



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

17 January 2022

[REDACTED]  
Tēnā koe [REDACTED]

### Official Information Act Request

Thank you for your request of 29 November 2021, under the Official Information Act 1982, for the following information:

*Dear New Zealand Qualifications Authority (NZQA) Under section 12 of the Official Information Act 1982, I request the following information:*

*-All advice, recommendations, reports, internal memorandums and analyses NZQA have produced or hold regarding adjustments to 2021 NCEA thresholds and credit requirements given COVID-19 lockdowns. This request is for information regardless of whether or not it has been provided to Government Ministers. The request applies only to such information in its final form, not draft iterations or associated correspondence.*

*-I also request any modelling, tests, samples, reports or analyses NZQA holds or produced to predict the likely impacts on learning progress of COVID-19 lockdowns in 2020 and 2021.*

*Where information is withheld, please provide the reason for refusal and the grounds in support of that reason as required by section 19(a)(i) and (ii) of the Official Information Act.*

*Please note this is not a request for any Ministry staff names, contact details or other personal information.*

NZQA has interpreted your request as being for information related to adjustments made by us to the 2021 National Certificate of Educational Achievement (NCEA) thresholds and credit requirements due to the COVID-19 lockdowns. Accordingly, Unexpected Event Grades (UEGs), the changes to exam dates and any changes to University Entrance (UE) requirements are out of scope of your request as they do not directly relate to NCEA thresholds and credit requirements.

### Response:

Below is a table listing documentation the New Zealand Qualifications Authority (NZQA) holds, regarding adjustments to 2021 NCEA thresholds as per your request. The order in which the documents are presented below is our recommended order of reading. In addition to the documents provided you can also find a link to the NZQA website in the table. We recommend reviewing this link as item 17. Please note the documentation we are supplying in this response is the documentation we have available as of mid-December 2021.

### Background

Due to the outbreak of the COVID-19 Delta variant and the extended lockdowns in the upper part of the North Island, as in 2020, there have been some adjustments made to NCEA to make sure that students have a fair opportunity to demonstrate what they have learned. NZQA and the Ministry of

Education worked with the Minister of Education's Professional Advisory Group, in particular, on advice provided to the Minister of Education.

Some information has been withheld under section 9(2)(a) of the Official Information Act 1982 to protect the privacy of natural persons.

NZQA is not aware of any public interest considerations outweighing the decision to withhold information under section 9 of the Act.

Doc No	Document filename	Document type	Date	Document Description	Page No
1	PowerPoint for March PAG meeting assumptions	PowerPoint presentation	Mar-21	A series of working assumptions for 2021 presented to the Minister of Education's Professional Advisory Group (PAG)	1-4
2	Intervention table for PAG meeting v2	Microsoft Word Document	Mar-21	An intervention table presented to PAG	5-6
3	PRS-4003 COVID assistance NOTES	Microsoft Word Document	Mar-21	Modelling of a possible alternative COVID-19 mitigation. Key points include the Auckland lockdown vs. the rest of New Zealand, 2020 models on no Covid-19 assistance, ethnicity, and decile.	7-11
4	Event Impact Matrix for the delivery of the NCEA qualification	Microsoft Word Document	Jul-21	An impact matrix outlining the category for an event impacting on student access to qualifications	12-13
5	Changes to NCEA – FAQs	Microsoft Word Document	Aug-21	An outline of changes to NCEA frequently asked questions	14-16
6	Sample only_Response options to COVID_GK	Microsoft Word Document	Aug-21	A table outlining response options on COVID-19 disruption in 2021	17
7	Education Report: Changes to NCEA in 2021 to respond to Covid-19	<a href="https://assets.education.govt.nz/public/Documents/our-work/information-releases/Advice-Seen-by-our-Ministers/August-2021/20.-ER-Changes-to-NCEA-in-2021-to-respond-to-COVID-19-1269812_Redacted.pdf">https://assets.education.govt.nz/public/Documents/our-work/information-releases/Advice-Seen-by-our-Ministers/August-2021/20.-ER-Changes-to-NCEA-in-2021-to-respond-to-COVID-19-1269812_Redacted.pdf</a>	Aug-21	A report on the operational and policy changes to NCEA qualifications	18-21
8	Changes to NCEA – Letter to schools	PDF	Sep-21	A letter from the CE of NZQA and the Secretary for Education to schools communicating new key dates for NCEA assessments, portfolio subjects, the Digital Technologies Common Assessment Tasks and Visual Arts submissions	22-23
9	Changes to NCEA - QAs	PDF	Sep-21	A document on Questions & Answers on changes to NCEA	24-27

10	Advice on further NCEA Changes	Microsoft Word Document	Sep-21	Advice to PAG on NCEA Changes to be implemented in regions transitioning to Level 2	28-34
11	210909 Changes to NCEA for schools now in Alert Level 2	PDF	Sep-21	A letter from the CE of NZQA and the Secretary for Education to schools communicating the Government's decision on LRCs	35-36
12	Extract CR22804 NZQA fortnightly report to Minister of Education	Microsoft Word Document	Sep-21	Extract of CR22804 NZQA fortnightly report to the Minister of Education dated 15 September 2021. The remainder of this document has not been released as it is out of scope.	37
13	Education Report: NCEA COVID-19 Response for Auckland	<a href="https://assets.education.govt.nz/public/Documents/our-work/information-releases/Advice-Seen-by-our-Ministers/September-2021/22.-ER-NCEA-COVID-19-Response-for-Auckland-1271668_Redacted.pdf">https://assets.education.govt.nz/public/Documents/our-work/information-releases/Advice-Seen-by-our-Ministers/September-2021/22.-ER-NCEA-COVID-19-Response-for-Auckland-1271668_Redacted.pdf</a>	Sep-21	An education report to the Minister of Education on added disruption to Auckland schools during Alert Level 4 and changes to NCEA qualifications	38-43
14	210922 Letter to schools from Grant Klinkum and Iona Holsted LRCs_AKld - 22 September 2021	PDF	Sep-21	A letter from the CE of NZQA and the Secretary for Education to schools communicating changes to thresholds for Auckland students	44-45
15	Schools – Significant Disruption	PDF	Sep-21	An A3 on information for schools with students who have faced significant disruption	46
16	Schools – In Auckland	PDF	Sep-21	An A3 NCEA changes and information for schools in Auckland	47
17	NZQA Information regarding COVID-19	<a href="https://www.nzqa.govt.nz/ncea/understanding-ncea/changes-to-ncea-and-ue-for-2021/">https://www.nzqa.govt.nz/ncea/understanding-ncea/changes-to-ncea-and-ue-for-2021/</a>	Updated: Oct-21	A series of links to NZQA webpages on changes to NCEA and UE for 2021	N/A
18	Calculated LRC 2021 v2	PowerPoint presentation	Oct-21	A presentation to PAG on the process for calculating LRCs. Data on credit distribution by ethnicity region and year is provided.	48-59
19	PAG LRC update	Microsoft Word Document	Nov-21	A memo to PAG about NCEA achievement progress update	60
20	Calculated LRC November 2021 – How to read the Charts	PowerPoint presentation	Nov-21	A presentation to PAG explaining the impact of LRC calculation	61-65
21	2021 NCEA Progress Update	PowerPoint presentation	Nov-21	Key messages to PAG on NCEA progress in 2021	66-69

22	Calculated LRC – November 2021 – PAG Presentation	PowerPoint presentation	Nov-21	A presentation to PAG on LRC calculations and the cumulative credit distribution	70-89
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As part of the commitment to open and transparent government, NZQA is proactively releasing responses to Official Information Act requests which are of public interest. NZQA intends to publish its response to this request on its website as part of its next quarterly release of documents. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please email [ministerials@nzqa.govt.nz](mailto:ministerials@nzqa.govt.nz).

If you are dissatisfied with our response, you have the right, under section 28(3) of the Official Information Act 1982, to lodge a complaint with the Office of the Ombudsman at [www.ombudsman.parliament.nz](http://www.ombudsman.parliament.nz). You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum  
Pouwhakahaere/Chief Executive



# PAG Meeting

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Thursday 4 March 2021

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# Working assumptions for 2021

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- The first line of defence to COVID-19 interruptions remains the flexibility of NCEA as a qualification and the ability of schools to use that flexibility to adapt and change their teaching and learning programmes
- The current Assessment Evidence Gathering Templates and Subject Matrices remain available and relevant to support schools assess student achievement during future lockdowns
- In the event that interventions are required we would rely as much as possible on what was done in 2020, but adjust the use of 2020 interventions and the 'dosage' of specific interventions as necessary

# Working assumptions for 2021

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- These adjustments to interventions would take into account 2020 student achievement data and the increased ability of schools and students to adjust in year two of COVID-19
- The trigger to consider applying an intervention could be a minimum of 4 weeks plus one day for both continuous or discontinuous disruptions to face to face teaching and learning (to mirror last year)

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# Working assumptions for 2021

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- The actual application of one or more interventions would be influenced by factors such as which terms the impact occurred in, and whether it was a school based, or regional or national impact.
- The 'dosage' related to a specific intervention may need to be reduced given the 2020 data. (e.g. the ratio of credits to LRCs could be reduced, and or the total number of LRCs available could be reduced).

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Intervention	Description	Timeline of use in 2020	Commentary	Potential use in 2021	Recommended as a potential intervention Yes/No
<b>Learning recognition credits</b>  Intervention owner: MoE Decision maker: Minister	<ul style="list-style-type: none"> <li>- LRCs were based on the credits earned in the year from 1 March. For every 5 credits a student attains, they earn an additional 1 LRC, up to a maximum of 10 credits for Level 1, or 8 credits for Levels 2 or 3.</li> <li>- A second application of LRCs were applied to Auckland schools (at a rate of 1 LRC/4 credits achieved, up to 16 LRCs for Level 1, and up to 12 for Levels 2 &amp; 3) in response to the Auckland lockdown in August.</li> </ul>	Announced in June 2020 (first round)  Announced in September (Auckland round)	<ul style="list-style-type: none"> <li>- Data shows that without LRCs there would have been a significant decrease in student attainment in 2020 across all NCEA levels and across all demographics.</li> <li>- However, provisional 2020 NCEA and UE attainment across all demographics shows slightly larger increases in 2020 compared to historical year on year attainment shifts.</li> <li>- Determining the appropriate settings for the various mitigations to ensure consistent attainment trends was difficult. We modelled the mitigations based on lost learning and assessment time and deemed this to be the equivalent of two or three standards, at 4 credits each.</li> <li>- It also shows that the additional application of LRCs for Auckland was potentially slightly too generous. Schools and students adjusted their programmes and entry strategies to maximise opportunity for achievement, so deciding the level of this intervention for the future needs to take into account the 2020.</li> </ul>	<ul style="list-style-type: none"> <li>- In 2020, LRC settings were not confirmed until the month after each lockdown and are therefore an intervention that can be applied after the level of disruption has been evaluated.</li> <li>- <i>We would therefore look at applying LRCs after a disruption, rather than during.</i></li> </ul>	Yes
<b>Assessment Evidence gathering templates</b>  Intervention owner: NZQA Decision maker: NZQA	<ul style="list-style-type: none"> <li>- help teachers to identify evidence of student achievement for internally assessed standards that they have witnessed within the teaching and learning programme.</li> <li>- help teachers to identify and assess evidence of student achievement for externally assessed standards that they have seen or heard within the teaching and learning programme.</li> </ul>	Available from March 2020	<ul style="list-style-type: none"> <li>- Were well received by the sector.</li> <li>- Saved valuable teaching and learning time by reducing the need for formal assessment</li> <li>- Record evidence of achievement for externally assessed standards and could be used to support derived grade applications and where an unexpected event is approved</li> </ul>	<ul style="list-style-type: none"> <li>- Could be used again in 2021, but some may need review.</li> <li>- Need to be supported by sufficient evidence to allow others to verify teacher judgement, including use in submissions for national external moderation.</li> <li>- Standalone use without further evidence should be restricted to a few schools, where agreed</li> </ul>	Yes, on a case by case basis
<b>Subject Matrices</b>  Intervention owner: NZQA Decision maker: NZQA	<ul style="list-style-type: none"> <li>- provide advice on the suitability of standards for remote teaching, learning and assessment.</li> </ul>	Announced in April 2020	<ul style="list-style-type: none"> <li>- Subject matrices were well received by the sector</li> <li>- Provided assurance for schools needing to modify assessment programmes, on which standards they could retain and what they could substitute</li> </ul>	<ul style="list-style-type: none"> <li>- Could be used again in 2021. Some may need review.</li> </ul>	Yes
<b>Lowered threshold for endorsements and university entrance</b>  Intervention owner: MoE (NCEA)/NZQA (UE) Decision maker: Minister (NCEA)/NZQA Board (UE)	<ul style="list-style-type: none"> <li>- Students were awarded a certificate endorsement if they achieved 46 credits at Merit or Excellence, rather than the usual 50.</li> <li>- Students could get a course endorsement by achieving 12 (usually 14) credits at Merit or Excellence level in a course.</li> <li>- University Entrance requirements were reduced to 12 (usually 14) credits in each of three University Entrance Approved Subjects.</li> </ul>	Announced in June 2020	<ul style="list-style-type: none"> <li>- LRCs do not give Merit or Excellence credits, so this intervention was designed to ensure that students would not be disadvantaged, compared to previous years, when it came to achieving endorsements.</li> <li>- As with LRCs, the lowered thresholds mitigated against a drop in 'endorsed' achievements/UE attainment..</li> </ul>	<ul style="list-style-type: none"> <li>- If LRCs are applied again, lowering the thresholds should also be considered</li> </ul>	Yes

	<ul style="list-style-type: none"> <li>- A second application of certificate endorsement thresholds were applied to Auckland schools: only required 44 credits to earn Merit or Excellence Endorsements</li> </ul>	Announced in September (Auckland round)			
<p><b>Delayed examination period, extend submission dates for portfolio subjects, waive NZQA verification of Visual Arts portfolios</b></p> <p>Intervention owner: NZQA Decision maker: Minister</p>	<ul style="list-style-type: none"> <li>- The exam period was delayed by 10 days, to allow for more teaching and learning time in term 4.</li> <li>- The submission date was extended for subjects which require students to submit a portfolio, such as Design and Visual Communication, from 28 October to 12 November 2020, giving students more time to prepare</li> <li>- waive the requirement for NZQA verification of Level 1 and 2 Visual Arts portfolios, allowing students more time to complete their portfolios and teachers more time for marking.</li> </ul>	Announced in May 2020	<ul style="list-style-type: none"> <li>- Feedback has indicated that the extra teaching and learning time was well received by the sector. They report this significantly reduced teacher and student stress.</li> <li>- The delayed exam period put considerable pressure on markers and the system at the end of the year.</li> <li>- Examination delay is an intervention that must apply nationally, so would be unsuitable where only a region or school has been affected.</li> <li>- Decisions on submission dates or waiving verification can be applied regionally or locally.</li> </ul>	<ul style="list-style-type: none"> <li>- A delayed examination period is an available intervention, though it should be reserved for if there has been considerable national disruption</li> <li>- extending submission dates for portfolio subjects could be re-applied either in total or by subject and or level</li> <li>- waiving NZQA verification of Level 1 &amp; 2 Visual Arts portfolios could be re-applied</li> </ul>	<p>Yes – though as a last resort</p> <p>Yes</p> <p>Yes</p>
<p><b>Voluntary national external moderation requirements</b></p> <p>Intervention owner: NZQA Decision maker: NZQA</p>	<ul style="list-style-type: none"> <li>- National External Moderation was made voluntary in 2020 to recognise the extra workload that schools and staff were facing.</li> </ul>	Announced in March	<p>As schools are better prepared to handle distance learning, we would not expect the workload burdens to be as high this year.</p> <ul style="list-style-type: none"> <li>- NZQA would be concerned about the sector being exempt from national external moderation for two years in a row; this would present a considerable risk to the integrity of the qualification</li> </ul>	<ul style="list-style-type: none"> <li>- Delay submission of moderation on a case by case basis</li> <li>- Standalone use should be restricted to a few standards and or schools, if necessary</li> <li>- Where the use of templates is agreed</li> </ul>	Yes - as a last resort
<p><b>Unexpected Event Grades</b></p> <p>Intervention owner: NZQA Decision maker: NZQA</p>	<ul style="list-style-type: none"> <li>- NZQA declares an unexpected event which allows students to receive a grades where an emergency impacts on external assessment. The grade is the same as that used for derived grades.</li> <li>- Used in a few individual cases, for students who lived in Auckland but were at boarding school in other areas, or students with compromised immunity who couldn't risk attending an exam</li> </ul>	Announced in September	<ul style="list-style-type: none"> <li>- UEGs are useful in an emergency situation as they are based on evidence from standard specific assessment. They are applied on a case by case basis every year where an event impacts on an exam and is outside the student's control.</li> <li>- Research shows that because the conditions of the evidence gathering are different from the end of year, they are not always accurate predictors of the external grades that students achieve.</li> </ul>	<ul style="list-style-type: none"> <li>- UEGs can provide a useful intervention depending on the students situation</li> <li>- They were used for this purpose in 2020, and could be again in 2021.</li> </ul>	Yes – in the situation where an exam is not able to proceed or it prevents individual students from sitting



**Due to approx. 4 weeks disruption (lockdown) for students, the following COVID mitigations was agreed upon:**

**Learning Recognition Credits**

For each 5 credits a student attains towards their NCEA, they will be entitled to an additional 1 Learning Recognition credit, up to the following maximums:

- (a) for the award of Level 1 NCEA, no more than 10 Candidate learning recognition credits in total:
- (b) for the award of level 2 NCEA, no more than 8 Candidate learning recognition credits at level 2 NCEA or above, and no more than 2 Candidate learning recognition credits at level 1 NCEA, in total
- (c) for the award of level 3 NCEA, no more than 8 Candidate learning recognition credits at level 3 NCEA or above, and no more than 2 Candidate learning recognition credits at level 2 NCEA, in total.

**Certificate Endorsements**

Students will be awarded a certificate endorsement if they achieve 46 credits at Merit or Excellence level, rather than the usual 50

**Course Endorsements**

Students achieving 12 credits at Merit or Excellence level in a course – rather than 14 – will be awarded a course endorsement.

**University Entrance**

University Entrance will be awarded to students who achieve 12 credits in each of three University Entrance Approved Subjects. They will still need to attain NCEA Level 3 and meet the literacy and numeracy requirements to be awarded UE.

**When Auckland went into a further 2 weeks lockdown, the following was allowed for Auckland Students:**

**Learning Recognition Credits**

For each 4 credits a student attains towards their NCEA, they will be entitled to an additional 1 Learning Recognition credit, up to the following maximums:

- (a) for the award of Level 1 NCEA, no more than 6 Candidate learning recognition credits in total:
- (b) for the award of level 2 NCEA, no more than 12 Candidate learning recognition credits at level 2 NCEA or above, and no more than 4 Candidate learning recognition credits at level 1 NCEA, in total
- (c) for the award of level 3 NCEA, no more than 12 Candidate learning recognition credits at level 3 NCEA or above, and no more than 4 Candidate learning recognition credits at level 2 NCEA, in total.

**Certificate Endorsements**

Students will be awarded a certificate endorsement if they achieve 44 credits at Merit or Excellence level, rather than the usual 50

**Course Endorsements [this applies to both Auckland and the Rest of NZ]**

Students achieving 12 credits at Merit or Excellence level in a course – rather than 14 – will be awarded a course endorsement.

**University Entrance [this applies to both Auckland and the Rest of NZ]**

University Entrance will be awarded to students who achieve 12 credits in each of three University Entrance Approved Subjects. They will still need to attain NCEA Level 3 and meet the literacy and numeracy requirements to be awarded UE.

The above changes appear to have benefited students more than intended.

2019		2020 (with COVID mitigations applied) best estimate compared with 2019		2020 (without COVID mitigations applied) compared with 2019	
<i>National attainment</i>		<i>National attainment</i>		<i>National attainment</i>	
Level 1	70.6%	Level 1	+1.5pp	Level 1	-9.3pp
Level 2	77.5%	Level 2	+2.5pp	Level 2	-4.3pp
Level 3	67.3%	Level 3	+5pp	Level 3	-4.5pp
University Entrance	49.3%	University Entrance	+4.3pp	University Entrance	-8.2pp
<i>Level 3 attainment by ethnicity</i>		<i>Level 3 attainment by ethnicity</i>		<i>Level 3 attainment by ethnicity</i>	
Māori	55.1%	Māori	+6pp	Māori	-5.2pp
European	70.8%	European	+4pp	European	-5.1pp
Pacific	60.3%	Pacific	+9pp	Pacific	-5.4pp
Asian	71.3%	Asian	+6pp	Asian	-2.7pp

Going forward, we want to see what will be an appropriate amount of assistance needed if, for example, we have another 4 week lockdown.

To do this we have looked only at NCEA and UE achievement – not Endorsement changes.

The thoughts were to look at what the impact would have been if we halved the maximum LRCs at each level, such as:

### New Zealand (not Auckland)

#### Learning Recognition Credits

For each 5 credits a student attains towards their NCEA, they will be entitled to an additional 1 Learning Recognition credit, up to the following maximums:

- (a) for the award of Level 1 NCEA, no more than 5 ~~10~~ Candidate learning recognition credits in total:
- (b) for the award of level 2 NCEA, no more than 4 ~~8~~ Candidate learning recognition credits at level 2 NCEA or above, and no more than 2 Candidate learning recognition credits at level 1 NCEA, in total
- (c) for the award of level 3 NCEA, no more than 4 ~~8~~ Candidate learning recognition credits at level 3 NCEA or above, and no more than 2 Candidate learning recognition credits at level 2 NCEA, in total.

### Auckland

#### Learning Recognition Credits

For each 4 credits a student attains towards their NCEA, they will be entitled to an additional 1 Learning Recognition credit, up to the following maximums:

- (a) for the award of Level 1 NCEA, no more than 8 ~~16~~ Candidate learning recognition credits in total:
- (b) for the award of level 2 NCEA, no more than 6 ~~12~~ Candidate learning recognition credits at level 2 NCEA or above, and no more than 4 Candidate learning recognition credits at level 1 NCEA, in total
- (c) for the award of level 3 NCEA, no more than 6 ~~12~~ Candidate learning recognition credits at level 3 NCEA or above, and no more than 4 Candidate learning recognition credits at level 2 NCEA, in total.

### For Auckland and the rest of NZ

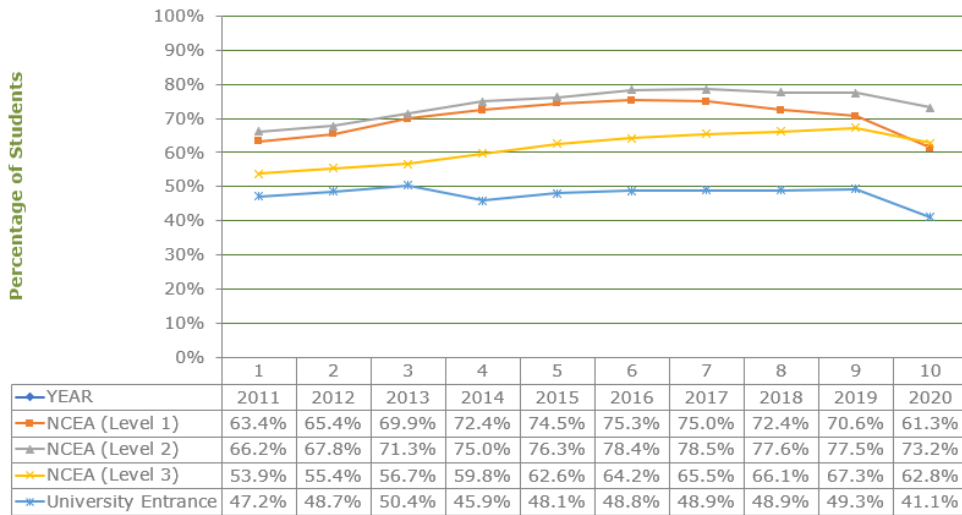
**University Entrance** [this applies to both Auckland and the Rest of NZ]

University Entrance will be awarded to students who achieve 12 credits in each of three University Entrance Approved Subjects **AND have a minimum of 38 credits in those 3 subjects**. They will still need to obtain NCEA Level 3 and meet the literacy and numeracy requirements to be awarded UE.

2019		2020 (with COVID mitigations applied) best estimate compared with 2019		2020 (without COVID mitigations applied) compared with 2019		2020 (with modelled COVID mitigations applied) compared with 2019	
National Attainment		National Attainment		National Attainment		National Attainment	
Level 1	70.6%	Level 1	+1pp	Level 1	-9.3pp	Level 1	-4.8pp
Level 2	77.5%	Level 2	+2.5pp	Level 2	-4.3pp	Level 2	-2.0pp
Level 3	67.3%	Level 3	+5pp	Level 3	-4.5pp	Level 3	-0.4pp
University Entrance	49.3%	University Entrar	+4.3pp	University Entrar	-8.2pp	University Entrar	+2.1pp
Level 3 attainment by ethnicity		Level 3 attainment by ethnicity		Level 3 attainment by ethnicity		Level 3 attainment by ethnicity	
Māori	55.1%	Māori	+6pp	Māori	-5.2pp	Māori	-0.3pp
European	70.8%	European	+4pp	European	-5.1pp	European	-1.5pp
Pacific	60.3%	Pacific	+9pp	Pacific	-5.4pp	Pacific	+2.0pp
Asian	71.3%	Asian	+6pp	Asian	-2.7pp	Asian	+1.1pp

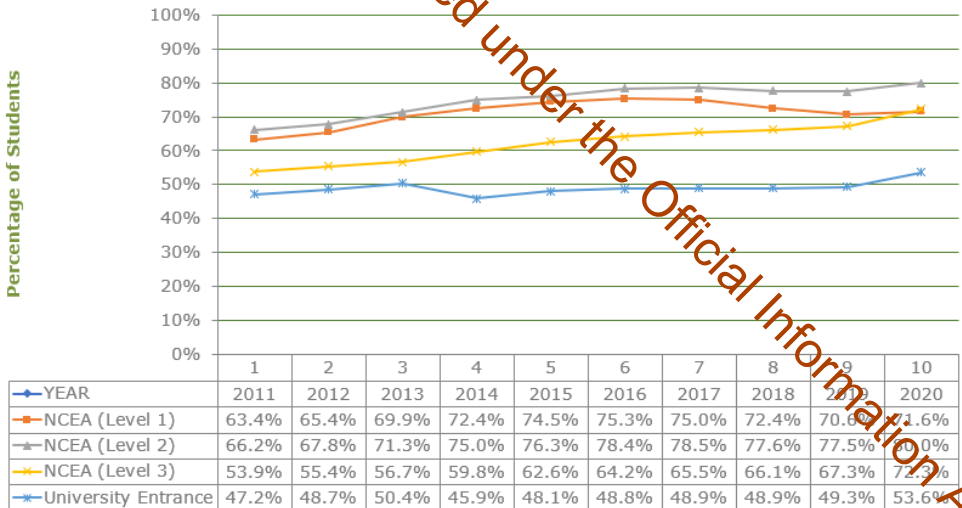
This shows that at Level 3

**Enrolment-based Year 11 Students Attaining NCEA Level 1, Year 12 Students Attaining NCEA Level 2, Year 13 Students Attaining NCEA Level 3 and University Entrance**

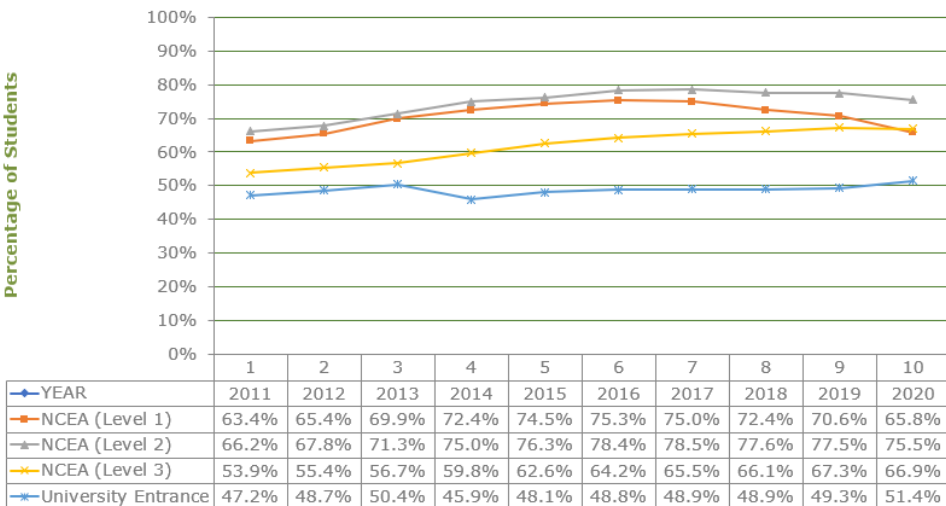


2020 COVID assistance:

**Enrolment-based Year 11 Students Attaining NCEA Level 1, Year 12 Students Attaining NCEA Level 2, Year 13 Students Attaining NCEA Level 3 and University Entrance**

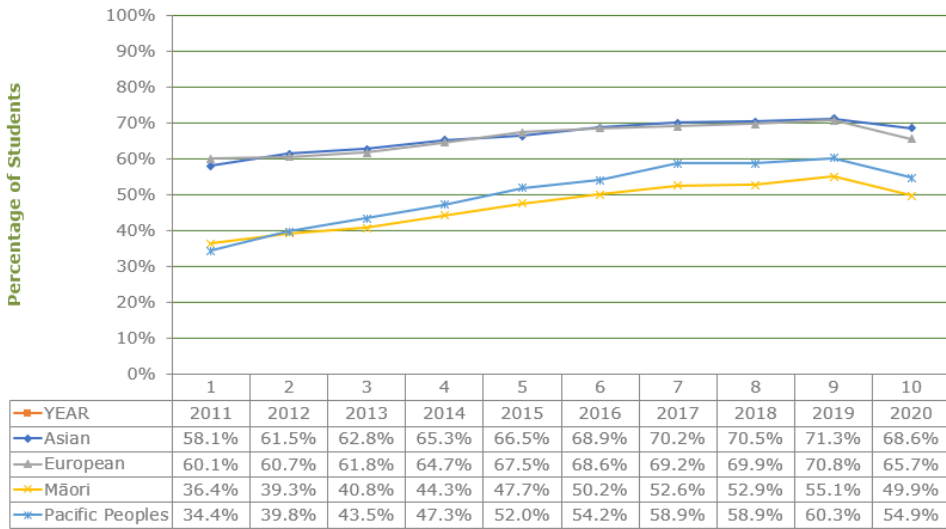


**Enrolment-based Year 11 Students Attaining NCEA Level 1, Year 12 Students Attaining NCEA Level 2, Year 13 Students Attaining NCEA Level 3 and University Entrance**



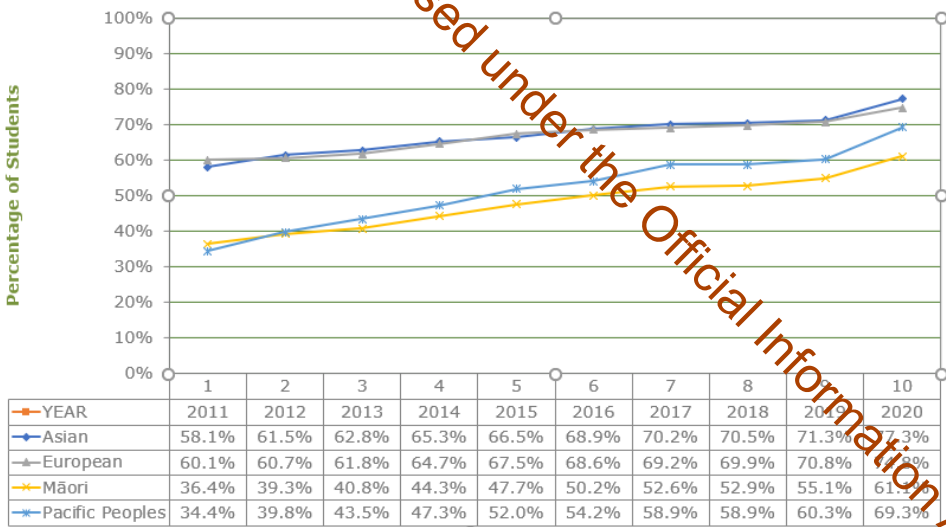
## Ethnicity – No Covid Assistance

Enrolment based Year 13 Students attainment of NCEA Level 3 by Ethnicity



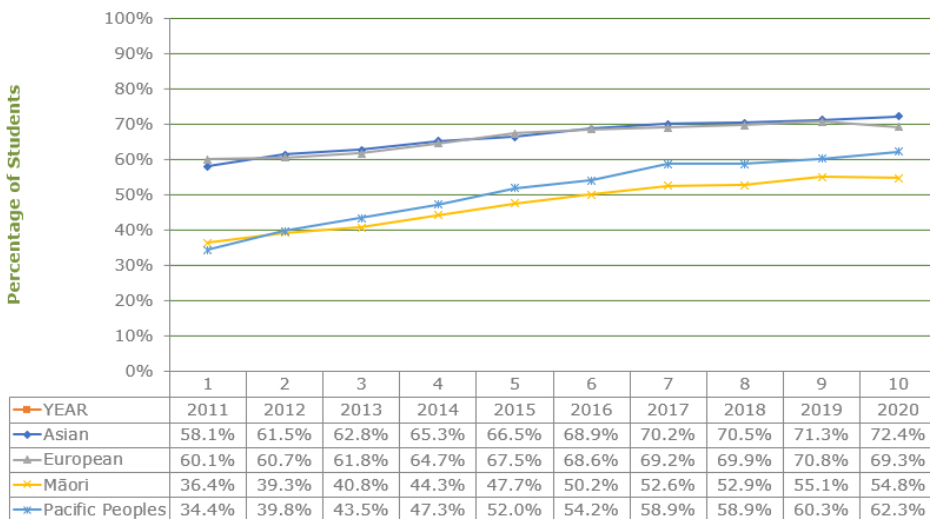
## 2020 Covid assistance

Enrolment based Year 13 Students attainment of NCEA Level 3 by Ethnicity



## 2020 Modelling

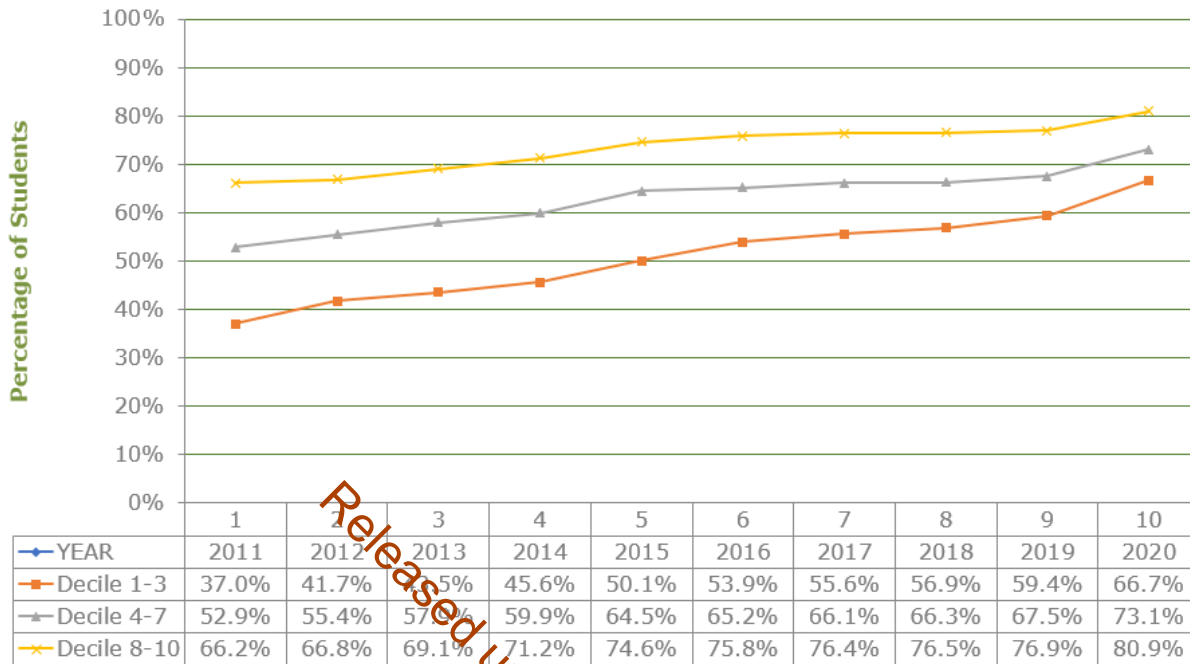
Enrolment based Year 13 Students attainment of NCEA Level 3 by Ethnicity



Decile band

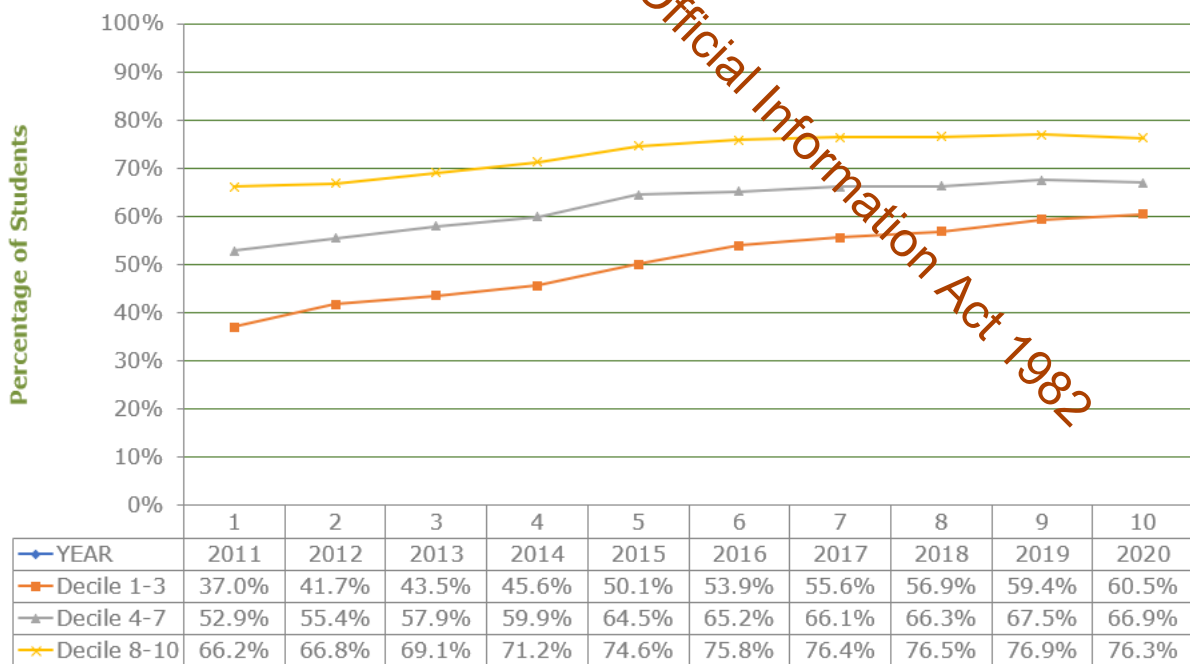
2020 COVID assistance

**Enrolment-based Year 13 Students Attaining NCEA Level 3 by Decile Band**



2020 Model

**Enrolment-based Year 13 Students Attaining NCEA Level 3 by Decile Band**



NOTES:

Data for actual 2020 based on the 3/3/2021 data cut

Data for modelled 2020 data as at 25/3/2021

## Impact matrix

Use this matrix to identify the category for an event impacting on student access to qualifications and the examples that follow. The table overleaf details characteristics for the three categories, who manages each and examples of possible interventions for each.

No. of students impacted	Duration of impact			Impact on student qualification
	Days	Weeks (<10% of schooling lost)	Months (>10% of schooling lost)	
All	Minor	Moderate	Major	
Some	Minor	Moderate	Moderate	
Few	Minor	Minor	Moderate	
And/or Event timing	Term 1	2 or 3	Term 4	

### Examples

- Major events- school closed due to flood, fire, earthquake, pandemic, pestilence, disruption of essential services
- Moderate events - school open but not accessible to some students and/or staff, due to natural event, illness, bereavements, essential service outage
- Minor events - school open but affects a small number of students and/or staff, due to illness, closure of an area of the school



Impact on student qualification	Characterised by	Possible Interventions	Management
<b>Major</b>	<p>Longer duration (students have no access to schooling for more than 10% of the school year) or of multiple duration.</p> <p>Affects all NCEA students.</p> <p>Event timing means that the other interventions are not possible or have not ameliorated the circumstances.</p>	<p>Change to the credit requirements for a NCEA qualification including endorsement.</p> <p>Change to the requirements for entry to universities.</p>	<p>Managed by NZQA following Ministerial approval to allow modification to the qualification requirements on a case by case basis at local, regional, or national level.</p>
<b>Moderate</b>	<p>Shorter duration (students have no access to schooling for less than 10% of the school year).</p> <p>Affects a significant number of students.</p> <p>Event timing means that there is time left in the school year for the interventions to work.</p>	<p>Unexpected Event Grades and Derived grades for externals.</p> <p>Evidence gathering templates for internal and external.</p> <p>Remote learning.</p>	<p>School uses remote learning and existing NZQA managed exceptions processes</p>
<b>Minor</b>	<p>Students have no access to schooling for a week or less.</p> <p>Affects a small number of students.</p> <p>Event timing means that there is time left in the school year for the interventions to work.</p>	<p>Modify assessment programme, changing assessment timing, missed and late assessment.</p> <p>Remote learning.</p>	<p>School manages the disruption themselves using school-based assessment policies and processes.</p>

# Changes to NCEA - FAQs

## 1. What is changing?

The Government has announced the following changes, which apply across New Zealand:

- The dates for end of year NCEA and NZ Scholarship exams will be moved back by two weeks. Exams will now be held between Monday 22 November and Tuesday 14 December.
- NCEA subjects where students prepare a portfolio instead of sitting an exam – like Design and Visual Communication – will have the due date for these portfolios pushed back by two weeks.
- The NCEA Level 1 Mathematics Common Assessment Task (MCAT) will be delayed from 14 or 16 September for two weeks – to 28 or 30 September.
- Schools will not have to provide portfolios from students sitting NCEA Level 1 or Level 2 Visual Arts for NZQA to verify. This also means there will be more time for students to finish their work, and for teachers to mark it.

## 2. Will Learning Recognition Credits be available in 2021?

Not yet. However, as the length of time we are likely to remain in lockdown becomes clearer, Learning Recognition Credits are one of the extra steps the Government might take.

NZQA and the Ministry of Education are working with the Minister's Professional Advisory Group and schools about when more changes might be needed.

## 3. Will the requirements to be awarded University Entrance (UE) change in 2021?

Not yet. However, as the length of time we are likely to remain in lockdown becomes clearer, changing the requirements for UE is one of the extra steps the Government might take.

NZQA and the Ministry of Education are working with Universities NZ and universities about whether this might be needed.

## 4. What changes will there be to NZ Scholarship?

The dates for NZ Scholarship exams and portfolio submissions will be moved back by two weeks, so students have more time to prepare.

## 5. Do the changes apply to Cambridge/Baccalaureate etc qualifications?

No, the changes only apply to NCEA, University Entrance and NZ Scholarship.

## **6. When will 2021 end of year results be available?**

NZQA only confirms the date results will be released at the end of exams.

As in 2020, the adjusted dates for end of year exams will have some impact on the release of results.

## **7. Do schools have enough time to collect evidence for Derived Grades and unexpected event grades?**

Yes, because this can be collected in many different ways through the year. NZQA has templates to help schools collect valid, standard-specific evidence, which are available through our website's NCEA subject pages.

The delay in end of year exams and portfolio submissions also provides more time for schools to offer practice exams, which are frequently used to collect evidence for Derived Grades and unexpected event grades.

## **Review of Achievement Standards (RAS) and Literacy and Numeracy | Te Reo Matatini me te Pāngarau**

### **8. What do these changes mean for RAS pilot subjects and Literacy and Numeracy | Te Reo Matatini me te Pāngarau?**

We are mindful that several assessment dates are coming up for RAS Pilot subjects (including Te Ao Haka) and Literacy and Numeracy | Te Reo Matatini me te Pāngarau. More information about these assessments will be available shortly.

The dates for the Religious Studies assessment which was planned for this Friday (28 August) have been adjusted, and schools piloting this standard have been informed of the new dates.

## **Mathematics Common Assessment Task (MCAT) and Digital CATs**

### **9. Can schools change the date they selected for MCAT, or will those schools who selected 14 September have to offer MCAT on 28 September (and those who chose 16 September have to offer MCAT on 30 September)?**

Yes, schools use the "Alternate assessment day request form" available with the L1 MCAT Documents on our website's Mathematics and Statistics subject page.

### **10. What can a student do if they can't sit MCAT on the new date?**

If a student cannot sit MCAT on the same date as others at their school, their school's Missed Assessment Policy would apply.

## 11. What is happening with the Digital Technologies & Hangarau Matihiko Common Assessment Tasks (DigiCATs)?

At this stage, the dates for DCATs remain 20 Sept – 1 Oct and 18 – 27 October.

