Programme Document

New Zealand Certificate in English Language (Level 4) (Academic) [NZCE4]

Level 4, 30 Credits

Programme Reference and Version Number: [NZ1883]

This programme leads to the award of the following qualification(s)

New Zealand Certificate in English Language (Level 4) (Academic)

Qualification Reference and Version Number: (NZ1883-2)

School of Bridgepoint

Version 1: Programme and Accreditation approved by NZQA 24 January 2014

Version 2: Revised Programme following Qualification Review approved by NZQA 21 November 2017

Version 3: Type 2 changes approved by NZQA [date]

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PROGRAMME FACTUAL SUMMARY

TERTIARY EDUCATION ORGANISATION (TEO) DETAILS	
NZQA Reference No.	NZ1883
Name of TEO	Unitec Institute of Technology
Ministry of Education No.	6004

QUALIFICATION DETAILS	
Qualification(s) Title (Incl. any endorsements, majors, specialisations or strands if applicable)	New Zealand Certificate in English Language (Academic) (Level 4)
Qualification(s) Number/Version	1883-2
Qualification Short Title	NZCE4
NZSCED Name and No.	English for Speakers of Other Languages No. 091506
Qualification Level	4
Qualification(s) Credit value/range	60
Qualification Type (Certificate, Diploma etc.)	NZ Certificate
Strategic Purpose Statement	This qualification is intended for learners of English as an additional language, who wish to pursue further academic study in an English language context. Graduates will have the language skills required to communicate independently and effectively in familiar and some less familiar situations with fluency and flexibility in academic settings. This qualification is at a level comparable to the Common European Framework of Reference (CEFR) mid B2 on exit. This qualification allows educational institutions to make informed judgements regarding the level at which the graduate can use English for academic purposes.
Graduate profile	Graduates will be able to: • Understand main ideas and supporting details of moderately complex oral academic texts • Participate effectively in sustained spoken academic discourse • Understand main ideas and supporting details of moderately complex written academic texts • Write well-structured, developed, moderately complex academic texts. Graduates will also have developed skills and capability in: • inter-cultural competence

	• autonomous language learning • use of ICT • reflection • responding appropriately to people with diverse perspectives and from diverse cultures and • understanding ethical, bicultural and social issues in NZ
Education pathway	This certificate builds on the New Zealand Certificate in English Language (Applied) (Level 3) [Ref: 3667] and can lead to: • New Zealand Certificate in English Language (Academic) (Level 5) [Ref:1884]. This certificate may facilitate meeting the language requirements for: • many vocational and undergraduate programmes/courses and specialised fields of study requiring lower and/or New Zealand Qualifications Framework level 5, for entrance, depending on the focus of the programme leading to this qualification.
Employment and/or community pathway	Graduates of the New Zealand Certificate in English Language (Academic) (Level 4) [Ref: 1883] will have the English language skills to work in positions that require: • interpersonal communication • understanding of context-specific texts of a more academic nature • writing records and reports • interaction in a team
Next review:	December 2022
Approval date:	August 2012
Qualification developer:	NZQA National Qualifications Services
PROGRAMME DETAILS	
Programme Name (Incl. any endorsements, majors, specialisations or strands if applicable)	New Zealand Certificate in English Language (Academic) (Level 4)
Programme Level	Level 4
Programme Credit Value	60 credits
Programme Code	NZ1883
Professional Recognition	n/a
Programme review:	December 2022
OUTCOME STATEMENTS	
Programme Aim	This qualification is intended for learners of English as an additional language, who wish to pursue further academic study in an English language context. Graduates will have the language skills required to communicate independently and effectively in familiar and some less familiar situations with fluency and flexibility in academic settings. This qualification is at a level comparable to the Common European Framework of Reference (CEFR) mid B2 on exit. This qualification allows educational institutions to make informed judgements regarding the level at which the graduate can use English for academic purposes.
Programme Outcome Statement (Graduate Profile)	Graduates will be able to:

	• Understand main ideas and supporting details of moderately complex oral academic texts • Participate effectively in sustained spoken academic discourse • Understand main ideas and supporting details of moderately complex written academic texts • Write well-structured, developed, moderately complex academic texts. Graduates will also have developed skills and capability in: • inter-cultural competence • autonomous language learning • use of ICT • reflection • responding appropriately to people with diverse perspectives and from diverse cultures and • understanding ethical, bicultural and social issues in NZ
Endorsement Grades (e.g. with Distinction)	Competency
Content Statement	The content of this programme is designed to enable students to develop the English Language proficiency required to prepare them for NZCEL (Level 5), most undergraduate programmes of study or community/employment goals.
Entry Requirements	General admission To be admitted to this programme, all applicants must meet the following requirements. All applicants must be at least 16 years of age on the date of the programme's commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form). Special admission Applicants must have: attained the age of 20 years on or before the first day of the semester in which study for the Certificate programme is to commence; and provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification English Language Admission Requirements Admission Hold NZCEL (Applied) (Level 3) or equivalent English Language qualification as stated in Unitec's Admission Requirements Policy. Achieve an appropriate score on the Language Studies English Language Placement Test. For details, see programme regulations.
Entry requirements - Key Information for Students (KIS) website	Candidates must meet the general, special or discretionary admission requirements, and meet the English Language entry requirements. Go to www.unitec.ac.nz for details.
ACCREDITATION DETAILS	
Type of Approval Sought	☒ Approval and Accreditation ☐ Accreditation ☐ Sub-contracting agreement
Proposed Start Date:	01/02/2021 [dd/mm/yyyy format]
New programme or existing programme amended:	☒ Existing programme amended

Brief summary of changes made (if Type 2 change):	Removal of existing courses. Introduction of four new 15 credit courses. Introduction of part-time options.
DAS (unit or achievement standards) credits	N/A
Unitec credits	60
Total Programme Credit Value	60
Delivery Mode	☒ Blended
Delivery Methods	Lecturer input, pair and small group interaction, field work, collaborative projects, presentations, reflective learning, participation in online learning platforms and language learning applications
To be run: (Click appropriate box/boxes)	☒ Full time ☒ Part time ☐ Block ☐ Weekend ☒ Summer School
Proposed Teacher: Student Ratio	
Assessment Methods	In class assessments Projects and assignments Oral presentations (individual and group) Self and peer evaluations e-portfolios and blogs Discrete item tests Examinations
Assessment standards used for assessment	22751 Read and process information in English for EAP 6 credits 22749 Writing texts under test conditions 5 credits 22750 Write a crafted text using researched material in English for an academic purpose 6 credits 22891 Making an Oral Presentation 5 credits 22892 Demonstrate an understanding of spoken texts and process information in English for academic purposes 5 credits
Delivery sites	Unitec Mt Albert
Student Type (Click appropriate box/boxes)	☐ Domestic ☐ International ☒ Domestic and international
Nature of funding sought (Click appropriate box/boxes)	☒ SAC ☐ Youth Guarantee ☐ Entrepreneurial ☐ Contract for Service
Sub-contracting (Click appropriate box)	☐ Yes ☒ No

PROGRAMME DURATION DETAILS			

Duration of the Programme		Minimum	Maximum
	Full time:	One Semester	One Semester
	Part time:	Two Semesters	Four Semesters

Number of Years	0.5		
Duration: Total Weeks		Incl. Holidays weeks	Excl. Holidays weeks
	Full time:	18 weeks	16 weeks
	Per year:	18 weeks	16 weeks
Average Hours Per Week	Directed Hours	Work Experience Hours	Self-Directed Hours
	26	N/A	11.5
Total Learning Hours Per Week	37.5		
Total Study Hours	600		
Programme Learning Hours Per Year	600		
Work Experience Type & Expected Location	N/A		

TEC DATA REQUIREMENTS			
Provider Code	6004		
Qualification Award Codes	35		
Student Destination	☒ more academically oriented - designed to lead to entry into advanced research programmes and professions with high skill requirements ☐ more occupationally oriented - designed to lead to direct labour market access ☐ designed to lead directly to the labour market		
Status	Active		
Funding Source	SAC		
EFTS Value	0.5		
Expected student intake	100		
EFTS Eligibility	☒ Yes ☐ No		
To be Approved for Student Loans and Allowances? (Click appropriate box)	☒ Loans and Allowances ☐ Loans Only ☐ Neither		
Teacher Registration	☐ Yes ☒ No		

CONTACT DETAILS	
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1.1 Programme Version Control

Version 1: Programme and Accreditation approved by NZQA 24 January 2014

Version 2: Revised Programme following Qualification Review approved by NZQA 21 November 2017

Version 3: Type 2 changes approved by NZQA [date]

1.2 Summary of Changes

Table 1: Summary of programme improvement and changes

Version No.	Date of Change	Approved by	Effective from	Description of Change
2.1	20/04/2018	PIC	Sem 2, 2018	Change of name for EAPL 4190 to Oral and Text Based Skills (L4 Academic) and changes to the Aim/Learning Outcomes/Assessment Addition of 2 new compulsory courses: EAPL 4195 Oral and Text Based Skills (L4 Community) in the NZCEL (Level 4) (General) programme EAPL 4196 Oral and Text Based Skills (L4 Employment) in the NZCEL (Level 4) (Employment) programme to replace EAPL 4190 Students will then take 4190 + 4191 if enrolled in NZCEL (Level 4) (Academic) 4195 + 4193 if enrolled on NZCEL (Level 4) (General) 4196 + 4192 if enrolled in NZCEL (Level 4) (Employment)
3	tbc	ASC, NZQA	Sem 1, 2021	Removal of - EAPL 4190 Oral and Text Based Skills (L4) (Academic) - EAPL 4191 Eanglish for Academic Purposes (L4) Addition of - EAPL 4181 Listening for Academic Purposes - EAPL 4182 Speaking for Academic Purposes - EAPL 4183 Reading for Academic Purposes - EAPL 4184 Writing for Academic Puurposes

1. INTRODUCTION TO THE QUALIFICATION

This document outlines Unitec's capability and delivery arrangements for the New Zealand Certificate in English Language (Academic) (Level 4), [NZCE4] programme, which leads to the New Zealand Certificate in English Language (Academic) (Level 4) qualification, (60 Credits) [NZ1883-2], with the aim of maintaining external accreditation.

