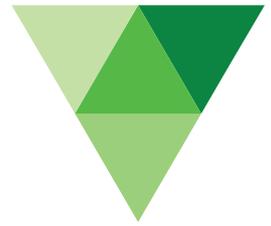


NCEA | Taumata Mātauranga ā-Motu Kua Taea

NCEA Review 2018

Accessing NCEA

1. A brief history of NCEA
2. Themes in NCEA literature
3. Purpose and outcome statements for NCEA
4. Trends in NCEA
5. Levels of NCEA
6. Connections with pathways into further education and/or employment
7. Course coherence in NCEA
8. Non-standards based learning and NCEA
9. Māori medium and NCEA
10. Literacy and numeracy requirements for NCEA
-  **11. Accessing NCEA**
12. Over-assessment and its impact on students and teachers
13. NCEA online
14. How NCEA is recognised overseas
15. Quality assurance in NCEA



NZQA requires each qualification registered on the New Zealand Qualifications Framework to be regularly reviewed so that the qualification remains useful and relevant and continues to meet the needs of the learners, industry and stakeholders for which it was developed. NCEA is scheduled to be reviewed by December 2018.

NCEA | Taumata Mātauranga ā-Motu Kua Taea¹ is available to all people in a variety of settings. The review must be mindful that non-school settings are part of the pathway young people follow to gain NCEA.

Focusing question

How successful have schools/kura/providers been in supporting learners to achieve NCEA in a variety of relevant pathways and settings?

NCEA is offered in different settings

NCEA is offered in schools² and tertiary education organisations. It can be undertaken face to face or through distance education.

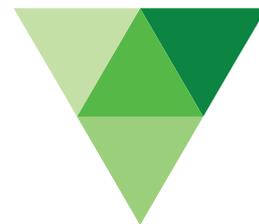
Most learners will gain their NCEA credits in schools. Some learners will gain NCEA credits in tertiary education settings or using a mixture of schools and tertiary education. In 2017, around 3,200 equivalent full-time students were allocated, by the Tertiary Education Commission, to tertiary education providers for NCEA level 1 or 2 qualifications (mainly through the Youth Guarantee Fees-free programme). Most of these students were at NCEA level 2, with around 500 equivalent full-time students allocated for level 1.

The New Zealand Qualifications Authority manages the Directory of Assessment Standards and issues “consent to assess” specific achievement and unit standards. Currently, the following tertiary education organisations have “consent to assess” NCEA-related standards:

- 220 private training establishments
- 16 institutes of technology and polytechnics
- 10 industry training organisations
- two wānanga
- two universities.

¹ Taumata Mātauranga ā-Motu Kua Taea is the Māori name for NCEA. “NCEA” is inclusive of both Māori and English medium.

² Schools include: secondary, composite and partnership schools, Te Aho o Te Kura Pounamu (The Correspondence School), wharekura, alternative education, activity centres and teen parent units. They can be state, state-integrated or independent.



The NCEA is available to people in custodial settings and is offered by:

- tertiary education providers (for prisons)
- the Department of Corrections (for young offenders in custodial facilities).

Strengthening the connection with industry and tertiary education

For some young people, staying at school full time to the end of year 13 is the best pathway to achieving NCEA levels 1-3 and then progressing to higher-level education and employment. Other young people prefer to study foundation level qualifications in a tertiary setting or in a combination of school/kura, tertiary and/or workplace settings.

Vocational Pathways

Vocational Pathways provide a framework that shows students, families and educators how NCEA level 1-3 learning is valued in the workplace, by aligning it to the skills required for six industry sectors.

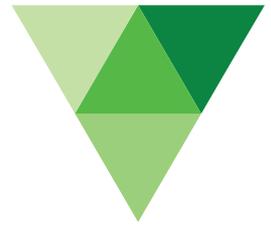
In 2016, 19,972 school leavers achieved one or more Vocational Pathways awards (22,905 awards in total).

Trades academies

- Trades academies deliver trades, technology and industry-aligned programmes to secondary students, based on partnerships between schools/kura, tertiary institutions, industry training organisations and employers.
- In 2017, 23 trades academies were operating, with around 6,200 funded places available.
- The funding model for trades academies is based on a per learner rate allocated to schools/kura and tertiary education providers on the basis of the proportion of the programme the learner spends in each.
- To be eligible, students must be enrolled in a secondary school/kura and must participate full time in the programme. However, entry requirements and application and interview processes (including selection criteria) vary between trades academies.

DualPathways Pilot

- The DualPathways Pilot was introduced in 2017 and is delivered by tertiary providers. Students can study towards NCEA level 2, aligned to a Vocational Pathway or an NZQF qualification at level 2 or 3.
- In 2017, there were places for around 1,400 students.
- The pilot is for year 12 and 13 secondary school students who would benefit from studying towards an industry-focused qualification in a tertiary setting to support their intended career pathway.



Gateway

- The Tertiary Education Commission (TEC) provides Gateway funding to secondary schools to enable them to provide senior students with opportunities to access structured workplace learning.
- It targets students who would benefit from work-based learning to support their achievement and career pathway.
- Approximately 14,000 students participate in Gateway each year.