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The future of NCEA

Show clearer pathways to further education and employment

Change 6

What we've heard

Students do not always get access to clear, quality pathways, or the information to be able to make good decisions about their future. As a result, students often end up taking subject which do not set them up with a deliberate pathway to their next step, preventing them transitioning successfully to further education and employment and making it difficult for them to achieve their aspirations. There are a range of pathways into further vocational education and training post-school, and this can be confusing to navigate.

There is a need for the purposes of each NCEA level to be made clearer for students and whānau, so they can make more informed decisions in relation to NCEA.

Parents and employers thought the Record of Achievement was difficult to understand. It needs to more clearly show what learning has been achieved.

Key changes

- ▶ Create a 'graduate profile' for each level of NCEA. This is a description of what a student awarded the qualification must be able to do and know. In short, Level 1 prepares you with the skills you need for life, including robust literacy and numeracy, and gets you ready for Level 2. Levels 2 and 3 provide further opportunities to specialise and deepen your knowledge and skills. Graduate profiles will also include the valuing of te ao Māori and mātauranga Māori
- ▶ Set up a Vocational Entrance Award, similar to University Entrance (UE). Achieving this award will show that a student has done the necessary learning required by industry, employers and tertiary education organisations, and is ready for direct entry into higher-level vocational education training after NCEA
- ▶ Refine the Record of Achievement (RoA) to be clearer and more comprehensive in showing what the student knows and can do. It will include what they have achieved through NCEA, including certificate endorsements, course endorsements at Achieve, Merit and Excellence and a series of brief course descriptions
- ▶ We will explore ways to enhance the Vocational Pathways, in order to improve its usefulness as a navigation and planning tool for schools and foundation tertiary providers.

What you need to know

Developing a Vocational Entrance Award will be considered as part of the work on the Reform of Vocational Education

“ We are pleased to see that the proposal [for an enhanced record of achievement] includes the ability to have courses on the RoA – this will definitely help learners make easier transitions between school, tertiary providers and the workplace ”

- Tertiary Provider

Focus questions

- ▶ What learning should a Vocational Entrance Award or Awards recognise?
- ▶ How might a Vocational Entrance Award encourage a mix of specialisation on specific pathways with a broad, vocational education?
- ▶ What features would a clear, easy-to-understand Record of Achievement need to have?
- ▶ What information do students and whānau need to be able to access to make good decisions about pathways?

- 1) How can we design the detail of this change so that it will work in practice?
- 2) What implementation aspects do we need to consider?