



Training Scheme / Micro-Credentials / Contracted Delivery proposal form

Overview

Training Scheme Title	Celebrating Diversity in Language Teaching		
Code	TBA		
Course catalogue numbers	BPLS TS5001 Celebrating Diversity in Language Teaching		
Development Type	Training Scheme	Course Type	Assessed
Level:	5	Subject code:	070199
Delivery Mode(s):	WBL + Face to Face	Directed Hours: Workplace Hours: Student Directed: Total Hours:	30 20 50
Credits, level, qualification and programme ownership	Credits: 5 Level: 5 Qualification: Unitec owned Training Scheme designed to provide professional development for teachers of Languages, particularly teachers of English as an Additional Language		
Certification	Certificate of Achievement		
Expected start	Semester 2, 2019		
Student Profile:	Domestic & International		
Funding	TEC Funded		

Short Course / Training Scheme / Vocational Pathway Course Details

Purpose statement	This scheme is one of 6 modules that provide professional development opportunities for teachers of English as an Additional Language. The purpose of this module is to develop students' understanding of diversity and individual difference in language learners.
Structure of the scheme	The scheme is a module of study worth 5 credits to be delivered over 5 weeks. There are 5 Face to Face input sessions and a series of Moodle Forums focusing on different aspects of learner diversity which require background reading and which are assessed.
Learning Outcomes	<ul style="list-style-type: none"> Identify and discuss how individual learners differ from each other in respects such as age; linguistic, cultural and educational background; learning style and motivation

	<ul style="list-style-type: none"> Discuss the implications of individual difference for teaching material design
Content	<p>Learning contexts</p> <p>Learners' individual differences (eg learning preferences, cultural background)</p>
Delivery methods	<p>The course is delivered over 5 weeks, one face to face session per week. Training scheme participants share a class with students enrolled in the NZCLT programme. Students participate in a series of Moodle Forums which form the assessment for the module.</p> <p>Evaluation:</p> <p>The methods implemented for evaluations are as follows:</p> <ul style="list-style-type: none"> Participant evaluations at the end of each module Pre and post moderation of assessment practices Module reports completed after the delivery of each module Course reports completed after the delivery of each NZCLT course
Resources and Staff	<p>Teaching staff will include:</p> <p>Michelle Leuthart DELTA (Dist); CELTA Pass A; PD in Language Teaching (Auckland); NZ Drama School Diploma; ATCL Speech and Drama</p> <p>Nick Marsden RSA DTEFLA; RSA CertTEFLA; BA Hons Politics; MA Creative Writing</p> <p>Sarah Bampton Master of professional Studies in ELT (1st class Hons); CELTA; DIPTEFLA; CTEFLA; BA Hons English and American Literature</p> <p>Unitec provides a range of up-to-date facilities including collaborative learning spaces and computer labs, Moodle Learning Management System, IMS services, Student Guidance and Support.</p> <p>Unitec Library supports the teaching, learning and research needs of the Unitec community, through its collection and resources, and its librarians who enjoy an excellent reputation for their professionalism and enthusiasm.</p>
Information for Students	<p>Entry Criteria:</p> <p>To be eligible for admission to this training scheme, all applicants</p> <ol style="list-style-type: none"> must be at least 18 years of age on the date of the programme's commencement for the semester in which they wish to enrol; <p>AND</p> <ol style="list-style-type: none"> need to demonstrate competence in English at Common European Framework of Reference (CEFR) B2 or above; <p>AND</p> <ol style="list-style-type: none"> must have a minimum total of 48 NCEA credits in his/her best four subjects at Level 2; <p>OR</p> <ol style="list-style-type: none"> must have a maximum total of 20 in New Zealand Sixth Form Certificate in his/her best four subjects; <p>OR</p> <ol style="list-style-type: none"> equivalent <p>The training scheme assumes that participants are practising language teachers with an entry-level qualification (CELTA or equivalent).</p> <p>English Language Entry Requirements</p>

