

New Zealand Certificate in English Language (NZCEL) Guiding Document

Summary of changes – May 2019 publication

The New Zealand Certificate in English Language (NZCEL) Guiding Document has been revised to strengthen guidance for teachers and providers delivering NZCEL programmes of study.

Sufficiency and assessment guidance

- NZCEL Level 4 Academic:
 - Appendix 4 *NZCEL Sufficiency and Assessment Guidance* now provides an expected approach to assessment design to ensure that programmes contain sufficient learning components and assessments to make up the 60 credits required for the qualification.
- NZCEL Level 3 General – NZCEL 5:
 - It is expected that there should be three assessments for the 15 credits each graduate profile outcome covers, to show sufficient evidence of learners' ability to repeat the same level of performance in different contexts and on different topics.
 - Text length has been adjusted accordingly over three texts.
- NZCEL Level 3 Applied (Academic):
 - To prepare learners for academic study, it is expected that one of the three texts be a crafted text of a minimum of 500 words.
- Student performance can be collected through using a portfolio approach, and naturally occurring evidence. However, it is expected that at least one text be assessed under test conditions.
- It is recommended that the outcomes are assessed using an integrated approach where appropriate.

Other changes

Information has been added to:

- highlight that the NZCEL Guiding Document is not intended as a teaching and learning guide. Programme and assessment task design remain the responsibility of the education organisations
- give guidance on re-submission of student work
- remind providers to store evidence of all assessments and learner performance and assessor judgement for moderation and NZQA monitoring and assessment purposes.