



PROGRAMME HANDBOOK

NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (ACADEMICS) LEVEL 4

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1. Welcome to Imperial College of New Zealand

HaereMai ,Nau Mai, Kia Ora

Thank you for choosing Imperial College of New Zealand for your study. We hope you enjoy your learning and look forward to participating in your academic development. This course book identifies the details of the programme of study and is provided to the student to assist in understanding the overall structure, timetable and academic workload for the student.

At Imperial, we understand the aspirations of our students, and have focused our philosophy on imparting premium quality education. The College caters to the needs of students in the field of vocational education. We are committed to providing a warm and caring educational environment and make our students a top-notch leader in their chosen profession.

2. Programme Introduction

2.1 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 everyday/social/community, workplace and/or academic English language contexts. This qualification is at a level comparable to the Common European Framework of Reference (CEFR) B2.

This qualification allows Aotearoa New Zealand community, employers and educational institutions to recognise the level at which the graduate can use English for general, workplace or academic purposes.

2.2 Aim of the programme:

The purpose of this programme is to develop learners' language skills so that they can communicate independently and effectively in familiar and some less familiar situations with fluency and flexibility in academic settings at CEFR mid B2 level. The programme advances learners' development of key academic skills, including reading academic texts, listening, academic writing, and speaking skills that will enable them to undertake independent learning at the tertiary level.

The target learner group are students with English as their second language, who plan to study in New Zealand and gain an English Language qualification and/or apply for a vocational or undergraduate programme at a New Zealand Tertiary Education Organisation.

2.3 Programme outcomes:

At the end of the programme learners should be able to:

- Understand the main ideas and supporting details of moderately complex texts on both concrete and abstract topics, including technical discussions related to a field of specialisation.
- Interact with a degree of fluency and spontaneity in spoken academic discourse.
- Understand verbal academic information, identifying both main ideas and specific details.
- Produce clear, detailed texts on a wide range of moderately complex academic subjects.

Graduates of the programme will be awarded the Zealand Certificate in English Language (Academic) (Level 4) 1883-2.

2.4 Education Pathway

This certificate builds on the New Zealand Certificate in English Language (Applied) (Level 3) and can lead to the New Zealand Certificate in English Language (Academic) Level 5.

It also meets the English proficiency requirements for certain vocational and undergraduate programmes and specialised fields of study. Specifically, a student who successfully completes NZCEL (Academic) (Level 4) will meet English proficiency entry requirements to enter mainstream qualifications on the NZQA NZQF framework as follows:

- Certificate or Diploma at Level 6
- Diploma or degree at Level 7
- Graduate Certificate or Diploma at Level 7

2.5 Employment Pathway

Holders of this certificate will have the English language skills to work in positions that require:

- interpersonal communication
- understanding of context-specific professional and/or technical texts
- writing context-specific records and reports
- interaction in a team

3. Programme Length and Structure

- **Qualification Type:** Certificate
- **Qualification number:** 1883 V2
- **Level:** 4
- **Credits:** 62
- **Duration:** 17 weeks
- **Study method:** Full Time

The programme is a full-time programme of study and will be delivered over two terms. Each term is of 8 weeks, therefore totalling 16 weeks, excluding breaks.

- Term 1 = 8 weeks
- Term 2 = 8 weeks
- Total teaching weeks = 16 weeks

Weeks	Mode of Learning	Total hours
1 - 8	Directed learning	<ul style="list-style-type: none"> • Total weeks = 8 weeks • Total study hours per week = 25 hours • Total hours = 200 hours
	Self-directed learning	<ul style="list-style-type: none"> • Total weeks = 8 weeks • Average hours per week = 13.75 hours • Total hours = 110 hours
One week break		
10 - 17	Directed learning	<ul style="list-style-type: none"> • Total weeks = 8 weeks • Total study hours per week = 25 hours • Total hours = 200 hours
	Self-directed learning	<ul style="list-style-type: none"> • Total weeks = 8 weeks • Average hours per week = 13.75 hours • Total hours = 110 hours

- Total directed learning hours = 400 hours
- Total self-directed learning hours = 220 hours
- Total learning hours = 620 hours

