NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA
QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Graduate Profile Outcome (including indicative credit values)	Programme Guidance	STD No.	Title	Outcomes	Evidence Requirements
Whanaungatanga: (10 credits)					
Communicate effectively with internal and external stakeholders, whānau, hapū, and iwi, and apply strategies to foster **whanaungatanga** and manage relationships.	Programmes should include the following key kaupapa of each outcome: • *Whanaungatanga* from the perspective of local whānau, hapū or iwi. • Communication skills and strategies to establish and manage internal and external relationships and disseminate information. • Engagement with government and local authorities and land owners to protect and manage sites of significance to Māori.	21849 (L4, C6)	Whakamōhiotia, whakamāramatia te pānga me ngā kawenga o iwi kē ki te wāhi tapu *Identify and explain the relationships and responsibilities of iwi kē to wāhi tapu*	1 Identify and explain the relationships of iwi kē to wāhi tapu. Range relationships may include but is not limited to – archaeologists, landowners, government departments, and local authorities, developers, Māori from other iwi; evidence of two different relationships is required.	1.1 The relationships of iwi kē to wāhi tapu are identified and explained in terms of their characteristics and nature. 1.2 The relationship of iwi kē to wāhi tapu are compared in terms of their different interests.
				2 Identify and explain legislation that recognises the responsibilities of iwi kē to wāhi tapu. Range Heritage New Zealand Pouhere Taonga Act 2014, Resource Management Act 1991, Te Ture Whenua Māori Act 1993, Conservation Act 1987; Local Government Act 2002; evidence of two Acts is required.	2.1 New Zealand legislation that recognises iwi kē responsibilities with wāhi tapu is explained in terms of their purposes and applications. 2.2 The significance of the legislations is explained in terms of the responsibilities of iwi kē to wāhi tapu.
	HEI ĀWHINA			• Written and oral communication with a range of stakeholders. • Stakeholders include whānau, hapū, iwi, government and local authorities	
Te Pono me te Tika: (10 credits)					
Manage sites of significance to Māori and taonga tūturu in a manner that is **pono me te tika** and in accordance with relevant legislation.	Programmes should include the following key kaupapa of each outcome: • Kawa, tikanga and relevant legislation, policies, processes, and protocols to protect and manage taonga tuku iho and/or sites of significance to whānau/hapū.	28916 (L4, C6)	Describe the impacts of legislation on wāhi tapu, and develop a management plan component to protect wāhi tapu	1 Describe the impacts of selected legislation on Māori and wāhi tapu. Range evidence of two impacts for each of the evidence requirements below is required.	1.1 Sections 6 (e), 42, and 58 of the Resource Management Act (RMA) are described in terms of their impacts on Māori and wāhi tapu. 1.2 Heritage protection sections 187-198 of the RMA are described in terms of their impacts on Māori and wāhi tapu. 1.3 Sections 42-45, 65-69, 74-75, 85-90, and 92-96 of the Heritage New Zealand Pouhere Taonga Act 2014 are described in terms of their impacts on Māori and wāhi tapu.
				2 Develop a management plan component for the protection of a selected wāhi tapu. Range may include but is not limited to – objective(s); options for achieving objective(s); stakeholder interests; cultural requirements; national, regional body requirements; costs and resources – human, natural, financial; legal considerations; analysis of options; identification of best option(s) for achieving objective(s).	2.1 Describe how the management plan component recognises and provides for tino rangatiratanga and kaitiakitanga in consultation with the iwi, hapū, whānau, and marae connected to the selected wāhi tapu. 2.2 The management plan component includes a policy statement for the protection of the selected wāhi tapu. Range policy statement may include but is not limited to – purpose of plan component; key task(s) to be completed; responsibility for achieving goal(s); procedure for accessing and accounting for use of resources.
