

## Aide-Memoire: Unit standard use in NCEAs

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<b>To:</b>	Hon Erica Stanford, Minister of Education
<b>From:</b>	Dr Grant Klinkum, Chief Executive
<b>Date:</b>	24 April 2024
<b>Reference:</b>	OC00781

### Purpose

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1. During a recent discussion on NCEA, we briefly discussed the contribution unit standards play in NCEA achievement. I undertook to provide baseline information about unit standards in NCEA. Policy or operational matters arising from the paper can be included as part of joint MoE / NZQA work on strengthening NCEA.
2. NZQA proposes to proactively release this briefing as part of the next publication of documents.

### Key points

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3. In 2023, 21% of results reported for Year 11 -13 students were from unit standards, and 79% from achievement standards.
4. A unit standard describes what a student who has achieved the standard knows and can do. Each unit standard has a New Zealand Qualifications and Credentials Framework (NZQCF) level, classification and credit value. Unit standards are developed by Workforce Development Councils and NZQA (for a small number of standards). They are based on defined bodies of knowledge. For unit standards, all grades may be available, but usually there are just two: achieved and not achieved.
5. Just over half of all senior secondary students (55% in 2023) achieve at least one unit standard while in Years 11 to 13 that contributes credits towards their NCEA.
6. Credits from unit standards make an important contribution to many senior secondary students' achievement of NCEA. Whilst unit standards cannot be used to contribute towards meeting the 'approved subject' requirement for university entrance<sup>1</sup>, they may be used to meet NCEA Level 3, the core requirement for UE.

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<sup>1</sup> For a student to be awarded UE, they need:

- NCEA Level 3
- 14 credits in each of three Level 3 subjects from the approved list (based only on achievement standards)
- Literacy - 10 credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing
- Numeracy - 10 credits at Level 1 or above, made up of the co-requisite Level 1 Numeracy unit standard 32406 or Te Pāngarau unit standard 32412, or certain achievement standards.

7. Over the last 10 years, unit standard results as a proportion of all reported results for senior secondary students has remained constant at Level 2, but has increased steadily at Level 3, from 19% in 2014 to 25% in 2023 (6 percentage points equating to a 33% increase).
8. At Level 2, 37% of reported unit standard results are assessed by providers other than the enrolling school. At Level 3, 59% of reported unit standard results are assessed by providers other than the enrolling school.

## Background

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### *NCEA and assessment and skill standards*

9. The three National Certificates of Educational Achievement (NCEA Level 1, 2 and 3) are designed to recognise the general achievement of 16 to 19 year old learners.
10. Three categories of standards can contribute credits towards the attainment of NCEA qualifications. They are:
  - Achievement standards (derived from the learning objectives of the New Zealand Curriculum and Te Marautanga o Aotearoa)
  - Unit standards
  - Skills standards (not in use yet, these will be replacing unit standards over time).
11. A standard describes what a student who has achieved the standard knows and can do. Each standard has a New Zealand Qualifications and Credentials Framework (NZQCF) level and a credit value. The level shows the complexity and skill it takes to achieve the standard. The credit value recognises the amount of time it takes to achieve the learning outcomes for a standard. One credit represents 10 notional hours of teaching, learning and assessment.
12. Students achieve standards as part of their assessment towards the award of the NCEA (or other qualifications or micro-credentials<sup>2</sup>, as appropriate).
13. In 2023, 21% of results reported for Year 11 -13 students were from unit standards, and 79% from achievement standards.