	<p>International applicants must provide evidence of meeting the English Language Entry Requirements for study at level 5, as stated in Unitec’s Admission Requirements Policy.</p>															
Assessment	<p>To successfully pass this module, students must achieve a C grade for 5 Moodle Forum tasks which require students to identify and discuss how learners differ from each other, in response to readings provided by the lecturer.</p> <p>Students are assessed against the following criteria:</p> <table><tr><td>Task completion</td><td>All parts of each of the tasks are addressed</td><td>10%</td></tr><tr><td>Forum content and discussion</td><td>The forum entries demonstrate depth of thought, critical thinking and the connection between theory and practice (as appropriate)</td><td>75%</td></tr><tr><td>Structure</td><td>The forum entries are written clearly and coherently with appropriate use of style, terminology and respect for the word count</td><td>15%</td></tr></table> <p>Assessment procedures from the New Zealand Certificate in Language Teaching (NZCLT) programme regulations (Section 6):</p> <hr/> <p>6. Aromatawai Mahinga Assessment Procedures</p> <p>6.1 Aromatawai I Roto I Te Reo Assessment in Te Reo</p> <p>For the courses identified in Table 6, special arrangements may be made for assessment in Te Reo Māori in accordance with Unitec’s <i>Assessment in Te Reo Māori Policy</i>.</p> <p><i>Table 6: Courses allowing assessment in Te Reo Māori</i></p> <table><tr><th>Code</th><th>Course</th></tr><tr><td>EAPL5503</td><td>Designing for Diversity</td></tr><tr><td>EAPL5506</td><td>Language Analysis and Assessment</td></tr></table> <p>The regulations of the University of Cambridge’s Local Examinations Syndicate, which oversees the <i>Cambridge University Certificate in English Language Teaching to Adults</i> (CELTA) that is the focus of EAPL5501/5504 and EAPL5502/5505, prevent the application of the <i>Assessment in Te Reo Māori Policy</i> in the remaining courses in this programme.</p> <p>6.2 Tāpaetanga Tōmuri Submission and late submission of work</p> <ol style="list-style-type: none">Applications for extensions must be made in line with the Special Assessment Circumstances policy.Any assessment that is submitted late (and does not have a prior-approved extension or Special Assessment Circumstance application) will be penalised by a deduction of 10 per cent per day of the student’s assignment mark, up to five days, inclusive of weekends.No assignments will be accepted five days (inclusive of weekends) after the due date. If the assessment is not compulsory, the student will receive a ‘zero’ grade for that assignment. If the assignment is compulsory, then the student will receive a “DNC” grade for the entire course. <p>6.3 Whakamātautau Anō Re-submission or Re-assessment</p> <p>A student may apply to undertake a re-submission or re-assessment for a failed assessment within five days of receiving their marked assessment.</p> <ol style="list-style-type: none">Students are entitled to only one re-submission or re-assessment of each failed	Task completion	All parts of each of the tasks are addressed	10%	Forum content and discussion	The forum entries demonstrate depth of thought, critical thinking and the connection between theory and practice (as appropriate)	75%	Structure	The forum entries are written clearly and coherently with appropriate use of style, terminology and respect for the word count	15%	Code	Course	EAPL5503	Designing for Diversity	EAPL5506	Language Analysis and Assessment
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Code	Course															
EAPL5503	Designing for Diversity															
EAPL5506	Language Analysis and Assessment															

assessment event.

- b. All resubmissions/reassessments will be carried out within a specified time period as agreed with the relevant academic authority.
- c. In all cases for resubmission, the original marked assignment will accompany resubmitted assignments. If resubmitted work is not accompanied by the original marked assignment, the resubmitted work will not be marked and the original grade will stand.
- d. The maximum grade for any resubmission/reassessment of an assessment is the lowest pass grade.
- e. For *EAPL5501: Language Teaching Practice*, a grade can be deferred for a maximum of one semester until re-submission has been made.

6.4 Āhuatanga Aromatawai Motuhake | Special Assessment Circumstances

Students whose performance in a summative assessment is being affected by reasons/factors beyond their control may apply for Special Assessment Circumstances under the following conditions:

- a. The student was unable to complete the summative assessment item; or
- b. The students' ability to complete the summative assessment (preparation/performance) was impaired; or
- c. The student needs to request extra time to complete the summative assessment (see 5.4.3 above).

6.5 Pāhi Rāhui | Restricted passes

The relevant Academic Authority may award a 'restricted pass' in a course which was narrowly failed and where there is ample evidence that marginal failure is compensated by good overall performance.

Following are the conditions which apply to a restricted pass.

- a. a student may decline the award of a restricted pass by notifying the office of the relevant Dean in writing no later than 20 working days from mailing of the results;
- b. the relevant Academic Authority may, at their discretion, prevent a student from using a restricted pass to meet the prerequisite requirements of another course.

6.6 Akoranga Tuaruatanga | Repeating Courses

Students may enrol and repeat courses they have failed, up to twice. Beyond this, permission to enrol a third time must be sought from the relevant Academic Authority.

