



# Industry and employers: Questions for submitters on a proposal to replace NCEA.

English language

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**This document contains the full list of questions for industry representatives and/or employers who are submitting on the Ministry of Education’s discussion document: Proposal to replace NCEA.**

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For most people, the easiest way to provide feedback on the proposals is through the online submissions portal. However, this document includes **the full list of questions** for industry and employers who prefer to submit their responses by post or email.

If you are not submitting as an industry representative or employer, refer to the Ministry’s website for the list of questions that are right for you.

Online submissions can be made here: <https://www.education.govt.nz/consultation-ncea>

The survey is being conducted in partnership with Allen + Clarke, an independent public policy consultancy engaged by the Ministry to support the analysis of responses. Only individuals involved in the analysis of submissions will have access to responses and personal information.

## To use this document:

If you have not done so already, we encourage you to read about the Government’s proposals before submitting your feedback. Read about the proposals here:

<https://www.education.govt.nz/consultation-ncea>

Once you are ready to answer questions about the proposals:

- Answer **all** questions in the demographic section that are relevant to your situation.
- You may choose to answer some or all of the questions in parts 1-3. These questions are generally presented in the same order as the content in the discussion document.

Answering as many questions as possible will help the Ministry provide informed advice to the Minister on each proposal before Cabinet makes further decisions.

Your answers can be emailed to [nceaconsultation@education.govt.nz](mailto:nceaconsultation@education.govt.nz) or posted to:

### **Education Consultation**

Ministry of Education  
PO Box 1666  
Wellington 6140  
New Zealand

Public consultation closes at **5pm on Monday 15<sup>th</sup> September 2025** (NZST).

### **Information on privacy**

Your personal details will remain confidential, will not be published or made publicly available, and will be used only for analysis purposes.

The Ministry may quote directly from responses; however these quotes will not be attributed to individuals or groups and the Ministry will not use any responses containing personal information.

At any stage, you can contact the Ministry of Education or Allen + Clarke for more information about how your personal details will be used in the analysis, or to request the withdrawal of your submission or deletion of submission data. Please email [nceaconsultation@education.govt.nz](mailto:nceaconsultation@education.govt.nz) or contact Dr Bo Ning at [bning@allenandclarke.com](mailto:bning@allenandclarke.com) to do this.

You can read more about why we collect personal information and how we use it on our website: <https://www.education.govt.nz/legal-and-privacy>

# Demographic questions

Fill in all demographic questions before answering questions about the proposals.

Your personal details will remain confidential and will be used only for analysis purposes.  
Your personal details will not be published or made publicly available.

Confirm your interest in the NCEA changes.

Teacher or principal  
(‘educators’)

Parent/caregiver,  
family, or student

Employer  
(or someone from an industry)

Continue answering the remaining questions ONLY if you selected the ‘employer’ option. If you selected any other category, refer to the Ministry’s website for a set of questions that are right for you.

The remaining questions will help us understand how feedback may vary across different industry or employer contexts.

Which of the following best describe(s) your industry or industries? **Tick all that apply.**  
(These options cover the broad areas of Industry Skills Boards)

Automotive,  
transport, and  
logistics

Construction and  
specialist trades

Food and  
fibre (including  
aquaculture)

Infrastructure

Electrotechnology  
and information  
technology

Manufacturing  
and engineering

Services (including  
hospitality and retail)

Health and  
community

Other (specify)

\_\_\_\_\_

What is your position in the organisation or business? **Tick all that apply.**

Leadership  
(e.g., owner,  
director)

Management  
(e.g., a people  
manager)

Workforce and  
independent  
roles (e.g.,  
employee, contractor)

Not  
currently  
employed

Other  
(specify)

\_\_\_\_\_

This question is for those in LEADERSHIP and MANAGEMENT positions only:  
What is the size of your team (management) or organisation/business (leadership)?

**Choose one of the following:**

Less than 10  
employees

11-50  
employees

51 to 100  
employees

101 or more  
employees

I am  
unsure

Region(s) of your operations. **Tick all that apply.**

Northland

Hawke's Bay

West Coast

Auckland

Taranaki

Canterbury

Waikato

Manawatū–Whanganui

Otago

Bay of Plenty

Wellington

Southland

Gisborne

Tasman / Nelson /  
Marlborough

Overseas

Other (specify):

Online **only**

Answering as many of the remaining questions as possible will help the Ministry to better understand your thoughts on the proposals and inform further work and advice to Government.

