



**KIWI COLLEGE**  
of New Zealand

# **New Zealand Certificate in English Language (Applied) (Level 3)**

## **PROGRAMME HANDBOOK**

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2024V2

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## Introduction

Welcome to Kiwi College of New Zealand.

Kiwi College of New Zealand is an accredited tertiary education institution and has been registered with the New Zealand Qualifications Authority (NZQA) since 1992 as a private educational provider.

This Programme Handbook will provide you with important information about our **New Zealand Certificate in English Language (Applied) (Level 3)** programme and related programme requirements and regulations.

You also need to read the Student General Handbook which details other important information about your study at Kiwi College. The Student Handbook contains information on academic and general policies and procedures relating to class attendance, assessment conditions and assignment submissions, academic integrity and plagiarism, grading system, reassessment opportunities and assessment appeals.

It also provides information on educational and physical resources and student services that are available to you throughout your studies with Kiwi College of New Zealand, as well as contact details in the event of an emergency or if you need to talk to a Kiwi College staff member.

## New Zealand Certificate in English Language (Applied) (Level 3) Programme

### Programme Description

Programme title:	English Language
Programme code:	NZC301
Level:	3
Credits:	60
Directed learning hours:	400
Self-directed learning hours:	200
Total learning hours:	600
Course type:	Compulsory
Pre-requisites:	None

### Course Aim

To equip learners of English as an additional language with the language skills required to participate with increasing independence and fluency in an academic language context.

### Learning Outcomes

On successful completion of the course, the students will be able to:

Learning Outcomes	Credits	Weighting	GPOs Assessed
<b>Module A</b>			
<b>Listening</b>			
1. Explain information from a moderately spoken text in English of relevance to the academic purpose. (5 credits)	5	8%	1
<b>Speaking</b>			
2. Deliver an oral presentation in English in a manner appropriate to the topic, participants and academic context. (5 credits)	5	8%	2
<b>Reading</b>			
3. Compare and contrast moderately complex written texts in English for relevance to a familiar academic purpose. (5 credits)	10	17%	3
4. Identify main and supporting ideas of a moderately complex written text in relation to the academic purpose. (5 credits)			
<b>Writing</b>			
5. Summarise material of relevance to the academic purpose in writing using a style appropriate to the academic context. (5 credits)	10	17%	4
6. Present relevant material in writing using in a format and style appropriate to the academic purpose. (5 credits)			
<b>Module A Total</b>	30	50%	

Learning Outcomes	Credits	Weighting	GPOs Assessed
<b>Module B</b>			
<b>Listening</b> 7. Analyse moderately complex short spoken-monologue and summarise findings in a form relevant to the academic purpose. (5 credits) 8. Analyse moderately complex short spoken-dialogue and summarise findings in a form relevant to the academic purpose. (5 credits)	10	17%	1
<b>Speaking</b> 9. Participate in sustained discussions in a manner appropriate to the topic, participants and academic context. (10 credits)	10	17%	2
<b>Reading</b> 10. Analyse and evaluate moderately complex written texts and summarise findings in a form relevant to the academic purpose. (5 credits)	5	8%	3
<b>Writing</b> 11. Develop an argument from resource documents and make recommendations in writing for an academic purpose. (5 credits)	5	8%	4
<b>Module B Total</b>	<b>30</b>	<b>50%</b>	
<b>Course Total</b>	<b>60</b>	<b>100%</b>	

### Graduate Profile Outcomes

Graduate Profile Outcomes	Credits	Weighting	LOs Assessed
<b>Listening</b> 1. Understand main points and some specific details of moderately complex oral texts on reasonably familiar topics relevant to the applied context. (15 credits)	15	25%	1, 7, 8
<b>Speaking</b> 2. Participate with some confidence in sustained spoken discourse on reasonably familiar topics relevant to the applied context. (15 credits)	15	25%	2, 9
<b>Reading</b> 3. Understand main points and some specific details of moderately complex written texts on reasonably familiar topics relevant to the applied context. (15 credits)	15	25%	3, 4, 10
<b>Writing</b> 4. Write clear connected texts on reasonably familiar topics relevant to the applied context. (15 credits)	15	25%	5, 6, 11
<b>Total</b>	<b>60</b>	<b>100%</b>	

