



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Review of University Entrance 2010: Summary of submissions responding to proposed changes to university entrance

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The review

Key findings

Despite just 30 percent of all school leavers going on to study at university, there is much interest in the proposed changes to the university entrance requirement. We received a surprisingly large number of high-quality submissions responding to the consultation. These submissions asked questions that made us look again at some of our assumptions.

To test our assumptions we obtained and used 2010 university enrolment data to ensure that our answers were as current as possible. There are some questions (such as impacts of the proposed changes to the literacy requirements) that we are unable to answer. We are also unable to predict either changes in student behaviour and motivation resulting from students being aware of changed requirements or the impact this awareness might have on achievement.

As a result of the submissions we know that:

- most respondents support adding attainment of NCEA Level 3 to university entrance
- opinion is divided as to whether there should be a list of approved subjects
- there is support for creating a sustainable method to construct and maintain a list of approved subjects (by using the New Zealand Curriculum and achievement standards at Level 3)
- opinion was divided over whether students should do all three of their subjects (14 credits each at Level 3) from the list of approved subjects
- most respondents agreed with the proposed numeracy requirement but some universities thought the proposed requirement was lower than the existing one
- there was not enough information on the various literacy options for respondents to give full feedback but most thought the requirement should be about literacy, not English, and both Level 2 and Level 3 standards should contribute to the requirement.

We received a lot of detailed feedback in answer to the consultation questions. The technical advisory and steering groups will consider this feedback in making recommendations to the Board of NZQA on changes to the university entrance requirement.

Key findings

Purpose, past reviews and the review process

The NZQA Board approved the undertaking of a review of university entrance (UE) late in 2009. The objective of the review was to examine the common educational standard for entrance to New Zealand universities (UE) ensuring that it continues to provide evidence that a student has a reasonable chance of success at degree-level study (see Appendix A for Terms of reference).

The introduction of the National Certificate of Educational Achievement (NCEA) in 2001 made it necessary to change the UE requirement of the time. The requirement before the introduction of NCEA was the achievement of three Cs in Bursary. The NZQA Board agreed on a replacement common standard in 2003 for implementation in 2004. The NZQA Board also decided that the common standard should remain in place for at least two years and that the literacy requirement should be further considered after that period.

The next review of the UE requirement occurred in 2005–2006. The only change resulting from this review was the addition of subjects to the list of approved subjects. However, it was noted that the literacy requirements would need further work in the future.

Because tertiary education organisations other than universities deliver degrees, this review also explored the possibility of applying a common standard for entrance to degree-level study beyond universities. This will be reported on separately.

Another type of entry to university is special admission (entry to university by students 20 years old and over and without UE). The Ministry of Education is examining special admission as part of this review, and again this will be reported on separately.

A technical advisory group (see Appendix B for a list of members) was formed to provide expert advice to the UE project working group. The advisory group includes tertiary and secondary school students and knowledge holders from the university, wider tertiary education and senior secondary schooling sectors.

As well as an advisory group, a steering group was assembled (see Appendix C for members) to review the work of the technical advisory group. They asked questions regarding possible impact and looked at the wider implications of the proposals. They also ensured that the people they represented were advised of and contributed to the review. Steering group members were drawn from the university, wider tertiary education sector, and senior secondary school and industry sectors and included a student representative.

The technical advisory group met four times between 28 April and 23 July 2010, while the steering group met three times between 7 May and 16 July 2010. With the assistance of these groups, proposed changes to the existing university entrance

Purpose, past reviews and the review process

requirement were developed, tested on the data from past cohorts, refined and then made available for consultation. (See Appendix D for consultation documents.)

Consultation took place over seven weeks between 18 October and 6 December 2010. (See Appendix E for the consultation questions.) Many people engaged in the consultation process, with some 480 submissions received from across a range of individuals and groups.

The consultation responses were collated and analysed during January and February 2011. The analysis is contained in this summary of responses, along with the answers to questions raised in the feedback. In particular, questions on the likely effect of the proposed changes on Māori and Pasifika students prompted the collection of more data. This data includes 2010 information on Māori and Pasifika students enrolled in New Zealand universities. The data is supplied by individual universities to the Ministry of Education and the Tertiary Education Commission through a data return known as the SDR¹.

¹ The Single Data Return (SDR) is a data collection used for the purposes of funding students at tertiary education providers and for statistical reporting requirements. Data is supplied by tertiary education providers three times a year (as at 30 April, 31 August, and 31 December). Information is collected about student characteristics, course enrolment details, course and qualification completions, course details, and student numbers (equivalent full time students).

Summary of proposed changes to the university entrance requirement

Current university entrance requirement	Proposed university entrance requirement
42 credits at Level 3 in three subjects	<ul style="list-style-type: none"> Achievement of NCEA Level 3 <p>60 credits at Level 3 or higher and 20 credits at Level 2 or higher</p>
14 credits in each of two subjects from the list of approved subjects	14 credits in each of <i>three subjects</i> from the list of approved subjects ²
14 credits from not more than two additional domains ³ on the NQF or list of approved subjects ('third subject')	
Numeracy—14 credits at Level 1 or higher from Mathematics, Statistics and Probability, and Pāngarau	Numeracy—10 credits at Level 1 or higher from specified achievement standards or three specific numeracy unit standards
Literacy—8 credits at Level 2 or higher from English or te reo Māori	Literacy ⁴ —10 credits (five in reading and five in writing)
<ul style="list-style-type: none"> four credits in reading and four credits in writing from a specific list of standards 	<ul style="list-style-type: none"> through three specific Level 2 English achievement standards, or from specified Level 3 achievement standards, or 10 credits from two specific Level 4 English for academic purposes unit standards, or success in a literacy common assessment task (CAT) externally assessed twice per year by NZQA

² In order to keep the existing list of approved subjects current and relevant, it is proposed that it be subjects derived from the *New Zealand Curriculum* 2007 with Level 3 achievement standards.

³ *Domain* refers to a subject category on the National Qualification Framework (NQF). In July of 2010 the NQF was replaced with the New Zealand Qualifications Framework (NZQF) and the Directory of Assessment Standards (DAS). Domains and standards now reside on the DAS.

⁴ Te reo Māori and te reo Rangatira standards as per existing until / if new standards are developed to support the curriculum—Te Marautanga o Aotearoa.

Purpose, past reviews and the review process

Summary of responses

Overall, schools overwhelmingly supported the proposal that NCEA Level 3 contribute to UE. Feedback from universities ranged from supporting all the proposed changes to wanting no changes to UE. Most respondents thought that any changes should be well signalled, and that all changes should be introduced at the same time.

There was concern around changes that might reduce the numbers of Māori and Pasifika students gaining university entrance. Respondents were concerned about requiring the achievement of NCEA Level 3 to gain UE and requiring the three subjects to all be from the list of approved subjects. Some universities cited their retention and completion targets for Māori and Pasifika students (aligning with the Tertiary Education Strategy) and their concerns that the proposed changes could make it difficult to meet these targets.

Subjects

The idea of having a list of approved subjects generated considerable feedback. Some responses questioned its value. Universities approved of having a list and mostly approved of having a rationale that would enable a list to connect to the New Zealand curriculum and stay current. Some universities also wanted to approve each new subject.

Representatives of subjects that do not have achievement standards expressed considerable anxiety because their subjects would not contribute to UE through the list of approved subjects. Most of this concern centred on the perceived status of the subject rather than on the number of students using the subject to gain UE.

Further concern regarding subjects focussed on the proposed removal of the ‘third subject’⁵ option. This concern mostly came from representatives of subjects that do not have achievement standards. Others thought that the removal of the ‘third subject’ option would reduce the subject variety available to students. Some made the connection to course endorsement and questioned the way using only approved subjects does not align with course endorsement⁶.

Literacy

While there was general agreement that there should be more than one way to meet the literacy requirement, there was less agreement on how that might happen. A large number of responses advocated for the use of literacy-rich achievement standards at Level 2 (from subjects in addition to English).

⁵ As well as coming from the list of approved subjects, the ‘third subject’ can consist of a mixture of two approved subjects or a mixture of an approved subject and a unit-standard-based subject or one or two unit-standard-based subjects.

⁶ Course endorsement provides recognition for students who perform exceptionally well in individual courses. Courses can consist of more than one subject. See <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-rules-and-procedures/secondary-schools-supporting-information/course-endorsement/> for how course endorsement works.

Summary

Numeracy

There was either general support of the proposal or concerns voiced that 10 Level 1 credits are not enough. Most universities thought that the proposal represented a lowering of the component.

Sector group feedback on proposed changes to UE

Universities' feedback

All eight universities responded with their views on the proposed changes to UE. As well as the individual universities, Universities New Zealand—Te Pūkai Tara and Te Kāhui Amokura of Universities New Zealand submitted responses. A number of individual university staff members also responded.

1. NCEA Level 3

Currently, to be awarded UE, students must achieve 42 credits at Level 3 (three subjects of 14 credits).

The proposal is that the number be lifted to 60 credits at Level 3 and 20 credits at Level 2 (or higher). This equates to NCEA Level 3.

Most of the universities support this proposal. They see it as a slight lifting of the standard. Other universities are concerned about the impact of this proposal on Māori and Pasifika students. For this reason, some do not approve of the proposal while others want to see more data before making a decision.

2. List of approved subjects

Currently a list of subjects approved for UE exists. This list is an extension of the list that contained Bursary subjects. It is maintained by NZQA. A comprehensive process exists to add (or remove) a subject from the list.

The proposal is that the list be based on subjects in the New Zealand Curriculum with Level 3 achievement standards.

All universities supported the concept of a list of approved subjects. Most saw the benefit of basing the list on the New Zealand Curriculum, although one wished to be able to veto new subjects on a case-by-case basis. One university suggested that the list be based on the Scholarship subject list.

3. Three subjects of 14 credits from list of approved subjects

Currently students must gain three subjects of 14 credits. The three subjects may include:

- three from the list of approved subjects or
- two from the list of approved subjects and one that is
 - 14 credits from one domain or
 - a total of 14 credits from no more than two domains or
 - a total of 14 credits from one domain and one of the approved subjects.

Universities' feedback

The proposal is that all three subjects come from the list of approved subjects.

Most universities supported this proposal, noting that the approved subjects were good preparation for university study. Some saw this as a lifting of the standard and approved of this. Others pointed out that a composite subject (made up of two different subjects totalling 14 credits) was not a clear indication of a skill in a subject area.

However, some universities voiced their concern about the possible impact this proposal would have on their Māori and Pasifika intake. They believe, based on their 2010 intake of students, that few of them would be able to gain their third subject from a subject with achievement standards.

