



FAQ Summary

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Change Programme

Change Programme – The Basics

Why is 120 the recommended maximum number of credits for level 1 when only 60 credits are required to pass level 1?

120 credits is the maximum amount that a Level 1 student is able to achieve if they are successful in all 4 standards offered in 6 courses. It is not recommended that students necessarily aim to reach this number.

What year will the 20 credit rollover be removed? i.e.: In what year will Level 2 only require 60 L2+ credits and none from level 1?

2024. 2023 is when the new level 1 comes into effect. Students who complete this year (sitting level 2 in 2024) will be the first cohort without rollover credits from level 1.

With no rollover credits - what happens to students who are working at different levels in different subjects?

Roll over credits will no longer be available from 2024 for Level 2 and 2025 for Level 3. Students who are working at a variety of levels will be impacted in different ways. For example, a student sitting Level 3 Maths in Year 12 will be able to use these credits to gain a Level 2 certificate. A student sitting standards at a lower level than their age cohort will still have their learning recognised. For example, a student sitting Level 1 Maths in Year 12 will see any credits they achieve in that subject appear on their record of learning. However, Level 1 credits will not count towards the 60 credits required to achieve a Level 2 Certificate from 2024 and Level 2 credits will not count towards the 60 credits required to achieve a Level 3 Certificate from 2025.

What's the rationale for changing rollover credits? It seems to be removing flexibility and accessibility?

Further detail on the rationale for this and other changes can be found in the NCEA Change Package 2019. This is accessible via the Education Conversation website <https://conversation.education.govt.nz/conversations/ncea-review/change-package/>. Background to the changes to carry-over credits specifically can be found in the 5th change "Simplify NCEA's structure".

What is the rationale for students being able to achieve NCEA with Unit Standards within a shorter period of time (e.g., two terms) when Achievement Standard courses are full year?

It is important that students are able to do industry-derived and vocational learning while at secondary school. This is important to ensure that students are able to prepare for life beyond school by gaining credits that are recognized and valued by industry. It is also important, especially at NCEA Level 1, that students achieve credits for NCEA through Achievement Standards. The new Achievement Standards, following the Review of Achievement Standards, are explicitly derived from the National Curriculum. If you are concerned that students in your school are engaging in learning programmes for NCEA that aren't supporting them to be prepared for their pathways and life beyond school, then we recommend that your school work with your wider community, including whanau, employers, and tertiary education organisations, to develop programmes of learning that are valued within your school community and which prepare students for life beyond school.

What do you mean by course endorsements for 'achieved'?

As a part of the changes to NCEA, we are expanding course endorsements to recognise attainment at Achieved level. This will have the effect that, in some cases, industry-derived unit standards can count towards a course endorsement. This change comes into effect from 2021.

To gain a course endorsement at Achieved level students will need to achieve 14 credits, with at least three credits from externally assessed standards and at least three credits from internally assessed standards, including unit standards.

Change Programme – Course Structure

Is it envisaged that schools can still create cross-curricular courses (e.g. Maths and Science) to create an internal course to cater for diverse learning needs (excluding the ability to get an endorsement)?

Yes, it will still be possible for schools to create local courses which may include standards from different subjects and thereby be entirely internally assessed. However, schools are encouraged to reflect on how their local course design will impact on the pathways open to students. Courses which integrate standards from different subjects and avoid external assessment may preclude students from accessing those subjects at higher levels. It is also worth bearing in mind that future external assessments may not necessarily mean a time-bound, formal examination

What will happen to the unit standards? Will they still exist in this framework?

There are no imminent changes to unit standards. They can still be used in conjunction with the new standards.

How many assessment opportunities exist for students? Is it 1 resubmission for Achieved only, and one further opportunity as at present?

Under the new changes, schools would only offer a resubmission opportunity to students where a minor error prevents them from reaching the 'achieved' grade (not for merit and excellence). This would not affect the provision of further assessment opportunities (a further assessment for the same standard using a new assessment task, after further learning has taken place).