### *Vocational pathway awards*

14. Alongside NCEA Level 2, students are also able to achieve a vocational pathway award. This signals that students have achieved a significant set of NCEA Level 2 standards that align with the knowledge and skills that employers are looking for in a particular Pathway. There are six vocational pathways. To gain NCEA level 2 with a Vocational Pathways Award, 60 Level 2 credits are required from the selection of standards from at least one Vocational Pathway. Of the 60 credits, at least 20 must be from sector-related standards. Sector-related standards are those that more closely align to a particular Vocational Pathway and require development of knowledge and skills from, or direct experience in, an industry setting.
15. In 2022, the latest data available, 12% of students achieved one or more vocational pathway awards before they left school. By award type in 2022, 5.4% of school leavers achieved a Service Industry Award, 4.0% a Creative Industries Award, 0.9% a Primary Industries Award,

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<sup>2</sup> Micro-credentials are small, stand-alone awards with set learning outcomes, designed to recognise learners' skills, experience or knowledge, while meeting specific employer, industry, community, and iwi needs. Like qualifications, micro-credentials are listed on the NZQCF. When a learner has achieved a micro-credential, education organisations report their achievement to NZQA.

0.8% a Construction and Infrastructure Award, 0.6% a Manufacturing and Technology Award, and 0.5% a Social and Community Services Award<sup>3</sup>.

#### *Other qualifications and micro-credentials*

16. Along with NCEA, a range of qualifications and micro-credentials are registered on the NZQCF to certify achievement in specialist areas. For example, the New Zealand Certificate in Food and Beverage Service (Level 3) or the StartUp(r) Ignition – Automotive micro-credential. Credits towards those qualifications may also be used to meet NCEA requirements.

#### *Standard setting bodies*

17. Organisations that develop standards are known as standard-setting bodies (SSB). Subject matter experts develop all standards.
18. The Ministry of Education develops achievement standards related to the New Zealand Curriculum and Te Marautanga o Aotearoa.
19. Workforce Development Councils develop skill standards and unit standards.
20. NZQA also develops some skill standards and unit standards that are used in schools and kura including in the areas of mātauranga Māori, Pacific Studies, English Language, Communication Skills, Supported Learning, and Core Generic (e.g. Study Skills, Financial Capability, Self-Management).

## **Discussion**

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21. This paper explores the use of unit standards in the NCEAs. The paper covers the following topics:
  - Changes over time in the use of unit standards in schools and kura.
  - The unit standards senior secondary students are achieving.
  - The assessing providers for these unit standards (schools or other providers).
  - The use of credits from unit standards to meet minimum credit requirements for the NCEAs Level 2 and Level 3.
  - Other micro-credentials or New Zealand Certificates achieved by senior secondary students.
  - The purpose of the New Zealand Certificate in Foundation Skills and its use by senior secondary students.
  - The supported learning unit standards and their use by senior secondary students.

#### *The student cohort used in the analysis*

22. NZQA's enrolment-based cohort of students is used in this analysis. It includes all New Zealand domestic students in Year 11 to 13 (aged less than 19 years on 1 January of each year), with a Ministry of Education enrolment of one day or more regardless of whether they are working towards any of the NCEA qualifications. When referring to this cohort, the term 'senior secondary students' is used. In 2023, there were 175,244 senior secondary students.
23. For the purposes of this analysis, the new co-requisite Reading, Writing, Numeracy, Te Reo Matatini me te Pāngarau externally-assessed unit standards have been omitted from the

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<sup>3</sup> [https://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0020/208073/Indicator-Vocational-Pathways-2022\\_v6\\_FINAL.pdf](https://www.educationcounts.govt.nz/_data/assets/pdf_file/0020/208073/Indicator-Vocational-Pathways-2022_v6_FINAL.pdf)

data. These standards have been recently introduced and the intention is that all students participate in these standards.

*What has changed over time in the use of unit standards in secondary schools?*

24. Table 1 below compares unit standard results as a proportion of all reported results for senior secondary students in 2014 and 2023.

