

# Māori Business and Management – Assessment of Distance Learning

NZQA has considered the impacts of the Covid-19 virus on teaching, learning and assessment of unit standards for **Māori Business and Management**. 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.

## Unit Standards Matrix – Māori Management - Generic

**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.

Level 2	Level 3
<p><b>16073</b> <b>Māori Management - Generic</b></p> <p><b>Explain consumer rights from a Māori perspective</b></p> <p>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.</p> <p>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.</p> <p>2 Credits <span style="float: right;">Internal</span></p>	<p><b>23092</b> <b>Māori Management - Generic</b></p> <p><b>Participate in a noho marae and apply marae tikanga in the workplace</b></p> <p>This standard requires a minimum of an overnight stay at a marae and should be assessed when students are able to visit a marae.</p> <p>This standard requires a collaborative process and/or interaction with others in the workplace and is not suitable for the assessment of distance learning.</p> <p>Research requirements are suitable for distance teaching and learning, where the ākonga could interact with the kaiako through digital platforms such as google docs or discuss live via SKYPE to assessor.</p> <p>5 Credits <span style="float: right;">Internal</span></p>



## Unit Standards Matrix – Māori Management - Generic

Level 2	Level 3
<p><b>23091</b> <b>Māori Management - Generic</b></p> <p><b>Communicate in the workplace using conversational te reo Māori and waiata</b></p> <p>This standard requires a collaborative process or interaction with others and is not suitable for the assessment of distance learning.</p> <p>5 Credits <span style="float: right;">Internal</span></p>	<p><b>23093</b> <b>Māori Management - Generic</b></p> <p><b>Describe relevance and application of the principles of the Treaty of Waitangi in the workplace</b></p> <p>Research requirements are ideal for the assessment of distance learning, where the ākonga could submit written and/or visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor.</p> <p>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.</p> <p>5 Credits <span style="float: right;">Internal</span></p>
	<p><b>23094</b> <b>Māori Management - Generic</b></p> <p><b>Demonstrate knowledge of Māori with connections to the workplace, and tikanga for communicating with Māori.</b></p> <p>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.</p> <p>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.</p> <p>5 Credits <span style="float: right;">Internal</span></p>
	<p><b>23095</b> <b>Māori Management - Generic</b></p> <p><b>Demonstrate the use, and explain the importance, of te reo Māori in the workplace</b></p> <p>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.</p> <p>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.</p> <p>5 Credits <span style="float: right;">Internal</span></p>



## Unit Standards Matrix – Māori Office Systems

Level 3	
<p><b>2895</b></p> <p><b>Produce written communications which incorporate te reo Māori</b></p> <p>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.</p> <p>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.</p> <p>3 Credits</p>	<p><b>Māori Office Systems</b></p> <p>Internal</p>
<p><b>2896</b></p> <p><b>Plan and implement hui, and record hui outcomes</b></p> <p>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. Hui would be undertaken through digital platforms.</p> <p>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.</p> <p>4 Credits</p>	<p><b>Māori Office Systems</b></p> <p>Internal</p>
<p><b>30077</b></p> <p><b>Provide Māori culturally inclusive services in the workplace</b></p> <p>This standard requires a collaborative process or interaction with others and is not suitable for the assessment of distance learning.</p> <p>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.</p> <p>3 Credits</p>	<p><b>Māori Office Systems</b></p> <p>Internal</p>