One university voiced concern over international students using their first language as one of their three subjects.

4. Numeracy

The numeracy component of UE is currently 14 credits at Level 1 or higher in Mathematics, Statistics and Probability, or Pāngarau.

The proposal is to change the numeracy component to 10 credits at Level 1 from a list of identified standards. These standards include 13 new or revised mathematics achievement standards and the 16 new or revised achievement standards from subjects other than mathematics that have been identified as needing a level of numeracy skill to gain an *achieved*, *merit* or *excellence*. Students may also gain the numeracy component through three specific numeracy unit standards. The Pāngarau standards remain the same.

Some universities agreed with the proposed change to this component. Others queried whether it was lower than the current component and stated that if it was, the numeracy requirement should remain as it is.

Universities also queried the use of the numeracy unit standards as they understood that (as a result of the standards review) all curriculum-derived standards would in future be achievement standards.

5. Literacy

The literacy component of UE is currently eight credits in English or Te Reo Māori at Level 2 or higher. These credits must consist of four credits or more in reading and four credits or more in writing.

The proposal suggests that a number of different ways of meeting the literacy requirement should be available. The proposed changes see an increase from eight credits to 10 credits from specific (identified) English achievement standards at Level 2, specific achievement standards at Level 3 (not yet identified), two ESOL Level 4 unit standards and Level 2 Te Reo Māori standards. A common assessment task (CAT) was also proposed as a way of identifying skill in literacy.

Some universities approved of the proposed changes, acknowledging that they strengthened the requirement but suggesting that further detail was needed to flesh out the proposal. Universities pointed out that there was not enough information for them to approve of the Level 3 achievement standards (yet to be identified). Some opposed the ESOL Level 4 unit standards and the common assessment task, which they saw as sitting outside of schools. Others supported the CAT provided it was set at Level 3 and tested students' ability to read, write and comprehend. One university considered that Level 3 achievement standards (not Level 2) should contribute to the literacy component.

Universities' feedback

Schools' feedback

There were 224 responses from schools: 185 staff members, 36 individual schools, one national staff body and two national principal bodies.

1. NCEA Level 3

Currently, to be awarded UE, students must achieve 42 credits at Level 3 (three subjects of 14 credits).

The proposal is that the number be lifted to 60 credits at Level 3 and 20 credits at Level 2 (or higher). This equates to NCEA Level 3.

More than 80 percent of the submissions of school staff, individual schools and school representative bodies agreed either completely or mostly with this proposal. Respondents said that it added value to NCEA Level 3 and (along with UE) was an indication that a student was prepared for university study.

The approximately 16 percent of respondents that mostly or completely disagreed with this proposal generally believed that the current UE requirement is sufficient.

2. List of approved subjects

Currently a list of subjects approved for UE exists. This list is an extension of the list that contained Bursary subjects. It is maintained by NZQA. A comprehensive process exists to add (or remove) a subject from the list.

The proposal is that the list be based on subjects in the New Zealand Curriculum with Level 3 achievement standards.

While most of the responses from teachers and individual schools (78 percent) supported having a list of approved subjects, the responses from representative bodies did not. Instead they stated that gaining 60 credits at Level 3 should be sufficient. These bodies did acknowledge that if there must be a list then basing it on the New Zealand Curriculum was an improvement on the current process.

The reasons given for supporting the use of a list centred on giving clear guidance to students. Many respondents stated that subjects needed to be 'academic' in nature to ensure students were well prepared for degree-level study. It was acknowledged that the New Zealand Curriculum provides a wide range of subjects for students. It was noted that the move to course endorsement and courses made up of more than one subject does not fit well with the concept of a list of approved subjects.

3. Three subjects of 14 credits from list of approved subjects

Currently students must gain three subjects of 14 credits. The three subjects may include:

- three from the list of approved subjects or
- two from the list of approved subjects and one that is
 - 14 credits from one domain or
 - a total of 14 credits from no more than two domains or
 - a total of 14 credits from one domain and one of the approved subjects.

The proposal is that all three subjects come from the list of approved subjects.

While most respondents (73 percent) agreed that three subjects of 14 credits should continue to be required to gain UE, fewer (60 percent) supported the proposal that all three subjects should come from the list of approved subjects. Again, the representative teacher and principal bodies did not agree with the proposal, with feedback similar to their feedback on the list of approved subjects. However, they agreed that if three subjects were to be required, requiring all three to be from the list of approved subjects was less confusing than the current requirement.

A number of respondents said that students should be able to have a subject that was not on the list of approved subjects. Some respondents specified subjects that they believed should be added to the list of approved subjects. A number of respondents (56 percent) thought that students should continue to be able to assemble a composite subject of 14 credits. It was pointed out that smaller and rural schools might have difficulty offering a full range of subjects from the list of approved subjects.

4. Numeracy

The numeracy component of UE is currently 14 credits at Level 1 or higher in Mathematics, Statistics and Probability, or Pāngarau.

The proposal is to change the numeracy component to 10 credits at Level 1 from a list of identified standards. These standards include 13 new or revised mathematics achievement standards and the 16 new or revised achievement standards from subjects other than mathematics that have been identified as needing a level of numeracy skill to gain an *achieved*, *merit* or *excellence*. Students may also gain the numeracy component through three specific numeracy unit standards. The Pāngarau standards remain the same.

The majority of respondents (83 percent) agreed with the proposed change to the numeracy component of UE. They noted that numeracy is different from the subject of mathematics. They also saw the benefit of aligning this component with the NCEA Level 1 numeracy component.

A few respondents suggested that numeracy for UE should be at Level 2 (and even Level 3). Some questioned the reduction from 14 credits to 10.

5. Literacy

The literacy component of UE is currently eight credits in English or Te Reo Māori at Level 2 or higher. These credits must consist of four credits or more in reading and four credits or more in writing.

The proposal suggests that a number of different ways of meeting the literacy requirement should be available. The proposed changes see an increase from eight credits to 10 credits from specific (identified) English achievement standards at Level 2, specific achievement standards at Level 3 (not yet identified), two ESOL Level 4 unit standards and Level 2 Te Reo Māori standards. A common assessment task (CAT) was also proposed as a way of identifying skill in literacy.

Most respondents (82 percent) agreed that there should be a number of options available for students to use to gain the literacy component of UE. Respondents said that students could demonstrate their literacy skills through subjects other than English.

Feedback on each of the proposed options was hampered by the lack of detail provided in the consultation documents. Most respondents (74 percent) believed that there should be more standards available at Level 2—they should not be restricted to English standards. While respondents did not know which standards would contribute at Level 3, 74 percent agreed that some standards (again not restricted to English) should contribute. Fewer thought that the Level 4 ESOL unit standards should contribute to literacy—66 percent—though those who were in favour of them 'completely agreed' they should be one option. The common assessment task was supported by 67 percent of respondents. Some support was based on the CAT being run outside of schools and not having a credit value.

Schools' feedback

Subject advocates' feedback

There were 34 responses from various subject advocates. These advocates included individual staff members, individual schools, groups of schools, and national subject bodies.

1. NCEA Level 3

Currently, to be awarded UE, students must achieve 42 credits at Level 3 (three subjects of 14 credits).

The proposal is that the number be lifted to 60 credits at Level 3 and 20 credits at Level 2 (or higher). This equates to NCEA Level 3.

Most of the 34 respondents agreed with this proposal (65 percent). Those that did not agree thought that the requirement was higher than it needed to be to identify students who would be successful at degree-level study.

2. List of approved subjects

Currently a list of subjects approved for UE exists. This list is an extension of the list that contained Bursary subjects. It is maintained by NZQA. A comprehensive process exists to add (or remove) a subject from the list.

The proposal is that the list be based on subjects in the New Zealand Curriculum with Level 3 achievement standards.

Most of the respondents agreed with this proposal (81 percent). Those that disagreed were concerned because their subject is not on the list of approved subjects.

3. Three subjects of 14 credits from list of approved subjects

Currently students must gain three subjects of 14 credits. The three subjects may include:

- three from the list of approved subjects or
- two from the list of approved subjects and one that is
 - 14 credits from one domain or
 - a total of 14 credits from no more than two domains or
 - a total of 14 credits from one domain and one of the approved subjects.

The proposal is that all three subjects come from the list of approved subjects.

Subject advocates' feedback

Sixty-eight percent of respondents approved of this proposal. Again those that disagreed did so because their subject would not count towards UE—that is, it would not be on the list of approved subjects. Some respondents were concerned that small schools might not be able to offer enough subjects from the list of approved subjects.

4. Numeracy

The numeracy component of UE is currently 14 credits at Level 1 or higher in Mathematics, Statistics and Probability, or Pāngarau.

The proposal is to change the numeracy component to 10 credits at Level 1 from a list of identified standards. These standards include 13 new or revised mathematics achievement standards and the 16 new or revised achievement standards from subjects other than mathematics that have been identified as needing a level of numeracy skill to gain an *achieved*, *merit* or *excellence*. Students may also gain the numeracy component through three specific numeracy unit standards. The Pāngarau standards remain the same.

Most subject advocates that responded (76 percent) agreed with this proposal. Those that did not thought the requirement should be at a higher level.

5. Literacy

The literacy component of UE is currently eight credits in English or Te Reo Māori at Level 2 or higher. These credits must consist of four credits or more in reading and four credits or more in writing.

The proposal suggests that a number of different ways of meeting the literacy requirement should be available. The proposed changes see an increase from eight credits to 10 credits from specific (identified) English achievement standards at Level 2, specific achievement standards at Level 3 (not yet identified), two ESOL Level 4 unit standards and Level 2 Te Reo Māori standards. A common assessment task (CAT) was also proposed as a way of identifying skill in literacy.

Eighty-six percent of subject advocate respondents agreed that there should be a number of alternative options available for students to use to meet the literacy component of UE. Although many of the respondents noted that there was not enough information contained in the proposals, they did generally approve of the four proposals:

- Level 2 standards—77 percent
- Level 3 standards—75 percent
- Level 4 ESOL unit standards—88 percent
- CAT—73 percent.

Polytechnics', wānanga and private training establishments' feedback

There were 12 responses from tertiary education organisations other than universities—seven from polytechnics, four from private training establishments and one from a wānanga.

1. NCEA Level 3

Currently, to be awarded UE, students must achieve 42 credits at Level 3 (three subjects of 14 credits).

The proposal is that the number be lifted to 60 credits at Level 3 and 20 credits at Level 2 (or higher). This equates to NCEA Level 3.