Schools are able to change the dates for their DigiCATs within this window by:

- changing the date at the bottom of the Key Indicators page (Common Assessment Tasks (CATs) Date Nominations, **and**
- sending an email to [examinations@nzqa.govt.nz](mailto:examinations@nzqa.govt.nz) stating the changes (School name and number, which level DigiCATS, the original dates and the new dates).

More information is in the [administrative guidelines](#).

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### Response options to COVID-19 Disruption in 2021

Actions Already Completed	Least-regrets early decisions	More Significant Interventions
<p><b>Communicate inherent flexibility of NCEA</b> – schools have been reminded that they are able to reschedule assessments across the remainder of the year, assess more than one standard per assessment and reduce the number of standards assessed without impacting on student achievement of the qualification</p>	<p><b>Delay MCAT exams</b> – the Maths Common Assessment Test is currently due to occur in the period x to y. These NZQA set- and school marked - exams could be shifted to x to y.</p> <p><b>Suggested trigger:</b> three weeks nationwide Level 3 or 4  <b>Coverage:</b> all of NZ regardless of regional variation</p>	<p><b>Cancel external moderation requirement for 2021</b> – removing external moderation requirements (but enabling schools that would like to access external moderation to continue to do so) would reduce workload on teachers and schools, freeing up time to better support students</p> <p><b>Suggested trigger: following</b> at least four weeks at Level 3 or 4  <b>Coverage:</b> to apply to all schools that experience 4 weeks or more of Level 3 or 4</p>
<p><b>Provide links to resources to assessing all standards remotely</b> – all schools can access over 700 Assessment Gathering Templates and Subject Matrices on how to assess standards remotely</p>	<p><b>Delay submission of externally submitted subjects by one week or two weeks</b> – a delay will take the pressure off students and schools with minimal impact on exam results timeframes</p> <p><b>Suggested trigger:</b> 3 weeks at Level 3 or 4 for a one-week delay, and 5 or more weeks at Level 3 or 4 for a two-week delay  <b>Coverage:</b> would be made available to all schools if one or more regions reached the trigger.</p>	<p><b>Introduce a 2021 version of Learning Recognition Credits</b> – LRCs recognised the real disruption to students in 2020 and provided encouragement to students to remain engaged with teaching, learning and assessment. In light of enhanced resilience in the system combined with an analysis of 2020 results, the following values are suggested for 2021:</p> <p><b>NCEA Level 1</b> - 1 credit for each five credits achieved up to max of 8 LRCs (instead of 10 in 2020)  <b>NCEA Level 2 and Level 3</b> – 1 credit for each five credits achieved up to maximum of 6 LRCs (instead of 8 in 2020)</p> <p><b>ADD DETAILED TABLE FROM HAMSA</b></p> <p><b>Suggested trigger:</b> minimum of four full weeks nationwide Level 3 or 4  <b>Coverage:</b> would apply to schools and regions to allow for schools impacted earlier in 2021 to have that disruption acknowledged. If one region or more regions were later significantly more affected than other regions the credit trigger could be lowered to 1 LRC for four credits and the maximum LRCs could be increased to 10/12/12 respectively.</p>
	<p><b>Delay digital mock exams</b> – approximately 200 schools have signed up to offer mock exams on the digital platform in the period starting x to y. This window could be shifted to x and y.</p> <p><b>Suggested trigger:</b> three weeks at Level 3 or 4  <b>Coverage:</b> all schools</p>	<p><b>Introduce a 2021 version of subject and course merit and excellence endorsement credit requirements</b> – changes to subject and course endorsement requirements for merit and excellence in 2020 sought to ensure that the COVID-19 disruptions would not negatively impact on student achievement. Given the higher levels of resilience in the system it is suggested that a minor adjustment be made to the 2020 settings for 2021:</p> <p><b>Subject endorsement:</b> 12 credits (the same as 2020)  <b>Course endorsement:</b> 48 credits (instead of 46)</p> <p><b>Suggested trigger:</b> following at least four weeks at Level 3 or 4  <b>Coverage:</b> to apply to all schools that experience 4 weeks or more of Level 3 or 4.</p>
	<p><b>Remove the requirement for L1 and L2 Visual Arts Verification</b> - this would be required to enable students to have more time to work on their portfolios</p> <p><b>Suggested trigger:</b> 3 weeks or more Level 3 or 4  <b>Coverage:</b> all schools</p>	<p><b>Introduce a 2021 version of adjusted UE entry requirements</b> – As the LRC credits available for Level 3 in 2021 are slightly lower than 2020 and the UE achievement rate was over 3 percentage points higher in 2020 than 2019, it suggested that UE requirements for 2021 therefore remain the same as 2020.</p> <p><b>UE requirement</b> (3 subjects at 12 credits each, no change from 2020, compared with 3 subjects at 14 credits each in 2019).</p> <p><b>Suggested trigger:</b> following at least four weeks at Level 3 or 4  <b>Coverage:</b> to apply to all schools that experience 4 weeks or more of Level 3 or 4</p>
	<p><b>Delay start of exams by one week or two weeks</b> - a delay would take the pressure off students and schools, but would result in later results if a two-week delay occurred.</p> <p><b>Suggested trigger:</b> three weeks or more at Level 3 or 4 for a one-week delay, five weeks or more at Level 3 or 4 for a two-week delay  <b>Coverage:</b> All schools by necessity</p>	
		<p><b>Offer Unexpected Grade Event option for schools</b></p> <p><b>DETAILS</b></p> <p><b>Cancel external exams – regionally or nationally</b></p> <p><b>DETAILS</b></p>



## Education Report: Changes to NCEA in 2021 to respond to COVID-19

To:	Hon Chris Hipkins, Minister of Education		
Date:	24 August 2021	Priority:	Urgent
Security Level:	In Confidence	METIS No:	1269812
Drafter:	Richard D'Ath	DDI:	9(2)(a)
Key Contact:	Grant Klinkum	DDI:	
Messaging Communications team: seen by	No	Round Robin:	No

### Purpose of Report

The purpose of this paper is for you to:

- **Agree** to a package of operational and policy changes to the NCEA qualifications to address the risk to student achievement caused by COVID-19 related disruptions.

### Summary

- 1 COVID-19 is again causing disruption across the education system and its impacts on learners studying towards an NCEA are uncertain. The sector reports improved readiness to adopt remote learning and assessment practices, but an elevated anxiety that two years of disruption are compounding potential learning loss, and that the timing and suddenness of this lockdown carries greater risks of disruption to assessment and student disengagement.
- 2 As we found last year, NCEA's flexibility is a true strength. Schools can make changes to the timing and evidence gathering process for internal assessments, and teachers and students can modify their learning programmes to change the number and type of assessments to respond to the COVID-19 response. To support this, the Ministry and NZQA have issued guidance on how each achievement standard can be assessed remotely, have provided digital devices and connectivity to NCEA students, and have made hard copy resources available free of charge.
- 3 As with last year, we also seek your approval to implement a series of operational and policy changes to NCEA. The operational changes are:
  - a. Delaying the NCEA Level 1 Mathematics Common Assessment Task (MCAT) from 14 or 16 September for two weeks – to 28 or 30 September. This will give students who were due to sit the MCAT more time to prepare.
  - b. Delaying the dates of end of year NCEA and NZ Scholarship exams by two weeks. Subjects where students prepare a portfolio instead of sitting an exam – like Visual Arts – will also have the due date for these portfolios moved back by two weeks.



- c. Waiving the requirement for schools to provide portfolios from students sitting NCEA Level 1 or Level 2 to NZQA to verify. This also means there will be more time for students to finish their work, and for teachers to mark it.
- 4 We have also worked with the NCEA Professional Advisory Group and peak body representatives to confirm the parameters for the reimplementation of last year's policy changes to the requirements of the NCEA qualifications. This includes:
- a. Reactivating the Learning Recognition Credit system using the same parameters that you agreed last year (up to 10 Level 1 credits, 8 Level 2 credits, or 8 Level 3 credits, earned at a rate of 1 credit per 5 credits achieved) [METIS 1230263 refers].
  - b. The NZQA Board confirming changes to University Entrance to reduce the requirements from 14 credits in three approved subjects to 12 credits in three approved subjects, along with the current literacy and numeracy requirements and attainment of NCEA Level 3.
  - c. Changes to Certificate Endorsements and Course Endorsements to reduce the number of credits required for these Awards. Certificate Endorsements will require 40 rather than 50 credits at Merit or Excellence Level, and Course Endorsements will require 12 Credits rather than 14 at Achieved, Merit or Excellence Level [METIS 1228520 refers]. (noting that course endorsements are available at achieved from 2021).
- 5 The changes to University Entrance will also be subject to agreement from University Vice Chancellors and University New Zealand, which we are confirming overnight. We will inform you if the outcomes of these discussions require us to amend our advice on University Entrance.
- 6 In addition, we note that:
- a. We do not recommend amending the learning rate or cap for the Learning Recognition Credits or modifying the University Entrance changes we made in 2020. While the final NCEA result distribution in 2020 exceeded the 2019 distribution, especially for Level 3 and UE, we support the advice of your Professional Advisory Group and peak bodies that suggests continuing with a generous approach and maintaining last year's policy settings is prudent given uncertainties about the impact of the lockdown on the 2021 cohort.
  - b. We do, however, note that there are credibility risks associated with a second year of potentially elevated attainment, although our discussions with the University sector and our analysis of media coverage following this year's results release seems to indicate that there is a general acceptance of the approach taken to date (i.e., prioritising student wellbeing and engagement in learning).
  - c. In consideration of the likely scenarios from this point, we recommend that the threshold for triggering these changes in a specific region or school is at least four weeks total of Alert Level 3 or 4 lockdowns over the course of an academic year.
  - d. Should there be additional lockdowns during the current calendar year, we will provide you with further advice, as we did during 2020.
- 7 If you agree to these changes, you may wish to use the attached key messages at your 1pm COVID-19 press conference). NZQA and the Ministry of Education will then

formally write to all secondary school principals, and information will be provided in the school bulletin and on Ministry and NZQA websites as required.

## Recommended Actions

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The Ministry of Education and NZQA recommends you:

- a. **Note** that to support schools and wharekura to use NCEA's flexibility to support students through COVID-19 related disruption, the Ministry of Education and NZQA have reactivated our teaching and assessment practice supports, including issued guidance on how each achievement standard can be tailored for remote delivery, provided digital devices and connectivity to NCEA students, and made hard copy resources available free of charge.
- b. **Note** that the Ministry of Education and the New Zealand Qualifications Authority (NZQA) recommend a series of immediate operational changes to NCEA for 2021, to respond to disruption to learning and assessment caused by COVID-19.
- c. **Approve** our recommended operational changes
  - a. Delaying the NCEA Level 1 Mathematics Common Assessment Task (MCAT) from 14 or 16 September for two weeks – to 28 or 30 September.
  - b. Delaying the dates for end of year NCEA and Scholarship exams by two weeks, including the due date for externally assessed portfolios.
  - c. No longer requiring schools to provide portfolios from students sitting NCEA Level 1 or Level 2 for NZQA to verify. This also means there will be more time for students to finish their work, and for teachers to mark it.

**Yes / No**

- d. **Note** that following consultation with your NCEA Professional Advisory Group and the sector peak bodies, the Ministry of Education and NZQA recommend reimplementing the policy changes to NCEA's requirements you agreed to in 2020, to respond to disruption to learning and assessment caused by COVID-19 in 2021.
- e. **Approve** our recommended policy changes to NCEA's requirements:
  - a. Reactivating the Learning Recognition Credit system using the same parameters that you agreed last year (up to 10 Level 1 credits, 8 Level 2 credits, or 8 Level 3 credits, earned at a rate of 1 credit per 5 credits achieved), noting the trigger described in paragraph 6c.
  - b. The NZQA Board confirming changes to University Entrance to reduce the requirements from 14 credits in three approved subjects to 12 credits in three approved subjects, along with the current literacy and numeracy requirements and attainment of NCEA Level 3.
  - c. Changes to Certificate Endorsements and Course Endorsements to reduce the number of credits required for these Awards. Certificate Endorsements will require 46, rather than 50 credits at Merit or Excellence Level, and Course Endorsements will require 12 Credits rather than 14 at Achieved, Merit or Excellence Level.

**Yes / No**

- f. **Note** that communications material to support a potential announcement at your 1pm COVID-19 press conference is attached as **Annex 1** to this report, and that the Ministry and NZQA will then issue communications as per paragraph 7.
- g. **Note** we will update you as we receive updates on what the University Vice Chancellors and University New Zealand have agreed regarding changes to University Entrance.
- h. **Agree** to proactively release this report as part of the next regularly planned COVID-19 information release.

Yes / No

Grant Klinkum  
 Chief Executive  
 New Zealand Qualifications Authority

Hon Chris Hipkins  
 Minister of Education

24/08/2021

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### Proactive Release

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1. It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.
2. We recommend that this Education Report is released in the next regularly scheduled COVID-19 proactive release.

### Annexes

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Annex 1: Key Messages for potential announcement on 25 August 2021

2 September 2021

E te rangatira, tēnā koe & warm Pacific greetings to all

As you will know, last week the dates for end of year exams and most portfolio submissions were shifted back by 2 weeks, along with changes for other NCEA assessments. Since then your Principals' Nominees will have been advised of the new key dates, including a 2-week extension to the DigiCAT period and a 1-week extension for the Level 3 Visual Arts submission date.

Today, the Government has also announced that if schools and kura are disrupted by Alert Levels 3 or 4 for a total of 20 or more school days in 2021, the following additional changes would apply at the same rates and levels as originally announced in June 2020.

Details of these additional changes follow. Additionally, please find attached a Q&A about these changes for your school leadership team, and a draft communication which you may like to provide to students and whānau.

### **Learning Recognition Credits**

For every 5 credits a student earns towards their NCEA through assessment, they would be entitled to one extra Learning Recognition Credit to acknowledge the disruption to their learning. Students undertaking NCEA Level 1 would be eligible for up to a maximum of 10 additional credits, while those at Levels 2 or 3 would be eligible for up to a maximum of 8 additional credits.

### **Certificate and Course Endorsements**

For Certificate Endorsements, this would mean achieving 46 credits at Merit or Excellence level, instead of the usual 50. Course Endorsements would require 12 credits at Achieved or Merit or Excellence level in a course, rather than 14 – though students would still need to achieve at least 3 credits from external assessment and 3 from internal assessment (where these requirements usually apply).

### **University Entrance**

To be awarded University Entrance, students would need to achieve 12 - rather than 14 - credits in each of 3 University Entrance Approved Subjects. Students would still need to attain NCEA Level 3 and meet literacy and numeracy requirements.

### **Threshold for measures**

The threshold of 20 school days (a lower threshold than in 2020) has been used as we know Term 3 is a very busy period for schools and kura, with students completing internal assessments and preparing for external assessments. Disruption at this time of the year is likely to have a different impact from disruption earlier in the year; and there is less time for students to "catch up".

The 20 school day threshold also reflects the challenges of dealing with the Delta variant – including the suddenness of the recent lockdown, and the possibility that transitions between Alert Levels 4/3 and 2 may be more complex than last year.

Schools in Auckland, including those which had to close as a direct result of COVID earlier this year, will meet the threshold at different times from schools in other parts of New Zealand. NZQA will monitor individual schools' situation with respect to applying the Learning Recognition Credits and other measures.

### **NCEA as a qualification in 2020 and 2021**

The adjustments that were made in 2020, and are able to be made this year, ensure that disruption to teaching, learning and assessment can be addressed consistently and equitably for all students. We know that teachers will assess against the standards with the confidence that these interventions appropriately recognise the disrupted environment we are working in. These two factors combined will ensure the integrity of the qualification and will enable students to achieve a valid and valued credential. We greatly appreciate your support in this regard.

Like last year, we want to make sure that students have the opportunity to demonstrate what they have learned both in and outside of class, and that an NCEA qualification received this year will open doors to study and work the same as an NCEA earned in any other year.

Finally, we would again like to recognise the work you and your teams are doing to support students in these challenging times.

Ngā manaakitanga ki a tātou katoa. Kia ora maru te noho.



Grant Klinkum  
Chief Executive  
**NZQA**



Iona Holsted  
Secretary for Education  
**Ministry of Education**

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# Changes to NCEA – Q&As

## 1. What is being announced?

If schools and kura are disrupted by Alert Levels 3 or 4 for a total of 20 or more school days in 2021, these additional changes will apply:

- Students sitting NCEA will receive Learning Recognition Credits, and thresholds to receive Course and Certificate Endorsements will be adjusted, like they were in June 2020.
- This includes applying the same adjusted threshold as in 2020 for students to be awarded University Entrance.

## 2. Would school holidays or a study leave period count toward the 20 school day threshold for Learning Recognition Credits and changes to endorsements/UE?

No, the intent is that Learning Recognition Credits recognise the disruption to normal school-based teaching and learning.

## 3. What Learning Recognition Credits would be available in 2021?

If schools and kura are disrupted by Alert Levels 3 or 4 for a total of 20 or more school days in 2021, Learning Recognition Credits will be available like they were in 2020.

For every 5 credits a student earns towards their NCEA through internal or external assessment, they would be entitled to one extra Learning Recognition Credit to acknowledge the disruption to their learning.

Students undertaking NCEA Level 1 would be eligible for up to a maximum of 10 additional credits, and those at Levels 2 or 3 would be eligible for up to a maximum of 8 additional credits.

## 4. Has the '20 school day' threshold been met yet?

Schools and kura in Auckland, including those already closed as a direct result of COVID this year, will meet the threshold at different times from schools in other parts of New Zealand. NZQA will monitor individual schools' situation with respect to applying the Learning Recognition Credits.

## 5. Why would the formula of 1 LRC for 5 achieved credits apply in 2021, rather than the 1 LRC for 4 achieved credits that Auckland students were ultimately entitled to last year?

The first announcement last year was in June and provided 1 Learning Recognition Credit for every 5 credits a student earns towards their NCEA through internal or external assessment. That is the same as will be available across New Zealand this year, if the threshold of 20 school days is met.



In September 2020, it was changed to 1 Learning Recognition Credit for every 4 earned through assessment.

**6. Can students who earned Learning Recognition Credits last year use them towards NCEA in 2021?**

Students who earned LRCs but didn't attain NCEA in 2020 can use those LRCs towards their NCEA this year.

Students who did attain NCEA last year but earned LRCs at a higher level can still use those LRCs towards that higher level of NCEA this year.

**7. Why is 20 school days the trigger point in 2021, when it was a longer period of teaching and learning disruption in 2020 which triggered the LRCs and associated measures?**

The threshold of 20 school days (lower than in 2020) has been used as we know Term 3 is a very busy period for schools and kura, with students completing internal assessments and preparing for external assessments. Disruption at this time of the year is likely to have a different impact to disruption earlier in the year; there is less time for students to "catch up".

The 20 school day threshold also reflects the challenges of dealing with the Delta variant – including the suddenness of the recent lockdown, and the risk that transitions between Levels 4/3 and 2 may be more complex than last year.

**8. What happens if one or more regions are in lockdown for a period less than 20 school days?**

Learning Recognition Credits and changes to thresholds for endorsements and UE would not apply.

Changes to exam and other assessment dates have already been made, which allow more time for students who are not in a protracted lockdown to complete their work and prepare for end of year assessment.

**9. If a student is in a region that has not reached the 20 school day threshold, but needs to isolate because of a COVID case, would they be eligible for the LRCs/UE settings?**

NZQA has processes for managing individual student situations.

Schools with questions about whether some or all of their students meet the 4-week threshold should contact their NZQA School Relationship Manager.

## **10. What will Certificate and Course Endorsement requirements be in 2021?**

If schools and kura are disrupted by Alert Levels 3 or 4 for a total of 20 or more school days in 2021, the same thresholds will apply for Certificate Endorsements and Course Endorsements as in 2020.

For Certificate Endorsements, students would need at least 46 credits at Merit or Excellence level, instead of the usual 50.

Course Endorsements would require 12 credits at Achieved or Merit or Excellence level in a course, rather than 14. Students would still need to achieve at least 3 credits from external assessment and 3 from internal assessment (where these requirements usually apply).

## **11. What will be the requirements to receive University Entrance (UE) in 2021?**

If schools and kura are disrupted by Alert Levels 3 or 4 for a total of 20 or more school days in 2021, the same threshold for University Entrance as in 2020 will apply.

This means students would need to achieve 12 - rather than 14 - credits in each of 3 University Entrance Approved Subjects. Students would still need to attain NCEA Level 3 and meet literacy and numeracy requirements.

## **12. If a school or region is required to spend an extended additional period in lockdown, will they be able to get additional Learning Recognition Credits?**

No decisions have yet been made about any trigger points for additional measures. The Ministry and NZQA will work with the NCEA Professional Advisory Group, peak bodies and school leaders to consider options, in the event that this is necessary.

## **13. What changes have already been announced in 2021?**

On 25 August, the following changes were announced, which apply across New Zealand:

- The dates for end of year NCEA and NZ Scholarship exams will be moved back by two weeks.
- Most NCEA subjects where students prepare a portfolio instead of sitting an exam – like Design and Visual Communications – will have the due date for these portfolios pushed back by two weeks.
- The NCEA Level 1 Mathematics Common Assessment Task (MCAT) will be delayed from 14 or 16 September for two weeks – to 28 or 30 September.
- Schools will not have to provide portfolios from students sitting NCEA Level 1 or Level 2 Visual Arts for NZQA to verify. This also means there will be more time for students to finish their work, and for teachers to mark it.

**14. Who was consulted on these changes?**

NZQA and the Ministry of Education worked with schools, principals, peak bodies and the NCEA Professional Advisory Group on when we should introduce further changes to NCEA; and with universities and Universities New Zealand on changes to the threshold for UE.

**15. Do the changes apply to Cambridge/Baccalaureate etc qualifications?**

No, the changes only apply to NCEA and University Entrance.

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**To:** NCEA Professional Advisory Group and Peak Body Representatives  
**From:** Jackie Talbot, Andrea Gray  
**Date:** 7 September 2021  
**Subject:** Further NCEA Changes as a COVID-19 Response in 2021

### **Purpose**

1. To seek advice on NCEA Changes to be implemented for regions in New Zealand that will transition to Alert Level 2 tonight, and the potential threshold for any further changes in the case of significantly extended disruption.

### **Background**

2. On 2 September 2021, the criteria for receiving NCEA qualification supports due to COVID-19 disruption were announced. These were set at the same level as those announced in June 2020 but come into effect after 20 school days of Alert Level 3 or 4, whereas last year's interventions followed almost five schooling weeks of lockdown. This threshold was set in 2021 to provide certainty to the sector about when support would be available.
3. Students in any regions which encounter at least a total of 20 or more school days of Alert Level 3 or 4 in 2021 will have reduced University Entrance (UE) and endorsement requirements and be eligible for Learning Recognition Credits (earned at 1 credit per 5 attained – up to a cap of 10,8,8 for each qualification). Due to an outbreak of COVID-19 earlier in the year, students in Auckland have already met this threshold and are eligible for these supports.
4. On 6 September, the Government announced that all regions outside of Auckland will move to Alert Level 2 at 11:59 on Tuesday 7 September. Schools and kura will reopen for physical instruction for all students on 9 September, so those students will have faced 16 school days of lockdown disruption. This is 80 percent of the announced threshold, but we have received feedback from schools and students that it is still significant disruption and support is needed.

### **Options for package of supports**

5. Any qualification changes made to support schools and kura which have not reached the 20-day threshold would need to reflect that they have only been physically closed for instruction for 16 school days, and also factor in the wider context.
6. The two-week delay to NZQA examinations provides up to two additional weeks which can be used for further teaching, learning, and assessment. NZQA's internally assessed results data (a summary is annexed) also shows that credit attainment is significantly better this year to date than in 2020, with average credits gained per student much closer to 2019 levels.

7. This suggests that any further changes need to be made with caution, as there are credibility risks to the qualification caused by grade and attainment inflation if responses do not reflect the actual impact of disruption on the assessment of learning. With the supports in place last year (which reflected almost five weeks at Alert Levels 3/4), qualification attainment increased above that of prior years, and this could potentially occur at even greater levels in 2021.
8. If responses are warranted, due to the nature of the disruption which all schools and kura have experienced, it could either be limited to Learning Recognition Credits, or a scaled version of the full response. For any scaled version of the full response, we have considered what possible changes could be made to each aspect below:

#### *University Entrance*

9. In 2021, students who meet the 20-school day threshold will require 12 credits in each of three UE approved subjects to be awarded UE, instead of the usual 14 credits. The other UE requirements still apply.
10. It is not feasible to implement a different change to University Entrance than the one which has been provided as part of the response announced last week. Therefore, either the status quo (14 credits in each of the three approved subjects) must be maintained for students who didn't meet the 20-day threshold, or the announced change to 12 credits in each subject would be extended to all students in New Zealand.
11. Any such extension would be subject to agreement from University Vice Chancellors and Universities New Zealand.

#### *Course and Certificate Endorsements*

12. In 2021, students in Auckland will require 12 credits in a course to be awarded a Course Endorsement (this reflects the number of credits required in subjects for UE) and only 46 credits to be awarded a Certificate Endorsement (a reduction of 4 credits).
13. Course Endorsements could be scaled to only require 13 credits, but that would have a negligible impact on many students and would likely vary greatly on the relief it provides based on specific course and credit structures. Course endorsement also deliberately mirror UE in their credit value, so we would therefore recommend that this kept consistent (i.e. both kept at 14 credits for student who experienced less than 20 days of lockdown, or both changed to 12).
14. The Certificate Endorsement requirements for students who have not met the response threshold could be changed to require 48 credits instead of the current 50 (46 for those who have met the threshold). While this would differentiate it from the previously announced response, it adds complexity for schools for only a small marginal impact. Our recommendation as part of a scaled package would be to nationally reduce requirements to 46 credits for 2021 – to maintain consistency and clarity, or to reduce it to 48 credits if it is important to differentiate it from the main response.

#### *Learning Recognition Credits*

15. Students who have faced 20 school days disruption are eligible to receive 10 LRCs at Level 1, and 8 at Levels 2 and 3 – earned at a rate of 1 credit per 5 attained.

16. To reflect that they have faced 80% of the threshold, LRCs could be provided at a reduced rate for all other schools and kura which have not met the 20 days. As the cap determines the extent that LRCs earned this year can contribute to a qualification, we recommend implementing a cap of 8, 6, 6 credits (which is roughly proportional to the length of the lockdown).
17. The rate at which they are earned could also be changed but this would have a small impact and wouldn't change the extent they apply to a qualification. Our recommendation is therefore to maintain the 1 per 5 earning ratio, which all schools are familiar with, rather than making changes.
18. There will continue to be an exemption process in place for learners outside Auckland who are impacted by COVID-19 similarly to Auckland but are outside that region (e.g., school/kura has an active case in the community causing physical school closure). The full set of measures would be available to these students if they have experienced equivalent disruption totalling at least 20 school days. Equally, any further lockdowns in regions will count towards the 20-day threshold.

**The overall recommended options for regions moving to Alert Level 2 are:**

- a. The status quo – no further support is available for schools and kura which do not meet the 20-day threshold.
- b. Provision of Learning Recognition Credits (LRCs) at a rate of 1 credit per 5 attained, up to a cap of 8 credits at NCEA Level 1, and 6 credits and Levels 2 and 3.
- c. A scaled version of the full response:
  - i. Provision of LRCs
  - ii. Changes to University Entrance and course endorsement changes (from 14 credits to 12 credits – pending University agreement),
  - iii. A reduction in Certificate Endorsement requirements to 48 credits.

**Recognition of other disruption**

19. We have also received specific requests to recognise the other forms of disruption some schools have encountered this year, such as flooding. We do not support explicit inclusion of such events as part of the COVID-19 response changes.
20. NZQA works closely with schools encountering these events on strategies to support continued assessment in these instances. This should remain the primary mechanism of support, whereas offering LRCs or other qualification changes for flooding would create ongoing expectations into the future. In specific cases (e.g., the Christchurch earthquake) there have been other credit mechanisms employed, but these sit outside of the COVID-19 set of responses and should continue to do so.
21. These requests were made in the context of the schools expecting no support (as they weren't expecting to reach 20 school days of Alert Level 3/4), so we believe the changes discussed above will also provide relief to these schools, without providing direct recognition of the non-COVID-19 disruption.

### **Further support for Regions encountering sustained lockdowns**

22. Students in Auckland have already faced eight school days of lockdown earlier in the year (more for the specific schools who had active community cases) and are still in Alert Level 4 after three further weeks. At this stage it is unclear when Auckland will return to Alert Level 1/2, and further support may need to be provided.
23. At this stage we propose looking at implementing further supports for Auckland should they stay in Alert Levels 3/4 until the end of Term 3. This would be an additional three and a half weeks from today – taking their total lockdowns in 2021 to approximately eight school weeks.
24. Should this look likely, we will seek advice from the PAG on the dosage of further interventions, noting that balancing equity for students with the attainment rates and credibility of the qualification will be challenging. Even without the interventions announced last week, Auckland students were already ahead of the rest of the country in average credit attainment as of 6 September and had a greater increase in attainment than the rest of the country last year following the additional provisions.
25. Should other regions enter sustained lockdowns, which take their total school days at Alert Levels 3/4 in 2021 to beyond 40 days, equivalent measures would be considered.

### **Advice sought from the PAG and Peak Body representatives**

- Is a response required? If so, what provides the best balance between simplicity of response, recognising differentiated lengths of disruption, and maintaining the credibility and integrity of NCEA?
- Is there likely to be a reaction from Auckland schools and students if regions receive additional supports? If so, how should this be managed?
- Is the 8-week threshold for further support appropriate, noting that it is roughly equivalent to last year's threshold which resulted in slightly higher attainment in Auckland (noticeably higher across some NCEA levels, student demographics, and schools)?



## Annex – Analysis of NZQA data as of 6 September

The analysis below has been prepared based on data held in NZQA systems as at 6 September 2021. Almost all schools have submitted a 1 September file.

To date, the reported credits achieved by students look more similar to 2019 than to 2020.

Just over half of all expected internally assessed results have been reported through to NZQA.

For the purposes of the analysis below, NZQA has focussed on Year 12+ students, and does not include any Learning Recognition Credits applied to 2020.

### **Where students are up to in 2021, compared to 2019 and 2020?**

*Average credits reported per student*

Group	September 2021	September 2020	September 2019
All except Auckland	29.5	24.8	30.5
Auckland	31.3	23.8	33.0
Auckland, Pacific Students	28.8	22.5	31.8

Table 1: Average credits reported per student as at September 2019 – 2021

*Distribution of credits reported per student*

The distributions for 2021 across the three breakdowns are closer to 2019 than 2020 distributions.

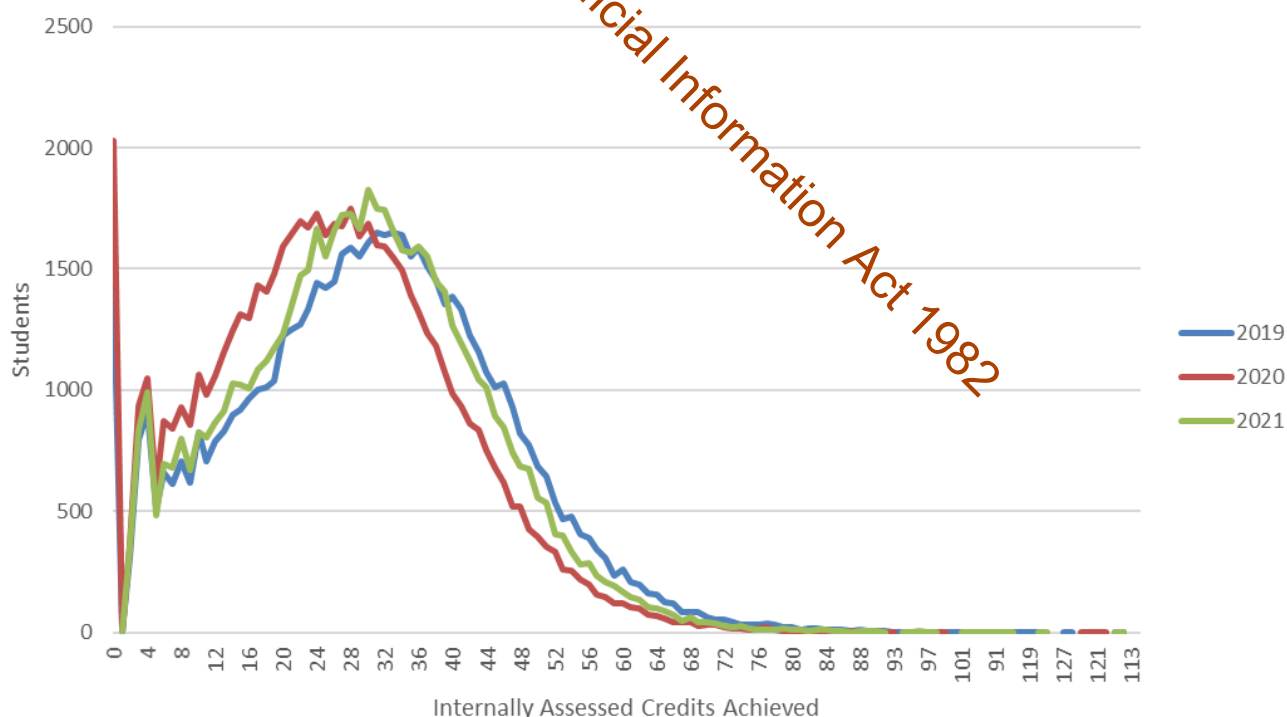


Figure 1: Distribution of internally assessed credits achieved – all students outside Auckland

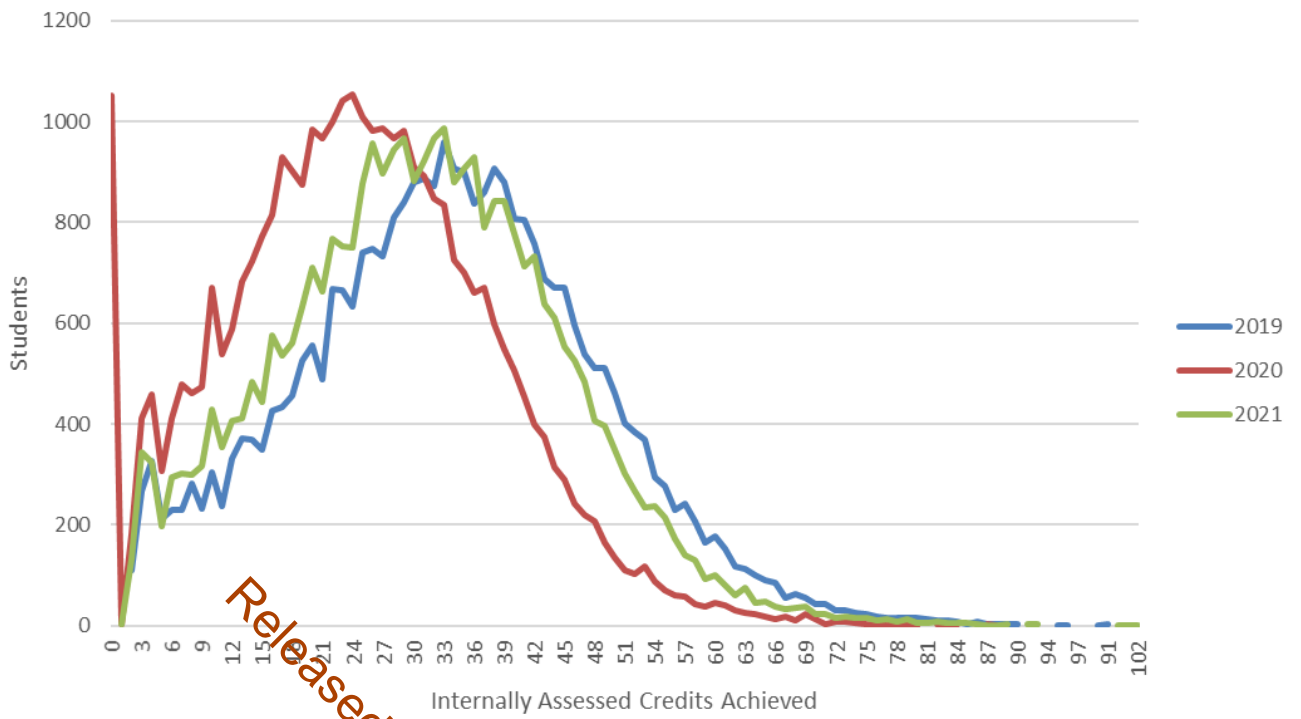


Figure 2: Distribution of internally assessed credits achieved –Auckland students only

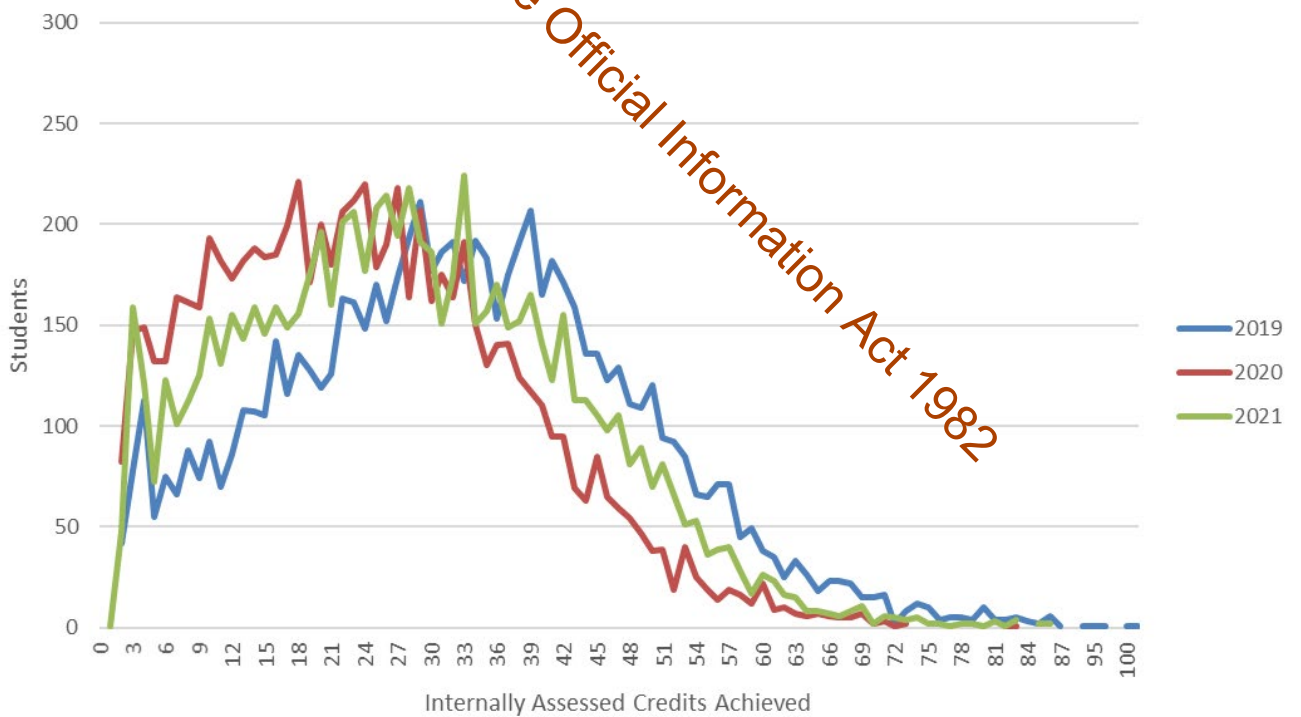


Figure 3: Distribution of internally assessed credits achieved –Auckland Pacific students only

## Merit and Excellence results

In 2021 to date, 10% more merit and excellence credits have been reported than by the same time in 2020. Looking back to 2019, the number of merit and excellence credits reported to date in 2021 is equivalent to 92% of the reported merit and excellence credits at the same time in 2019. This should be factored in when considering endorsement mitigations.

## Average number of entries for external assessment – all students

The average number of external entries in 2021 is very similar to 2020. The average number of external entries has been steadily declining over the last seven years from 9.0 in 2015 to 7.4 in 2021.

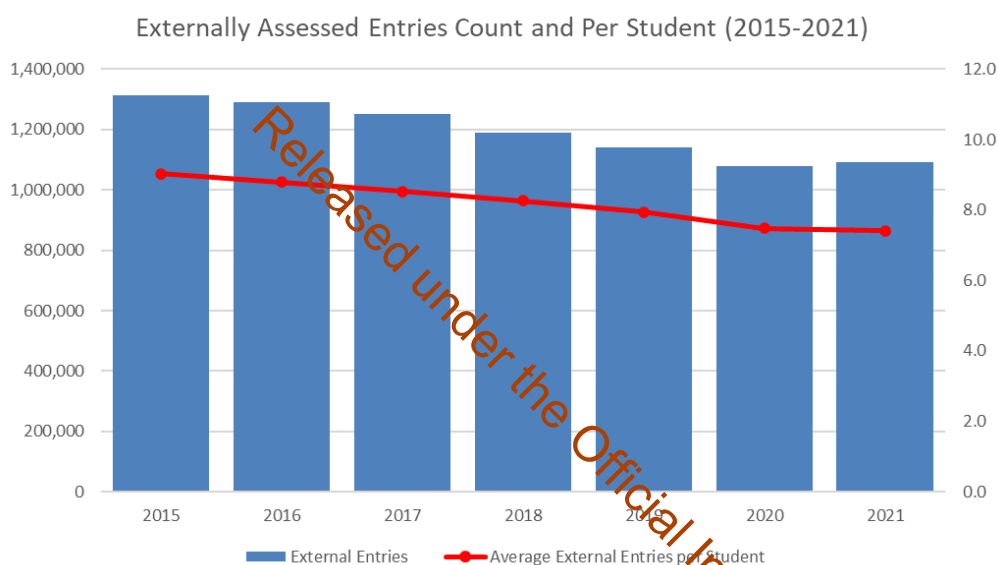


Figure 4: External entries and average external entries per student – 2015 to 2021

## Scenarios based on current recommendations and average credits reported per student

### Scenario 1: Auckland students receive the additional LRCs of 1 for every 3 up to a maximum of 8 credits

So far, Auckland students would on average earn 6 LRCs from their internal assessment. This would put them on average at **37.3 credits** towards their NCEA L2 or 3.

Factoring in all 8 available LRCs, students in Auckland require **20.7 further credits** from assessment standards on average to gain the 60 credits needed for a qualification.

### Scenario 2: All students outside of Auckland received the additional LRCs of 1 for every 5 up to a maximum of 6 credits

So far, non-Auckland students would on average earn 5 LRCs from their internal assessment (4 LRCs if earned at a ratio of 1 per 6). This would put them on average at **34.5 credits** towards their NCEA L2 or 3 (33.5 credits if earned at a 1 per 6 ratio).

Factoring in all 8 available LRCs, students outside of Auckland would require **24.5 further credits** from assessment standards on average to gain the 60 credits needed for a qualification.

9 September 2021

E te rangatira, tēnā koe & warm Pacific greetings to all

Thank you for your continued work and extra efforts to support students in their engagement and learning through the different variants of lockdown.

With end of year assessments on the horizon, we know how difficult it continues to be for students, teachers and their whānau nationwide.

As the Minister of Education announced on 2 September, changes to NCEA and University Entrance are available for those who accumulate more than 20 school days in Alert Level 3 or 4.

These were set at the same level as those announced in June 2020 but come into effect sooner, as last year's interventions followed 7 weeks of nationwide lockdown.

The threshold of 20 school days was set in 2021 to provide certainty to the sector about when support would be available and to reflect the time of year in relation to learning and assessment.

NZQA and the Ministry have worked with the Minister's Professional Advisory Group and other sector leaders to consider how we make sure all students receive appropriate support.

**The Government has decided that students disrupted by 16 days of COVID-19 lockdown this year will be eligible to receive Learning Recognition Credits (LRCs) at a rate of 1 LRC per 5 credits achieved through assessment, up to a cap of 8 LRCs at NCEA Level 1, and 6 LRCs and Levels 2 and 3.**

The thresholds for being awarded endorsements and University Entrance will remain at their normal levels for students who have not been disrupted for 20 school days. By way of comparison, please note that UE changes and endorsement changes did not apply until 32 school days in 2020.

We are also mindful that in addition to LRCs and the flexibility that's inherent in NCEA, students will also benefit from the two-week delay to end of year examinations and most portfolio submission dates. This will provide additional time which can be used for further teaching, learning and assessment, so students can earn their full entitlement of LRCs.

In addition, the full [NCEA settings available to schools that have had a total of 20 or more school days in COVID-19 lockdown](#) will be available where there has been significant disruption at a school level from an event outside the school's control, and students have been unable to attend on-site based on external health (or health and safety) advice or directives. This does not include the temporary unavailability of specific classrooms or learning environments if students can maintain learning otherwise at their school site.


Schools would need to meet the 20-school day threshold of disrupted learning due to the combination of COVID-19 and the further disruption. This recognises the compounding impact on students who have been affected by the COVID-19 lockdown, and this combination of factors

counting toward NCEA settings will apply for 2021 only. An application process will be shared with schools by NZQA separately.


We have also had inquiries about specific lockdown scenarios, such as students unable to return to school across regional boundaries, or for other reasons. NZQA had a process for managing these situations in 2020; and will run a similar process this year. Further details will be provided separately. If you have students in extraordinary circumstances directly related to the COVID lockdowns, please contact your NZQA School Relationship Manager.

Once more, I would like to acknowledge your leadership during this ongoing period of disruption, and thank you for your work.