The programme meets the definition as listed in the New Zealand Qualifications Framework (NZQF) Listing and Operational Rules. The level and credit value of the qualification to which the programme leads, meets the requirements in the qualification type definitions published in the NZQF.

The New Zealand Certificate in English Language (Academic) (Level 4), [NZCE4] programme was formally approved and accredited by NZQA on 24 January 2014, with Version 2 approved and accredited following Revised Programme following Qualification Review 21 November 2017.

1.1 Background

In 2013 Unitec developed programmes leading to NZCEL Levels 2-5. These programmes were introduced in 2014 and replaced four long-standing local qualifications. The NZCEL qualification was one of the first to be reviewed by NZQA in 2016; this review resulted in significant changes to the qualifications.

1.2 The programme

The New Zealand Certificate in English Language (Academic) (Level 4) allows learners of English as an additional language to fully apply or develop their knowledge and skills to contribute to meet national and regional needs in New Zealand.

Aligned to the Common European Framework, the New Zealand Certificate in English Language (Academic) (Level 4) provides a nationally-consistent, and transparent pathway to further education outcomes and/or employment.

1.2.1 Unitec's Living Curriculum

The Living Curricula was developed by Unitec in 2009 in order to embed teaching and learning best practice within programme curricula in specific ways. This approach to learning and teaching was designed to ensure that each programme, through its teaching activities, fully engages students in an active learning environment so that deep learning occurs. It also requires teaching practitioners to ensure students are actively engaging with each other in a learning community. The living curricula was designed to produce proactive, forward thinking, self-reflective, critical and socially developed graduates.

All programmes at Unitec were required to redesign their learning and teaching approaches to align with the principles of the living curricula. The NZ Certificate in English Language (Academic) (Level 4) completed this work in 2014 and was given formal approval for the change by the Faculty Academic Committee.

The NZ Certificate in English Language (Academic) (Level 4) applies the principles of the Living Curriculum, Unitec's philosophy of teaching and learning. This research-informed approach, which focussed on supporting students to become actively engaged with their learning, aligns with international best practice.

The 11 characteristics of the Living Curriculum seek to provide an opportunity for students to develop capabilities to deal with the complexity and uncertainty that is a feature of modern workplaces.

The characteristics of the Living Curriculum and their applicability in the context of the NZ Certificate in English Language (Academic) (Level 4) are described in Section 3 below.

1.2.2 Responsiveness to Māori

Te Noho Kotahitanga

Unitec is committed to creating an education environment that aligns with its obligations to *Te Tiriti o Waitangi*/the *Treaty of Waitangi*. The foundation of this commitment at Unitec is *Te Noho Kotahitanga* - a partnership document built on five principles, which are demonstrated in the NZ Certificate in English Language (Academic) (Level 4) in a number of ways.

- **Rangatiratanga (authority and responsibility)**: Māori have authority over, and responsibility for, all teaching and learning relating to Māori dimensions of knowledge.

- **Wakaritenga (legitimacy)**: all stakeholders have a legitimate right to be present, to speak freely in their own language, and to put their resources to use for the benefit of all.

- **Kaitiakitanga (guardianship)**: Unitec accepts responsibility as a critical guardian of knowledge.

- **Mahi kotahitanga (co-operation)**: all actions are guided by a spirit of generosity and co-operation.

- **Ngākau mahaki (respect)**: the heritage and customs, current needs, and future aspirations of Māori and Pākehā are respected and valued.

The principles of Te Noho Kotahitanga also underpin the mātauranga Māori expression of the Living Curriculum, and the Māori Success Strategy. These two elements have an important role in programme development at Unitec, most significantly in the determination of content, pedagogy, and assessment.

2. TITLE, AIMS, LEARNING OUTCOMES AND COHERENCE

This section addresses programme approval Criterion 1 which presents evidence that demonstrates how the programme meets the definition published in the NZQF Listing and Operational Rules.

It also addresses programme approval Criterion 2 by describing the title, aims, stated learning outcomes and coherence of the whole programme to demonstrate that they are adequate and appropriate and that they meet the graduate profile and specification of the qualification as listed on the New Zealand Qualifications Framework.

2.1 Title

The title of this programme is the New Zealand Certificate in English Language (Academic) (Level 4) This is a level 4, 60 credit programme.

This programme leads to the award of the New Zealand Certificate in English Language (Academic) (Level 4) qualification (60 credits) [NZ1883-2].

2.2 Strategic purpose statement

This qualification is intended for learners of English as an additional language, who wish to pursue further English language study in an academic context.

Graduates will have the language skills required to communicate independently and effectively in familiar and some less familiar situations with fluency and flexibility in academic settings.

This qualification is at a level comparable to the Common European Framework of Reference (CEFR) mid B2.

This qualification allows educational institutions to make informed judgements regarding the level at which the graduate can use English for academic purposes.

2.3 Graduate profile

Graduates of this qualification will be able to:

1. Understand main ideas and supporting details of moderately complex oral academic texts
2. Participate effectively in sustained spoken academic discourse
3. Understand main ideas and supporting details of moderately complex written academic texts
4. Write well-structured, developed, moderately complex academic texts.

2.3.1 Pathways

Education pathway

This certificate builds on the New Zealand Certificate in English Language (Applied) (Level 3) [Ref: 3667] and can lead to:

- New Zealand Certificate in English Language (Academic) (Level 5) [Ref: 1884].

This certificate may facilitate meeting the language requirements for:

- many vocational and undergraduate programmes/courses and specialised fields of study requiring lower and/or New Zealand Qualifications Framework level 5, for entrance, depending on the focus of the programme leading to this qualification.

Employment pathway

Graduates of the New Zealand Certificate in English Language (Academic) (Level 4) [Ref: 1883] will have the English language skills to work in positions that require:

- interpersonal communication
- understanding of context-specific texts of a more academic nature

- writing records and reports
- interaction in a team.

2.4 Programme structure

This Programme is structured to achieve the qualification outcomes. Its approaches to learning, teaching and assessment are embedded in components (courses) which are designed to form a coherent programme that demonstrates progression and integration of learning and assessment throughout, to meet the strategic purpose statement, outcome statement, and the level and credit value of the qualification.

At Level 4 there is a focus on oral and text-based skills, but the programme includes content and skills-development that relates to the academic context. This programme has 30 credits allocated to core oral and text-based language skills and 30 credits for academic language.

2.5 Programme courses

Programme courses have been designed using a constructive alignment approach with clear links between learning outcomes and activities and the graduate profile outcomes of the qualification. Course descriptors for each course are in Appendix 2. Course details are provided through an overview mapping of courses to the Graduate Profile in the table below and a more detailed mapping which clearly demonstrates how the learning outcomes from each of the courses link to the Graduate Profile in the appendix of this document.

Course learning outcomes in this programme:

- are consistent with the programme aims;
- demonstrate how learners will achieve the graduate profile;
- are clear and specified for each component of the programme;
- are measurable and achievable;
- are integrated to provide a balanced and logical programme;
- are presented in a logical, progressive way that demonstrates learners' development of knowledge, skills, and attitudes.

2.5.1 Consent to assess standards

The following standards are associated with the Programme. Unitec has consent to assess these standards:

- 22751 Read and process information in English for EAP 6 credits
- 22749 Writing texts under test conditions 5 credits
- 22750 Write a crafted text using researched material in English for an academic purpose 6 credits
- 22891 Making an Oral Presentation 5 credits
- 22892 Demonstrate an understanding of spoken texts and process information in English for academic purposes 5 credits

2.6 Mapping course outcomes to the graduate profile

Table 2: Programme Overview - Courses mapped to Graduate Profile

Course Code	Course Name	GPO 1 Understand the main points and supporting details in extended moderately complex texts	GPO 2 Participate effectively in a range of spoken contexts	GPO 3 Write well-structured, developed, moderately complex texts	GPO 4 Read and respond to moderately complex texts with some degree of independence	GPO 5 Demonstrate knowledge and use of vocabulary appropriate to the level
EAPL 4181	Listening for Academic Purposes	✓				✓
EAPL 4182	Speaking for Academic Purposes		✓			✓
EAPL 4183	Reading for Academic Purposes				✓	✓
EAPL 4184	Writing for Academic Purposes			✓		✓

Note: the 2017 NZCEL Levels 2-5 Programme Approval document listed four courses in the programme schedule in the programme regulations. The three courses above which are being removed were listed in several tables in the original document. The fourth course, the option of an elective course from a mainstream programme, did not feature on those tables and for this reason is not listed above.