## **Course Contents**

### **Listening**

- Key listening skills
- Additional listening skills
- Pronunciation for listening

### **Speaking**

- Language focus
- Preparation for speaking
- Pronunciation for speaking
- Speaking tasks
- Discourse markers

### **Reading**

- Key reading skills
- Understanding key vocabulary
- Recognising text type
- Understanding discourse
- Synthesising

### **Writing**

- Formal and creative writing skills
- Writing task type
- Writing tasks

### **Language Tools**

- Vocabulary
- Spelling
- Dictionary skills
- Grammar
- Grammar for writing

### **Critical Thinking**

- Lower order thinking skills (remember/recall, understand, apply)
- Higher order thinking skills (analyse, evaluate, create)

### **Independent Reading**

- Reflect
- Select
- Share
- Respond
- Present
- Quality thinking and writing
- Exemplars of quality thinking and writing
- Reading log

## Programme Delivery Methods

The programme will be delivered through full-time learning (face-to-face classes with technology-enhanced learning) and distance learning. Teaching and learning also include delivery of learning materials, classroom sessions, research, assessment task information sessions and self-directed learning.

## Learning Materials and Resources

Learning management system, printed and digital learning resources. A range of learning resources will be made available for students to access. In addition to this, a selection of specific learning materials to support the teaching and learning activities for this course will be provided to students during the delivery of the course.

## Teaching and Learning Activities

Students engage with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with teacher guidance and support.

The course uses a range of teaching and learning methods and activities, which support students' development towards graduate profile outcomes. These include:

- Classroom teaching and learning
- Individual and group activities/tasks
- Distance learning
- Self-directed learning – Independent learning, self-study and self-development

## Assessment

Assessment in this course uses an achievement-based grading scheme. To pass the course, students must attain an 'Achieved' grade in all summative assessments.

## Summative Assessment Schedule

Assessment Activities	Credits	Weighting	Learning Outcomes	Summative Assessment (Indicative)	Re-Assessment (Indicative)
<b>Module A</b>					
<b>Assessment 1</b>	<b>10</b>	<b>17%</b>			
Reading Test	5		Reading LO3 [5 credits]	Week 4	Week 5
Writing Test	5		Writing LO5 [5 credits]		
<b>Assessment 2</b>	<b>20</b>	<b>33%</b>			
Listening Test	5		Listening LO1 [5 credits]	Week 8	Week 10
Speaking Test	5		Speaking LO2 [5 credits]		
Reading Test	5		Reading LO4 [5 credits]		
Writing Test	5		Writing LO6 [5 credits]		
<b>Module B</b>					
<b>Assessment 3</b>	<b>10</b>	<b>17%</b>			
Listening Tasks – Portfolio	5		Listening LO7 [5 credits]	Week 13	Natural occurring evidence
Speaking Tasks – Portfolio	5		Speaking LO9 [5 credits]		

<b>Assessment 4</b>	<b>10</b>	<b>17%</b>			
Listening Test	5		Listening LO8 [5 credits]	Week 15	Week 16
Speaking Test	5		Speaking LO9 [5 credits]		
<b>Assessment 5</b>	<b>10</b>	<b>16%</b>			
Reading Tasks – Portfolio	5		Reading LO10 [5 credits]	Week 15	Week 16 for assignment work
Crafted text	5		Writing LO11 [5 credits]		
<b>Total</b>	<b>60</b>	<b>100%</b>	<i>Reassessment rules will apply</i>		

Formative assessments: Throughout the course.