Ngā manaakitanga ki a tātou katoa. Kia haumaruru te noho.



Grant Klinkum  
Chief Executive  
**NZQA**



Iona Holsted  
Secretary for Education  
**Ministry of Education**

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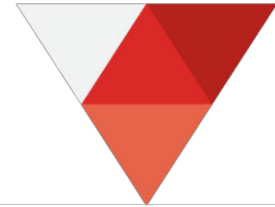
### *Further interventions*

On 9 September, we communicated to school principals and the sector your decision that:

- students disrupted by 16 days of COVID-19 lockdown this year will be eligible to receive Learning Recognition Credits (LRCs) at a rate of 1 LRC per 5 credits achieved through assessment, up to a cap of 8 LRCs at NCEA Level 1, and 6 LRCs and Levels 2 and 3; and
- additionally the full NCEA settings available to schools that have had a total of 20 or more school days in COVID-19 lockdown will be available at a school level where there has been significant disruption at a school level from an event outside the school's control, and students have been unable to attend on-site based on external health (or health and safety) advice or directives. For this to apply, schools would need to meet the 20-school day threshold of disrupted learning due to the combination of COVID-19 and the further disruption.

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## Education Report: NCEA COVID-19 Response for Auckland

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	16 September 2021	<b>Priority:</b>	Urgent
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1271668
<b>Drafter:</b>	James Gavey	<b>DDI:</b>	9(2)(a)
<b>Key Contact:</b>	Grant Klinkum	<b>DDI:</b>	
<b>Messaging Communications team:</b> seen by	No	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is for you to:

**Note** the added significant disruption Auckland schools and kura have faced with the extended period of Alert Level 4 due to the current COVID-19 outbreak.

**Agree** to further policy changes to the NCEA qualifications to address the COVID-19 related disruptions for Auckland schools and kura that are still in Alert Level 4 as of 16 September.

### Summary

- 1 In response to the current COVID-19 outbreak, we engaged with the NCEA Professional Advisory Group (PAG) and peak body representatives on changes to NCEA. Following advice [METIS 1269812 refers], you agreed to reactivate the Learning Recognition Credit system, and to make changes to University Entrance, Course Endorsements, and Certificate Endorsements for schools which had been in Alert Level 3 or 4 for a minimum of 20 school days (four weeks in 2021). These changes were announced on 2 September. Additionally, you agreed to extend only the Learning Recognition Credits (at a reduced earning rate and attainment cap) to all schools and kura which had experienced over 16 days of disruption, but not met the four-week threshold [METIS 1271647 refers].
- 2 A range of operational changes have also been implemented for all NCEA students including delaying the NZQA examinations, Common Assessment Tasks, portfolio due dates and removal of portfolio verification requirements.
- 3 Schools and kura in Auckland have already been in Alert Level 4 for four weeks due to the current COVID-19 outbreak, as well as having been in lockdown for eight (and in some cases, such as Papatoetoe High School, 13) school days between February and March this year.

- 4 If the Auckland region is still in Alert Level 3 or 4 by the end of Term 3 (1 October 2021), we recommend further policy changes to support students in the Auckland region, who will have faced approximately eight weeks of lockdown through 2021.

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Proactively Released

## Recommended Actions

The Ministry of Education recommends you:

- a. **Note** the added significant disruption Auckland schools and kura have faced with the extended period of Alert Level 4 due to the current COVID-19 outbreak. **Noted**
- b. **Agree** to make the following further changes to NCEA for Auckland schools and kura if Auckland remains in Alert Level 3 or 4 beyond the end of Term 3:
- Change the Learning Recognition Credits earned as students gain credits from assessment standards within the 2021 school year (up to 16 Level 1 credits, 12 Level 2 credits, or 12 Level 3 credits, earned at a rate of 1 credit per 4 credits achieved).
  - Extend the reduction in credit requirements for Certificate Endorsements (from 46 to 44 credits).
  - These changes are a full reactivation of the further support provided to Auckland in 2020, following their second lockdown.


**Agree / Disagree**

- c. **Note** that the recommendations in this report apply to schools in the Auckland region and do not apply to schools outside of Auckland which have been affected by adverse events (for example natural disasters or property issues) in addition to COVID-19 disruptions (resulting in a total of more than 20 days of school closure). **Noted**

- d. **Agree** to proactively release this report as part of the next regularly planned COVID-19 information release. **Agree / Disagree**

  
Hon Chris Hipkins  
Minister of Education

17/9/21

  
Ellen MacGregor-Reid  
Deputy Secretary  
Early Learning and Student Achievement

16/09/2021

  
Grant Klinkum  
Chief Executive  
New Zealand Qualifications Authority

15/09/2021

## Feedback from NCEA PAG and Peak Body Representatives

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1. The Ministry and NZQA have held several meetings with your NCEA PAG and Peak Body Representatives to discuss the impacts of the COVID-19 disruption on senior secondary education in 2021, including potential changes to support students learning, assessment and achievement.
2. The strong feedback from the sector was that, if Auckland is still in Alert Level 3 or 4 as the end of Term 3 approaches, then further changes to NCEA should be made for Auckland students. Even if lockdown does not last until 1 October, any date proximate to that would mean that physical teaching, learning and assessment would not fully resume until Term 4. There were also strong concerns that many students would not return to school until after the holidays if there were only a small number of days left in the school term when the Alert Level changes.
3. The sector representatives also proposed that any decisions and announcements should wait until there was further clarity on Alert Level changes, some of which was provided on 13 September with the announcement that Level 4 would be extended in Auckland until at least 21 September. If Auckland moves to Alert Level 3 on 22 September, Auckland schools will anticipate Alert Level 3 to last at least a week, which brings it close to the planned end of Term 3 (1 October).
4. In discussions with sector representatives, the Ministry and NZQA discussed the idea of waiting until near the end of Term 3 as the trigger for further LRC support. However, the sector broadly felt that was too late a trigger, noting that some schools and kura have faced additional disruption through the year, such as schools which had positive COVID-19 cases in the February to March COVID-19 outbreak.

## Recommended Changes

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5. In 2020, further support was provided to Auckland after a total of approximately eight weeks of significant disruption. Any date past 29 September 2021 (which is functionally the end of Term 3) would be an equivalent length of total disruption faced by schools and kura in 2021.
6. While the sector and schools are generally better prepared for COVID-19 disruption this year, the timing of the recent outbreak does reduce the replanning options available for schools and teachers. There is less time available for significant changes to learning or assessment programmes, so opportunities which have been lost may not be recoverable. While the total disruption would be equivalent to 2020, we are proposing triggering the additional support for Auckland after 4 additional weeks (rather than the 13 school days as per 2020). This reflects the increased credit and qualification attainment we saw across Auckland in 2020 (noting that this was variably distributed amongst students and schools).
7. Therefore, if Auckland remains at Alert Level 3 or 4 beyond 29 September, we recommend reactivating the further support provided in 2020 and making available the following support:
  - a. An increase in the earning rate and cap of Learning Recognition Credits to 1 earned every 4 credits attained, to a maximum of 16 at NCEA Level 1, and 12 at Levels 2 and 3. This is an additional 6 credits available at NCEA Level 1, and 4 at Levels 2 and 3.
  - b. Students only require 44 credits to gain a Certificate Endorsement (changed from 46 credits).

8. We note that, if Auckland were to move to Alert Level 2 just prior to 29 September, there would likely be significant sector calls for further NCEA support to be implemented, whether or not the above threshold had been publicly announced.

## Next Steps

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9. We have attached a draft Press Release (at Annex 1) and will work with your Office on a potential announcement pending your decisions.
10. The date provided (29 September) represents a length of significant disruption we are confident justifies the response recommended, however we do not recommend pre-emptively announcing the date. This may cause anxiety if schools fear they may narrowly miss out. Instead, we recommend announcing any agreed approach once it is clear that Auckland's disruption will surpass the trigger (or come sufficiently close to the threshold date).

## Proactive Release

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11. It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.
12. We recommend that this Education Report is released in the next regularly scheduled COVID-19 proactive release.

## Annexes

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13. Annex 1: Press Release

## Annex 1: Press Release

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### **NCEA remains within reach for Auckland students**

Additional Learning Recognition Credits (LRCs) for senior secondary school students in Auckland will recognise their extended time in Alert Levels 3 and 4, Education Minister Chris Hipkins announced today.

“These changes mean students in Auckland will have a fair opportunity to attain NCEA, despite the additional disruption they have experienced,” Chris Hipkins says.

Auckland students will be entitled to 1 LRC for every 4 credits they achieve through assessment in the 2021 school year, rather than one LRC for every 5.

These students will be eligible for up to 16 LRCs at NCEA Level 1, and 12 LRCs at levels 2 and 3, instead of the current caps for students who have spent [16 days](#) or [20 days](#) under Alert Levels 3 or 4.

The threshold for Auckland students to be awarded a Certificate Endorsement will also be adjusted to 44 credits at Merit or Excellence level, rather than 46 for students who were able to return to classroom learning sooner.

“These changes are a full reactivation of the support provided to Auckland in 2020, following their second lockdown,” Chris Hipkins says.

“The disproportionate impact of disruption from COVID-19 on Auckland also means some students and their families will remain nervous about returning to school, and it will take time for students to readjust to classroom learning.”

“The opportunity to earn additional LRCs provides reassurance to students that their qualification and awards remain within reach.”

“I would also like to thank schools, teachers and whānau in Auckland for the work they have done to support students during the extended disruption caused by COVID-19,” Chris Hipkins says.

ENDS



22 September 2021

E te rangatira, tēnā koe & warm Pacific greetings to all

While Alert Level 3 may offer some additional freedoms, we are very conscious you will be balancing a return to school for a small number of your students today while continuing online delivery to others.

We know you will continue to provide every opportunity to support students, and hope that the following additional changes to NCEA will assist in this regard.

To recognise the extended disruption for senior secondary school students in Auckland, the Minister of Education has today announced a full reintroduction of the measures which applied for students in Auckland last year, when a similar total amount of time was spent in lockdown. In summary, these are:

- Auckland students will be entitled to 1 Learning Recognition Credit (LRC) for every 4 credits they achieve through assessment in the 2021 school year, rather than 1 LRC for every 5.
- Auckland students will be eligible for up to 10 LRCs at NCEA Level 1, and 12 LRCs at levels 2 and 3.
- The threshold for Auckland students to be awarded a Certificate Endorsement will be 44 credits at Merit or Excellence level, rather than the usual 50.

The changes to Course Endorsements and University Entrance announced on 2 September will continue to apply. This means:

- Auckland students will require 12 credits at Achieved, Merit or Excellence level to receive Course Endorsements, rather than 14.
- To be awarded University Entrance, students in Auckland will need to achieve 12 – instead of 14 – credits in each of 3 University Entrance Approved Subjects, as well as attaining NCEA Level 3 and meeting the usual literacy and numeracy requirements.

Schools outside of Auckland continue to be eligible for LRCs and other changes, with the rates and caps as outlined in [previous announcements](#).

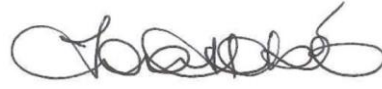
We recognise that some schools outside of Auckland – particularly those near the border – will have been affected by the extended Alert Level situation in Auckland. These schools are encouraged to discuss their situation with NZQA, which will consider the most appropriate path to meet their students' needs.

Finally, we would like to thank you and your wider school community once again for the outstanding work you are doing to support students.

Ngā manaakitanga ki a tātou katoa. Kia haumaruru te noho.



Grant Klinkum  
Chief Executive  
**NZQA**



Iona Holsted  
Secretary for Education  
**Ministry of Education**

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**NCEA Changes 2021**  
**Information for schools with students**  
**who have faced significant disruption**

**What adjustments have been made?**

- All students will be eligible for **Learning Recognition Credits** (LRCs) where their learning has been disrupted by COVID-19 Alert Levels 3 or 4 in 2021. LRCs are based on the number of credits students achieve in their 2021 NCEA learning and assessment programme. Students can use LRCs earned in 2020, at the level they earned them.
- There is no change to the requirements for awarding **University Entrance, certificate endorsements, or course endorsements.**
- There is no change to New Zealand Scholarship.

**How will Learning Recognition Credits work?**

- Every eligible student (see conditions) earns 1 LRC for every 5 credits they achieve through internal and/or external assessment.
- A maximum of 8 LRCs can be earned in 2021 for NCEA Level 1 and a maximum of 6 LRCs for NCEA Levels 2 and 3.
- LRCs from 2020 can be applied, where students fall short of the number of credits needed to achieve a qualification at that level in 2021.
- Learning Recognition Credits:
  - are at the level of the credits earned
  - are not standards and do not have an N,A,M, E grade
  - will not show on the student's Record of Achievement
- NZQA will apply the LRCs to award an NCEA certificate, once all internally and externally assessed results are in, and before results release in late January 2022.
- At results release, students will be notified on their Learner Login of how many LRCs they earned.

**Conditions**

- Students must be enrolled in a secondary school and an NCEA programme of study or tertiary Vocational Pathways Programme in 2021. This policy does not extend to other NZ certificates.
- LRCs earned in 2021 will count towards an NCEA certificate in 2022 and beyond if necessary.

**Scenarios**

<p><i>Kia ora. My name is Tui. I couldn't do much schoolwork during lockdown and the floods, but I worked hard when we got back to kura. We didn't do as many assessments as I thought we were going to because the kaiako changed our programme to look after our wellbeing. But I still got 61 Level 2 credits. I was entitled to 6 LRCs, but I didn't need them to get my NCEA level 2.</i></p>	<p><i>I am Sione and I want to go to university. Despite the floods and lockdown I achieved 54 Level 3 credits, I also was entitled to 8 LRCs. So I had 60 credits and was awarded my NCEA Level 3 and University Entrance in January 2022. I made sure I got my 12 credits in each of my 3 UE approved subjects, and my UE Literacy. Now I can go to Uni in March.</i></p>	<p><i>I'm Tina. I go to school in Dunedin, but I was stuck at home in Auckland during the lockdowns. My school's Principal's Nominee applied for me to get the same provisions as Auckland schools. This will help me be confident I can complete UE this year.</i></p>	<p><i>Hi, it's Eng Lim and on top of lockdown our school was closed when they removed asbestos after a fire. I worked really hard because I need level 2 to get on my apprenticeship programme. I achieved 57 Level 2 credits in 2021. I also have 8 LRCs which means I've got my Level 2 and can start my apprenticeship.</i></p>	<p><i>My name is Marty. On top of Covid and snow storms, I have been having chemotherapy. I am so pleased to have achieved 50 Level 1 credits in 2021. I am entitled to an additional 10 credits. I now have 60 credits at Level 1. Next year (2022) I am studying towards my NCEA Level 2 and once I achieve Level 2, I will be awarded Level 1 as well. My additional Level 1 credits won't be needed.</i></p>	<p><i>My name is Peter. In 2020 when I lived in Auckland, I achieved 32 Level 1 credits and earned 8 LRCs. I started this year with 40 credits counting for my NCEA Level 1. This year I moved to the South Island and our school was cut off by flooding. I have achieved another 36 L1 credits earning another 7 LRCs. I can use both last year's and this year's LRCs and 32+8+40+7 gives me more than I need to finish Level 1.</i></p>
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**What adjustments have been made?**

- All Auckland students will be eligible for Learning Recognition Credits (LRCs) where their learning has been disrupted by COVID-19 Alert Levels 3 or 4 in 2021.
- LRCs are based on the number of credits students achieve in their 2021 NCEA learning and assessment programme. Students can use LRCs earned in 2020, at the level they earned them.
- NZQA will award excellence and merit certificate endorsements for eligible students who achieve 44 or more credits.
- NZQA will award course endorsements to students who achieve 12 or more credits in their course, and who meet any internal/external requirements.
- NZQA will award University Entrance (UE) to students who achieve 12 credits in three UE approved subjects, along with NCEA Level 3 and the UE literacy and numeracy requirements.

**How will Learning Recognition Credits work?**

- Every eligible student (see conditions) earns 1 LRC for every 4 credits they achieve through internal and/or external assessment.
- A maximum of 16 LRCs can be earned in 2021 for NCEA Level 1 and a maximum of 12 LRCs for NCEA Levels 2 and 3.
- LRCs from 2020 can be applied, where students fall short of the number of credits needed to achieve a qualification at that level in 2021.
- Learning Recognition Credits:
  - are at the level of the credits earned
  - are not standards and do not have an N,A,M, E grade
  - will not show on the student's Record of Achievement
- NZQA will apply the LRCs to award an NCEA certificate, once all internally and externally assessed results are in, and before results release in late January 2022.
- At results release, students will be notified on their Learner Login of how many LRCs they earned.

**Conditions**

- Students must be resident in Auckland during lockdown.
- Students must be enrolled in a secondary school and an NCEA programme of study or tertiary Vocational Pathways Programme in 2021. This policy does not extend to other NZ certificates.
- LRCs earned in 2021 will count towards an NCEA certificate in 2022 and beyond if necessary.

**Scenarios**

<p><i>Kia ora. My name is Tui. I couldn't do much schoolwork during lockdown, but I worked hard when we got back to kura. We didn't do as many assessments as I thought we were going to because the kaiako changed our programme to look after our wellbeing. But I still got 61 Level 2 credits. I was entitled to 12 LRCs, but I didn't need them to get my NCEA level 2.</i></p>	<p><i>I am Sione and I want to go to university. Because I achieved 54 Level 3 credits, I also was entitled to 12 LRCs. So I had 66 credits and was awarded my NCEA Level 3 and University Entrance in January 2022. I made sure I got my 12 credits in each of my 3 UE approved subjects, and my UE Literacy. Now I can go to Uni in March.</i></p>	<p><i>I'm Tina. I go to school in Dunedin, but I was stuck at home in Auckland during the lockdowns. My school's Principal's Nominee applied for me to get the same provisions as Auckland schools. This will help me be confident I can complete UE this year.</i></p>	<p><i>Hi, it's Eng Lim and I need to have level 2 to get on my apprenticeship programme. I achieved 57 Level 2 credits in 2021. I also have 12 LRCs which means I've got my Level 2 and can start my apprenticeship.</i></p>	<p><i>My name is Marty, and I achieved 50 Level 1 credits in 2021. I am entitled to an additional 12 credits. I now have 62 credits at Level 1. Next year (2022) I am studying towards my NCEA Level 2 and once I achieve Level 2, I will be awarded Level 1 as well. My additional Level 1 credits won't be needed.</i></p>	<p><i>My name is Peter and I achieved 32 Level 1 credits in 2020. I earned 8 LRCs, giving me 40 credits to count for my NCEA Level 1. This year I have achieved another 36 L1 credits earning another 9 LRCs. I can use both last year's and this year's LRCs and 32+8+36+9 gives me more than I need to finish Level 1.</i></p>
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# Calculated LRCs

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October 2021



# Calculated LRC Process

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All data presented in the following charts is produced based on actual credits achieved and reported to NZQA as at the 6<sup>th</sup> October.

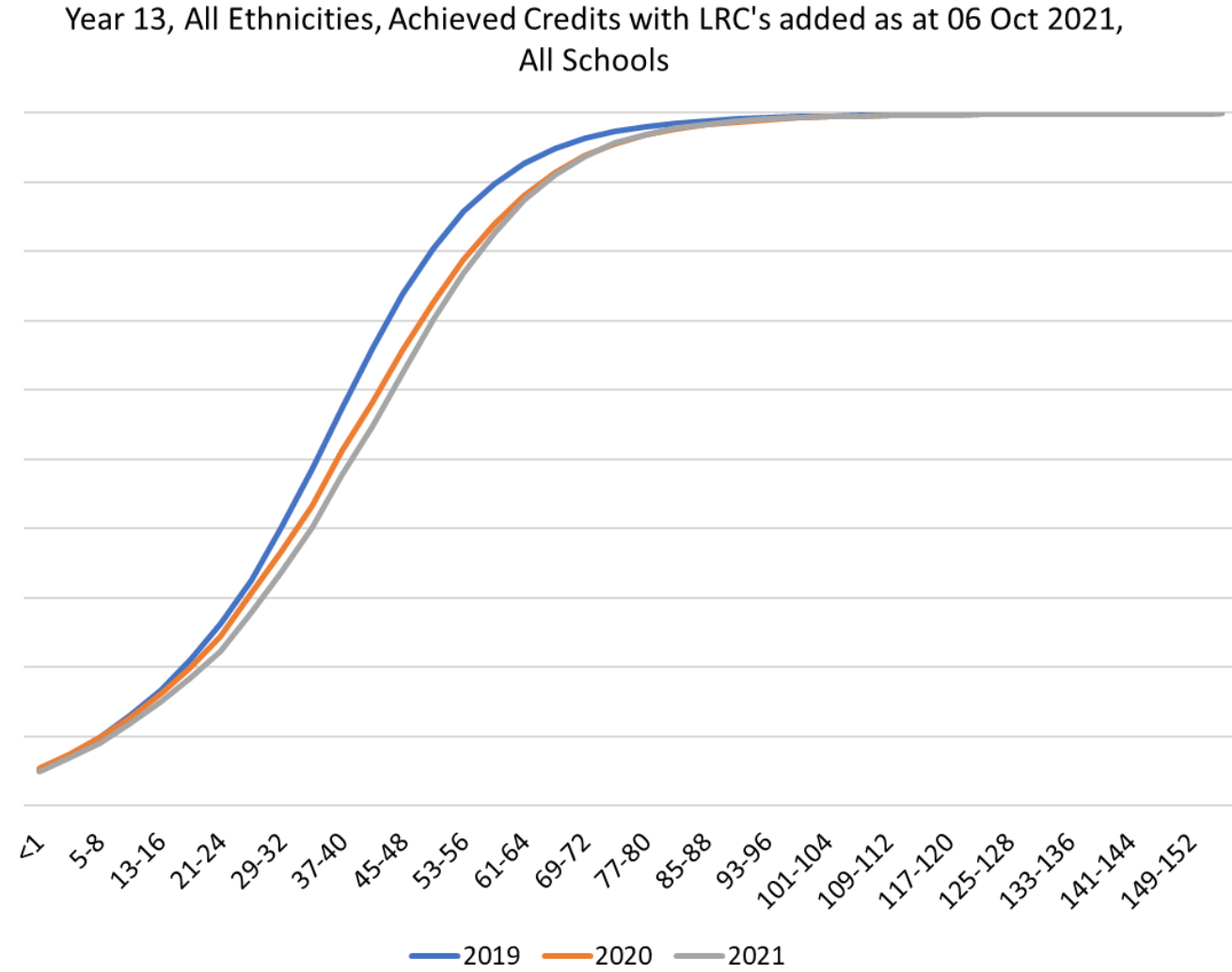
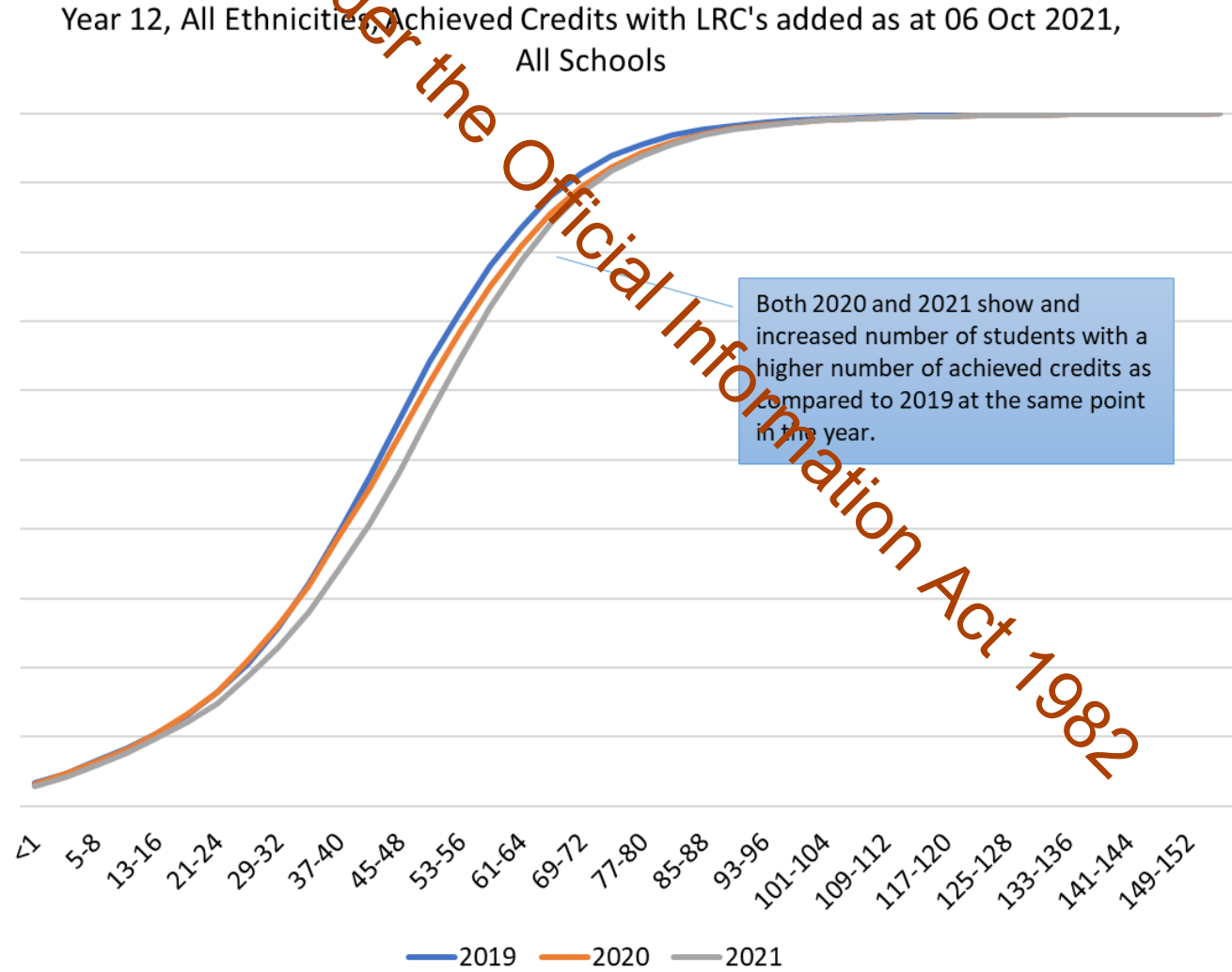
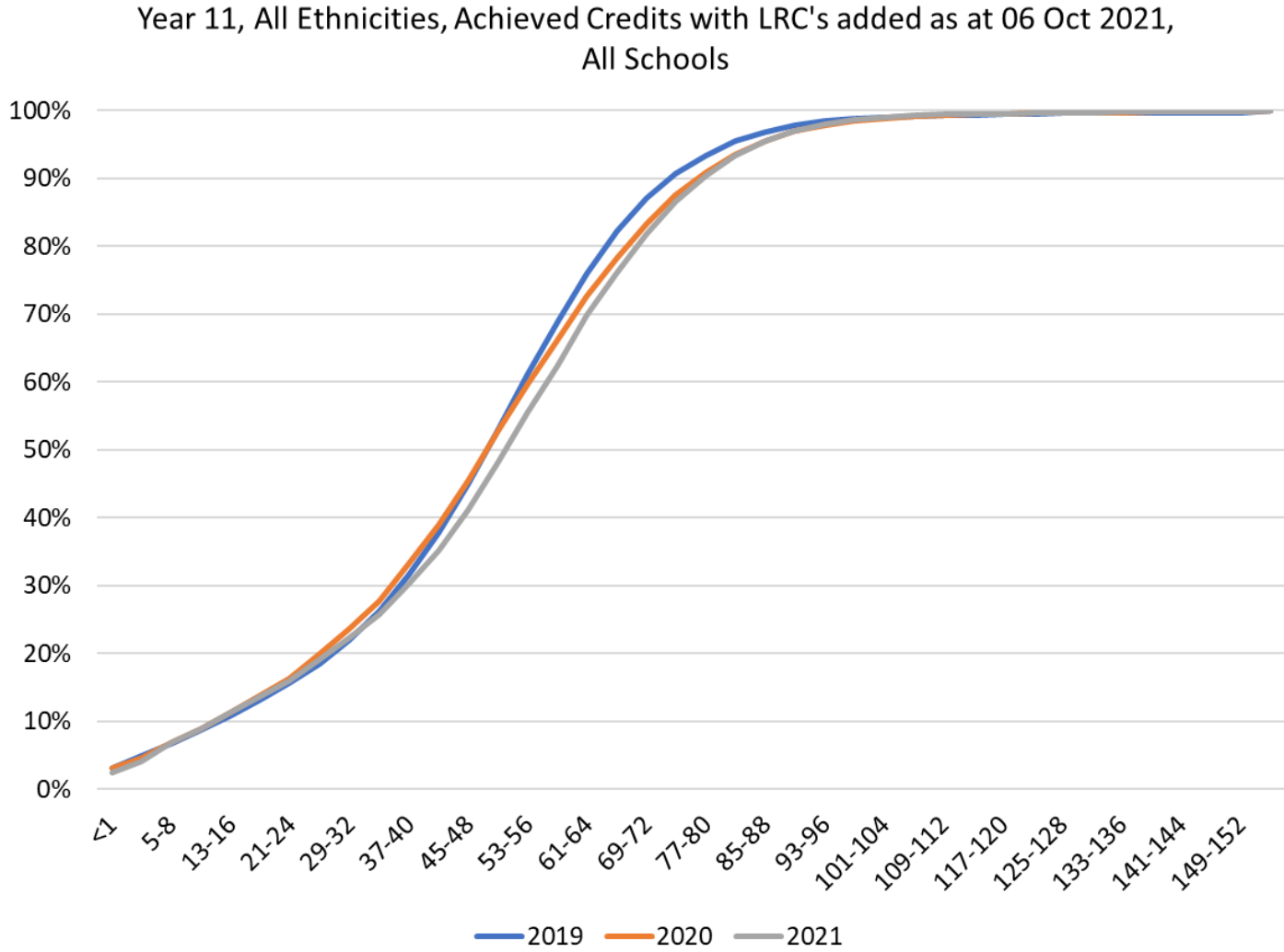
These achieved credit counts for 2020 and 2021 are used to calculate the applicable LRCs as of that date.

For comparison 2019 is included as representing a pre-covid, “normal” year.

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# Cumulative Credit Distributions

These three charts show the cumulative credit distributions for Years 11, 12, and 13 as at the 6<sup>th</sup> October each year, with the calculated LRC's for 2020 and 2021 loaded.



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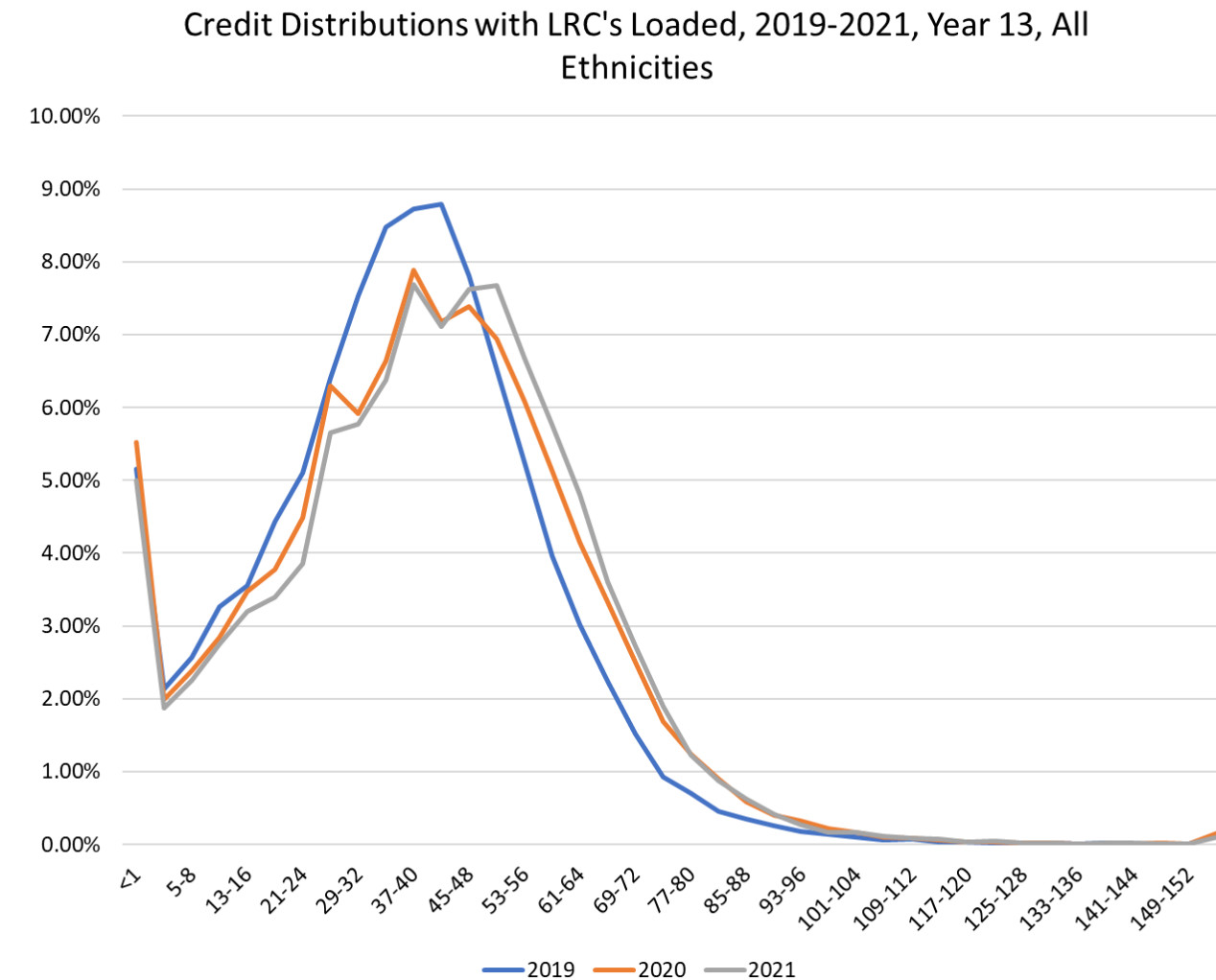
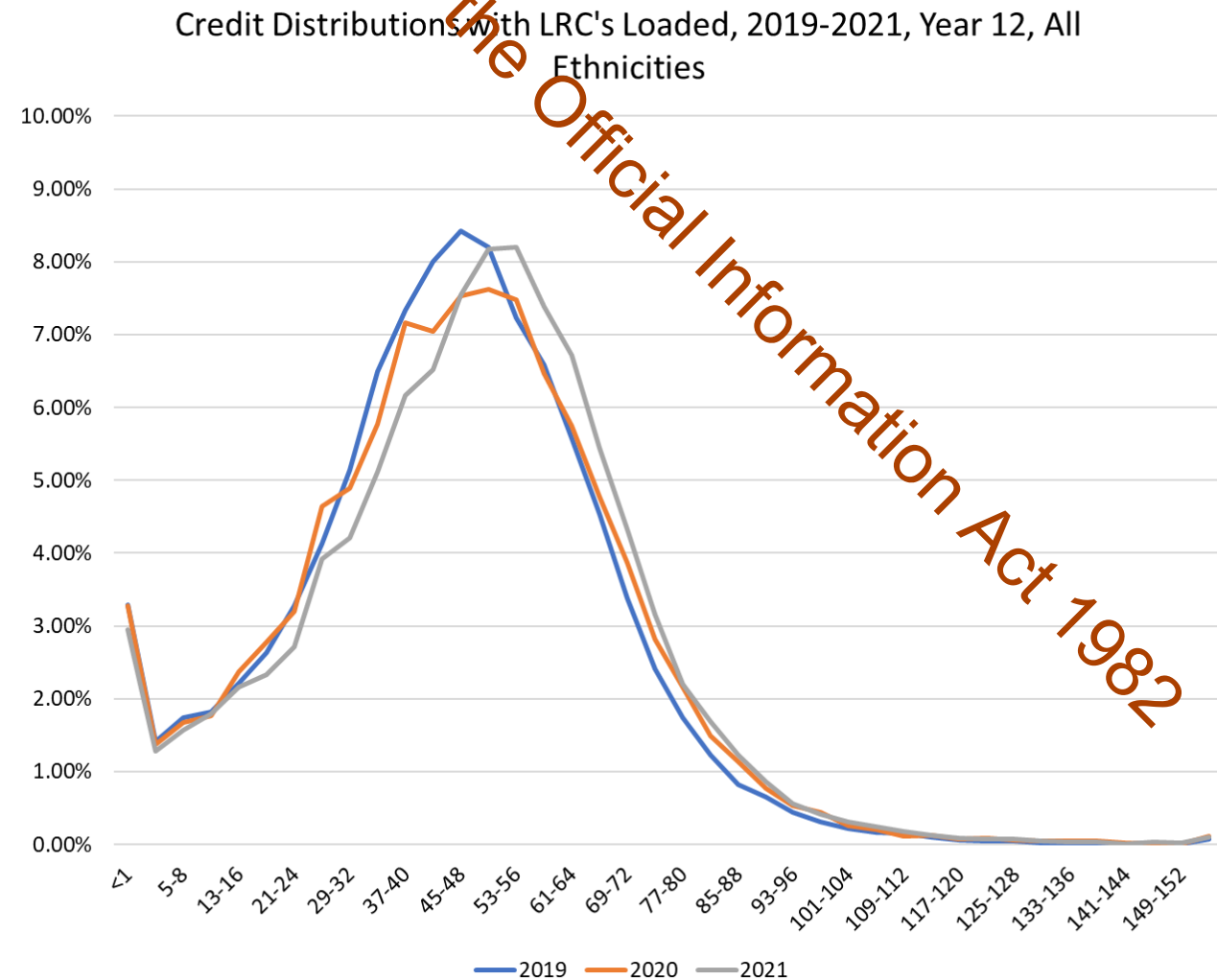
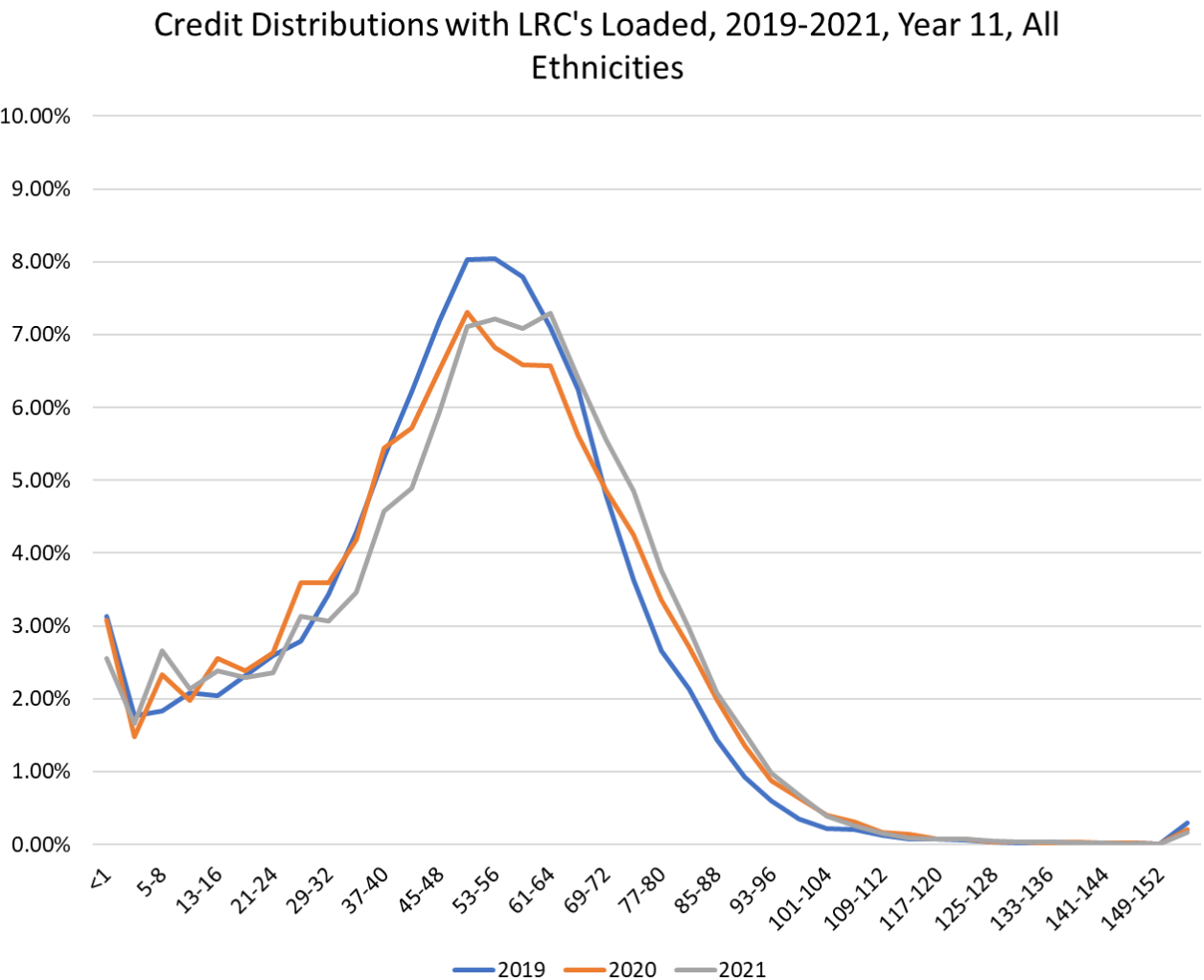




# Credit Distributions

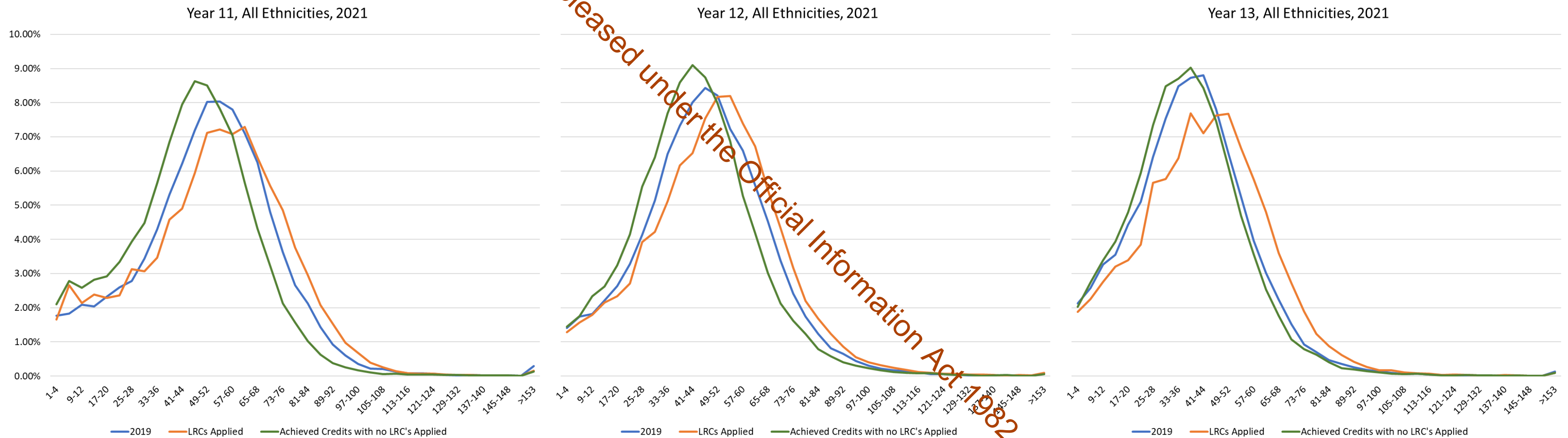
These charts show the credit distributions for 2019-2021 for Year 11, 12, and 13 with the calculated LRCs loaded for 2020 and 2021, as at the 6<sup>th</sup> October each year.