Full mapping of individual Learning Outcomes to Graduate Profile Statements are located in Appendix 3.

3. PROGRAMME DELIVERY

This section addresses programme approval Criterion 3 by describing the how the delivery methods are adequate and appropriate, given the stated learning outcomes for the programme.

Information in this section demonstrates:

- the appropriateness of the programme's delivery modes (e.g. face-to-face, online/distance, blended);
- the appropriateness of the programme's delivery methods; and
- how academic integrity will be maintained through delivery.

It is important delivery methods do not place learners, staff, or the public at risk. The programme must identify any potential risks, and demonstrate how they will be addressed. Delivery methods also need to include consideration of cultural safety and ethical practice.

3.1 Delivery modes

This programme employs the following modes of delivery:

- Face to Face and Blended

The delivery modes have been chosen to meet the needs of students' learning in a context that is most appropriate for the discipline and subject matter of the Programme. The aim is to use delivery methods that successfully achieve the programme aims, graduate profile and learning outcomes of individual courses whilst reflecting the characteristics of a Living Curriculum.

3.2 Delivery methods

Table 3: Programme teaching and learning methods

Course Code	Course Name	Interactive lectures	Small-group work	Flipped classroom	Presentations	E-portfolios	Collaborative writing	Journals/Reflective writing	Project-based learning	Role-plays/Simulations	Online learning	Computer lab learning	Self-directed learning
EAPL 4181	Listening for Academic Purposes	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
EAPL 4182	Speaking for Academic Purposes	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
EAPL 4183	Reading for Academic Purposes	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
EAPL 4184	Writing for Academic Purposes	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

As illustrated in the table above, the programme uses a range of teaching and learning methods, which support students' development towards Graduate Profile Outcomes. The range of strategies adopted facilitate implementation of, and support for, the *Living Curriculum* and *Te Noho Kotahitanga*.

Note: the 2017 NZCEL Levels 2-5 Programme Approval document listed four courses in the programme schedule in the programme regulations. The three courses above which are being removed were listed in several tables in the original document. The fourth course, the option of an elective course from a mainstream programme, did not feature on those tables and for this reason is not listed above.

Flipped-classroom/learning

Using our Learning Management System (Moodle™), students will be able to access resources that allow them to start to become familiar with, and understand, discipline-specific knowledge and content material. In accordance with this approach, there is an expectation that students will engage with this material before a related classroom session. In this way, classroom sessions will maximise face-to-face opportunities for discursive and interactive learning activities.

Project-based learning

Project-based learning is used to highlight theory-to-practice, and to develop students' problem-solving, research, independent study, leadership, team, and communication skills.

Where used, projects give students the opportunity to explore relevant areas of practice that may be of special interest to them, further strengthening their engagement with course material, while fostering an appreciation for life-long learning.

Online learning

Online or e-learning tools are an important resource, particularly in terms of supporting other modes of praxis. Moodle™ gives students access to relevant readings, multi-media resources, simulations (where appropriate), and supporting materials, such as assessment and course information. These resources are a key component of the flipped-learning approach, as students are expected to access and use these before face-to-face learning experiences. Online forums facilitate students' (online) engagement with peers and staff, offering the opportunity to develop teamwork, communication, and independent study skills.

Self-directed learning | mahi-ā-ipurangi

Primarily, students engage in self-directed learning via review of course readings and other resources, research as preparation for assessments, projects, flipped-learning contexts, and participation in peer discussions. This learning fosters students' research skills, as well as competencies needed for life-long learning, critical-thinking and analysis, and communication/collaboration skills.

Team/peer-based learning

This involves a structured approach to small-group work that goes much further than tutorials (see below), wherein students prepare in advance of face-to-face interactions (for example, by reading). In a typical class session, students may complete a test individually, then repeat the same test in their groups where collaborative discussion among group members promotes a consensus answer. Team-based learning promotes reflection and team-work, and taps into group strengths as well as motivating team members to learn in competition with other groups.

Tutorials/small-group learning

Tutorials and/or small-group sessions allow students to engage in activities designed to support learning completed in other modes (for example, interactive lectures). These groups may be peer- or staff-led/initiated; they provide a forum for in-depth discussion and exploration of theories, principles, and concepts introduced in other sessions. Tutorials and small-group learning provide a platform for development of skills around collaboration, leadership, and communication, as well as further opportunities for applying theory to practice, and critical-thinking and analysis. Tutorials may take place in a face-to-face setting, or online.

3.3 Delivery Sites

Unitec ensures that all delivery sites (including all off-site learning) remain safe and adequate for the programme of study provided, its staff, the number of students enrolled, and for meeting students' specific needs.

The NZ Certificate in English Language (Academic) (Level 4) is delivered at the following permanent site:

- Mt Albert Campus

3.4 The Living Curriculum

The NZ Cert in English Language (Academic) (Level 4) applies the principles of the *Living Curriculum*, Unitec's philosophy of teaching and learning. This research-informed approach, which focussed on supporting students to become actively engaged with their learning, aligns with international best practice.

The 11 characteristics of the *Living Curriculum* seek to provide an opportunity for students to develop capabilities to deal with the complexity and uncertainty that is a feature of modern workplaces.

The characteristics of the *Living Curriculum* and their applicability in the context of the NZ Cert in English Language (Academic) (Level 4) are described below.

- Unitec's **programmes involve complex conversations** between teachers, students, relevant industry or community partners, and other key stakeholders. These conversations challenge ideas and provoke new thinking.
- Teaching staff work to **stimulate learners' curiosity**, while ensuring inquiry serves as the foundation of students' learning experience.
- Unitec **programmes integrate learning with work**; workplace knowledge and practice is included as an implicit part of students' learning experience.
- **Knowledge is socially-constructed**; self-sufficiency and collaboration are equally valued, and together they help nurture resourcefulness and resilience.
- **Programmes embed mātauranga Māori**; Māori concepts and perspectives are woven into the holistic learning experience.
- **Programmes blend face-to-face and online learning**, with each process offering a valuable contribution to the learning process.
- **Programmes are research-informed and encourage research-engagement**; there is a reciprocal relationship between research, teaching, and learning.
- As contemporary workplaces require an ability to work within and across disciplinary boundaries, **programmes have a discipline-base and are inter-disciplinary**.
- **Programmes develop literacies for life-long learning**, including digital, information, academic, and workplace literacies.
- **Programmes include embedded assessments** that are authentic and both inform and contribute to the learning process, and students benefit from timely feedback.
- **Programmes consider issues of sustainability**, including environmental, social, economic, and other relevant sustainability issues.

3.5 Te Noho Kohatitanga

Unitec is committed to creating an education environment that aligns with its obligations to the *Treaty of Waitangi*. The foundation of this commitment at Unitec is *Te Noho Kotahitanga* - a partnership document built on five principles, which are demonstrated in the NZ Cert in English Language (Academic) (Level 4) in a number of ways.

- **Rangatiratanga (authority and responsibility)**: Māori have authority over, and responsibility for, all teaching and learning relating to Māori dimensions of knowledge.

- **Wakatitenga (legitimacy)**: all stakeholders have a legitimate right to be present, to speak freely in their own language, and to put their resources to use for the benefit of all.
- **Kaitiakitanga (guardianship)**: Unitec accepts responsibility as a critical guardian of knowledge.
- **Mahi kotahitanga (co-operation)**: all actions are guided by a spirit of generosity and co-operation.
- **Ngākau mahaki (respect)**: the heritage and customs, current needs, and future aspirations of Māori and Pākehā are respected and valued.

The principles of Te Noho Kotahitanga also underpin, the mātauranga Māori expression of the Living Curriculum, and the Māori Success Strategy. These two documents have an important role in programme development at Unitec, most significantly in the determination of content, pedagogy, and assessment.

4. PROGRAMME RESOURCES

This section addresses Accreditation Criterion 2 by demonstrating that the institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

This section:

- provides information on the resources needed for programme delivery;
- presents information about institutional resources in reference to how they impact on programme delivery and students' experience within this programme;
- illustrates how resources are comprehensive and sufficient for the programme Level;
- illustrates how resources are appropriate to the methods of delivery; and
- includes information on teaching staff (via a table outlining staffing), teaching and learning facilities, support services, and, where relevant, arrangements for work-based training.

4.1 Programme staffing

The NZ Certificate in English Language (Academic) (Level 4) is delivered by 8 FTE academic staff. In addition, students are supported by support staff comprised of work-place supervisors, tutors, and administrative/support personnel.

Table 4: Programme teaching staff

Name	Qualifications	Teaching responsibilities
Sally Conway	Master in Professional Studies (Language Teaching); BEC HND Business and Marketing; Post Grad Diploma Advertising and Marketing; DELTA	
Indra Dhanaraj	Master in Advanced International Communication Postgraduate Dip in Second Language Teaching BA Linguistics	
Carolyn Doeschate	Post Grad Dip SLT (Distinction); BA; RSA/CELTA	
Lynn-Elisabeth Hill	MA; DipTchg; CELTA; DipSLT; Cambridge oral examiner	
Ron Lang	MProf Studies in Lang Teaching (Hons); BA; DipNZIM; CELTA; GDipNFPM	
Julie Miles	BA; PostGrad Dip ELT	
Maggie Zhong	PhD; MA(Hons) Lang Tching; MA Eng Ling; BA (Eng Ling and Lit)	

In addition to the academic staff there is a strong team of advisory staff supporting the School as a whole.