# Part 1: Case for change

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**NCEA was introduced as a flexible, inclusive, and standards-based senior secondary national qualification. It offers a wide range of assessment opportunities, including those leading to vocational pathways like trades, hospitality, and tourism.**

Under NCEA, students are assessed against standards that reflect groupings of key skills and knowledge in related areas. These standards are worth a certain number of credits, which students accumulate throughout the year. To achieve NCEA, students must gain 80 credits across their standards, including 20 credits from the co-requisite standards.

However, the flexibility of NCEA has led to some unintended consequences. There are few rules about which standards must be achieved within a subject or across NCEA Levels 1, 2, and 3. As a result, standards have begun to drive what is being taught in classrooms, rather than the curriculum driving the teaching. This has contributed to issues such as 'credit counting', where some students disengage from learning once they have enough credits to achieve NCEA.

Changes are needed to address the issues with NCEA and make sure the system is working for **all** students, family, educators, and employers. A strong curriculum should drive teaching and learning, and our national qualifications should clearly reflect student achievement.

**This question relates to whether the curriculum should be driving assessments.**

Do you agree that our national qualifications should assess against a national curriculum?

**Choose one of the following:**

I strongly disagree

I somewhat disagree

I am neutral

I somewhat agree

I strongly agree

I am unsure

*Answer the following question only if you **strongly disagree** or **somewhat disagree**:*

- Describe any concerns you have about the proposed new qualifications assessing against a national curriculum.

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**This question relates to issues with the current system.**

Do you agree that it is difficult to understand the value of NCEA? For example, how well a student's NCEA qualification reflects their readiness for work or training.

**Choose one of the following:**

I strongly disagree

I somewhat disagree

I am neutral

I somewhat agree

I strongly agree

I am unsure

Answer the following question only if you **strongly disagree** or **somewhat disagree**:

- Which aspects of the current NCEA requirements do you value as a clear indication of readiness for work or training?

Answer the following question only if you **somewhat agree** or **strongly agree**:

- Which aspects of the current NCEA requirements do you think lead to an inconsistent measure of student knowledge, skills, and readiness?

The NCEA transcription / record of learning currently offers detailed information about subject, credit number and achievement level. There is no guarantee that the creation of a new qualification which returns to the old model of numeric or alphabetical scales applied for each subject will make it any easier for an employer to understand the skills and knowledge a job candidate has in any given subject.

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Do you agree that the senior secondary qualifications system needs to improve?

**Choose one of the following:**

I strongly disagree

I somewhat disagree

I am neutral

I somewhat agree

I strongly agree

I am unsure

Answer the following question only if you **strongly disagree** or **somewhat disagree**:

- The discussion document identifies some problems with the current system. Which of those problems do you disagree with, and why?

Answer the following question only if you **somewhat agree** or **strongly agree**:

- Which parts of the senior secondary qualification system do you think should be prioritised for improvement?

Consistency of qualification content, delivery and assessment is important to ensure a high level of secondary education.

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The Government wants the senior secondary qualification to be coherent, consistent, and credible, including with access to Vocational Education and Training (VET) subjects. Do you agree there are other opportunities for positive change with the new qualifications, outside of what has been raised in the discussion document?

**Choose one of the following:**

I strongly disagree

I somewhat disagree

I am neutral

I somewhat agree

I strongly agree

I am unsure

Answer the following question only if you **somewhat agree** or **strongly agree**:

- Describe other opportunities for positive change that are not covered in the discussion document.

Yes. Education could be better resourced at secondary level including support for those with additional learning needs. Stronger relationships between learners and industry could be introduced and established during senior secondary years to provide better outcomes for school leavers who choose vocational education and training.

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## Part 2: Proposals

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### Proposal 1: Working with industry to better integrate VET learning into the senior secondary qualification system

Under proposal 1, Industry Skills Boards (ISBs) will develop clear and consistent Vocational Education and Training (VET) subjects – made up of skill standards – that will be delivered to students in partnership with tertiary providers and employers. ISBs will have the flexibility to draw on existing content and standards or develop entirely new content for VET subjects, based on industry needs and real post-school opportunities.

Aligning VET subjects with industry qualifications will allow students to work towards achieving the new senior secondary qualifications while potentially also making a meaningful start on a tertiary qualification.