		21852 (L4, C8)	Whakamōhiotia, whakamāramatia ngā tikanga whakahaere hei tiaki i te wāhi tapu, i ngā taonga tūturu rānei *Identify and explain the management tools used in the care of wāhi tapu or taonga tūturu*	1 Identify and explain the management tools used in the care of wāhi tapu or taonga tūturu. Range evidence must include three management tools and at least two others which may include but is not limited to – rāhui, whanaungatanga, covenants, registrations, prosecution, schedules, archaeological provisions, cultural impact assessments, condition reports, iwi management plans.	1.1 The use of whakapapa as a management tool is explained in terms of tikanga whenua. 1.2 Other management tools are identified and explained in terms of their design and features. 1.3 The reasons for selecting particular management tools are identified and explained in terms of their application to specific wāhi tapu. Range may include but is not limited to – puna wai, kōiwi, toka, tuāhu, pā, ana, rākau, taonga, waka; evidence of three required.

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Kaitiakitanga: (30 credits)					
Exercise **kaitiakitanga** to ensure mātauranga-ā-whānau/ā-hapū is paramount in the care and management of sites of significance to whānau and/or hapū, and taonga tuku iho.	Programmes should include the following key kaupapa of each outcome: • Whānau/hapū and other kaitiaki associated with sites of significance to Māori and explain the values associated with the sites. • The responsibility of whānau/hapū in the management and conservation of taonga and artefacts. • The mātauranga held by the whānau/hapū in relation to sites of significance and/or taonga tuku iho, for future generations. • Kawa and tikanga that help protect and manage sites of significance to whānau/hapū.	**21847** **(L4, C5)**	Whakamāramatia te tikanga o te wāhi tapu *Explain tikanga of wāhi tapu*	1 Demonstrate knowledge of concepts relating specifically to wāhi tapu. Range may include, but are not limited to – atua, mana, tapu, pakanga, tipuna, mauri, wāhi, ihi, karakia, tatau pounamu; evidence of at least three concepts is required.	1.1 Concepts are defined in terms of their origin and meaning according to local whānau/hapū. 1.2 Correct usage of concepts are explained in a wāhi tapu context.
				2 Explain the whakapapa of wāhi tapu. Range may include, but are not limited to – puna wai, urupā, taunga ika, taunga waka, ana, rākau, pā; evidence of at least three wāhi tapu are explained.	2.1 Wāhi tapu are explained in terms of the reasons why the place is deemed as tapu, in accordance with local tradition and tikanga.
				3 Describe the permitted use of, or access to, wāhi tapu in a contemporary context.	3.1 Contemporary use of wāhi tapu are identified and explained in accordance with local whānau, hapū, or kaitiaki; and in terms of the legislation and processes used to permit general access or use. Range may include but not limited to – whakapapa, whanaungatanga, engagement, consultation, communication, legislation, policy, procedures.
		21851 **(L4, C6)**	Whakamōhiotia, whakamāramatia hoki ngā tikanga Māori e pā ana ki te whakahaere wāhi tapu *Identify and explain tikanga in relation to the management of wāhi tapu*	1 Identify and explain tikanga in relation to the management of wāhi tapu. Range evidence of three tikanga is required and may include but is not limited to – rāhui, pure, kawa, muru, tapu, karakia, utu.	1.1 Tikanga associated with wāhi tapu are identified and explained in terms of their differing character and nature. 1.2 The reasons for tikanga associated with wāhi tapu are identified and explained in terms of their application.
				2 Explain tikanga associated with the transference and retention of knowledge in relation to wāhi tapu. Range evidence of three tikanga is required and may include but is not limited to – taunahanaha, karakia, waiata, mōteatea, pūrākau, wānanga.	2.1 Tikanga associated with transference and retention of knowledge pertaining to wāhi tapu are explained in terms of their character and nature. 2.2 The reasons for tikanga associated with transference and retention of knowledge pertaining to wāhi tapu are explained in terms of their social context.
