

Review of NZCEL

June to Dec 2016

Reminder of review Process

Stage 1: Data collection June/July

Stage 2: Review panel reviews
feedback and proposes improvements to
the suite of qualifications (Aug - Sep)

Proposed changes are consulted on
nationally and revisions to the suite
made (Oct/Nov/Dec)

Review Process

Qualifications are revised following feedback and submitted to NZQA for approval

Revised qualifications posted on the framework and providers able to redevelop programmes accordingly (Feb 2017 - L4 will be later)

Review panel

- ▶ Anne Chan Qualifications Services, NZQA
- ▶ Steve Varley NZCEL Providers' Forum (ITP) / UNITEC
- ▶ Mark Dawson-Smith NZCEL Providers' Forum (ITP) / WINTEC
- ▶ Liz Signal NZCEL Providers' Forum (PTEs)/Bay Learning Academy
- ▶ Terry Leotta English NZ / Auckland Institute of Studies
- ▶ Su Ellis TESOLANZ / English Aotearoa
- ▶ Angela Bland TESOLANZ / Riccarton High School
- ▶ Julie Luxton Secondary Schools / University of Canterbury
- ▶ John Read University of Auckland

Review panel tasks

- ▶ Identify target learners and sector needs
- ▶ Identify key aspects of the survey feedback
- ▶ Clarify links with unit standards
- ▶ Research international frameworks
- ▶ Confirm benchmarking to CEFR
- ▶ Draft revised landscape : levels, credits, benchmarks, qualification structure
- ▶ Draft Graduate Profile Outcomes (GPOs) and allocate credits
- ▶ Draft conditions
- ▶ Draft strategic purpose, employment and educational pathway
- ▶ Draft a supporting document

Observations on the process so far

- ▶ What is with regard to qual structure possible has changed since 2012
- ▶ Sectors are well represented on the panel
- ▶ The panel are all paddling in the same direction
- ▶ Secondary sector approach has been to get it right for tertiary first
- ▶ It's been great having John Read on the panel
- ▶ Annie checked out a number of key issues with NZQA and TEC prior to the panel convening
- ▶ Annie is also keen that sector reps get feedback as we go along - so the national consultation exercise should go smoothly

Key changes that are being proposed

- ▶ Re-alignment of qualification levels to CEF and to IELTS
- ▶ A core + strand qualification structure at Levels 2 and 3
- ▶ This results in at least extra 60 credits being available at Level 3
- ▶ 3 separate qualifications at Level 4 - students can be funded to do more than one
- ▶ L4 EAP standards to be re-written and fewer to be mandatory
- ▶ L3 EAP standards to be written - not mandatory
- ▶ Fewer conditions in the qualification documents but a supporting document will be developed
- ▶ Possibility of grading Level 5 (eg award with Distinction for those needing IELTS 7 for Professional Body registration)

NZCEL Levels 1 - 5 - Current

Level	Qualifiers	CEFR	Credits
NZCEL (Level 5)	Professional / Academic English	C1	60
NZCEL (Level 4)	General / Workplace / Academic English	B2	60
NZCEL (Level 3)		B1	60
NZCEL (Level 2)	No qualifier	High A2/low B1	60
NZCEL (Level 1)		High A1/low A2	60
NZCEL (Level 1) (Foundation)		Low A1	60

NZCEL Levels 1 - 5 - Proposed

(Qualification titles are provisional)

Level	Structure	CEF/IELTS (exit)	Credits
NZCEL (L5)		Low C1/6.5	60
NZ Cert in EAP (L4) NZ Cert in EEP (L4) NZ Cert in ECP (L4)	inc 3 to 4 mandatory EAP stds	Mid B2/6.0	60
NZCEL (L3)	60 credits core + 60 credits strand (Acad/Emp/Comm)	Low B2/5.5	120
NZCEL (I2)	40 credits core + 20 credits strand (Acad/Emp/Comm)	Mid B1/4.5	40 + 20
NZCEL (L1)		A2	60
NZCEL (L1) (Foundation)		A1	60

Important points

Students can graduate with core qual only at L2 and L3

Students can be funded to enrol in more than one strand at L3 and in more than one programme at L4

Only the Level 4 qualifications will require Approval to Develop

Conditions are to be minimised - other information to go in supporting document

Important points

- ▶ L4 EAP standards to be re-written prior to the listing of the revised NZCEL
- ▶ L3 EAP standards will also be written - but not mandatory
- ▶ English Language standards will be re-written after the qual is listed
- ▶ Students entering L1 Foundation are expected to be literate in own language or have had some prior English literacy training

Supporting document

Proposed content:

- ▶ Explanation of qual design
- ▶ RPL opportunities
- ▶ Links to English language descriptors/framework
- ▶ Language skill and control descriptors
- ▶ Text types/lengths/vocab levels
- ▶ For quals with strands clarification of students moving from one level to another
- ▶ Clarification on target learner for NZCEL L1 (Foundation)
- ▶ Assessment condition details

Need feedback on

- ▶ Grading for Level 5
- ▶ Use of electronic dictionaries
- ▶ Questions/issues??

