

Looking towards review of NCEA 2018 What might it cover?

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Process must be consistent with all qualifications reviews

- Guiding document is Guidelines for the review of qualifications at levels 1 to 6 on the NZQF – at <http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/guidelines-review-qualifications.pdf>
- This covers purpose, responsibilities, and the process
- Process not unique to NCEA – has been happening with all Level 1 to 6 qualifications under TROQ process
- NCEA must be part of this because it is a qualification on the NZQF

Purpose of a review

“To ensure each level 1 – 6 qualification remains useful and relevant and continues to meet the needs of the learners, industry and stakeholders for which it was initially developed.”

(NZQA Guidelines)

Responsibilities – qualification developer

- For NCEA, this is MoE.
 - Plans and conducts the review according to NZQA guidelines, after submitting plan to NZQA
 - Co-ordinates and conducts with stakeholders
 - Liaises with NZQA
 - Reports on results and recommended changes to NZQA for approval
 - Implements approved recommendations

Responsibilities - NZQA

- Triggering and tracking each review – MOE's plan for the review has to be lodged with them
- Identifying and notifying all qualification developers, i.e. MOE
- Considering and approving recommended actions following a review
- Providing support in developing capability in qualification development and review

Rationale for 2018 review

- Part of regular schedule of reviews, and has been scheduled for 2018 for some time
- Last major set of changes was with the alignment of NCEA achievement standards to the revised curriculum, 2011, but this wasn't a scheduled full review
- Process not necessarily anything dramatic but could be an opportunity to make some changes
- Important to distinguish between a review of a whole qualification and reviews of individual standards which happen on a much more regular basis
- Review of the qualification could have implications for its components, i.e. standards, but is not the same

Qualification description (1)

- Qualification Title: National Certificate of Educational Achievement (Level 3) – similar for other levels
- Qualification Type: National Certificate
- Level 3
- Credits 80
- Subject Area: Mixed Field Programmes » General Education Programmes » General Primary and Secondary Education
- Multi-Field
- Strategic Purpose Statement: (See over)

Qualification description (2)

This is one of three National Certificates of Educational Achievement (NCEAs) designed to recognise the general achievement of 16 to 19 year old learners. The NCEAs are qualifications registered on the NZQF and are intended to be accessible to all sectors of the target market.

The NCEA (Level 3) is designed to:

- acknowledge achievement across a range of learning fields, particularly those identified in the NZC;
- act as a learning goal; and
- attest to the ability to participate in, and benefit from, further study thereby promoting lifelong learning.

The NCEA (Level 3) is designed to enable access to the skills required for employment. People certificated at level 3 have typically shown themselves able to integrate knowledge and skills to solve unfamiliar problems; access, analyse and use available sources of information; and work independently in undirected activity. The qualification also provides a more advanced foundation for further study and knowledge. The NCEA (Level 3) may lead to other specialised qualifications at higher levels.

Qualification description (3)

Both achievement standards and unit standards can contribute credit toward NCEAs. Achievement standards have been written in most conventional school subject areas by expert panels. They differ from unit standards in that they recognise three grades of award within the one standard - achievement, achievement with merit, and achievement with excellence. This allows for flexible assessment practices, and recognises a wide range of individual learning experiences, styles, and levels of attainment.

The NCEA qualifications and achievement standards are designed to:

- . motivate learners to achieve to their potential and help them market their achievements;
- . assist institutions to guide students and monitor achievement; and
- . provide data to assist government and providers to monitor progress in relation to qualification-related education policies.

A range of national certificates exists on the National Qualifications Framework to certify achievement in specialist areas and credit towards those qualifications may also be used to meet NCEA requirements. Credit gained towards other qualifications may also be used to meet the requirements of the NCEAs, provided they are both quality assured and on the NZQA Approved List for NCEA Credit Inclusion.

The NCEAs at levels 1, 2, and 3 are government initiatives that replaced School Certificate, Sixth Form Certificate, Higher School Certificate, and University Entrance, Bursaries and Scholarship examinations.

Qualification description (4)

- Entry requirements: Not available
- Education Organisation: New Zealand secondary schools can assist in gaining this qualification
- Developed by: Ministry of Education
- Quality assured by: NZQA
- Number: 1039
- Status: Current
- Created: August 2003
- Last reviewed: November 2006
- Next review: December 2018
- Content: Circulated – qualification description

Outcome statement or not?

- Part of the TROQ process for all the industry qualifications of the NZQF is a requirement for a “qualification outcome statement (comprising graduate profile and education and employment pathways)”
- In theory, NCEA certificates should have one too
- Discussion at SQAG regarding whether this will be required for NCEA – not part of current content description for NCEA

Example: Graduate Profile

- Level 2 NZ Certificate in Arts and Design:
- Graduates of this qualification will be able to:
 - Apply elementary skills and conventions to produce work in the contexts of arts, craft and/or design.
 - Explore creative processes and techniques to solve elementary problems and present work in arts, craft and/or design.
 - Demonstrate elementary work practices in the context of arts, craft and/or design, and recognise a range of education and employment pathways.
 - Collaborate with others in the presentation and discussion of work, using elementary arts, craft and/or design terminology.

Example: Education pathways

Level 2 NZ Certificate in Arts and Design:

- The qualification provides a pathway from:
 - National Certificate of Educational Achievement (NCEA) (Level 1)
[Ref: 0928]

Graduates of this qualification may undertake further tertiary study at levels 3 or 4, including the following:

- New Zealand Certificate in Arts and Design (Level 3) [Ref: 2626]
- New Zealand Certificate in Arts and Design (Level 4) [Ref: 2627]
- New Zealand Certificate in Digital Media and Design (Level 3) [Ref: 2628]
- etc

Example: Employment pathways

Level 2 NZ Certificate in Arts and Design:

- To find out more about employment opportunities click on the CareersNZ logo, then the provider who offers this qualification and follow that link to "What jobs can I do".

Planned timeline for review

- Current work – “research” whatever that means
- October 2017 – establish a reference group
- February/March 2018 – consultation with the “sector” – in the broadest sense of the word
- December 2018 - delivery of recommendations for change to NZQA
- 2019 – Achievement Standards Review to follow

Is this realistic?