

**Iwitanga (Micro-Credential)  
(Draft)**

**Level 2, 15 credits**

Draft

# Listing

## Title

Guidelines Section 3.1

Iwitanga MC
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## Level and credits

Guidelines Section 3.2

Level 2	15 Credits
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## Purpose

Guidelines Section 3.4

For Te Hono o Te Kahurangi applications, providers can use this section to describe their strategic direction; community aspirations and guiding kaupapa.

<p>The purpose of this micro-credential is to provide formal recognition of basic mātauranga specific to individual hapū and/or iwi.</p>
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<p>This micro-credential provides a package of learning that is distinct to the mātauranga of hapū and/or iwi and provides a framework to empower learners within their own iwitanga as they enter the work-based learning environment.</p>
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## Outcome

Guidelines Section 3.4

For Te Hono o Te Kahurangi applications, the skills and knowledge may include te ao Māori practices and contexts.

<p>On successful completion of this micro-credential, learners/ākonga will be skilled in:</p>
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| <ul style="list-style-type: none"><li>• Describing whakapapa kōrero in accordance with hapū and/or iwi tikanga and kawa/iwitanga.</li><li>• Describing whakapapa links in accordance with hapū tikanga and kawa.</li></ul> |
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- Participating in karakia and waiata in accordance with hapū tikanga and kawa.
- Developing strategies for incorporating Iwitanga by applying manaakitanga, whanaungatanga, kaitiakitanga, matawhanui and rangatiratanga into personal and employment contexts.

## Assessment standards

This is a learning outcome based Micro-Credential.

Providers may submit applications for accreditation to deliver this MC that are assessment standard based or using course-based methods.

Applications should take into account the content recommendations made below in the component descriptor and align with the credit values stipulated for each learning outcome.

## Review period

December 2026

## Approval

### Learning outcomes

On successful completion learners/ākonga will be able to:

- Describe whakapapa kōrero in accordance with hapū and/or iwi tikanga and kawa/iwitanga.
- Describe whakapapa links in accordance with hapū tikanga and kawa.
- Participate in karakia and waiata in accordance with hapū tikanga and kawa.
- Develop strategies for incorporating Iwitanga by applying manaakitanga, whanaungatanga, kaitiakitanga, matawhanui and rangatiratanga into personal and employment contexts.

See - APPENDIX 1 - COMPONENT DESCRIPTORS

## Need and acceptability

There are many qualifications on the NZQCF that provide skills and knowledge for a wide range of subject areas, however there is currently no specific credential that recognises the distinct mātauranga of specific hapū/ and or iwi.

Iwi have been providing iwi specific training as a way to immerse trainees in a training environment that not only nurtures their cultural heritage but also cultivates confidence and success. Iwi have requested a credential that can incorporate their mātauranga into the NZQCF in a manner that acknowledges iwi mātauranga as a taonga belonging to specific iwi and/or hapū.

This micro-credential will allow people to have their iwitanga knowledge formally recognised and provide a training framework for them to pathway into further training.

This micro-credential provides a package of learning that is distinct to the mātauranga of hapū and/or iwi and provides a framework to empower learners within their own iwitanga as they enter the work-based learning environment.

Muka Tangata collaborated extensively with iwi to develop this micro-credential.

## Admission

### Entry requirements

#### Literacy and numeracy

Learners/ākonga require sufficient levels of literacy and numeracy to allow them to read and understand workplace documents, complete necessary calculations and complete assessments tasks.

Providers will support learners/ākonga during delivery to ensure they have the level of literacy and numeracy required.

## Credit recognition and transfer, recognition of prior learning

Credit recognition and transfer and recognition of prior learning may all apply, where appropriate, and it is expected that providers will have appropriate policies in place to manage these processes.

## Length and Structure

### Length

This micro-credential requires a minimum of 150 hours of learning and assessment. Some learners/ākonga may take longer to acquire the skills and knowledge and/or to complete assessments to achieve the outcomes of this micro-credential.

Providers may determine programme duration in line with the notional hours implied by the credit value.

## Structure

This micro-credential has four components:

- Whakapapa kōrero
- Whakapapa links
- Karakia and Waiata
- Strategies for incorporating Iwitanga

It is recommended that the components be delivered in an order that suits the tikanga and kawa of the specific hapū and / or iwi whose mātauranga is being delivered through the micro credential. This will ensure that iwi are able to incorporate their mātauranga into the micro credential in a way that ensures that mātauranga is respected as a taonga belonging to the particular iwi or hapū.

See - APPENDIX 1 - COMPONENT DESCRIPTORS

## Assessment methods

NZQA's Aromatawai and the Principles of Assessment will guide providers to develop quality assessments and aromatawai practices for this micro-credential.

For the theoretical components of this micro-credential, methods of assessment may include but are not limited to written assessment, observation, conversation and other forms of oral assessment.

Naturally occurring evidence will be used to demonstrate competence and may include but is not limited to the use of observation sheets, verification by mandated iwi kaumatua/kuia/recognised specialist, video clips, and phone apps for recording purposes.

Providers must meet the requirements of the CMR (if applicable)

### Pre-assessment moderation

Providers will send in assessment materials for pre-assessment moderation before they are used as specified in the current CMR documents.

Information including a pre-assessment moderation checklist can be found on the website:

<https://mukatangata.nz/national-external-moderation/>

### Post-assessment moderation

Post-assessment moderation may be completed online or on-site. Providers can view the Muka Tangata website for moderation focus areas. Post-assessment moderation checklist guidelines can also be found on the Muka Tangata website: <https://mukatangata.nz/national-external-moderation/>

Where pre- and post- assessment moderation of standards Muka Tangata is not the responsibility of

Muka Tangata, providers will need to meet the standard requirements of the responsible Standard Setting Body.