## Assessment Methods

Recommended formative and summative assessment methods for this course may include:

- Tests
- Written assignments
- Learning portfolios, including naturally occurring evidence and reflective writing
- Independent reading logs
- Presentations (written and oral)

## Assessment Specifications

Skill	Student's Linguistic Abilities	NZCEL (Applied) Level 3 Specifications
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Understands overall meaning, main ideas, supporting details and specific information in familiar and reasonably familiar situations when speech is clear, at a normal speed and in a familiar accent.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of three spoken texts in total.</li> <li>• Two of the texts from different contexts, with at least one monologue and one dialogue. At least one text to be assessed under test conditions. Texts must be repeated once only. Each should be assessed on a separate occasion. Text length: each of a minimum of 5 minutes.</li> <li>• The third text may be assessed via naturally occurring evidence/portfolio.</li> <li>• Text may be supported by video or other visuals, but these must not include large amounts of written texts.</li> <li>• Responses can be written, oral or by non-verbal demonstration.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Speech is usually at a normal rate with few unnatural pauses.</li> <li>• Speech features stretches of language, expressed appropriately and with precision.</li> <li>• Speech has a degree of fluency and spontaneity, and can be understood with minimal effort.</li> <li>• Speech exhibits control of a range of linguistic features, but minor inconsistencies may occasionally occur.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of three spoken texts in total.</li> <li>• Two of the texts from different contexts, with at least one monologue and one dialogue. At least one text to be assessed under test conditions. Each should be assessed on a separate occasion. Text length: each of a minimum of 5 minutes.</li> <li>• The third text may be assessed via naturally occurring evidence/portfolio.</li> <li>• All texts must be audio and visually recorded.</li> </ul>



	<ul style="list-style-type: none"> <li>• Speech is adapted to register.</li> <li>• Pronunciation is clearly intelligible and comprehensible.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts may be supported by video or other visuals, but these may include only a minimal amount of written text.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Understands main ideas, some supporting details, specific information and overall meaning in a range of moderately complex written texts relevant to the applied context, but may still have some difficulty with low-frequency vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of three texts in total.</li> <li>• Two of the texts must be of different text types and on different topics. Two texts to be assessed under test conditions. Note: Evidence for one text can be collected via naturally occurring evidence/portfolio. Text length: a minimum of 2,000 words over three texts.</li> <li>• Vocabulary level: must be guided by the first 2,000 words of the <i>New General Service List</i> (Browne, Culligan and Phillips, 2023) and specialised terms in the applied context.</li> <li>• Responses can be written, oral or non-verbal.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Uses high-frequency vocabulary and terms relevant to the applied context with good control.</li> <li>• Writes accurate simple, compound and complex sentences with minor inaccuracies which do not affect intelligibility.</li> <li>• Uses correct spelling, with only occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of three texts in total.</li> <li>• Two of the texts must be from different text types and on different topics. Each should be assessed on a separate occasion. Note: Evidence one text can be collected via naturally occurring evidence/portfolio.</li> <li>• Two texts to be assessed under test conditions.</li> <li>• Expected one text will be a crafted text.</li> <li>• Text length and structure: each of a minimum of 300 words, with layout and linguistic features appropriate to the text type.</li> </ul>

## Learning Materials and Resources

### Recommended Texts

Authors	Year	Title	Publisher
Lewis Lansford, Robyn Brinks Lockwood & Chris Sowton	2021	Unlock 4 Learning, Speaking and Critical Thinking Student's Book (2nd edition)	Cambridge University Press, UK
Chris Sowton and Alan S. Kennedy	2021	Unlock 4 Reading, Writing and Critical Thinking Student's Book (2nd edition)	Cambridge University Press, UK
Lucy Pritchard	2023	The Punctuation Wordbook	ESA Publications, NZ
Lesley Shepherd	2015	Independent Reading Learning Workbook	ESA Publications, Auckland, NZ
Charles Browne, Brent Culligan & Joseph Phillips	2023	New General Service List 1.2 <a href="https://www.newgeneralservicelist.com/new-general-service-list">https://www.newgeneralservicelist.com/new-general-service-list</a>	

### Other Learning Materials and Resources

In addition to the above-listed resources, a selection of other learning materials to support the teaching and learning activities for this course will be provided to students during the delivery of the course.

## Programme Regulations

### Admission Requirements

Entry to New Zealand Certificate in English Language (Applied) (Level 3) programme is open to international students who meet the following entry criteria:

Candidates must:

- Be 16 years or older.
- Possess the appropriate student visa.
- Achieved NZCEL (General) (Level 3), or  
have demonstrated English proficiency for entry to a certificate at level 3 such as IELTS Test, or  
have passed Kiwi College Intermediate English course, or  
achieved a score equivalent to High B1 in the Kiwi College English Placement Test.

