

UE literacy list review: Consultation feedback summary and response

Contents

Introduction	3
The List	3
Consultation responses	4
Summary of the feedback	4
Key themes raised outside the scope of the review.....	5
Foreign languages.....	5
Suggestions for future reviews	5
Accessibility.....	5
Other feedback.....	5
General panel feedback	6
Implementation timeframes	6
Changes to the List	7
Reading and writing.....	7
Levels.....	7
Standards added to the List.....	8
Standards removed from the List.....	9
Changes made to standards already on the List.....	10

Introduction

This document is a response to the consultation feedback on the review of the list of assessment standards that can contribute to the University Entrance (UE) literacy requirements (the List). It should be read in conjunction with the spreadsheet that sets out the rationale for the decisions made for each standard, which can be found on the Review of the University Entrance literacy list page on the New Zealand Qualifications Authority (NZQA) website.

NZQA consulted on the reviewed List between February and April 2018. The purpose of the review was to ensure that all the standards on the List provide appropriate evidence of the reading and writing skills required for university-level study.

This review was of all English-medium assessment standards on the existing List. The Māori-medium standards were only added in 2016 and so were not considered in this review.

The review resulted in adding 19 standards to the List, removing 13, and making changes to 21 standards already on the List. See the [Changes to List](#) section below for more detail.

There has been no change to the UE literacy requirements themselves – students still need at least five credits in reading and five credits in writing.

The List

UE literacy requirements exist to ensure students have the right level of academic literacy to prepare them for university-level study. The List ensures that students have a range of opportunities to show that they can ‘read between the lines’, critically analyse what they have read, synthesise various opinions, and present an opinion backed by acknowledged evidence from a reading(s).

The List details the assessment standards that are likely to provide appropriate evidence of the required level of academic literacy. Each standard is tagged as contributing to reading or writing, or both. The List had not been reviewed since it was created in 2012.

The original List was based on evaluating all achievement standards against the following definition of academic literacy. The definition of academic literacy was developed by NZQA in consultation with Universities New Zealand’s UE sub-committee in 2012 and confirmed again in 2017. Standards that can contribute to the literacy requirements for UE must show that they meet the following definition of literacy for entrance into university-level study:

Secondary school students must exhibit a certain level of reading and writing ability to be sufficiently prepared to enter university-level courses. The reading and writing skills required to gain university entrance are generic, as once a student has commenced university study the level of literacy required will be more advanced and discipline specific.

Students should be able to exhibit the following generic reading and writing skills:

- read with understanding – ‘reading between the lines’ in order to grasp the nuances of the type of text*
- critically analyse what has been read
- synthesise various opinions/insights/points of view

- present an opinion/insight/point of view backed by acknowledged evidence from a reading(s)
- write an opinion/insight/point of view coherently and cohesively

*At a level suitable for entry into university students should be reading texts intended for a non-academic audience (e.g. articles from Listener/ North & South/ Time magazines; textbooks or texts used in learning areas in senior secondary school; ac/edu/org websites).

Consultation responses

Consultation ran from 19 February to 13 April 2018. In total there were 188 responses, including 11 email submissions.

There were 31 responses from organisations including universities, Universities New Zealand, New Zealand Students Association, Canterbury Art Teachers Association, German in Aotearoa New Zealand (GANZ) and schools/wharekura.

There were also 157 individual responses with the majority being from school/wharekura staff as well as a student and several tertiary staff.

Summary of the feedback

Support for the changes to the List was split evenly with the key reason for not supporting the changes being the exclusion of foreign languages from the List.

Just over 100 respondents offered comment on specific standards or subjects, all of which the expert panel has considered. This also meant that an additional 23 standards in Dance, English, Geography, Mathematics and Statistics, Media Studies, Physics, and Visual Arts were considered as part of the review. This was further to the 23 standards in Biology, Economics, Geography, Latin, Music Studies, Physical Education, and Social Studies suggested by internal subject matter experts in the initial stages of the review.

Of those who responded, 92.9% supported the proposed timelines for implementation, but it was also noted that the NCEA review and the upcoming review of achievement standards may have an impact on implementation timelines. The importance of allowing transition time whenever changes are made to the List was raised as well as the need to communicate outcomes widely and early.