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# Credit Distribution Comparisons

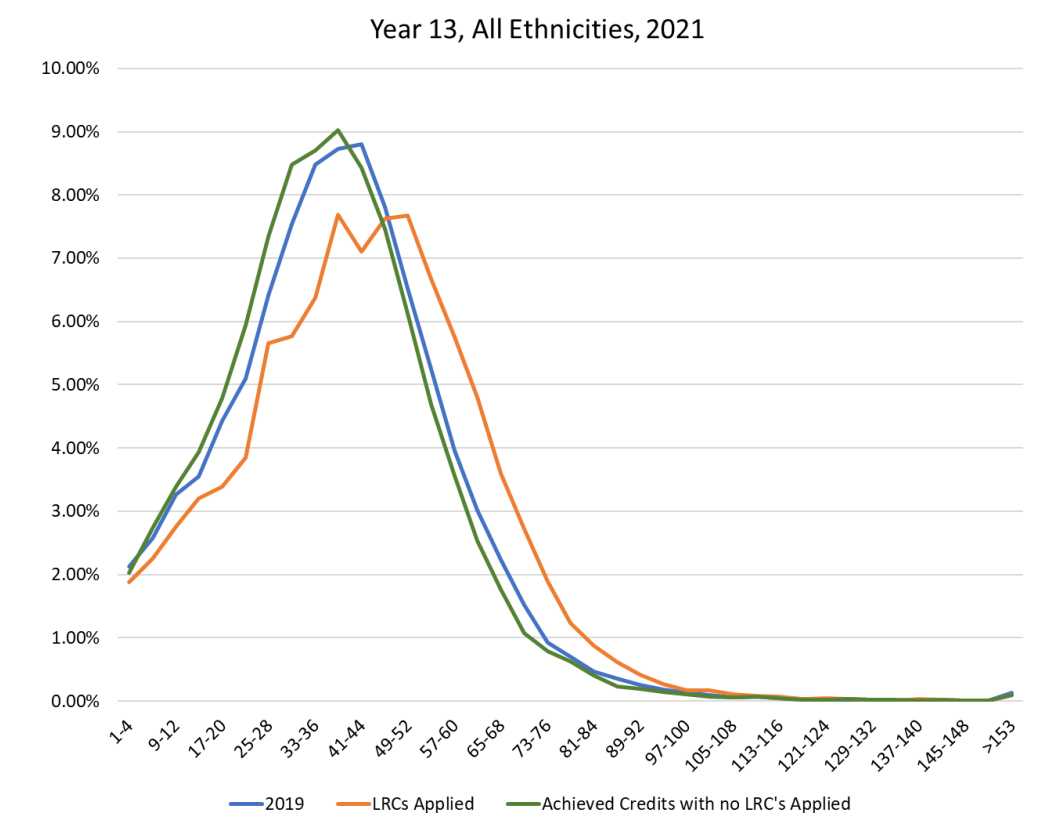
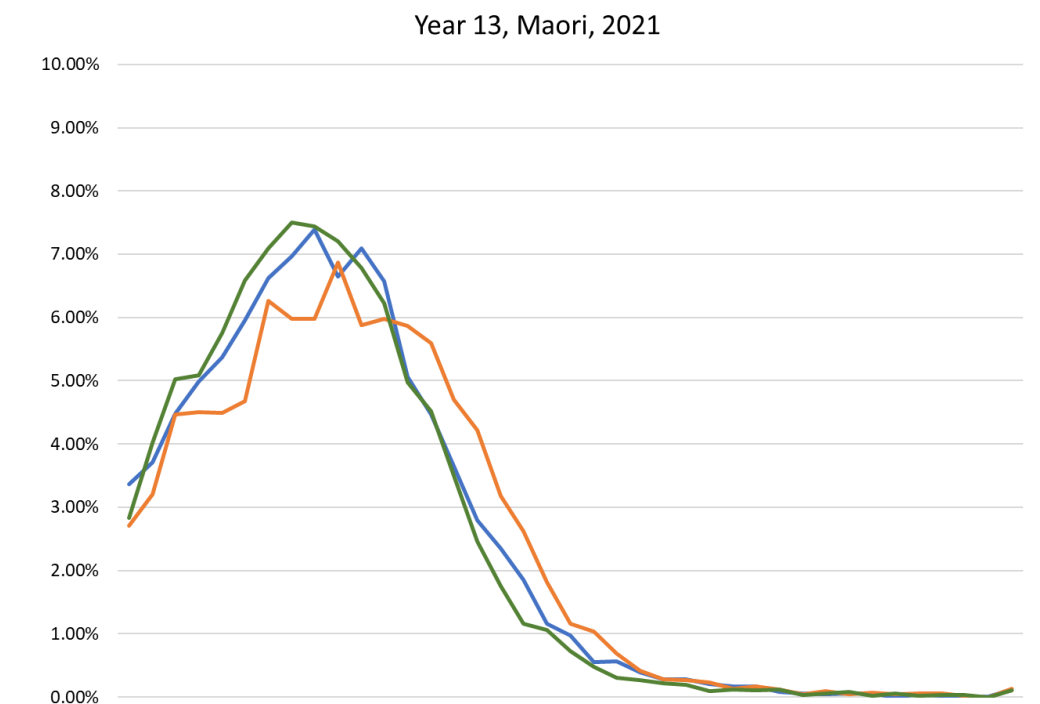
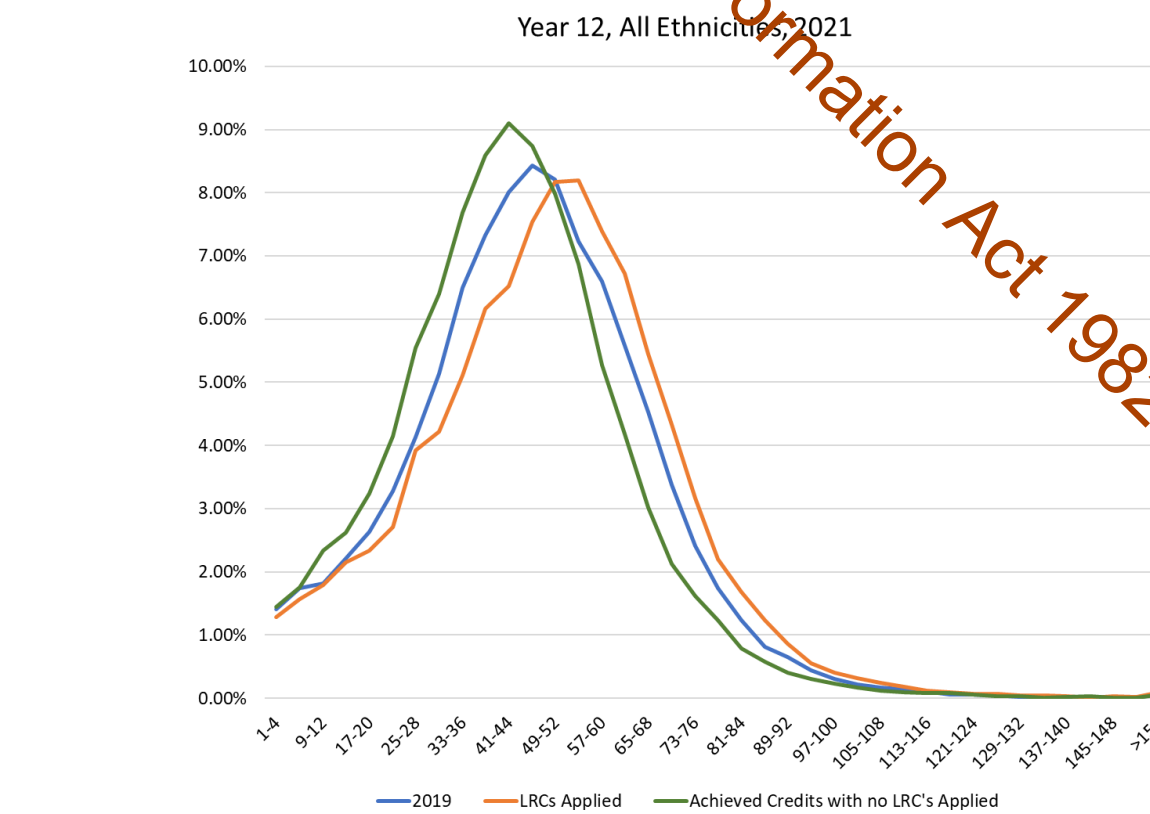
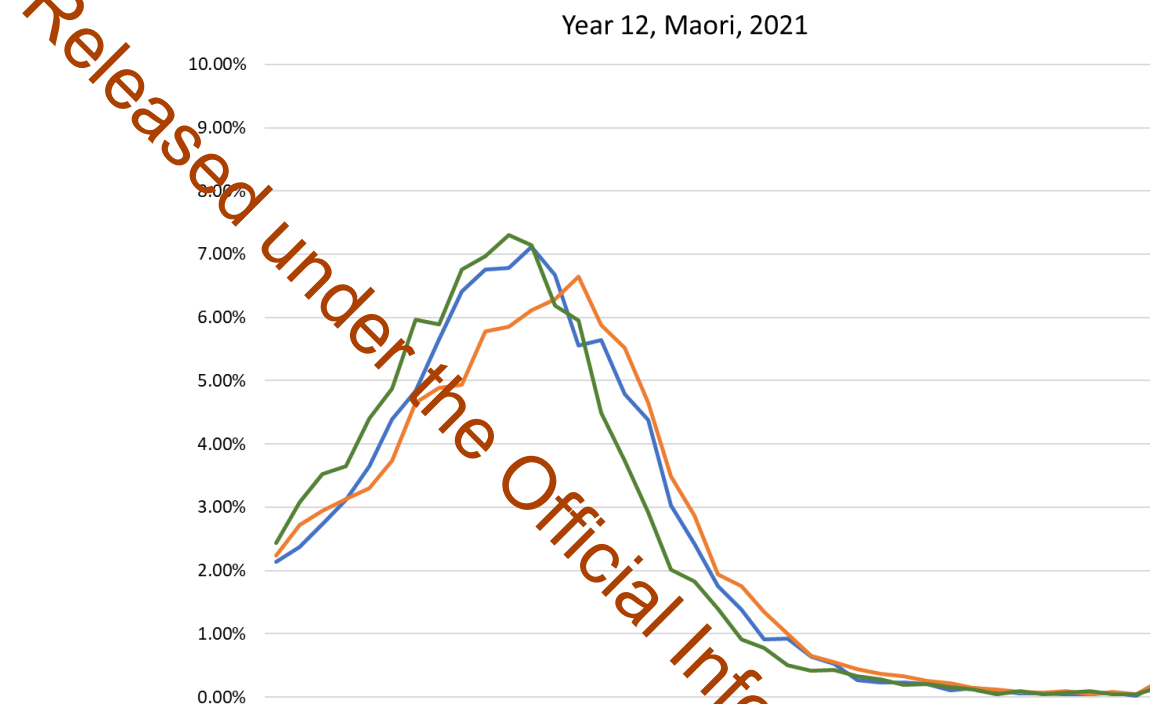
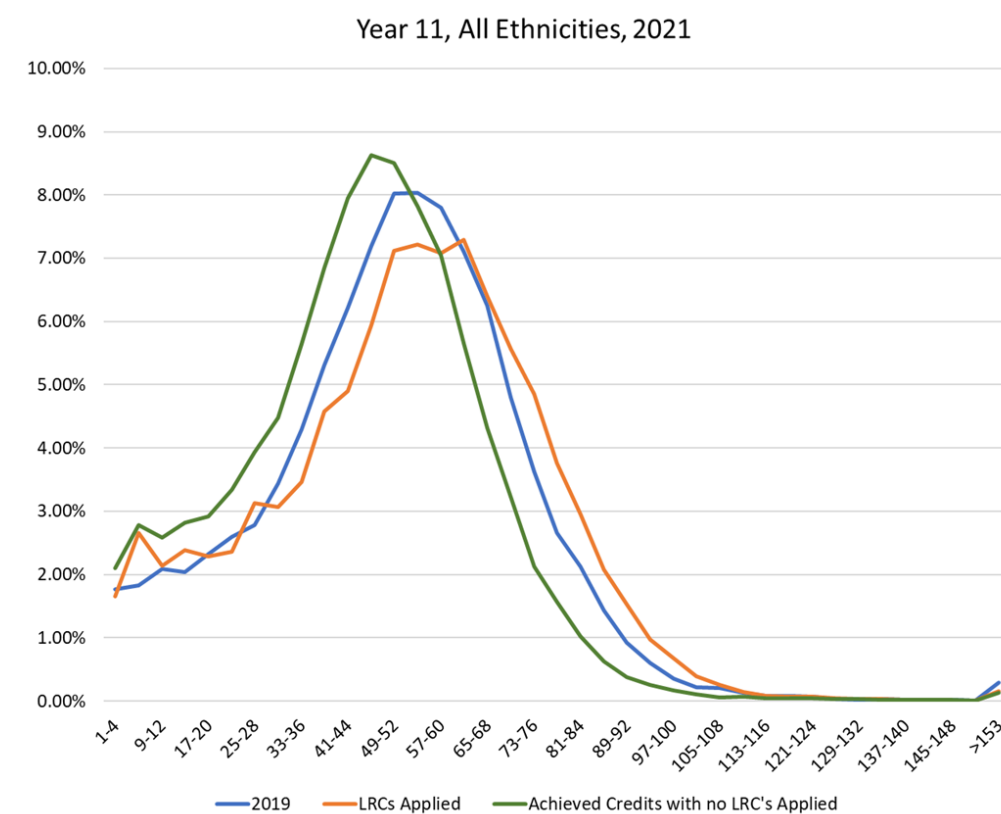
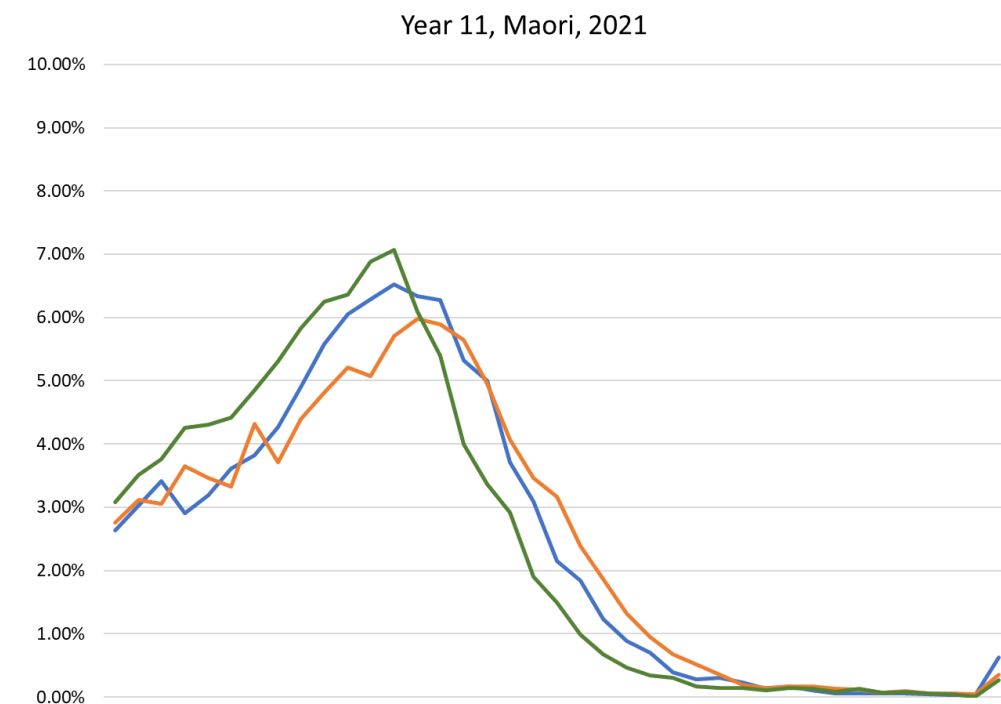
- These charts show the credit distributions for 2019, and 2021 both with and without LRCs applied



- The charts show that at all three levels a larger proportion of students have less credits reported to NZQA to date for 2021 that at the same time in 2019
- The orange line, however, shows that the application of the calculated LRCs would correct this and may even offer some advantage

# Credit Distribution Comparisons - Māori

Credit distributions for 2019-2021 for Year 11, 12, and 13 Māori students with the calculated LRC's loaded for 2020 and 2021, as at the 6<sup>th</sup> October each year.

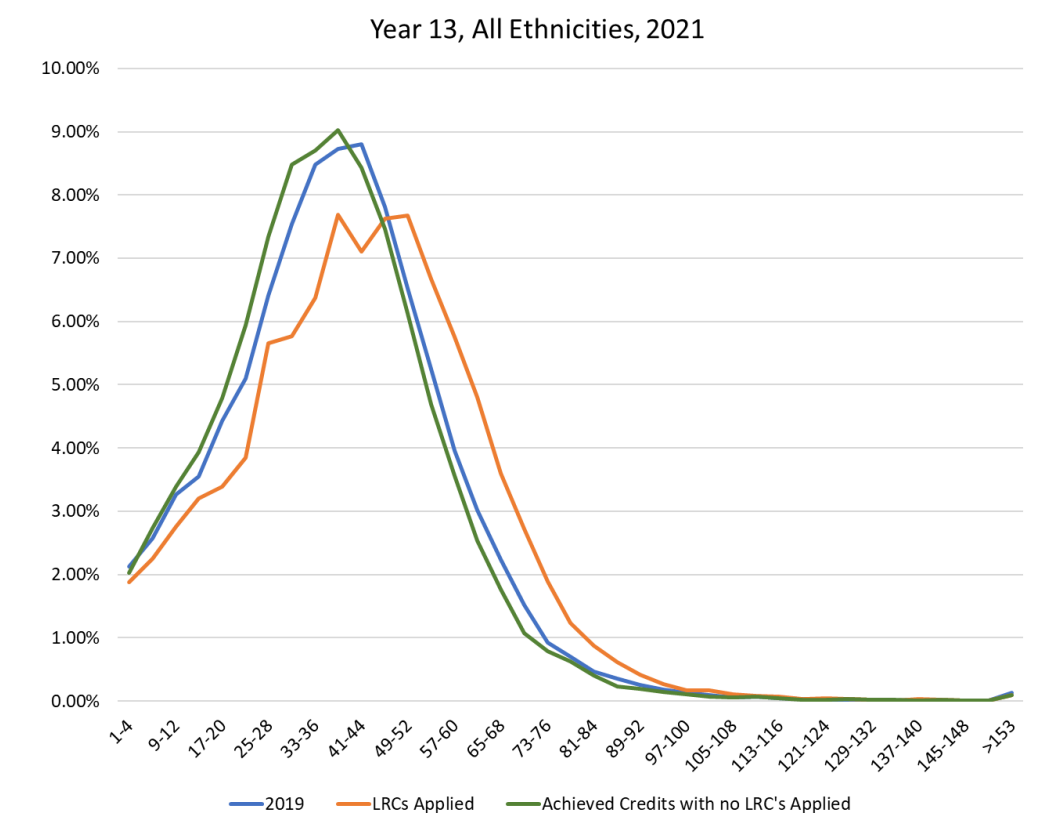
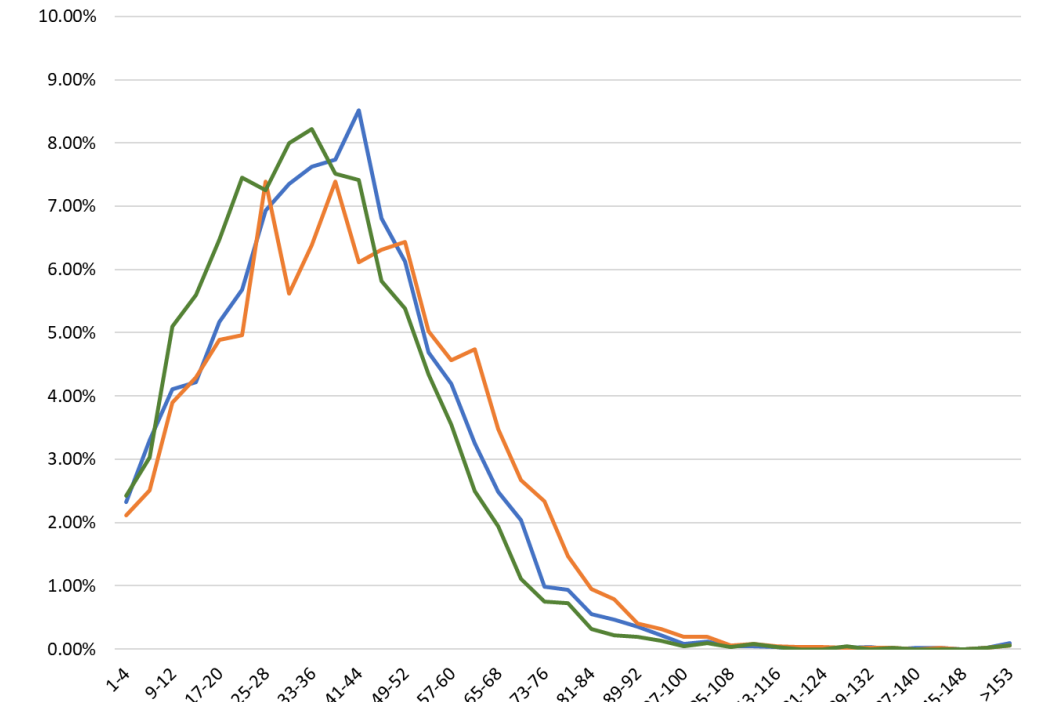
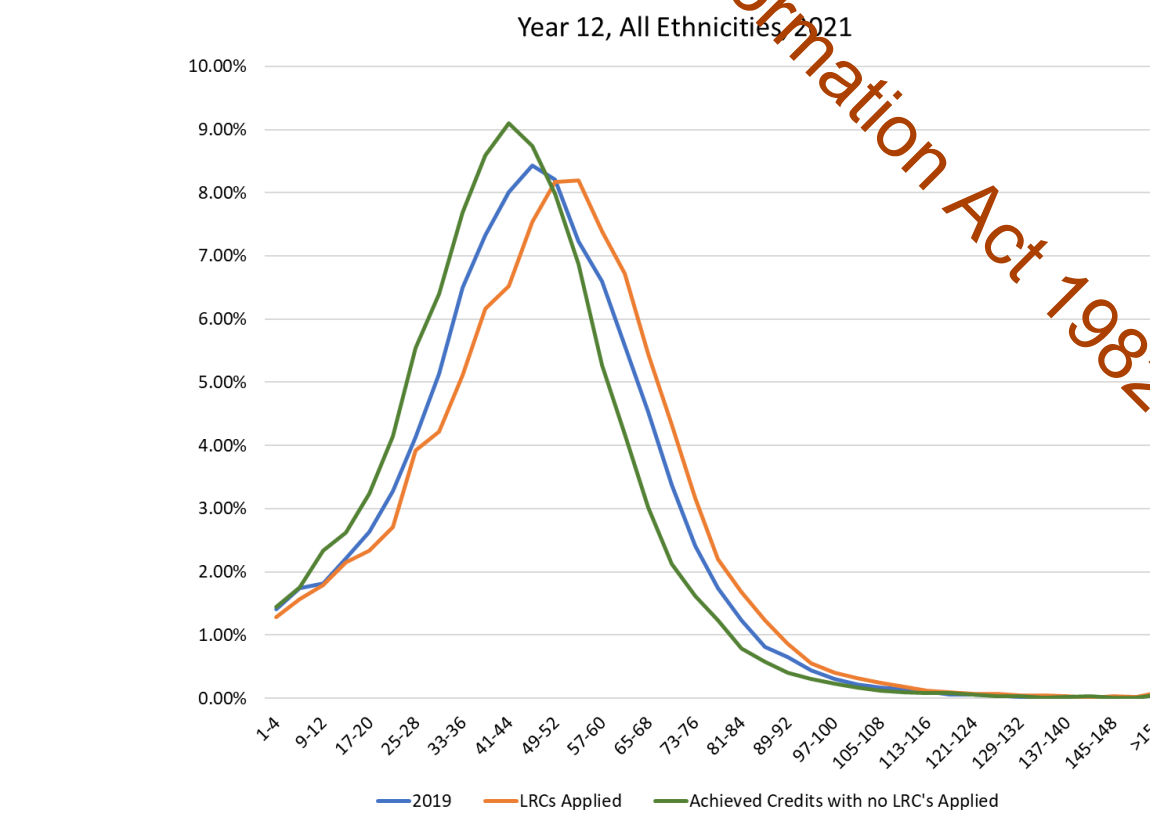
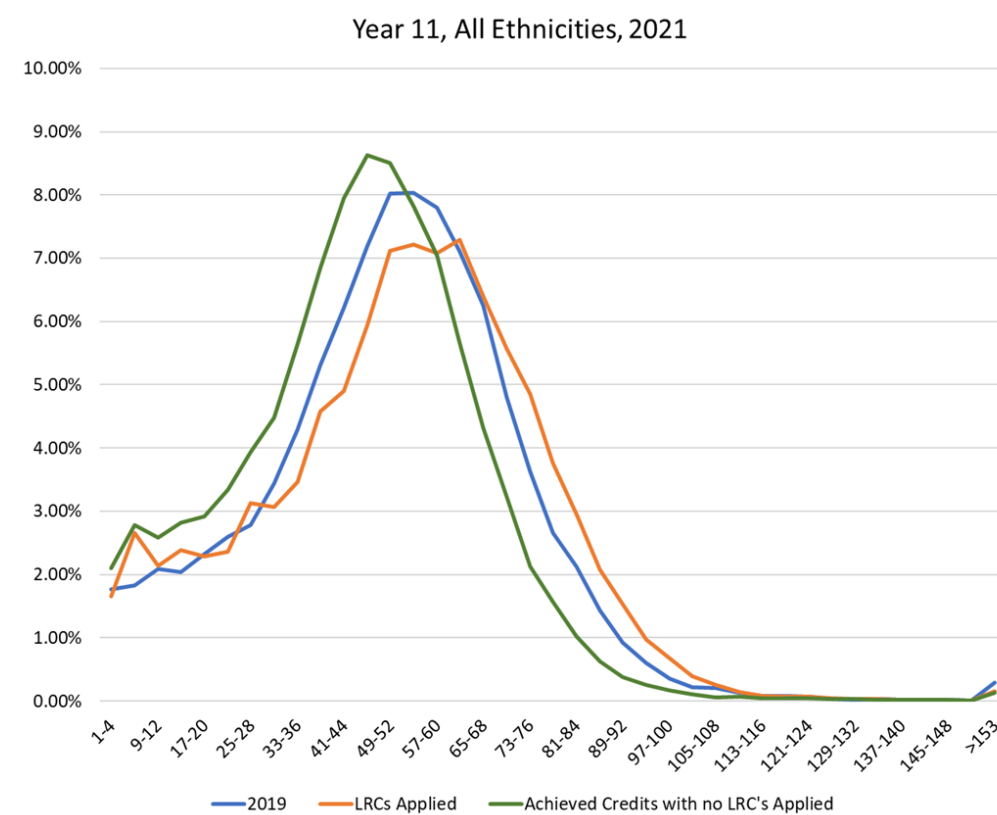
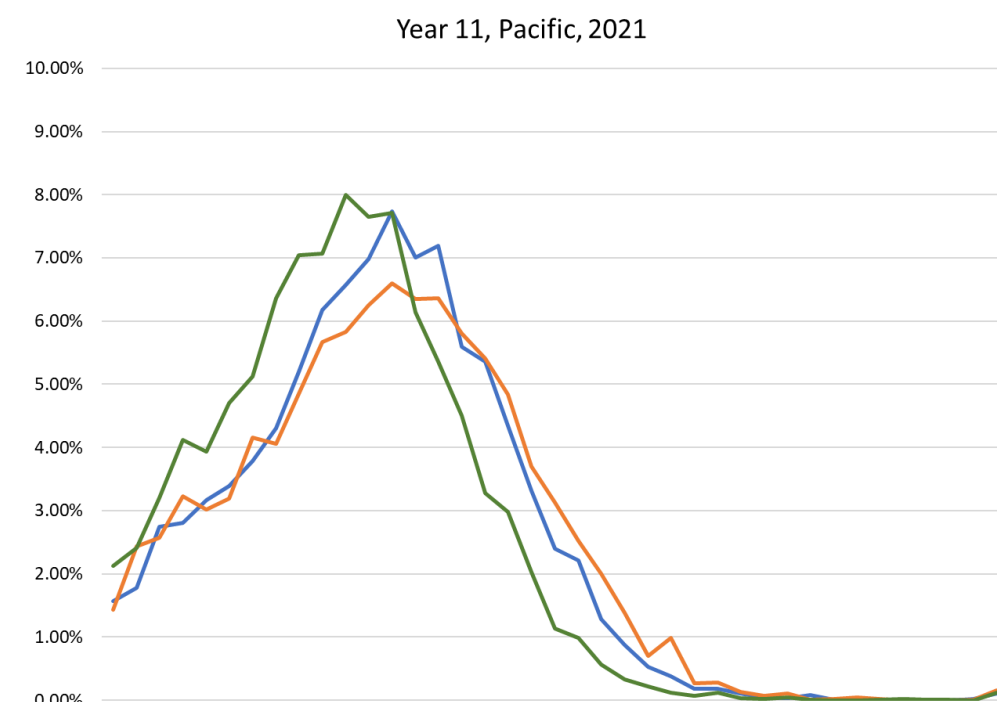


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# Credit Distribution Comparisons - Pacific

Credit distributions for 2019-2021 for Year 11, 12, and 13 Pacific students with the calculated LRC's loaded for 2020 and 2021, as at the 6<sup>th</sup> October each year.

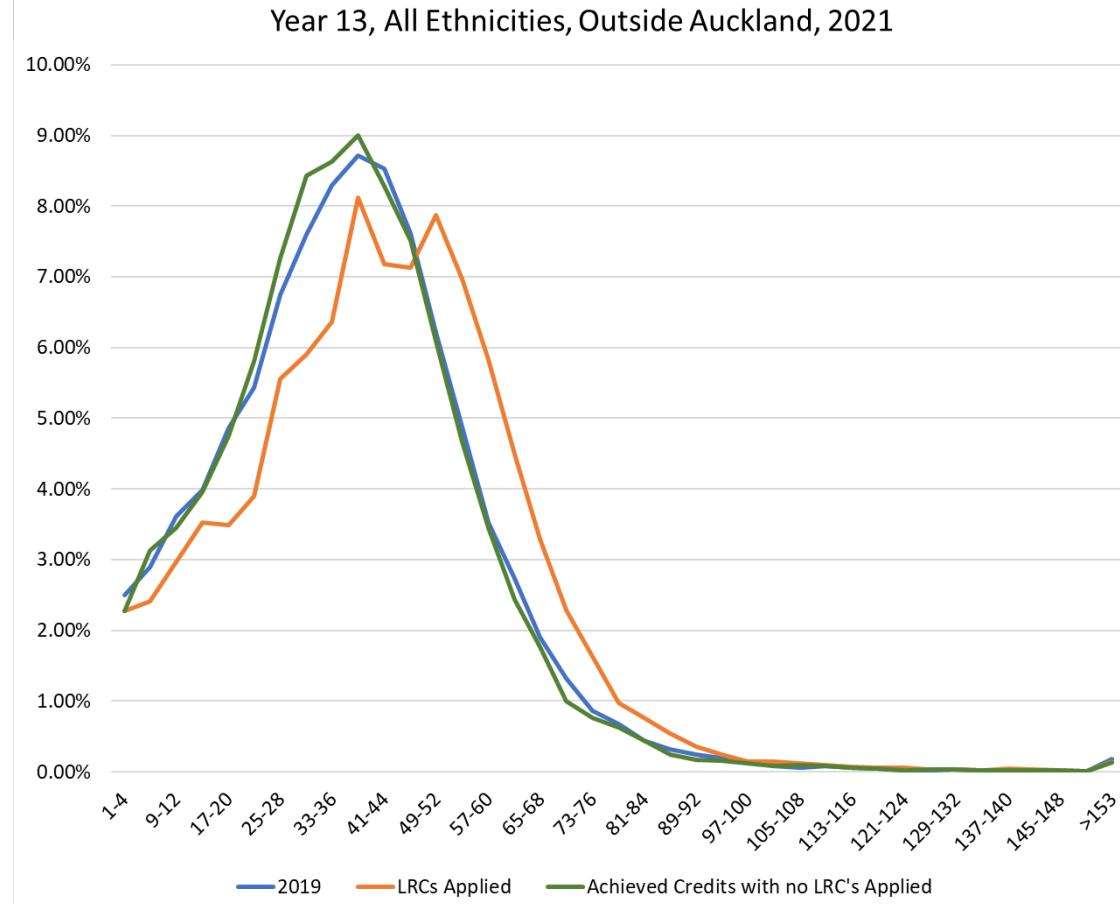
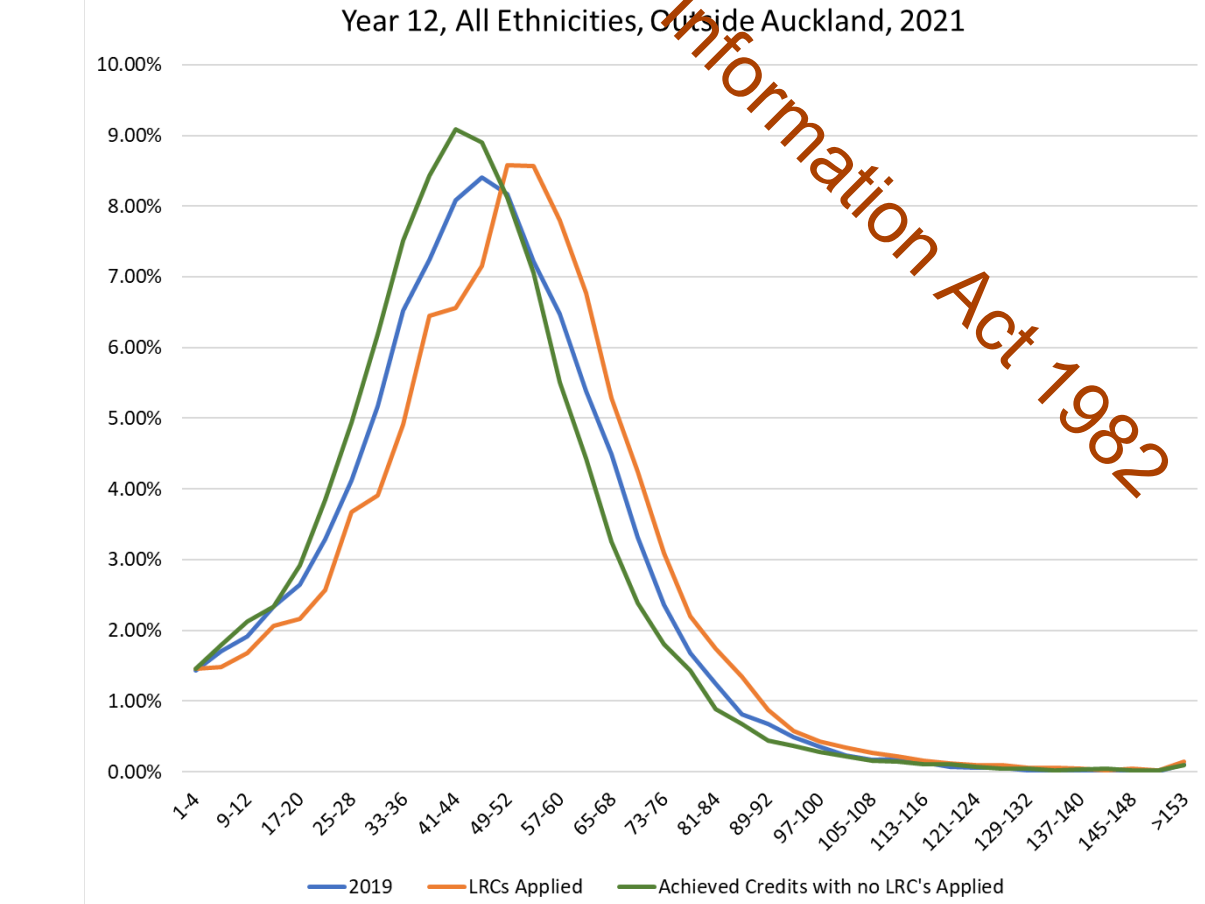
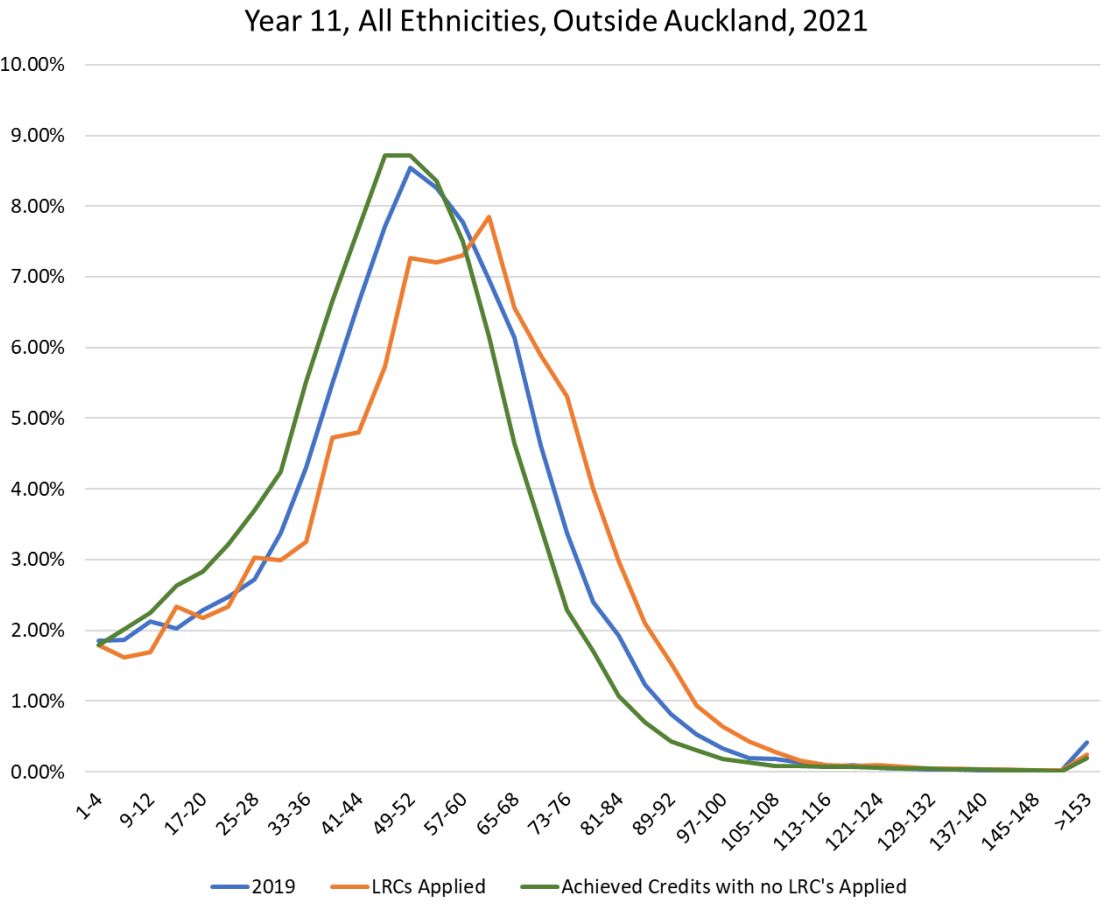
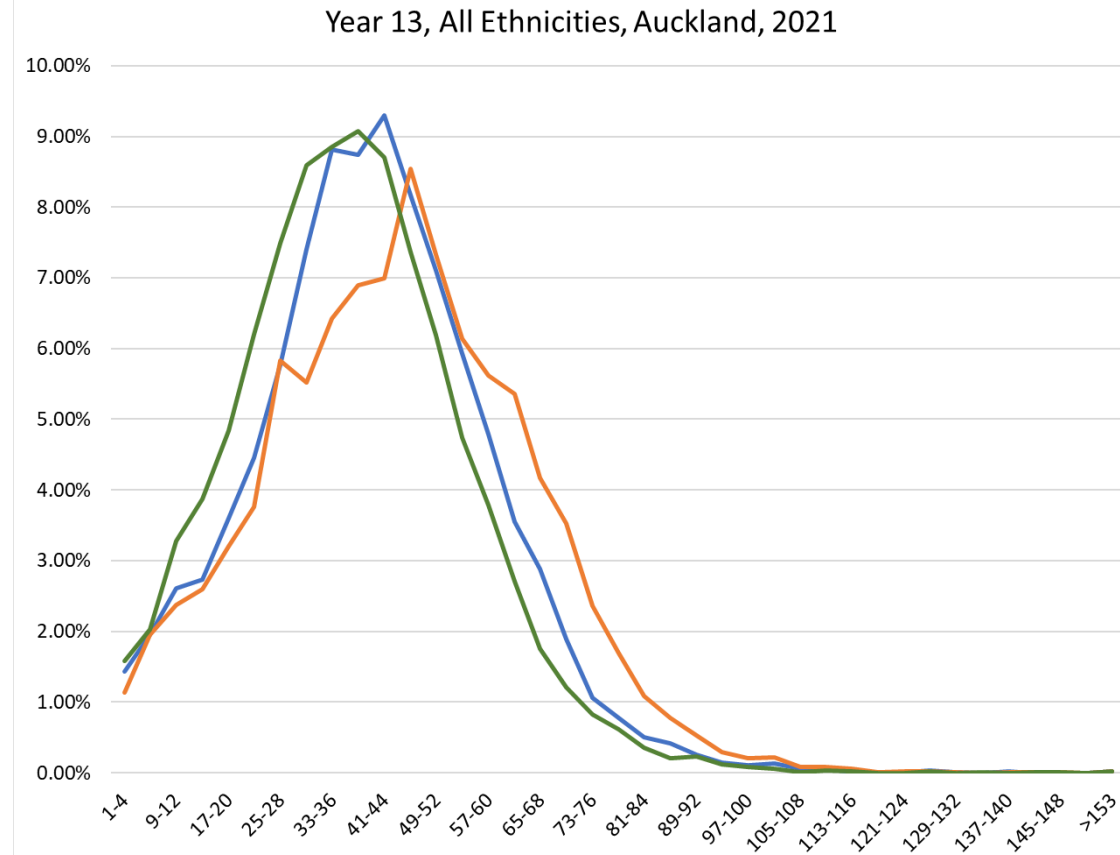
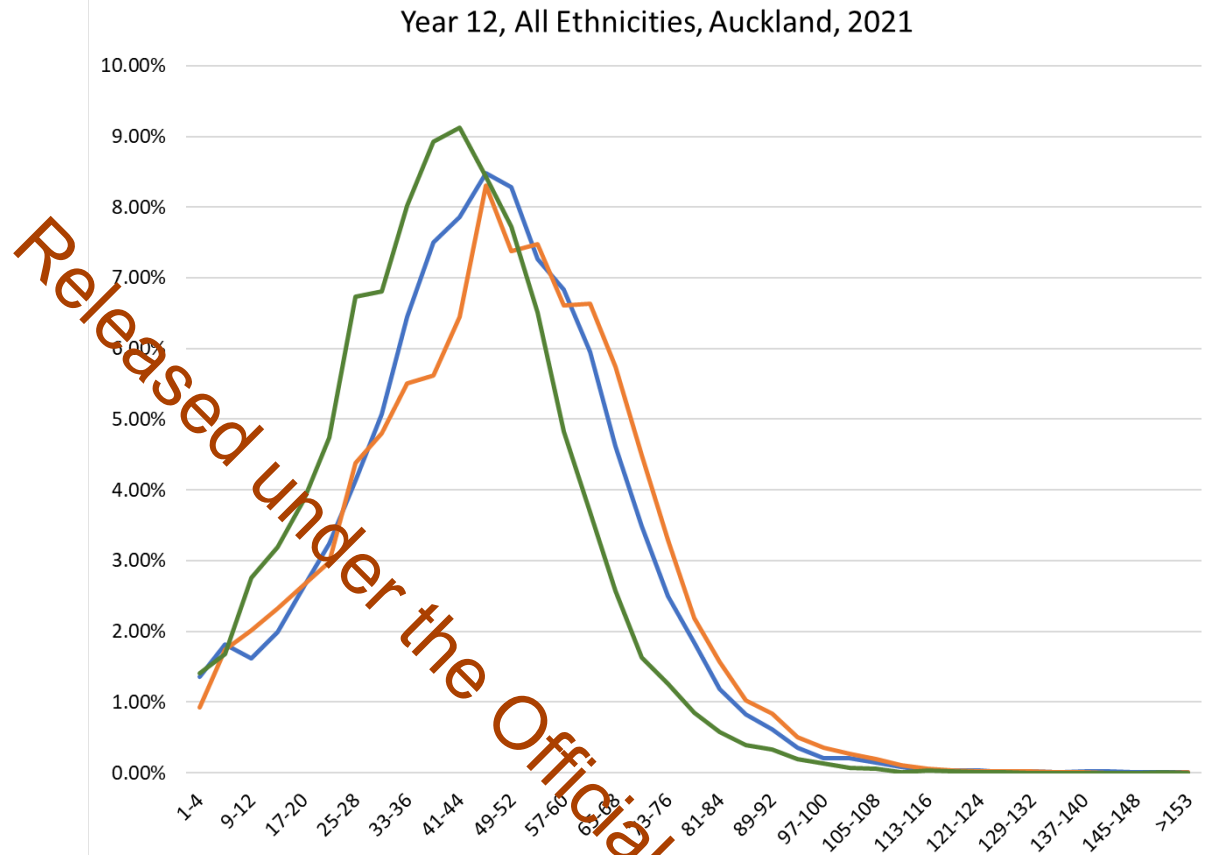
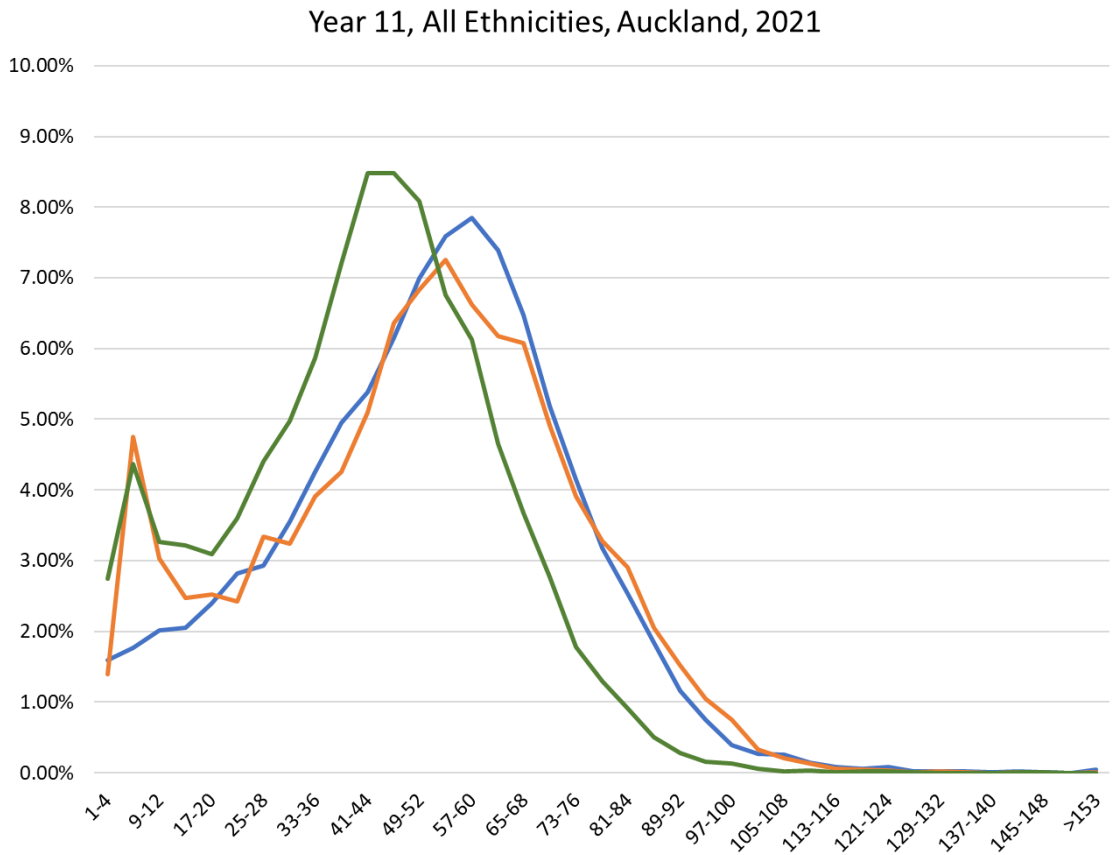


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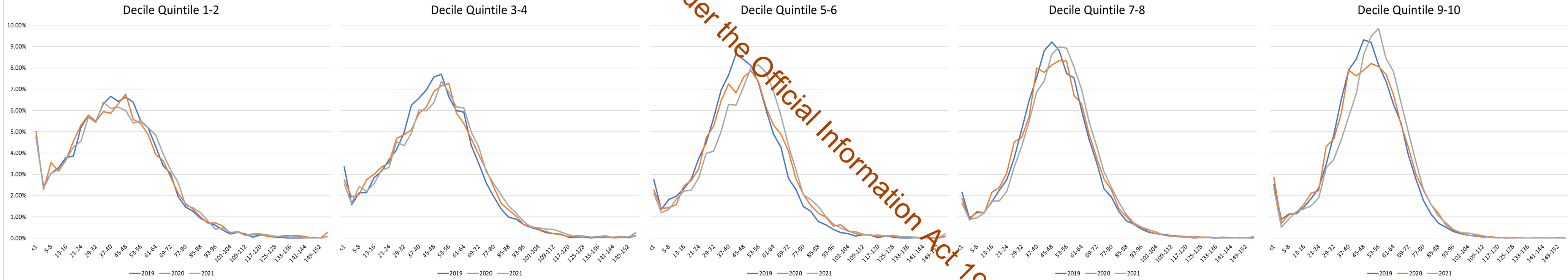


# Credit Distribution Comparisons - Auckland



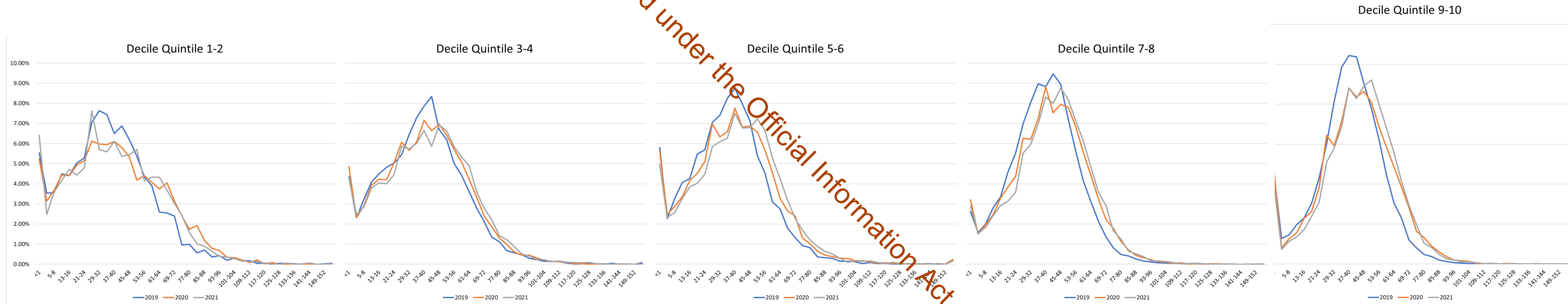
# Quintile Breakdowns – Year 12

These 5 charts show the distribution of credit plots, including calculated LRC's, for each of the 5 decile quintiles for Year 12 students, as at 6<sup>th</sup> October each year.



