

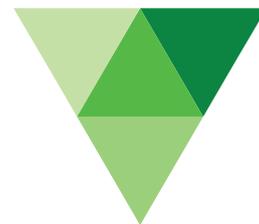
NCEA | Taumata Mātauranga ā-Motu Kua Taea

NCEA Review 2018

Non-standards based learning and NCEA

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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.

This paper explores the use of credit inclusion and recognition of prior learning (non-standards based learning) in attaining NCEA | Taumata Mātauranga ā-Motu Kua Taea¹ qualifications.

Focusing question

To what extent should credit inclusion and recognition of prior learning allow learners to build an NCEA out of a range of different qualifications?

Small numbers of learners need other learning to contribute to their NCEA

Most learners gain NCEA using achievement and unit standards.² To contribute to their NCEA, learners can currently use (through the credit inclusion list):

- qualifications such as the New Zealand Institute of Management's certificate in Small Business Management
- awards such as the Young Enterprise Certificate.

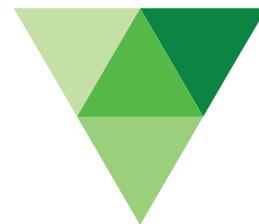
The current use of credit inclusion is low. Between 2012 and 2015, across all three NCEA levels, 297 learners needed to use credits from the credit inclusion list to successfully complete their NCEA. However, the Ministry of Education expects demand for credit recognition and transfer (CRT) and recognition of prior learning (RPL) in NCEA to increase as more learners combine school-based learning with learning in other settings.

Credit inclusion and recognition of prior learning have been used to allow other qualifications, awards and learning to contribute to NCEA

The credit inclusion list contains courses, qualifications and awards that can contribute credits to NCEA. The existing provisions for credit inclusion have been rolled over since 2011 and will remain in place until at least 31 March 2018. New additions to the list are not currently possible.

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

² Achievement and unit standards are listed in the Directory of Assessment Standards administered by NZQA. Achievement standards are based on the national curriculum; unit standards are based on skills, knowledge and capabilities identified by standard-setting bodies, including industry training organisations.



Learners can apply (via their school/kura or tertiary education provider) to have items from the credit inclusion list contribute to their NCEA. Credit inclusion does not contribute to University Entrance.

Current credit inclusion settings need to be replaced or removed

The current credit inclusion list is out of date. Due to changes to the New Zealand Qualifications Framework, new level 1–6 qualifications are no longer linked to specific tertiary education providers and are either expiring or have been replaced by New Zealand qualifications.

NZQA now requires approved items to be regularly reviewed. The credit inclusion list has no review or renewal requirements.

Recognition of prior learning is possible but has not been widely used

Teachers can use recognition of prior learning to award a standard. If the assessment evidence matches the requirements of an existing assessment standard³, the relevant credits are awarded. If the evidence does not meet the criteria, the prior learning is not recognised.

NZQA moderates decisions about standards when they or the Ministry are the standard setting body. Industry training organisations moderate their own standards.

There is limited use of recognition of prior learning towards NCEA.

Should there be opportunities for non-standards based learning to contribute to NCEA?

Any decision about credit inclusion and recognition of prior learning needs to take account of:

- more learners using varied pathways to attain NCEA:
 - alongside another level 1–6 qualification
 - in a tertiary education or an industry training environment
 - alongside a range of broader learning, such as awards, massive open online courses (MOOCs), micro-credentials or international qualifications
- learners not always being able to cross-credit their other learning to NCEA, potentially limiting their ability to progress into tertiary education or employment
- the need to retain the integrity of NCEA.

³ The school must have “consent to assess” the standard.