

Te Pūrongo Aroturuka Hōtaka
Ngā Pūnaha Mātairua Tarāwhare

Workforce Development Council Monitoring
Report
2024

Muka Tangata
People, Food and Fibre

Whiringa-rangi 2024

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Kupu arataki | Introduction

This report presents a summary of key findings from NZQA's monitoring of Workforce Development Councils. The summary is followed by three sections covering more detailed findings:

Part 1 covers standard-setting functions.

Part 2 focuses on endorsement and support activities.

Part 3 is a more detailed response to the external moderation functions undertaken by the WDC.

Recommendations and tables are included in the Appendix.

Take o te aroturuki | Purpose of monitoring

NZQA's role in the education sector is to ensure that New Zealand qualifications are regarded as credible and robust, nationally and internationally, to help learners succeed in their chosen endeavours and to contribute to New Zealand society. This includes monitoring the quality of the standard-setting and endorsement functions of the Workforce Development Councils (WDCs), and systems and procedures for its moderation activities.

The purpose of this monitoring activity is to ask the following questions:

1. How well do WDCs develop, set and maintain qualifications?
2. How well do WDC's endorse programmes?
3. How well do the agreed National External Moderation (NEM) systems and processes provide assurance that assessment materials are fit for purpose, and assessor decisions are consistent with the national standards across all organisations that have consent to assess?

Commentary through the summary and analysis is intended to assist Muka Tangata and strengthen the capability building and stewardship of this sector.

Tukanga aroturuki | Monitoring process

This review has been informed by self-assessment against how well Muka Tangata develops, sets and maintains qualifications; endorses programmes and the agreed NEM principles. The self-assessment report is intended to reflect on activity undertaken over the July 2023-June 2024 NEM cycle.

NZQA has analysed and reviewed the self-assessment report, and the evidence provided against the WDC's standard-setting and endorsement functions and the six NEM principles. The principles were agreed with the WDCs in May 2023 and are reflected in the Directory of Assessment and Skill Standards Listing and Operational Rules 2022.

Te takenga | Background

Muka Tangata was established in 2021 as part of the Reform of Vocational Education (RoVE) and is the WDC responsible for the People, Food and Fibre sector. Muka Tangata had several focus areas for the 2023/24 cycle, including engaging effectively with industries, iwi and hapū Māori by continuously updating workforce development plans and strengthening industry and Māori voices in vocational education; simplifying and improving the relevance and accessibility of Food and Fibre qualifications; developing a new approach to quality assurance focused on outcomes and an improved quality of learner delivery; and appointing a Māori workforce advisor to support Māori agribusiness.

Muka Tangata manages four consent and moderation requirements (CMRs) and has the following areas of coverage:

- Agriculture
- Animal Care
- Apiculture
- Cellar Operations
- Equine
- Fencing
- Forestry
- Horticulture
- Hydrology
- Irrigation
- Landscape Architecture
- Pest and Rural Servicing
- Pork and Poultry
- Seafood
- Wool

Kitenga whakarāpopototanga | Summary of key findings

- Muka Tangata has continued to develop its understanding of quality assurance by developing proactive, respectful relationships with its key industries and personnel. This has led to the setting and maintenance of qualifications, skill standards and micro-credentials that are fit for purpose and add value for vocational learners.
- The WDC's contribution to awareness of te ao Māori is embedded across the organisation and externally with providers.
- The WDC has a leadership role. It has been responsible for several initiatives that have contributed to the effectiveness of overall WDC performance.
- Muka Tangata is a collaborative, problem-solving organisation that works constructively with other WDCs, its industries, NZQA and the TEC.
- The work programmes are supported and measured by a commitment to ongoing change and improvement.
- Some initiatives require more time for their effectiveness to be fully evidenced.
- Self-assessment is comprehensive and supported by strong evidence.
- The Muka Tangata NEM system continues to provide confidence that assessment practices are fair, valid and consistent across its sectors.
- Pre- and post-assessment moderation verification rates remain high overall and have increased since 2022/2023.
- Muka Tangata employs a range of moderation approaches and has evidenced improvements in outcomes for the programmes concerned.
- Muka Tangata is using pre- and post-assessment moderation outcomes to identify common themes by unit standard, education organisation and sub-sector.
- Muka Tangata is using a range of approaches to providing professional development support for education organisations to improve assessment materials, assessment practices and moderation outcomes.
- Muka Tangata continues to support learning and assessment with a focus on te ao Māori and Mātauranga Māori and is developing approaches to monitor and improve success for traditionally underserved learners in their sectors.