		28917 **(L4, C5)**	Explain tikanga in relation to the management and care of taonga tūturu	1 Demonstrate knowledge of concepts relating to taonga tūturu. Range may include, but are not limited to – atua, mana, tapu, pakanga, tipuna, mauri, wāhi, ihi, karakia, tatau pounamu; evidence of at least three concepts is required.	1.1 Tikanga concepts are defined in terms of their origin and meaning. 1.2 Correct usage of tikanga concepts are explained in relation to taonga tūturu.
				2 Explain the whakapapa of taonga tūturu. Range these may include, but are not limited to waka, patu, mere, toki, flints; evidence of at least three taonga tūturu are explained.	2.1 Taonga tūturu are explained in terms of the kōrero and history connected with the taonga and the place from where it was recovered, in accordance with local tradition and tikanga. Range may include but not limited to – ritual, traditional, spiritual, cultural, and mythological.

				3 Describe local tikanga practices and whānau/hapū responsibilities in the management and care of taonga tūturu.	3.1 Tikanga practices in situ and post-recovery are described in accordance with local tradition and tikanga. Range may include but are not limited to – ture, whakapapa, karakia, karanga, tangi, reinternment; evidence of at least two are described. 3.2 Whānau/hapū responsibilities are described in accordance with the Protected Objects Act 1975. Range evidence of at least two are described. 3.3 The functions and exercise of power of Māori and other stakeholders are described in accordance with the Heritage New Zealand Pouhere Taonga Act 2014. Range evidence of at least two functions and powers are described for Māori and at least one other stakeholder group.
		20325 **(L4, C4)**	Whakaritea te kaupapa kaitiakitanga/Prepare and plan a kaitiakitanga project	1 Identify a local kaitiakitanga issue.	1.1 The issue is identified with the knowledge and support of local tangata whenua/ tangata tiaki. 1.2 The reasons for the kaitiakitanga project are identified. Range reasons may include but are not limited to – an opportunity to be taken; a concept to be understood; a challenge to be met; a problem to be solved. 1.3 The scope, limitations and benefits of the kaitiakitanga project are identified. Range scope may include but is not limited to – specifying the location of the project; identifying responsibilities of individuals if working in a group; identifying permitted areas of activity – physical, cultural, legal, safety; limitations may include but are not limited to – availability of resources, costs, time available, cultural requirements, legal requirements; benefits may include but are not limited to – social, economic, cultural and educational development and wellbeing for the iwi, hapū or whānau. 1.4 The ethics related to carrying out the project are identified and described in terms of iwi, hapū or whānau requirements.
				2 Plan a kaitiakitanga project to investigate the issue.	2.1 Plan shows elements involved in project planning. Range statement of key questions to be researched, timeframes, locations, resources, research methodology, stakeholders, regional or national contexts, reporting procedures, applicable tikanga. 2.2 Plan includes reference to historical research. Range may include but is not limited to – background, oral accounts, legal, scientific, technical. 2.3 Plan includes reference to current research. Range may include but is not limited to – local/regional authority planning, tangata whenua planning documents, iwi management plans, cultural impact assessments.
		20326 **(L4, C6)**	Whakamahia te kaupapa kaitiakitanga/Carry out fieldwork and collect data for a kaitiakitanga project	1 Carry out fieldwork to support a kaitiakitanga project plan.	1.1 Fieldwork is managed according to the project plan. 1.2 Fieldwork demonstrates use of sustainable environmental management practices. Range may include but is not limited to – courtesy and respect, best practicable options, risk management.
				2 Collect and record data from fieldwork. Range may include but is not limited to – oral interviews, written questionnaires, written surveys, visual recordings, observations.	2.1 Data collected and recorded is accurate and readily accessible. 2.2 Information gathered extends baseline data and achieves objectives of project plan. 2.3 Integrity is demonstrated in the collection and recording of data. Range integrity includes but is not limited to – permission is sought and given, intellectual property is protected, acknowledgment of sources.
				3 Provide evidence of fieldwork data organisation.	3.1 Raw data from fieldwork is processed and organised into a systematic format for analysis.