Staff development

In accordance with Unitec's policies, all teaching staff are required to develop professional development plans that provide an opportunity for staff involved with the programme to build their skills and knowledge.

4.2 Teaching facilities and physical resources

Teaching facilities and physical resources are designed to support the implementation and sustained-delivery of the programme, in all modes of delivery.

The NZ Certificate in English Language (Academic) (Level 4) has put in place the necessary teaching facilities and physical resources.

4.3 Library services

Candidates have access to Unitec's physical and online libraries, which support the teaching, learning and research needs of the Unitec community, through its collection and resources, and its librarians, including dedicated postgraduate librarians.

Facilities

Unitec Library includes two physical libraries, as well as the online library. Each library provides access to individual and group study spaces, photocopiers, scanners, desktop computers and laptops.

Te Puna Library (Mt Albert) houses central library services and provides collections and services for a wide range of subjects. As part of a cutting-edge student hub, there are a wide variety of individual and group study areas, a teaching space, computers and laptops, and student printing services.

The Waitākere Library (Waitākere) provides collections and services for subjects taught at this campus, including health, medical imaging, nursing, and social practice. This library provides study spaces, computers and laptops, and student printing services.

Collection

The print collection is made up of over 100,000 books and 252 current journal subscriptions; the online collection provides access to over 300,000 e-books and full-text electronic journals.

The library's website provides access to:

- the library catalogue;
- bibliographic and full-text databases;
- information on research methods and guidance;
- subject pages for each specific subject area taught at Unitec, which directs students to find the most relevant databases and websites easily;
- the *Study Toolbox*, an area of the website that supports assignment writing and study skills; and
- the *Unitec Research Bank*, an online open-access digital repository for Unitec-produced research and theses.

Links to databases and/or specific articles can be embedded into Moodle™ courses or other learning platforms; all electronic resources the library subscribes to can be accessed by staff and learners using their PeopleSoft login.

Library services

Unitec's library provides a professional, efficient service to its users, helping students become information-literate. Librarians provide students and staff with research support, and can be contacted in person, via telephone, e-mail, or instant messaging.

Each programme has a Subject Librarian who works with academic staff; they are responsible for collection development and providing research and information support to students.

Students and staff can access all books, audio-visual materials, and journals across the four sites. The library offers a free delivery service of books, journal articles, and book chapters to all learners who

live outside Auckland. An inter-library loan and document delivery service is also available to all staff and postgraduate learners.

4.4 Information Management Systems

The following information technology services are employed to support delivery of this programme:

Student Application and enrolment Management	Students need to be able to apply for the programme online. This will be done through the www.unitec.ac.nz application portal and be captured and processed via the Unitec PeopleSoft Student management system (PeopleSoft).
User Access Control to Unitec learning applications and systems	Student accounts will be setup and managed centrally by Unitec with each student receiving a secure individual username and password.
	By default, all staff and students will be assigned an account in the student email system. All staff and students are allocated 1TB of space in their OneDrive @ Unitec NZ.
Unitec Student Self Service	myUnitec Secure Services available to students to manage their personal Unitec information:
	MyProfile – View and edit your personal information.
	MyFiles – H: drive folders (Staff see this as J: drive).
	Policies and Procedures.
	Student Self Service – View your enrolments and grades.
Access to Computer Technology	Computer labs are onsite at Unitec Campus locations available for students to use to access and complete course material.
Unitec Wireless	Wireless access points provide wireless coverage in most areas at all Unitec campuses (Mt Albert & Waitakere). Unitec students and staff can connect personally owned laptops to the wireless network and take advantage of Internet connectivity, e-mail and a range of applications on the Unitec network.
	Unitec has two wireless networks for students, UNITEC-ELEARN (recommended) and UNITEC-HOTSPOT.
Online Learning Systems	The delivery of the course content will be through the Unitec Moodle Learning Management System.
	This will be augmented with moderated online meetings and breakout rooms using Zoom, and other online platforms such as Peerwise.
Record of learning	The student record of learning will be stored in Moodle for course content and assessment submission, Mahara for learning portfolios and PeopleSoft for achievement and grade data.
Specific software requests	As required
Specific Hardware requests	As required

Information Management Systems Impact Statement

Impact Description	Level of Impact (H/M/L)	Mitigation

Students do not have their own computers at home to access online material	High	Unitec has computer labs available for students to provide computer access. The labs are available during open hours.
Students are not able to make best use of the online systems due to lack of training and or support	High	Student Support, orientation, course tutors and coordinators. Students will be provided with advice on how to better support themselves when off-campus, including resources for self-directed learning of IT skills.
Students require assistance outside standard support hours	medium for the off-site students	Course tutors and coordinators.

4.5 Student guidance and support

Unitec provides a number of guidance, support systems, and facilities for students.

Student support team

The Student Support Team is comprised of four student support services detailed below.

Learning and achievement

The **Access4Success Disability Service** works in partnership with students with disabilities to identify strengths and potential barriers to learning and participation at Unitec. They provide resources such as:

- note-takers;
- NZ Sign Language interpreters;
- digital recorders;
- reader/writers for exams;
- processing of exam accommodation requests such as extra time and/or separate rooms; and
- Access Co-ordinators who can advocate on behalf of students and liaise with academic staff and other internal and external support networks.

Learning Advisors (General, Maori, and Pacific) provide academic support to students in Te Puna (the centralised student hub), Puukenga, and the Pacific Centre.

This team provides services to students to strengthen a wide range of academic study skills, including:

- academic writing;
- language development;
- referencing;
- critical thinking;
- time management; and
- spelling and punctuation

Services can be accessed via: self-help resources on the Study tool box, small group and/or one to one appointments in person or via Skype™, e-mail, or phone, scheduled workshops and workshops-on-demand.

Student development

The **Career Development Team** provides a service to help students develop good employability skills, become job ready, and develop the skills needed to effectively manage their careers. These

services are available while students study (to help them take advantage of opportunities throughout the study year), when they graduate, and as they transition into employment.

They run workshops throughout the year on topics including CV development, interview preparation, and personal brand, and also provide one-to-one career guidance appointments.

To supplement these services, a range of career resources are available online for students via the career's website, Moodle™, and social media platforms.

<u>Student well-being</u>

Multi-faith **Chaplaincy Services** provide spiritual reflection, prayer, and personal support.

Confidential **support and counselling services** support learners with concerns about their study and/or personal matters. Accessed through the Mt Albert campus at Te Puna Waiora or at Waitākere campus by appointment.

The **Student Health Centre** provides access to affordable and comprehensive health, well-being, and medical services for students, accessed through the Mt Albert campus at Te Puna Waiora.

Student Support advisers are a key connection point for students to the range of support services available to them. They are available for social support and pastoral care for students managing the demands of study alongside other commitments. This team has responsibility for the delivery of the Youth Guarantee programme and also administer financial support to students in the form of hardship assistance, scholarships, and study grants.

<u>Student engagement</u>

These services cover:

- Unitec scholarships and awards;
- the Student Complaints Resolution;
- the Graduation Team; and
- co-ordination of Student Advocacy Services delivered through Kāhui Tū Kaha.

Unitec promotes and supports positive and proactive student engagement through student clubs, societies, and sports groups, as well as **Experience NZ** activities tailored to International students.

In addition, Unitec funds student-led initiatives and Student Job Search Services via the Unitec Student Council.

An independent student advocacy service is provided by Kāhui Tū Kaha, a Ngati Whatua organisation that provides mental health/social support services in the Auckland region. Student advocates provide a safe place for Unitec students to discuss and find resolution to any concerns, complaints, or issues that are impacting their studies.

Māori student services

Provided for Māori learners, these services promote and maintain an awareness of Unitec's *Māori Strategy* and *Te Noho Kotahitanga*. The services provided are embedded in Unitec's *Student Experience Services* and are delivered from the Te Puna Student Centre, Puukenga building, and Te Noho Kotahitanga Marae. Services include:

- general information;
- academic learning support, including one-to-one, small-group, and workshop sessions;
- specific social and cultural support for Māori learners and their whānau;
- study space, computer support, and kai space;
- course advice for new and prospective learners and enrolment advice for new learners;
- the Whai Ake Māori mentoring programme;
- assistance with the acknowledgement of prior learning applications;

- financial advice, including assistance with student loans and allowances, and Māori grants and scholarships; and
- advocacy services and administration (including advice and referrals to all Unitec support services).

The **Māori Student Services Team** works closely with Unitec's Schools and other operational support services.

While Māori Student Services are particularly oriented toward Māori, the philosophy is integrated into the wider Student Experience service provision strategy.

Pacific Centre

This centre provides a number of services at Unitec, including:

- a Pacific Orientation for first-year Pacific learners;
- a Fanau Evening that encourages learners to bring their families onto campus to meet staff and learn more about their family member's course of study;
- an end-of-year celebratory dinner for graduates and their families; and
- computers and study spaces which can be used by learners for self-directed study and learning.

The **Pacific Centre** works closely with the **Student Experience Team** and, in particular, the Pacific Academic Development Lecturers and Student Support Advisors. Both teams can be made available at the Pacific Centre if required.