Ngā kitenga āmiki | Detailed findings

Part 1. Reflection on standard setting activities

Muka Tangata oversees 108 qualifications, 20 micro-credentials and 1361 standards. In 2023, Muka Tangata initiated a new discussion document (*A New Approach to Learner Pathways*) which examines how good design of qualifications, skills standards and micro-credentials can enable greater flexibility in vocational education and training. The document is underpinned by three core principles to ensure that qualifications, standards and micro-credentials are fit for purpose. The principles are: incorporating mātauranga Māori into learning; creation of a food and fibre skills framework; and designing learning elements together.

During this reporting cycle Muka Tangata has initiated two qualification development projects with seafood and forestry. The WDC has been responsive to sector advice concerning Māori concepts and language. This has led to the inclusion of graduate programme outcomes (GPOs) for te ao Māori concepts and values. Some providers' current capacity to build these concepts into delivery and assessment has been recognised by generous transition times.

An applied research project with the Food and Fibre Centre of Vocational Excellence provides a roadmap to facilitate *A New Approach to Learner Pathways*. The four pillars of current skills, generic skills and generic bodies of knowledge in conjunction with te ao Māori contribute to resolving complex and inflexible approaches to qualifications and standards. The skills approach provides a framework that recognises the desirable knowledge and attributes needed to succeed in a role, outside those gained by formal qualifications alone.

Muka Tangata recognises that ongoing feedback from industry, iwi Māori and tertiary providers is crucial to the framework's success. The concepts of flexible and transferable skills are central to the discussion. Muka Tangata sought feedback from a wide range of stakeholders and mapped the framework to several qualifications. Recommendations arising from the Skills Framework include the opportunity for wider uptake of the framework across Ohu Ahumahi (the collective of the six WDCs) and increasing industry awareness of the framework and engagement with NZQA and the Tertiary Education Commission (TEC) to understand wider applications of the skills approach and its role in building equitable outcomes for learners. Building connections between the Skills Framework and the New Zealand Curriculum is an ambitious concept that has merit.

Co-design with key stakeholders is time-consuming and highly iterative. Muka Tangata is considering their internal capacity to undertake a brokering role where they would assist providers to source funding for resource and programme development. This could reduce a barrier to the uptake of qualifications and help to maintain the relevance of the qualifications to industry.

The development of qualifications, micro-credentials and standards has been ongoing and enabled by changes to the qualifications system. Muka Tangata has developed a set of design principles, used in 2023/24, that includes a description of the skills standards, micro-credentials or qualifications and the impact (pros, cons) of these for key stakeholders. Qualification development has occurred with forestry, seafood, irrigation, and agriculture as well as pan-sector projects.

Muka Tangata has been responsive to various industry concerns. This has included the roll over and revision of hundreds of unit standards to ensure existing provision can continue, working with early adopters of micro-credentials and skills standards, and responding to industry concerns around skills standards adoption. The seafood industry wanted to stack micro-credentials into new qualifications, to provide flexibility for learners to enter and exit training as needed. However, the current policy on stacking of micro-credentials does not allow this – they must be stacked in a programme. Muka Tangata is following up on this.

Muka Tangata has provided several examples of innovation and collaboration. These include development of the *Emerging Leadership in People, Food, and Fibre Industries micro-credential Level 4* where they worked with another WDC (Ringa Hora). This dovetailed with a project Ringa Hora was developing on leadership. This micro-credential will be reviewed, with Ringa Hora, in a year. Its suitability for wider industry application will also be considered at this time.

Muka Tangata has sound processes for steering and working groups that ensures a range of skills, experiences and stakeholders are included. Adequate membership from iwi/Māori-owned businesses has been difficult. This has been managed by the Muka Tangata engagement and partnerships team who meet with representatives to hear their viewpoints. Increasing levels of representation from Pacific people or tāngata whaikaha-specific individuals and organisations is a focus for the 2025-26 reporting cycle.

Steering group representation is wide and includes industry, peak bodies, providers, Iwi/Māori-owned businesses, government and priority learners, Māori, Pacific Peoples and tāngata whaikaha. The steering group's purpose and mandate provides industry oversight, including of the development process, feedback on products developed by working groups, and includes consultation with members' existing networks. The steering group endorses products when they are ready for NZQA submission.