Will fewer standards limit students' ability to tailor their course to suit their interests and needs?

The intention behind fewer, larger standards is to increase the breadth of knowledge assessed, not reduce course content. Teachers will still have the flexibility to be able to tailor their courses to the needs and local context of their school and students under the new standards.

Will fewer standards decrease low achieving students' chances of gaining credits towards NCEA? Will the requirements for achieving these standards be large, i.e.: equal to 10 weeks of work?

With larger more sustained forms of assessment under the new standards, this should not decrease low achieving students' chances of gaining credits. The requirements of achieving the new standards will be appropriately benchmarked by the Subject Expert Groups.

Won't larger standards make it more difficult for students with erratic attendance to achieve?

While student attendance cannot be corrected through assessment activities, it is intended that the new standards will allow students more opportunities to succeed. The larger

standards covering a wider range of material over a longer period of time is intended to present more opportunities to engage with the course materials.

Change Programme – Special Assessment Conditions

The new SAC's seem like they are going to be a big workload for schools, has this been considered?

The first change in the NCEA Change Package is to make NCEA more accessible. The design of the new standards includes a strong emphasis on accessibility and inclusion, so that a greater diversity of learners will be catered for. One of the intended benefits of this change is that the need for schools to apply for Special Assessment Conditions will be reduced, rather than increased.

Does a student in the new standards with SAC's have it recorded on their Record of Learning that they use SAC's? If the conditions are changing and there may be more students using SAC's should/will this be known to employers?

Special Assessment Conditions are not recorded on a student's Record of Learning. Whether a student has a SAC entitlement is irrelevant to whether they have met the standard.

Many schools have moved in terms of Special Assessment Conditions for the betterment of our students however they produce a larger operational impact (e.g.: with 20 SAC students, 20 separate rooms are required, with 20 separate SAC assistants). What is the plan for dealing with an even higher operational load caused by these changes?

Supporting students who have additional needs is the right thing to do - and the intent of the NCEA change package is to make assessments more accessible and reduce the need for separate and different assessment conditions.

Assessment should be based on evidence gathered throughout a student's progress in learning at school – it shouldn't be necessary to fund separate screening and assessment. NZQA have people at regional level who are able to work with schools to think differently about assessment and support for NCEA. It would be useful to bring that expertise into the school to help problem solve.

Change Programme – Pilot Schools

Will NZQA make the pilot schools known to the public?

The Ministry of Education is managing the pilot project in 2021 for English, Science, Visual Arts and Religious Studies. Participating schools' details will be published on ncea.education.govt.nz before the end of the year.

In pilot schools, how will NCEA ensure that ākonga are not disadvantaged with their learning in regards to their NCEA qualification? Will NCEA recognise both systems at the same time?

Yes, NZQA will recognise both systems at the same time. For piloting schools, students who are registered for the new standards will be eligible for credits in the same way as they currently are. The pilot subjects in 2021 are English, Visual Arts, Science and Religious Studies.

Review of Achievement Standards

What are the Big Ideas?

The starting point for determining Significant Learning are the Big Ideas from the Learning Area. A Big Idea refers to core concepts, principles, theories and processes that all subjects from that Learning Area can trace their origin to. Big Ideas connect discrete knowledge and skills into a larger frame and provide the foundation for understanding. In the Review of Achievement standards we have Big Ideas at both the Learning Area level and the subject level too.

What is Significant Learning?

Significant Learning is the critical 'not to be missed' learning of a subject. The RAS gives us the opportunity to focus on the most Significant Learning and what aspects of that learning we need to assess. An integral aspect to work carried out by the Subject Expert Groups (SEGs) is to determine what learning the new achievement standards will credential. This is done through deep curriculum discussion where Big Ideas are explored to determine the Significant Learning for each subject.

How will the Review of Achievement Standards affect credentialing of assessment within each subject?

An important aspect to the NCEA changes is to have fewer, larger standards. This will involve a reduction to only 4 standards in each subject. Each subject course will have a total of 20 credits and each achievement standard worth between 4-6 credits. The internal/external assessment ratio is rebalanced to a 50:50 split

How is the Learning Matrix different from the matrices we already use?