International

Unitec's **International Office** has a 'one-stop-shop' model that includes:

- marketing and recruitment of international learners;
- developing and maintaining institutional partner and agent relationships;
- running a student-exchange programme;
- handling enquiries and assessing applications for entry;
- setting international tuition fees;
- processing student visas and, where applicable, post-study work visas;
- advising on insurance; and
- running a bi-annual international orientation.

This team is also a signatory to the *Code of Practice of Pastoral Care for International Learners*.

Student Central

Student Central shop fronts are located across both Unitec campuses and are there to assist prospective and current learners with their enquiries – from first enquiry to graduation and beyond.

Each centre has the capacity to issue ID cards, and the Mt. Albert campus also has cashiering facilities.

5. ASSESSMENT AND MODERATION

This section addresses Programme Approval Criterion 6 by presenting evidence that assessment methodology is fair, valid, consistent and appropriate, given the stated learning outcomes, and there is an effective system for moderation of assessment materials and decisions.

It also addresses Accreditation Criterion 1 by demonstrating how the institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

This section includes an explanation of:

- the programme's assessment rationale;
- what the programme places value on;
- how standards of achievement will be maintained;
- how assessment schemes/schedules have been developed and how they are appropriate for the programme;
- how assessment planning will occur; and
- how, in particular, Objectives 3 and 5 of Unitec's Māori Success Strategy have been realised in developing assessment strategies for this programme.

5.1 Assessment

Assessment practices adhere to Unitec's *Assessment, Moderation and Grades Policy*. This policy mandates that:

- all Unitec programmes employ appropriate assessment and feedback practices that enhance the quality of student learning and evaluate achievement;
- assessments will be consistent with the requirements of the *Academic Development and Approval Policy*;
- will be fair, valid and consistent; and
- utilise transparent processes.

Over time, it is anticipated that programme feedback and course/student evaluations will result in refinements to assessment methods and events.

In addition to this policy, a network of policies and procedures attached to Unitec's *Academic Statute* (including the *Programme Regulations*) is used to guide and address issues of:

- appeals;
- assessment criteria;
- content;
- estimation;
- extra time;
- information;
- marking turn-around;
- scheduling; and
- supervision.

Working within the statute and relevant policies, procedures and regulations allows teachers to assess students' progress in a way that is fair for students and that can adequately measure learning.

Assessment approaches and tools are designed to be diverse and responsive to students' preferred learning and teaching styles[1].

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives;
- assess students' capabilities in a fair, valid, and reliable manner;
- stimulate and enhance learning;
- provide students with feedback regarding their own learning for and developmental purposes; and
- evaluate students' achievement and the demonstration of specified learning outcomes.

5.2 Assessment in the New Zealand Certificate in English Language (Academic) (Level 4)

Assessment in this Programme is governed by Unitec's Assessment and Grading Procedures and Regulations.

5.2.1 Assessment basis

Assessment in this programme uses both formative and summative assessment practices. Summative assessment is competency based.

Students must achieve all of the outcomes in competency-based assessment in order to pass that course.

All assessment events in each course are compulsory unless noted otherwise.

5.2.2 Assessment methods

The following assessment methods may be used as formative and/or summative tools. Each method identified may be utilised to assess theory and/or practical/clinical applications. The table below show the matrix of methods that are used across the NZ Certificate English Language (Academic) (Level 4).

Table 5: Programme assessment methods

Course Code	Course Name	Formative assessments	Group Assessments	Presentations	Writing tasks	Tests	Assignment	Portfolios
EAPL 4181	Listening for Academic Purposes	✓				✓	✓	✓
EAPL 4182	Speaking for Academic Purposes	✓	✓	✓				✓
EAPL 4183	Reading for Academic Purposes	✓				✓	✓	✓
EAPL 4184	Writing for Academic Purposes	✓			✓	✓	✓	✓

Note: the 2017 NZCEL Levels 2-5 Programme Approval document listed four courses in the programme schedule in the programme regulations. The three courses above which are being

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1 Unitec Institute of Technology (2016). *Learning and Teaching at Unitec Institute of Technology, New Zealand*.

removed were listed in several tables in the original document. The fourth course, the option of an elective course from a mainstream programme, did not feature on those tables and for this reason is not listed above.

As illustrated in the table above, the programme uses a range of assessment methods, which support students to provide evidence of their learning achievement and their development towards achievement of the Graduate Profile Outcomes. The range of strategies adopted facilitate implementation of, and support for, the *Living Curriculum* and *Te Noho Kotahitanga*.

Assignments

Assignments (including essays, reports, presentations) are used across the programme to give students the opportunity to hone their research, critical analysis and evaluation, and communication skills. Generally, students are given different topic-options to choose from, allowing them to learn about specific areas of interest in-depth.

Learning portfolios

Learning portfolios give students the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills, and learning achievements. Typically, they include summaries of the knowledge and/or skills developed (for example, research reviews), and examples of summative reflective exercises (for example, written self- and peer-reflections on practice).

Presentations

Presentations give students an opportunity to demonstrate depth of understanding of specific material, and their ability to respond to peer- and/or supervisor-review. Presentations may also assess communication or writing skills, and a range of research skills. These may be: formal verbal presentations; poster presentations; or multi-media presentations. Presentations may be aligned with other assessments, such as field reports, case-studies, or group projects.

5.3 Feedback

Learners are provided with fair and regular feedback on progress and fair reporting on final achievements in accordance with Unitec Policy and Procedure. Teaching staff contributing to the programme strive to provide constructive feedback in a timely fashion. Typically, such feedback is provided in writing with students' individual assessment submissions. However, common errors or themes may be discussed in class or presented via the course Moodle™ site.

5.4 Course workload

Teaching staff are responsible to ensure students' workload is spread evenly across a semester. This is co-ordinated through the use of an assessment planner, completed at the start of the academic year as part of the moderation process. The assessment planner ensures assessments are spaced so that a cohort of student's hand in no more than one summative assessment in a given week. An additional strategy for mitigating work-load risks is the use of assessment events that assess multiple learning outcomes.

To ensure students can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the semester. This information explicitly identifies due dates for assessment events, as well as supporting details (for example, assessment schedules). In addition, students are provided with an overall or larger assessment 'map' that illustrates the timing of assessment events across courses in a given semester.

5.5 Assessment in Te Reo Māori

Assessment in Te Reo is not available as this is an English Language programme.

5.6 Assessment moderation

Unitec's *Moderation of Assessment Procedure* requires internal and external moderation of summative assessments in all Unitec programmes that lead to the award of a formal qualification. Moderation is defined as the review processes used to assure the quality of summative assessments.

The purpose of moderation is to provide the learners and stakeholders assurances that assessment practices have produced credible results.

Moderation is a process of independent peer/stakeholder review of summative assessment material and judgements. It is designed to ensure assessment:

- is consistent, fair, valid, and reliable;
- items assess the appropriate learning outcomes and match information provided to learners at the beginning of the course;
- events are consistent with the teaching, learning, and assessment philosophy of the programme;
- is based on the approved achievement criteria specified in the programme and described in the *Programme Regulations*; and
- procedures are managed effectively and applied fairly.

Furthermore, moderation adds value to qualifications by providing assurances they are credible, while adding value to teaching and learning by providing teachers with feedback on where and how to improve assessment practices.

The outcomes of moderation are reported in the annual *Programme Evaluation Plan* (see section 8.3.1).

Moderation includes:

- a Moderation Plan;
- an External Moderation Report;
- pre- and post-event Internal Moderation Checklists; and
- the programme's response to the *External Moderation Report*.

Moderation is completed in accordance with the *Moderation Plan* which is overseen by the Programme Academic Quality Committee.

5.6.1 Internal moderation processes

Responsibility for internal moderation lies with an internal staff member recognised as having expertise in assessment within the discipline area of the relevant course.

Pre-event moderation

All courses are subject to internal moderation of all summative assessment items.

The Academic Programme Manager, in discussion with the Head of Schools, will include a list of moderators in the programme's *Moderation Plan* at the start of the year. Each course is allocated an internal moderator, who completes the *Internal Moderation Checklists*.

Pre-event moderation activities will ensure assessment items are clear, accurate, appropriate for the course level, and meet the course learning outcomes associated with each assessment item.

Post-event moderation

Post-event moderation, which involves completion of a checklist, is performed on all assessments for each course.

Using a sample of assessment scripts, the moderator reviews judgements made about students' work; moderators review assessments with the highest, middle, and lowest marks.

Post-event moderation is used to check the consistency of assessors' marking decisions, and to recommend any changes to an assessment that may improve its validity, authenticity, and consistency.

5.6.2 External moderation processes

Courses are subject to regular external moderation by an independently nominated-peer and/or stakeholder.

Typically, each course will undergo external moderation at least once every three years; selected courses may, however, be moderated annually if internal moderation identified a concern or negative student feedback indicates this step to rectify course issues.

The moderator is supplied with:

- the programme's Graduate Profile;
- course details;
- a range of assessment samples;
- assessment marking schedules; and
- any additional assessment information provided to students.

The external moderator will examine the:

- suitability of tasks;
- extent to which assessment tasks align with the learning outcomes, course content, and the programme's Graduate Profile;
- fairness, consistency, and appropriateness of judgments made about students' work;
- value of feedback for learners; and
- the extent to which feedback enhances and promotes learning.