Of those who responded, 84.53% of respondents supported the proposed four-yearly periodic review of the List. Also noted was the need to ensure any changes made to standards through ongoing reviews and developments be considered in a timely manner. The responses highlighted the tension between the stability that less frequent reviews would bring and the allowance for change and innovation that more frequent reviews may enable.

Overall universities were supportive of the changes to the List and the review process. As already noted in the UE review, they reiterated the need for robust assessment of literacy skills.

Key themes raised outside the scope of the review

Some respondents made comments on areas that were out of scope for the review. These included:

Foreign languages

Just under 25% of respondents, both secondary and tertiary, would like to see foreign languages standards added to the list of literacy credits necessary for UE – 40 of the 188 survey responses related to adding foreign languages in the List.

In most foreign languages standards, the ability to respond in languages other than te reo Māori or English means that they cannot be considered for inclusion on the List at this stage. This reflects the Ministry of Education's current position for NCEA literacy. The UE literacy requirement will continue to align with NCEA literacy requirements in this regard.

Suggestions for future reviews

Some suggestions for review processes were given, which will be considered for future reviews.

A more formal structure of review and maintenance processes will be used to maintain the List in the future. This will allow for consideration of relevant newly developed or amended standards for the List. It will also allow for regular review to ensure all the standards on the List continue to meet the current definition of academic literacy and that students have the appropriate level of academic literacy to prepare them for university-level study. As part of the review process, the types of available evidence that are appropriate to support the review will also be considered.

Also, to ensure that what is being recognised continues to be relevant to UE, a review of the definition of academic literacy that the standards are judged against will be undertaken prior to the next periodic review.

Accessibility

Two respondents expressed concerns around accessibility:

One related to how much having a higher proportion of externally assessed standards on the List might disadvantage those who do not function well in examination situations. This concern relates particularly to the writing requirement as the nature of externally assessed standards provide more opportunities for evidence to be produced that meets the UE definition.

The other related to assessment and evidential requirements for reading and writing and the impact on learners who, for reasons of disability or ill health, need to use alternate formats. This concern is being considered as part of the NCEA Review and the respondent was referred to the Ministry of Education.

Other feedback

Other areas where comments were made that were out of scope for the review included:

- Changes to standards themselves. These will be raised with the standard setting body, the Ministry of Education.

- Inclusion of standards on the approved subjects list for UE. This will be considered during review of that list.

General panel feedback

During the review, the panel noted that:

- the development of ideas, making links between ideas, as well as making links between ideas presented and supporting evidence are key factors in determining coherence and cohesiveness. Writing needs to demonstrate that the information presented has been analysed and synthesised in order to create a coherent response;
- where there are opportunities for students to engage in learning from oral and visual sources only, standards cannot be considered for reading attestation. The requirement to read written texts must be evident in the standard and supporting materials;
- most internal standards specify that evidence can be presented in a range of forms, which means that they cannot be considered for UE writing attestation;
- a balance had to be found between the purpose of published exemplars (to exemplify the assessment standard) and their use to illustrate the literacy standard. This was taken into account when making final decisions.

Implementation timeframes

Stage	Date
Changes to the List are available for 2020 planning purposes	From late 2018
New standards are added to the List and some standards currently on the List allow a new aspect of reading or writing to generate literacy credits	From 1 January 2020
Standards coming off the List are removed, final changes are made, and transition to reviewed List is complete	31 December 2021

The next periodic review is planned to begin in 2022.

Changes to the List

The review has resulted in several changes to the List that will be phased in over the course of 2 years:

- From January 2020
 - 19 standards will be added to the List
 - 7 standards already on the List will change to count for one of either reading or writing to allow transition to the reviewed List.
- 31 December 2021
 - 13 standards will be removed from the List
 - 15 standards already on the List will remain on the List but will no longer count for one of either reading or writing.

See lists of additions, removals and changes below.

Reading and writing

The number of standards on the current List that count for reading will increase from 172 to 185. This accounts for most of the additions to the List.