Support for this proposal was tempered by concerns for students 20 years old and over and other students who do not meet the UE standard. Concern was also expressed about the number of Māori and Pasifika students who might be disadvantaged by this proposal.

2. List of approved subjects

Currently a list of subjects approved for UE exists. This list is an extension of the list that contained Bursary subjects. It is maintained by NZQA. A comprehensive process exists to add (or remove) a subject from the list.

The proposal is that the list be based on subjects in the New Zealand Curriculum with Level 3 achievement standards.

Generally there was support for a list of subjects but it was variously noted that the subjects should have an academic focus, that the list should include field Māori and that the list should be as broad as possible.

3. Three subjects of 14 credits from list of approved subjects

Currently students must gain three subjects of 14 credits. The three subjects may include:

- three from the list of approved subjects or
- two from the list of approved subjects and one that is
 - 14 credits from one domain or
 - a total of 14 credits from no more than two domains or
 - a total of 14 credits from one domain and one of the approved subjects.

The proposal is that all three subjects come from the list of approved subjects.

Polytechnics', wānanga and private training establishments' feedback

There was only limited support for this proposal, with respondents saying it restricted student subject choice.

4. Numeracy

The numeracy component of UE is currently 14 credits at Level 1 or higher in Mathematics, Statistics and Probability, or Pāngarau.

The proposal is to change the numeracy component to 10 credits at Level 1 from a list of identified standards. These standards include 13 new or revised mathematics achievement standards and the 16 new or revised achievement standards from subjects other than mathematics that have been identified as needing a level of numeracy skill to gain an *achieved*, *merit* or *excellence*. Students may also gain the numeracy component through three specific numeracy unit standards. The Pāngarau standards remain the same.

Polytechnics, wānanga and private training establishments gave mixed responses. Some respondents approved of the alignment with the NCEA Level 1 numeracy requirement and others believed that the proposal was a lowering of the numeracy requirement.

5. Literacy

The literacy component of UE is currently eight credits in English or Te Reo Māori at Level 2 or higher. These credits must consist of four credits or more in reading and four credits or more in writing.

The proposal suggests that a number of different ways of meeting the literacy component should be available. The proposed changes see an increase from eight credits to 10 credits from specific (identified) English achievement standards at Level 2, specific achievement standards at Level 3 (not yet identified), two ESOL Level 4 unit standards and Level 2 Te Reo Māori standards. A common assessment task (CAT) was also proposed as a way of identifying skill in literacy.

All respondents agreed that there should be a number of options available for students to meet the literacy component of UE. However, there was no consensus about which of the proposed options would deliver this.

Youth feedback

The Ministry of Youth Affairs arranged for a series of focus group discussions on the proposed changes to UE. The Ministry also made available to their extensive contact list of young people a simplified version of the online survey. Responses were gathered from 154 young people (aged from 13 to 22 years).

1. NCEA Level 3

Currently, to be awarded UE, students must achieve 42 credits at Level 3 (three subjects of 14 credits).

The proposal is that the number be lifted to 60 credits at Level 3 and 20 credits at Level 2 (or higher). This equates to NCEA Level 3.

Of the 154 students who responded, either individually or in the focus groups, 53 percent either completely or mostly agreed with this proposal, while 36 percent completely or mostly disagreed with the proposal. The balance did not respond or comment. Those who agreed generally believed that NCEA Level 3 provided the preparation needed for university study. Those who did not agree were generally concerned that fewer students would gain UE.

2. List of approved subjects

Currently a list of subjects approved for UE exists. This list is an extension of the list that contained Bursary subjects. It is maintained by NZQA. A comprehensive process exists to add (or remove) a subject from the list.

The proposal is that the list be based on subjects in the New Zealand Curriculum with Level 3 achievement standards.

Again, respondents were almost equally divided over this proposal, with 39 percent agreeing and 36 percent disagreeing. Some of those who agreed did not support the use of unit-standard-based subjects; others thought the proposal aligned with their learning programmes. Those who did not agree had a range of comments, which included:

- questioning the value of the list of approved subjects
- believing that there should be no change
- expressing concern that sufficient numbers of subjects from the list of approved subjects might not be available to some students.

3. Three subjects of 14 credits from list of approved subjects

Currently students must gain three subjects of 14 credits. The three subjects may include:

Youth feedback

- three from the list of approved subjects or
- two from the list of approved subjects and one that is
 - 14 credits from one domain or
 - a total of 14 credits from no more than two domains or
 - a total of 14 credits from one domain and one of the approved subjects.

The proposal is that all three subjects come from the list of approved subjects.

Respondents were equally divided over this proposal, with 46 percent agreeing and 45 percent disagreeing. Those that agreed thought that the proposal ensured that the subjects best suited to university study would be required. Those that did not agree thought that the existing component was difficult enough and should not be increased.

4. Numeracy

The numeracy component of UE is currently 14 credits at Level 1 or higher in Mathematics, Statistics and Probability, or Pāngarau.

The proposal is to change the numeracy component to 10 credits at Level 1 from a list of identified standards. These standards include 13 new or revised mathematics achievement standards and the 16 new or revised achievement standards from subjects other than mathematics that have been identified as needing a level of numeracy skill to gain an *achieved*, *merit* or *excellence*. Students may also gain the numeracy component through three specific numeracy unit standards. The Pāngarau standards remain the same.

This proposal appeared not to be very well understood by respondents. Forty-six percent agreed with this proposal while 36 percent disagreed. Some that agreed believed that although the credit number was lower the achievement required was at a higher level. Some of those that disagreed thought the requirement too easy while others thought it too difficult.

5. Literacy

The literacy component of UE is currently eight credits in English or Te Reo Māori at Level 2 or higher. These credits must consist of four credits or more in reading and four credits or more in writing.

The proposal suggests that a number of different ways of meeting the literacy requirement should be available. The proposed changes see an increase from eight credits to 10 credits from specific (identified) English achievement standards at Level 2, specific achievement standards at Level 3 (not yet identified), two ESOL Level 4 unit standards and Level 2 Te Reo Māori standards. A common assessment task (CAT) was also proposed as a way of identifying skill in literacy.

Respondents mostly (59 percent) supported the proposal that a number of options would be available for students to use to meet the literacy component of UE. The questions regarding Level 2, 3 and 4 standards and the proposed CAT were not put to the Youth respondents.

Youth feedback

General public (including parents) feedback

Twenty-two people responded from this sector, including:

- eleven parents or caregivers
- one school student
- one university student
- nine that were classified as 'other'.

1. NCEA Level 3

Currently, to be awarded UE, students must achieve 42 credits at Level 3 (three subjects of 14 credits).

The proposal is that the number be lifted to 60 credits at Level 3 and 20 credits at Level 2 (or higher). This equates to NCEA Level 3.

Of the 22 respondents, 76 percent agreed with this proposal. Some of the respondents noted that requiring NCEA Level 3 would better prepare students for university study. Respondents made a number of suggestions around how UE could be improved. The suggestions ranged from an exam for UE to simplifying the requirement to achievement of NCEA Level 3 only.

2. List of approved subjects

Currently a list of subjects approved for UE exists. This list is an extension of the list that contained Bursary subjects. It is maintained by NZQA. A comprehensive process exists to add (or remove) a subject from the list.

The proposal is that the list be based on subjects in the New Zealand Curriculum with Level 3 achievement standards.

Again, of the 22 respondents 76 percent agreed that there should be a list of approved subjects. Others questioned the value of such a list, pointing out that it limited course design. Seventy percent agreed that subjects on the list should be based on the New Zealand Curriculum with Level 3 achievement standards.

3. Three subjects of 14 credits from list of approved subjects

Currently students must gain three subjects of 14 credits. The three subjects may include:

- three from the list of approved subjects or
- two from the list of approved subjects and one that is
 - 14 credits from one domain or
 - a total of 14 credits from no more than two domains or

General public feedback

- a total of 14 credits from one domain and one of the approved subjects.

The proposal is that all three subjects come from the list of approved subjects.

Respondents were equally split on this proposal, with 50 percent agreeing and 50 percent disagreeing. Those that agreed thought that three subjects from the list should be a minimum requirement, suggesting it should be more. Those that disagreed preferred the status quo or not to have a subject list at all. Just over 70 percent believed that students should continue to be able to use a composite subject of 14 credits to contribute to their subject component.

4. Numeracy

The numeracy component of UE is currently 14 credits at Level 1 or higher in Mathematics, Statistics and Probability, or Pāngarau.

The proposal is to change the numeracy component to 10 credits at Level 1 from a list of identified standards. These standards include 13 new or revised mathematics achievement standards and the 16 new or revised achievement standards from subjects other than mathematics that have been identified as needing a level of numeracy skill to gain an *achieved*, *merit* or *excellence*. Students may also gain the numeracy component through three specific numeracy unit standards. The Pāngarau standards remain the same.

Fifty-five percent of respondents agreed with this proposal. Two of the respondents approved of the alignment with the NCEA Level one numeracy requirement. Some of those that did not agree thought the standards should be Level 2 standards.

5. Literacy

The literacy component of UE is currently eight credits in English or Te Reo Māori at Level 2 or higher. These credits must consist of four credits or more in reading and four credits or more in writing.

The proposal suggests that a number of different ways of meeting the literacy requirement should be available. The proposed changes see an increase from eight credits to 10 credits from specific (identified) English achievement standards at Level 2, specific achievement standards at Level 3 (not yet identified), two ESOL Level 4 unit standards and Level 2 Te Reo Māori standards. A common assessment task (CAT) was also proposed as a way of identifying skill in literacy.

Most respondents (76 percent) agreed that there should be a number of options available to meet the literacy component of UE. There were a range of opinions regarding particular options, with respondents noting that some options did not have enough detail for them to comment meaningfully on them.

Responses to questions raised in feedback on proposed changes

As part of the consultation process, some respondents asked questions in their feedback. Here those questions and the answers to them are organised by the proposed change they relate to.

Where a respondent has asked for data we have tried to obtain it. In some cases (e.g. proposed changes to literacy) we have not been able to predict the effect of the proposed change on the data.

Please note that the modelling does not take into account any changes of behaviour—such as changes to subject choices—that might be expected once students and schools are aware of any changes made to the components of the university entrance requirement.

Questions—Addition of NCEA Level 3

This proposal suggests that NCEA Level 3 be added as a component of UE.

While most submissions approved of this proposal (especially those from the school sector), there is still some concern about:

- the number of students who do not currently gain NCEA Level 3
- the possibility that Māori and Pasifika students may be negatively impacted by the proposal.