External moderation for the NZ Certificate English Language (Academic) (Level 4) will be undertaken by a range of qualified teachers from a range of appropriate Tertiary Teaching Organisations (TTO).

[For new Programmes include a draft Moderation Plan in the following table or in Appendix X]

Table 6: Moderation planning

Course	Pre-moderation	Internal Post-moderation	External moderation	Moderator
All Courses	Prior to each delivery	Prior to grades approval following each delivery	End of first delivery of each course or following any change to assessment Then each course on a three-year cycle	Qualified teachers from a range of appropriate TTO's.

Specific detail of moderation will be outlined in the Annual Moderation Plan developed and approved by the Programme Academic Quality Committee.

Each Programme Academic Quality Committee maintains a three-year schedule of moderation for each Programme that it is responsible for. The ongoing moderation plan for this programme is available on request.

5.7 Assessment of Prior Learning (APL)

Assessment of Prior Learning is not available for this programme.

6. PROGRAMME REGULATIONS

New Zealand Certificate in English Language (Academic) (Level 4) [NZCE4]

To be read in conjunction with Unitec's Academic Statute and associated Policies and Procedures.

These programme regulations apply to the New Zealand Certificate in English Language (Academic) (Level 4) [NZCE4] programme, which leads to the award of New Zealand Certificate in English Language (Academic) (Level 4) qualification, (60 Credits) [NZ1883-2].

These regulations come into effect from Semester 2, YYYY

1. Ngā Ture Hei Whakaurunga | Admission Requirements *Admission Requirements comply with Unitec's Admission Requirements Guidelines.*	To be eligible for admission to this programme, all applicants must meet three admission requirements: a. Requirements for either general admission, special admission, or discretionary admission b. Any additional Programme specific requirements c. English language requirements **1.1 Whakaurunga Whānui | General Admission** To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme's commencement for the semester in which they wish to enrol or provide a completed Early Release Exemption form. **1.2 Whakaurunga Motuhake | Special Admission** Applicants must have: a. attained the age of 20 years on or before the first day of the semester in which study for the programme is to commence; and b. provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification. **1.3 Whakaurunga Kōwhiringa | Discretionary Admission** In exceptional cases an applicant who does not meet the general admission requirements and who has not reached the age of 20 on or before the first day of the semester in which study for the Certificate is to commence may apply for discretionary admission. In assessing whether to grant discretionary admission in exceptional cases, the primary focus will be on the applicant's level of preparedness for study at the required level. **1.4 Whakaurunga Tautui | Programme Specific Requirements** In addition to meeting the requirements for general, special, or discretionary admission the following Programme Specific requirements must be met prior to admission: **1.5 Whakaurunga Reo Pākehā | English Language Admission Requirements** Applicants must have achieved a minimum standard of English as demonstrated by a minimum of eight credits at NCEA Level 1 in English or the NZCEL (Level 3) (Applied) or equivalent English Language qualification; and Achieve an appropriate score on the *Language Studies English Language Placement Test*.
2. Paearu Kōwhiri Tukanga| Selection Criteria & Process *Selection Criteria and Processes comply with*	**2.1 Paearu Kōwhiri | Selection Criteria** When the number of eligible applicants for admission exceeds the number of places available, then applicants are waitlisted and invited to enrol as places become available. **2.2 Tukanga Kōwhiri | Selection Process** Selection will be made by Unitec staff members with the delegated authority to offer places to applicants. These staff members will select students on the basis of written information supplied on the enrolment form. At the discretion of the staff members, an interview (face-to-face or electronic)

Unitec's Admission Requirements Guidelines.	may be required. A list of delegated staff members is maintained by the Programme Academic Quality Committee (PAQC) responsible for the programme.
3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga | Requirements for the Award of the Programme *Requirements comply with Unitec's Programme Completion and Awards Policy and associated procedure.*	**3.1 Whakaemi Tūtukitanga | Credit Accumulation** To be awarded the New Zealand Certificate in English Language (Academic) (Level 4), a student must successfully complete a minimum of 60 credits in the pattern set out in Table 1 from the courses set out in Table 2. *Table 1: Credit Requirements for New Zealand Certificate in English Language (Academic) (Level 4)*

Table 1: Credit Requirements for New Zealand Certificate in English Language (Academic) (Level 4)

Level	Compulsory Credits	Elective Credits	Total Credits
4	60	0	60

Table 2: Course Details – New Zealand Certificate in English Language (Academic) (Level 4)
Compulsory courses are shown in **bold** and Elective courses in *italics*.

Course No	Course Name	Credits	Pre- requisites	Co-requisites	Restrictions
Level 4					
EAPL 4181	**Listening for Academic Purposes**	**15**			
EAPL 4182	**Speaking for Academic Purposes**	**15**			
EAPL 4183	**Reading for Academic Purposes**	**15**			
EAPL 4184	**Writing for Academic Purposes**	**15**			

	3.2 Mahi Waehanga Pāhekoheko | Integrated and Work-based components There are no integrated or work-based components for this programme. **3.3 Mahi Akoranga I A Wāhanga | Course Load per Semester** The normal full-time course load is 60 credits per semester. **3.4 Whakaurunga Takiwā | Enrolment Period** The normal enrolment period is one semester (full-time study), or a maximum of four semesters (Part-time study). Students who are prevented by ill health, or other cause, from completing the programme requirements within the maximum period of enrolment, the relevant academic authority may approve suspension of enrolment for up to a maximum of one semester. The maximum period to complete this Programme is four semesters. **3.5 Whakawhiwhi Tāpiripiri| Additional Awards** No additional awards are available
4. Tūtukitanga Whakamihi | Credit Recognition *Credit Recognition complies with*	**4.1 Whakawhiti Tūtukitanga | Cross Credit** Credits will not be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme. a. A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme. b. The credit recognition may be:

Unitec's Assessment, Moderation and Grades Policy and associated procedure.	i. specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; or ii. unspecified, where the previous study has taken place in a programme with a similar philosophy but there is no exact match in the programme's courses. **4.2 Aromatawai Tōmua | Assessment of Prior Learning (APL)** Assessment of Prior Learning is not available for this programme. **4.3 Ngā whakawhitinga | Credit Transfer** There are no credit transfer arrangements for this programme.
5. Waeture Aromatawai | Assessment Regulations *Assessment Regulations comply with Unitec's Assessment, Moderation and Grades Policy and associated procedure.*	**5.1 Paparahi Aromatawai | Assessment Basis** All written assessment is competency based using a Pass/NC grading scale. Students must achieve all of the outcomes in competency-based assessment in order to pass that course. **5.2 Ākoranga Taumata | Course grades** Course grades will be determined according to the following criteria. Participants must achieve all of the outcomes in order to pass competency-based assessment. *Table 3: Competency based 2-point assessment system*

Grade	Meaning	Result
P	Pass	Credits Earned
NC	Not Competent	No Credits Earned

 |
| | **5.3 Paearu Taumata \| Grade Criteria**
Students may be awarded one of the following grades for a course:
Table 4: Grade Criteria

Grade	Meaning	Criteria
DEF	Deferred	The student has approval to complete a Course Assessment beyond the schedule date. Unless an exception has been approved, any Deferred Grade remaining on a student's record beyond a duration equal to that of the original course will be changed to the grade to which the Student would otherwise be entitled. No Credits earned.
DNC	Did not Complete	The grade DNC (Did Not Complete) is recorded if a student has either withdrawn after 75% of the scheduled Course duration; or not attempted a compulsory item of Assessment within a Course. No Credits earned.
R	Restricted Pass	The student has been awarded a restricted pass subject to Relevant clause in this schedule. Credits earned.
W	Withdrawn	The student withdraws from a Course after 10% of the scheduled Course duration and up to, or at, the date at which 75% of the scheduled Course has passed. No credits earned.

 |
| **6. Aromatawai Mahinga \| Assessment Procedures**
Assessment Procedures comply with | **6.1 Ākoranga Aromatawai \| Course Assessment**
Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessment elements are compulsory unless otherwise approved and noted in course information.
Students must attempt all compulsory assessment activities in order to pass and receive credit for any course. Students who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete'(DNC) for the whole course and may not earn any credits. |

Unitec's Assessment Moderation and Grades Policy and associated procedure.	**6.2 Aromatawai I Roto I Te Reo | Assessment in Te Reo** Assessment in Te Reo is not available as this is an English Language programme. **6.3 Tāpaetanga Tōmuri | Submission and late submission of work** The due dates for all summative assessment work will be notified at the commencement of each course. a. Applications for extensions must be made by according to procedure noted in Student Handbooks and course documentation. b. Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted. **6.4 Whakamātautau Anō | Resubmission or Reassessment** A student may apply to undertake a resubmission/reassessment for a failed assessment within 5 days of receiving their marked assessment. The following conditions apply: a. only one resubmission of each failed assessment event. b. Any approved resubmission/reassessment 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. Assignments that are handed in late are not eligible for resubmission or reassessment. **6.5 Āhuatanga Aromatawai Motuhake | Affected Performance Consideration** A student may apply for Affected Performance Consideration (APC) if: • The student is unable to attend an examination, compulsory assessment or fixed time and place assessment activity due to illness, injury, bereavement or other critical circumstances • The student's preparation for, or performance in an examination or any summative assessment has been seriously impaired due to circumstances beyond their control Applications for APC are made by a student within 5 working days of the affected assessment event. Decisions to approve an APC and to apply any remedy are made according to the Assessment and Grading Procedures and Regulations. **6.6 Pāhi Rāhui | Restricted Pass** a. There are no restricted passes available in this programme. **6.7 Tuaruatanga | Repeating Courses** 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, students may not be required to repeat an equivalent assessment item that they had previously passed. This should be negotiated within the first two weeks of the commencement of the course and will specify any course grade that will be carried over. Students may enrol and repeat a course that they have failed only once. Permission to enrol for a third time is governed by Exclusion provisions below. **6.8 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. a. Any Student who fails to achieve at least 50 per cent of the credits that he or she is enrolled in in any 12-month period may be excluded by the relevant Academic Authority from re-enrolling in any further courses. The decision whether students can re-enrol in further courses will be based on a student's likelihood of succeeding in further study and will be made by the relevant Head of School.

