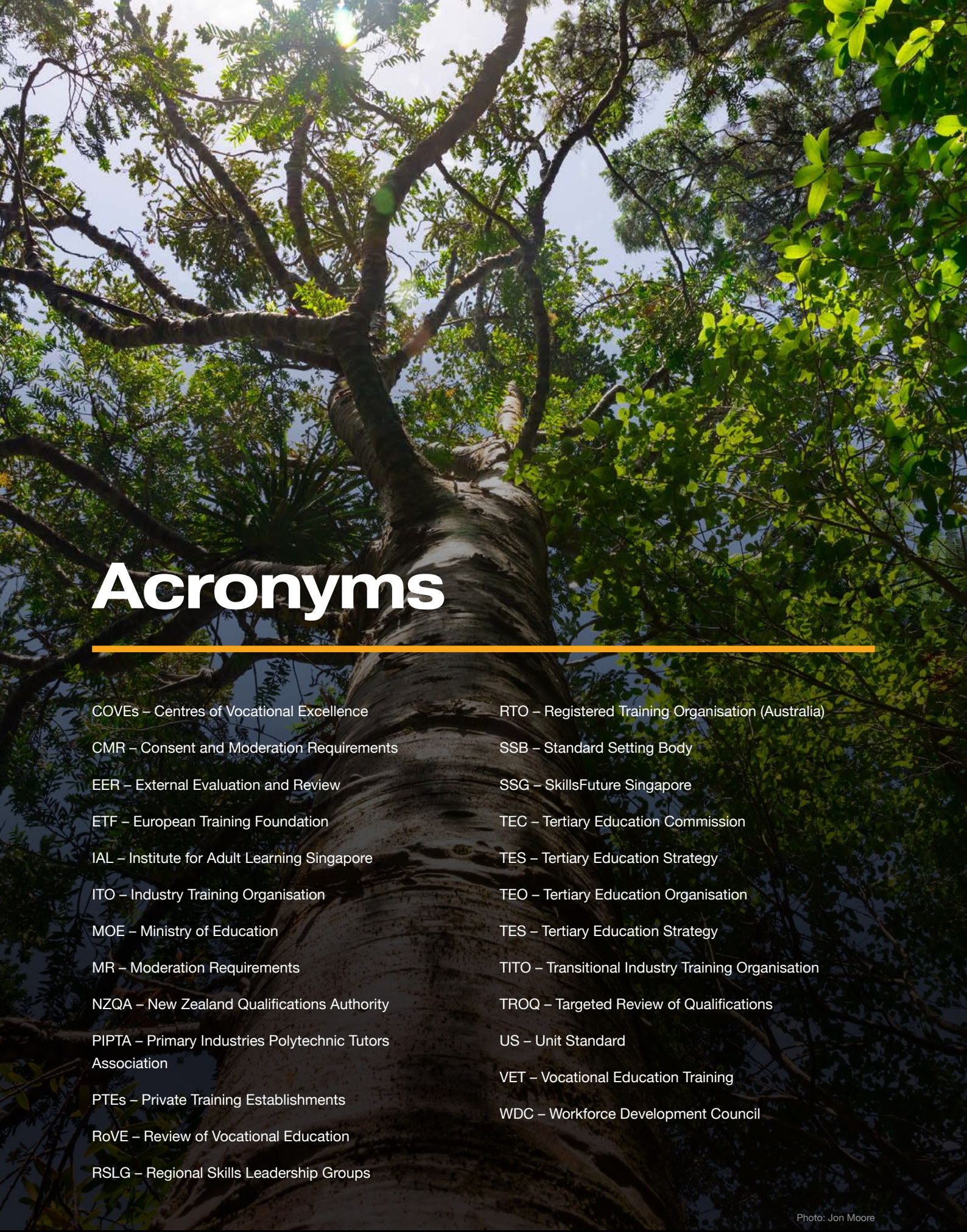
Tikanga – correct procedure, custom, habit, – the customary system of values and practices that have developed over time and are deeply embedded in the social context .

Whakawhanaungatanga – process of establishing relationships, relating well to others.

Whānau – extended family, family group, a familiar term of address to a number of people – the primary economic unit of traditional Māori society

Whanaungatanga – relationship, kinship, sense of family connection – a relationship through shared experiences and working together which provides people with a sense of belonging

Photo: Boon Panthalany



Acronyms

COVEs – Centres of Vocational Excellence

CMR – Consent and Moderation Requirements

EER – External Evaluation and Review

ETF – European Training Foundation

IAL – Institute for Adult Learning Singapore

ITO – Industry Training Organisation

MOE – Ministry of Education

MR – Moderation Requirements

NZQA – New Zealand Qualifications Authority

PIPTA – Primary Industries Polytechnic Tutors Association

PTEs – Private Training Establishments

RoVE – Review of Vocational Education

RSLG – Regional Skills Leadership Groups

RTO – Registered Training Organisation (Australia)

SSB – Standard Setting Body

SSG – SkillsFuture Singapore

TEC – Tertiary Education Commission

TES – Tertiary Education Strategy

TEO – Tertiary Education Organisation

TES – Tertiary Education Strategy

TITO – Transitional Industry Training Organisation

TROQ – Targeted Review of Qualifications

US – Unit Standard

VET – Vocational Education Training

WDC – Workforce Development Council

Photo: Jon Moore