1. How many students currently gain UE but do not gain NCEA Level 3?

Percentage and numbers of first-year university students 17–19 years old with NCEA Level 2 as their highest qualification, 2005–2009

	Percentage	NCEA Level 2 (+UE)	NCEA Level 3
2005	10.8%	1,038	9,647
2006	9.0%	972	10,831
2007	8.4%	972	11,556
2008	7.3%	885	12,128
2009	7.7%	985	12,779

All students at universities are assumed to have met the UE requirement. Some will not have done NCEA qualifications and therefore could not gain NCEA Level 3.

2. How many of the students that currently gain UE but do not gain NCEA Level 3 are Māori or Pasifika?

Due to the relatively large number of Māori and Pasifika first-year university students who do not have UE (they may have alternative qualifications), and as only students doing NCEA can gain NCEA Level 3, we have distinguished between those with or without UE for this and the following question.

In 2010 there were *1662 Māori* first-year university students (under 20 years) of whom *1309 had UE* and of these *77 did not have NCEA Level 3*. In 2010 there were *984 Pasifika* first-year university students (under 20 years) of whom *660 had UE* and of these *40 did not have NCEA Level 3*.

3. How close were these students to gaining NCEA Level 3?

Of the *77 Māori* first-year university students (under 20 years), *62 needed eight or fewer credits* to gain NCEA Level 3, *with 29 of these 62 students needing just four or fewer credits* to gain NCEA Level 3. Of the remaining 15 students, nine needed 10 or more credits and six needed between 11 and 20 credits.

Questions—addition of NCEA Level 3

Of the 40 *Pasifika* first-year university students (under 20 years), 35 needed eight or fewer credits to gain NCEA Level 3 and 14 of these 35 students needed just four or fewer credits to gain NCEA Level 3. Of the remaining 5 students, one needed 10 credits, three needed between 11 and 20 credits and one student needed between 21 and 30 credits.

4. Is it possible to track how students entering university with UE (only) achieve beyond their first year?

Five-year qualification completion rates for 17–19 year old students starting study at university in 2005 by full-time and part-time study status versus highest NCEA qualification

	Level 2	Level 3
Full-time students	59%	78%
Part-time students	45%	65%
All students	52%	72%

All students at universities are assumed to have met the UE requirement (some will not have done NCEA qualifications and therefore could not gain NCEA Level 3).

5. How well do students that have UE but not NCEA Level 3 do when they study at polytechnics?

Five-year qualification completion rates by university entrance status and NCEA level

Subsector	University entrance status	NCEA Level 2		NCEA Level 3	
		Completion rate	Number of students	Completion rate	Number of students
Universities	Did meet*	0.59	752	0.78	5,431
Polytechnics	Did meet	0.52	29	0.79	261
	Did not meet	0.46	211	0.70	64
	All Polytechnic students	0.47	240	0.77	325

* All students at universities are assumed to have met the UE requirement but some will not have done NCEA qualifications and therefore could not gain NCEA Level 3.

The data relates to *full-time full-year intramural students* who began study for a degree in 2005.

6. How would requiring NCEA Level 3 for UE work for students that study overseas for a year, e.g. AFS (American Field Service)?

Discretionary entrance is available for students that have not studied beyond Year 12, including those that are academically gifted—see <http://www.nzvcc.ac.nz/studying-in-nz/domestic> for more detail.

7. When you say 20 credits at level 2 or higher and 60 credits at Level 3 or higher (instead of 42 credits at Level 3—three subjects of 14 credits), does this mean that the Level 2 credits can be used for the three subjects?

No. Twenty credits at level 2 or higher and 60 credits at Level 3 or higher is simply the requirement for NCEA Level 3. There is no proposal to lower the level (Level 3) that the three subjects need to be at.

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Questions—addition of NCEA Level 3

Questions—List of approved subjects for UE

While most respondents agreed that there should be a list of approved subjects for the certainty it gave students, there was very little agreement as to what should be on the list. Understandably subject groups advocated for their subject to remain on or be added to the list. The respondents that did not support the existence of a list tended to be representative bodies for schools, teachers, principals, industry, polytechnics and education. The introduction of course endorsement (where courses may consist of standards from more than one subject) was noted as another reason for not having a list of approved subjects.

1. Could universities decide on a course-by-course basis if a course could be considered a subject? (Course endorsement allows for a course to consist of standards from more than one subject.)

Courses might change each year. Universities deciding on a course-by-course basis if they counted as 'subjects' would make it very difficult for students to choose courses or pathways in advance.

2. Should subjects that have a large number of students taking them be added to the list, e.g. electronics and psychology?

This rationale would mean that any subject that was taken by large numbers of students would sit on the list of approved subjects. Would the subjects be added or removed as numbers fluctuated—both up and down? Again, this would make it difficult for students to plan their subject choices.

3. Could the list of approved subjects be the same as the Scholarship list but with the addition of Korean?

There are seven subjects on the current list of approved subjects that are not on the Scholarship list. These subjects include Indonesian, Cook Island Māori and Samoan as well as Korean. The Scholarship list criteria are designed specifically for the Scholarship award—not as approved subjects for university study.

4. Why provide a list of approved subjects to enable some universities to require students to take five subjects from it? (This refers to some universities using the list of approved subjects to assist in establishing a 'rank score' for students or a 'guaranteed entry score' where the students' best five subjects from the list of approved subjects are used to calculate the score.)

The list of approved subjects is not designed to be used for anything other than providing a list of subjects that can contribute to the three (or two) subjects a student must achieve 14 credits in to meet the UE requirement. Universities are able to set their own entry conditions for their programmes, and some are making use of the list of approved subjects to do this.

Questions—list of approved subjects

Questions—three subjects all from list of approved subjects

This proposal suggests that the three subjects of 14 credits at Level 3 that would be required for UE all come from the list of approved subjects.

1. How would this proposal impact on Māori and Pasifika students who currently gain UE using credits from subjects other than those on the list of approved subjects?

Of the 2010 first-year Māori university students with UE, 326 would not have gained UE if all three of their UE subjects had to be from the list of approved subjects.

Of the 2010 first-year Pasifika university students with UE, 195 would not have gained UE if all three of their UE subjects had to be from the list of approved subjects.

2. How far away from gaining three subjects from the list of approved subjects were these students?

Of these 326 first-year Māori university students with UE, 221 needed four or fewer credits to gain another approved subject. A further 65 students were eight or fewer credits from gaining another approved subject. Some 25 students needed 12 or fewer credits while 15 students needed the full 14 credits.

Of these 195 first-year Pasifika university students with UE, 128 needed four or fewer credits to gain another approved subject. A further 49 students were eight or fewer credits from gaining another approved subject. Some 12 students needed 11 or fewer credits while 6 students needed the full 14 credits.

3. Would this proposed change have a negative impact on rural or small schools (not as many subjects offered from list of approved subjects)?

We have checked on the subjects offered by rural schools and though they offer fewer subjects than larger urban schools they are able to offer a range that allows students to complete three subjects from the list of approved subjects. They may have more difficulty offering five subjects from the list (now required by some universities to construct rank scores or guaranteed entry scores).

4. Would this proposal reduce the variety of subjects that students take—compared to now?

We do not believe it would affect the variety of subjects taken by students.

5. Is it possible to prevent international students using their first language as one of their three UE subjects?

Not under the current regulations.

Questions—three subjects all from list of approved subjects

Questions—approved subjects based on curriculum

This proposal is that the list of approved subjects should be based on curriculum-derived subjects with Level 3 achievement standards.

1. Could the list of approved subjects be based on curriculum-derived subjects with Level 3 achievement standards but allow for universities to have the final say on what subjects would be added?

The intent of this proposal was to find a way of constructing and maintaining a valid list that could be updated without costly annual consultation processes. Having a clear rationale for the content of the list would allow students and schools to plan their learning in advance with some certainty. By adding a veto power to the proposal both of these benefits cease to exist.

2. Would this proposal mean that Accounting would be removed from the list?

Work is underway to identify what subjects can be considered curriculum derived (Accounting sits within the Social Science learning area). However, as the decision was made as part of the Standards Review that all curriculum subjects would have achievement standards, it is likely that all subjects with Level 3 achievement standards would sit on the list of approved subjects.

3. If this proposal is adopted, would a list still be published each year so that there is no confusion for students, parents and schools?

Yes. Lists for future years, where it was known that additions or deletions were going to be made, would also be published.

4. What effect would a list constructed using this rationale have on Year 13 learning programmes and on learning programmes at earlier years—down to Years 9 and 10?

The list will be much the same as the current list—with some extra subjects added. As such it should not have any noticeable effect on learning programmes. We expect that schools will continue to offer learning programmes in Year 13 for those students who wish to continue their post-school study at degree level.

5. Why should subjects such as psychology, electronics, tourism, legal studies, and ESOL not be on the list of approved subjects?

See Appendix F for the current criteria subjects must meet to be included on the list of approved subjects. If the proposed change is adopted the subjects above would not meet the criteria to be added to the list unless they were curriculum derived with achievement standards at Level 3.

Questions—approved subjects based on curriculum

Questions—Numeracy component

1. The UE numeracy proposal aligns with the NCEA Level 1 numeracy requirement. Other information provided notes that curriculum-derived unit standards are being replaced with achievement standards. However, the numeracy requirement for NCEA Level 1 (and proposed for UE) has the option of three numeracy unit standards contributing to it. What is the relationship of these unit standards to the New Zealand curriculum?

The three specific numeracy standards proposed as being able to contribute to the numeracy component of UE are not curriculum derived. Instead, they demonstrate numeracy skills required for everyday life. Numeracy is defined as ‘the bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, work and community tasks.’

The three unit standards proposed as meeting the numeracy component of UE are:

26623 Using number to solve problems

This is a unit standard to assess aspects of numeracy. People credited with this unit standard are able to use number to solve problems. They will be able to add, subtract, multiply, and divide numbers, using their knowledge of fractions, percentages, decimals, integers, place value, number facts, and number sequencing.

26627 Using measurement to solve problems

This is a unit standard to assess aspects of numeracy. People credited with this unit standard are able to use measurement to solve problems. They will be able to undertake measurements such as length and capacity, calculate area and volume, and interpret location and direction, using their knowledge of the metric system, conversions, and estimation.

26626 Interpreting statistical information in context

This is a unit standard to assess aspects of numeracy. People credited with this unit standard are able to interpret statistical information for a purpose. They will be able to identify the features of a data set and draw reasonable conclusions based on provided material.

2. The proposed UE numeracy component has a number of achievement standards contributing to it that are not mathematics or statistics standards. Do these standards require sufficient mathematical ability to demonstrate numeracy for UE?

