

# The Vision for NCEA Levels 1-3

Review of Achievement Standards (RAS) and NCEA Review

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# Introduction

In 2018, we spent the year talking to New Zealanders about their experiences with NCEA. We received over 16,000 individual points of feedback and heard that students do not always get access to clear, quality pathways through NCEA and sometimes miss out on valuable learning.

In May this year, the Government announced seven changes to NCEA in the Change Package agreed in-principle. Change 6, Show clearer pathways to further education and employment, included creating clear purpose and outcome statements including the graduate profiles for each level of NCEA.

These statements will reflect that graduates of NCEA Level 1 should receive a broad foundational education, and graduates of Levels 2 and 3 should have access to opportunities to specialise and build on their knowledge, capabilities and skills so that they are ready to transition to further education or the world of work.

Since May of this year, we have hosted over 100 engagements, including 30 public hui around the country going into detail on the Change Package. The feedback we have received from New Zealanders at these hui agrees with this change – New Zealanders told us that they value students accessing learning across the breadth of the curriculum and not closing doors to pathways too early.

To ensure New Zealand has a system where every student gets equitable access to the full range of possible quality pathways through NCEA, we are seeking feedback to support the implementation and design of these changes, pending final Cabinet decision. In particular, we are seeking feedback on:

- » our vision for NCEA Levels 1-3
- » the draft purpose and outcome statements in the 'graduate profiles'
- » what learning ākonga should have access to as they progress through their NCEA journey.

We have designed a short [questionnaire](#) for you to provide your response. If you have any further questions or comments, you can also email them to us at [ras.review@education.govt.nz](mailto:ras.review@education.govt.nz).

## Vision for NCEA Levels 1-3

Below you will see the draft purpose and outcome statements that will form part of each qualification as they are listed on the New Zealand Qualification Framework. These statements summarise the purpose of each qualification and our expectations of learners who gain an NCEA.

These purpose and outcome statements also provide an opportunity to show the particular importance that NCEA has for New Zealand and our diverse communities. After reading the draft purpose and outcome statements, we would appreciate if you could provide feedback, so that we can further develop these statements to reflect the important role NCEA has for your community and our bi-cultural country, including your expectations of learners who graduate with an NCEA qualification.

Throughout our implementation of the wider NCEA Change Package, we will work in partnership with hapū, iwi, and Māori educationalists to ensure we support and develop appropriate materials for the diverse learners across New Zealand.

# Draft Purpose and Outcome Statements

## Draft strategic purpose statement/ Te rautaki o te toh

	NCEA Level 1	NCEA Level 2	NCEA Level 3
<b>Purpose statement</b>	<p>NCEA Level 1 is an open-field qualification, which qualifies learners with basic knowledge and skills aligned to Level 6 of the National Curriculum and literacy and numeracy capabilities for life, employment and further study.</p> <p>This qualification recognises a broad range of education outcomes that prepare learners for further education at Level 2 of the New Zealand Qualification Framework where the focus shifts towards transitions or further specialisation.</p> <p>Graduates of this qualification have engaged in a broad and holistic education. Through experiencing achievement success in meaningful contexts, graduates are enabled to continue on a learning pathway.</p>	<p>NCEA Level 2 is an open-field qualification, which qualifies learners with knowledge, skills, and capabilities aligned to level 7 of the National Curriculum.</p> <p>This qualification recognises a broad range of education outcomes that prepare learners for further education at Level 3 of the New Zealand Qualification Framework and employment pathways.</p> <p>Graduates of this qualification have engaged in a broad and holistic education with opportunities to specialise. Through experiencing achievement success in meaningful contexts, graduates are enabled to continue on a learning pathway or a range of employment pathways.</p>	<p>NCEA Level 3 is an open-field qualification, which qualifies learners with knowledge, skills, and capabilities aligned to level 8 of the National Curriculum.</p> <p>This qualification recognises a broad range of education outcomes that prepare learners for further education at Level 4 and beyond of the New Zealand Qualifications Framework.</p> <p>Graduates of this qualification have engaged in a broad and holistic education with opportunities to specialise. Through experiencing achievement success in meaningful contexts, graduates are enabled to continue on a tertiary learning pathway or a wide range of employment pathways.</p>