The proposed new senior secondary qualification changes will be phased in from 2028 through to 2030.

Overall, do you support proposal 1? This proposal is that the government will work with industry to create Vocational Education and Training (VET) subjects.

**Choose one of the following:**

I do not support it at all	I somewhat do not support it	I am neutral	I support it	I strongly support it	I am unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Answer the following question only if you **do not support it at all** or **somewhat do not support it**:

- Which aspects of proposal 1 do you have concerns about, and why? For example, do you have concerns about a particular aspect of proposal 1 or the entire proposal?

Answer the following question only if you **support it** or **strongly support it**:

- What benefits do you think proposal 1 will have for student learning and achievement?

~~Education and curriculum can become a step out of date with industry skills and practices over time. Regular and ongoing connection between industry and education providers at all levels is essential to ensure that learners are gaining up to date skills and processes, and keeping up with changes made and where industries are headed into the future.~~

~~In creative industries and gig economies like the screen sector, establishing strong relationships will provide learners and school leavers an opportunity to gain an understanding of what a career might look like beyond a single project or opportunity.~~

The government understands that investment is needed to make sure VET learning is a success. Aside from funding, are there any practical or operational implications you think need to be considered for schools, in partnership with Industry Skills Boards (ISBs), to successfully deliver VET subjects?

~~Collaboration with industry is essential to the success of this proposal. Despite the constant upheaval in VET over recent years, the work of Toi Mai WDC benefitted the screen sector and other creative industries through the provision of valuable data and insight into training and skills needs across the industry, along with a direct point of contact for industry voice and engagement on the design and delivery of training needs. The screen sector is largely a 'gig economy' consisting of sole traders and contractors. Given the reduced scale and scope for ISBs to engage with and support industry (compared to WDCs), the likelihood of a strong and consistent screen industry voice into VET subjects via ISBs is at risk~~

## **Proposal 2: Foundational Award and new senior secondary qualifications**

Under proposal 2, a new Foundational Award will be introduced to replace the current NCEA co-requisite and NCEA Level 1. The Award will accredit literacy and maths or te reo matatini and pāngarau, helping students to build and demonstrate strong foundational skills.

NCEA Levels 2 and 3 will be replaced with the New Zealand Certificate of Education (for Year 12) and the New Zealand Advanced Certificate of Education (for Year 13).

These changes reduce the number of high-stakes assessment years from three to two, allowing Year 11 students to focus on deeper learning of foundational skills and knowledge, and creating more time in the classroom for students.

The proposed new senior secondary qualification changes will be phased in between 2028 and 2030.

Do you agree that it would be beneficial to remove NCEA Level 1 and for students to focus assessment effort on the Years 12 and 13 qualifications, having obtained a Foundational Award in literacy and numeracy (in Year 11)?

**Choose one of the following:**

I strongly disagree

I somewhat disagree

I am neutral

I somewhat agree

I strongly agree

I am unsure

Answer the following question only if you **strongly disagree** or **somewhat disagree**:

- Describe any concerns you have about the Foundational Award replacing NCEA Level 1.

Answer the following question only if you **somewhat agree** or **strongly agree**:

- Describe the benefits you think a Foundational Award will have in replacing NCEA Level 1.

~~The Foundation Award proposes a basic level of competence in core skills and knowledge, however, it could simply become what NCEA Level 1 provides, rather than creating an entirely new qualification.~~

~~Throughout this discussion document literacy seems to apply to English and Math only. How does the definition of literacy include a multimodal expression, and incorporate listening, oral language, and visual literacies? E.g. in creative subjects – allowing students to demonstrate literacy through spoken word, film, animation, art or design. This aligns with a Te Ao Māori approach to literacy~~

Do you think other areas of learning or achievement should be considered as part of the Foundational Award? For example, should a certain level of student attendance be required? Describe these areas of learning or achievement.

~~Time management and organisation are important aspects of any working role, and could be included in a Foundational Award.~~

~~With the future of work unknown in most sectors, a foundational practice in creativity and innovation will better prepare students to meet changing needs.~~

~~First Aid skills and knowledge could be offered which would benefit learners, along with families, businesses and organisations.~~

### Proposal 3: Shifting focus to a structured and subject approach

Under proposal 3, students will focus on learning and achievement across a whole subject, rather than individual standards. Students will also generally be required to take five subjects, including either English and Mathematics or Te Reo Rangatira and Pāngarau at Year 11.