Twenty-nine Level 1 achievement standards (13 from Mathematics and Statistics and 16 from other subjects) have been identified as demonstrating the numeracy skills needed to meet the NCEA Level 1 numeracy requirement and therefore the proposed UE numeracy requirement. The standards were identified by numeracy experts in consultation with the writers of the standards and using the definition ‘Numeracy to meet the demands of the New Zealand Curriculum at Level 6. These

Questions—proposed numeracy component

standards provide the scope for students to demonstrate number, measurement and statistical skills.’

The 16 non-mathematical standards tend to involve data gathering, analysis and/or presentation. The standards are:

90918 Carry out a practical agricultural or horticultural investigation

This achievement standard involves carrying out a practical agricultural or horticultural investigation by planning the investigation, collecting and processing the data, and interpreting and reporting the findings.

90925 Carry out a practical investigation in a biology context

This achievement standard involves demonstrating investigation skills by collecting, processing, and interpreting primary data in a biological context, with direction.

90930 Carry out a practical chemistry investigation, with direction

This achievement standard involves carrying out a procedure to collect and process primary data and interpret the results, with direction.

91010 Apply geographic skills and idea, with direction, to interpret a given context

This achievement standard involves applying concepts and basic geographic skills to demonstrate understanding of a given environment.

91011 Conduct geographic research, with direction, and relate research findings to a geographic idea

This achievement standard involves conducting geographic research, with direction.

90989 Demonstrate how individuals interact with the media

This achievement standard involves demonstrating understanding of how individuals interact with the media.

90935 Carry out a practical investigation, with direction, that leads to a linear mathematical relationship

This achievement standard involves carrying out a practical physics investigation that requires the graphical representation and mathematical description of a linear relationship, with direction.

90937 Demonstrate understanding of aspects of electricity and magnetism

This achievement standard involves demonstrating understanding of aspects of electricity and magnetism and may include using methods when solving related problems.

90938 Demonstrate understanding aspects of wave behaviour

This achievement standard involves demonstrating understanding of aspects of wave behaviour and may include using methods when solving related problems.

90939 Demonstrate understanding of aspects of heat

This achievement standard involves demonstrating understanding of aspects of heat and may include using methods when solving related problems.

90940 Demonstrate understanding aspects of mechanics

This achievement standard involves demonstrating understanding of aspects of mechanics and may include using methods when solving related problems.

90941 Investigate the implication of electricity and magnetism in everyday life

This achievement standard involves demonstrating understanding of aspects of mechanics and may include using methods when solving related problems.

90942 Investigate the implication of wave behaviour in everyday life

This achievement standard involves investigating implications of wave behaviour for everyday life.

90943 Investigate the implication of heat in everyday life

This achievement standard involves investigating implications of heat for everyday life.

91064 Produce instrumental, multi-view orthographic drawings that communicate technical features of own design ideas

This achievement standard involves the production of instrumental, multi-view orthographic drawings using graphic conventions to communicate technical features of own design ideas.

91065 Produce instrumental paraline drawings to communicate own design ideas

This achievement standard involves the production of instrumental paraline drawings to communicate own design ideas.

To see more information for each standard go to

<http://www.nzqa.govt.nz/framework/search/index.do>, enter the standard number and hit search.

3. Why reduce the current requirement of 14 credits at Level 1 to 10 credits at Level 1?
4. Numeracy is of such importance to tertiary study that the UE numeracy component should be at Level 2 rather than at Level 1.

The current UE numeracy requirement of 14 credits in Mathematics, Statistics and Probability, or Pāngarau is at Level 1. The standards currently contributing to this requirement, while at Level 1 of the New Zealand Qualification Framework, are (mostly) at level 5 of the New Zealand Curriculum. The achievement standards that would contribute to the proposed UE numeracy requirement are at curriculum level 6. This is a significant shift.

It is expected that students intending to progress to university study will gain their NCEA Level 1 numeracy requirement via 10 credits of achievement standards rather than through the set of three specific numeracy unit standards.

However, if a student gains their NCEA Level 1 numeracy requirement through the three unit standards (totalling 10 credits), while they may not be mathematically inclined, they will have demonstrated the very specific numeracy skills needed for everyday life.

Questions—proposed numeracy component

While all students tend to study mathematics at Level 1 for NCEA, not all students continue with mathematics subjects at Level 2. If the numeracy component of UE was lifted to Level 2, students would have to take mathematical subjects where they may not have otherwise. This is very likely to result in fewer students meeting the numeracy component of UE.

5. How many students (that currently gain UE and study at university) would not have gained UE if they were required to achieve 14 credits in Mathematics, Statistics or Probability, or Pāngarau at Level 2?

In 2010 there were 13,012 first-year university students (under 20 years) with UE. Some 2313 of these students would not have gained UE if the current numeracy component was lifted to Level 2. Of these, 832 students required the whole 14 credits to gain a numeracy requirement at Level 2.

6. Would there be any negative impact on the number of Māori and Pasifika students if the numeracy component of UE was lifted to Level 2 (say 14 credits)?

Yes. Of the 1309 Māori first-year university students (under 20 years) with UE, 349 or more than 26% would not have gained UE if the existing numeracy requirement was lifted to Level 2. Of these 349 students 116 would need 14 credits to meet the requirement.

Of the 660 Pasifika first-year university students (under 20 years) with UE, 198 or 30% would not have gained UE if the existing numeracy requirement was lifted to Level 2. Of these 198 students 67 would need 14 credits to meet the requirement.

7. Could a common assessment task (CAT) be used to assess the numeracy component of UE?

As the numeracy requirement of UE is at Level 1 there should be sufficient time and opportunities for school students to meet the requirement as they progress through to Level 3 subjects. However, there may be a place for a CAT for students that leave school without UE (including those 20 years old and over). This CAT could be set, administered and marked outside of secondary schools.

8. Why is the numeracy component at a lower level than the literacy component?

The numeracy component of UE is currently lower than the literacy component. Students that need a mathematical background for their choice of university programme continue to study mathematics at Level 2 and 3. Universities have clearly stated that they are more concerned with the literacy skills of those coming to study with them than the numeracy skills of students.

9. Why has the use of standards in Pāngarau been removed as an option for contributing to the numeracy component of UE?

The use of standards in Pāngarau has not been removed. This was not made clear in the consultation material provided. There is no proposal to change or remove the Pāngarau standards able to meet the numeracy component of UE.

Questions—Literacy component

The feedback on the proposed literacy options for UE reflects the incomplete nature of the proposals. Nonetheless, the responses have provided valuable feedback on what people and organisations believe is the best way to assess the literacy skills needed for degree-level study.

1. Is NZQA able to model the numbers of students that would achieve the proposed literacy requirement of UE?

No. The proposal lifts the literacy requirement by requiring two more credits (from eight to 10 credits). The proposal to offer more than one method of assessing the literacy skills of students is designed to mitigate this slight increase in the requirement by providing more opportunities and ways for students to demonstrate their skills.

2. Is the proposed change to the literacy requirement likely to have a negative impact on Māori and Pasifika students?

As Māori and Pasifika students do not achieve at the same level as other students, any lifting of requirements could impact on their performance if there is no change in behaviour. All of the proposed changes to the UE requirement are designed to signal the types and levels of skill required for students to have a reasonable chance of success at degree-level study. If the signals are received and student behaviour is modified the potential exists to lift the achievement of Māori and Pasifika students.

3. Why has the use of standards in te reo Māori been removed as an option for contributing to the literacy component of UE?

This use of standards in te reo Māori has not been removed. This was not made clear in the consultation material provided. The only proposed change is the number of credits required—10 rather than eight.

4. Are the proposed methods of assessing students' literacy ability all being considered—would a number of methods be available or would just one of the methods be selected?

Again, this point was not clear in the consultation material. Depending on the feedback and on any changes made to the literacy component of UE, one or more of the proposed methods would be used. Feedback largely agreed that there is a need for more than one method for students to demonstrate their literacy skills.

5. Would the proposed literacy CAT be managed by schools?

No, the proposed CAT would be managed by NZQA.

Questions—proposed literacy component

6. Could the proposed literacy component of UE be similar to the NCEA Level 1 literacy requirement and include a large number of language-rich achievement standards as well as English standards?

The NCEA Level 1 literacy requirement uses two definitions to determine the standards that can contribute to it. The first definition is for the three Level 1 literacy unit standards:

Literacy is the written and oral language people use in their everyday life and work. It includes reading, writing, speaking, and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.

The second definition has been used to determine the achievement standards that can contribute to the NCEA Level 1 literacy requirement:

Literacy to meet the demands of the New Zealand Curriculum at level 6. These standards provide the scope for students to demonstrate reading, writing, speaking and listening skills.

Neither of these definitions (even when applied at Level 2 or 3) is specifically designed to demonstrate the literacy skills needed to be successful in degree-level study.

However, there are language-rich achievement standards in subjects other than English that would be able to demonstrate these skills. Views differ as to what level standards should be used.

7. Where standards other than English are used to demonstrate the literacy skill of students, are the teachers of these standards expected to assess students' literacy skills?

No. Although all teachers are to some extent teachers of literacy, where standards have been identified as suitable to demonstrate students' literacy skills teachers are not expected to assess student literacy. The skills needed for students to achieve the standard are such that the student must already possess a level of literacy skill identified as being sufficient for degree-level study.

8. Why have Level 3 ESOL standards not been considered as suitable to demonstrate literacy for UE?

The Level 3 ESOL unit standards do not demonstrate the level of literacy required for success in degree-level study. For instance, the writing requirements are for two texts of 250-300 words and the reading requirements use two texts of at least 500 words. The Level 4 ESOL unit standards for academic purposes (see below) better reflect the literacy required when studying at degree level.

22751 Read and process information for academic purposes (ESOL)

Texts used in this unit standard:

- i must be approximately 4000 words in total from **two texts**. These texts do not have to be equal in length;

- ii must be at a language level appropriate to at least first year university study from any learning area(s) and of sufficient complexity to satisfy the academic requirements of this standard. The vocabulary of resource documents must be at the level as indicated by *A New Academic Word List*.
- iii must have an academic orientation and must be informational and/or transactional;
- iv may be from sources that include but are not limited to – course handbook, newspaper, introductory academic text, non-fiction book;
- v may include graphics, illustrations, and subheadings;
- vi may be on different or similar topics;
- vii must be used for two different academic purposes.

22750 Write a crafted text using researched material for an academic purpose

Element 1

Write a crafted text using researched material for an academic purpose (ESOL).