The current subject matrices on TKI and the NZQA website are assessment matrices. The Learning Matrix is a new product which shows the Significant Learning of a subject. It contains all the learning that we expect a student to access within the subject organised across curriculum levels 6-8.

What is the Assessment Package?

The Assessment Package is the collective name given to all the resources developed by the SEG during their work on the RAS.

Are there other assessment support materials to help teachers?

On the new NCEA website there is a section called the Teaching, Learning and Assessment Guide (TLAG). This includes an explanation of the links between curriculum and assessment, advice on pedagogy, example programmes and ways of capturing evidence of learning.

Are teachers allowed to use the assessment activities which the Subject Expert Group have written?

The assessment activities have been designed to exemplify how an achievement standard might be assessed. If the assessment can be carried out in a valid manner then the assessment activities may be used but we would remind teachers that good assessment practice is specific to student needs and their community and therefore adaptations would be expected.

Which languages make up the Language Groups?

Group 1 – Chinese, Japanese and Korean. Group 2 – French, German, Spanish and Group 3 – Cook Islands Māori, Gagana Sāmoa, Lea Faka-Tonga. Te Reo Māori and New Zealand Sign

Language, as national languages, will be initially be grouped together, and then develop individual subject assessment resources. .

What is meant by the trial subjects in the Review of Achievement Standards?

Four trial subjects have undergone a review of achievement standards ahead of the main timeline. English, Science, Religious Studies and Visual Arts have been trialled by undergoing the review process ahead of the main wave of NCEA subjects. They began in October 2019 and are continuing through a mini pilot in 2021. Lessons learned from trialling these four subjects has been used to inform processes and refine the operating model.

Will students get credits for being assessed by pilot standards ahead of the full implementation of the new NCEA assessments?

Yes. Each pilot aims to test all 4 standards in the assessment package (internals and externals), so students will be eligible to gain up to 20 credits for each subject piloted.

What role does NZQA have in the Review of Achievement Standards?

NZQA advisers are members of the subject expert groups (SEGs). They provide critical advice throughout the development of the assessment resources as well as undertake quality assurance during specific feedback points in the development process.

Pathways

Pathways – The Basics

What do you mean by 'Pathways'?

In the NCEA Change Package, when we refer to 'pathways' we're talking about the pathways students have through NCEA (i.e. what subjects they take, what learning they do) and also the pathways that they have into further education, training, employment, and life! We see all students as being on a 'pathway', and we want all students to have the tools, information, and support they need to make decisions about their future and work towards their pathway.

Can we still teach unit standards? Does the 50/50 internal/external split affect how many unit standards we can teach?

Schools are able to deliver and assess any assessment standards for which they have consent to assess. A wide range of achievement and unit standards are on the 'Base Scope of Assessment for Schools'. This is a [list](#) of assessment standards that all schools can assess. Some schools may also have additional consent to assess for particular unit standards. These standards will still contribute to a student's NCEA qualification. We recognise that many industry-derived unit standards are relevant for students and their pathways, particularly at NCEA Levels 2 and 3, and we support schools to work with their communities, including whānau, employers, and tertiary education organisations, to develop programmes of learning that support a wide range of student pathways. We also encourage schools to ensure students, particularly at NCEA Level 1, are primarily working towards achievement standards. Achievement standards provide opportunity for students to engage with the National Curriculum and often lay the foundations for a wide range of pathways.

Pathways – The Vocational Excellence Award

What will the Vocational Entrance Award look like?

The NCEA Change Package includes developing an Award for students who participate in vocational education.

We envisage that this Award would sit alongside NCEA Level 3 and signal that a learner has undertaken initial learning valued by industry, employers and TEOs, and is ready for direct entry into higher-level education (such as an apprenticeship).

As a part of the design of this Award, we will work closely with industry and employers to identify what learning is most important for students to be doing and in what settings students should be doing that learning – whether that is school, in a tertiary setting, or in the workplace!

