* PPTA’s 1997 report *Te Tiro Hou* established criteria on which to base the analysis of a qualifications system. They are that an educationally valid qualifications system is:
  + Fair
  + Inclusive
  + Cumulative
  + Clear
  + Motivating
  + Coherent
  + Constructive
  + Manageable

These criteria were re-affirmed by the 2024 Annual Conference. They provide a sound framework by which to consider the Government’s current proposals. Each of the questions in the survey may be confirmed – or challenged – by one or more of these criteria.

The criteria mesh comfortably with the MOE’s *Five Principles of the NCEA review* (2020) which are Wellbeing, Inclusion and Equity, Coherence, Pathways and Credibility. These were developed using widespread consultation and were endorsed by the PPTA. The “Inclusion and Equity” principle is:

* + Ensuring fair access and outcomes for all learners, especially Māori and Pacific students.
  + Recognising diverse identities, languages, and cultures—particularly mātauranga Māori and te reo Māori.

**General Comments about the PPTA Survey and Consultation Template**

* We have re-framed the Ministry of Education’s questions to remove or reduce bias, where that was possible, while seeking to retain the order and intent of the Ministry’s version.
* We have included a question about views on the proposed grading system (0-100 marks and A-E grades). A question on this topic does not appear in the Ministry’s survey.
* The following are questions you might ask yourself when considering responses to the survey or filling in the template.

**Subjects**

* Given that the new curriculum is only part-way through its development, are you confident in responding to questions that relate to the relationship between the curriculum and the qualification?
* Is your opinion likely to be affected by the absence of detail about which subjects may or may not be approved?
* How comfortable are you that decisions about the approved subjects will be made by the Ministry of Education?
* Has the ability to vary programmes within or around subjects proved useful or valuable for your community? Has this been constructive and coherent?
* Will the loss of the ability to award unit standards to count towards either of the qualifications create opportunities or hurdles for your learners and/or for you?
* What effects might the loss of “approved” status have on your subject?
* What effects might the establishment of compulsory subjects have on your learners? Will it be fair and inclusive?
* Will central required minimum numbers of subjects be manageable and motivating for your learners?

**VET Subjects**

* Without knowing the VET subjects likely to be approved, do you feel confident that the subjects concerned will include those that are of value to your community? Which are they?
* Without knowing the VET subjects likely to be approved, do you believe that your school will be in a position to resource and offer them?
* Do the VET subjects that may be relevant in your community lend themselves to teaching and learning in the schools context? Do you think that the outcomes of study in those areas can be readily expressed by achievement standards?
* Do you think that identification of some VET areas as approved subjects is likely to enhance the status of those areas within your school? What about those that are not identified as approved subjects?
* Are you confident that the (yet to be established) Industry Skills Boards will be in a position to develop the achievement standards and associated resources in the time allowed? <https://www.education.govt.nz/news/eight-new-industry-skills-boards-strengthen-vocational-education>

**Foundation Award**

* Regardless of the current status of NCEA L1, do you regard the proposed Foundation Award being a prerequisite for the award of L2 and L3 certificates as having a motivating influence?
* Do you regard the proposed Foundation Award as promoting inclusion and equity?
* Do you think the pre-requisite nature of the Foundation Award promotes a cumulative effect?

**Grading**

* Do you think that grades of A-E and scores out of 100 will enhance the record of your learners’ achievement? Will they be motivating and fair?
* Are A-E grades and scores out of 100 more or less clear, constructive and coherent than currently-used grades? How do you think the public at large responds to them?
* Reference is made to “passing grades”, without any definition. Do you have a view on how “passing” and “not passing” should be recognised? Do you think there’s a consistent understanding of that?

**Consistency**

* Do you agree with the criticism that there is currently a crisis in consistency between assessment judgements and/or between schools, and/or between internal and external results and therefore between certificate outcomes?
* If you don’t think there’s a crisis, where might the perception arise from?

**Resourcing**

* What do you make of the words “Aside from additional funding…” at the start of a number of questions? Do you see this as a recognition that the additional funding goes without saying?
* What additional resources would you, your school, your colleagues (including those in other schools) and your learners need if these proposals go ahead as planned?
* What results might there be if the resources you identify are not made available?
* How confident are you that the necessary resources will be provided?
* Are you confident in the proposed timeline? Would it be manageable?