		20327 (L4, C8)	Arotakehia te kaupapa kaitiakitanga/Evaluate a kaitiakitanga project	1	Analyse and interpret data from fieldwork that supports a kaitiakitanga project plan.	1.1	Analysis includes comparisons with existing baseline data.
						1.2	Data interpretation is undertaken in accordance with the objectives of the project plan.
						1.3	Anomalies or limitations to data are explained.
				2	Critically evaluate and draw conclusions from a kaitiakitanga project in terms of project objectives.	2.1	Evaluation draws positive and/or adverse conclusions based on evidence.
						2.2	Evaluation articulates limitations of or barriers to the successful implementation of a kaitiakitanga project.
						2.3	Evaluation identifies strategies for improving a kaitiakitanga project.
				3	Complete a presentation reporting on a kaitiakitanga project. Range must include material from the planning and research stages of the project.	3.1	Report is presented according to project plan and in an appropriate medium for the audience.
						3.2	Presentation is communicated effectively to tangata whenua/tangata tiaki. Range project scope, planning, research, fieldwork, evaluation, conclusions.
				4	Analyse the findings of the report and identify possible future developments for the kaitiakitanga project.	4.1	Analysis provides evidence of strategic thinking for future developments for the kaitiakitanga project. Range strengths, weaknesses, opportunities, threats, cost benefit analysis, risk management.
						4.2	Analysis responds to feedback from tangata whenua/tangata tiaki in relation to the future developments for the kaitiakitanga project.
						4.3	Analysis of findings identifies possible future developments for tangata whenua/tangata kaitiaki in terms of the maintenance and protection of the kaitiakitanga project.

	HEI ĀWHINA	• Apply the seven Māori cultural values (Cram, 2009; Smith 1999) when researching Māori heritage and sites of significance. • Utilise a range of information sources in the research process.

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Pūkengatanga: (15 credits)					
Demonstrate **pūkengatanga** in the use of technology to gather and store data and information, and to determine the archaeological and Māori values of a site.	Programmes should include the following key kaupapa of each outcome: • Technology used to identify, record, and store information and data pertinent to specific sites of significance to Māori.	**21850** **(L4, C5)**	Whakaaturia mai te mōhio ki ngā rawa rerekē e pā ana ki te wāhi tapu *Demonstrate knowledge of different types of resources pertaining to wāhi tapu*	1 Demonstrate knowledge of the different types of resources pertaining to wāhi tapu.	1.1 Relevant Māori resources are identified and explained in terms of their content and accessibility. Range evidence of two is required and may include, but is not limited to – oral histories, whānau manuscripts, mōteatea, pakiwaitara, pūrākau, karakia, waiata, haka, whakairo, tukutuku, kowhaiwhai. 1.2 Information resources in the public domain are identified and explained in terms of their content and accessibility. Range may include but is not limited to – public archives, publications, Māori Land Court records, Waitangi Tribunal Reports, Land Information New Zealand records, and New Zealand Archaeological Association site record scheme, archives, iwi management plans, surveyors' field books; evidence of two is required. 1.3 Information technologies relevant to researching wāhi tapu are identified and explained in terms of their application. Range may include but is not limited to – geographical information systems, digital libraries, websites; evidence of two is required.
		27484 **(L4, C5)**	Whakaemia kia pūpuri ai he puna kōrero mō ngā wāhi tapu/taonga tūturu o te mana whenua mai i ngā rawa rerekē *Gather and store information relating to a local wāhi tapu or taonga tūturu from a range of sources*	1 Gather information from a range of sources relating to a local wāhi tapu or taonga tūturu. Range may include but is not limited to – permission, guidance, mentoring, reporting to whanau or hapū.	1.1 Information is collected from Māori resources. Range may include but is not limited to – oral histories, whānau manuscripts, mōteatea, pakiwaitara, pūrākau, waiata, haka, whakairo, tukutuku, kowhaiwhai; evidence of two is required. 1.2 Information is collected from resources in the public domain. Range evidence of two resources is required. 1.3 Information is collected from information technologies relevant to researching wāhi tapu. Range may include but is not limited to – geographical information systems, digital libraries, internet; evidence of two is required.