We anticipate there being several different 'Awards' to strengthen pathways and transitions into a wide variety of industries.

The goal of this work is to make it clearer to young people and schools what initial learning is important and valued by industry and employers, so learners can make a start on this while they are still at school and be better prepared to transition directly into higher-level vocational education when they leave school.

When will the Vocational Entrance Award come in?

This year we have done some initial engagement on the high-level direction of the VE Award. We will be providing more updates on timelines for further design work and implementation in the coming year.

There are some inter-dependencies between this work and the Reform of Vocational Education (RoVE) currently underway, so we want the design work to progress alongside these changes. We want schools, TEOs (including Te Pūkenga - the NZ Institute of Skills and Technology), Workforce Development Councils, industry and employers, and others with an interest in the Vocational Entrance Award to be involved in its design and development. We will let you know how and when you can be involved in this ongoing work. It is possible that the timeframes for this work and the implementation of the VE Award could vary by industry pathway.

Will the Vocational Entrance Award be like UE?

The overall intent of the Vocational Entrance Award is to identify more consistent and deliberately designed packages of vocational learning for students to work towards to prepare them for their next steps when they leave school.

However, the detailed design of the VE Award is still to be developed. While we envisage that it would sit alongside NCEA Level 3, it is not expected that it would necessarily replicate the same settings as UE. We intend to design the VE Award closely with industry, tertiary, schools, employers, and Iwi, and so more details will be provided as design and development progress.

What is happening with the Vocational Pathways?

The Vocational Pathways are a tool that students, teachers, and whānau can use to understand different pathways into industry and further vocational education and training. The Vocational Pathways are a tool for better understanding the world of work, and also for planning learning programmes that align with the different pathways. Students can achieve a Level 2 Vocational Pathways Award to show that they have completed a programme of learning that is relevant and useful for a particular industry.

Currently, the standards which are mapped to the Vocational Pathways undergo a minor review and are updated every year. The tools on the [website](#) show which standards are mapped to the Vocational Pathways for 2021.

As a part of developing the Vocational Entrance Award, we will be reviewing the Vocational Pathways framework and also the Vocational Pathways Award. Any changes to the Vocational Pathways will not be implemented until 2022, to ensure there is sufficient time to co-design changes with industry and to ensure that schools and tertiary providers are well aware of the changes.

Pathways – Reform of Vocational Education

What is the Reform of Vocational Education and what does it mean for schools?

Reform of Vocational Education (RoVE) changes were announced in August 2019. The purpose of these reforms is to create an integrated and cohesive vocational education system with learners, employers, regions and communities at its centre.

Some of the RoVE changes are starting to be implemented this year for example, the establishment of Te Pūkenga - the NZ Institute of Skills and Technology. Many of the changes (particularly to the roles and responsibilities of the organisations in the system) will be phased in over the next few years.

Schools will be a crucial part of the new integrated vocational education system. We want schools and tertiary education organisations (TEOs) better linked with each other and the world of work. We also want a system where there are clearer and more direct pathways for vocational learners in school, through into higher-level vocational education and training in the tertiary system, all of which with a stronger workplace element.

Schools are encouraged to continue support students as they study vocational learning options, including those undertaken through programmes such as STAR, Gateway and Trades Academies over the next few years during this transition period.

The Ministry of Education, the Tertiary Education Commission and NZQA will work with schools and TEOs involved in secondary-tertiary learning arrangements to keep you informed and support you as part of the transition to the new system.

Will RoVE change how we get consent to assess industry unit standards? Or how we work with ITOs to deliver Gateway programmes?

For standards which are not on the [Base Scope of Assessment for Schools](#), schools need to apply to the Standard Setting Body for additional consent to assess.

As the Reform of Vocational Education is implemented, the standard setting function of Industry Training Organisations will move to the new Workforce Development Councils, and so in time it will be the new Workforce Development Councils who can grant additional consent to assess for schools.