Working group membership includes industry employers, practitioners, a range of providers (Te Wānanga o Aotearoa, ITPs, PTEs¹) and learners and recent graduates. Working groups provide industry technical knowledge and engage subject matter experts to support the development of qualifications, micro-credentials and skills standards. Each working group supplies drafts of products for endorsement by the respective steering group. They also advise on content and make recommendations for delivery and assessment.

A new development in this reporting cycle are provider working groups, whose purpose is to provide guidance on delivery, programme design and assessment as it relates to qualifications, micro-credentials and standards. These groups will also provide a learner and regional perspective. The Muka Tangata project team facilitates the meetings and writes the draft qualifications, micro-credentials and skill standards.

Membership typically includes a qualifications and standards (Q&S) analyst, engagement and partnership (E&P) manager, quality assurance and enhancement (QAE) specialist and a Muka Tangata

¹ Institutes of Technology and Polytechnics, and private training establishments

poutiaki. Criteria for selection of external participants include strong and recent industry knowledge and credibility in the industry, and the ability to collaborate and work in a team environment.

Steering and working groups ensure that the reviews are needs-based, focused on outcomes, flexible and accountable to meet NZQA's criteria for listing qualifications on the New Zealand Qualifications and Credentials Framework.

Part 2. Reflection on quality assurance through endorsement and support activities

WDCs and NZQA have developed programme endorsement considerations. These include programme content, equity for learners, programme engagement and consultation, te ao Māori, Pacific languages and learners, and learners with disabilities. Ohu Ahumahi has shared principles that inform programme development. These principles relate to how WDCs can support and advise Te Pukenga, PTEs and wānanga in the development of unified and/or transformative programmes. These principles include WDC advice to the TEC for funding under the Unified Funding System.

Through the programme endorsement function, Muka Tangata supports the Ohu Ahumahi shared principles: a collaborative approach to the development and delivery of vocational education; a shift to more in-work vocational education in the workplace; improvement in equity of outcomes in vocational education provision; and increased evidence and analysis supporting provision in vocational education.

During the period July 2023-June 2024 Muka Tangata endorsed 46 programmes (15 were new programme applications) and 32 were Type 2 applications. All these applications were reviewed and endorsed within the specified timeframe. The Muka Tangata QAE team supports providers with professional development workshops.

A range of workshops were provided in 2023 for schools and providers: Guide to meeting WDC pre-moderation needs, Best practice assessing, Guide to meeting WDC post-moderation needs, Incorporating mātauranga Māori into ways of working, Guide to meeting WDC programme endorsement considerations, and Guide to gaining consent to assess support from WDCs.

In 2024, workshops for schools and providers covered: Understanding micro-credentials and skill standards, Guide to workplace development plans and TEC advice, Guide to best practice assessment writing, Incorporating mātauranga Māori into ways of working, Guide to best practice assessment, and Guide to meeting WDC programme endorsement considerations.

WDCs and NZQA have also worked together to develop micro-credential support considerations. The agreed considerations are framed as questions: Does the micro-credential add value to industry, learners and community? Does the micro-credential meet an industry need? Does the micro-credential have a coherent structure? Does the micro-credential address a skills or pathway gap? Muka Tangata has completed eight support applications for micro-credentials with four rural-based providers, ranging in content from pest control and waste management to fencing.

Muka Tangata supports NZQA by providing a letter of support to providers wanting to deliver and assess Muka Tangata standards. The consent to assess process and requirements are outlined on the application form on the Muka Tangata website. The QAE team works with providers to evaluate

their capability to deliver and assess unit standards managed by the WDC. Muka Tangata also supported 34 consent to assess applications covering 208 unit standards.

Improvements to programme endorsement include the revision of two forms: the application form requesting endorsement for new programmes, and the application form requesting endorsement for an existing programme. Ohu Ahumahi and NZQA reviewed the endorsement programme letter sent to providers, and Ohu Ahumahi agreed to one letter template that all WDCs would use for consistency of approach. Reporting with the Ohu Ahumahi customer relationship management tool (Aka Korero) has been improved and now identifies whether programme endorsement applications have been reviewed within the specified timeframe.