Level	2014	2023	Percentage point difference
Level 1	14%	16%	+2
Level 2	29%	29%	0
Level 3	19%	25%	+6

*Table 1: Unit standard results as a proportion of all reported results for senior secondary students, 2014 and 2023.*

25. Over the last 10 years, unit standard results as a proportion of all reported results for senior secondary students has increased steadily at Level 3, from 19% in 2014 to 25% in 2023 (6 percentage points equating to a 33% increase). Over the same period at Level 2, there has been little change, and at Level 1, a smaller increase of 2 percentage points (14% to 16%, which equates to a 15% increase).
26. Table 2 below compares the proportion of results reported by schools within the three Equity Index Groups (socio-economic barriers to attainment) that are unit standard results, for 2023<sup>4</sup>.

Level	'Fewer EQI' Schools	'Moderate EQI' Schools	'More EQI' Schools
Level 1	6%	18%	28%
Level 2	14%	33%	49%
Level 3	14%	29%	47%

*Table 2: Unit standard results as a proportion of all reported results for senior secondary students, by socio-economic barriers to attainment (EQI Group), 2023.*

27. Schools with more socio-economic barriers to attainment are reporting a greater proportion of results from unit standards than schools with moderate or fewer socio-economic barriers to attainment, for their senior secondary students.

*What unit standards are senior secondary students achieving?*

28. Table 3 provides a summary of the results from unit standards achieved by senior secondary students in 2023, classified by NZQCF Field.

Field	Unit standard results reported	Percentage of all unit standard results reported
Agriculture, Forestry and Fisheries	23,408	3.4%
Arts and Crafts	5,728	0.8%
Business	2,865	0.4%
Community and Social Services	58,395	8.5%

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<sup>4</sup> Students from schools with no EQI number (typically private schools) are not included in this analysis.

Computing and Information Technology	10,205	1.5%
Core Generic	115,302	16.8%
Education	6,674	1.0%
Engineering and Technology	48,618	7.1%
Health	65,075	9.5%
Humanities	64,673	9.4%
Law and Security	1,246	0.2%
Māori	24,328	3.6%
Manufacturing	3,318	0.5%
Planning and Construction	47,946	7.0%
Sciences	455	0.1%
Service Sector	199,078	29.1%
Social Sciences	7,110	1.0%
<b>Total:</b>	<b>684,424</b>	

Table 3: Unit standard results achieved by senior secondary students classified by NZQCF field, 2023

29. The service sector field accounts for most of the results (30%), followed by core generic (17%), health (10%), humanities (9%) and community and social services (9%). Appendix 1 provides a summary, within each field, of the five unit standards with the most results reported for senior secondary students in 2023.

*Where are these unit standards being assessed, are they in schools or by providers other than schools?*

30. Most schools hold 'consent to assess' for a range of unit standards, but they also have arrangements with other providers to provide teaching and learning and assessment of their students against unit standards. Unit standards can also be achieved by senior secondary students through an employer or volunteer organisation as part of on-the-job training and contribute credits to a student's NCEA. Examples of these types of credits include those from surf lifesaving or from a part-time hospitality or retail job.
31. Table 4 below shows the proportion of unit standard results for senior secondary students that are assessed by schools, and by other providers, by year level.

Provider	Year 11	Year 12	Year 13
School	83%	63%	41%
Other (workforce development council, private provider, polytechnic, wananga, employer)	17%	37%	59%

Table 4: The proportion of unit standard results for senior secondary students that are assessed by schools, and by other providers, by year level, 2023

32. The proportion of unit standard results assessed by providers other than the enrolling school increases as students move through senior secondary, from 17% for Year 11 to 59% for Year 13.

*What proportion of students use credits from unit standards to meet the minimum credit requirements for their Level 2 and Level 3 NCEA? Who are these students?*

33. For the purposes of answering this question, only senior secondary students who achieved NCEA Level 2 or 3 in 2023 are included in the cohort being analysed.