The number of standards on the current List that count for writing will decrease from 113 to 99. This reflects the difficulty of saying with certainty that a student who has been awarded a given standard with an 'Achieved' grade has demonstrated evidence of the level of writing expected at university level.

Levels

The balance of standards available at each level is proposed to remain much the same despite adding six standards at level 3. This includes a proposed majority of standards at level 3, reflecting the level of academic literacy expected to achieve UE. The changes from the review mean that there will be:

- 65 standards available at level 2 (no change)
- 148 standards available at level 3 (142 on the List currently)
- 3 standards available at level 4 (no change).

Standards added to the List

- 19 new standards will be added to the List, 15 for Reading only, 3 for Writing only, and 1 for both.
- To be added from 1 January 2020.

ID	Subject reference	Title	Level	Credits	Int/Ext	Reading	Writing
91156	Biology 2.4	Demonstrate understanding of life processes at the cellular level	2	4	EX	N	Y
91157	Biology 2.5	Demonstrate understanding of genetic variation and change	2	4	EX	N	Y
91225	Economics 2.4	Analyse unemployment using economic concepts and models	2	4	IN	Y	N
91432	Geography 3.7	Analyse aspects of a geographic topic at a global scale	3	3	IN	Y	N
91196	Latin 2.3	Interpret studied Latin literary text(s)	2	6	IN	Y	N
91508	Latin 3.3	Analyse studied Latin literary text(s)	3	6	IN	Y	N
91277	Music Studies 2.7	Demonstrate understanding of two substantial and contrasting music works	2	6	EX	N	Y
91423	Music Studies 3.8	Examine the influence of context on a substantial music work	3	4	EX	Y	Y
91500	Physical Education 3.3	Evaluate the effectiveness of a performance improvement programme	3	4	IN	Y	N
91504	Physical Education 3.7	Analyse issues in safety management for outdoor activity to devise safety management strategies	3	3	IN	Y	N
91280	Social Studies 2.2	Conduct a reflective social inquiry	2	5	IN	Y	N
91283	Social Studies 2.5	Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights	2	4	IN	Y	N
91599	Social Studies 3.4	Examine personal involvement in a social action(s) that aims to influence policy change(s)	3	6	IN	Y	N
91600	Social Studies 3.5	Examine a campaign of social action(s) to influence policy change(s)	3	4	IN	Y	N

ID	Subject reference	Title	Level	Credits	Int/Ext	Reading	Writing
91440	Visual Arts (Design) 3.1	Analyse methods and ideas from established design practice	3	4	IN	Y	N
91441	Visual Arts (Painting) 3.1	Analyse methods and ideas from established painting practice	3	4	IN	Y	N
91442	Visual Arts (Photography) 3.1	Analyse methods and ideas from established photography practice	3	4	IN	Y	N
91443	Visual Arts (Printmaking) 3.1	Analyse methods and ideas from established printmaking practice	3	4	IN	Y	N
91444	Visual Arts (Sculpture) 3.1	Analyse methods and ideas from established sculpture practice	3	4	IN	Y	N

Standards removed from the List

- 13 standards will be removed from the List; 5 that currently count for reading only, and 8 that currently count for writing only.
- To be removed from 31 December 2021.

ID	Subject reference	Title	Level	Credits	Int/Ext	Previously counted for
91181	Art History 2.2	Examine the meanings conveyed by art works	2	4	EX	Writing
91384	Business Studies 3.6	Carry out, with consultation, an innovative and sustainable business activity	3	9	IN	Reading
91387	Chemistry 3.1	Carry out an investigation in chemistry involving quantitative analysis	3	4	IN	Writing
91641	Digital Technologies 3.50	Demonstrate understanding of wide area network technologies	3	4	IN	Reading
91219	Drama 2.7	Discuss drama elements, techniques, conventions and technologies within live performance.	2	4	EX	Writing
91222	Economics 2.1	Analyse inflation using economic concepts and models	2	4	EX	Writing
91223	Economics 2.2	Analyse international trade using economic concepts and models	2	4	EX	Writing