From April 2020 to December 2022, the coverage and role of transitional ITOs will be transferred to workforce development councils (WDCs), the New Zealand Institute of Skills and Technology (NZIST), its subsidiaries and other education organisations.

Over this period:

- WDCs are being established. WDCs will set standards and be responsible for qualifications for the industries that they are responsible for, as well as work with the related industries and sectors.
- Tertiary education organisations, including NZIST and its subsidiaries, will take over the administration and support of workplace learning from transitional ITOs.

For now, if you are looking to apply for additional consent to assess or to work with ITOs to deliver Gateway programmes to your students, please continue to work with the relevant Industry Training Organisations.

What will the new Workforce Development Councils do?

Workforce Development Councils (WDCs) are in the process of being established as part of the RoVE changes. They are six new industry-governed bodies that will give industry greater leadership across vocational education.

WDCs will have a forward, strategic view of the future skills needs of industries. They will translate industry skill needs now and in the future for the vocational education system. A key role of WDCs will include setting standards, developing qualifications and helping shape the curriculum of vocational education.

Once WDC's are up and running, the standards setting functions of industry training organisations (ITOs) will transfer to the WDC responsible for a particular industry.

We expect that WDCs will play an important role in improving the quality and relevance of vocational learning secondary students undertake, including as part of the developing of the Vocational Entrance Award.

More information on Workforce Development Councils can be found here:

<https://www.tec.govt.nz/rove/workforce-development-councils/>.

What do the Regional Skills Leadership Groups do?

The Skills Leadership Groups were formed in June 2020 to identify and support better ways of meeting future skills and workforce needs in our regions and cities. They are part of a joined-up approach to labour market planning which will see our workforce, education and immigration systems working together to better meet the differing skills needs across the country. More info available [here](#).

Pathways – Employers in Education

Is there a role for employers in education?

The simple answer is yes. A range of available evidence indicates that students do not always have the necessary awareness, capability and engagement with employers required to help them understand and decide on their pathway options or develop the attitudes, aptitudes and skills required to make their way from education into employment.

The Attitude Gap report (Auckland Co-Design Lab and MBIE, 2016) found a range of disconnects between students and employers which were affecting outcomes for both parties:

“Employment expectations and ambitions of young people are built through the experiences they have early on, so having positive connections with employers is vital for building ambition and networks for young people”

What can I ask employers to do for our school and students?

The evidence suggests that employers are really willing to help. The Education to Employment Matters survey in 2018 confirmed that “95% of employers agree or strongly agree that there is a role for them in guiding young people into pathways for their future careers.” Sometimes though employers just don’t know how they can help. They are often waiting to be asked.

There are many ways that an employer can play a role in helping a school, the teachers and the students. These include Gateway or Trades Academy placements, work experience, school visits, classroom visits, tours of the employer site or offices, and mentoring. Employers will often be willing to work with teachers to tailor a specific programme or activity that works for groups of students, just reach out and ask them.

Where can I get help to engage with employers?

There are many ways to get help engaging with employers in your community, your region or across New Zealand. These include organisations like, Chambers of Commerce, Economic Development Agencies, local government, community organisations, industry associations and many more.

The Ministry of Education will be able to provide help to, either through our regionally based Principal Advisors Secondary Transitions, the Education to Employment brokers that are based in some cities around NZ, or our network of employers and industry organisations across NZ. To get help in your community please make contact with the Ministry Employer Engagement team by emailing employer.engagement@education.govt.nz

What are different ways that Employers can help Teachers?

Employers can play a valuable role in helping teachers. These include areas such as:

- Bringing in real work-related problems that are relevant to the teaching and learning areas being undertaken in the classroom. These local curriculum examples can provide very relevant learning opportunities for students, that help them to understand and help to solve real problems
- Bring to life relevant examples of pathways that are available to students, and provide useful information on what skills and qualifications a student may need to be successful in this pathway
- Provide valuable experience or opportunities for students, i.e. Gateway, work experience, Trades Academy placements, visits to the school or work place, etc

The future of work is very exciting but things are changing rapidly. Employers can often help teachers to see and understand the current jobs and the way in which the world of work is changing. These aspects of work will all be important in a teacher helping their students to understand what pathways and jobs are available.