34. To achieve NCEA Level 2, a student must have achieved a minimum of 60 credits at Level 2 or above from assessment and skill standards, in addition to the 20-credit literacy and numeracy requirement. These credits can come from assessment and skill standards.
35. To achieve NCEA Level 3, a student must have achieved 60 or more credits at Level 3 or above, in addition to the 20-credit literacy and numeracy requirement. These credits can come from assessment and skill standards.
36. For the purposes of this analysis, students are considered to have ‘used unit standards to achieve the minimum credit requirements’ if they did not have sufficient credits solely from achievement standards to meet the 60-credit requirement for NCEA Level 2 and NCEA Level 3 respectively.
37. This purpose of this analysis is to understand the contribution of credits from unit standards to students achieving their NCEA at Levels 2 and Level 3. The analysis shows that unit standard credits make a credit contribution to many senior secondary students’ achievement of NCEA.
38. Table 5 below shows the proportion of students who used credits from unit standards to achieve the minimum credit requirements for their NCEA, at the typical year level, in 2023. Just over a third of Year 12 NCEA Level 2 achievers used Level 2 or above unit standards to achieve their NCEA Level 2. Just over 30% of Year 13 NCEA Level 3 achievers used Level 3 or above unit standards to achieve their NCEA Level 3.

	Total Students	Achieved NCEA	Used unit standards to achieve the minimum credit requirements	
<b>Year 12 NCEA Level 2</b>	60,074	44,001	15,977	36%
<b>Year 13 NCEA Level 3</b>	46,450	31,446	9,788	31%

Table 5: The proportion of students who used credits from unit standard to achieve the minimum credit requirements for their NCEA at the typical year level, 2023.

39. Table 6 below shows the same data, by EQI group. Students at schools with more socio-economic barriers to achievement are much more likely to have used unit standards to achieve the minimum credit requirements for their NCEA than students at schools with moderate or fewer socio-economic barriers to attainment<sup>5</sup>.

		Total Students	Achieved NCEA	Used unit standards to achieve the minimum credit requirements	
<b>Year 12</b>	Fewer	15,368	12,998	2,257	17%
	Moderate	29,496	22,891	9,598	42%
	More	9,227	5,761	3,841	67%
<b>Year 13</b>	Fewer	12,779	10,412	1,721	17%
	Moderate	21,569	15,124	5,327	35%
	More	6,517	3,720	2,388	64%

Table 6: The proportion of students who used credits from unit standards to achieve the minimum credit requirements for their NCEA at the typical year level, by EQI group, 2023.

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<sup>5</sup> Students from schools with no EQI number (typically private schools) are not included in this analysis.

*What other NZQCF Micro-credentials or New Zealand Certificates are senior secondary students achieving?*

40. Senior secondary students can achieve micro-credentials or New Zealand Certificates in addition to NCEA while at school. The number of senior secondary students achieving these credentials is relatively small.
41. Table 7 provides a summary of the micro-credentials completed by senior secondary students and reported to NZQA in 2023, classified by subject area.

Subject Area	Completions reported	Percentage of total completions
Agriculture, Environmental and Related Studies	12	0.6%
Architecture and Building	10	0.5%
Creative Arts	1	0.0%
Engineering and Related Technologies	465	21.9%
Food, Hospitality and Personal Services	22	1.0%
Health	1	0.0%
Information Technology	1	0.0%
Management and Commerce	1,574	74.0%
Mixed Field Programmes	18	0.8%
Natural and Physical Sciences	23	1.1%
<b>Total</b>	<b>2,125</b>	

*Table 7: Micro-credentials completed by senior secondary students and reported to NZQA by subject area, 2023*

42. Table 8 lists the five micro-credentials with the most completions reported for senior secondary students.

Micro-credential	Subject Area	Completions reported
3917 Young Enterprise Scheme (YES) (Micro-credential)	Management and Commerce	1568
3981 StartUp(r) Ignition - Automotive (Micro-credential)	Management and Commerce	341
3982 StartUp(r) Accelerate - Automotive Engineering (Micro-credential)	Management and Commerce	48
4720 Take-off! Micro-credential in Aviation Ground Handling	Management and Commerce	20
4700 Cafe and Customer Service (Level 3) (Micro-credential)	Management and Commerce	20

*Table 8: Micro-credentials with the most completions reported for senior secondary students, 2023*

43. Table 9 provides a summary of the New Zealand Certificates achieved by senior secondary students in 2023, classified by subject area.