Within each subject, internal and external assessments will be marked consistently and aggregated into an overall grade and score out of 100.

This change will reduce the risk that students are unintentionally limiting their post-school options, for example, by not taking the subjects needed for University Entrance (UE). It also provides potential employers and tertiary educators with a clearer sense of students' knowledge and skills.

The proposed new senior secondary qualification changes will be phased in between 2028 and 2030.

Overall, do you support a subject approach to assessments at Years 12 and 13?

Choose one of the following:

I do not support it at all	I somewhat do not support it	I am neutral	I support it	I strongly support it	I am unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Answer the following question only if you **do not support it at all** or **somewhat do not support it**:

- What are your concerns about a subject approach to assessments at Years 12 and 13?

Answer the following question only if you **support it** or **strongly support it**:

- What do you think are the main benefits to a subject approach to assessments at Years 12 and 13?

~~A subject-based (instead of credit-based) approach can be beneficial to establish deeper knowledge and understanding for students across certain subjects in a curriculum. However, creative industries often work in a project-based model and value interdisciplinary thinking and project-based skills that draw from multiple areas. The document criticizes the current ability to "make up credits from a range of unrelated standards" - but this flexibility is often essential for creative education.~~

~~Compulsory subjects have historically led to a greater number of school leavers prior to year thirteen, which reduces the likelihood of positive outcomes for those departing students. 'Compulsory' literacy in English and Math could be woven through VET subjects to better prepare students for the work environment, rather than as a singular academic subject achievement.~~

Do you agree that it is important for students to engage with the full curriculum (rather than segments) for vocational and general subjects?

**Choose one of the following:**

I strongly disagree

I somewhat disagree

I am neutral

I somewhat agree

I strongly agree

I am unsure

*Answer the following question only if you **strongly disagree** or **somewhat disagree**:*

- In terms of post-school work or training, what do you think are the benefits of being able to engage with parts of curriculum subjects (segments)?

*Answer the following question only if you **somewhat agree** or **strongly agree**:*

- In terms of post-school work or training, why do you think it is important to engage with full curriculum subjects?

It is important for students to learn the value of committing to a subject, role or project, and seeing it through to completion. However, there are concerns that mandated subjects and a curriculum based approach can create challenges for students with additional learning needs, and those who require extra support may not be able to access that in every secondary classroom across the country. This is likely to alienate a percentage of learners who will then leave school without any formal qualifications, which reduces their likelihood of positive outcomes in all aspects of their life. NCEA has proven to retain a higher number of students into years twelve and thirteen and it would be a great loss to undo this.

#### **Proposal 4: Strengthening achievement requirements**

Under proposal 4, achievement will be more consistent and straightforward:

- There will be greater consistency in the way subjects are assessed. For example, internal and external assessments will contribute more fairly to students' grades.
- Terms like 'Excellence' and 'Achieved' will be replaced with marks out of 100 and letter grades such as A, B, and C.
- Students will need to achieve at least four subjects, along with the new Foundational Award, to gain the new qualifications.

These changes incentivise students to study and participate throughout the school year and in all their subjects. For example, students will be strongly incentivised to participate in external assessments where these are offered, because their final subject grades will be based on the combined score from all assessments.

The new grading approach will also align more closely with other marking systems, giving educators and employers a clearer understanding of students' levels of skill and knowledge.

The proposed new senior secondary qualification changes will be phased in between 2028 and 2030.

Do you agree that the proposed achievement requirements for the new qualifications are easy to understand? This includes that students must achieve a passing grade in at least four subjects and achieve the Foundational Award.

Choose one of the following:

- |                          |                          |                          |                                     |                          |                          |
|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| I strongly disagree      | I somewhat disagree      | I am neutral             | I somewhat agree                    | I strongly agree         | I am unsure              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Answer the following question only if you **strongly disagree** or **somewhat disagree**:

- What parts of the proposed achievement requirements do you find confusing to understand?

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Do you agree that the proposed achievement requirements will provide employers with a clearer record of student knowledge, skills, and achievement?

Choose one of the following:

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|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I strongly disagree      | I somewhat disagree                 | I am neutral             | I somewhat agree         | I strongly agree         | I am unsure              |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Answer the following question only if you **strongly disagree** or **somewhat disagree**:

- What parts of the proposed achievement requirements are you concerned about as an indication of student knowledge, skills, and achievement?