Range one text of approximately 800 words.

Performance criteria

- 1.1 Writing addresses and develops the topic in a manner appropriate to the academic purpose.
- 1.2 Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion.
- 1.3 Text structure is clear, cohesive and coherent, with a logical progression.
Range text as a whole, between paragraphs, within paragraphs; connections between ideas are signaled.
- 1.4 Writing uses a formal style appropriate to the academic context.
Range style includes but is not limited to—lexical and grammatical features, variety of sentence structures, tone.
- 1.5 Writing makes consistent use of appropriate lexical and grammatical forms throughout the text.
- 1.6 Writing integrates material from resource documents provided.
Range includes but is not limited to—analytical interpretation, informed judgment, synthesis.
- 1.7 References are acknowledged in the text.
Range references may include but are not limited to—quotations, paraphrases, summaries; references must be in accordance with citation format.

9. Could the Level 4 ESOL unit standards for academic purposes be able to be used by non-ESOL students?

Yes. If the Level 4 ESOL standards are adopted as one method of demonstrating literacy for UE they will be modified so that they can also be used by non-ESOL students.

10. Does 'from specific Level 3 achievement standards over a range of subjects' mean that English would not be the only subject contributing to the literacy component of UE?

Yes. The proposal is that Level 3 subjects other than English would contribute to the literacy component of UE. The specific standards could not be identified in time for

Questions—proposed literacy component

the consultation as the revised and new achievement standards at Level 3 were not far enough developed to confirm which standards require students to have appropriate levels of literacy to be successful. The revised Level 3 standards are now available in draft form⁷.

11. Can students gain 'reading' from one option and 'writing' from another?

Depending on any changes being made and what options are agreed as meeting the literacy component of UE, it may be that students can meet reading and writing requirements from different options.

12. If Level 4 ESOL unit standards are being considered as contributing to the literacy component of UE, why not use IELTS as well or instead?

The ESOL Level 4 unit reading and writing for academic purposes standards have an advantage over all exams (including the proposed CAT and IELTS) in that they allow the student to build and demonstrate their skill over a period of time. These standards make use of learning the student is undertaking in other subjects to ensure that the reading and writing they work on sits within a meaningful context.

While IELTS does test reading and writing, unlike the ESOL unit standards, it does not reflect the ability of students to read, research and integrate information into their written responses.

IELTS scores are gained through an external exam. This is an international exam and is not set in a New Zealand context. As with all high-stakes exams, students spend a large amount of their time studying strategies to pass the exam rather than learning the skills the exam is designed to demonstrate.

Experience in schools shows that once an IELTS score is gained, students often drop their language acquisition classes and no further progress is made. This means students' language skills have often regressed by the time they start at university.

⁷ At <http://legacy.tki.org.nz/e/community/ncea/alignment-standards.php> the Level 3 standards can be found by going to the table of individual subjects. Under each subject the standards for each level are listed along with a matrix containing the titles of the standards for all levels.

Appendices

Appendix A: Terms of reference



Review of university entrance 2010

Terms of Reference

Purpose

To review the common standard for entrance to New Zealand universities, known as university entrance, taking into account degree-level provision at non-university providers. Related issues, such as special admission for students without university entrance, will also be included within the review.

Rationale

The New Zealand Qualifications Authority (NZQA) is required under section 257 of the Education Act 1989 to set a common standard for entrance to university. In doing so it must consult with the Council of each university and the New Zealand Vice-Chancellors' Committee (NZVCC).

The common standard for university entrance should provide evidence that a student has a reasonable chance of success at degree-level study. The current standard was last reviewed in 2005/2006. No changes (apart from the addition of subjects to the list of approved subjects) were made as a result of this review. However, it was noted that the literacy requirements would need further work in the future.

Universities believe that the current standard, as it applies to senior secondary students, is no longer meeting their or students' needs and that the standard needs to be reviewed.

As degrees are delivered by tertiary education organisations as well as universities the possibility of applying a common standard for entrance to all degree-level study will be explored.

Special admission (entry to university by students 20 years old and over without university entrance) is also related to entrance to university. Therefore, special admission will also be addressed as part of this review, by the Ministry of Education.

Appendix A: Terms of reference

Process

Analysis of a number of variables including students' school and university level achievement and pathways will be undertaken. Investigation of the effectiveness of the literacy and numeracy requirements will be conducted and the approved subject list will be revisited. Analysis will cover all New Zealand degree-level study (wherever it might occur). Alongside this, international models of university admissions will be studied. Results of the analysis will inform any proposals to change and apply more widely the existing university entrance common standard. All proposals will be examined to ensure that they do not adversely impact any particular student population group.

An advisory group will be formed to provide expert advice to the project working group. The advisory group will include knowledge holders from the university, wider tertiary education and senior secondary schooling sectors. Following any decisions to change the existing common standard, consultation will be undertaken. Finally, any agreed changes will be appropriately communicated to secondary school students, their parents and the schooling and tertiary education sectors.

The review of university entrance will be undertaken within the context of all matters affecting entrance to university. Any proposed legislative change resulting from the review will go through the standard parliamentary processes.

Project working group

The project working group will consist of staff from NZQA with some assistance being supplied from the Ministry of Education and the Tertiary Education Commission.

Steering Group

A steering group will be formed with representation from:

- Ministry of Education
- Tertiary Education Commission
- New Zealand Qualifications Authority
- New Zealand Vice-Chancellors' Committee
- polytechnics
- private training establishments
- wānanga
- industry training organisations
- secondary education
- students

Technical advisory group

Knowledge holders from the following groups will be invited to join the advisory group:

- universities
- secondary schools
- secondary school and university students

- tertiary education sector including polytechnics, wānanga and private training establishments
- New Zealand Vice-Chancellors' Committee
- New Zealand Qualifications Authority
- Ministry of Education
- Tertiary Education Commission

Consultation

Consultation on any agreed recommendations will occur with NZVCC and the Councils of each university (as required by legislation). Consultation will include the sectors that advisory members are drawn from. As well, parents and other relevant groups (such as Career Services and Education New Zealand) will be consulted. This process will be detailed in the project plan.

Recommendations

A detailed project plan will be produced, agreed and utilised ensuring that any changes proposed will be finalised, agreed and advised to the senior secondary schooling and tertiary education sectors before students begin their year 11 study in 2011. This will allow sufficient notice for the students that would be affected by any change coming into force in 2013 (for entrance to the 2014 study year). This timing aligns with the implementation of the revised curriculum standards.

Evaluation

Any changes recommended, and approved for implementation, will be monitored to ensure that they produce the required result and meet the needs of students, those delivering degree programmes and the government. Regular monitoring will continue to determine if and when another review might be required.

Interdependency

International tertiary admission ranking system (ITARS)

NZQA uses a process (ITARS) which converts Year 13 NCEA Level 3 results to a ranking score for the purposes of entry to overseas universities. Consultation will be undertaken to consider whether this process might also have a domestic use for student entry to university.

Appendix A: Terms of reference

Appendix B: Membership of technical advisory group

Universities

Michelle Jordon-Tong
Sue Laurenson
Rosemary Mather

Polytechnics

Kim Surtees
Terry Barnett

Private training establishments

Edwige Fava

Wānanga

Aneta Wineera

Secondary

Sandy Pasley
Lisl Prendergast
Ann Hamer

Students

Karen Price
Jacqualene Poutu
Stephanie Downie
Charlotte Martin

Ministry of Education

Tony Scott
Nigel Hill

Tertiary Education Commission

Hilary Branthwaite

NZQA

Shona Ramsay (chair)

Appendix B: Membership of technical advisory group

Appendix C: Membership of steering group

Universities

Dugald Scott
Sheelagh Matear

Institutes of technology and polytechnics

Paul McElroy
Jane Gregg

Private training establishments

Edwige Fava

Wānanga

Paora Howe

Industry training organisations

Josh Williams

Secondary schools

Angela Roberts
Patrick Walsh
Julia Davidson
John Morris

Tertiary students

Pene Delaney

Secondary students

Stephanie Downie

Ministry of Education

Andrea Schöllmann
Tony Turnock

Tertiary Education Commission

Colin Webb

New Zealand Qualifications Authority

Bali Haque (chair)
John Burns

Appendix C: Membership of steering group

Appendix D: Consultation documents from NZQA website

Review of university entrance 2010 – discussion paper 1

Proposal – additional component – achievement of NCEA Level 3

Discussion

The introduction of NCEA in 2001 (first implemented in 2002) necessitated a change to the then university entrance requirement. The requirement before the introduction of NCEA was the achievement of three Cs in Bursary. The NZQA Board agreed a replacement common standard in 2003 for implementation in 2004.

The common standard was designed to mirror the then existing standard (three C's in Bursary). However, because there was no Bursary qualification equivalent to NCEA Level 3, no consideration was given to requiring the achievement of NCEA Level 3 to be one of the components of the university entrance (UE) requirement.

Students have been achieving NCEA Level 3 since 2004. Over these six years the qualification has matured and is now fully accepted as New Zealand's senior secondary school national qualification. Students with NCEA Level 3 have progressed to university, graduated and are out in the workforce.

Today, almost all students attending university straight from school have both NCEA Level 3 and UE (95 percent). The few students that only have UE and not NCEA Level 3, as a group, do not pass as many of their first year courses as those that have both UE and NCEA Level 3.

First year EFTS-weighted course pass rates (mean \pm 95 per cent confidence limits) for students who met the university entrance requirement and studied at university

Highest NCEA school qualification	2006		2007		2008		2009	
	Course pass rate	<i>n</i>	Course pass rate	<i>n</i>	Course pass rate	<i>n</i>	Course pass rate	<i>n</i>
Level 2	0.60 \pm 0.03	428	0.57 \pm 0.03	504	0.54 \pm 0.03	460	0.56 \pm 0.03	525
Level 3	0.85 \pm 0.01	9,469	0.84 \pm 0.01	10,354	0.84 \pm 0.01	11,019	0.85 \pm 0.01	11,887

Courses are bachelors-level and higher

Students are in their first year of study, having progressed directly from school to university

Students are domestic students who attended secondary school in New Zealand

Requiring students to achieve NCEA Level 3 as one of the components of the university entrance requirement does raise the bar. However, most students in their first year at university after leaving school are already achieving both UE and NCEA Level 3. It should not require a large improvement in performance or motivation for those students who would only achieve UE, to also achieve NCEA Level 3.