Are there examples of successful Employer Engagement?

There are hundreds of great examples of schools and teachers engaging with the world of work in positive ways to help students see, engage in, be inspired by and experience different pathways. Each of these is unique to the specific engagement between students and the employer. They range from employers talking to a classroom about their job or industry, right through to long term and deeper engagement where students are getting ongoing work experience that helps them to build the skills and experience they need to help them on their further education and employment journeys.

There are some fantastic examples of different ways schools and employers are working together in the Education Gazette <https://gazette.education.govt.nz/>

If you are looking for specific idea, help and advice get in touch with the Ministry of Education Employer Engagement team by emailing employer.engagement@education.govt.nz. They will be able to listen to what you are trying to achieve and provide relevant examples and connections to employers or industry to bring your ideas to life.

As part of the Reform of Vocational Education schools and organisation are running events to help students engage with employers in different industries. The events run through until the end of June, 2021. A list of the events in your region can be found at

<https://www.education.govt.nz/school/student-support/supporting-transitions/education-to-employment/>

What do we have as a Teacher or School that we could offer Employers, Business or Industry that would add value to their work?

As a school or teacher you may be surprised by how much value an employer can gain from working with you. Employers are part of your community too, and while they are different to a school, they will get a lot of value from working with you.

These include things like:

- Employers will love the opportunity to bring their experiences to students in their community. They were there once as well, and many of them have children of their own. They will just want to get involved in different ways.
- Employers sometimes have views about young people and their skills that are not accurate. Getting these employers connected to your school and your students will help to break down these misperceptions.
- Your students can bring ideas, creativity and new thinking to employers. Students don't have some of the inhibitions or constraints that adults build up over their lives. Your students can help solve problems employers are facing.

What businesses would be most suitable for me to engage with?

Engaging with any employer can be beneficial as they will all be able to offer something different. The decisions on which employer to engage with can vary a lot. These include the individual needs and pathway options being considered by students, through to the teaching and learning in the classroom where an employer may be able to provide some relevant and contextual learning opportunities.

What objective and outcomes might Business be seeking by engaging or partnering with schools?

The size of an employer may also be a factor in their ability to engage. For example, smaller employers, usually with one or two employees, may have less time or ability to provide work experience but may be able to give up time to do a classroom visit and talk about their journey and pathway. At the other end of the scale a medium or larger employer may be able to help in a great number of ways. These larger employers could offer Gateway placements, work experience, site visits etc.

There are lots of reasons an employer might wish to engage with schools but generally they fit into three categories:

- Doing something positive for their community – an employer is based in a community and so they want their community to be successful. Helping our young people in their community is one way they can help their community be successful.
- Doing something positive for New Zealand – if New Zealand is going to be successful education and employment will play a big part in this. Employers, large and small, recognise this and want to help young people see and engage with their possible futures.
- Talent – employers will need good staff to make their business successful. Employers are often looking for the right people that want to be in their industry, but also have the skills and knowledge needed. Employers can help young people see their industry, the jobs available and help them to select the right courses or options for their future direction.

Literacy & Numeracy

Literacy & Numeracy – The basics

Why is this change happening now?

In 2018, as part of Kōrero Mātauranga, we heard from New Zealanders that the current ways of recognising literacy and numeracy in NCEA are not robust and needed to be strengthened.

When will changes to literacy and numeracy be implemented?

The standards will be fully implemented in 2023, if the sector is ready. Next year (in 2021) there will be a small pilot of the standards in up to 15 schools, kura and non-school settings. This will be to make sure that the standards are fit for purpose. In 2022, there will be a wider pilot for interested schools and non-school settings. In 2023, the standards will be a mandatory co-requisite to the qualification, if the sector is ready.

Why are these standards mandatory?

Literacy and numeracy are foundational skills. This means they support learning across the curriculum and support students to succeed in their next step in learning, life, or work. We want to ensure that every learner receiving an NCEA has this foundational level of literacy and numeracy that they are entitled to.

