Ngā Mahi a Te Whare Pora – Assessment of Distance Learning

NZQA has considered the impacts of the Covid-19 virus on teaching, learning and assessment unit standards for **Ngā Mahi a te Whare Pora**.

This document includes guidance for internal Unit Standards that are suitable for the assessment of distance learning.

General Guidance

The ākonga may require a camera/phone and internet to upload recorded evidence to a platform for the assessor to access.

For assessment purposes, the assessor will need to consider issues around access and equity for some ākonga.

Ngā Mahi a te Whare Pora - Matrix

KEY: A colour-coding system to categorise standards according to the advice in this document.

Green   These standards are suitable for the assessment of distance learning.
Blue   Kaiako can facilitate the assessment of distance learning against these standards with guidance.
Red   These standards require a collaborative process or interaction with others and are not suitable for the assessment of distance learning.

Please note: **Ngā Mahi a te Whare Pora standard**s not listed within this matrix require practical interaction with a specialist and are not suitable for the assessment of distance learning.

Level 1	Level 2	Level 3
29711 **Raranga**	**29533** **Raranga**	**18694** **Raranga**
Demonstrate knowledge of weaving resources and tikanga of te Whare Pora Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms.	**Explain kete design, usage and patterns** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms.	**Complete a tukutuku panel** Research requirements are ideal for the assessment of distance learning, where the ākonga could submit written evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. Practical requirements of harvesting and preparing some materials, along with the practical completion would need to be taught and assessed when students return to kura/school. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms.
4 Credits Internal	3 Credits Internal	8 Credits Internal

Māori **Q**ualifications Services MQS@nzqa.govt.nz

Ngā Mahi a te Whare Pora - Matrix

Level 1	Level 2	Level 3
31649 **Tāniko** **Demonstrate skills to identify and draft traditional and contemporary tāniko patterns** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 2 Credits Internal	**31651** **Tāniko** **Demonstrate skills to research and produce a project plan for a weaving stand** Research requirements are ideal for the assessment of distance learning, where the ākonga could submit written evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 2 Credits Internal	**31652** **Tāniko** **Demonstrate knowledge to research traditional tāniko patterns and compare with other Māori art forms** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 5 Credits Internal
31282 **Taonga** **Demonstrate knowledge and skills to produce contemporary poi** Research requirements are ideal for distance learning and assessment. Practical requirements of producing contemporary poi could be taught live via SKYPE with assessor. The ākonga could submit written and visual evidence through digital platforms such as google docs. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 2 Credits Internal	**30061** **Taonga** **Present own taonga Māori for display at exhibition** Providing exhibition information for taonga Māori that has already been produced and preparing to exhibit, is ideal for distance learning. The exhibiting of taonga Māori would need to be assessed at the intended exhibition. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 2 Credits Internal	**31284** **Taonga** **Demonstrate understanding and skills to construct manu aute** Research requirements are ideal for the assessment of distance learning, where the ākonga could submit written evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. Unless the ākonga has the skills to identify, harvest and prepare two customary materials, along with constructing manu aute, this would need to be taught and assessed when students return to kura/school. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 3 Credits Internal