Providers' perception is that there is duplication between WDC and NZQA processes for endorsement and approval of programmes. To understand the issues better, NZQA and Muka Tangata have conducted a pilot with two providers, where an application for programme approval and endorsement was processed concurrently, including sharing resources and information. (The existing practice is for the WDC to process the application and then send it to NZQA for final processing.) The aim of the pilot was for WDCs and NZQA to deepen their understanding of each other's processes, identify duplication, and reduce the turnaround time for providers. The team comprised two quality assurance specialists from Muka Tangata and one from each of Hanga-Aro-Rau and Waihanga Ara Rau, plus NZQA. Formal review of the pilot is yet to occur, but initial feedback has been positive.

Other areas for review and revision have included updating CMRs managed by Muka Tangata. Reasons for this include: the carry over of ITO CMRs which do not reflect the functions of WDCs; some Muka Tangata standards are now the responsibility of other WDCs; and Muka Tangata CMRs are not aligned with current WDC practices and requirements. Ohu Ahumahi has established a community of practice to work on the CMR review. Several examples of the benefits of this approach were provided for both WDCs and NZQA.

Part 3. National external moderation

2023 NEM cycle result summary

Moderation outcomes in 2023/2024 provide assurance that the overall quality of assessment and assessment practices in the people, food and fibre sector remains high and has improved slightly compared with the figures in the 2022/23 monitoring period.

All assessment materials Muka Tangata pre-assessment moderated in 2023/24 were approved for use, an increase from 86.7 per cent in 2022/23. However, only half (50.5 per cent) were approved after the first submission. Muka Tangata approved two-thirds of the assessment materials submitted by Te Pūkenga Work Based Learning subsidiaries (WBLs) and Private Training Establishments (PTEs) after the first submission whereas for Te Pūkenga subsidiaries (former ITPs), only a third were approved after the first submission.

Overall, Muka Tangata pre-assessment moderated more assessment materials in 2023/24 than in the previous monitoring period. The highest number of materials pre-assessment moderated were from

PTEs (approximately 40 per cent) followed by Te Pūkenga WBLs and Te Pūkenga subsidiaries. Although Muka Tangata moderated fewer assessments from schools/kura and consultants/industry associations (Horticulture and Agriculture Teachers Association of New Zealand (HATA) and AgriLearn) than from other education organisation types, the approval rate for these education organisations on first submission was 100 per cent.

Muka Tangata post-assessment moderated more learner samples in 2023/2024 but for fewer education organisation groups than in the previous monitoring period. Schools/kura accounted for over half of the samples post-assessment moderated in 2023/24.

The overall percentage of assessor decisions verified increased from 2022/23. By education organisation type, the highest verification rate was for Te Pūkenga subsidiaries, which also had the most significant improvement in verification rate since the previous monitoring period. The verification rate for schools/kura was slightly lower than for other education organisation types and showed no significant change from 2022/23.

Muka Tangata did not conduct any pre- or post-assessment moderation for Government training establishments (GTEs) and Wānanga in 2023/24.

Muka Tangata attributes much of the improvement in the quality of education organisations' assessment practices to their efforts to build relationships and trust with the education organisations and to communicate with and support education organisations with developing their understanding of effective assessment practices and programme delivery prior to NEM.

Current moderation approaches and strategies

Muka Tangata uses the outcomes of NEM to identify common issues with assessment and moderation practices across the sector and for specific unit standards, programmes and sub-sectors. Engagement with education organisations through site visits, moderation feedback discussions and when an education organisation approaches them directly for support, also contributes to their understanding of the quality of an education organisation's assessment and moderation practices. Muka Tangata uses these insights to focus their interventions to support improvements in assessment practice.

Despite the overall high rates of assessment materials approved and assessor decisions supported, a number of issues with assessment design and practice continued to affect those education organisations with poor moderation outcomes. These include:

- materials that are out-of-date for the current version of the unit standard
- assessment practices not giving learners opportunities to achieve the unit standard outcomes or that do not support achievement of the standard in a real-world context
- insufficient evidence of learner achievement of the unit standard outcomes across a range of assessment types and contexts
- inconsistency across assessor decisions and in assessor application of marking guidance
- plagiarism not being detected.