The NCEA transcription currently offers detailed information about subject, credits, and achievement level. There is no guarantee that the creation of a new qualification which returns to the old model of numeric or alphabetical scales applied for each subject will make it any easier for an employer to understand the skills and knowledge a job candidate has in any given subject.

Additionally, creating ANOTHER secondary qualification framework for families, students, teachers and employers to try and understand is likely to be more confusing than remedying the existing NCEA system.

## Part 3: Implications and next steps

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Proposals 1-4 are designed to address key challenges with the current NCEA system and ensure that the proposed New Zealand Certificate of Education and New Zealand Advanced Certificate of Education are credible, coherent, and supporting students to develop important skills and knowledge.

However, a lot will need to happen between now and 2028 to prepare for these changes. The Ministry of Education is inviting feedback to help shape the final design and implementation. Once consultation closes, the Ministry will carefully consider feedback before reporting back to Cabinet.

Before the qualifications are introduced, there will be a strong focus on quality implementation, ensuring that teachers have the right resources and supports to confidently deliver the new qualifications.

The changes will be phased in between 2028 and 2030, ensuring that students and educators are well-prepared.

Do you agree the proposed changes (proposals 1-4) will be beneficial for your business in the future?

**Choose one of the following:**

I strongly disagree

I somewhat disagree

I am neutral

I somewhat agree

I strongly agree

I am unsure

Answer the following question only if you **strongly disagree** or **somewhat disagree**:

- Describe why you consider the proposed changes will not be beneficial for your business in the future.

Answer the following question only if you **somewhat agree** or **strongly agree**:

- Describe how you consider the proposed changes will be beneficial for your business in the future.

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Do you agree that the proposals will make it easier to identify what knowledge and skills a job candidate has, when compared to the current NCEA?

Choose one of the following:

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|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I strongly disagree      | I somewhat disagree                 | I am neutral             | I somewhat agree         | I strongly agree         | I am unsure              |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Answer the following question only if you **strongly disagree** or **somewhat disagree**:

- Describe your concerns about the proposals making it easier to identify what knowledge and skills a job candidate has.

~~NCEA shows the specific areas or skills and knowledge across a subject, rather than the subject at a whole. Most employers would have no idea of the complete subject's curriculum across a year and would just know if the subject generally is a pass or fail (along with the scale of achievement).~~

Do you agree that the proposals will improve the credibility and coherence of the national senior secondary qualifications?

Choose one of the following:

- |                          |                                     |                          |                          |                          |                          |
|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I strongly disagree      | I somewhat disagree                 | I am neutral             | I somewhat agree         | I strongly agree         | I am unsure              |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Answer the following question only if you **strongly disagree** or **somewhat disagree**:

- Describe your concerns about the proposals improving credibility and coherence of the national senior secondary qualifications.

~~How will expecting all families, students, teachers, employers and broader society to understand a whole new system is going to improve credibility and coherence of the secondary qualifications.~~

~~As with the introduction of NCEA, embedding a new qualification framework is likely to create upheaval, loss of valuable teachers and school personnel, and disruption for students and their families who are caught up in the changeover. Everyone would be better served by improving the existing NCEA model.~~

Is there anything else that you would like to say about the proposals?

~~Improving the existing NCEA structure is preferable to creating entirely new qualifications. Retaining NCEA is likely more affordable, and doesn't require learners, their families, schools and employers to navigate the upheaval of implementing a whole new qualifications system.~~

~~The NZCoE discussion document makes no mention of creative industries and education needs. How will the NZCoE VET training align with and implement the Amplify strategy? Specifically, 2.1 Develop a creative education work programme that increases learners' exposure to New Zealand creative and cultural activity through the curriculum and curriculum supports, and develops the foundational creative skills necessary for a sustainable cultural talent pipeline.~~

The following two questions are needed to verify your submission.  
This information will NOT be shared with others and will be used only to verify your submission and/or contact you for clarification if needed.  
If you would like more information about how your personal details will be used in the analysis, contact us at [nceaconsultation@education.govt.nz](mailto:nceaconsultation@education.govt.nz)

Provide your contact information.

Name: Ness Simons

Email: comms@spada.co.nz

(Optional) Provide the name of your organisation.

Name of organisation: Spada (Screen Producers NZ)



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education



**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government