ID	Subject reference	Title	Level	Credits	Int/Ext	Previously counted for
91224	Economics 2.3	Analyse economic growth using economic concepts and models	2	4	EX	Writing
91619	Generic Technology 3.14	Demonstrate understanding of the application of a technical area to a specific field	3	4	IN	Reading
91615	Generic Technology 3.8	Demonstrate understanding of consequences, responsibilities and challenges involved in technology	3	4	IN	Reading
91616	Generic Technology 3.9	Demonstrate understanding of how the fitness for purpose of technological outcomes may be broadly interpreted	3	4	IN	Reading
91300	Home Economics 2.2	Analyse the relationship between well-being, food choices and determinants of health.	2	4	EX	Writing
91304	Home Economics 2.6	Evaluate health promoting strategies designed to address a nutritional need.	2	4	EX	Writing

Changes made to standards already on the List

- A total of 21 standards currently on the List will change what they count for over the transition period.
- 8 standards currently on the List will change whether they count for reading or not; 14 standards currently on the List will change whether they count for writing or not; 1 standard will change for both.

The highlighting indicates where the change will be made and what it will change to.

ID	Subject reference	Title	Level	Credits	Int/Ext	Reading	Writing	Date of change
91404	Accounting 3.1	Demonstrate understanding of accounting concepts for a New Zealand reporting entity	3	4	EX	Y	Y	From January 2020
91529	Agricultural and Horticultural Science 3.2	Research and report on the impact of factors on the profitability of a New Zealand primary product	3	6	IN	Y	Y	From January 2020
91483	Art History 3.2	Examine how meanings are communicated through art works	3	4	EX	Y	N	31 December 2021

ID	Subject reference	Title	Level	Credits	Int/Ext	Reading	Writing	Date of change
91602	Biology 3.2	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3	3	IN	Y	N	31 December 2021
91595	Dance 3.8	Demonstrate understanding of the development of dance in Aotearoa/New Zealand	3	4	EX	Y	N	31 December 2021
91632	Digital Technologies 3.40	Demonstrate understanding of complex concepts of information systems in an organisation	3	4	EX	N	Y	31 December 2021
91215	Drama 2.3	Discuss a drama or theatre form or period with reference to a text.	2	4	EX	Y	N	31 December 2021
91410	Earth and Space Science 3.1	Carry out an independent practical Earth and Space Science investigation	3	4	IN	Y	N	31 December 2021
91411	Earth and Space Science 3.2	Investigate a socio-scientific issue in an Earth and Space Science context	3	4	IN	Y	N	31 December 2021
91733	Education for Sustainability 2.4 (version 1 and onward)	Demonstrate understanding of initiatives that contribute to a sustainable future	2	4	EX	Y	N	31 December 2021
22750	English for Academic Purposes	Write a crafted text using researched material in English for an academic purpose	4	5	IN	Y	Y	From January 2020
91613	Generic Technology 3.6	Demonstrate understanding of material development	3	4	EX	Y	Y	From January 2020
91614	Generic Technology 3.7	Demonstrate understanding of operational parameters in complex and highly complex technological systems	3	4	EX	Y	N	From January 2020 (for reading) 31 December 2021 (for writing)
91617	Generic Technology 3.10	Undertake a critique of a technological outcome's design	3	4	EX	Y	Y	From January 2020
91240	Geography 2.1	Demonstrate geographic understanding of a large natural environment.	2	4	EX	Y	N	31 December 2021

ID	Subject reference	Title	Level	Credits	Int/Ext	Reading	Writing	Date of change
91242	Geography 2.3	Demonstrate geographic understanding of differences in development.	2	4	EX	Y	N	31 December 2021
91509	Latin 3.4	Analyse a Roman viewpoint	3	4	IN	Y	N	31 December 2021
91510	Latin 3.5	Analyse the influence of Latin text(s) on subsequent culture(s)	3	3	IN	Y	N	31 December 2021
91584	Mathematics and Statistics 3.12	Evaluate statistically based reports	3	4	EX	Y	Y	From January 2020
91248	Media Studies 2.1	Demonstrate understanding of the relationship between a media product and its audience	2	3	EX	N	Y	31 December 2021
91251	Media Studies 2.4	Demonstrate understanding of an aspect of a media genre	2	4	EX	N	Y	31 December 2021