### Normal Progression within the Programme

Students must study Module A (eight weeks) before Module B (eight weeks).

### Credit Recognition and Transfer

There is no provision for Credit recognition and transfer (CRT) or Assessment of Prior Learning in this programme.

### Grading Scale

The pass grades available for summative assessments are Achieved, Merit, or Excellence. Students must attain at least an 'Achieved' outcome in all their assessments in order to pass the entire course.

### Programme Length and Structure

The NZCEL (Applied) (Level 3) consists of 600 learning hours of study.

Module	Type of study	Total hours	Session times
Module A	Directed learning	(8 weeks x 25 hours/week) = 200 hours	<b>Monday – Friday</b> Session 1: 9:00 am – 11:30 am Lunch Break: 11:30 am – 12:00pm Session 2: 12:00 pm – 2:30 pm
	Self-directed learning	(8 weeks x 12.5 hours/week) = 100 hours	
<b>One-week break</b>			
Module B	Directed learning	(8 weeks x 25 hours/week) = 200 hours	<b>Monday – Friday</b> Session 1: 9:00 am – 11:30 am Lunch Break: 11:30 am – 12:00pm Session 2: 12:00 pm – 2:30 pm
	Self-directed learning	(8 weeks x average 12.5 hours/week) = 100 hours	
	Total Directed learning hours		400
	Total Self-directed learning hours		200
	Total learning hours		600
	Total weeks excl. breaks		16
	Total weeks incl. breaks		17

## **Class Attendance and Participation**

- 100% attendance is required. For further details read the attendance guidelines and policies in the General Student Handbook.
- Students are expected to start and finish class on time following the timetable.
- Class participation is expected during discussions and other learning activities during class sessions.
- Students are expected to submit original work.
- Students are expected to submit assignments on or before their respective due dates. For more information about assessments, refer to the General Student Handbook.
- Advance reading of the programme materials is advised. This enables you to maximise the learning opportunities in class.
- Students are expected to complete and submit a self-directed learning log.

## **Assessment Completions and Submissions**

You must attempt and submit all summative assessment tasks on or before the submission date, and by the method stipulated by the teaching staff responsible for the respective courses. You must successfully complete both courses, by achieving all assessments in Module A and B. Assessments are graded Achieved, Merit, Excellence or Not Achieved, with specific requirements to meet an Achieved outcome across the various assessments. Feedback will be provided to students after assessments have been marked and moderated.

## **Assessment Conditions**

- a. Assessments must be completed within the given deadline unless a doctor's certificate or other valid documented evidence is provided. If you are experiencing technical problems, an extension may be granted, but only if reported immediately to either your tutor or Student Support. You will not be granted an extension if problems are reported after the assessment due date.
- b. For supervised assessments, you must be present at the start time of the assessment. Students who are late may not be permitted to do the assessment.

## **Reassessment**

- a. Students will be given the opportunity to demonstrate achievement of the learning outcomes by providing one reassessment opportunity for each assessment event.
- b. Resubmissions will be offered if the assessor judges the learner capable of identifying and correcting their work themselves. To ensure the learner can independently demonstrate competency against the learning outcomes, no further teaching or specific feedback will occur between the submission date and the resubmission. Only general feedback will be given, such as advising students which performance criteria they did not meet.
- c. Resubmission opportunities will occur one week after the original assessment and must be completed within one week after the end date of the module.
- d. Resit opportunities will be offered one week after the original assessment and must be completed within one week after the end date of the module.

## **Academic Integrity**

Your assessments are designed to provide proof of your independent knowledge, understanding and capabilities.

We will provide you with information on how to avoid plagiarism, i.e. guidance on developing a credible argument with correct referencing. Plagiarism and cheating are serious offences and Kiwi College will not tolerate any misconduct carried out by you, or with the help of another person(s), in cheating or copying and presenting it as your own work. The consequences of academic misconduct is severe and may lead to a zero mark or even expulsion from College.

Examples of plagiarism and cheating are:

- Copying e.g. from books or the internet without acknowledging and referencing.
- Passing off the work or ideas of other people as your own work.
- Having another person write your assessment or parts of it, for you.
- Not following rules in a supervised assessment.
- Following closely what is in another student's assignment.
- Claiming that you have e.g. interviewed certain people without being able to produce evidence that you have done so.
- Use of Artificial Intelligence like Chat GPT, unless authorised to do so.