Subject Area	Certificate completions	Percentage of total completions
Agriculture, Environmental and Related Studies	185	8.5%
Architecture and Building	87	4.0%

Creative Arts	1	0.0%
Engineering and Related Technologies	19	0.9%
Food, Hospitality and Personal Services	1,456	66.9%
Health	5	0.2%
Information Technology	1	0.0%
Management and Commerce	37	1.7%
Mixed Field Programmes	282	13.0%
Society and Culture	104	4.8%
<b>Total</b>	<b>2,177</b>	

*Table 9: New Zealand Certificates completed by senior secondary students and reported to NZQA by subject area, 2023*

44. Table 10 lists the five New Zealand Certificates with the most completions reported for senior secondary students.

New Zealand Certificate		Subject Area	Completions Reported
2104	New Zealand Certificate in Food and Beverage Service (Level 3) with strands in Cafe Service, Bar Services, Restaurant Services, Buffet Services, Functions Services, Barista, and Quick Service Restaurants Services	Food, Hospitality and Personal Services	1378
2861	New Zealand Certificate in Foundation Skills (Level 1)	Mixed Field Programmes	181
2218	New Zealand Certificate in Primary Industry Skills (Level 2) with optional strand in Self-Management and Employability Skills	Agriculture, Environmental and Related Studies	164
2862	New Zealand Certificate in Foundation Skills (Level 2)	Mixed Field Programmes	65
3503	New Zealand Certificate in Aquatics (Level 3) with strands in Pool Lifeguard, Swim and Water Safety Teacher, and Aquafitness Instructor	Society and Culture	46

*Table 10: New Zealand Certificates with the most completions reported for senior secondary students, 2023*

*What are the New Zealand Certificates in Foundation Skills Levels 1 and 2, and how many senior secondary students are achieving these?*

45. As reported above, in 2023, 181 senior secondary students achieved the New Zealand Certificate in Foundation Skills (Level 1) and 65 achieved the New Zealand Certificate in Foundation Skills (Level 2).
46. NZQA is the qualifications developer for these qualifications. The intention of the qualifications is to support students to engage/re-engage with learning.
47. The purpose of the New Zealand Certificate in Foundation Skills Level 1 is to provide people with focused skills, capabilities, knowledge and attributes needed to engage or re-engage with learning. It is a 60 credit qualification, which includes a 20 credit requirement in relation to applying basic skills in literacy and numeracy and digital technology, as well as a range of other literacies, in structured and familiar contexts.



48. The purpose of the New Zealand Certificate in Foundation Skills Level 2 is to provide people with basic learning and employability skills needed to pursue education or employment pathways. Graduates will be able to operate under general supervision in entry-level roles across a range of fields. It is also a 60 credit qualification, which includes a 20 credit requirement in relation to developing and applying skills in literacy and numeracy and digital technology, as well as a range of other literacies, in unfamiliar contexts.

*What are the supported learning unit standards, and how many senior secondary students are achieving these?*

49. The supported learning unit standards are intended for people with learning disabilities, including those with an intellectual disability. They are people who require support with their learning either through additional resources, specialised equipment or adapted teaching programmes. They are used for assessment towards the New Zealand Certificate in Skills for Living for Supported Learners (Level 1). This 60-credit qualification is for people with an intellectual disability, who require specialised support with their learning in relation to skills for living. Graduates will be able to self-manage and participate in social, cultural, family/whanau and community contexts, with support. Ten senior secondary students achieved this qualification in 2023.
50. NZQA is the standard-setting body for these standards and for the qualification.
51. Appendix 2 provides a breakdown, by standard of the number of supported learning unit standard results reported for senior secondary students in 2023. Overall, the numbers show that these standards are used, but their use is not widespread. The largest number of results reported for a standard is 441.