	b. When calculating the 12-month period in a. above, Unitec reserves the right to include any relevant time spent by the Student studying at another tertiary institution.
	c. A Student who has not achieved a Pass Grade in the same Course on two occasions shall not be enrolled again for that Course except with the permission of the relevant Academic Authority.
	The relevant Academic Authority will advise the Student in writing of their decision, and the reasons for such decision, and any orders made.
	6.9 Examination Regulations
	There are no formal examinations in this programme.
	6.10 Tono Pīra | Appeals
	Students may appeal the decisions made under these regulations in accordance with the Student Appeal Procedure.
7. Whakaritenga Whānui | General Provisions	**7.1 Whakamāramatanga ā-kaupapa | Definition of Terms**
	In these regulations, unless the context otherwise requires, the following definitions shall apply:
	• 'Relevant academic authority' refers to an individual or role holder, or in some cases a committee, who have been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant academic authority delegations are maintained by the Programme Academic Quality Committee responsible for the Programme.
	7.2 Āhuatanga Tauwhirowhiro Ritenga | Transitional Arrangements
	1. Students who have previously passed EAPL 4190 but not passed EAPL 4191: These students can enrol in two of the new 15 credit courses depending on which Unit Standards they did not achieve when studying 4191.
	2. Students who have passed EAPL 4191 but not passed EAPL 4190: These students can enrol in two of the new 15 credit courses depending on which 2 skill areas for which they did not achieve competency in the ePortfolio assessment for 4190.
	Transition arrangements to end December 2022.
	7.3 Ētahi Atu Whakaritenga | Other provisions not covered elsewhere
	Not applicable.

8. Kupu Āpiti | Schedules or Appendices

Schedule 1: Whakamātautau Taumata | Embedded Assessment (Unit) Standards

Course No	Course Name	Unit standard No	Unit Standard name
EAPL 4191	English for Academic Purposes (L4)	NQF22749	Write a text under test conditions in English for an academic purpose
		NQF22750	Write a crafted text for a specified audience using researched material in English for an academic purpose
		NQF22751	Read and process information in English for academic purposes
		NQF22891	Deliver an oral presentation in English for an academic purpose
		NQF22892	Demonstrate understanding of a spoken text and process information in English for an academic purpose

7. PROGRAMME ACCEPTABILITY AND CONSULTATION

This section addresses Approval Criterion 4 by presenting the acceptability of the programme and consultation.

The consultation associated with the original accreditation of this Programme may be found in the Programme Definitive Document for NZCEL Levels 2-5 [July 2017].

The changes proposed in this updated NZCEL Level 4 (Academic) programme document (4 new 15 credit courses and provision of part-time options) are supported by Bridgepoint Head of School, Language Studies Academic Programme Manager, NZCEL academic staff, graduates of NZCEL Level 4, Unitec staff and agencies involved in enrolling, advising and supporting English Language students and staff from other providers of NZCEL.

A summary of Internal and External Consultation for the Type 2 Changes is detailed in the application form and in the Consultation log appended at Appendix 5.

8. SELF-ASSESSMENT, EVALUATION AND REVIEW

This section addresses Programme Approval Criterion 7 by providing information about how the institution assesses the currency and content of the programme; has adequate and effective processes for the on-going review of the programme, taking account of the results of any review of the qualification; has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulation and content; and updates the programme accordingly.

It also addresses Accreditation Criterion 4 by presenting processes for the adequate and effective review of programme performance and the institution's capability to support the programme.

8.1 Academic and programme quality management

Unitec's Schools are overseen by a number of major decision-making bodies, including:

- the NZIST Council and its Academic Board;
- the Unitec Board of Directors, Chief Executive and the Leadership Team; and
- the Unitec Academic Committee and its sub-committees.

Unitec's academic committee structure utilises the principle of wakaritenga (legitimacy); academic decision-making processes legitimise others' contributions and ensure that ethics and integrity inform subsequent actions.

The New Zealand Certificate in English Language (Academic) (Level 4) sits within the School of Bridgepoint which is led by a Head of School.

The New Zealand Certificate in English Language (Academic) (Level 4) is governed by the Programme Academic Quality Committee (PAQC), which reports to a Quality Alignment Board (QAB) and Unitec's Ako Ahimura Learning and Teaching Committee; these latter groups are established sub-committees of Unitec's Academic Committee.

Together, these committees are responsible for:

- maintaining educational performance;
- supporting continuous improvement in learning, teaching, and research through inter-disciplinary collaboration; and
- student outcomes including success, retention, and academic progress.

8.1.1 Financial and administrative infrastructure

In addition to Academic Quality and Governance, Unitec also provides effective financial infrastructure, administrative systems, and resource management practices to support implementation and sustained delivery of the programme.

8.2 Programme changes

Programme changes and improvements are governed by Unitec Programme Change and Improvement Procedure. Approval for any change is based on:

- stakeholder support for change;
- considerations of the impact on:
    - other programmes;
    - broader Unitec practices; and on
    - Unitec's responsibilities to external agencies.

Institutional support areas such as, Te Puna Ako, Te Korowai Kahurangi, Kaihautū, and other relevant external stakeholders feed into the programme improvements or change process.

8.3 Evaluation and review

All Unitec programmes are subject to ongoing evaluation of individual courses as well as the programme as a whole. Evaluations involve major programme stakeholders: learners, appropriate external professions and organisations, and members of the academic community.

8.3.1 Programme Evaluation

Course Evaluation and Planning (CEP)

Written Course Evaluation and Planning (CEP) reports are completed by individual teachers each semester, to highlight and analyse any issues which occurred and to provide suggestions for improvements as required. They provide Teachers an opportunity to reflect on course outcomes and to plan improvements to their courses and to their own development as teachers.

All teachers who are responsible for courses and outcomes are involved in Course Evaluation and Planning. Evidence is gathered from a wide range of internal and external inputs, and evaluated by the Teacher as the course progresses. CEP reports provide Academic Programme Managers with rich information about the component parts (courses) which form part of their programmes.

Programme Evaluation and Planning (PEP)

Annual *Programme Evaluation Plans* (PEPs) are completed to manage and record the evaluative and improvement process. PEPs are structured around six *Key Evaluative Questions*, which emphasise the core activities of performance, evaluation, planning, execution, and review. It also focuses on Māori and Pacific Success, progress towards 2022 parity goals and, embedding and including the I See Me initiatives and the Te Tipare framework.

Programme plans are assessed as evidence of capability in self-assessment. Evaluations are discussed both locally in the Programme Academic Quality Committee (PAQC) and in various other fora including the QAB, which has responsibility for having a close scrutiny of programmes where the standard of performance is at risk or unacceptable. A single evaluation report is collated for the Academic Board.

Periodically, the institution conducts surveys of learners, graduates, employers, and staff; these provide feedback on specific issues. Findings are reported to the Executive Leadership Team and Academic Board, and tailored presentations are provided to each School. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through the PEP.

The first PEP for any new Programme is due immediately following the first semester of delivery, and for each semester thereafter. This includes data and information regarding student success, evaluation of the programme, and input from relevant stakeholders, including the Industry Advisory Group.

8.3.2 Consistency Arrangements and Review

Unitec will participate with the qualification developer in the scheduled consistency process, in accordance with published national guidelines.

This will involve reviewing evidence associated with graduates' achievement of outcomes, establishing a periodic cycle for a review focus for the external consistency review, and agreeing acceptable standards and/or benchmarks for qualification outcome achievement, and areas for improvement.

Standard evidence for programme will include:

- assessment information leading to the achievement of the graduate outcomes;
- a portfolio of student work relating to the qualification and the annual review focus requirements;

- graduate and/or stakeholder/end-user feedback on outcome achievement;
- TEO moderation outcomes which may include moderation/benchmarking across common programmes; and
- relevant External Evaluation and Review (EER) data.
- Unitec will also provide the notes of Industry Advisory Group meetings.

8.3.3 Programme review

All programmes at Unitec are subject to an independent review every three to five years or when directed by the Academic Board. New programmes, including the proposed programme described herein, undergo an initial review following the graduation of the first cohort.

Reviews are designed to be collaborative and aim to:

- identify areas for development;
- identify areas for improvement; and
- ensure the programme maintains relevance for stakeholders.

In doing so, reviews add value to Unitec's on-going stakeholder interactions by fostering new, and strengthening existing, relationships.