# Quintile Breakdowns – Year 13

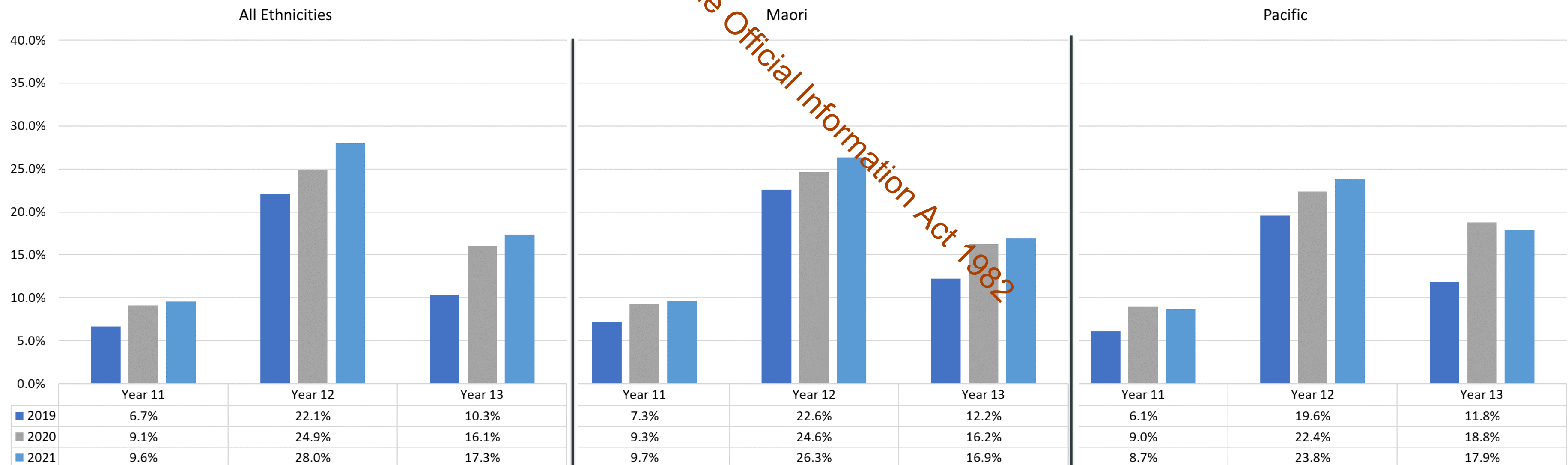
These 5 charts show the distribution of credit plots, including calculated LRC's, for each of the 5 decile quintiles for Year 13 students, as at 6<sup>th</sup> October each year.





# Progress toward NCEA

These charts are based on the 6<sup>th</sup> October data each year and shows the percentage of students with at least enough calculated LRC credits when added to their achieved credits to meet the basic qualification credit requirement for the common NCEA qualification for their year level.



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# HE MANATU/MEMORANDUM

**RĀ/DATE:** 15 November 2021

**KI/TO:** NCEA Professional Advisory Group

**KAITUKU/FROM:** Andrea Gray, DCE Assessment, NZQA

**KAUPAPA/SUBJECT:** NCEA achievement progress update – November update

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1. This memo and presentations (see attached), provides PAG with an update on the NCEA achievement progress, including the impact of Learning Recognition Credits, as at 8 November.

## *Background*

2. Our Data Analytics team has put together a strategy on calculating Learning Recognition Credits.
3. In general, approximately three quarters of all credits achieved are from internal assessment.

## *Analysis*

4. An analysis of internally assessed credits achieved and reported to NZQA as at 8 November 2019, 2020, and 2021 has been completed.
5. For 2020 and 2021, LRCs have been calculated and added to each student's achieved credits using the applicable LRC rules for 2020 and 2021. 2019 is included as representing a pre-COVID 'normal' year.
6. Summary:
  - nationally, compared with early November in 2019 and 2020, fewer internally assessed results have been reported; and for Auckland, the level of internally assessed reported results is less than for the rest of the country. In comparison, in early October, the rate of reported internally assessed results was similar to previous years.
  - Year 11 2021 students are tracking at similar patterns in early November, when LRCs are added, as for 2019 and 2020.
  - Year 12 and 13 2021 students are tracking behind where they were at in early November 2019 and 2020, when LRCs are added. This pattern is amplified in Auckland; this rate will be affected due to the lower level of results reported to date.
  - the comparatively lower level of internally assessed results reported at this stage makes it currently difficult to assess how well the LRC policy setting is supporting students to not fall behind in their achievement in 2021.
  - the entry data for 2021 external assessments shows that the average external entries per student is largely unchanged from 2020.
7. We are encouraging Auckland, Northland and Waikato schools to submit a further data file by 1 December before the final data file is due on 15 December, and will follow up with any schools where large reporting discrepancies are still evident.
8. We are also tracking closely the submission of Unexpected Event Grades by Auckland, Waikato and Northland schools.
9. We will repeat this analysis in early December.

# Calculated LRCs

How to read the charts

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# Calculated LRC Process

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All the charts used to explain the impact of LRCs are based on the actual student achievement to date as compared to a similar time in the prior years and include calculated LRC values for 2020 and 2021.

For comparison, 2019 is included as representing a pre-COVID, “normal” year.

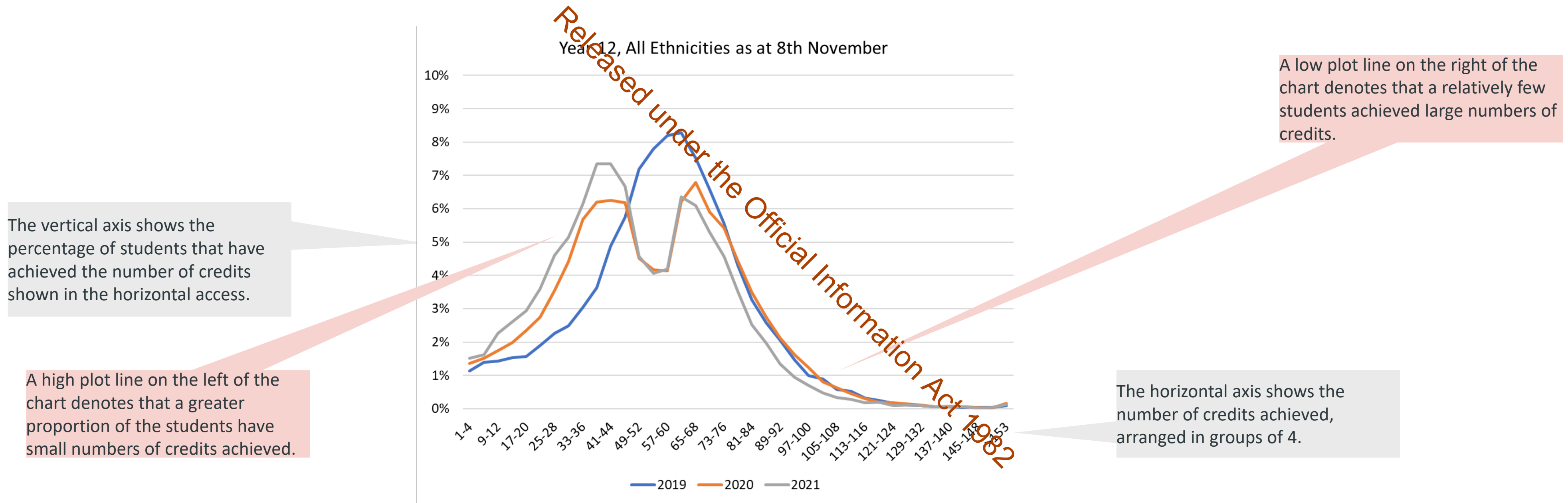
When presenting LRC data, there are three main charts used these are detailed in the following slides.

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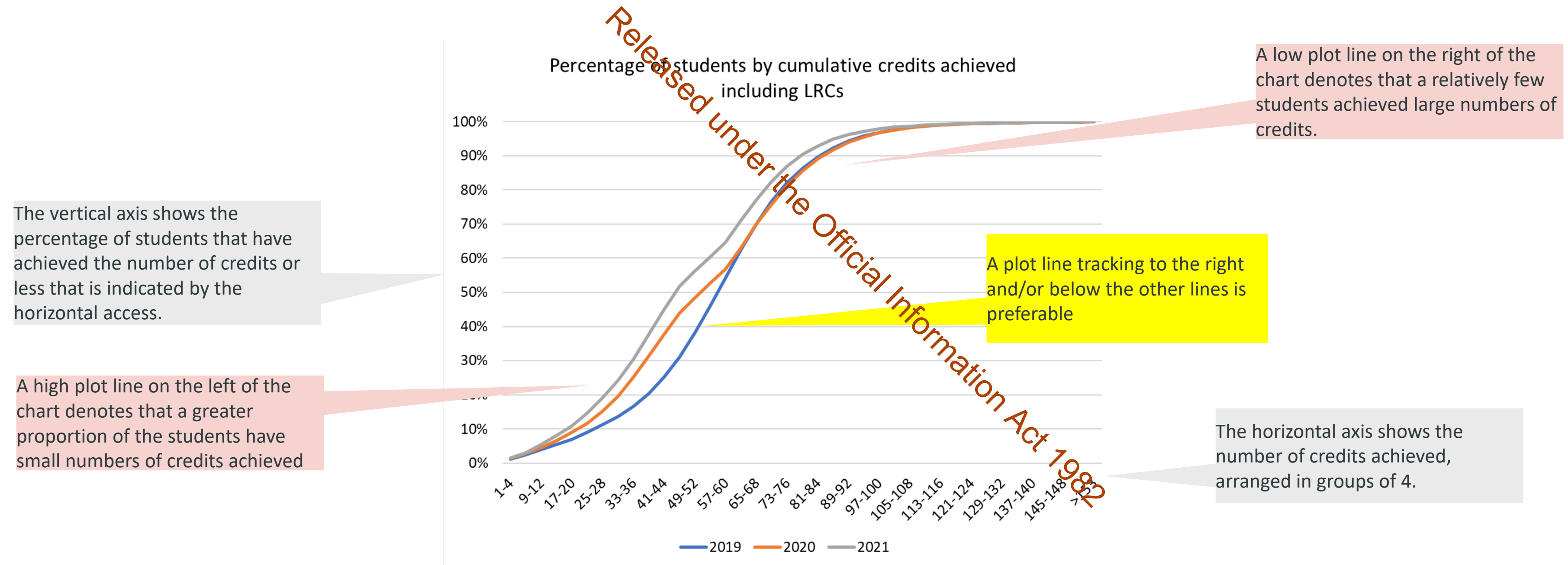
# Percentage of students by achieved credit counts

Each point on the plot shows the percentage of students that have achieved the corresponding number of credits shown on the horizontal axis.



# Percentage of student by cumulative achieved credit counts

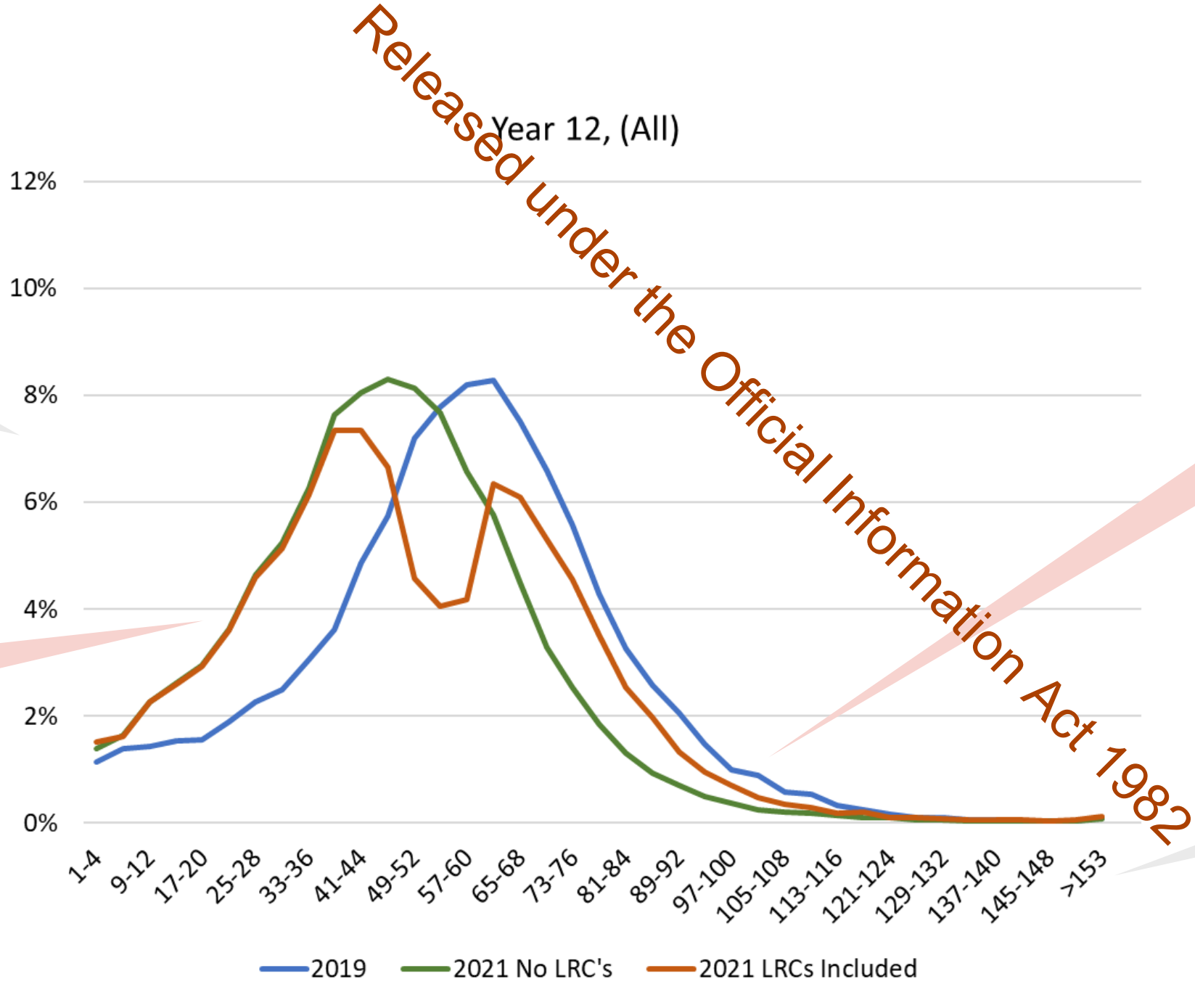
Based on the same data as the percentage of students by achieved credit counts, these charts accumulate the students so that at any point on the plot the percentage of students shown includes all students with the indicated achieved credit count or less.





# Comparative Distributions

These charts are similar to the percentage of students by achieved credit count but show both the credit count the student has achieved and the credit count adjusted with the addition of LRCs for 2021. The chart includes the 2019 credit distribution for comparison.



The vertical axis shows the percentage of students that have achieved the number of credits that is indicated by the horizontal access.

A high plot line on the left of the chart denotes that a greater proportion of the students have small numbers of credits achieved

A low plot line on the right of the chart denotes that a relatively few students achieved large numbers of credits.

The horizontal axis shows the number of credits achieved, arranged in groups of 4.

# 2021 NCEA Progress Update

PAG, 15 November 2021

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# Key messages – 2021 NCEA progress

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Approximately 75% of all results achieved are from internal assessment and 25% from external assessment.

By November each year, 90% of internally assessed results are reported through to NZQA.

15% fewer internally assessed results have been reported through to NZQA by November 2021 than were reported through by November 2020 (18% fewer for Auckland)

NZQA is still expecting results and Unexpected Event Grades to be reported until 15 December

Schools have submitted over 50% of UEGs so far (40% for Auckland)

The majority of Auckland schools surveyed by NZQA expect to submit UEGs for 75% or more of their entries.

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# Key messages – 2021 NCEA progress

2021 Year 12 and 13 students are tracking behind 2020 and 2019 Year 12 and Year 13 students (with LRCs added).

This is amplified for Auckland, and for Auckland Māori and Pacific students.

The table below illustrates this by showing the % of Year 12 and 13 students, in Auckland and outside Auckland, who are short at least 15 credits (approximately 4 standards) from achieving their qualification.

		Auckland		Outside Auckland	
		2019	2021	2019	2021
Year 12	All Students	28%	53%	30%	35%
	Māori	35%	61%	38%	44%
	Pacific	34%	62%	38%	42%
Year 13	All Students	44%	63%	50%	52%
	Māori	48%	65%	56%	59%
	Pacific	46%	67%	56%	59%

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# Calculated LRCs

November 2021

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# Calculated LRC Process

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All data presented in the following charts is produced based on actual credits achieved and reported to NZQA by 6 October and 8 November in 2019, 2020, and 2021.

The achieved credit counts for 2020 and 2021 include calculated LRC values based on the student achievement as of 6 October or 8 November.

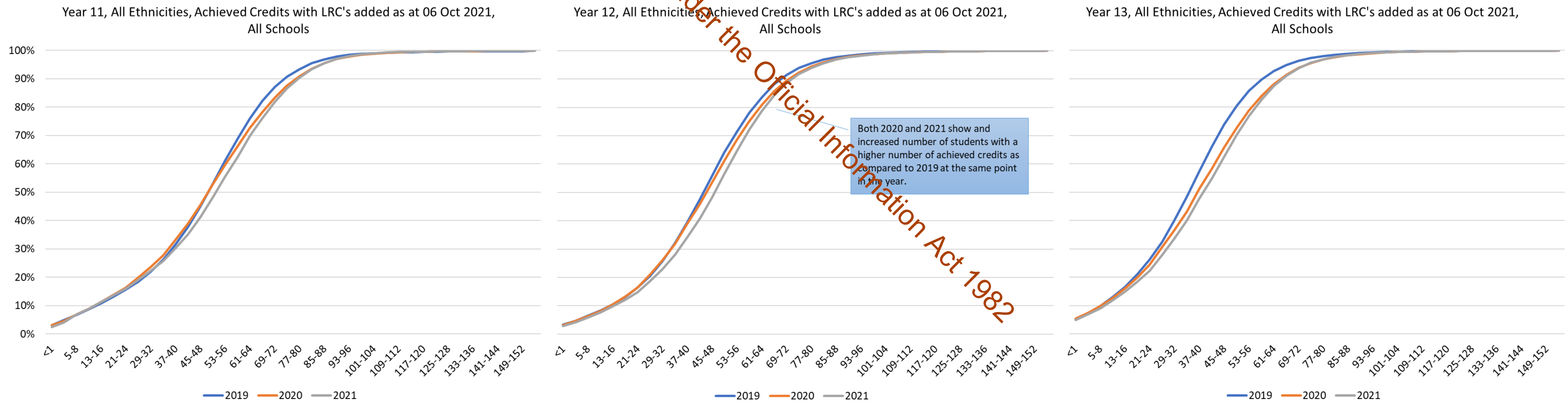
For comparison 2019 is included as representing a pre-covid, “normal” year.

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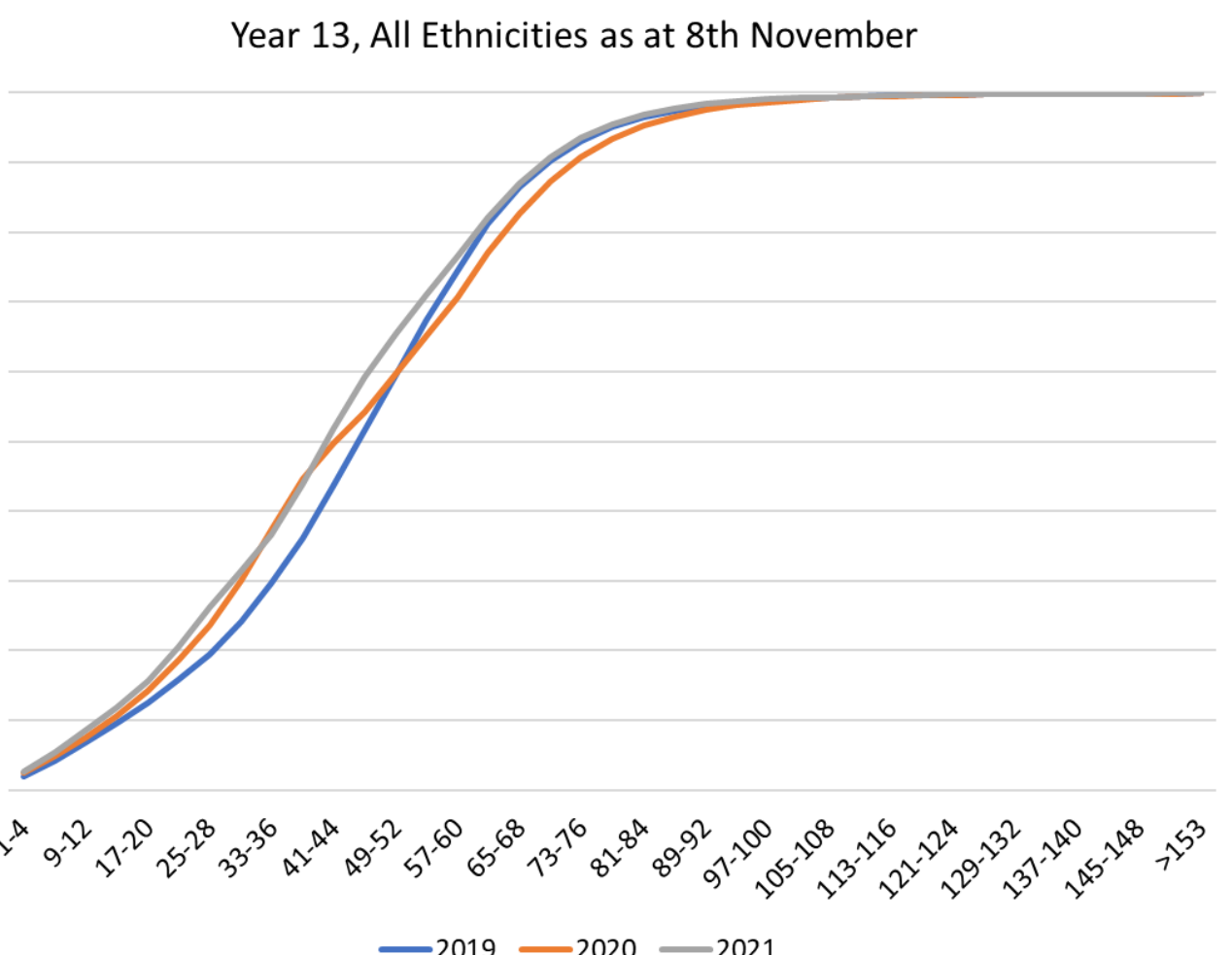
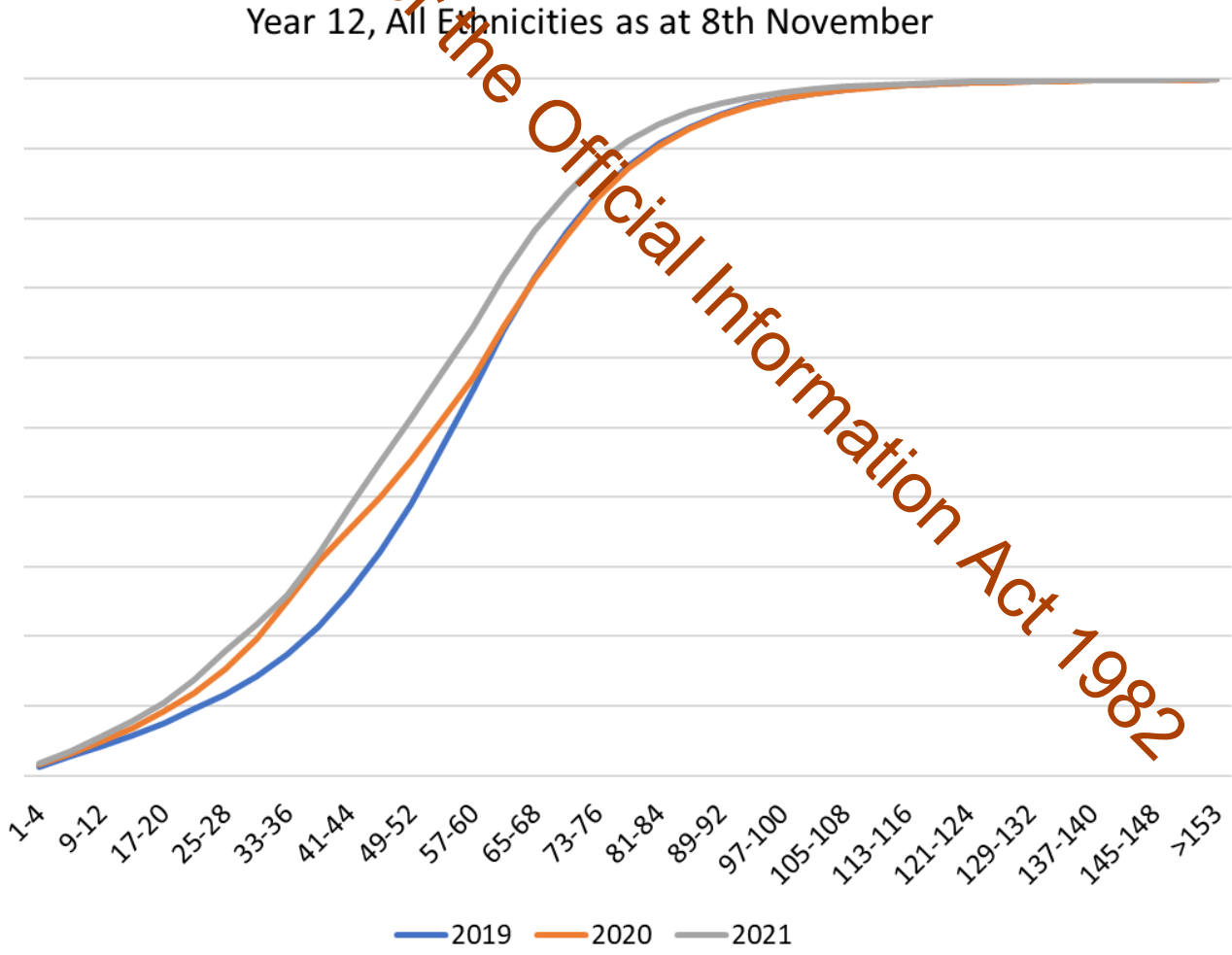
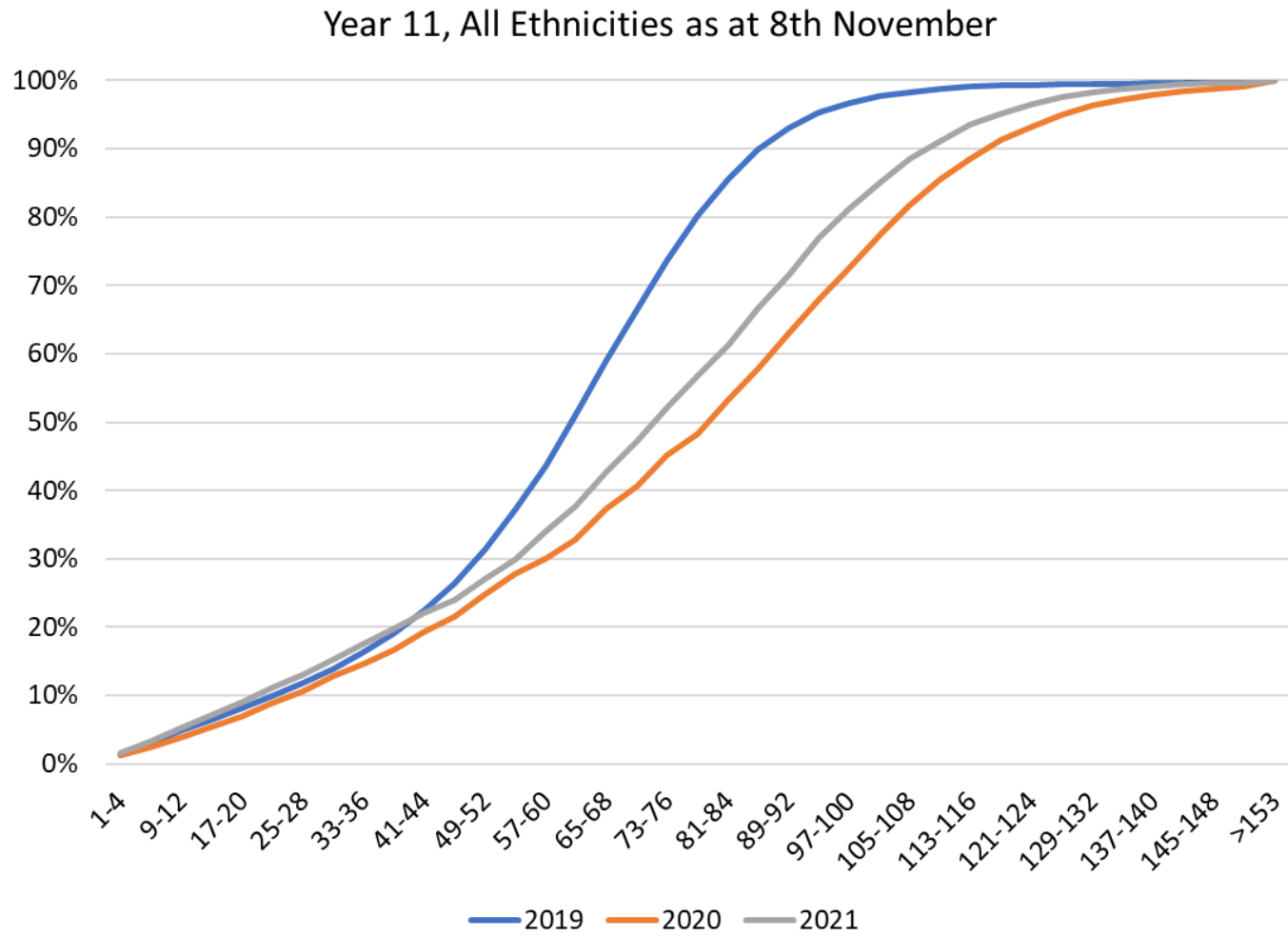
# Cumulative Credit Distributions - October

These three charts show the cumulative credit distributions for Years 11, 12, and 13 as at the 6 October each year, with the awarded LRCs for 2020 and the calculated LRCs for 2021 loaded.



# Cumulative Credit Distributions - November

These three charts show the cumulative credit distributions for Years 11, 12, and 13 as at the 8 November each year, with the awarded LRCs for 2020 and the calculated LRCs for 2021 loaded.

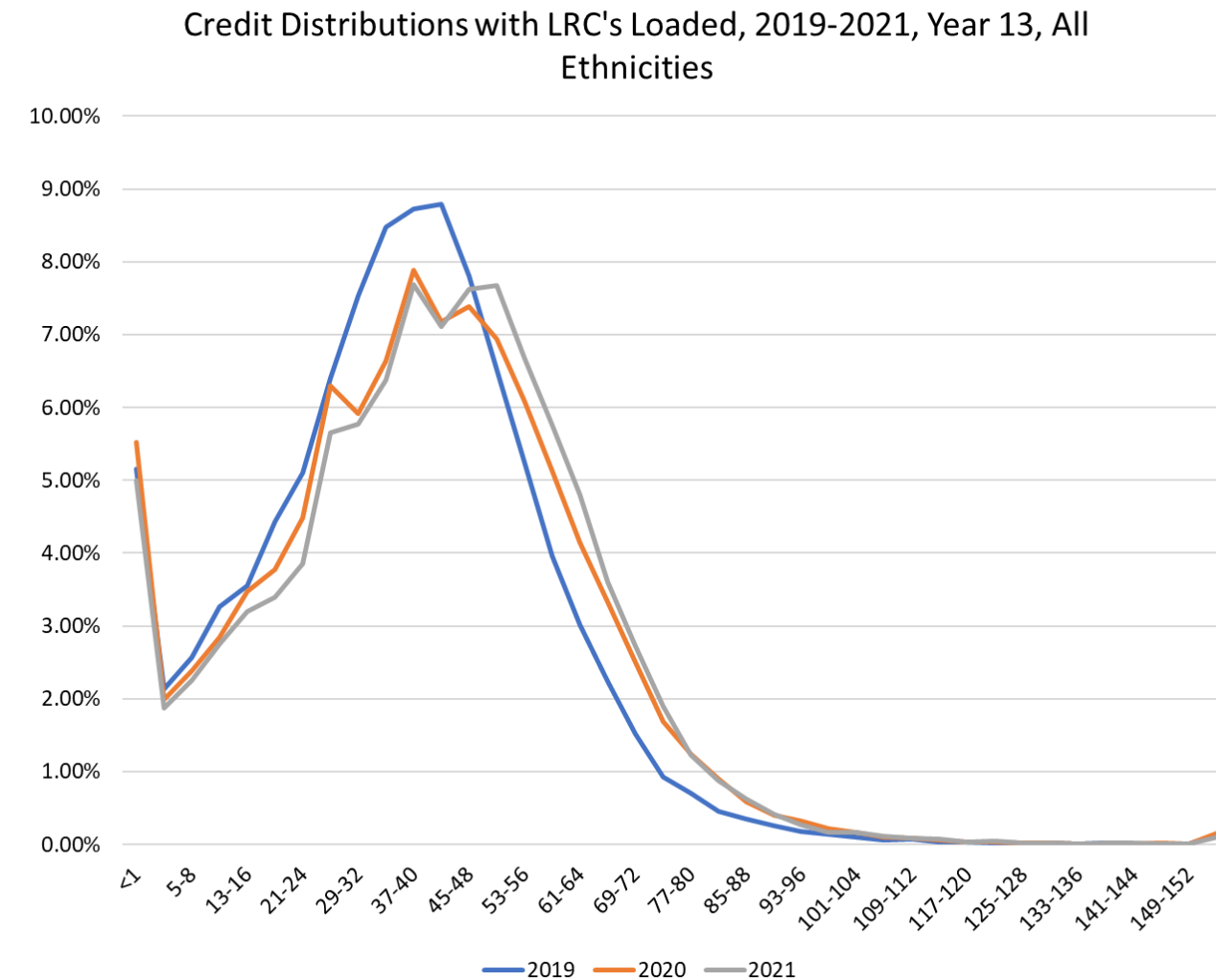
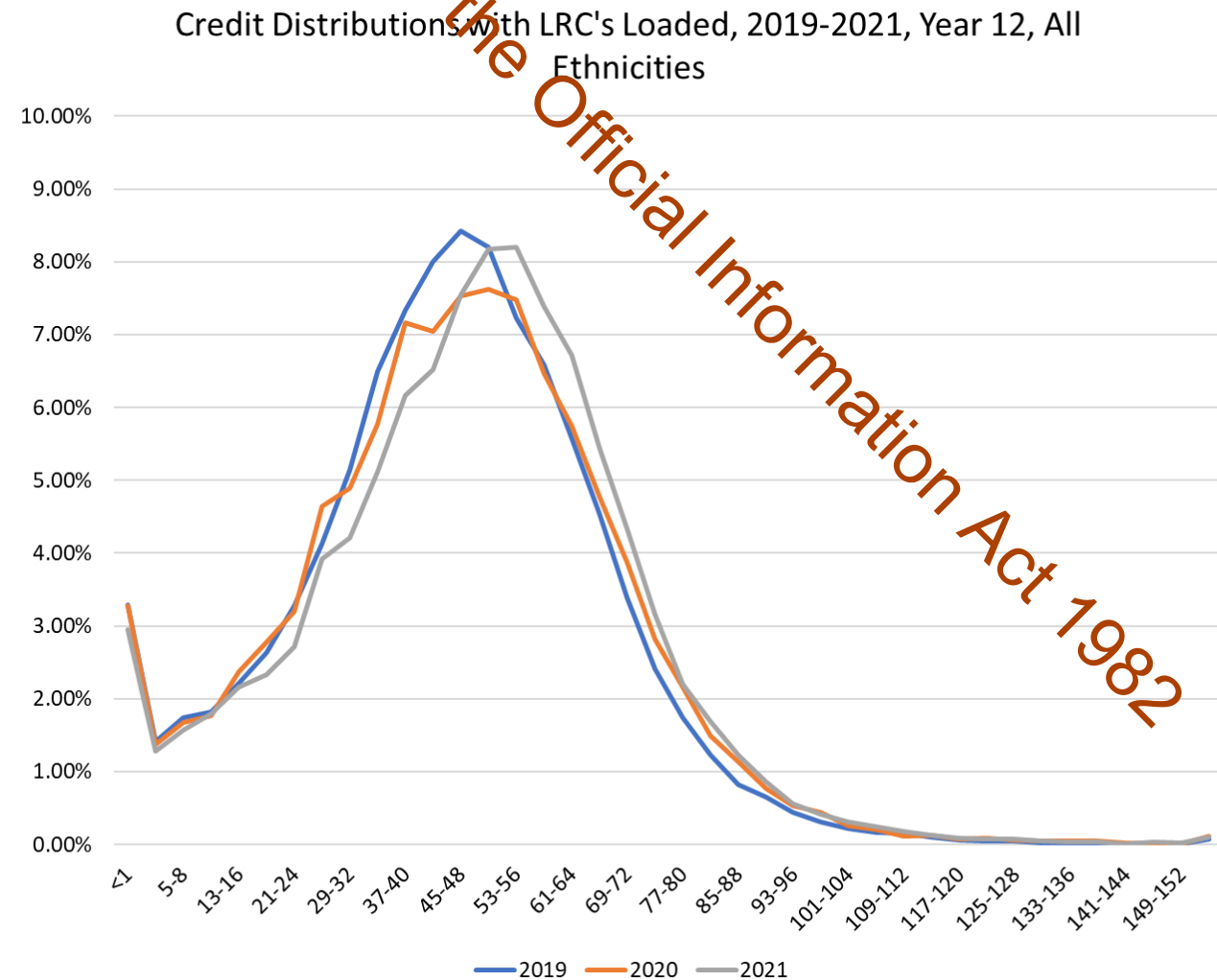
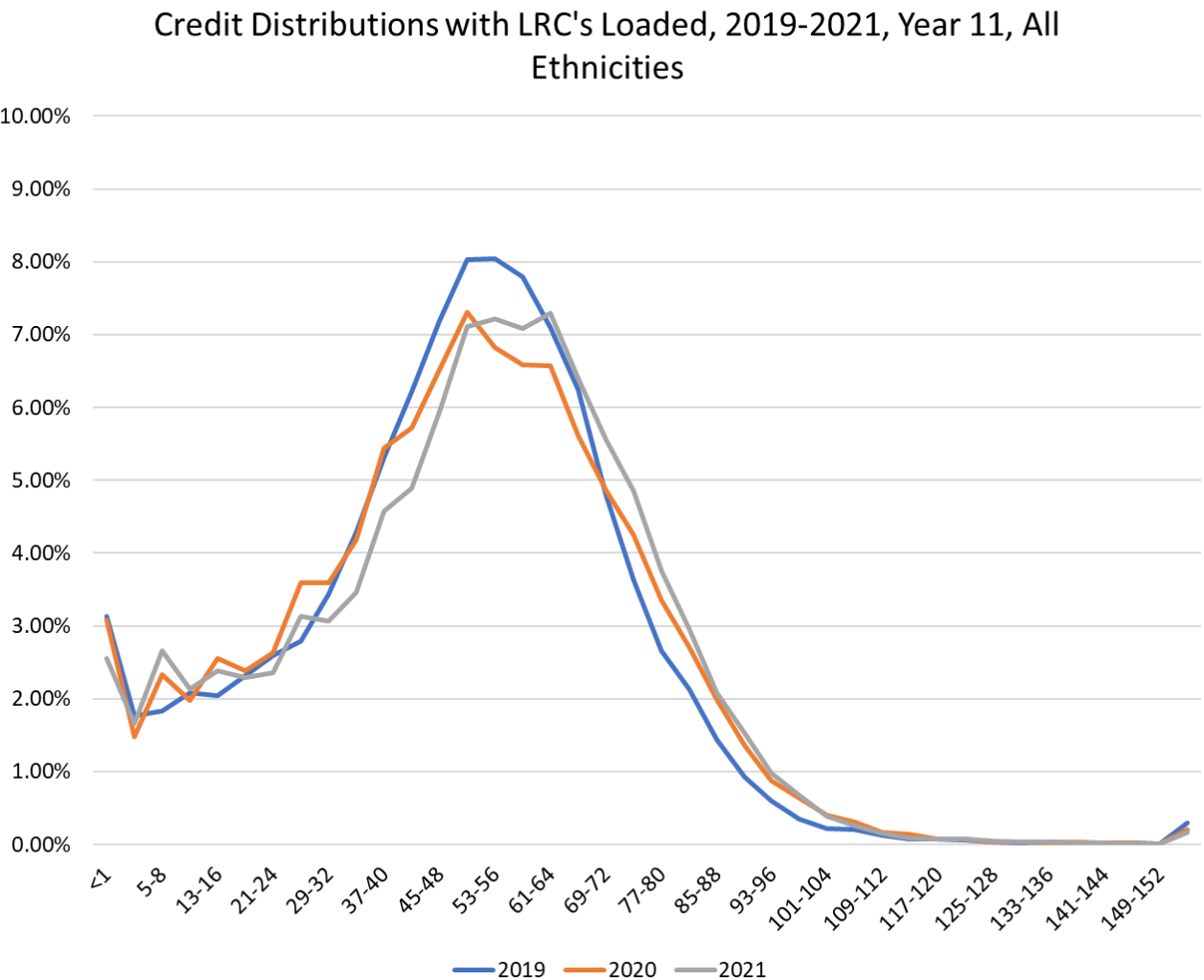


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# Credit Distributions - October

These charts show the credit distributions for 2019-2021 for Year 11, 12, and 13 with the calculated LRCs loaded for 2020 and 2021, as at 6 October each year.

