



# NCEA Change Package

*The NCEA changes will make our senior secondary qualification more robust, consistent, inclusive and accessible for students of all abilities and backgrounds. This provides an overview of the NCEA changes, and what they mean:*

## 1 Make NCEA more accessible

***Zero fees, fewer barriers for all learners, including those with disabilities and learning support needs by minimising the need for Special Assessment Conditions***

- NCEA fees, including for NZ Scholarship, were removed in 2019.
- Achievement standards and associated resources will be designed to be accessible and inclusive for everyone, allowing equal opportunity to achieve and reducing the need to apply for SAC.
- Support for teachers and kaiako to adapt assessment activities to be inclusive by design will be provided. These will accompany improvements to SAC to align with the more inclusively designed NCEA Achievement Standards, making it easier for all students to demonstrate their learning through internal and external assessment.

## 2 Mana ōrite mo te mātauranga Māori

***Equal status for mātauranga Māori in NCEA. Develop new ways to recognise mātauranga Māori, build teacher capability, and improve resourcing and support for Māori learners and te ao Māori pathways.***

- Te ao Māori and mātauranga Māori will be integrated into the new 'graduate profile' for NCEA, and into the design of achievement standards.
- Ensure equal support for ākonga Māori in all settings, and equal status for mātauranga Māori.
- Acknowledge and equally support te ao Māori pathways through the development of more subjects.
- New assessment resources and teaching and learning guides will be developed for standards derived from Te Mārautanga o Aotearoa.
- Ensuring that, where possible and appropriate, te ao Māori and mātauranga Māori are built into achievement standards for use across English and Māori-medium settings. This may mean:
  - Having Māori-centred contexts for exemplars and assessment resources (e.g. local iwi history)
  - designing more inclusive standards and assessment resources that allow for diverse cultural perspectives on what's important (e.g. considering community or hapū impact, not just individual user needs).
  - build teacher capability around culturally inclusive NCEA and assessment and aromatawai practice that is inclusive of ākonga Māori.
- *Te Ao Haka* (Māori Performing Arts) is being piloted as an achievement standard subject across all three NCEA levels in 2021 and will be rolled out nationally in 2023.

## 3 Strengthen literacy and numeracy requirements

***Ensure students with an NCEA have functional literacy and numeracy skills to ensure they are well-prepared to transition into further education or the workplace.***

- Specific standards to access literacy and numeracy will be developed. These standards will be externally assessed and students will need to pass them in order to be awarded an NCEA.
- The credits will not contribute to the 60-credit requirement for each level of NCEA.
- The new literacy and numeracy assessments will be available to students from Year 9 onwards.

## 4

### Have fewer, larger standards

***New achievement standards and resources will be developed to replace existing standards and ensure the qualification credentials the most significant learning in a learning area or subject.***

- Rebuild the standards within each subject or field of study so there are fewer of them, but each standard covers a broader range of knowledge, skills and capabilities. Each standard would be worth 4-6 credits, with a maximum of around 20 credits per subject. The number of credits available from internally and externally assessed standards is more balanced.
- External assessments don't mean just exams. These can also include portfolios, reports, investigations, performances or common assessment tasks etc.
- Where appropriate, different sources of knowledge including mātauranga Māori, vocational and Pacific knowledges will be reflected in achievement standards and associated materials.
- For vocational education, we will work with relevant industry bodies to explore what the principle of 'fewer, larger standards' will look like in vocational courses offered in schools and foundation tertiary settings. We will also explore how to strengthen the coherence and status of this learning through NCEA.
- Expand course endorsements to include Achieved as well as Merit and Excellence grades.
  - Courses may include unit standards or be made up of standards from different subjects, as long as there is at least one externally and internally assessed standard.
  - Courses that are endorsed go on the Record of Achievement using the name of the course provided by the school.
- All registered courses will need to have a course description explaining their focus, and how they might fit into the student's future pathway and overall learning. This will improve the coherence of courses and give employers and tertiary providers a clearer indication of what a student knows and can do.

## 5

### Simplify NCEA's structure

***Credits can no longer be carried over to the next level and resubmissions will only be allowed where they take students from a Not Achieved grade to an Achieved grade. Sixty credits are required to pass each NCEA level.***

- The ability to 'carry over' 20 credits from a lower level NCEA will be removed. Each level of NCEA will be made a 60-credit qualification.
- Clear guidance on the number of credits that a student should enter each year will be introduced (i.e. recommended of no more than 120 credits at Levels 1 and 2, and 100 credits at Level 3).
- Only resubmissions that take a student from 'Not Achieved' to 'Achieved' will be allowed.
  - The current practice is leading to workload concerns for both teachers and students, equity concerns between schools, and poor assessment practice.
  - Effective assessment should ensure students are made aware of what is required to meet the standard and gain each grade and given sufficient opportunity to demonstrate what they know and can do.

## 6

### Show clearer pathways to further education and employment

***Develop a Vocational Entrance Award to clearly signal when a student is ready to transition into higher level vocational education and strengthen vocational pathways through NCEA.***

- A 'graduate profile' for each NCEA level will be created. This is a description of what a student awarded the qualification must be able to do and know. In short, Level 1 prepares you with the skills you need for life, including robust literacy and numeracy, and gets you ready for Level 2. Levels 2 and 3 provide further opportunities to specialise and deepen your knowledge and skills. Graduate profiles will also include the valuing of te ao Māori and Mātauranga Māori.
- A Vocational Entrance award will be set up, similar to University Entrance (UE). Achieving this award will show that a student has done the necessary learning required by industry, employers and tertiary education

organisations, and is ready for direct entry into higher-level vocational education training after NCEA. This will be done alongside a review of the Vocational Pathways.

- The Record of Achievement (RoA) will be refined to be clearer and more comprehensive in showing what the student knows and can do. It will include what they have achieved through NCEA, including certificate endorsements, course endorsements at Achieve, Merit and Excellence and a series of brief course descriptions.

## 7 Keep NCEA Level 1 optional

***Ensure Level 1 provides students with the broad, foundational knowledge needed to support specialisation at Levels 2 and 3.***

- We will keep NCEA Level 1 as an optional level for schools who want to continue to use this qualification. Others would be free to adopt alternative approaches to Year 11, in a way that best meets the needs of their students.
- Fewer subjects are available at Level 1 to enable broader, foundational learning so that students are well prepared to specialise at Levels 2 and 3. The subjects available at Level 1 from 2023 can be found [here](#).