Review of university entrance 2010 – discussion paper 2

Proposal – 3 subjects of 14 credits or more, with all 3 subjects from the list of approved subjects (42 credits at Level 3)

Discussion

The introduction of NCEA in 2001 (first implemented in 2002) necessitated a change to the then university entrance requirement. The requirement before the introduction of NCEA was the achievement of three Cs in Bursary. The NZQA Board agreed a replacement common standard in 2003 for implementation in 2004.

The common standard was designed to mirror the then existing standard (three Cs in Bursary). This can be seen in the current component of the university entrance (UE) requirement where 42 credits are required at Level 3 made up of three subjects. Of the three subjects, two must come from the list of approved subjects. The third subject may also come from the list of approved subjects or it can be a composite subject made up of 14 credits from no more than two domains⁸ or from a domain and an approved subject or from two approved subjects.

⁸ Domain refers to a subject category on the National Qualification Framework or NQF. In July of 2010 the NQF was replaced with the New Zealand Qualifications Framework (NZQF) and the Directory of Assessment Standards (DAS). Domains and standards now reside on the DAS.

Appendix D: Consultation documents from NZQA website

Allowing the third subject to be a composite subject and offering a number of options for the content means that subjects not on the list of approved subjects are able to contribute to UE. It also allows students to achieve UE across their subjects if they do not successfully gain 14 credits in each of three subjects.

However, this complexity of this component of the UE requirement has caused confusion for students, whānau and teachers. The technical advisory and steering groups that assisted with the review of UE stated that one of their aims was to reduce the complexity of UE and make it easier for all to understand. Changing this component so that all three subjects come from the list of approved subjects meets this aim.

All three subjects being 14 credits or more and coming from the list of approved subjects is an increase in the standard. To ensure that the proposed change is achievable, data from 2009 was examined to determine how far those students that used composite subjects to meet the UE requirement were from achieving three subjects from the approved list. On average, these students needed between 4 and 5 more credits from achievement standards to gain three subjects from the list of approved subjects.

The data does not take into account behavioral changes that would come about from students knowing that their third subject must be from the list of approved subjects. The technical advisory and steering groups that assisted with the review of UE believe that if students knew that three subjects must come from the list of approved subjects they would be able to achieve this and would not be disadvantaged by the proposed change.

While not a direct consideration for the review of university entrance, it is important to be aware that a number of universities are now setting entry requirements using a 'score' based on students' best 80 credits (with 2 points for achieved, 3 for merit and 4 for excellence grades) over five subjects from the list of approved subjects. Students not studying subjects from the list of approved subjects are likely to be disadvantaged.

Review of university entrance 2010 – discussion paper 3

Proposal – list of approved subjects be based on subjects derived from the *New Zealand Curriculum 2007* with Level 3 achievement standards

Discussion

The introduction of NCEA in 2001 (first implemented in 2002) necessitated a change to the then university entrance requirement. The requirement before the introduction of NCEA was the achievement of three Cs in Bursary. The NZQA Board agreed a replacement common standard in 2003 for implementation in 2004.

The common standard was designed to mirror the existing standard (three Cs in Bursary) with the list of bursary subjects being amended to become the list of approved subjects for university entrance. Since 2003 a number of subjects have been added to the list. The process of adding subjects is time consuming and involves considerable consultation.

It is proposed that a more sustainable way of managing the list of approved subjects would be to base it on subjects derived from the *New Zealand Curriculum 2007* with achievement standards at Level 3. This means that the list could be refreshed as subjects in the *New Zealand Curriculum 2007* change, are added or removed. For instance it would mean that Religious Studies, Education for Sustainability and Home Economics would be added in 2011 and Business Studies added in 2012, while in 2013 Computing would become Digital Technologies and Graphics would become Design and Visual Communication.

The *New Zealand Curriculum 2007* went through an extensive consultation process (over 10,000 submissions were received) before it was adopted and applied nationally. The curriculum is designed to meet the future needs of New Zealand through setting the direction for student learning in schools. Given the development process and the national coverage of the curriculum it seems logical to use it to determine what subjects should sit on the list of approved subjects for university entrance.

As a result of the current review of standards⁹ (to align with the curriculum), in future all curriculum-derived standards will be achievement standards with all other standards

⁹ **Standards Review—Stage 1** of the review process was the development of a set of principles addressing the broad issue of what constitutes a fit-for-purpose standard. These principles underpin the development of all standards and their review. **Stage 2** of the review process aligns the achievement and curriculum-derived unit standards with the *New Zealand Curriculum 2007*. **Stage 3**, the review of unit standards not derived from the *New Zealand Curriculum*, is ongoing. **Stage 4** of the review follows on from Stage 2, with the alignment of curriculum-derived standards to the *New Zealand Curriculum 2007* leading to the development of new and emerging standards where appropriate. Stage 4 also looks at the design of the NCEA and if any core requirements or exclusions are required.

being unit standards. This clear demarcation simplifies the identification of subjects for the list of approved subjects. If this proposal is adopted NZQA will continue to publish the list of approved subjects ensuring it is updated as needed.

The current list can be found here <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects-for-university-entrance/>.

The list of approved subjects reflects some current tensions place in terms of the differing natures of schools and universities. Schools are using the curriculum to develop a wide range of innovative and engaging courses for their students while universities would generally prefer a more restricted list of approved subjects. The existence of a list of approved subjects should not negatively impact on the Year 13 students that do not go on to study at university. Often schools aim for all their Year 13 students to achieve UE to maximise their choices in the future. It is important that the list of approved subjects has enough flexibility for students not intending to study at university.

Finally, while not a direct consideration when considering the content of the list of approved subjects, it is important to be aware that a number of universities are now setting entry requirements using a 'score' based on students' best 80 credits (with 2 points for achieved, 3 for merit and 4 for excellence grades) over five subjects from the list of approved subjects. Students not studying subjects from the list of approved subjects are likely to be disadvantaged.

Review of university entrance 2010 – discussion paper 4

Proposal – numeracy, 10 credits at Level 1 or higher

Discussion

The introduction of NCEA in 2001 (first implemented in 2002) necessitated a change to the then university entrance requirement. The requirement before the introduction of NCEA was the achievement of three Cs in Bursary. The NZQA Board agreed a replacement common standard in 2003 for implementation in 2004.

The common standard was designed to mirror the existing standard (three Cs in Bursary). Literacy and numeracy components were also added to the university entrance requirement for the first time.

The current numeracy component is 14 credits at Level 1, or higher, from standards in mathematics, statistics and probability, or Pāngarau.

The proposed component (for the 2014 Year 13 cohort¹⁰) is 10 credits at Level 1, or higher, from a selection of achievement standards over a range of subjects or from three specific numeracy unit standards.

¹⁰ The numeracy component applies at a later date as applying it from 2013 does not give schools or students sufficient notice to ensure that in 2011 they undertake the standards needed

Although this proposal has fewer credits than the current component the achievement standards are at curriculum level 6 (in the past some of them have been set at curriculum level 5), and the numeracy unit standards very explicitly assess the numeracy skills needed for everyday life. The proposal also has the benefit of aligning with the NCEA Level 1 numeracy requirement¹¹. This means that students that achieve NCEA Level 1 will have met the numeracy component of the university entrance requirement.

While the importance of numeracy is widely acknowledged, members of both the technical advisory and steering group noted that students undertaking university subjects requiring mathematical knowledge typically selected appropriate school subjects with this in mind. Group members do not believe it is necessary to require numeracy to be demonstrated any higher than Level 1.

Review of university entrance 2010 – discussion paper 5

Proposal – literacy, 10 credits (5 in reading and 5 in writing)

Discussion

The introduction of NCEA in 2001 (first implemented in 2002) necessitated a change to the then university entrance requirement. The requirement before the introduction of NCEA was the achievement of three Cs in Bursary. The NZQA Board agreed a replacement common standard in 2003 for implementation in 2004.

The common standard was designed to mirror the then existing standard (three Cs in Bursary). Literacy and numeracy components were also added to the university entrance requirement for the first time.

Universities have voiced concern about the low standard of literacy of some students. They have asked, in particular, that the literacy component of the university entrance requirement be strengthened. This is reflected in the proposed change.

The current literacy component is 8 credits at Level 2 or higher (4 in reading and 4 in writing) from a list of standards in English, or te reo Māori or te reo Rangatira.

The proposed literacy component (for the 2013 Year 13 cohort) is 10 credits (5 in reading and 5 in writing) which could be met through a number of options:

1. 10 credits (5 in reading and 5 in writing) from three specific Level 2 English achievement standards; or

to meet the requirement. Students would normally achieve the credits needed for this component in Year 11.

¹¹ The NCEA Level 1 literacy and numeracy requirements can be found at http://www.tki.org.nz/e/community/ncea/pdf/lit_num_10jun10.pdf

2. 10 credits (5 in reading and 5 in writing) from a selection of Level 3 achievement standards over a range of subjects; or
 3. 10 credits (5 in reading and 5 in writing) from two specific Level 4 English for academic purposes unit standards; or
 4. the use of a common assessment task (CAT), which is essentially an external assessment. This would be written and marked by NZQA.
1. The three standards at Level 2, still in draft form, consist of the following¹²:
 - 2.1 *Analyse specified aspect(s) of studied text(s), with supporting evidence* (4 credits),
 - 2.3 *Analyse significant aspects of unfamiliar written text(s) through close reading using supporting evidence* (4 credits)
 - 2.4 *Produce a selection of crafted and controlled writing* (6 credits)
 2. The selection of Level 3 achievement standards is not yet available for viewing as they are still in early draft form. However, there will be a number of Level 3 achievement standards across subjects (including English). If students are successful in achieving these standards they will have demonstrated an appropriate level of literacy for academic purposes.
 3. The two English for academic purposes unit standards (22750 *Write a crafted text using researched material for an academic purpose (ESOL)* and 22751 *Read and process information for academic purposes (ESOL)*) are currently designed specifically for ESOL¹³ students. However, if this proposal is agreed they will be re-framed to apply to all students including ESOL students. They can be found at <http://www.nzqa.govt.nz/framework/search/results.do?query=22750&view=&typ=ALL&level=&maxItems=100&search-button=Search&> and <http://www.nzqa.govt.nz/framework/search/results.do?query=22751&view=&typ=ALL&level=&maxItems=100&search-button=Search&>
 4. A common assessment task (CAT) is an external assessment occurring outside of the end of year national examination round. The task is set and marked by NZQA. In this case a standard would be developed describing academic literacy in reading and writing to meet UE. Students could then be assessed against this standard via a CAT. Students could undertake this CAT at the end of Year 12, during Year 13 or at the end of Year 13.