Muka Tangata has identified a high correlation between poor post-assessment moderation outcomes and the affected education organisations' use of assessment materials which have not been pre-assessment moderated and approved by either Muka Tangata or the previous standard-setting body (SSB) and as required by the relevant CMRs. Therefore, their NEM processes include requests for the education organisation to confirm whether the assessment materials have been pre-assessment moderated by an SSB. In cases where assessments have not been pre-assessment moderated, Muka Tangata requests providers submit assessment materials for pre-assessment moderation. Muka Tangata communicates this requirement to education organisations through multiple channels to inform or remind them that assessments must be moderated and approved by the SSB.

While desktop moderation accounted for a significant proportion of the post-assessment moderation activities Muka Tangata conducted, they also conducted face-to-face and online hui whakapūmau/site visits to education organisations. Where possible, a visit may focus on a small sample of unit standards in a specific programme or sub-sector. In addition to facilitating multiple approaches to moderation, these hui allow Muka Tangata to observe assessment and delivery practices, discuss with the education organisation how well the programme is performing, how ākonga Māori are supported and any challenges education organisations face in meeting the CMR requirements. It is also an opportunity to talk to learners and build relationships with education organisations, and it helps Muka Tangata identify whether issues are systemic within an education organisation or a programme. This enhances their ability to provide targeted support. In 2023/24, Muka Tangata held eight online and nine onsite hui with a range of education organisation types. From the improved moderation outcomes of the education organisations involved and their feedback, these hui have enhanced education organisations' understanding of effective assessment practices and improved outcomes for learners.

Muka Tangata has introduced a programme-level approach to moderation and related intervention activities for tertiary education organisations. Muka Tangata conducts analysis and a risk assessment of the unit standards in programmes and by industry sub-sector and calls these for post-assessment moderation. Muka Tangata also conducts site visits to observe and discuss how the programme is performing and offers a range of interventions to support education organisations improve their assessment practices. Improved moderation outcomes in the sub-sector reports and feedback from education organisations indicate that this new approach has been effective at improving assessment moderation outcomes for the programmes and education organisations involved.

Muka Tangata produces sub-sector reports for each of the industries with standards the WDC manages. These reports summarise post-assessment moderation outcomes, engagement activities and observations such as changes in moderation outcomes and the impact of any interventions. For example, in 2023/24, compliance in moderation for the apiculture sub-sector increased significantly from 0 per cent in 2023 to 100 per cent in 2024 after interventions, and the verification rate of samples also increased from 8 per cent to 90 per cent. Also, compliance in the Agriculture Vehicles and Machinery sub-sector increased from 54 per cent in 2023 to 85 per cent in 2024 and samples verified from 63 per cent to 73 per cent. Four education organisations that did not meet moderation requirements for Agricultural Vehicles and Machinery unit standards in 2023 subsequently met in 2024. In post-hui surveys, education organisations' high ratings for the approach and favourable comments indicate this approach has been successful in improving assessment practice in the sector.

Muka Tangata also uses moderation to identify any issues with specific unit standards. The quality assurance and enhancement team (QAE) meet regularly to discuss concerns or queries about unit standards and make an interpretation ruling. These concerns and queries are logged, and unit standard-specific interpretation guidance is published on their website for all education organisations to access. This process for identifying and recording concerns also informs subsequent changes to the unit standards.

Muka Tangata uses NEM results for a range of purposes including to:

- identify requirements for professional development or other interventions to improve assessment practices by education organisation, programme and across the sector
- identify unit standards that need to be amended or where education organisations require additional guidance on assessing the standard
- inform the development of guidance materials to support education organisations in their assessment practices
- inform and refine their risk-based approach to selecting unit standards for moderation
- compare the performance of ākongā Māori with learners of all ethnicities by unit standard and education organisation
- compare results before and after interventions
- engage with the education organisation to better understand their learners and the learning context.

Muka Tangata has provided education organisations with a range of opportunities to upskill their assessment writing and internal moderation practices through planned seminars, ad-hoc workshops, guidance materials on their website, direct engagement with individual education organisations and sub-sector programmes including onsite visits. Two of the online seminars are specifically to support assessment design: *'Guide to best practice assessment writing'* and *'Guide to best practice assessment'*. The former covered general guidance on interpreting unit standard evidence requirements to consider when writing assessments and the second consisted of three education organisations sharing their assessment practice.

Muka Tangata also responds to education organisation requests for more guidance and support in assessment design before they submit or re-submit for pre-assessment moderation. Examples of these include their work with two PTEs in the redevelopment of assessment materials. Muka Tangata also shares stories on their website, about their engagement with education organisations on assessment design and pre-assessment moderation.