				2 Store a range of information relating to a local wāhi tapu or taonga tūturu.	2.1 Information is stored according to local tikanga and best practice. Range digital, audio, and paper-based materials; evidence of at least two is required.

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Pūkengatanga (contd): (15 credits)					
Demonstrate **pūkengatanga** in the use of technology to gather and store data and information, and to determine the archaeological and Māori values of a site.	• Basic archaeological skills and knowledge that assist in determining the archaeological and Māori values of a site.	**28919** **(L4, C6)**	Identify and explain the archaeological features and cultural values of a site of significance	1 Identify the general archaeological features of a site of significance to whānau, hapū, iwi. Range may include, but is not limited to pā; middens; rua pits; trenches; ditches; hangi; umu; re-doubts; evidence from three different sites is required.	1.1 General archaeological site features are identified. Range may include, but is not limited to – earthworks, man-made structures, pits, natural features; evidence of three features is required. 1.2 A site record describing the archaeological features of the site is completed. Range may include but is not limited to – illustrations, location coordinates, maps, photographs, explanatory notes; evidence of at least three is required.
				2 Assist in determining the Māori cultural values associated with the site. Range may include but is not limited to pa; middens; rua pits; trenches; ditches; hangi; umu; re-doubts; evidence from three different sites is required.	2.1 The Cultural and social context of the site is explained. 2.2 The wider cultural landscape within which the site is located is explained. Range may include, but is not limited to – recording, marking, mapping, site history, whānau, hapū and iwi associations to the site, significant landmarks, place names, pūrākau, ngā korero o neherā; evidence of at least three is required. 2.3 The regulatory and statutory requirements associated with the protection of the cultural values of the site are identified and explained. Range evidence of at least two regulatory and two statutory requirements is required.
	HEI ĀWHINA	• Apply the seven Māori cultural values (Cram, 2009; Smith 1999) when researching Māori heritage and sites of significance • Utilise a range of information sources in the research process			

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Turangawaewae: (10 credits)					
Identify sites of significance as **tūrangawaewae**, and explain their cultural significance to whānau and/or hapū to maintain and enhance the mātauranga of our tīpuna.	Programmes should include the following key kaupapa of each outcome: • Specific sites of significance to whānau/hapū and explain the kōrero, whakapapa, kawa, and tikanga associated with them.	**6144** **(L3, C5)**	Explain wāhi tapu in relation to how Māori manage the environment	1 Explain wāhi tapu in relation to Māori environmental management.	1.1 The explanation describes wāhi tapu in relation to how Māori manage the environment. 1.2 The explanation describes local tikanga associated with the three examples given above. Range may include but not limited to – kōrero, whakapapa, rāhui, karakia; evidence of at least three required. 1.3 The explanation gives reasons for the importance of tapu in relation to the three examples.
				2 Explain how wāhi tapu is managed in relation to the environment. Range a minimum of three wāhi tapu, excluding the local examples covered in Outcome 1.	2.1 The explanation describes the tikanga associated with the wāhi tapu. 2.2 The explanation gives reasons for the importance of tapu in the local protection and use of the wāhi tapu.