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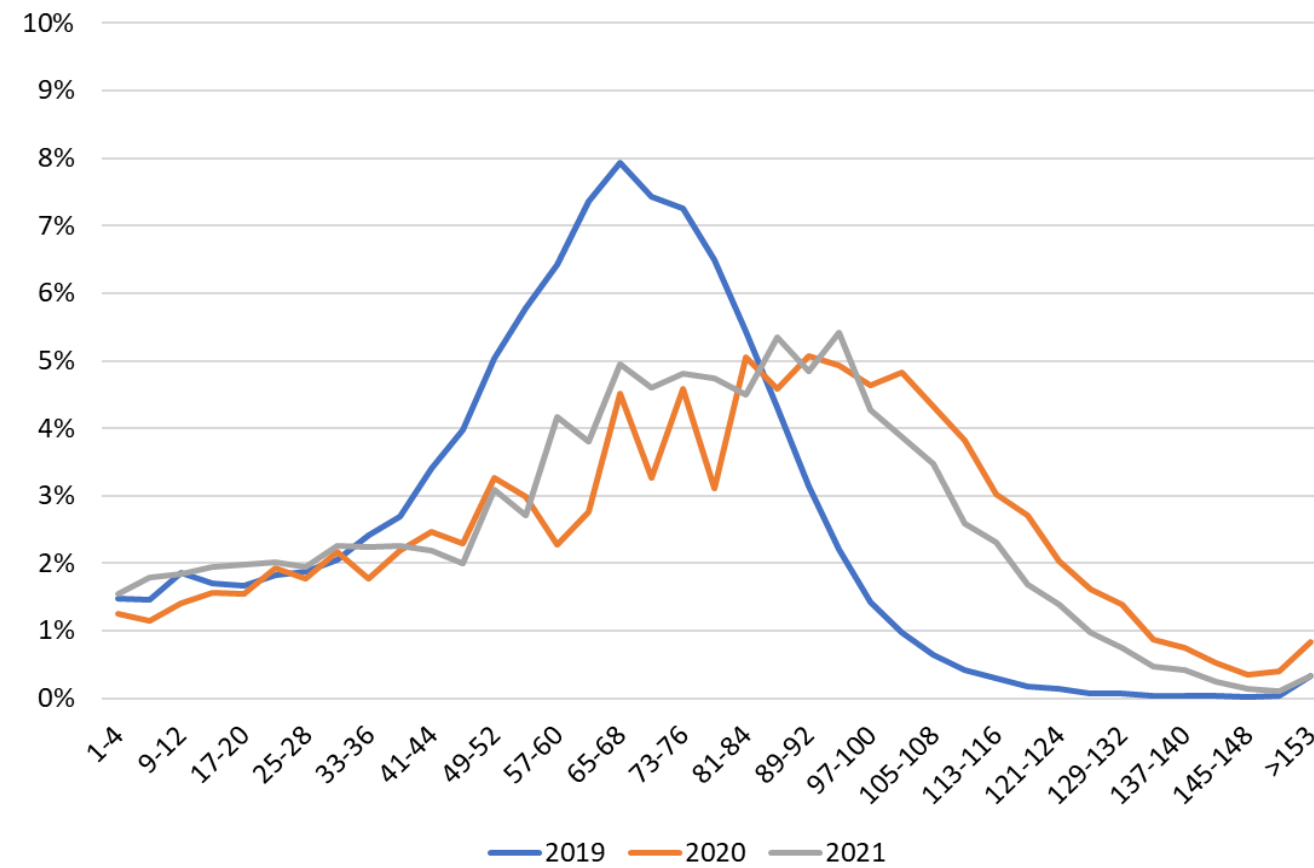


# Credit Distributions - November

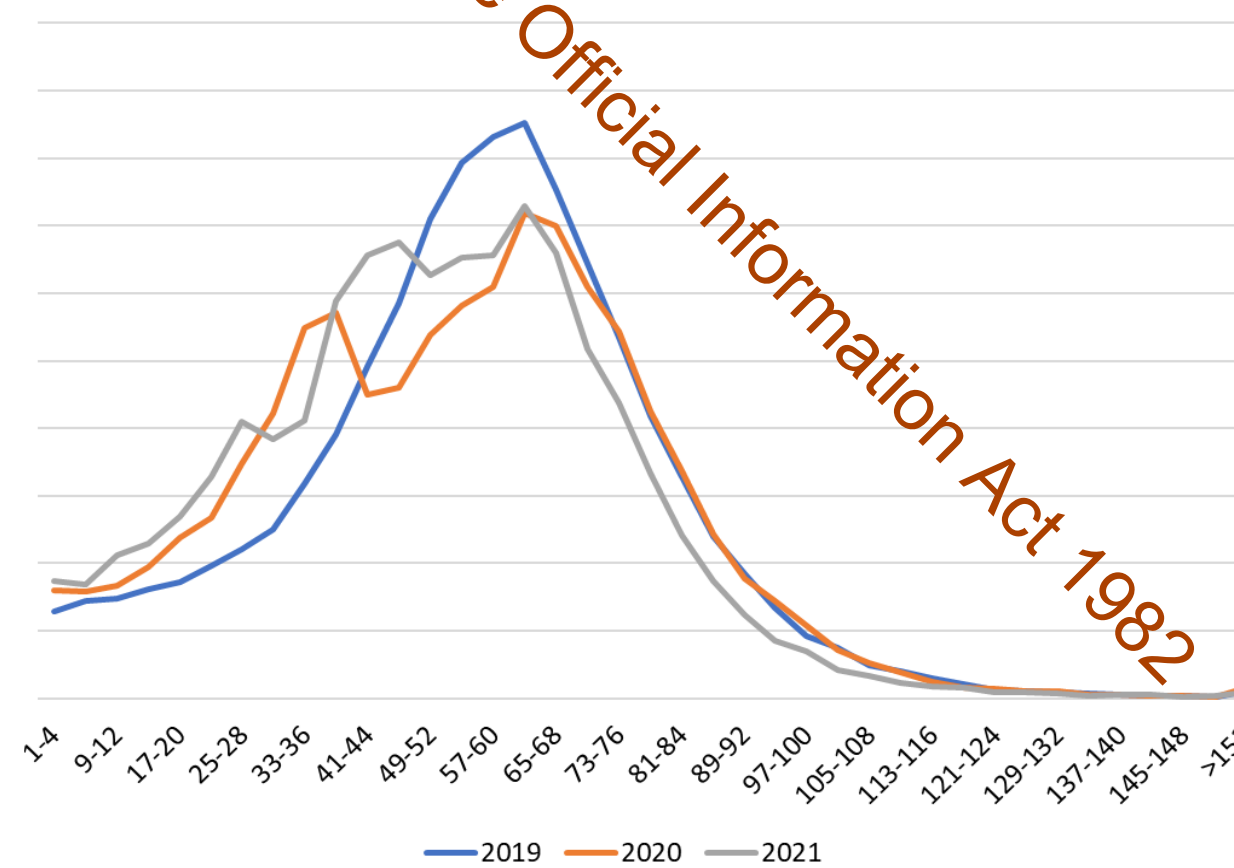
These charts show the credit distributions for 2019-2021 for Year 11, 12, and 13 with the calculated LRCs loaded for 2020 and 2021, as at 8 November each year.

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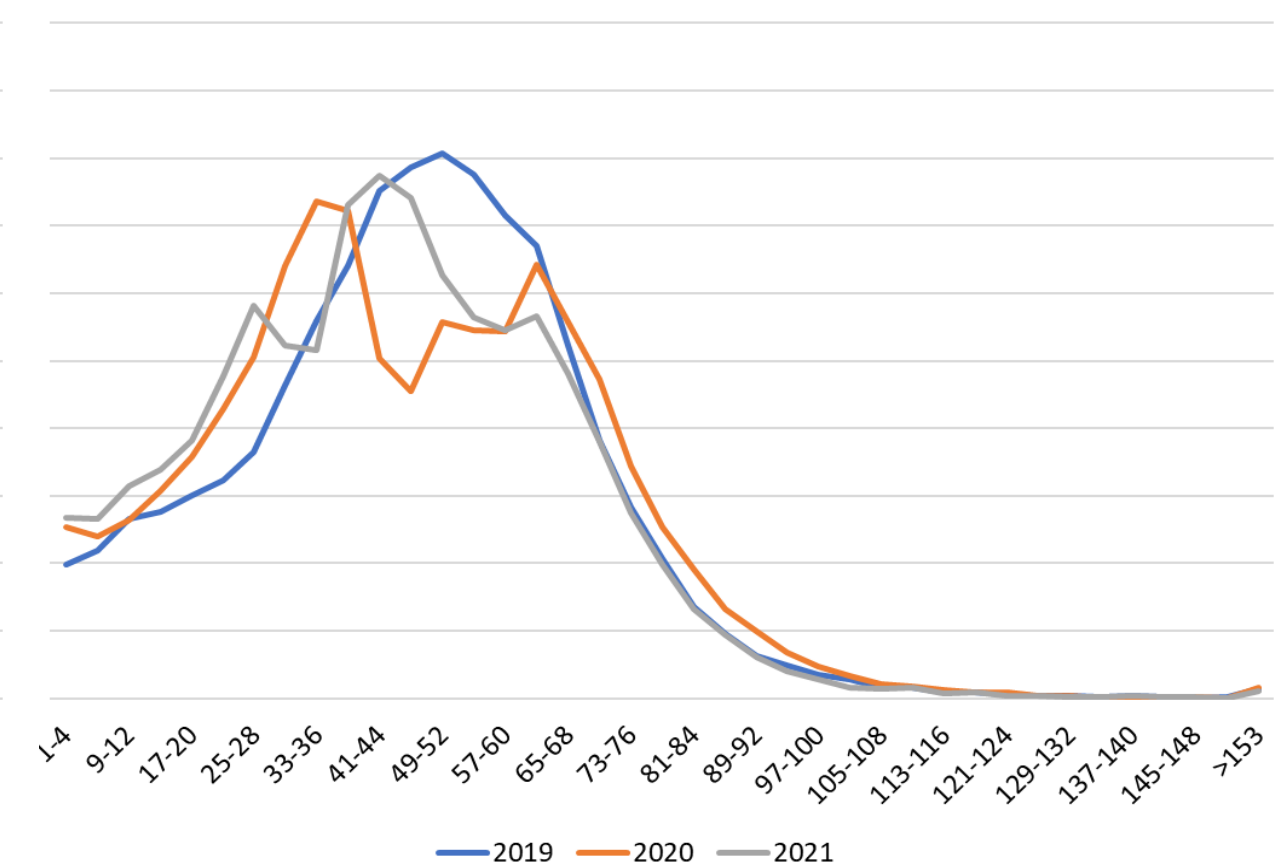
Year 11, All Ethnicities as at 8th November



Year 12, All Ethnicities as at 8th November



Year 13, All Ethnicities as at 8th November

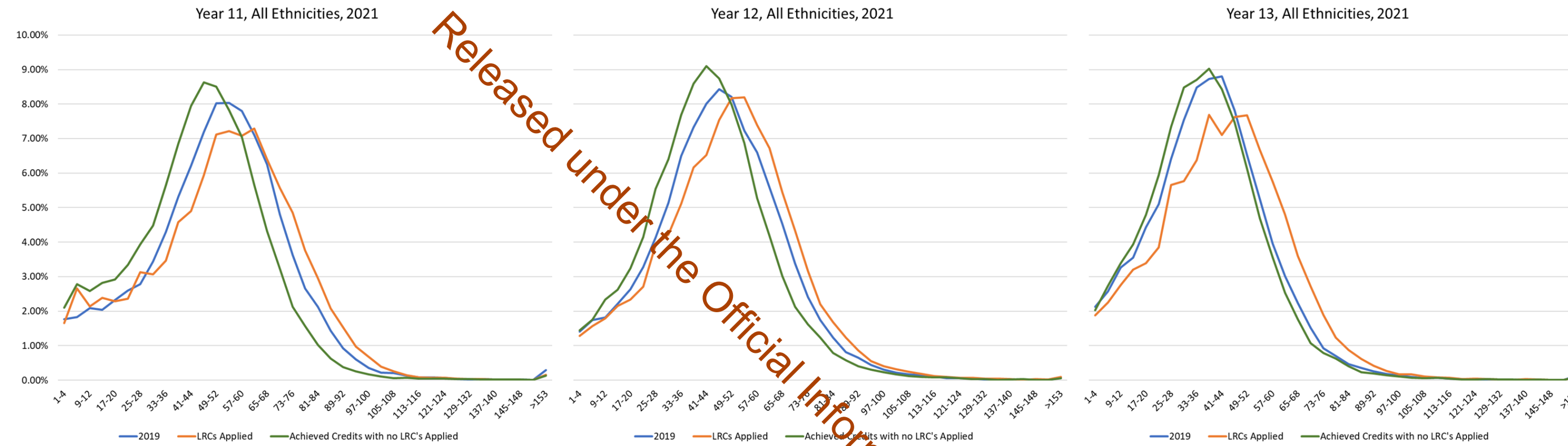




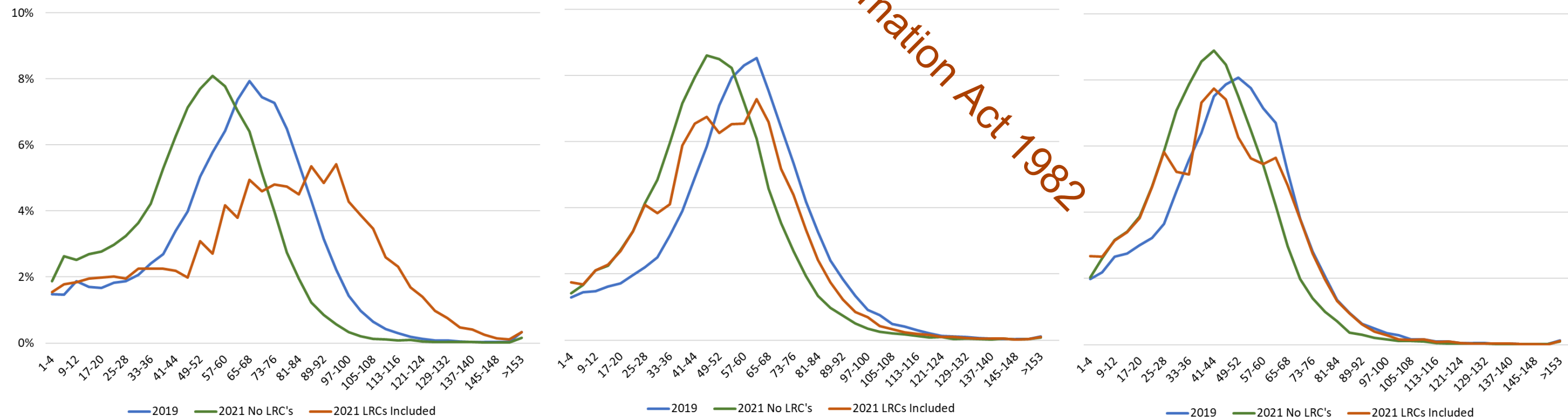
# Credit Distribution Comparisons

- These charts show the credit distributions for 2019 and for 2021 with and without LRCs applied

October

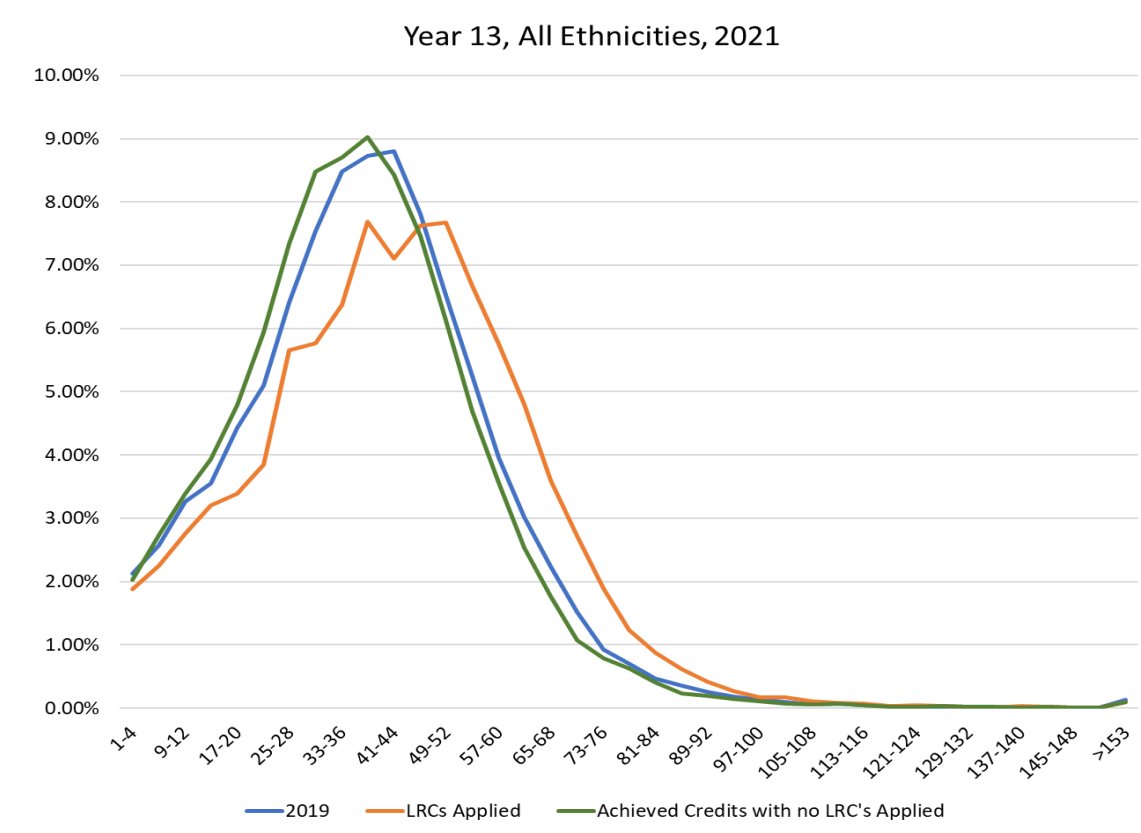
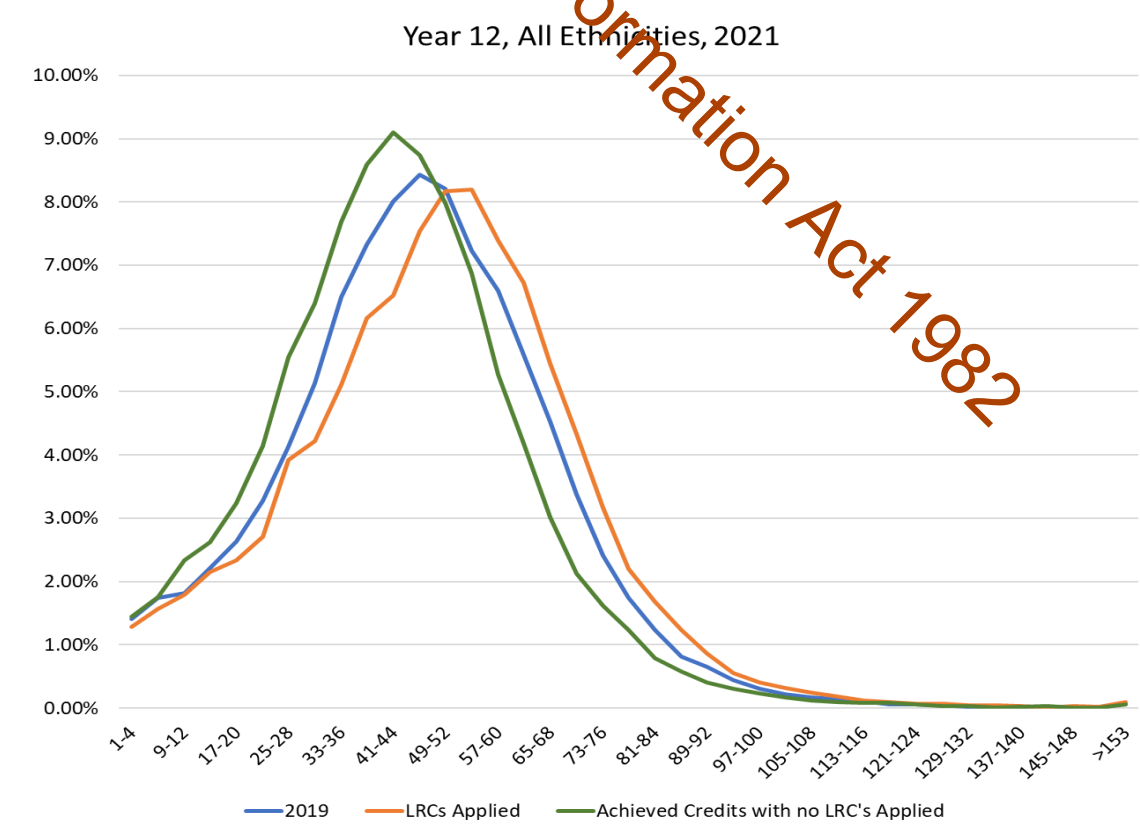
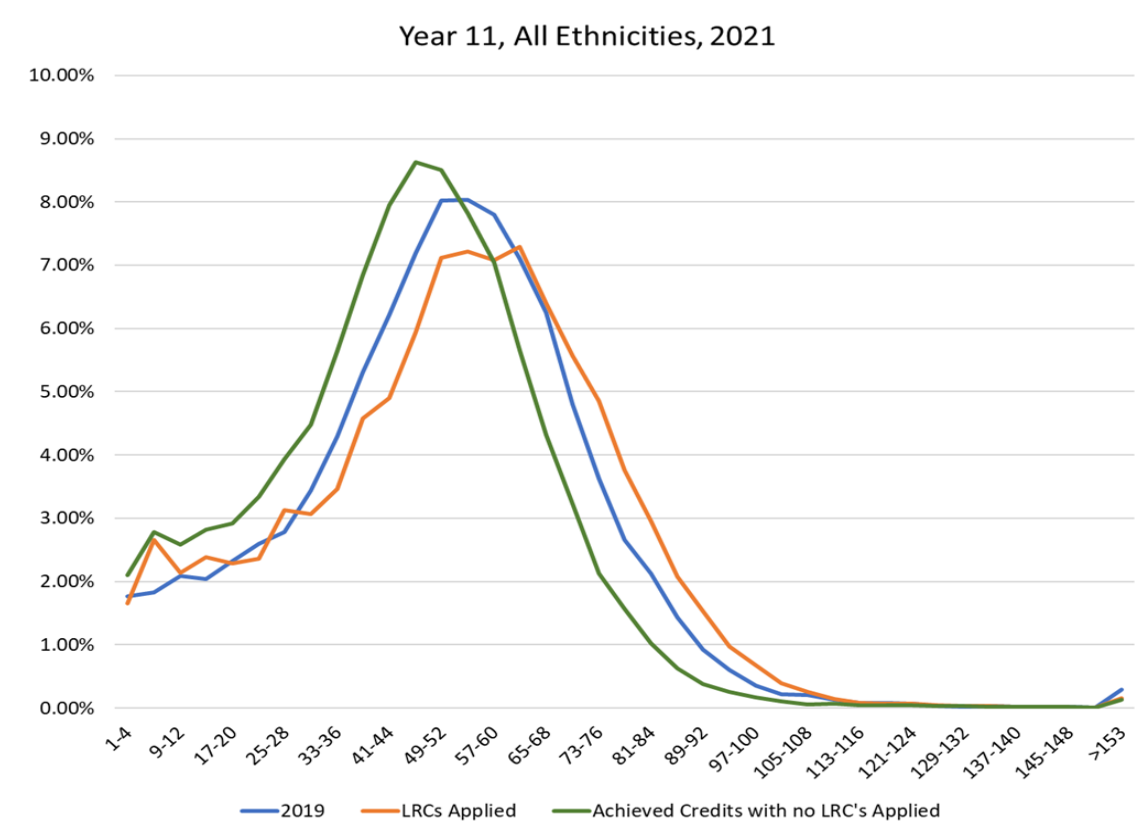
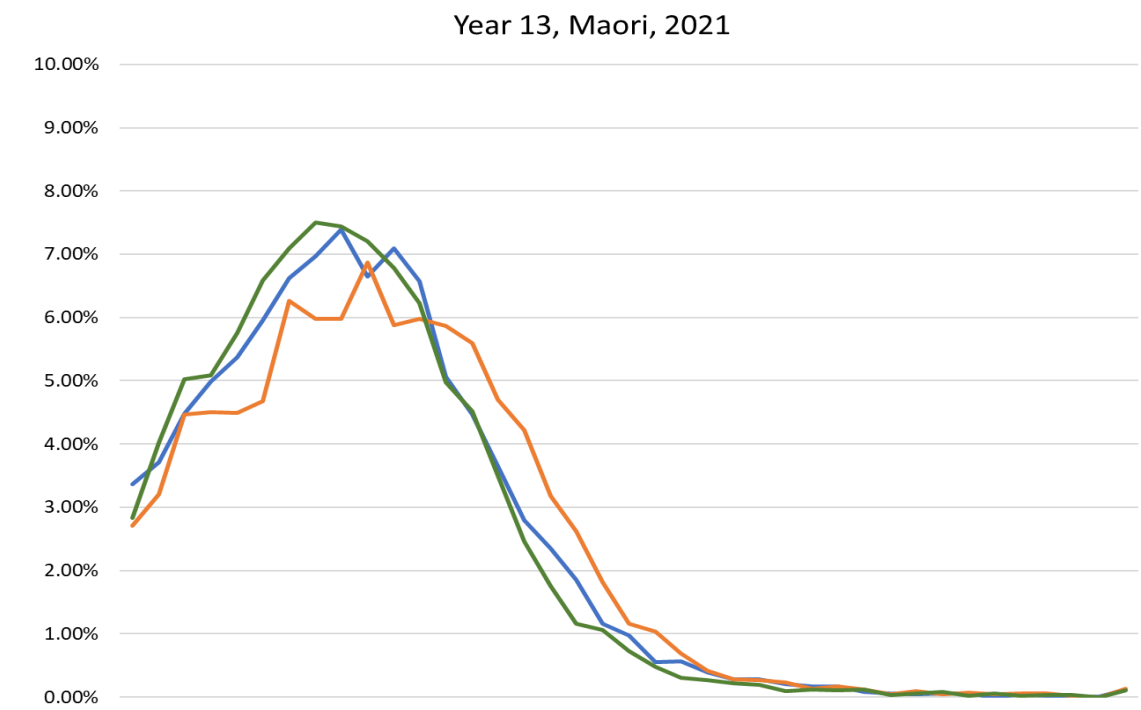
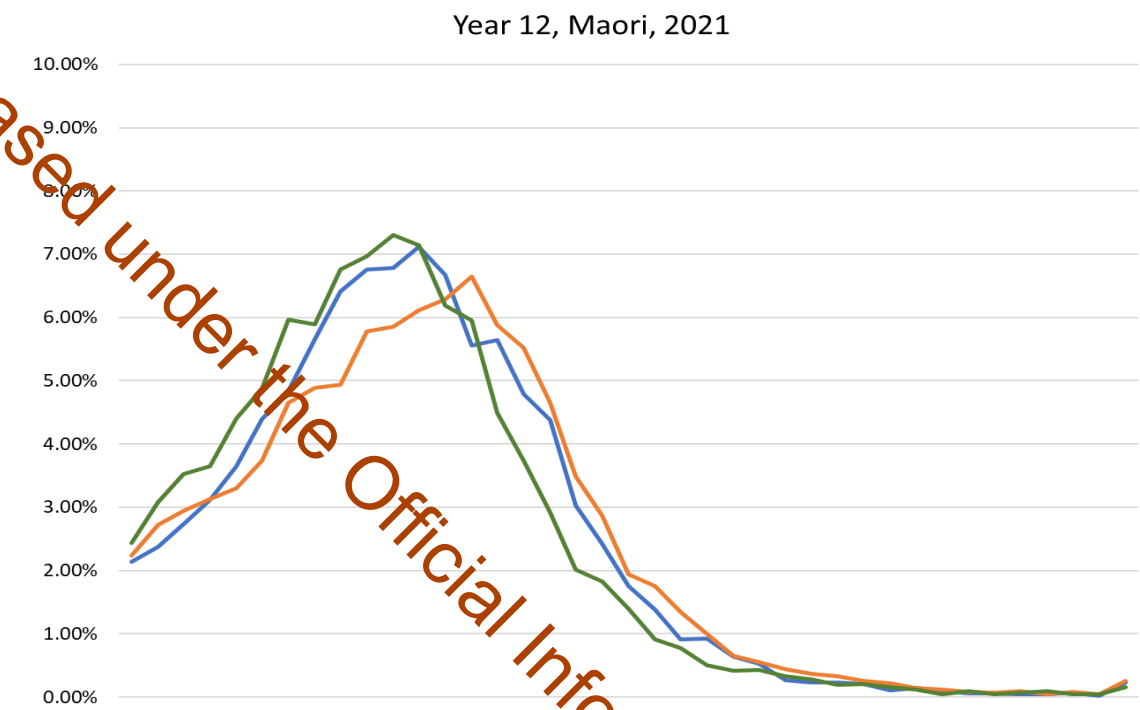
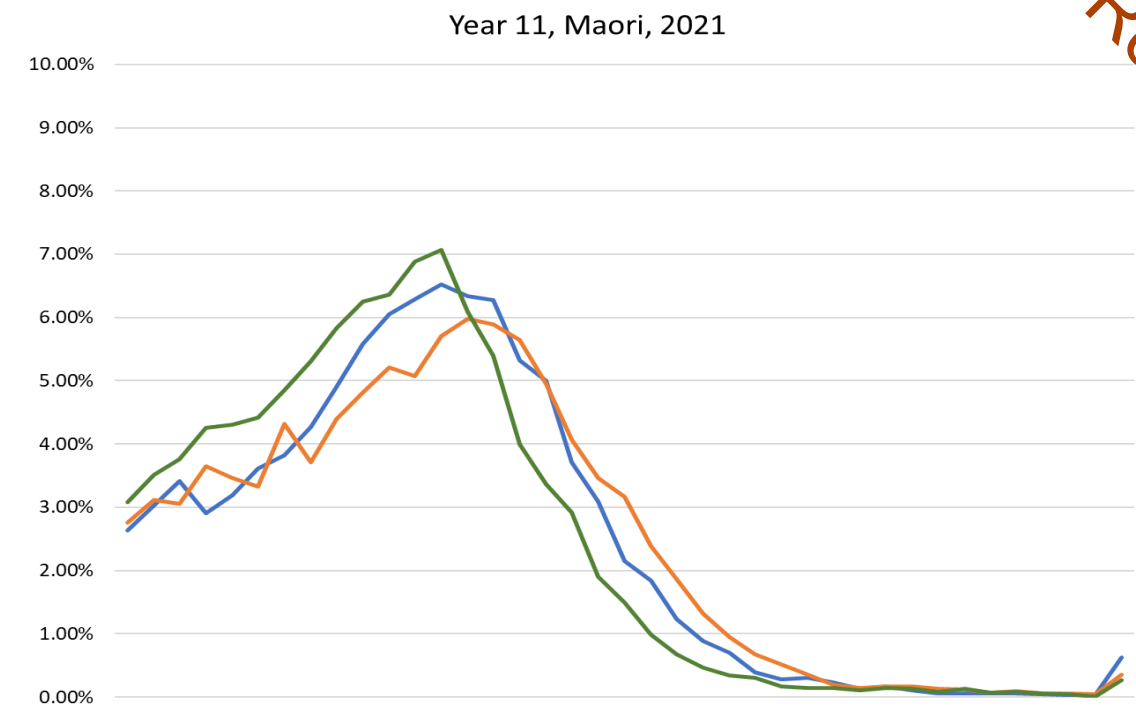


November



# Credit Distribution Comparisons – Māori, October

Credit distributions for 2019-2021 for Year 11, 12, and 13 Māori students with the calculated LRCs loaded for 2020 and 2021, as at 6 October each year.



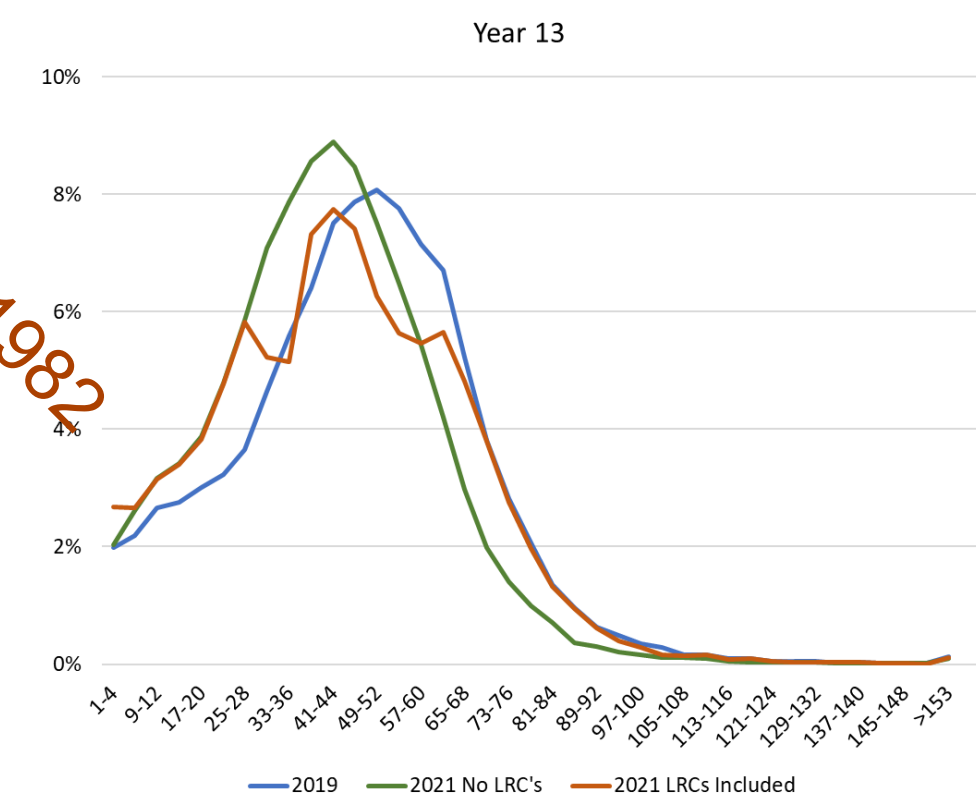
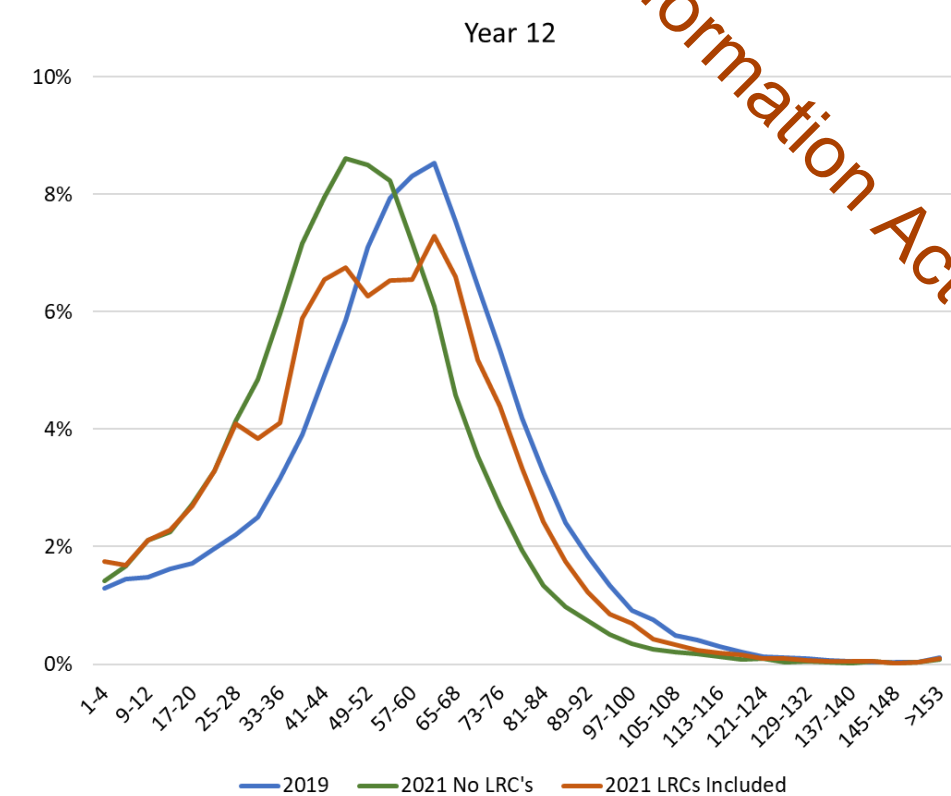
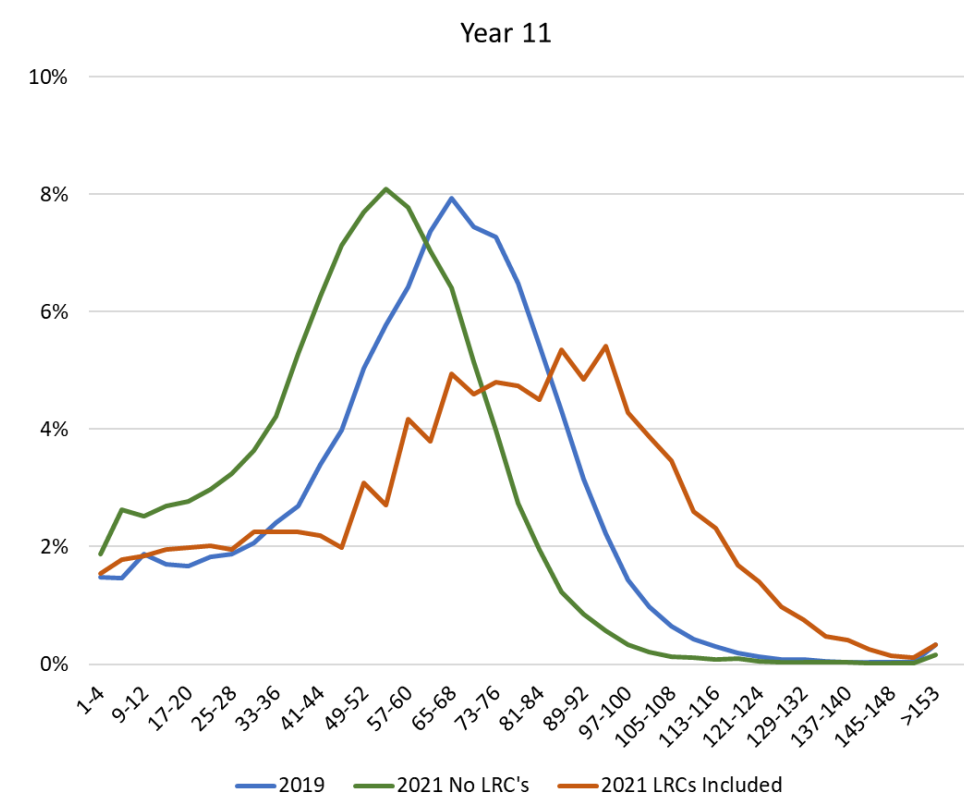
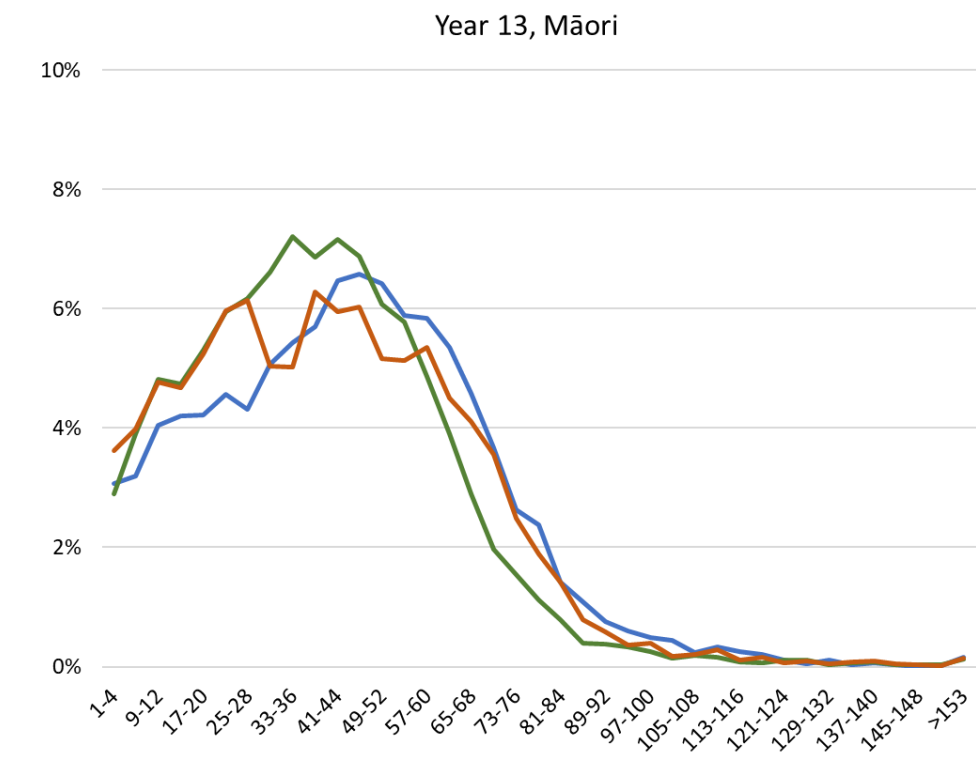
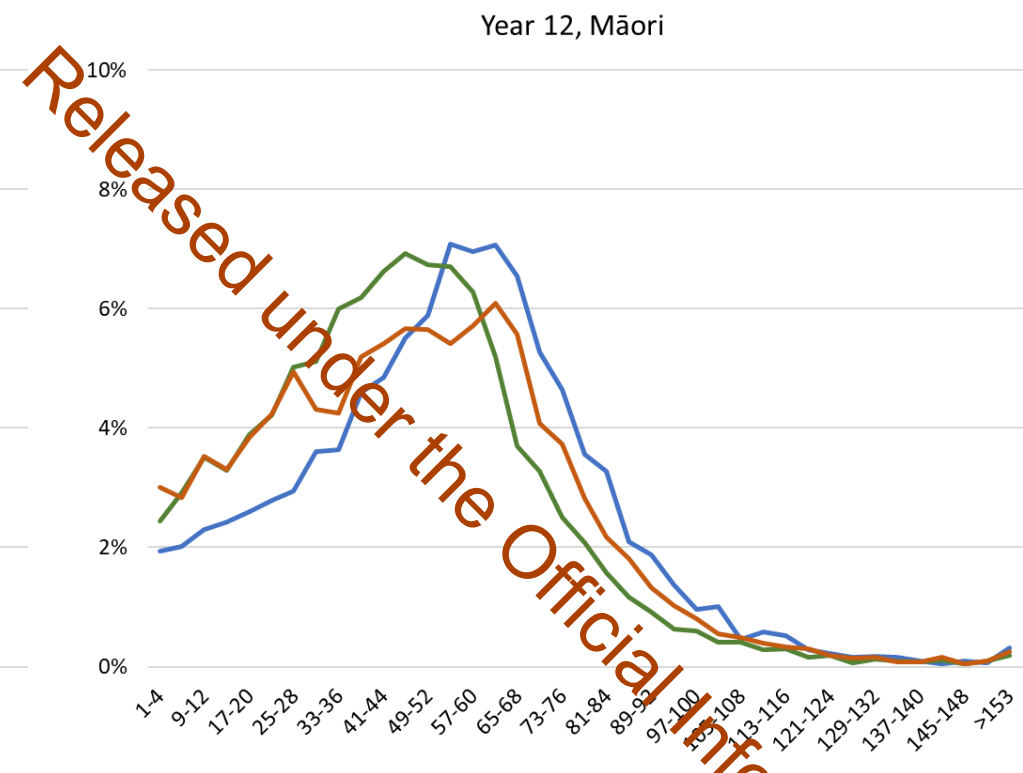
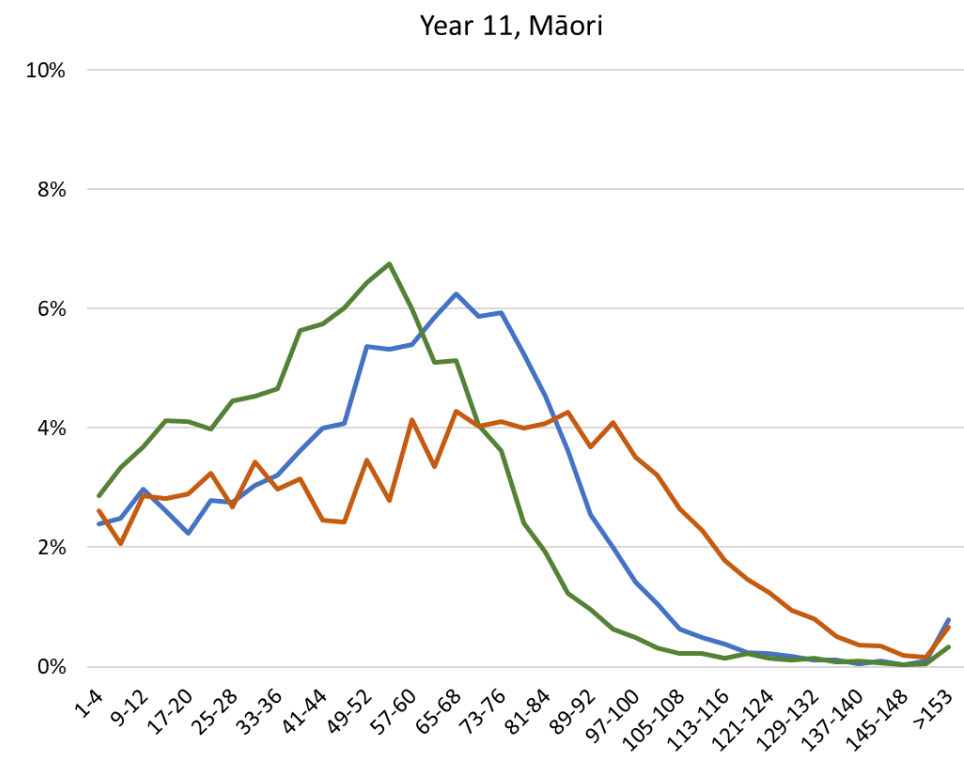
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# Credit Distribution Comparisons – Māori, November

Credit distributions for 2019-2021 for Year 11, 12, and 13 Māori students with LRCs loaded for 2020 and calculated LRC's loaded for 2021, as at 8 November each year.