## Draft qualification outcome statement Graduate Profile/Ngā hua o te tohu

	NCEA Level 1	NCEA Level 2	NCEA Level 3
<b>Graduate profile knowledge</b>	<p>Graduates of this qualification will be able to:</p> <p>Demonstrate foundation knowledge in a range of curriculum areas.</p>	<p>Graduates of this qualification will be able to:</p> <p>Demonstrate knowledge and emerging conceptual understanding of several curriculum areas.</p> <p>Demonstrate emergent awareness of how disciplinary knowledge is created and validated.</p>	<p>Graduates of this qualification will be able to:</p> <p>Demonstrate a knowledge of core concepts in several discipline areas.</p> <p>Make links within and across individual components of learning in meaningful contexts (coherence).</p> <p>Demonstrate awareness of how disciplinary knowledge is created and validated.</p>
<b>Graduate profile competencies / capabilities</b>	<p>Demonstrate functional literacy and numeracy and a basic understanding of language, symbols and texts used to make meaning in a range of subject areas.</p> <p>Demonstrate evidence based reasoning (critical inquiry).</p> <p>Demonstrate some responsibility for own learning (managing self and relating to others), without compromising identity, language and culture.</p>	<p>Demonstrate an understanding of how various language, symbols and texts shape and convey meaning in a range of subject areas.</p> <p>Conduct basic critical inquiry into meaningful problems or issues.</p> <p>Demonstrate responsibility and persistence in own learning and supports the learning of others, without compromising identity, language and culture.</p> <p>Demonstrate readiness to transition to a range of further education or employment pathways.</p>	<p>Demonstrate critical literacies that enable access to further learning.</p> <p>Conduct more complex critical inquiry into meaningful problems or issues.</p> <p>Demonstrate agency and responsibility for own learning, when working individually and as part of a group, without compromising identity, language and culture.</p> <p>Demonstrate readiness to transition to a wide range of further education or employment pathways.</p>

**Draft Education Pathway (Ngā huarahi mātauranga) / Employment, Cultural, Community Pathway (Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki)**

	NCEA Level 1	NCEA Level 2	NCEA Level 3
<b>Education pathways</b>	This qualification can lead to further study towards NCEA Level 2. It can also lead to industry training and further study towards Level 2 and 3 qualifications on the New Zealand Qualifications Framework, including at wānanga and other tertiary organisations	This qualification leads to further study towards NCEA Level 3. It can also lead to other industry training and study at Level 4 to 6 qualifications on the New Zealand Qualifications Framework, including at wānanga and other tertiary organisations.	This qualification can lead to industry training and further study towards Level 4 and above qualifications on the New Zealand Qualifications Framework at wānanga, universities and other tertiary organisations.  It also acts as a requisite for the award of University Entrance.
<b>Employment, Cultural, Community Pathway</b>	This qualification recognises the basic skills, knowledge and cultural capabilities required to participate as a member of a community and in a limited range of employment pathways.	This qualification recognises the skills, knowledge and cultural capabilities required to participate as a member of a community and in a limited range of employment pathways, including opportunities often associated with employment-based learning (for example, apprenticeships).	This qualification recognises the skills, knowledge and cultural capabilities required to participate as a member of a community and in a wide range of employment pathway options.

# How NCEA supports the ‘graduate profiles’

In preparation for the upcoming NCEA Review implementation and Review of Achievement Standards, pending Cabinet decisions, this is an important opportunity to discuss whether the current NCEA subjects meet the needs of all diverse learners and reflects their identities. We want the subjects at each level of NCEA to be fit for purpose and support ākonga to have clear pathways through NCEA and beyond, reflecting the purpose and intent of the qualifications.

We want to hear from you about what learning you think should be recognised through NCEA to encourage students to access broad programmes of learning at level 1 and holistic programmes at Levels 2 and 3 with meaningful opportunities to specialise in preparation for their future.

## The process

We have provided this overview of our vision for each level of NCEA, captured in the draft purpose and outcome statements. We welcome feedback on this vision, including on the purpose and outcomes, and the learning that should be on offer for our young people at each level.

Alongside this engagement, we are also creating Subject Expert Groups for existing NCEA subjects derived from the New Zealand Curriculum, to provide their advice and expertise on their subjects.

For Te Marautanga o Aotearoa derived assessment, seven Wāhanga Ako leads are currently undertaking a co-design approach to determine the process for the development of standards for each Wāhanga Ako.

## How to be involved

This is an early opportunity to be involved and share your views with the Ministry of Education, ahead of detailed work in 2020 pending Cabinet decisions. If you wish to provide feedback, please fill out the short questionnaire below and email it to us at [Ras.Review@education.govt.nz](mailto:Ras.Review@education.govt.nz).

This will be available through to 1 March 2020.