Muka Tangata has employed a number of approaches to improving the outcomes for ākongā Māori, including:

- developing a kaupapa Māori value-based approach to quality assurance and activities

- calling for ākongā Māori samples to best understand the challenges, barriers and trends, as well as the achievement of ākongā Māori compared with all learner groups
- conducting moderation completely in te reo Māori with one education organisation, for which they received positive feedback from the education organisation.

Muka Tangata discusses the moderation outcomes with the education organisation before sending them the report to ensure the education organisation understands the reasons for the outcome, how to make improvements, where to access support, and how to reinforce any commendations. Where an education organisation has disagreed with the moderation outcome, Muka Tangata holds informal discussions with the education organisation to ensure they understand the reasons for the decision. Muka Tangata attributes the limited number of appeals and improvement plans required, as well as education organisations approaching them for support, to their engagement with education organisations.

In addition to offering upskilling opportunities, Muka Tangata may require an education organisation that has not met national standard through NEM to submit for moderation again. Where the education organisation is still not compliant, Muka Tangata may also require the education organisation to develop an improvement plan. Only one action plan was required for this monitoring period.

Muka Tangata continues to engage with a range of education organisations and customise their interventions to meet the needs of sub-sectors and learning contexts. For example, Muka Tangata is working with HATA to support the delivery of high-quality assessment materials for secondary schools. To date, Muka Tangata has run workshops online and face-to-face to upskill teachers and presented at the HATA conference in 2023.

In 2024 the Muka Tangata team introduced monthly online drop-in sessions for education organisations and schools/kura. These have not generally been well attended. Their continued facilitation will be reviewed as part of the Muka Tangata continuous improvement strategy.

While still calling for moderation on a quarterly basis, Muka Tangata continues to publish an annual moderation calendar specifying which sub-sectors will be called for moderation in quarters 2-4 as well as types of engagement that will occur. The annual moderation calendar supports education organisation's preparation for NEM.

Planned improvements for 2024/25

Muka Tangata seeks feedback from stakeholders on how to improve their moderation and other quality assurance processes and practices and has taken steps to address much of this feedback. Muka Tangata also conducts feedback surveys with education organisations after specific interventions. They have received positive feedback from education organisations about their face-to-face approach, the support provided through seminars, workshops and site visits, and the impact this has had on moderation outcomes, assessment practices and programme delivery. Feedback surveys also provided high ratings for these interventions.

Muka Tangata has started addressing several key areas in the 2022 External Moderation Review Final Report such as:

- supporting education organisations with developing greater understanding of the needs of ākonga Māori and how to address these
- developing a partnership approach
- taking a holistic programme approach to NEM
- conducting onsite moderation.

Muka Tangata has not been able to implement some of the recommendations in the report due to current legislation. For example, most Te Pūkenga subsidiaries' programmes leading to qualifications in the People, Food and Fibre sector are based on education organisation-developed learning outcomes rather than unit or skills standards but WDCs are not legislated to quality assure the assessments in these programmes.

During 2023, Muka Tangata surveyed education organisations on how they might improve their moderation and quality assurance activities, and has addressed much of this feedback, including:

- publishing an annual moderation schedule and emailing education organisations to give them more notice and certainty about their participation in NEM activities
- continuing face-to-face hui whakapūmau site visits
- enabling sharing of good practice among education organisations, recording these seminars and making these available as resources on their website
- delivering seminars on micro-credential development and skill standard interpretations
- working with other WDCs to support consistent approaches to moderation and programme endorsement.

From these surveys, moderation activities and education organisation interventions, Muka Tangata has identified several main areas for further improving their pre-and post-assessment moderation processes and practices:

- refining their risk identification processes to identify variations in moderation outcomes and compliance within an education organisation and to provide targeted moderation and support for specific programmes
- improving communication of the requirement for education organisations to submit materials for pre-assessment moderation by the SSB and the benefits this brings to assessment outcomes
- reinforcing the effectiveness of assessment in real world contexts.

In October 2024, Muka Tangata intends to conduct a review of their moderation and engagement activities for the year.

Muka Tangata also intends to continue to:

- support education organisations understanding of assessment design
- build on current practices to support success of ākongā Māori
- incorporate mātauranga Māori and te reo Māori through quality assurance functions including moderation
- enhance Muka Tangata kaimahi skills in te reo Māori
- promote and moderate assessments in te reo Māori
- encourage and support the Recognition of Prior Learning (RPL) process
- work more closely with NZQA and other WDCs to gain efficiencies and greater consistency in approaches.