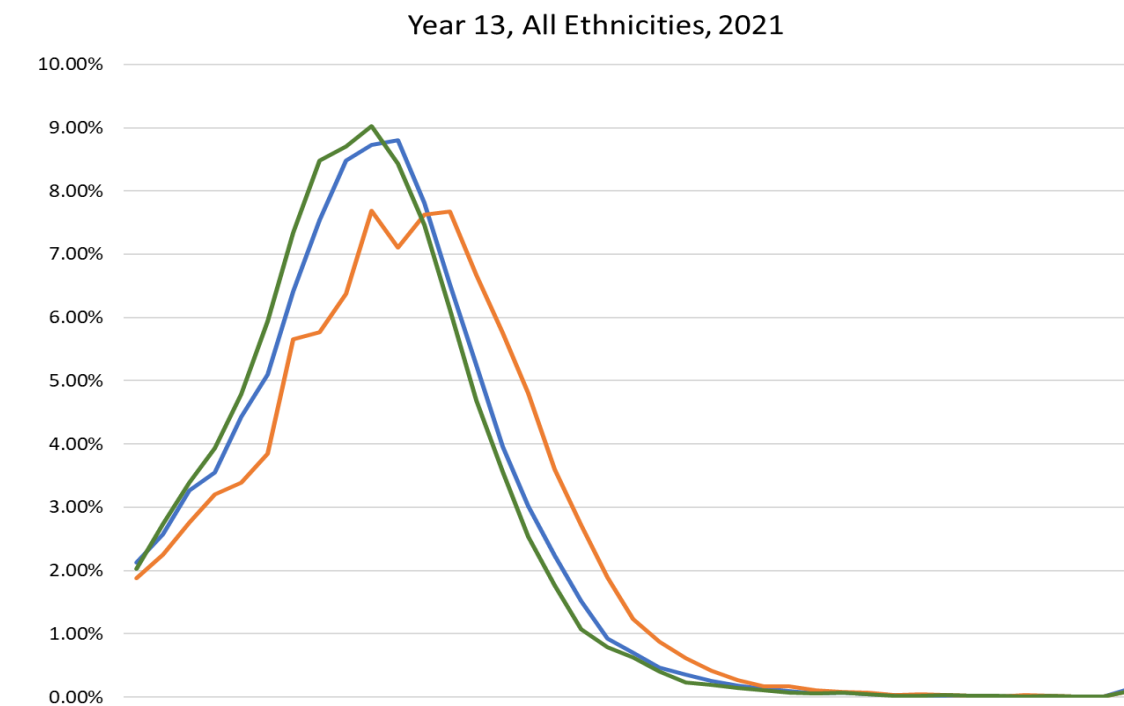
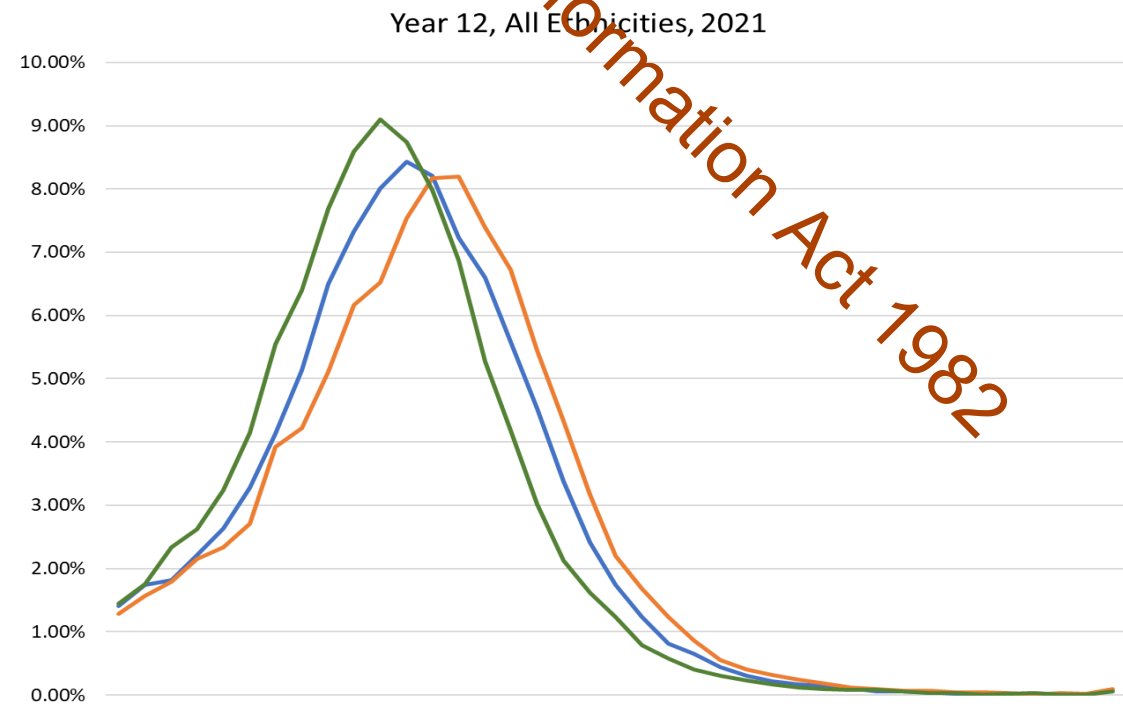
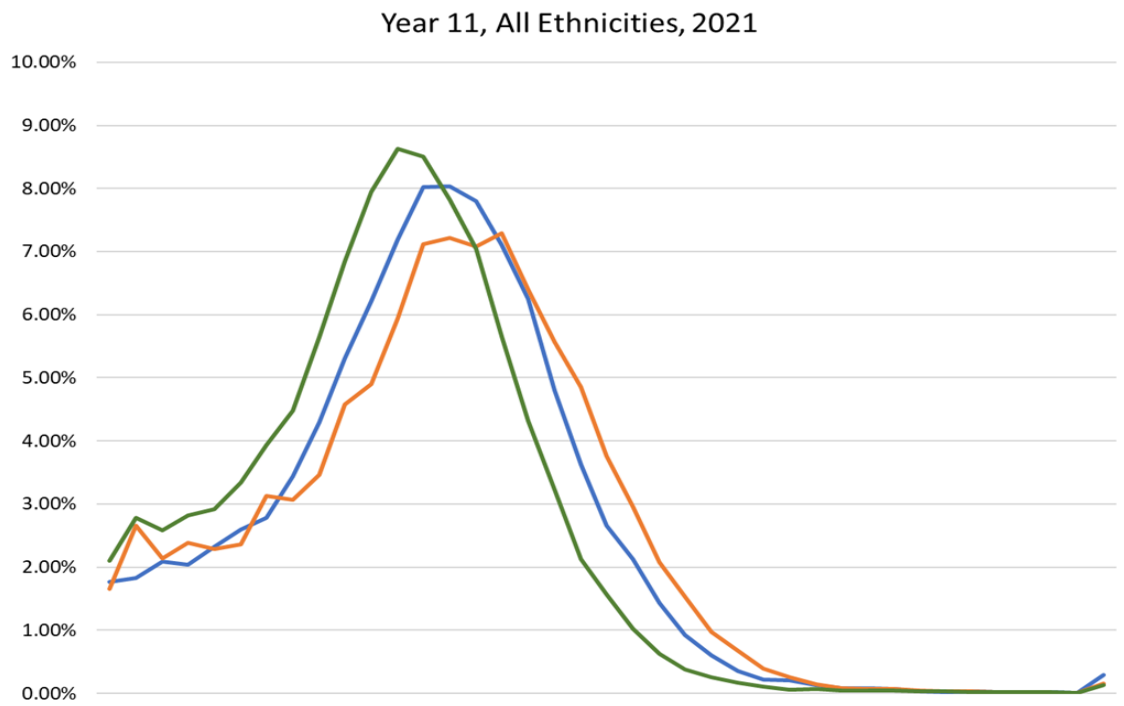
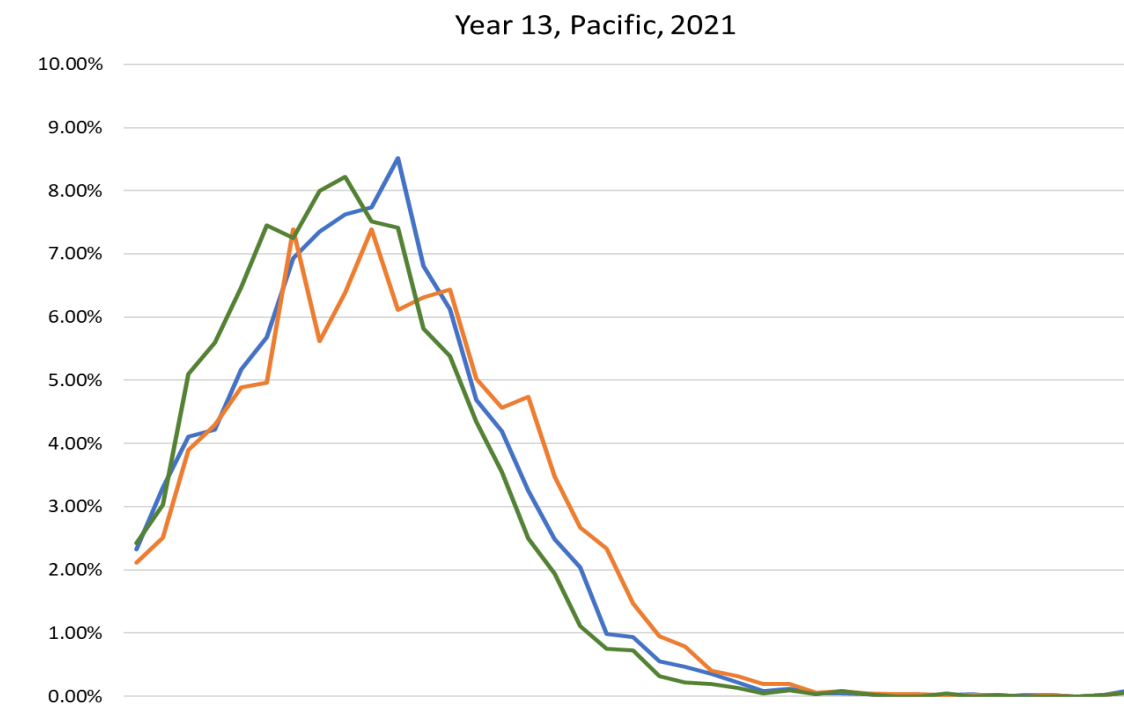
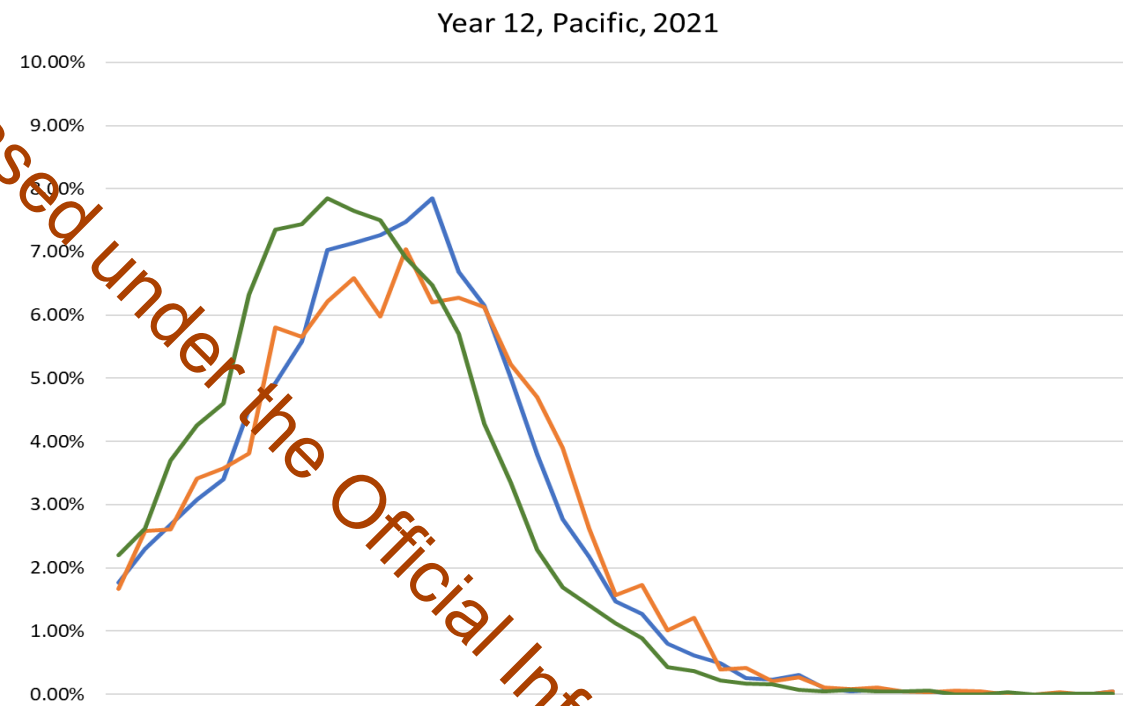
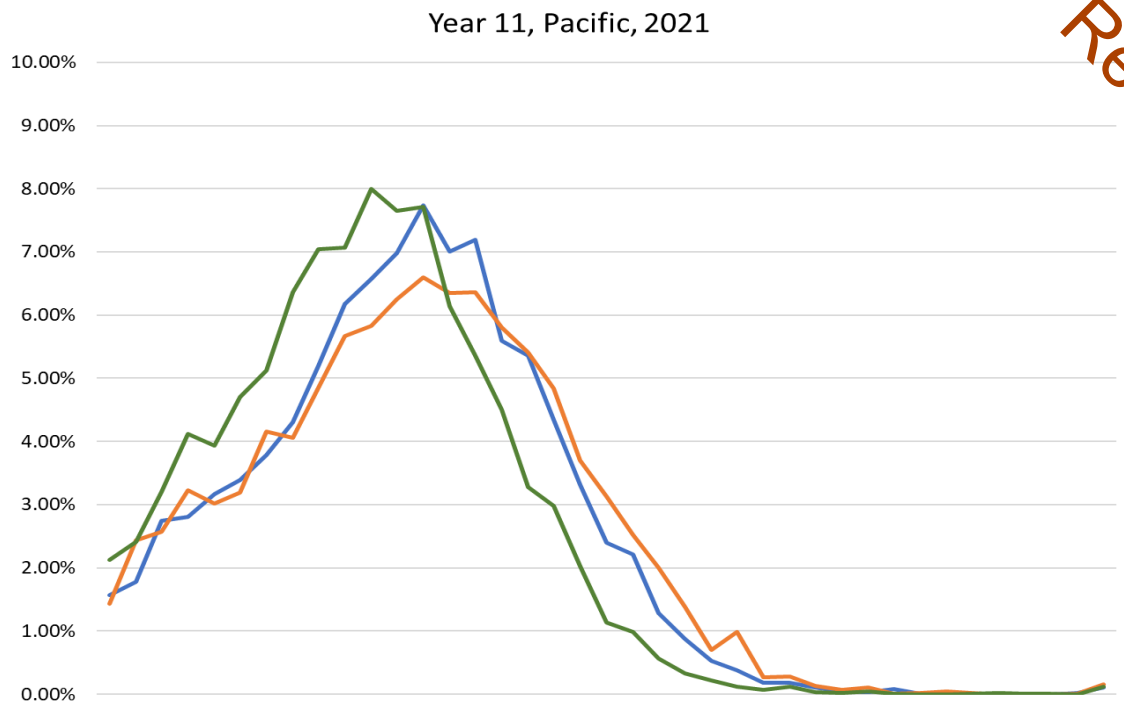
— 2019 — 2021 No LRC's — 2021 LRCs Included

— 2019 — 2021 No LRC's — 2021 LRCs Included

— 2019 — 2021 No LRC's — 2021 LRCs Included

# Credit Distribution Comparisons – Pacific, October

Credit distributions for 2019-2021 for Year 11, 12, and 13 Pacific students with LRCs loaded for 2020 and calculated LRCs for 2021, as at 6 October each year.



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— 2019 — LRCs Applied — Achieved Credits with no LRC's Applied

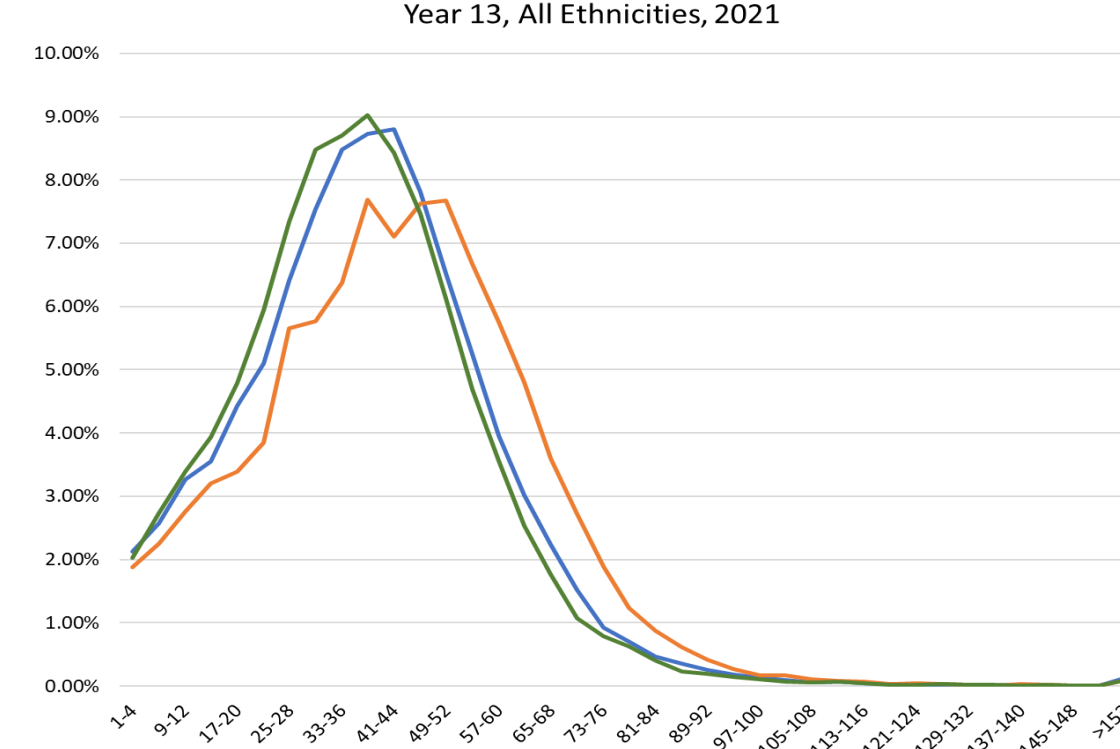
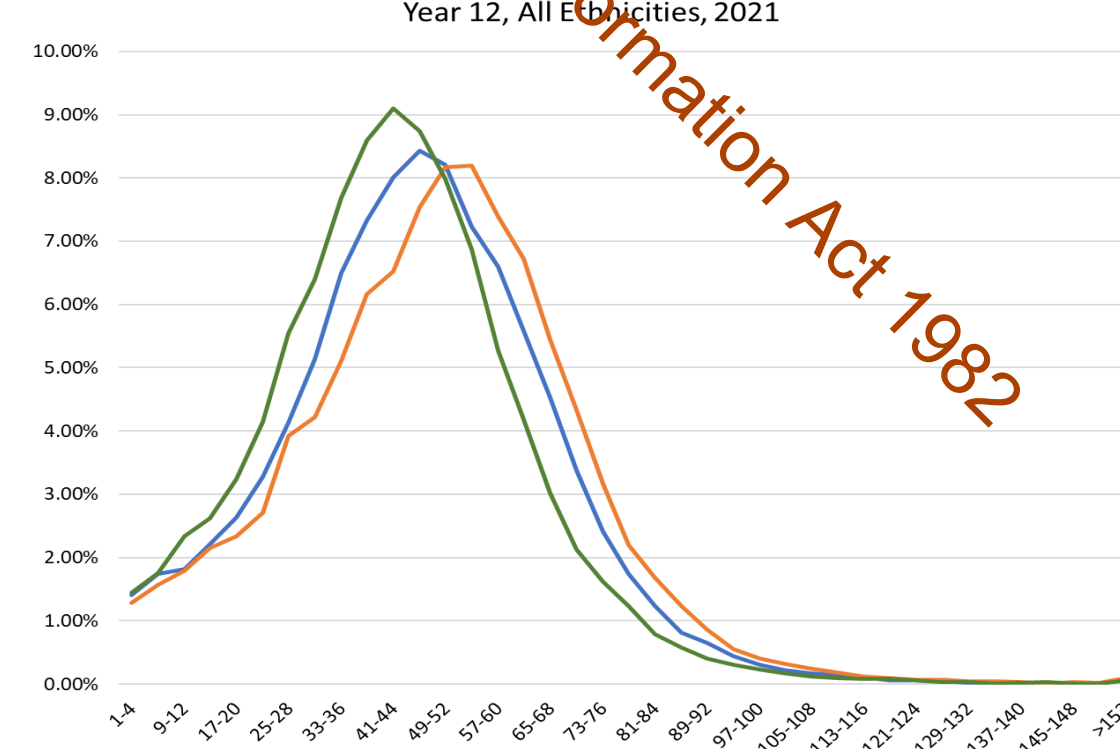
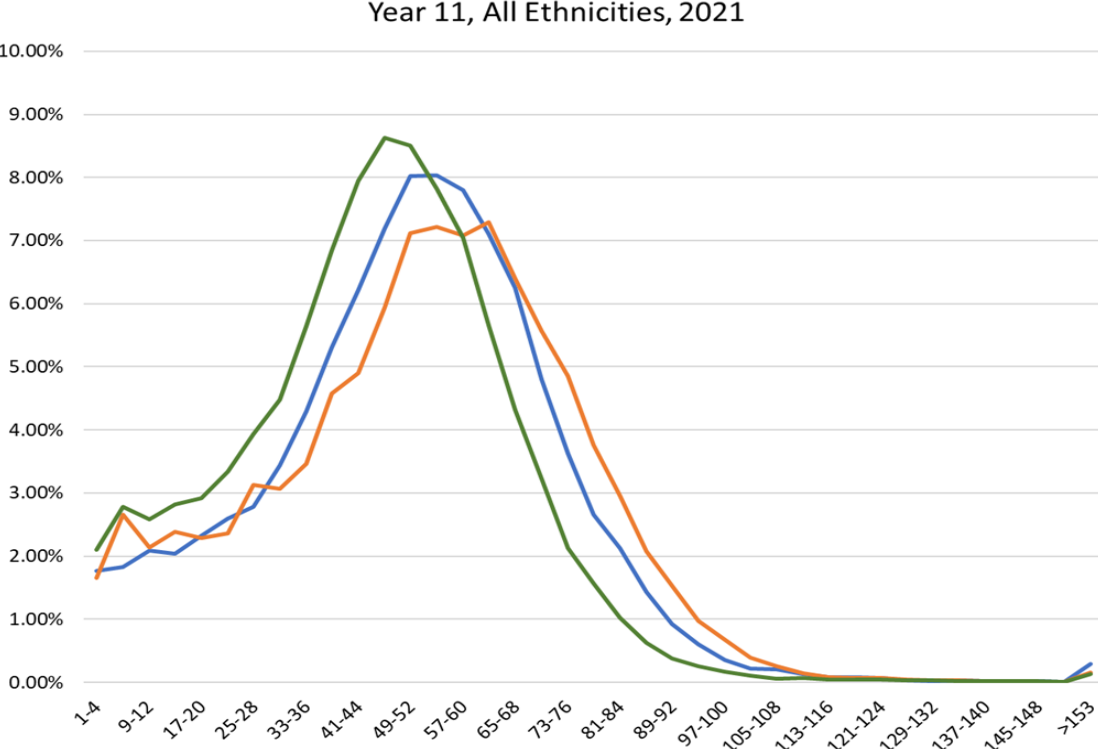
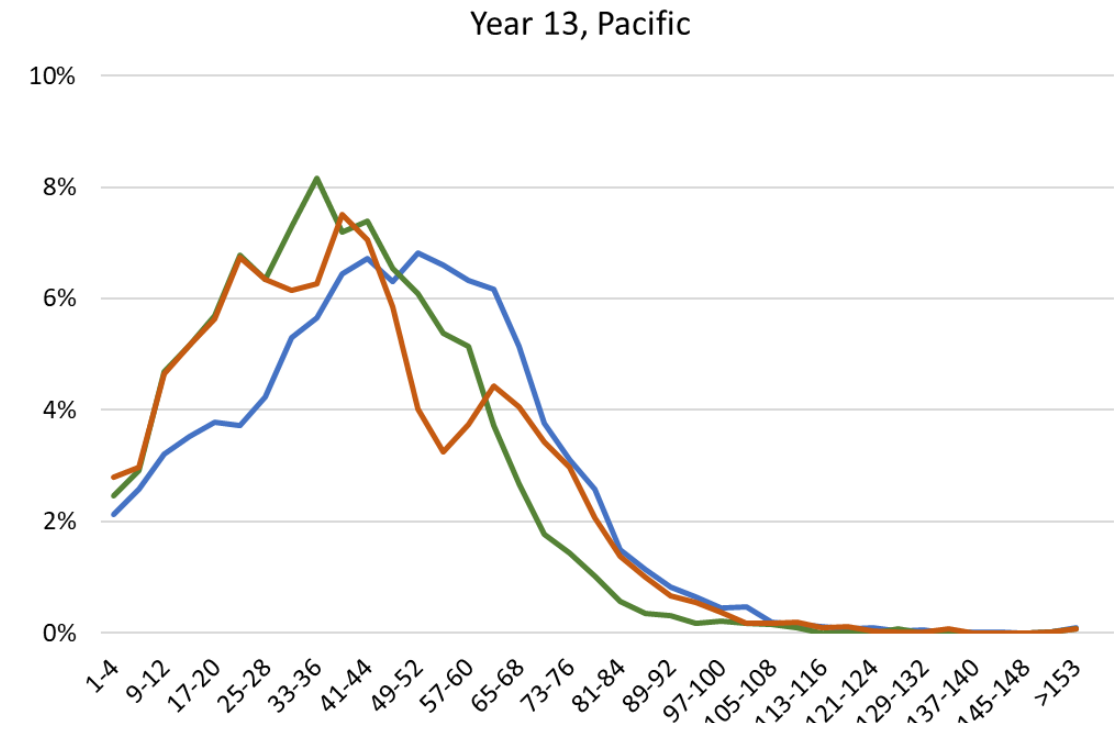
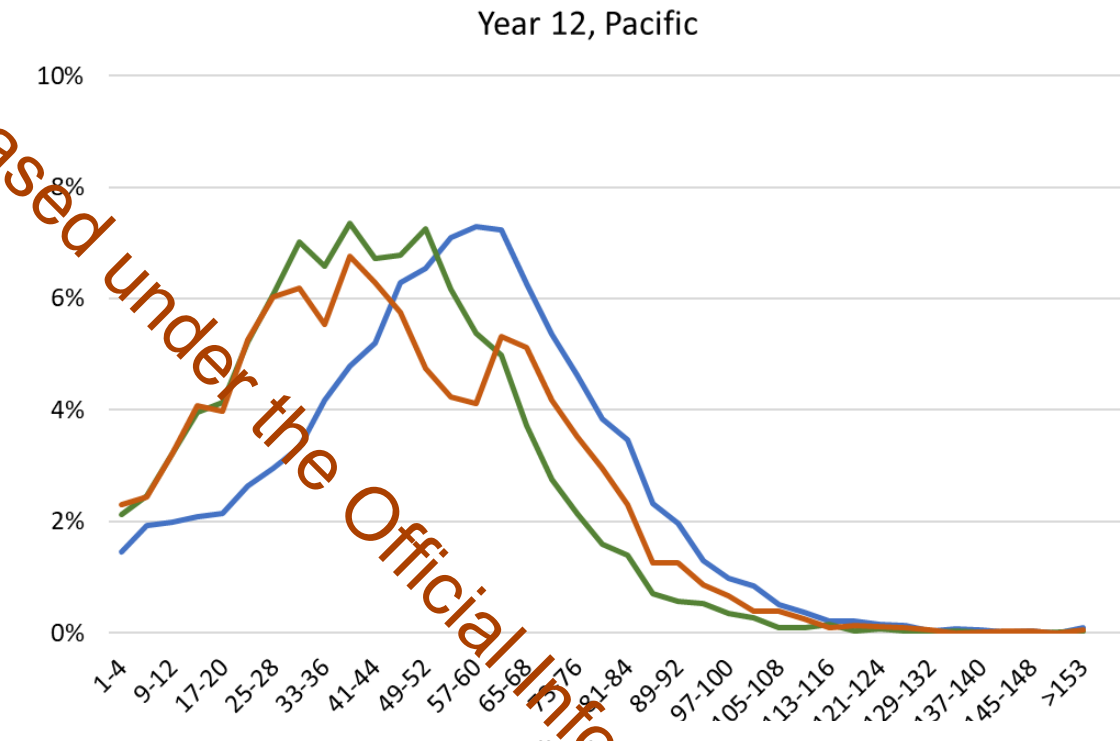
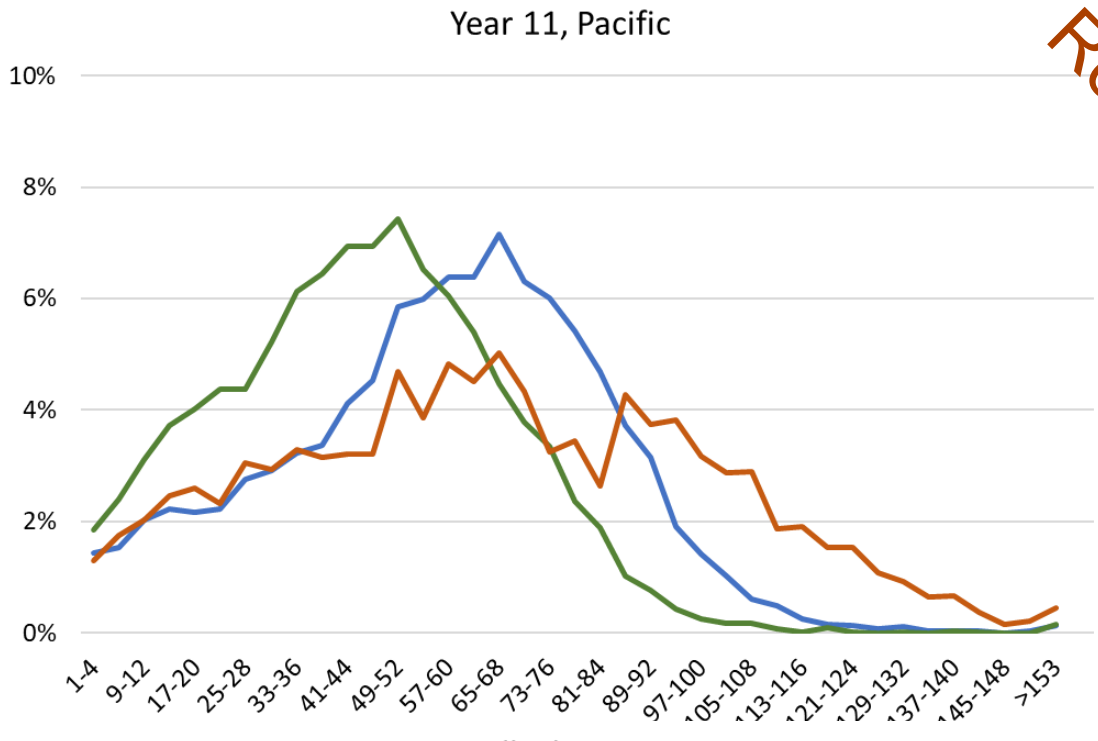
— 2019 — LRCs Applied — Achieved Credits with no LRC's Applied

— 2019 — LRCs Applied — Achieved Credits with no LRC's Applied



# Credit Distribution Comparisons – Pacific, November

Credit distributions for 2019-2021 for Year 11, 12, and 13 Pacific students with the LRCs loaded for 2020 and calculated LRCs for 2021, as at 8 November each year.



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— 2019 — LRCs Applied — Achieved Credits with no LRC's Applied

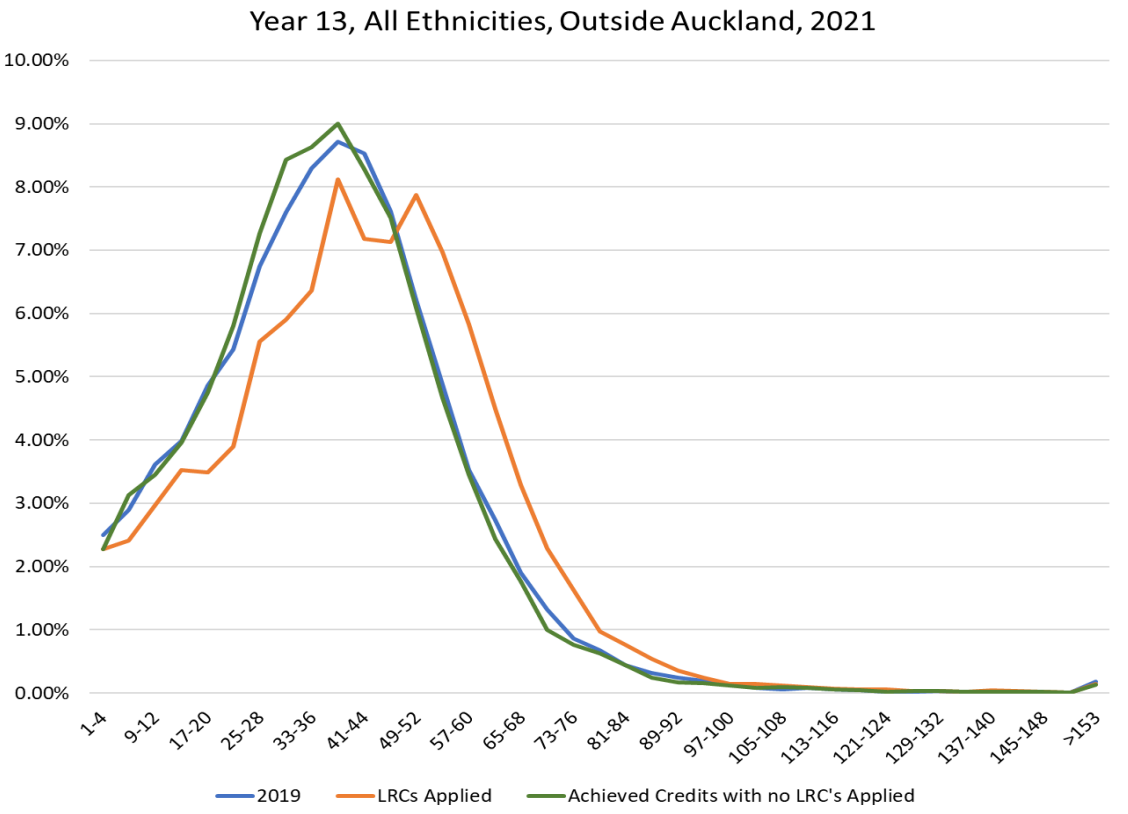
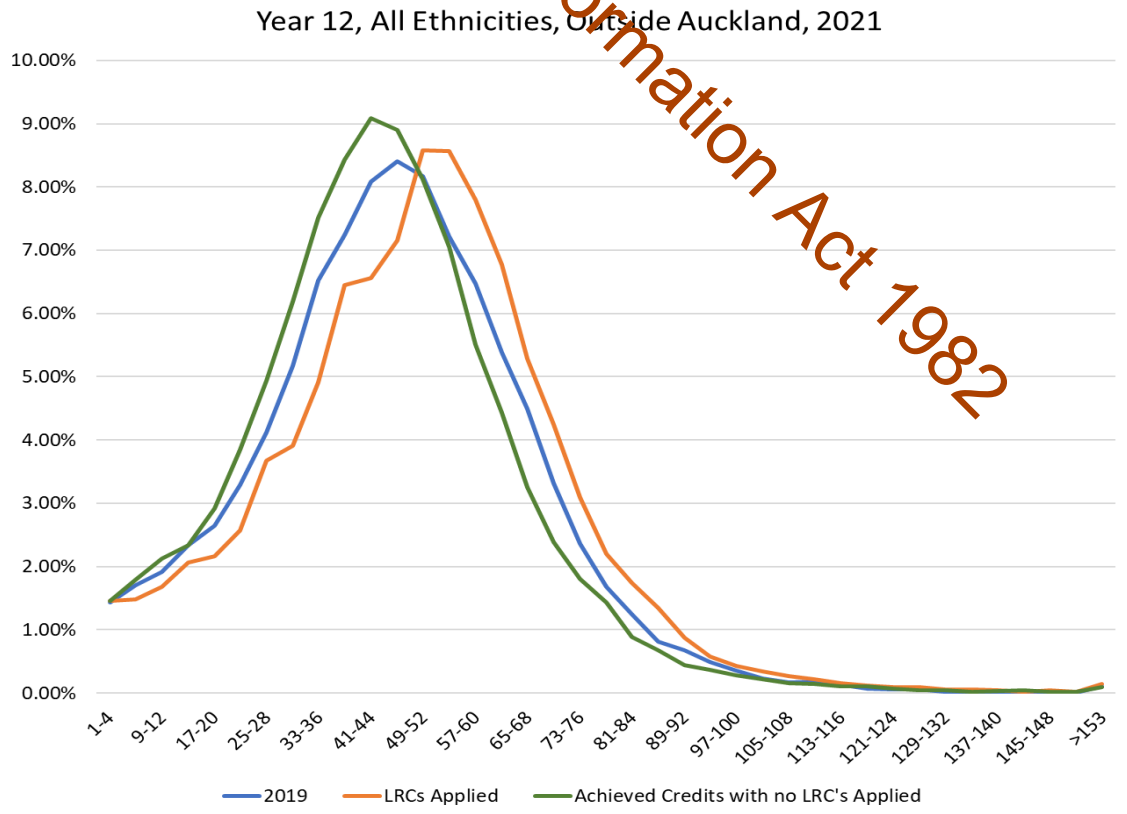
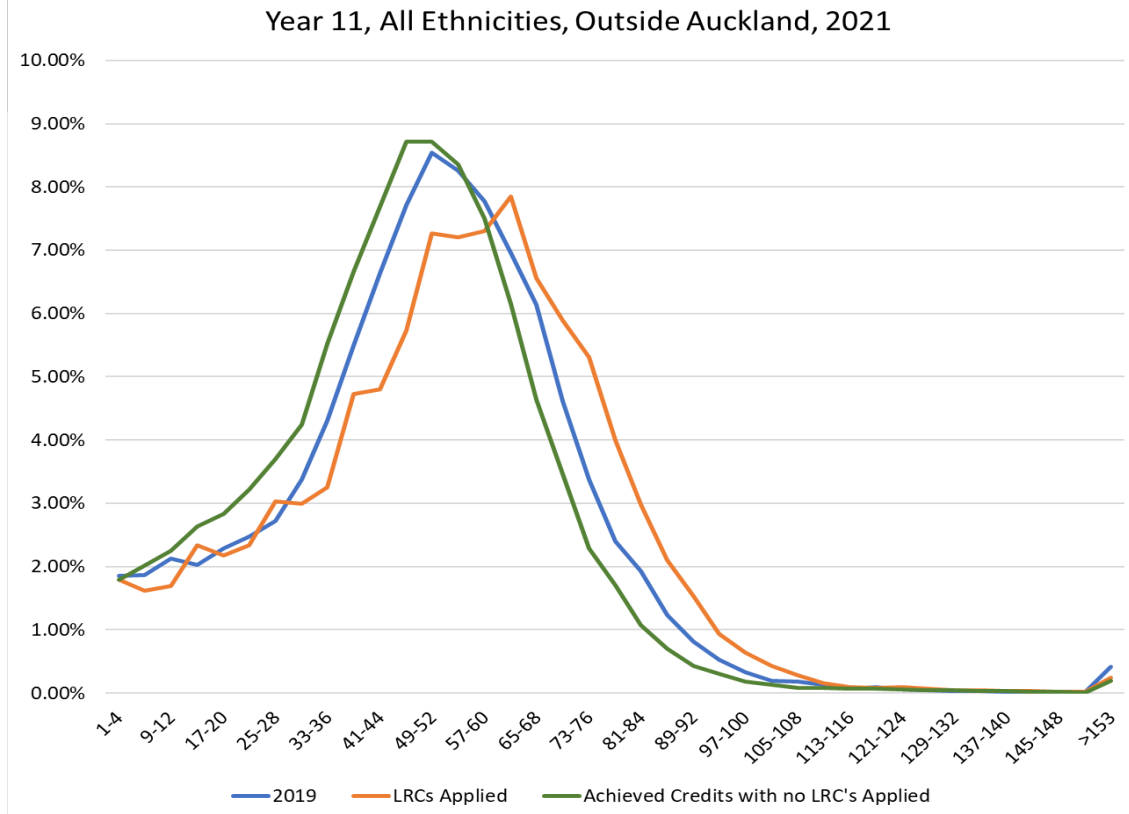
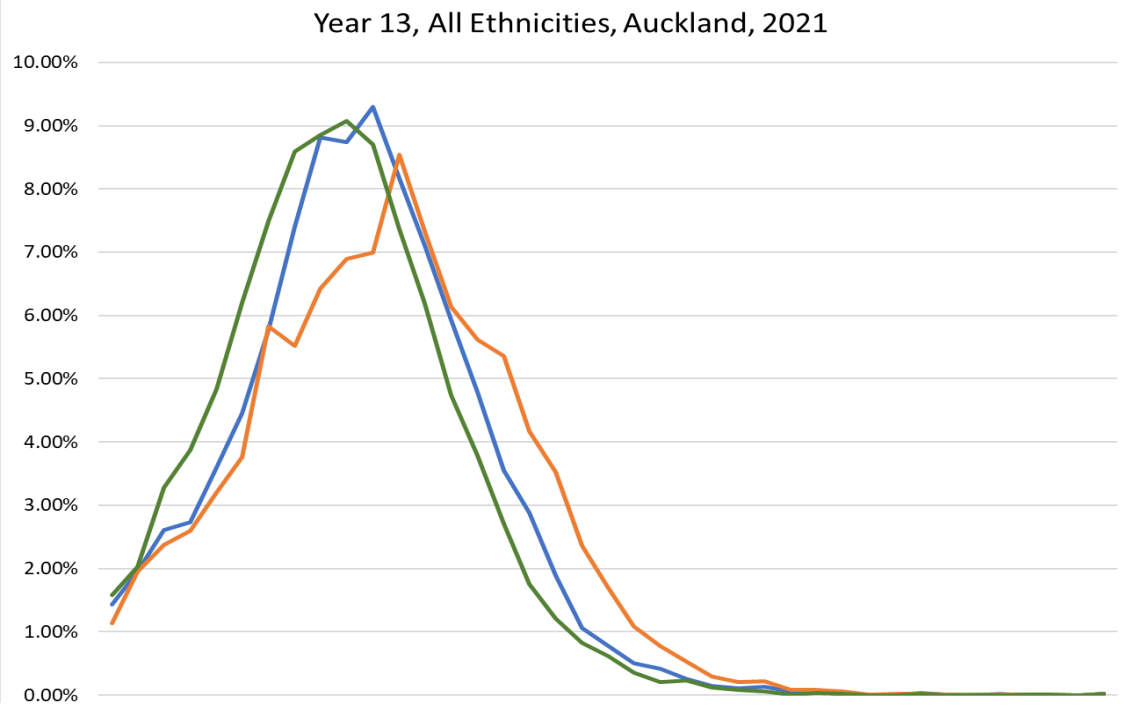
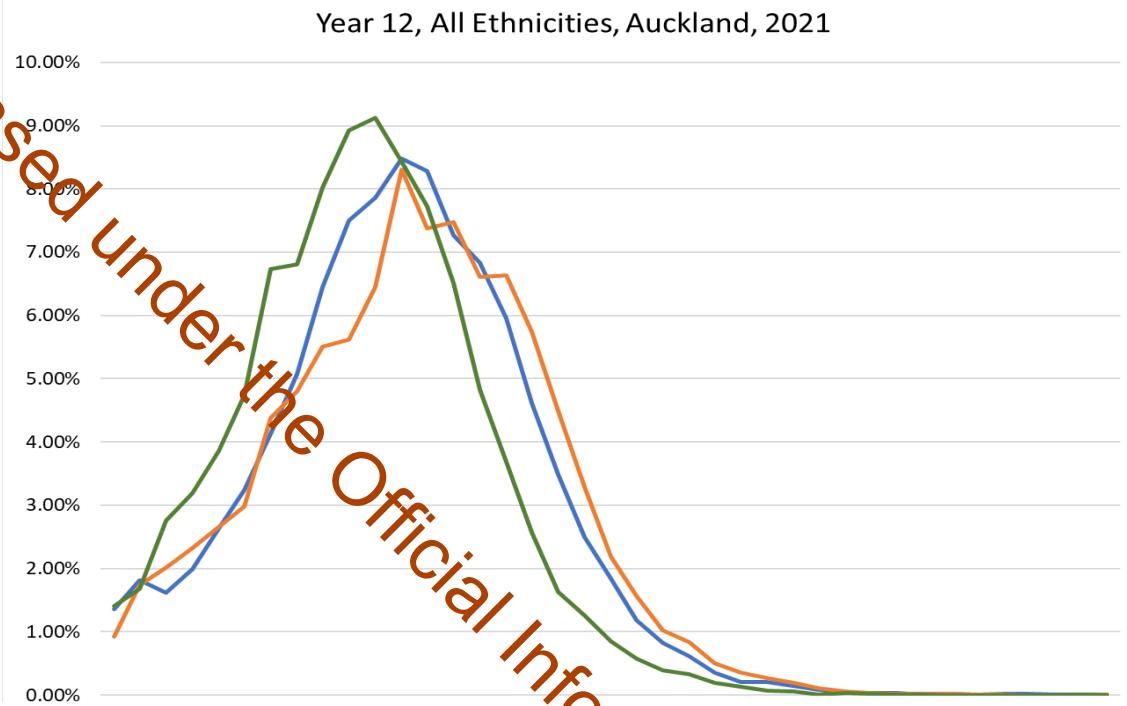
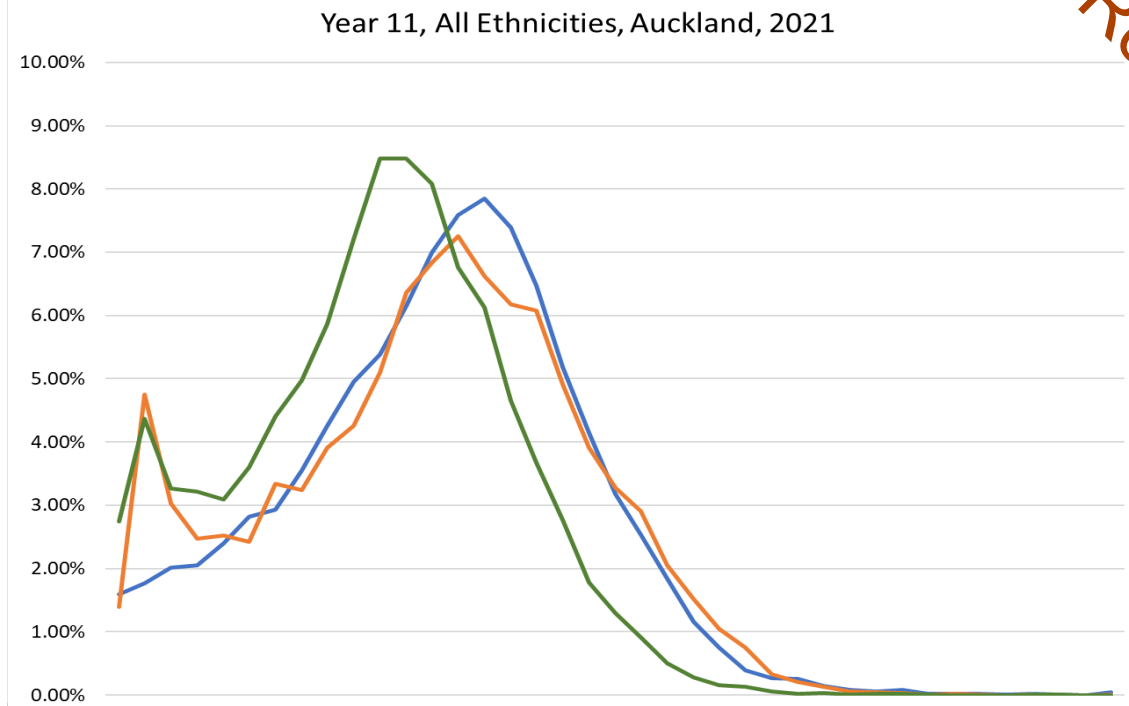
— 2019 — LRCs Applied — Achieved Credits with no LRC's Applied