Students who are repeating a course would normally be required to submit all assessment items. In some cases, with the prior approval of the relevant Academic Authority (in consultation with the course coordinator), students may not be required to repeat an equivalent assessment item they had previously passed. This should be negotiated within the first two weeks of the start of the course.

6.7 Whakakorenga | Exclusions

No student will be allowed to enrol in any course more than twice unless there are exceptional circumstances approved by the relevant Academic Authority.

Any student who, over the period covered by the last four semesters of his or her studies at Unitec, or, where relevant, other institutions, has not achieved a 'Pass' grade in courses equivalent to at least 50 per cent of the credits in which they have been enrolled over that period, shall be excluded from the Programme and shall not be permitted to re-enrol in any programme without the prior permission of the relevant Academic Authority.

6.8 Whakaritenga whakamātautau | Examination Regulations

There are no examinations in this programme.

6.9 Tono Pira | Appeals

Students may appeal the decisions made under these regulations in accordance with the relevant section of the *Academic and Programme Management Policy*.

- f. assessment event.
- g. All resubmissions/reassessments will be carried out within a specified time period as agreed with the relevant academic authority.
- h. In all cases for resubmission, the original marked assignment will accompany resubmitted assignments. If resubmitted work is not accompanied by the

	<p>original marked assignment, the resubmitted work will not be marked and the original grade will stand.</p> <p>The maximum grade for any resubmission/reassessment of an assessment is the</p>
Moderation	<p>Unitec's Moderation of Assessment Policy stipulates that a system of internal and external moderation is applied to summative assessments in all Unitec programmes. Both internal and external moderation of assessment will be undertaken to ensure valid, reliable and consistent standards of assessment are maintained throughout the scheme.</p> <p>External moderators who have been used by the NZCLT programme at Unitec will be used for the moderation of this training scheme e.g. Martin McMorrow (Massey University);</p> <p>Results of moderation will be included in Self-Assessment and be recorded in Course Evaluation and Planning reports.</p>
Review	<p>This Training Scheme will be reviewed according to Unitec's Academic and Programme Management policies, in particular those relating to the NZCLT programme. These policies and practices include:</p> <ul style="list-style-type: none"> • Course Evaluation and Planning reports (CEPs) • Course surveys/evaluations – both informal and summative • Stakeholder engagement and feedback • Consistency reviews as they apply to the NZCLT programme

Strategic Case	
Strategic case	This proposal seeks to establish a training scheme to recognise learning on a module of the NZCLT course Designing for Diversity.
Need & market analysis	<p>Modularising of two NZCLT courses was a feature of the Business case prepared to support the approval of NZCLT to replace the CLT in 2017.</p> <p>Extract from Business case: <i>Each of the new 15-credit courses will be split into three 5-week modules, encompassing topics that are of key interest to in-service language teachers, such as materials design, assessment design and best practice, language analysis, and learner diversity. This design will allow for the new 15-credit courses to be delivered to NZCLT students as part of the whole qualification, as 15-credit Certificates of Proficiency to in-service, and as fully-online taught 5-week professional development modules to in-service English-language teachers around the world. The fully-online courses will offer flexible entry and completion dates in order to meet the needs of those in employment</i></p> <p>The Business Case for the NZCLT development was approved by the ELT/Network Deans on December 7 2017.</p>
Stakeholder support	Support for the modularisation of the new courses was received as part of the stakeholder consultation regarding the proposal for NZCLT to replace CLT.
Proposed learning & teaching model	<p>The scheme runs over 5 weeks, one face to face session per week.</p> <p>Learning and teaching will include: Lecture; self-directed learning; E-learning platform (Moodle); on-line discussions; news forums; group work; formative review;</p>

	summative assessments
Economic case	The module utilises resources already deployed for NZCLT.
Delivery resource requirements	This is a modularisation of an existing course and as such does not require any further resourcing. Students will sit alongside students enrolled in the full-time programme.
EFTs value	0.04
Advertising / marketing	This training scheme (along with 5 others) will need a profile on the Unitec website.
Benefits & risks	This scheme will assist in making NZCLT a more viable programme (the CELTA component of NZCLT is relatively expensive given the Cambridge requirement for one tutor per 6 trainees)
Management case	There are no additional resources required.

Development Requirements	
Course / Scheme development resource requirements	Nil
Course development costs [Indicative]	Nil
Moodle	There are no additional resources required.
Return on investment	High