## Key Insights

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52. In 2023, there were 175,244 senior secondary students enrolled in Years 11 to 13. The analysis shows that credits from unit standards make an important contribution to many senior secondary students' achievement of NCEA.
53. Looking back over the last 10 years, unit standard results as a proportion of all reported results for senior secondary students have increased steadily at Level 3, from 19% in 2014 to 25% in 2023 (6 percentage points equating to a 33% increase).
54. There were 684,424 results from unit standards reported to NZQA for senior secondary students in 2023. By NZQCF field, the largest number of results was from the service sector field (199,078), followed by the core generic field (115,302).
55. At Level 2, 37% of those reported unit standard results are assessed by providers other than the enrolling school. At Level 3, 59% of reported unit standard results are assessed by providers other than the enrolling school.
56. Just over a third of Year 12 students who achieved NCEA Level 2 used Level 2 or above unit standards in achieving their NCEA Level 2. Just over 30% of Year 13 students who achieved NCEA Level 3 used Level 3 or above unit standards in achieving their NCEA Level 3.
57. There were 2,125 senior secondary students who achieved a micro-credential in 2023, with the largest number (1,574) in the Management and Commerce subject area.
58. There were 2,177 senior secondary students who achieved a New Zealand Certificate in 2023, with the largest number (1,456) in the Food, Hospitality and Personal Services subject area.
59. The analysis also looked at qualifications and standards designed to support students who may not be accessing or able to access NCEA.

60. 181 senior secondary students achieved the New Zealand Certificate in Foundation Skills (Level 1) and 65 achieved the New Zealand Certificate in Foundation Skills (Level 2). The intention of these qualifications is to support students to engage or re-engage with learning.
61. Ten senior secondary students achieved the New Zealand Certificate in Skills for Living for Supported Learners (Level 1) qualification in 2023. This qualification, and the associated supported learning unit standards, are intended for people with learning disabilities, including those with an intellectual disability. They are for people who require support with their learning either through additional resources, specialised equipment or adapted teaching programmes. There were 3,288 Supported Learning results reported to NZQA.

## Next steps

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62. Matters arising from this baseline information paper can be considered as part of future MoE / NZQA advice on NCEA and vocational education training within senior secondary school.



**Dr Grant Klinkum**

Chief Executive, NZQA

24 April 2024

**Hon Erica Stanford**

Minister of Education

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**The five unit standards with the most results reported for senior secondary students in each NZQCF field in 2023**

<b>Field</b>	<b>Number</b>	<b>Standard Title</b>	<b>Results</b>
Agriculture, Forestry and Fisheries	31656	Demonstrate knowledge of safe work practices in a primary industry operation	1,174
	561	Install, dismantle, and store temporary electric fences	873
	24833	Identify and maintain fencing tools and equipment, and identify fencing construction materials and wire types	863
	19145	Describe hydration, nutrition, and sleep in relation to physical well-being of primary industry workers	746
	24832	Open and draw out a coil of wire, tie knots, join wire, and prepare wire for transport and storage	683
Arts and Crafts	32301	Demonstrate and apply introductory knowledge of a music notation application	957
	32300	Demonstrate and apply introductory knowledge of MIDI sequencing	624
	32303	Apply knowledge of a music notation application	458
	32302	Apply knowledge of MIDI sequencing	353
	26687	Demonstrate and apply knowledge of sound for an entertainment and event context	341
Business	32000	Enter prescribed text accurately using basic keyboarding skills and identify safe ergonomic practices	371
	111	Use a word processor to produce documents for a business or organisation	355
	22847	Demonstrate knowledge of innovation and entrepreneurship in business contexts	306
	25424	Demonstrate knowledge of factors that impact on businesses	290
	22854	Apply innovative thinking techniques within a business context	268
Community and Social Services	425	Participate in a day tramp	2,433
	426	Participate in an overnight camp	1,969
	467	Demonstrate personal and social development through participation in adventure based learning	1,731
	20157	Demonstrate novice rock climbing and belaying skills on Ewbank Grade 12 and above	1,727
	26249	Demonstrate skills for an overnight tramp	1,722