¹² The standards can be found at <http://www.tki.org.nz/e/community/ncea/english-lvl2.php>

¹³ ESOL—English for speakers of other languages

Review of university entrance 2010 – discussion paper 6

Proposal – implementation of the proposed changes to the university entrance requirement

Discussion

The terms of reference for the review of university entrance note that the implementation of any changes to the university entrance requirement will occur in 2013 aligning with the implementation of the revised achievement standards (Level 2 in 2012 and Level 3 in 2013). This means that Year 13 students in 2013 intending to go to university in 2014 would be the first cohort to use a changed requirement.

Ideally, any changes would be implemented sooner but students must be given enough time to design their senior secondary school learning to ensure they gain all the components of the university entrance requirement. Some of these components will not be available until 2013 (Level 3 achievement standards contributing to the literacy component).

The numeracy component will not apply until 2014 as 2012 will be the first year that all Year 11 students will be offered the standards needed to meet it.

The one change that could be implemented sooner is the proposal that students must achieve NCEA Level 3 to be awarded university entrance. This could be implemented in 2012 if students were advised at the beginning of their Year 12 (in 2011).

Appendix E: Consultation questions

NZQA Consultation—electronic template



Thank you for agreeing to complete this submission template. The following questions seek your feedback on proposed changes to the university entrance requirement.

Official Information Act

Please note that submission content and your individual or organisational details may be released beyond government if an Official Information Act request is made for this information.

Appendix E: Consultation questions

A. Which one of the following best describes you with regards to the submission you would like to make?

- I am a staff member of a university
- I am a staff member of a private training establishment
- I am a staff member of a wānanga
- I am a staff member of an institute of technology or polytechnic
- I am a staff member of a school
- I represent a subject specific professional body - please state which body _____
- I represent another (non-subject specific) professional / representative body - please specify which body _____
- I am a parent / caregiver of a secondary school aged child or children
- I am a member of the general public
- Other - please specify _____

B. If you are making this submission as a staff member of an education provider or other type of organisation are you making this submission as...?

- An individual in your own right?
- A representative of the organisation you work for? Please specify the organisation

C. Would you like to provide us with your name in relation to your submission? If so please enter it below. **Please note that under the Official Information Act your name could be released and linked to your submission.**

Your name _____

Appendix E: Consultation questions

Section 1: Achievement of NCEA Level 3

1. Which of the following best describes the extent of your agreement or disagreement with the statement below?

The achievement of NCEA Level 3 should be one of the components needed to meet the university entrance requirement.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

1.1. Please briefly explain why you rated this proposed change as you did.

1.3. If you do not completely agree with this proposed change how could it be improved?

Section 2: Retaining a list of approved subjects with the subjects on the list derived from the *New Zealand Curriculum 2007* and having Level 3 achievement standards.

2. Which of the following best describes the extent of your agreement or disagreement with the statement below?

There should be a list of approved subjects.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

2.1. Please briefly explain why you rated this proposed change as you did.

2.2. If you do not completely agree with this proposed change how could it be improved?

Appendix E: Consultation questions

3. Which of the following best describes the extent of your agreement or disagreement with the statement below?

If there is a list of approved subjects, the list should consist of subjects derived from the New Zealand Curriculum with Level 3 achievement standards.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

3.1. Please briefly explain why you rated this proposed change as you did.

3.2. If you do not completely agree with this proposed change how could it be improved?

Section 3: 3 subjects of at least 14 credits per subject at Level 3 and the subjects coming from a list of approved subjects

4. Which of the following best describes the extent of your agreement or disagreement with the statement below?

Students should continue to be required to achieve 3 subjects of at least 14 credits.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

4.1. Please briefly explain why you rated this proposed change as you did.

4.2. If you do not completely agree with this proposed change how could it be improved?

Appendix E: Consultation questions

5. Which of the following best describes the extent of your agreement or disagreement with the statement below?

By removing the opportunity for students to gain their third subject through a composite of subjects (including unit standards) the subject requirement has been simplified.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

5.1. Please briefly explain why you rated this proposed change as you did.

5.2. If you do not completely agree with this proposed change how could it be improved?

6. Which of the following best describes the extent of your agreement or disagreement with the statement below?

The opportunity for students to gain their third subject through a composite of subjects should be retained.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

6.1. Please briefly explain why you rated this proposed change as you did.

6.2. If you do not completely agree with this proposed change how could it be improved?

Appendix E: Consultation questions

Section 4: Numeracy - 10 credits at Level 1 or higher from specified achievement standards or three specific numeracy unit standards

7. Which of the following best describes the extent of your agreement or disagreement with the statement below?

The numeracy component of the university entrance requirement should be 10 credits at Level 1 or higher from specified achievement standards or three specific numeracy unit standards.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

7.1. Please briefly explain why you rated this proposed change as you did.

7.2. If you do not completely agree with this proposed change how could it be improved?

Section 5: Literacy - 10 credits (5 in reading and 5 in writing):

(a) Through three specific Level 2 English achievement standards;

OR

(b) From specified Level 3 achievement standards over a range of subjects;

OR

(c) From two Level 4 specific English for academic purposes unit standards;

OR

(d) Success in a common assessment task (CAT) measuring academic literacy and externally assessed twice per year by NZQA.

8. Which of the following best describes the extent of your agreement or disagreement with the statement below?

Students should have a number of alternative options available to meet the literacy component of the university entrance requirement.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

8.1. Please briefly explain why you rated this proposed change as you did.

8.2. If you do not completely agree with this proposed change how could it be improved?

9. Which of the following best describes the extent of your agreement or disagreement with the statement below?

There should be more Level 2 standards that contribute to the literacy component of the university entrance requirement, rather than just three English achievement standards.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

9.1. Please briefly explain why you rated this proposed change as you did.

9.2. If you do not completely agree with this proposed change how could it be improved?

Appendix E: Consultation questions

10. Which of the following best describes the extent of your agreement or disagreement with the statement below?

The literacy component of the university entrance requirement can be effectively met through specified Level 3 achievement standards.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

10.1. Please briefly explain why you rated this proposed change as you did.

10.2. If you do not completely agree with this proposed change how could it be improved?

11. Which of the following best describes the extent of your agreement or disagreement with the statement below?

Level 4 English for academic purposes unit standards (22750 and 27751) should be used to meet the literacy component of the university entrance requirement.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

11.1. Please briefly explain why you rated this proposed change as you did.

11.2. If you do not completely agree with this proposed change how could it be improved?

Appendix E: Consultation questions

12. Which of the following best describes the extent of your agreement or disagreement with the statement below?

A common assessment task (CAT) externally assessing academic literacy is a suitable method for students to demonstrate their reading and writing skills.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

12.1. Please briefly explain why you rated this proposed change as you did.

12.2. If you do not completely agree with this proposed change how could it be improved?

13. Which of the following best describes the extent of your agreement or disagreement with the statement below?

A specific academic literacy standard should be developed for assessment by a common assessment tool (CAT).

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

13.1. Please briefly explain why you rated this proposed change as you did.

13.2. If you do not completely agree with this proposed change how could it be improved?

13.3. If a common assessment task (CAT) is being used to assess academic literacy what Level should this standard be set at?

- 2
- 3

14. Which of the following best describes the extent of your agreement or disagreement with the statement below?

The academic literacy standard assessed by a common assessment task (CAT) should have a credit value.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

14.1. Please briefly explain why you rated this proposed change as you did.

14.2. If you do not completely agree with this proposed change how could it be improved?

Appendix E: Consultation questions

Section 6: The proposed changes to the university entrance requirements, if approved, would apply to Year 13 students in 2013 (to attend university in 2014). The proposed numeracy component would be 'grandparented' - that is the current requirement would continue to be used for 2013 and any changed requirement be applied in 2014.

15. Which of the following best describes the extent of your agreement or disagreement with the statement below?

The proposed changes to the university entrance requirement, where possible, should be introduced earlier than 2013 - for instance, students would be required to achieve NCEA Level 3 from 2012.

- I completely disagree
- I mostly disagree
- I mostly agree
- I completely agree

15.1. Please briefly explain why you rated this proposed change as you did.

15.2. If you do not completely agree with this proposed change how could it be improved?

Section 7

16. If you have any other thoughts you wish to share regarding the university entrance requirement please enter them below.

Thank you for making this submission.

Please click on the 'submit' button below.

Appendix E: Consultation questions

Appendix F: Process for reviewing the 'approved subjects' list for university entrance



Process for reviewing the 'approved subjects' list for university entrance

The list of approved subjects can be modified either as part of an overall review of the common standard for entrance to university, or at any time as deemed appropriate by the New Zealand Qualifications Authority (NZQA).

The following process is used.

1. Specialist teacher, school or other key stakeholder groups formally request an addition to the subject list via NZQA's Chief Executive.
2. NZQA, in consultation with subject experts and any other key parties, defines the subject(s)/field(s) of study in terms of the relevant domains on the National Qualifications Framework and summarises details about the range of standards within these domains, including:
 - the number of credits available
 - the number of students achieving against the standards
 - the range of skills and knowledge included within the standards.
3. NZQA makes an initial assessment of the substance of the request (including the rationale), and the timeliness of full investigation in relation to other factors (for example, total number of requests, past consultations, proximity to a full review of the common entrance standard, required consultation in relation to the school year).
4. NZQA convenes a university entrance panel comprising Qualifications Authority and New Zealand Vice-Chancellors' Committee (NZVCC) representatives and any relevant others to consider the request and determine whether consultation should be initiated.
5. NZQA consults formally with each university and the NZVCC about the subject(s)/field(s) of study, referring to the overall purpose of the common entrance standard (to provide evidence of 'a reasonable chance of successes at degree-level study') and the two following key criteria as the basis for inclusion:

Appendix F: Process for reviewing the 'approved subjects' list for university entrance

Achievement in a subject/field of study (as measured by related National Qualifications Framework standards) should indicate that a student has skills and knowledge that would:

- *contribute substantially to a student's general ability to undertake a programme of study at a university, and/or*
 - *provide a foundation for study in a particular subject or discipline at a university.*
6. The panel considers the results of the consultation and recommends inclusion or non-inclusion to NZQA's Chief Executive, who makes the decision.
 7. NZQA promulgates the Chief Executive's decision to universities and the NZVCC, to schools by NZQA circular, and to any other stakeholders, including affected specialist teacher associations.
 8. NZQA changes rules and procedures, allowing appropriate transition time in relation to school programmes/student choices, and changes to rules, procedures and databases.

Appeals

The NZQA Board considers any appeals against the application of this process.

Appendix F: Process for reviewing the 'approved subjects' list for university entrance