What is a corequisite?

A 'co-requisite' means the standards will be required to attain the formal award of an NCEA. However, students will be able to complete the standards alongside their usual NCEA programme, the standards are not a pre-requisite to Level 1. Students will be able to sit the standards from Year 9.

What do you mean by literacy?

Foundational literacy refers to knowledge and capabilities enable learners to access further learning, develop important life skills, engage in employment and in their communities. For the standards derived from the New Zealand Curriculum, this includes reading and writing. For the standards derived from Te Marautanga o Aotearoa, this includes reading writing, and oracy.

What do you mean by numeracy?

Numerate people can interweave mathematical/statistical processes and content. This interweaving allows them to manage the mathematical and statistical demands of a range of situations, and supports them to find solutions that service others, promote innovation, empower communities, and care for our planet.

Can we meet the corequisite in te reo Māori?

Yes. Māori-medium standards will be available for both literacy and numeracy. Any learner in any setting will be able to access the Māori-medium or English-medium standards. There will also be no restriction on learners accessing both sets of standards.

Why don't we have oral language in the English-medium standards?

The new standards have been developed to reflect current Curriculum progression frameworks. This is to ensure that they are closely associated with the tools and resources that teachers and educators use. Currently, the New Zealand Curriculum derived Learning Progressions Framework do not include oracy, so we don't have enough clarity on what level 4/5 oracy looks like in a New Zealand Curriculum context. Te Marautanga o Aotearoa derived progressions do. This means that we have included oracy in the Māori-medium standards. However, we also know that oracy is an increasingly important component of literacy. As potential changes to the New Zealand Curriculum takes place to include oracy more clearly, we will explore whether this could also be included in the standards. We are also ensure that oracy is promoted across the Review of Achievement Standards.

The last video in the LMS module suggested that literacy and numeracy would be woven through level 1 standards, however a previous video stated literacy and numeracy credits would be assessed separately via the 20 credit 'allotment' – can you please clarify this?

The new literacy and numeracy standards will be a separate co-requisite to the NCEA qualification and, as such, will be assessed separately. Students who are ready may be assessed against these standards as early as Year 9. Teaching related literacy and numeracy skills may be woven through all courses as appropriate.

It has been really hard to discuss significant changes that may be needed - especially regarding Literacy and what we need to consider for your junior school

The new literacy standards will be set at Level 4/5 of the New Zealand Curriculum. What this looks like can be seen on the Learning Progressions Framework and its associated PACT tool. You can find more information here

when we don't know what the modules look like or the 20 credit package consists of. Can we have more information now?

<https://curriculumprogressstools.education.govt.nz/lpf-tool/>. More specifically, the new NCEA Literacy and Numeracy standards have been released for public consultation on November 18, 2020. They are accessible via the Ministry's Education Conversation website (<https://conversation.education.govt.nz/conversations/ncea-review/latest/>). The exact nature of the assessment has not yet been finalised, but it will be set by NZQA and is likely to be a common assessment task that will be delivered several times a year. In the medium to long term, it will potentially be delivered digitally via an online platform.

What do you mean by foundational literacy and numeracy? What is the level?

Foundational means that if a student meets this level, they will have the foundations for learning across NCEA, life, and work. This will empower learners to successfully embark on their next steps. In a Curriculum context, we have identified Level 4/5 as foundational. This means students have control of Level 4 and are ready to work at Level 5. We have selected this level to align with OECD expectations for foundational literacy and numeracy.

Literacy & Numeracy – Readiness

How will I prepare my students for these standards?

You can begin to prepare for the new standards by considering what literacy and numeracy instruction looks like in your settings. For example, teachers can consider how literacy and numeracy is integrated into the classroom. Leaders can consider how progress is monitored in your school, and how students can be best supported. There are many frameworks and resources currently available to support you. These tools can support you to know when students might be ready to sit the standards. We will be creating further content over the next two years. Currently available progressions and tools include:

- Learning Progressions Framework
- Progress and Consistency Tool
- He Tirewa Ako
- e-asTTle
- Progress Achievement Tests (PATs)
- Adult Learning Progressions Framework
- Literacy and Numeracy for Adults Assessment Tool
- Pathways Awarua

Will there be alternative pathways to the requirements?