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Rangatiratanga: (15 credits)					
Exercise **rangatiratanga** to protect and manage Māori heritage sites of significance to whānau and/or hapū.	Programmes should include the following key kaupapa of each outcome: • The rights and responsibilities of whānau/hapū to care for, protect, and manage their sites of significance. • The concepts of kaitiakitanga, tangata whenua, mana whenua, and ahi kā roa to protect and manage Māori heritage and sites of significance to whānau/hapū. • The development of best practice models and strategic direction to protect and manage Māori heritage and sites of significance to whānau/hapū. • Appropriate strategies and best practice to strengthen whānau/hapū, to manage taonga, and protect and manage their sites of significance.	27483 (L4, C4)	Whakamāramatia ngā ture, ngā tūtohinga, ngā whakapuakanga e whakapūmau ana i te pānga o te Māori ki te wāhi tapu *Explain legislation, charters and declarations that recognise the relationships of tangata whenua with wāhi tapu*	1 Explain legislation, charters and declarations that recognise the relationships of tangata whenua with wāhi tapu.	1.1 New Zealand legislation that recognises Māori relationships with wāhi tapu is explained in terms of their purposes and applications. Range these could include but are not limited to – Heritage New Zealand Pouhere Taonga Act 2014, Te Ture Whenua Māori Act 1993, Conservation Act 1987, National Geographic Board Act 2008, Resource Management Act 1991, Local Government Act 2002 and all their amendments; evidence of three is required. 1.2 International charters and declarations of Indigenous peoples' that recognise Māori relationships with wāhi tapu are explained in terms of their intent. Range these could include but are not limited to – the Mataatua Declaration, Vermillion Charter, Declaration on Indigenous Peoples Rights, ICOMOS, UNESCO declarations; evidence of two is required. 1.3 Iwi policy statements and planning documents are explained in terms of their intent. Range these could include but are not limited to – accords, protocols, memorandums of understanding, agreements, iwi planning documents; evidence of one is required.
		27652 (L3, C4)	Whakamōhiotia, whakamāramatia hoki i ngā momo pānga o te tangata whenua ki te wāhi tapu. *Identify and explain the relationships of tangata whenua to wāhi tapu*	1 Identify and explain the relationships of tangata whenua to wāhi tapu. Range relationships may include but is not limited to – kaitiaki, manawhenua, tangata whenua, whakapapa, iwi, hapū, whānau; evidence of two is required.	1.1 The relationships tangata whenua have with wāhi tapu are identified and explained in terms of their characteristics and nature. 1.2 The relationships tangata whenua groups have with wāhi tapu are compared in terms of their differing interests.
		28918 (L4, C5)	Demonstrate knowledge of strategic planning to care for and manage taonga tuku iho	1 Demonstrate knowledge of strategic planning to care for and manage taonga tuku iho.	1.1 Information needed for a whānau/hapū strategic plan are identified and described according to local kawa, tikanga and the agreed objectives. Range may include but is not limited to – mission statement, vision, tikanga, values, external environment, internal environment, stakeholder's needs and expectations, legislation; evidence of at least four is required. 1.2 Strategic planning is described in relation to strengths, weaknesses, opportunities, and threats for the whānau/hapū and/or the taonga tuku iho. Range future orientated, long term, internal orientation, and external orientation. 1.3 Strategic planning incorporates tikanga concepts and practices valued by the local whānau, hapū in the care and management of their taonga tuku iho. Range includes but is not limited to kaitiakitanga, tangata whenua, mana whenua, ahi kā roa, whakapapa, origins of taonga. 1.4 The purpose of the collection of information is described in terms of its relevance to the process of strategic planning. 1.5 Sources and potential methods of collecting information are described in accordance with local tikanga.
				2 Demonstrate knowledge of action plan development for the implementation of a strategic plan.	2.1 The essential elements of an action plan are identified. Range ngā tikanga whakahaere, actions and responsibilities, performance indicators, setting priorities, time-lines, budgets, reporting, and review structures. 2.2 Watch-points in the development of an implementation plan are identified and discussed. Range consultation with those involved including whānau/hapū, resourcing,

								whānau/hapū commitment.
				3	Discuss the effectiveness of strategic planning to empower whānau, hapū to care for and manage taonga tuku iho.		3.1	Whānau, hapū commitment to strategic planning is discussed in terms of leadership and whānau, hapū concerns.
							3.2	Factors for and against success are discussed in accordance with local tikanga, kawa and/or the agreed objectives.