Programme length:

- Total length = 17 weeks
- Teaching weeks = 16 weeks

4. Programme Regulations

Entry criteria:

Applicants must:

- be 16 years old at the time of application; AND
- have a valid student visa

Applicant must meet the following requirements:

- have gained credit in the following DAS Standards:
 - 30981: Demonstrate understanding of a moderately complex spoken text in an applied context (EL)
 - 30989: Demonstrate understanding of a moderately complex spoken interaction in an applied context (EL)
 - 31033: Write a clear connected text in an applied context (EL)
 - 30996: Read and understand a moderately complex text in an applied context (EL)
 - 31015: Participate in a spoken interaction in an applied context
- hold a New Zealand Certificate in English language (Level 3)(Applied) [Ref: 3667]; OR
- have an Internationally recognised English language proficiency test listed in the Appendix to Rule 18 of NZQF Programme Approval and Accreditation Rules 2018 <https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/2020/NZQF-PAA-Rules-with-all-amendments-to-April-2020.pdf>

Normal progression within the programme:

Learners must demonstrate competency in all of the modules and their learning outcomes to successfully complete the whole programme. To enable achievement of the learning outcomes, many of the unit standards are assessed on two separate occasions, thus reducing the weightage and impact should a student not achieve competency in an assessment.

Resit policy allows one resit per unit standard. Resit opportunities will occur immediately after the assessment. As far as resits for the unit standard 22892 and 22749 are concerned, a different version of the test will be repeated later should any student not achieve on the first attempt. Learners' progress will be closely monitored through formative assessment, plus teachers will meet with learners to monitor individual student progress and review individual self-study study logs.

Grading Scale

The grade available for summative assessments is Achieved. Students must achieve all unit standards in this programme.

5. Weekly Timetable

Week	1	2	3	4	5	6	7	8
Daily session	Session 1 (9-10am) Reading focus; Session 2 (11-12:30pm) Listening, Speaking focus relating to text, new items, etc; Session 3 (1-2:30pm) Writing focus relating to texts; SDL: search, reading, review vocabulary not understood.	Session 1 (9-10am) Reading focus; Session 2 (11-12:30pm) Listening, Speaking focus relating to text, new items, etc; Session 3 (1-2:30pm) Writing focus relating to texts; SDL: search, reading, review vocabulary not understood.	Session 1 (9-10am) Reading focus; Session 2 (11-12:30pm) Listening, Speaking focus relating to text, new items, etc; Session 3 (1-2:30pm) Writing focus relating to texts; SDL: search, reading, review vocabulary not understood.	Session 1 (9-10am) Reading focus; Session 2 (11-12:30pm) Listening, Speaking focus relating to text, new items, etc; Session 3 (1-2:30pm) Writing focus relating to texts; SDL: search, reading, review vocabulary not understood.	Session 1 (9-10am) Reading focus; Session 2 (11-12:30pm) Listening, Speaking focus relating to text, new items, etc; Session 3 (1-2:30pm) Writing focus relating to texts; SDL: search, reading, review vocabulary not understood.	Session 1 (9-10am) Reading focus; Session 2 (11-12:30pm) Listening, Speaking focus relating to text, new items, etc; Session 3 (1-2:30pm) Writing focus relating to texts; SDL: search, reading, review vocabulary not understood.	Session 1 (9-10am) Reading focus; Session 2 (11-12:30pm) Listening, Speaking focus relating to text, new items, etc; Session 3 (1-2:30pm) Writing focus relating to texts; SDL: search, reading, review vocabulary not understood.	Session 1 (9-10am) Reading focus; Session 2 (11-12:30pm) Listening, Speaking focus relating to text, new items, etc; Session 3 (1-2:30pm) Writing focus relating to texts; SDL: search, reading, review vocabulary not understood.
Assessment Standard			30998	22892		22751		22891

Morning Session: 09:00am – 10:50am

Break 1: 10:50am – 11:00am

Morning Session Continue: 11:00am – 12:30pm

Break 2: 12:30pm – 13:00pm

Afternoon Session: 13:00pm – 14:40pm

Afternoon Session continue (Self-study): Summative assessments