Computing and Information Technology	5946	Use computer technology to create and deliver a presentation from given content	1,020
	18743	Produce a spreadsheet from instructions using supplied data	979
	2792	Produce simple desktop published documents using templates	577
	29771	Use the main features and functions of a presentation application for a purpose	546
	18758	Find information using the Internet	475
Core Generic	26623	Use number to solve problems	5,631
	26627	Use measurement to solve problems	5,100
	26626	Interpret statistical information for a purpose	4,993
	504	Produce a CV (curriculum vitae)	4,926
	4252	Produce a personal targeted CV (curriculum vitae)	4,450
Education	29852	Demonstrate knowledge of the basic needs and nutrition that support young children's holistic wellbeing and development	784
	29853	Demonstrate knowledge of health issues, practices and services to protect and enhance the wellbeing of young children	673
	29854	Describe personal and environmental hygiene and safety practices for the care of young children	850
	10026	Demonstrate knowledge of mokopuna/children's holistic development and learning in an early childhood setting	487
	29855	Describe attachment behaviours and strategies used to support transitions for young mokopuna/children	438
Engineering and Technology	22926	Demonstrate knowledge of safety procedures in a specific engineering workshop	3,340
	22923	Demonstrate basic engineering workshop skills under close supervision	3,284
	22924	Develop a simple product using engineering materials	1,641
	21911	Demonstrate knowledge of safety on engineering worksites	1,604
	30476	Demonstrate knowledge of tools and equipment used in the motor industry	1,469
Health	6402	Provide basic life support	12,420
	6401	Provide first aid	12,328
	6400	Manage first aid in an emergency situation	10,034

	30265	Apply health and safety risk assessment to a job role	7,071
	497	Demonstrate knowledge of workplace health and safety requirements	4,868
Humanities	9677	Communicate in a team or group which has an objective	6,808
	3483	Fill in a form	4,456
	9681	Contribute within a team or group which has an objective	4,158
	11097	Listen actively to gain information in an interactive situation	2,919
	24871	Complete complex forms	2,825
Law and Security	24098	Demonstrate basic foot drill at the halt and on the march	342
	27361	Manage conflict situations in a security context	246
	27360	Describe conflict management in a security context	220
	27364	Demonstrate knowledge of the security industry in the pre-employment context	204
	14545	Demonstrate knowledge of vertebrate pest management methods	63
Māori	22756	Perform a Māori performing arts bracket	1,684
	32955	Perform a Māori performing arts bracket with expression	1,269
	31507	Participate in the recitation of a karakia at a hui	753
	27106	Describe whakapapa using terms associated within a family structure	712
	27108	Describe the protocols and roles associated with pōwhiri	569
Manufacturing	2199	Prepare, use and maintain hand tools for furniture making	271
	25536	Operate a bandsaw to produce furniture components	249
	18917	Construct hand joints for furniture	239
	18918	Construct a furniture carcass	233
	16232	Use basic portable power tools for furniture making	186
Planning and Construction	24352	Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project	4,275
	24354	Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	3,944

	25920	Use joints for a BCATS project	3,629
	24356	Apply elementary procedures and processes for a BCATS project	3,585
	12927	Demonstrate knowledge of, select, maintain, and use hand tools for BCATS projects	3,017
Sciences	6692	Prepare for and construct a leisure garment	78
	6696	Prepare for and construct a child's garment	65
	8096	Conduct a scientific experiment with guidance	46
	6688	Incorporate applied design in fabric	45
	6693	Prepare for and construct a non-wearable textile item	42
Service Sector	29363	Learn to drive a vehicle within the conditions of a Class 1 New Zealand learner driver licence	7,984
	167	Practise food safety methods in a food business under supervision	7,119
	17285	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	5,539
	13285	Handle and maintain knives in a commercial kitchen	5,116
	15921	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	4,855
Social Sciences	27839	Explain concepts of justice	582
	27842	Explain concepts of law	566
	8545	Describe factors contributing to, and consequences of, crime	550
	27840	Evaluate a concept of justice in relation to a specific situation	547
	27843	Evaluate a concept of law in relation to a specific situation	368