Reviews are governed by Unitec's *Academic Evaluation, Review and Improvements Policy*, and focus on two KEQs:

- KEQ2: What is the value of the outcomes for key stakeholders, including learners?
- KEQ3: How well do programmes and activities match the needs of learners and other stakeholders?

Programme review is an important component of the self-assessment, evaluation, and improvement process and recognises that stakeholders are critical to the success of Unitec graduates and programmes.

This Programme is subject to programme review on a cycle designed to meet Unitec's and the NZQA's requirements.

8.4 Student evaluation

Student evaluation is a critical component of learners' coherent educational experience, and is a part of Unitec's repertoire of evaluative questioning processes.

Student evaluation aims to naturally integrate evaluation within the context of study so that staff and learners engage in dialogic practices to enhance teaching and learning.

The purpose of student evaluation is to gather feedback on:

- how well a course/programme is meeting learners' learning needs and expectations;
- learners' experiences of courses;
- learners' views on areas of strength;
- learners' views of where improvements can be made;
- learners' assessments of teaching staff and, consequently, teaching staff's professional development needs.

At the start of the course, learners are told which courses will be evaluated; how evaluation will be carried out; evaluation time frames; and reporting back process.

In this programme student evaluation includes:

- how successfully the students have been transitioned into the programme and their understanding of the journey ahead (completed during week three of a semester);

- on-going checking-in with students with regard to their learning, either via in-class discussion or Moodle quizzes;
- a formal mid-course evaluation, where appropriate, followed by a response presented to the participating class the following week;
- an end-of-course survey focussing on whether the course met students' expectations as outlined in the early weeks of the course.

Once evaluation has occurred, student evaluations are analysed, potential response actions are identified, and this data is communicated back to learners within an agreed timeframe. Evaluation results and proposed actions are incorporated in the annual PEP.

8.5 Stakeholder engagement and feedback

Periodically, Unitec conducts surveys of students, graduates, employers, and staff. Providing feedback on specific issues, surveys adopt a "Net Promoter Score" methodology based on the question 'How likely are you to recommend Unitec to your friends and family'.

Findings are reported to the Executive Leadership Team and the Academic Board, and tailored presentations are given to each School. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through the PEP.

Institutional support for improvement, as well as ideas for programme development, come from a number of institutional services. These services are also stakeholders in that they help ensure institutional commitments are honoured. For example, Te Puna Ako supports the development of teacher practice, Kaihautū support the embedding of matauranga Māori, and Te Korowai Kahurangi provides advice on quality and other process matters.

Programme-specific engagement with external stakeholders will be supported by ensuring learning experiences are embedded in contemporary work-based practice.

9. APPENDICES

Appendix 1: Link to Policy and Procedure (OneDrive Folder)

Use the following link to view Unitec Policy and Procedure

Appendix 2: Course descriptors

Are in a separate document and will be appended here once the application is ready to be submitted

Appendix 3: Learning Outcomes Mapped to Graduate Profile Outcomes

Table 8: Learning Outcomes mapped to Graduate Profile Outcomes

Course Code	Course Name	Learning Outcomes	GPO 1 Understand main ideas and supporting details of moderately complex oral academic texts	GPO 2 Participate effectively in sustained spoken academic discourse	GPO 3 Understand main ideas and supporting details of moderately complex written academic texts	GPO 4 Write well-structured, developed, moderately complex academic texts.
EAPL 4181	Listening for Academic Purposes	Identify key information in academic texts	✓			
		Identify supporting details in spoken academic texts and analyse for relevance to key information	✓			
		Process and synthesise spoken information in a form relevant to the academic purpose	✓			
		Demonstrate knowledge and use of academic vocabulary appropriate to the level	✓			
EAPL 4182	Speaking for Academic Purposes	Deliver oral presentations in English for an academic purpose		✓		
		Participate in sustained discussions in an academic context		✓		
		Use a range of conversation strategies to manage spoken interactions in academic contexts		✓		
		Demonstrate knowledge and use of academic vocabulary appropriate to the level.		✓		
EAPL 4183	Reading for Academic Purposes	Identify, analyse and evaluate literal and implied meanings in academic texts			✓	
		Apply relevant information gained from written texts in a form relevant to the academic purpose			✓	
		Use a range of strategies, including skimming and scanning, to obtain information, ideas and opinions from sources relevant to the academic purpose			✓	
		Demonstrate knowledge and use of academic vocabulary appropriate to the level.			✓	

EAPL 4184	Writing for Academic Purposes	Write extended texts for a specific audience using researched material				✓
		Write well-structured texts featuring appropriate style and development				✓
		Write accurately using a range of appropriate language structures				✓
		Demonstrate knowledge and use of academic vocabulary appropriate to the level				✓

Appendix 4: Qualification document

Use the following link to view the Qualification document:

NZ Certificate English Language (Academic) (Level 4) 60 Credits [Ref: 1883]

Appendix 5: Consultation Log

Table 9: Consultation Log

Date	Mode of consultation	Who was involved	Content and outcome of discussion

A copy of all the evidence (email trails, minutes, etc.) are available on request.

Person/agency/organisation providing feedback	Feedback	Programme Development Team response
Internal to Unitec		
Graduates of NZCEL Level 4 Academic,	Great idea. Easier for students who need to repeat. Good idea – helps to prepare for mainstream 4 x 15 credits. Can have equal focus on each skill. In my opinion better way to consume information, can focus better Great idea – can provide greater focus on each skill, students will have better understanding of the programme. Good idea – students will save money if they have to repeat. However, there are benefits in retaking everything if one skill is failed.	

	Not a good idea to separate courses because too long a focus on one language skill may be boring. Also current requirements are strict which I think is beneficial. Please keep the final report and oral presentation. Great idea, students need only repeat the skill they have failed. If repeating they can really focus on that skill.	Experience at Level 5 is that the 4 separate courses enable a focus on a skill whilst at the same time integrating the other 3. These two tasks will remain in the course.
Ciarin Smith, Product Marketing Advisor for Bridgepoint	Excellent move. Gives students more flexibility, including a part-time option - really beneficial in today's climate, helps compete against many PTEs who are able to offer more flexibility than Unitec currently does. Also, allowing students to only resit courses they've failed, rather than the whole thing, sounds really logical. Great to know this detail as I'm currently working on the strategic marketing plans for all my Schools. I'll be sure to factor this into my thinking.	
Tracey Chapman, Director, International Success	Flexibility of part-time study without repeats The elective option is great and these courses could be added into study plans on the elective list More hours is also good	
Yoshie O'Neill, Student Advisor Team Leader, Bridgepoint	Proposed structure looks much more appealing to domestic and refugee background students. Easier for students to understand and will encourage them. Students who need to repeat will be more motivated if only need to repeat the skill they haven't achieved.	

Toby Yin, International Relationship Manager, Unitec	Proposed structure is more flexible. Students can repeat just the sjkill they have not achived. **Questions:** Will mainstream programmes accept new course for credit? Which ones?	 Not possible to credit to degrees. Checking re Level 4 Certs.
Grace Zhang, International Student Advisor, Unitec	Good change, enable students to focus on skill areas Aligns with 4 x 15 credits in mainstream programmes Students on L3/L4 certificate courses could take one of the new courses to support their study **Questions:** Alignment with Level 3 Applied? Hours for each course? Recommend more for speaking Check out Visa rqs with regard to International sts only needing to repeat 1 or 2 courses Is this nationwide?	 Discussed by Programme Development Group and agreed that no change needed at Level 3 Applied. Being discussed Checked – students can repeat 1 or 2 course to complete qualification. Most other providers deliver 4 x 15 credit courses
Tahreem Zia, International Business Support Manager	The proposed structure looks good to me. In terms of visa, students should still be able to get a student visa. In case that the student has to repeat one or two papers they should still be able to apply for a student visa with a part time to complete offer.	

	Academically and in terms of identify the support need, I believe breaking it down to 4 courses, will allow student and staff to understand which area specifically the student can use extra support. Also I believe it may provide motivation/ encouragement to students if they are doing well in 3/4 or 2/4 courses.	
Ruth Laing, Academic Development Lecturer aligned to Bridgepoint Language Studies	I think these proposed changes are excellent and would be excited to see them implemented. The fact that students will not have to repeat the whole course if they fail is an improvement, as it leaves them with more time to focus on improving their skills in the area that actually needs work. It's also really good for students in mainstream, because it means if they are required (by their lecturer) to improve a particular skill or they themselves wish to work on their language, they have this option. I think it will encourage more students to take the courses.	
External to Unitec		
Marion Steward, MIT	Totally support this redevelopment. It will also make it much more straightforward for students to transfer between institutes - the division of different aspects of the programme by skills will be easily identifiable and enable better tracking of a student's progress. It certainly will map better onto our 4 x 15 course structure, for the occasional student who has transferred from Unitec to MIT.	

	Adjusting contact hours could be a little problematic, given that each has the same number of credits, and, by extension, the same number of learning hours. Are you intending to teach two courses together, ie. Reading and Writing and Speaking and Listening, or each one separately?	Contact hours to be confirmed.
Ken Pearce, MIT	I also support this development. One of the major factors is that I believe it will be easier to map across to most other institutes under NZIST, as that development moves forward	It is likely they will be timetabled separately but taught in pairs (as is the case for Level 5)