## **Assessment Appeals**

You may appeal against an assessment decision. You must make the appeal application in writing in the first instance to the Programme Leader. If you are still dissatisfied with the decision, you may appeal by following the Kiwi College's Student Complaint Policy and Procedures, which are outlined in the Student General Handbook and on the College's website.

## **Student Services**

Your tutor will advise you of learning resources and readings available on a week-by-week basis.

### ***Learning Support***

The most important form of support comes from learning in an environment in which students are encouraged to openly discuss and question concepts and ideas. Teachers encourage open dialogue and use group work to foster debate and discussion. If you need additional learning support the Programme Leader will help you to obtain it. Our Student Support Person will help you to find support other than academic support. Read the General Student Handbook for details.

### ***Library Services***

Kiwi College has a small but growing library. Many of the resources are available online in the form of e-books. There are three computer stations which have Internet access and which students can use to do their research. The library has resources for delivery in the Aotearoa New Zealand context.

### ***Use of Dictionaries***

Your tutor will advise you in which assessments you may use a dictionary.

## **Student Orientation**

Before you start your formal studies at Kiwi College, a student orientation event is held to ensure all relevant information about the College, the programme of study, and the general rules and regulations is conveyed to you in conformity with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. A mihi (a formal greeting) is held, and thereafter you and fellow students are introduced to key academic and non-academic staff members, including management team, teachers and student support team members.

## **IT Support Services**

IT support at Kiwi College is available from 9.00 am to 9.00 pm New Zealand time. Students are informed of this service at their orientation and will be advised where to find IT support contact details in the General Student Handbook and on the Kiwi College website.

## **Special Needs**

Support for students with special needs can be accessed through the Student Support Coordinator. Assistance may be in the form of advocacy, advice and/or accommodation needs. If students need support with assessments, this will be evaluated on a case-by-case basis by the respective teacher and the Programme Leader.

## **Events and Cultural Activities**

Students are encouraged to participate in Kiwi College organised events and activities such as graduations, shared lunches, cultural celebrations, and awareness days and events (e.g., Te Wiki o te Reo Māori (Māori language week), National Epilepsy Week, Anti Bullying Week, Skin Cancer Awareness Month). These activities aim to build awareness and engagement to integrate into Aotearoa New Zealand's cultural history and diverse communities and to experience and be part of the Kiwi College community.

## **Health and Safety**

Both staff and students will abide by the regulations and measures set out in the Health and Safety in Employment Act 2015, and comply with Kiwi College's health, safety and security policies and procedures. All students are briefed during orientation on health and safety matters, including fire evacuation procedures. A First Aid kit and an accident register are kept and maintained at the reception desk.

## **General Student Policies, Procedures and Regulations**

Please refer to the Kiwi College Student Handbook for key student policies, procedures and regulations. In addition, a complete set of student regulations are held in reception. Copies may be printed or emailed to you upon request.

## Campus and Contact Information

### Campus Details

**Campus Address:** Level 1, 15 Mercari Way, Albany, Auckland 0632

**Email address:** [admin@kiwi.ac.nz](mailto:admin@kiwi.ac.nz)

**Telephone:** +64 9 930 0789

**Website:** [www.kiwi.ac.nz](http://www.kiwi.ac.nz)

### Key Contacts

#### Programme Leader

**Name:** Shuaib Chota

**Email:** [shuaib@kiwi.ac.nz](mailto:shuaib@kiwi.ac.nz)

#### Teacher

**Name:** Heather He

**Email:** [heather@kiwi.ac.nz](mailto:heather@kiwi.ac.nz)

#### Student Support & Administration

**Name:** Kris Zhang

**Phone:** +64 9 930 0789

**Email:** [kris@kiwi.ac.nz](mailto:kris@kiwi.ac.nz)

#### Emergency situation (after hours contact)

**Name:** Peter Meng

**Mobile:** +64 21 198 8588

**Email:** [peter@kiwi.ac.nz](mailto:peter@kiwi.ac.nz)