**The number of supported learning unit standard results reported for senior secondary students in 2023**

<b>Number</b>	<b>Title</b>	<b>Results</b>
29300	Maintain hauora - personal health and well-being	441
29305	Set personal goals and carry out a plan designed to achieve personal goals	380
29304	Describe elements of own culture, and basic rights and responsibilities of residing in Aotearoa New Zealand	279
29298	Maintain routines and commitments (Supported Learning)	271
29301	Demonstrate strategies to ensure personal safety	266
29309	Plan a personal work pathway	234
29307	Use functional literacy skills in a range of day-to-day contexts	216
29308	Use functional numeracy skills in a range of day-to-day contexts	214
29303	Demonstrate behaviours appropriate to different types of relationships and contexts	208
29306	Apply problem solving strategies to resolve day-to-day issues	204
29299	Access and use facilities and services in the community	166
29302	Demonstrate interpersonal skills in familiar contexts	136
29311	Act in accordance with the basic rights and responsibilities needed for work	85
29310	Apply basic skills and practices in a workplace context	61
32927	Maintain commitments to a limited range of repetitive and familiar activities within defined contexts	26
32929	Maintain routines in a limited range of repetitive and familiar situations within defined contexts	24
11880	Use safe hygiene practices with food, in a supported learning context	9
11854	Identify and locate organs in the human body, in a supported learning context	7
11855	Outline ways of maintaining good health, in a supported learning context	7
11899	Participate in a leisure activity, in a supported learning context	7
11882	Prepare and serve a light meal, in a supported learning context	4
11883	Participate in the preparation and serving of food, in a supported learning context	4
11879	Grow and care for plants, in a supported learning context	3
11895	Identify the importance of time management and plan the schedule for an occasion, in a supported learning context	2

20075	Demonstrate knowledge of friendships or relationships, in a supported learning context	2
11893	Demonstrate functional knowledge of measuring weight, in a supported learning context	2
11894	Demonstrate functional knowledge of measuring time, in a supported learning context	2
11921	Identify traditional occasions in own family, in a supported learning context	2
11896	Use a calendar, in a supported learning context	2
11897	Identify and use numbers one to ten in everyday life, in a supported learning context	2
11919	Identify own culture and share a family history, in a supported learning context	2
11869	Make phone calls, in a supported learning context	2
11913	Provide information about self and family members in a one-to-one situation, in a supported learning context	2
11889	Make deposits into and withdrawals from own bank account, in a supported learning context	2
11856	Describe human reproduction, in a supported learning context	1
11873	Identify the need for and availability of financial support, in a supported learning context	1
11903	Identify situations that trigger fear and the symptoms it may create, in a supported learning context	1
11901	Identify situations that trigger stress and the symptoms it may create, in a supported learning context	1
11904	Identify situations that trigger grief and the symptoms it may create, in a supported learning context	1
11891	Demonstrate functional knowledge of measuring length, in a supported learning context	1
11902	Identify situations that trigger anger and the symptoms it may create, in a supported learning context	1
11892	Demonstrate functional knowledge of measuring volume, in a supported learning context	1
11898	Identify and use numbers ten to one hundred in everyday life, in a supported learning context	1
11859	Identify and develop personal safety strategies, in a supported learning context	1
11865	Cross roads safely, in a supported learning context	1
11857	Demonstrate knowledge of factors relating to informed decisions about sexual practice, in a supported learning context	1
11858	Identify sexuality and influences on sexual expression, in a supported learning context	1



11888	Handle money, in a supported learning context	1
	<b>Total</b>	<b>3,288</b>