We are exploring whether there should be alternative pathways to meet the new requirements. In particular, whether English Language Learners should be credentialed in an alternative way that still upholds Level 4/5 of the New Zealand Curriculum in an English Language Learning context.

What about if my learner has a disability, or has a learning support need?

The standards and assessment are being designed to be inclusive, and as with other assessments, Special Assessment Conditions will be available. As noted above, alternative pathways are also being explored.

Literacy & Numeracy – Tertiary

How will learners complete the standards in tertiary contexts?

We are aware that external assessment in tertiary settings will be a shift in practice. We will therefore test the usability of the standards before transitioning to the new standards in those settings. We will not implement the new standards in tertiary settings until we know that they are fit for purpose. There will also be information in the teaching, learning and assessment guide about how to prepare learners in tertiary contexts for these standards.

In the Literacy and Numeracy module on the LMS, it mentions that EAP would be removed. Is this the case? Especially as the EAP standards offer a University Entrance pathway and are at a much higher level than the proposed Lit/Num assessment and are also open for native speakers to take. Can you confirm whether these are indeed being dropped as part of the NCEA review?

The English for Academic Purposes standards will not be removed. They will continue to exist and students will continue to be able to gain credits towards an overall NCEA certificate using these assessments. However, the changes will mean that the EAP standards will no longer count towards fulfilling the literacy requirement of the qualification. From 2023, all students will need to achieve the new literacy co-requisite in order to be awarded an NCEA certificate.

UE Literacy - will there be a new list of 5 Reading and 5 Writing or is this also under Review?

UE Literacy is not a part of the NCEA Review. The literacy lists for University Entrance and NCEA are separately maintained by NZQA.

What will the compulsory literacy and numeracy co-requisite look like on record of learning? For example, will it read that literacy has been achieved or will it state the language it has been achieved in, for example it may read that literacy has been achieved through te reo Māori?

The literacy and numeracy credential will appear on the Record of Achievement. While we have not yet decided exactly how it will be presented, it will show whether the credential has been attained through te reo or English. This will mean that students who achieve both will be able to demonstrate biliteracy on their Record of Achievement.

Will the literacy requirement count towards university literacy requirements?

NZQA sets University Entrance in consultation with the universities. This includes a separate literacy and numeracy requirement to the one included within NCEA. We will work with Universities New Zealand to understand the relationship between the new corequisite and university requirements, but it may be that University Entrance continues to have its own requirements in this area.

Literacy & Numeracy – Assessment

How will the standards be assessed?

We will be working towards implementing a digital adaptive tool to assess the standards, but until such time as this tool is developed (which will be a number of years away), Common Assessment Tasks will be delivered by NZQA. We are working to see how these assessment types can be designed well for diverse user groups, and are looking at the possibility of portfolio assessment as a potential additional option. Assessment will be inclusively designed, for example, contexts that empower Māori and Pacific learners will be built into task design.

When it is stated that literacy and numeracy will be achieved externally (see below), what does this look like? Does externally here mean that they will be assessed by means of examination?

The exact nature of the assessment has not yet been finalised, but it will be set by NZQA and is likely to be a common assessment task that will be delivered several times a year. In the medium to long term, it will potentially be delivered digitally via an online platform.

How many times can you sit the literacy and numeracy standards?

The intention is for teachers to gauge when the student is ready and only enter them then. But yes, if they fail they can resit when they are ready.

How will the Num/Lit standards be administered and managed in a school? Maths/English or across subject

We will be working towards implementing a digital adaptive tool to assess the standards, but until such time as this tool is developed (which will be a number of years away), Common Assessment Tasks will be delivered by NZQA. Schools will have some flexibility in how they administer the assessments, within set guidelines.