— 2019 — LRCs Applied — Achieved Credits with no LRC's Applied





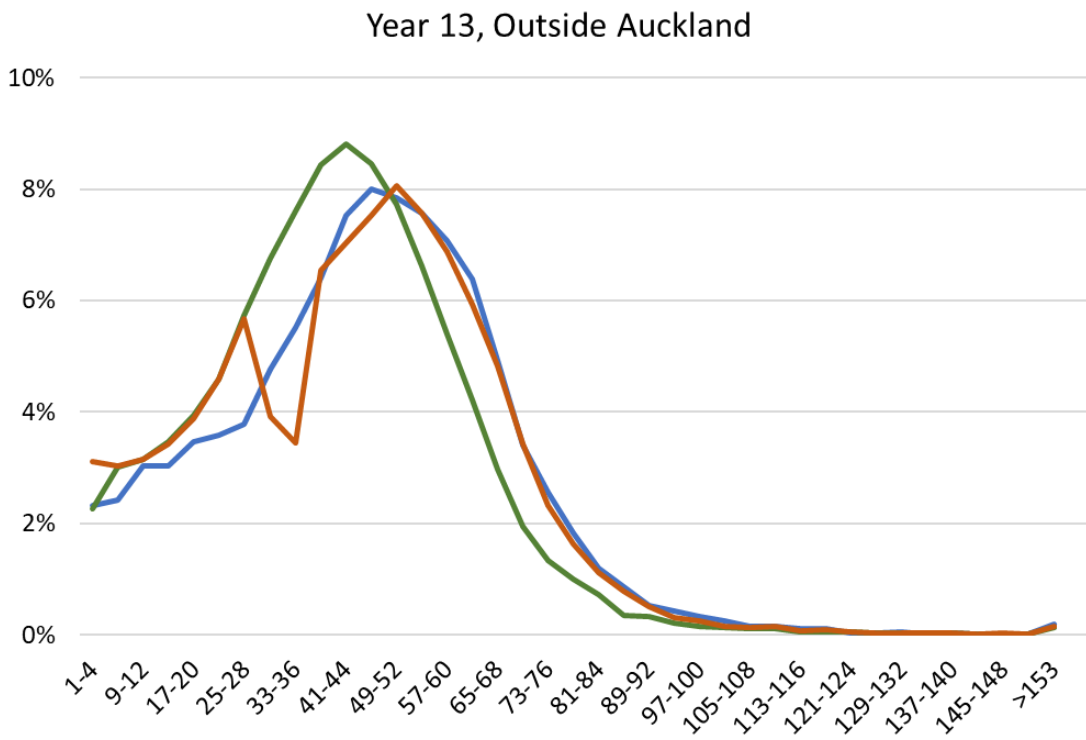
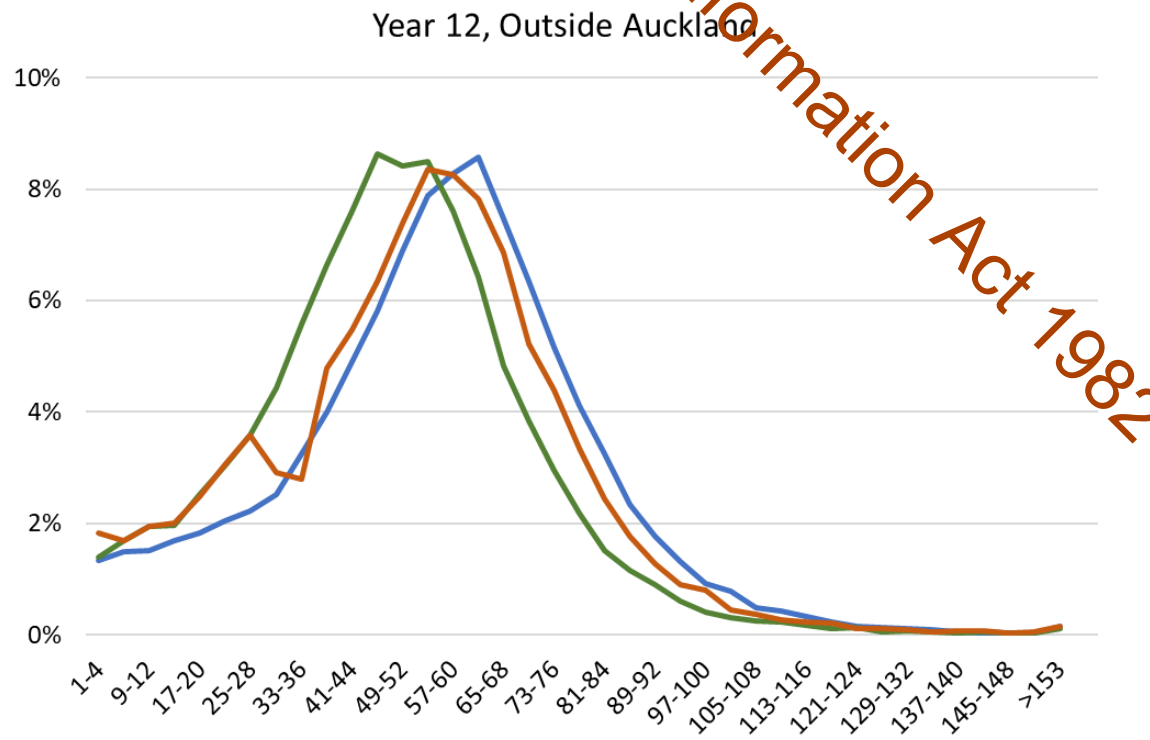
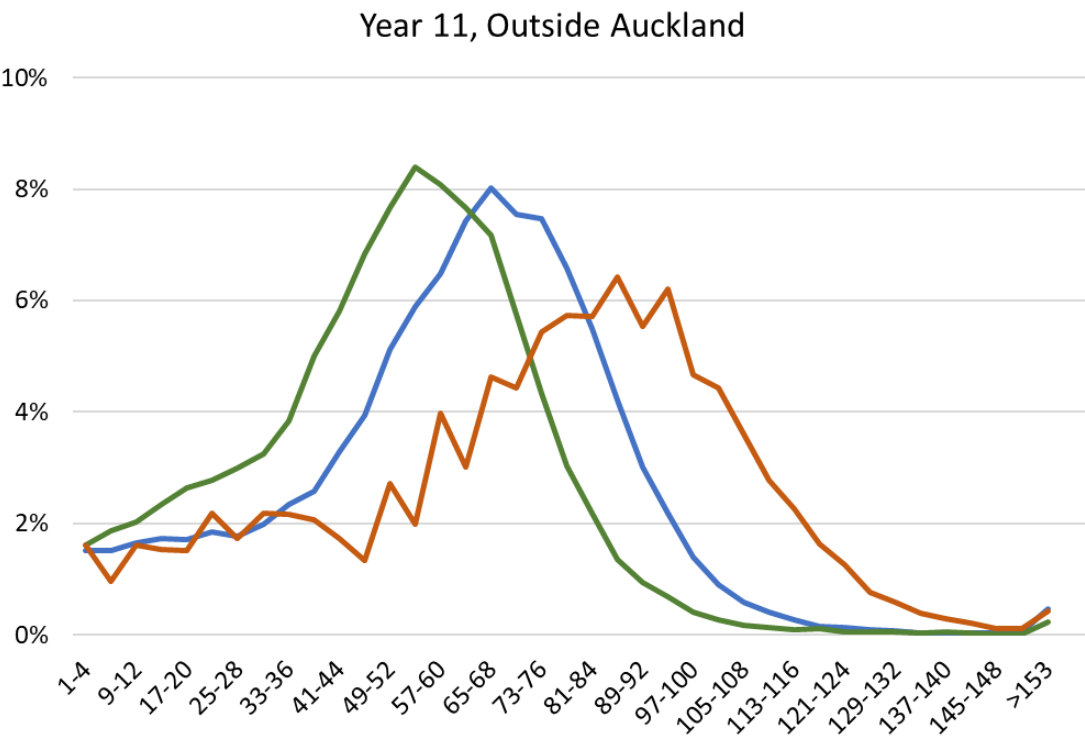
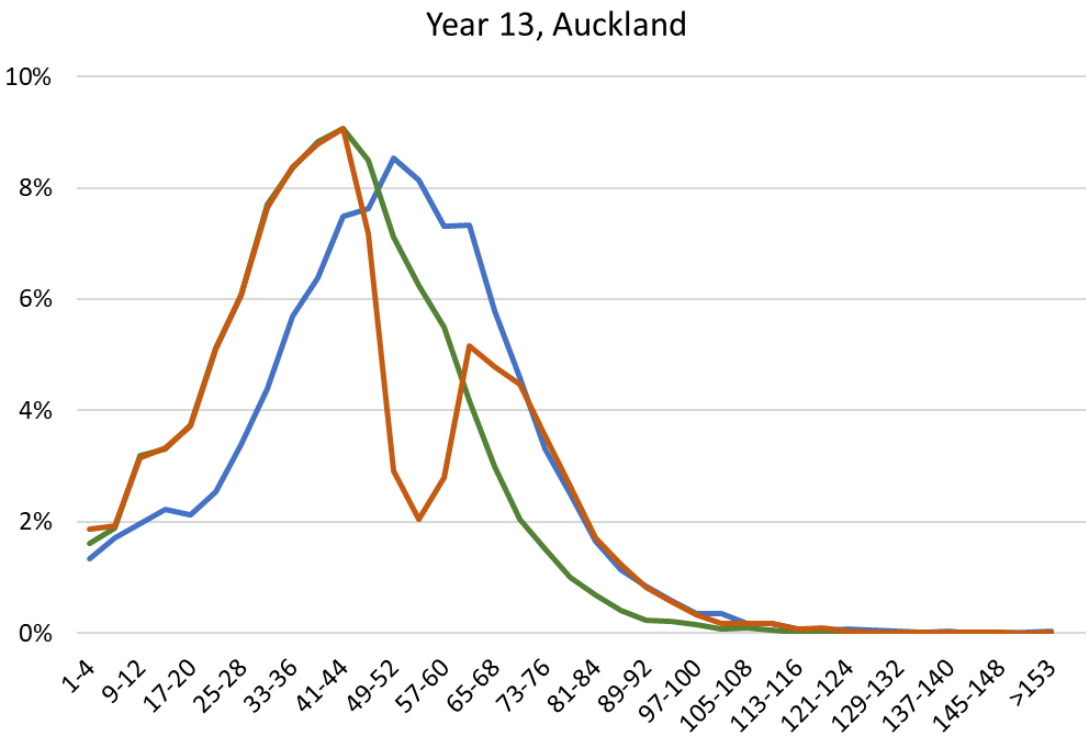
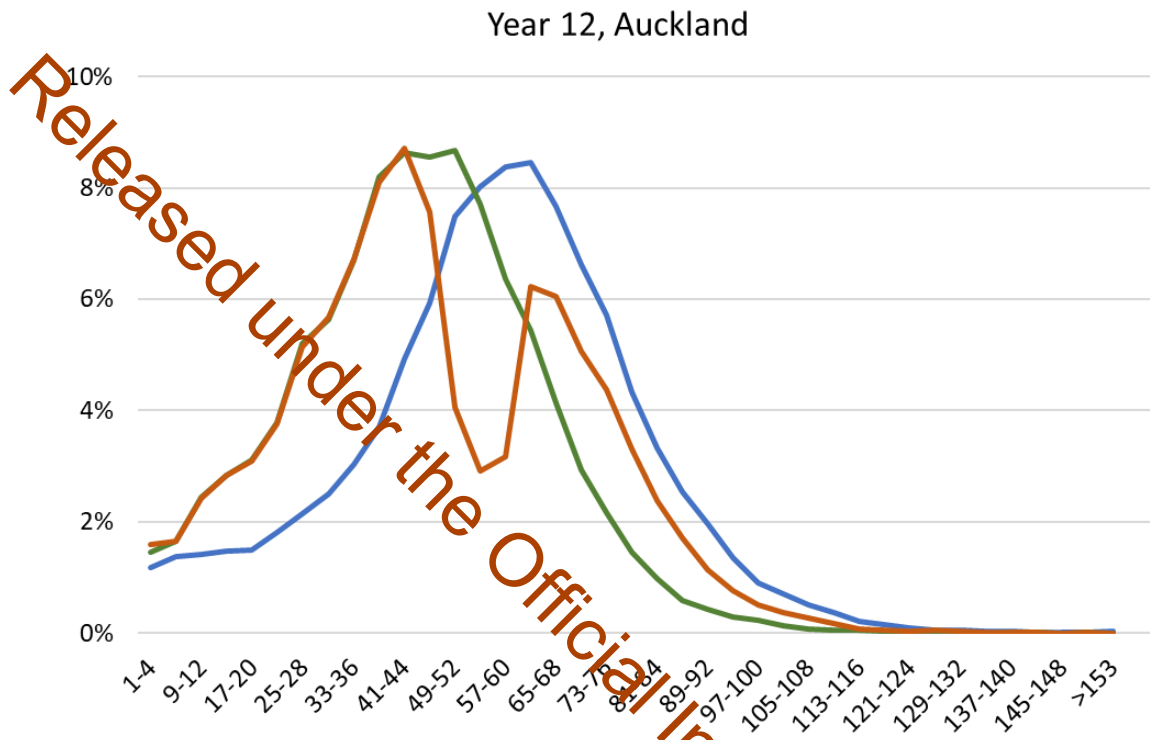
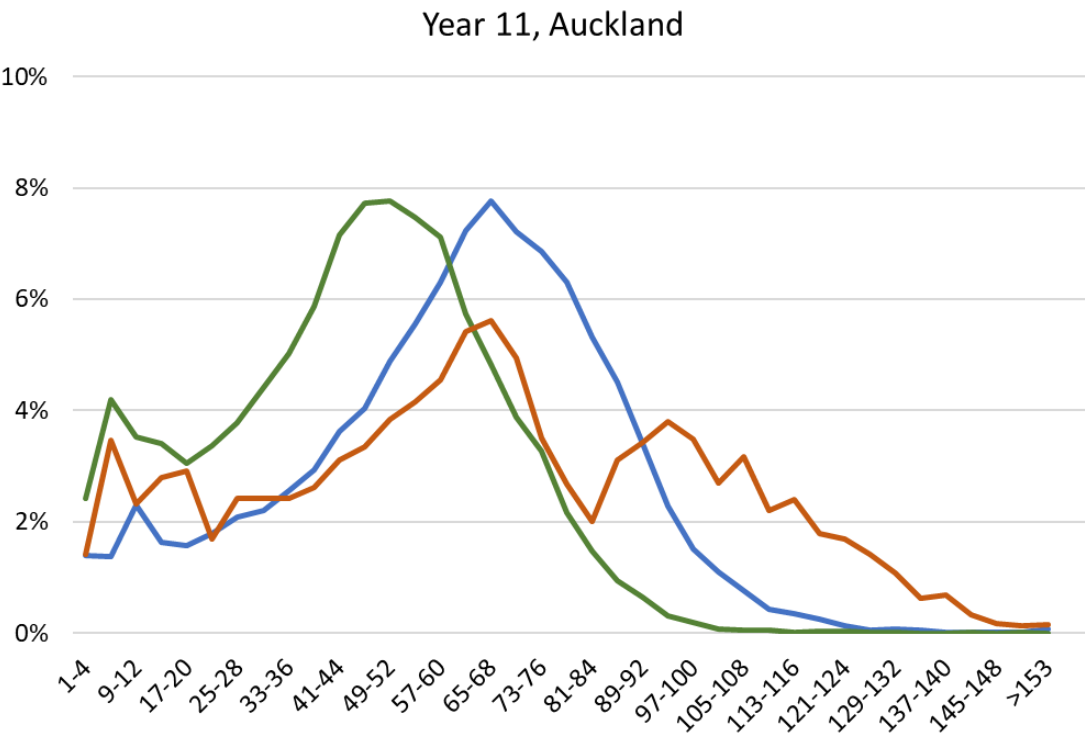
# Credit Distribution Comparisons – Auckland, October



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# Credit Distribution Comparisons – Auckland, November



— 2019 — 2021 No LRC's — 2021 LRCs Included

— 2019 — 2021 No LRC's — 2021 LRCs Included

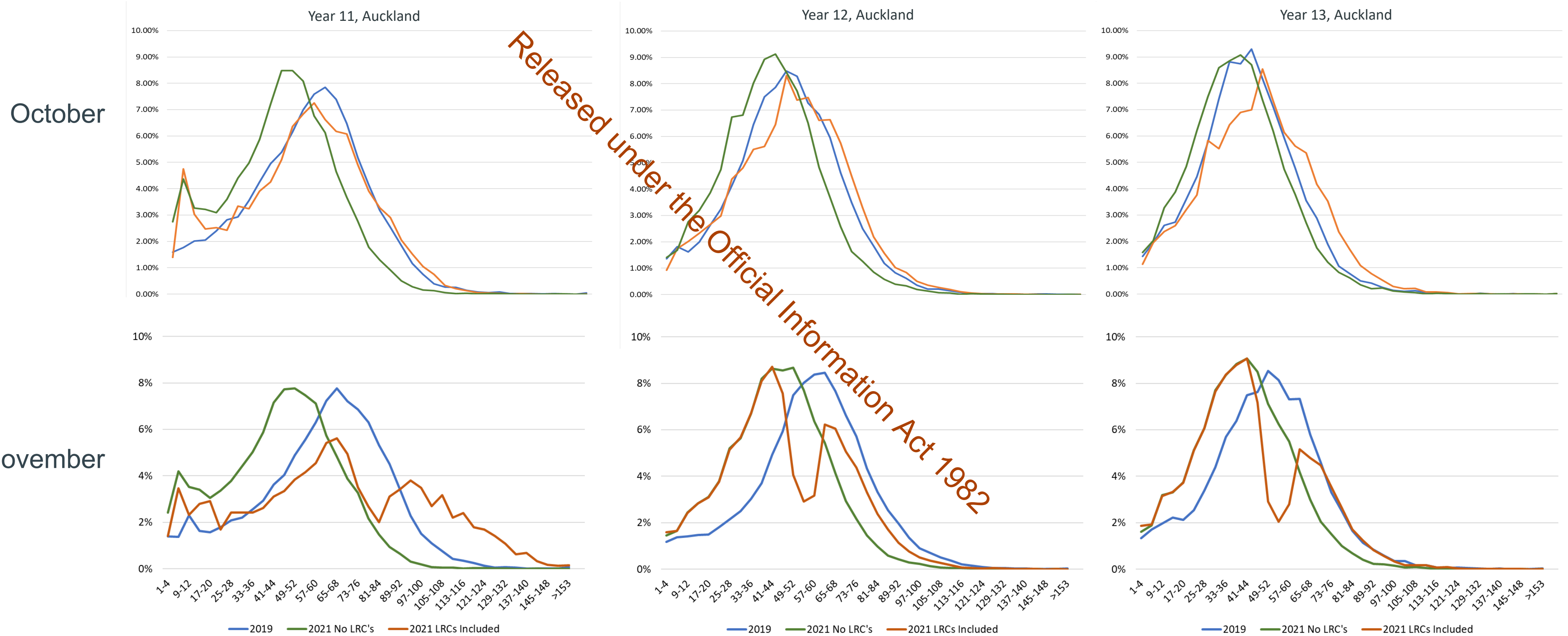
— 2019 — 2021 No LRC's — 2021 LRCs Included





# Credit Distribution Comparisons

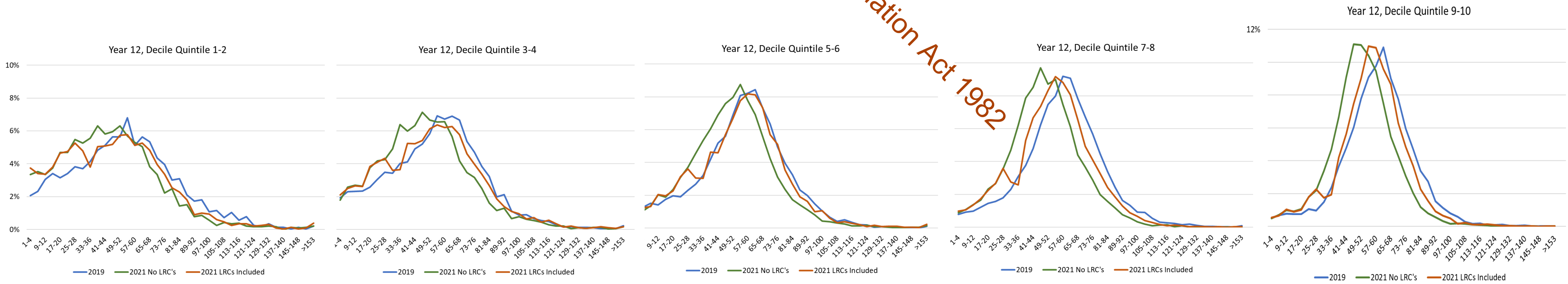
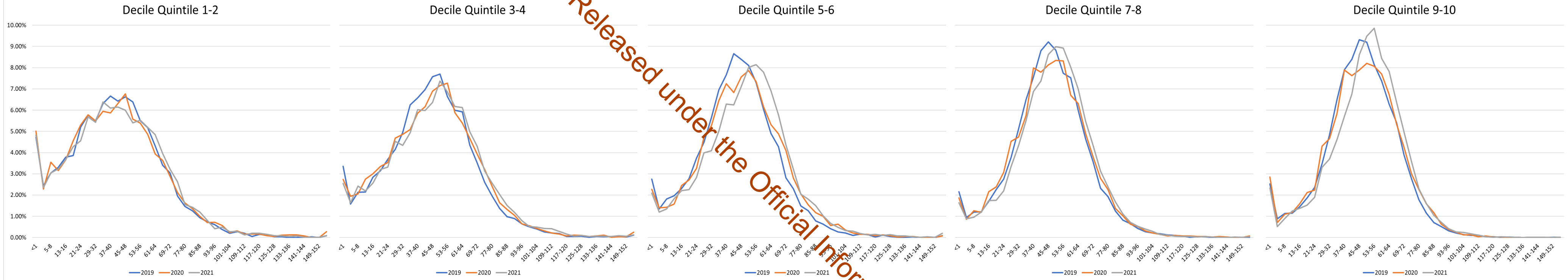
## Auckland October and November 2021



# Quintile Breakdowns – Year 12

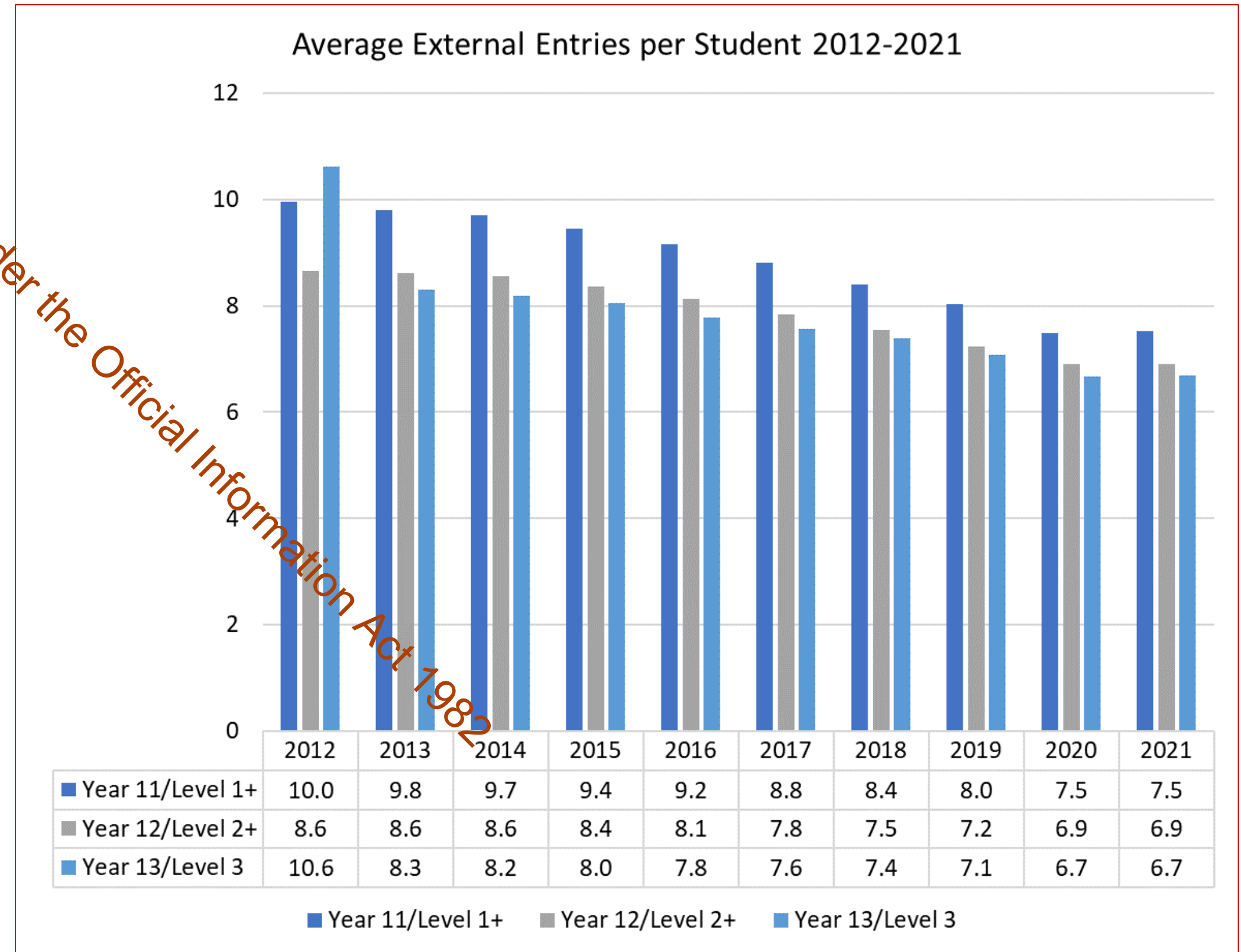
These 5 charts show the distribution of credit plots, including calculated LRCs, for each of the 5 decile quintiles for Year 12 students in 2021 - October on top, November below.

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# External Entries

Overall there has been a decline in the number of external entries which can be seen in this chart that shows the average external entries per student.

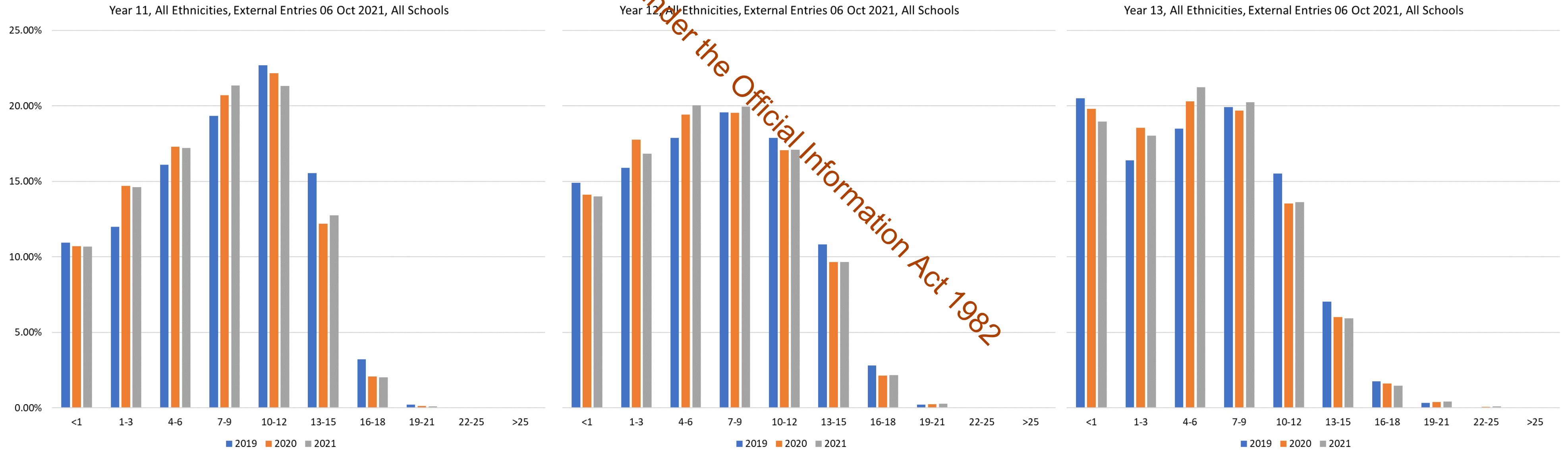


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# External Entries

Schools are required to have registered all external entries in the September files, after which these entries can not be withdrawn.

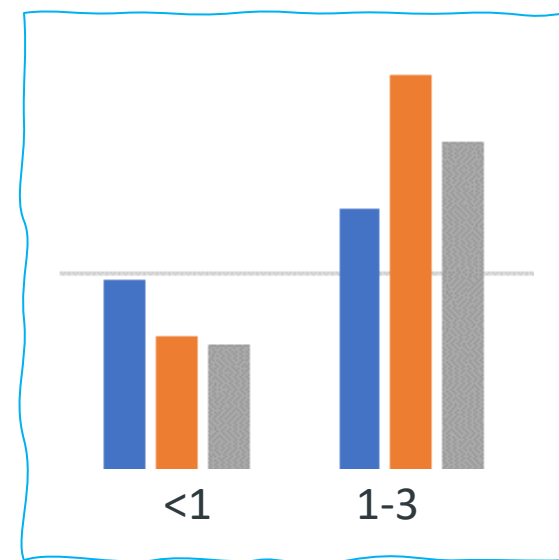
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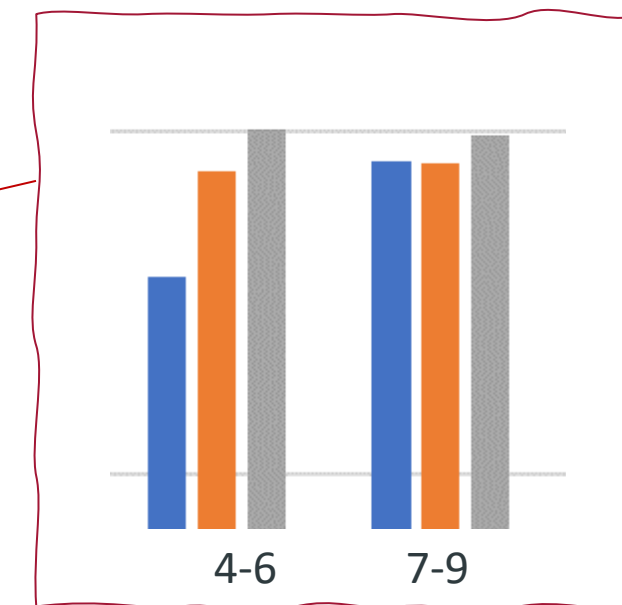
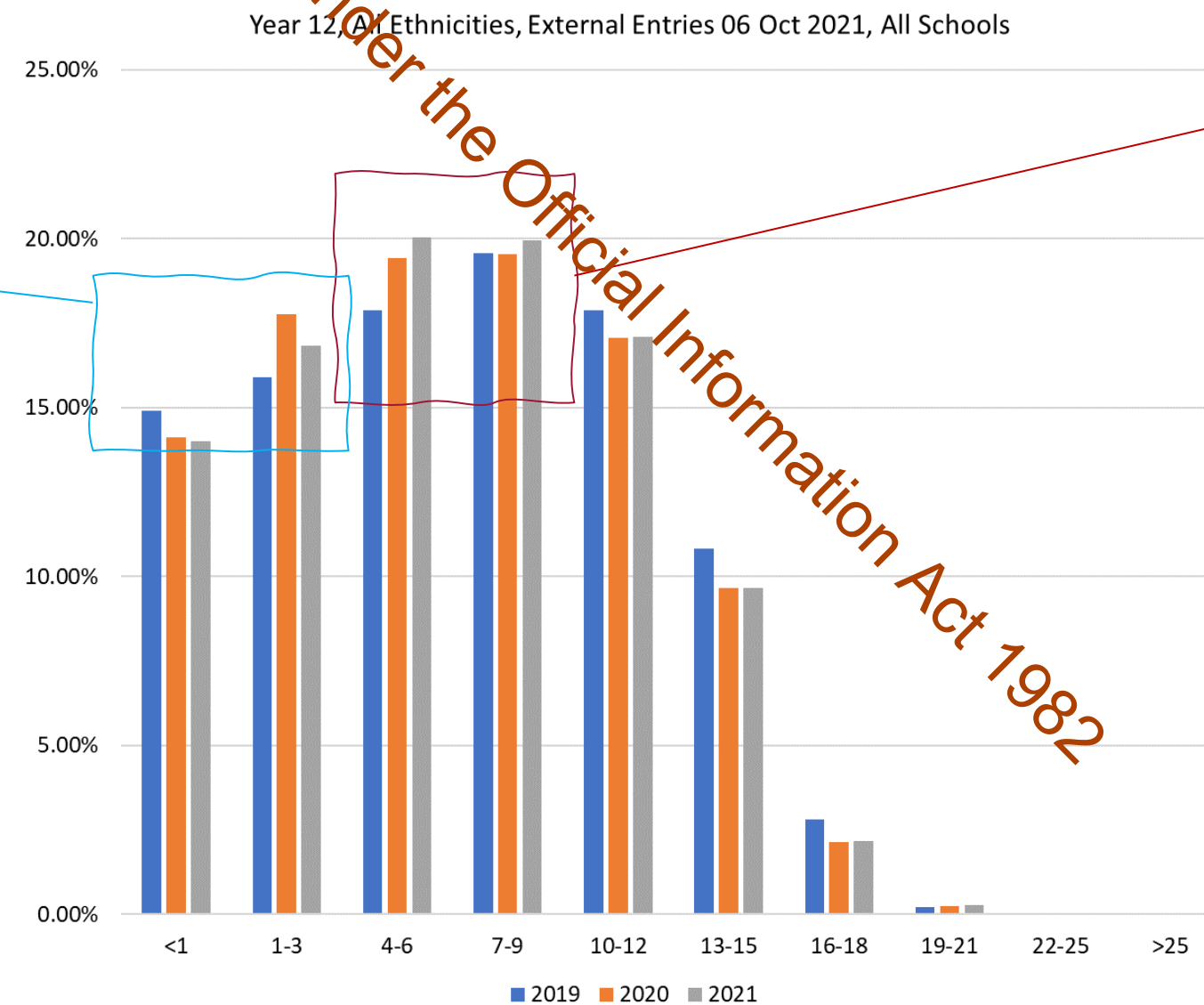


# Changes in External Entry Patterns

In addition to the overall reduction in the use of externally assessed standards there have also been changes in the entry patterns, at all three levels.



Decreased number of students doing 3 or fewer externals



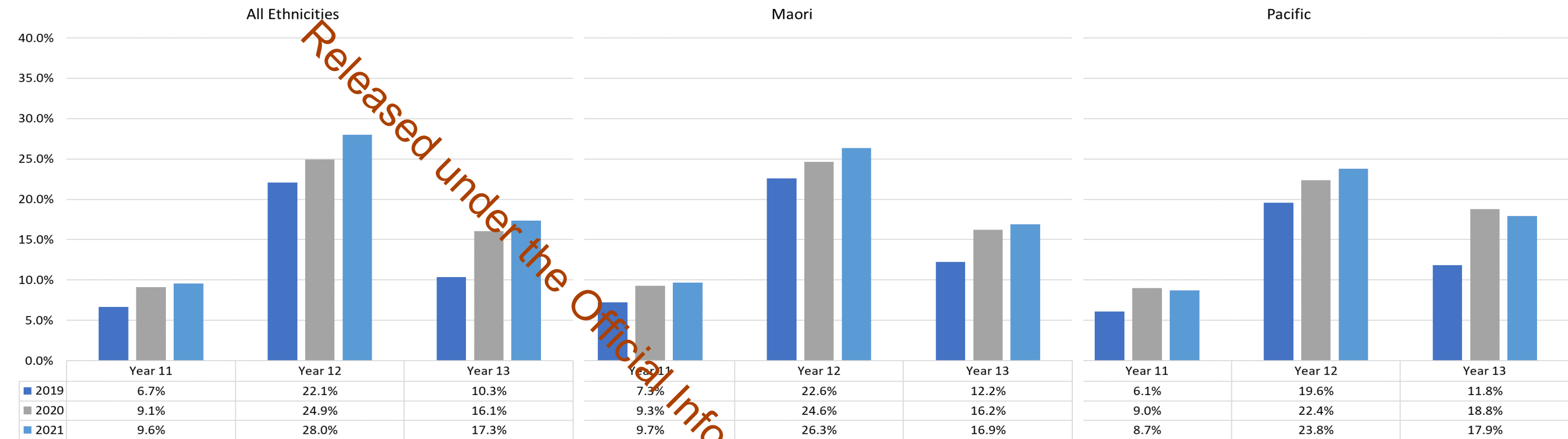
Increased number of students doing 4 to 9 externals



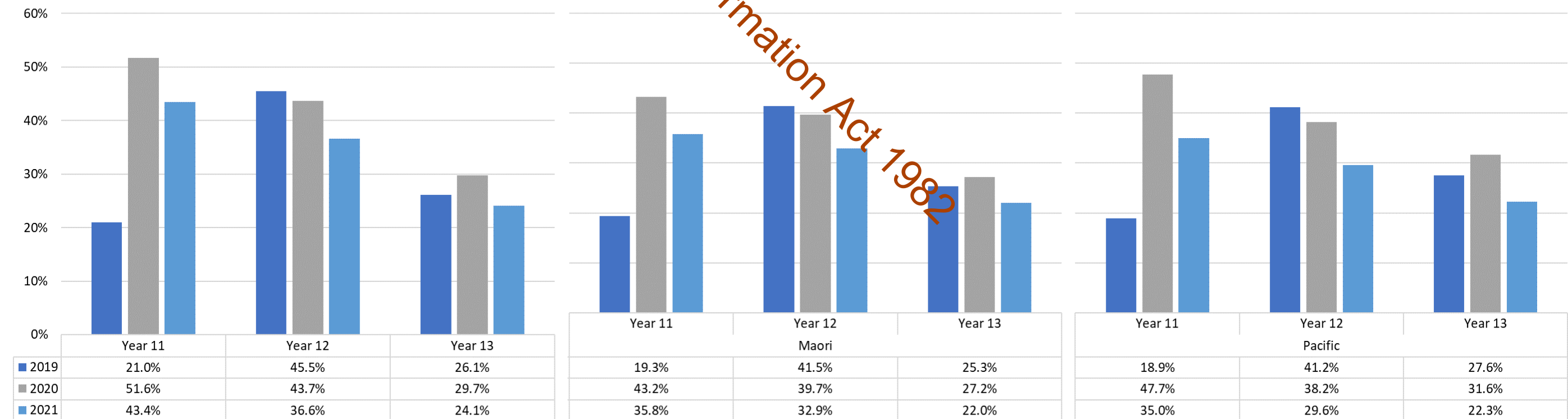
# NCEA Progress – Ethnicity of Interest

These charts show the percentage of students with sufficient credits, including awarded and calculated LRCs, to meet the minimum qualification credit requirement for an NCEA for their year level.

October



November



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