## Completion

All components must be completed to be awarded this micro-credential

## Review process.

This micro-credential will be reviewed in collaboration with iwi to ensure currency and fitness for purpose, in accordance with Muka Tangata's established processes for review.

Providers accredited to deliver this programme are expected also to have regular review processes in place to ensure that the micro-credential is delivered as intended.

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## APPENDIX 1 - COMPONENT DESCRIPTORS

### 1 Whakapapa kōrero

<b>Level</b>	2	<b>Credits</b>	4
<b>Mode (if applicable)</b>		<b>Duration (if applicable)</b>	40 hours
<b>Learning outcomes</b>	<p>On successful completion of this component, learners/ākonga will be able to:</p> <ul style="list-style-type: none"> <li>• Describe whakapapa kōrero in accordance with hapū and/or iwi tikanga and kawa/iwitanga.</li> </ul>		
<b>Topics (indicative content)</b>	<ul style="list-style-type: none"> <li>• Waka/Migration</li> <li>• Tohu whenua/Significant iwi landmarks and whakapapa kōrero</li> <li>• Pre-colonial whakapapa kōrero</li> <li>• Colonialisation / Te Tiriti o Waitangi</li> <li>• Post-colonial era</li> <li>• Tino rangatiratanga</li> </ul>		
<b>Methods (optional)</b>	<p>Delivery methods for this micro-credential must be appropriate for tikanga and kawa of the specific hapū and / or iwi whose mātauranga is being delivered through micro credential. It is expected that this will include a component of face-to face delivery but may also include blended learning where appropriate.</p>		
<b>Standard(s) (if applicable)</b>	nil		

## 2 Whakapapa links

<b>Level</b>	2	<b>Credits</b>	3
<b>Mode (if applicable)</b>		<b>Duration (if applicable)</b>	30 hours
<b>Learning outcomes</b>	<p>On successful completion of this component, learners/ākonga will be able to:</p> <ul style="list-style-type: none"> <li>• Describe whakapapa links in accordance with hapū tikanga and kawa.</li> </ul>		
<b>Topics (indicative content)</b>	<ul style="list-style-type: none"> <li>• Pepeha, including maunga, awa/moana, waka, iwi, hapū, marae</li> <li>• Three or more genealogy lines</li> <li>• Pronunciation</li> <li>• Delivering pepeha to an audience</li> </ul>		
<b>Methods (optional)</b>	<p>Delivery methods for this micro-credential must be appropriate for tikanga and kawa of the specific hapū and / or iwi whose mātauranga is being delivered through micro credential. It is expected that this will include a component of face-to face delivery but may also include blended learning where appropriate.</p>		
<b>Standard(s) (if applicable)</b>	nil		



### 3 Karakia and Waiata

<b>Level</b>	2	<b>Credits</b>	4
<b>Mode (if applicable)</b>		<b>Duration (if applicable)</b>	40 hours
<b>Learning outcomes</b>	<p>On successful completion of this component, learners/ākonga will be able to:</p> <ul style="list-style-type: none"> <li>• Participate in karakia and waiata in accordance with hapū tikanga and kawa.</li> </ul>		
<b>Topics (indicative content)</b>	<ul style="list-style-type: none"> <li>• Hapū/iwi specific mōteatea meaning, rangi, kupu and group delivery.</li> <li>• Hapū/iwi specific waiata meaning rangi, kupu and group delivery.</li> <li>• Hapū/iwi specific karakia for kai, timata, and whakakapi</li> </ul>		
<b>Methods (optional)</b>	<p>Delivery methods for this micro-credential must be appropriate for tikanga and kawa of the specific hapū and / or iwi whose mātauranga is being delivered through micro credential. It is expected that this will include a component of face-to face delivery but may also include blended learning where appropriate.</p>		
<b>Standard(s) (if applicable)</b>	nil		

#### 4 Strategies for incorporating Iwitanga

<b>Level</b>	2	<b>Credits</b>	4
<b>Mode (if applicable)</b>		<b>Duration (if applicable)</b>	40 hours
<b>Learning outcomes</b>	<p>On successful completion of this component, learners/ākonga will be able to:</p> <ul style="list-style-type: none"> <li>• Develop strategies for incorporating Iwitanga by applying manaakitanga, whanaungatanga, kaitiakitanga, matawhanui and rangatiratanga into personal and employment contexts.</li> </ul>		
<b>Topics (indicative content)</b>	<ul style="list-style-type: none"> <li>• Manaakitanga in relation to iwitanga, personal and employment contexts.</li> <li>• Whanaungatanga in relation to iwitanga, personal and employment contexts.</li> <li>• Kaitiakitanga in relation to iwitanga, personal and employment contexts.</li> <li>• Matawhanui in relation to iwitanga, personal and employment contexts.</li> <li>• Rangatiratanga in relation to iwitanga, personal and employment contexts.</li> </ul>		
<b>Methods (optional)</b>	<p>Delivery methods for this micro-credential must be appropriate for tikanga and kawa of the specific hapū and / or iwi whose mātauranga is being delivered through micro credential. It is expected that this will include a component of face-to face delivery but may also include blended learning where appropriate.</p>		
<b>Standard(s) (if applicable)</b>	nil		

## Appendix 2: NZQA Level 2 Descriptors:

### **Knowledge**

Basic factual or operational knowledge of a field of work or study

### **Skills**

Apply known solutions to familiar problems

Apply standard processes relevant to the field of work or study

### **Application**

General supervision

Requiring some responsibility for own learning and performance

Collaborating with others

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