Muka Tangata is considering improvements for 2025 which will include continued workshops, seminars, and site visits to observe assessment; better connections with schools through cluster workshops; and WDC wide peer moderation. Other new strategies for consideration in 2025 include:

- leading pilots that arise out of the Food and Fibre CoVE 21st Century Delivery and Assessment project
- capturing learner feedback
- enabling the option of submitting pre-assessment moderation materials through the WDC portal
- gaining information about non-unit standard requirements in a programme
- consolidating the four CMRs into one industry CMR
- sending education organisations an annual summary email.

Recommendations

1. Continue to provide workshops, seminars and/or resources for education organisations targeting specific assessment themes identified through moderation.
2. Continue to reinforce moderation requirements with education organisations and promote effective internal moderation practices.
3. Continue to develop processes and resources to support a greater range of traditionally underserved learners.

Data summary tables

Table 1. Development and maintenance activities (1 July 2023-30 June 2024)

New/ Reviewed	Qualifications	Skill standards	Unit standards	Micro-credentials	NZ Programmes	Capstone assessments
Number developed (new)	3	6	0	20	n/a	n/a
Number reviewed (where applicable)	12	0	449	0	n/a	n/a

Table 2. Endorsement and support activities (1 July 2023-30 June 2024)

	Endorsement for new programmes	Endorsement for type 2 changes	Support for micro-credentials	Support for consent to assess
Number of applications received	15	31	8	34 CTA applications (208 unit standards)
% completed within the agreed service timeframe	100%	100%	75%	100%

Table 3. Standards called for moderation (1 July 2023–30 June 2024)

Number of discrete standards WDC is responsible for	Number of discrete standards called for post-assessment moderation
1361	204 (15%)

Table 4. Pre-assessment moderation by type of organisation (01 July 2023 – 30 June 2024)

Organisations	Number of unit standard assessment materials moderated	Number of unit standard assessment materials approved for use after the first submission (no RFI)	Number of unit standard assessment materials approved for use after RFI
Government training establishments (GTEs)	0	0	0
Te Pūkenga subsidiaries	102	42	60
Te Pūkenga Work-based Learning (WBL)	120	80	40
Private training establishments (PTEs)	157	66	91
Schools	2	2	0
Wānanga	0	0	0
Consultants/Industry Associations (HATA & AgriLearn)	5	5	0
Total	386	195	191

Table 5. Post-assessment moderation by type of organisation (1 July 2023–30 June 2024)

Organisation	Number of organisations moderated	Number of unit standards moderated	Number of learner samples moderated	Number of assessor decisions supported	Percentage of assessor decisions supported
Government training establishments (GTEs)	0	0	0	0	n/a
Te Pūkenga subsidiaries	11	70	229	187	81.6%
Te Pūkenga WBL	3	39	113	91	80.5%
Private training establishments (PTEs)	22	108	325	256	79%
Schools	73	249	724	559	77.2%
Wānanga	0	0	0	0	n/a
Total	109	466	1391	1093	79.6%

Table 6. Appeals and action plans for 2023 NEM by organisation type (1 July 2023–30 June 2024)

Organisation type	Number of appeals	Number of action or improvement plans in place	Number of action or improvement plans completed	Number of organisations referred to NZQA for non-compliance
Government training establishments (GTEs)	0	0	0	0
Te Pūkenga subsidiaries	1	1	1	0
Te Pūkenga WBL	1	1	0	0
Private training establishments (PTEs)	0	1	0	0
Schools	0	2	0	0
Wānanga	0	0	0	0
Total	2	5	1	0

Table 7. Comparison of post-assessment moderation results for 2022/23 and 2023/24 NEM by type of organisation type

Organisations	Percentage of assessor decisions supported 2022/23	Percentage of assessor decisions supported 2023/24
Government training establishments (GTEs)	n/a	n/a
Te Pūkenga subsidiaries	68%	81.6%
Te Pūkenga Work-based Learning (WBL)	78%	80.5%
Private training establishments (PTEs)	75%	79%
Schools	77%	77.2%
Wānanga	0%	n/a
Average	74.5%*	79.6%

*This average excludes Wānanga as the percentage of assessor decisions supported (0%) is based on eight learner samples only.