

**FIELD HUMANITIES****Review of *English for Speakers of Other Languages* unit standards**

<b>Subfield</b>	<b>Domain</b>	<b>Id</b>
Languages	English for Speakers of Other Languages	15011, 15014, 17145-17149, 17365, 17367, 17369

NZQA National Qualifications Services (NQS) has completed the review of the unit standards listed above.

**Date new versions published**

**March 2010**

**Planned review date**

**December 2014**

**Summary of review and consultation process**

In 2004, standards for academic purposes were developed in order to provide an indication of a learner's linguistic ability to cope with university study. As there were issues of level integrity and duplication with existing English for Speakers of Other Languages (ESOL) Level 4 standards, which were difficult to resolve when reviewed in isolation, it was decided to review the existing Level 4 standards alongside the new academic standards and submit both sets of standards for registration at the same time. This review began in 2007 and continued through to 2008. In order to address the additional issue of level parity, the new and existing Level 4 standards were reviewed alongside the ESOL Level 1-3, 5 and 6 standards. Changes were made to ensure consistency across all levels.

A panel was assembled comprising members from universities, secondary schools, private training establishments, national moderators, executive members of the national association of teachers and tutors of ESOL (TESOLANZ), and tutors of ESOL.

The outcome of the review and the development of new academic standards has created a group of standards that can be used in a variety of settings and assess a wide range of skills. In the case of the new academic standards, the review has set a robust standard that when achieved gives a clear indication that an individual is linguistically competent to undertake tertiary study in New Zealand.

When the review was completed the standards were sent out for consultation to the wider ESOL community, which endorsed the changes.

**Main changes resulting from the review**

- Changes to titles and purpose statements were made to clearly reflect the intended outcomes. The phrase, 'using ESOL' was deleted as the meaning carries ambiguity. This phrase was replaced by '(ESOL)' to indicate the ESOL domain-specific context.
- Changes to special notes, elements, performance criteria, and range statements were made for clarity, logical progression, and consistency across levels.
- Changes were made to titles of standards 15011, 17146, 17367, and 17369 to better reflect outcomes.
- Additional specifications were included in special notes with regard to: text requirements, dictionary use, accuracy and pronunciation, tutor assistance, and

assessment conditions.

- References to NZ School Curriculum levels were removed as unit standards are for both secondary and tertiary use.
- As reading standards 17147, 17148, 17149, and 17365 assess similar skills, they were designated expiring and replaced by new standard 25098 which assesses generic reading skills.
- Standard 15014 was designated expiring and will not be replaced as the outcomes are covered in Level 3 unit standards in speaking.
- Standard 17145 was designated expiring and will not be replaced due to low usage.
- The credit value of standard 17146 was lowered from 5 to 4 to more realistically reflect the amount of work required for achievement.
- The credit value of standards 17367 and 17369 were increased from 5 credits to 6 credits to more accurately reflect the time required for achievement.
- Elements 1 and 2 of standard 15011 were merged into element 1, element 3 was also removed, and the credit value was lowered from 10 to 4 to more realistically reflect the amount of work required for achievement.
- Five new standards were developed specifically to assess the academic skills of ESOL learners wanting to study at tertiary level in New Zealand.

### Unit standards categorised as category C or D expire at the end of December 2012.

#### Impact on existing provider accreditations

Current Accreditation for			Accreditation extended to		
Nature of accreditation	Id	Level	Nature of accreditation	Id	Level
Standard	17147	4	Standard	25098	4
Standard	17148	4	Standard	25098	4
Standard	17149	4	Standard	25098	4
Standard	17365	4	Standard	25098	4

#### Impact on Accreditation and Moderation Action Plan (AMAP)

AMAP 0226 has been updated to reflect the changes made to the standards.

#### Impact on existing qualifications

Qualifications that contain the reviewed standards or classifications are tabled below.

<b>Affected</b>	The qualification lists a reviewed classification (domain or subfield) in an elective set The qualification lists a standard that has changes to level or credits The qualification lists a C or D category standard
<b>Not materially affected</b>	The qualification lists a standard that has a new title The qualification lists a standard that has a new classification

The following NZQA National Qualifications Service qualification is affected by the outcome of this review and will be reviewed in 2010.

Qualification title	Standard in the qualification
National Certificate in Employment Skills [Ref: 0231]	15014

## Review Categories and changes to classification, title, level and credits

All changes are in **bold**.

Key to review category	
<b>A</b>	Dates changed, but no other changes are made - the new version of the standard carries the same Id and a new version number
<b>B</b>	Changes made, but the overall outcome remains the same - the new version of the standard carries the same Id and a new version number
<b>C</b>	Major changes that necessitate the registration of a replacement standard with a new Id
<b>D</b>	Standard will expire and not be replaced

Subfield      Languages  
Domain        English for Speakers of Other Languages

Id	Title	Level	Credit	Review Category
15011	Identify the ideas expressed in extended speech in a range of contexts, using ESOL <b>Identify ideas expressed in extended speech (ESOL)</b>	4	10 <b>4</b>	B
15014	Speak informally to achieve a range of communicative purposes, using ESOL	4	5	D
17145	Negotiate a complex problematic exchange, using ESOL	4	5	D
17146	Participate in a small group discussion, using ESOL <b>Participate in a formal meeting (ESOL)</b>	4	5 <b>4</b>	B
17147	Read extended procedural texts, using ESOL	4	5	C
17148	Read extended narrative texts, using ESOL	4	5	C
17149	Read extended information texts, using ESOL	4	5	C
17365	Read extended persuasive texts, using ESOL	4	5	C
<b>25098</b>	<b>Read texts for practical purposes (ESOL)</b>	<b>4</b>	<b>5</b>	
17367	Write a discussion, using ESOL <b>Write discussions (ESOL)</b>	4	5 <b>6</b>	B
17369	Write a report for a specified audience, using ESOL <b>Write reports for a specified purpose (ESOL)</b>	4	5 <b>6</b>	B
<b>22749</b>	<b>Write texts under test conditions for academic purposes (ESOL)</b>	<b>4</b>	<b>5</b>	<b>New</b>
<b>22750</b>	<b>Write a crafted text using researched material for an academic purpose (ESOL)</b>	<b>4</b>	<b>5</b>	<b>New</b>
<b>22751</b>	<b>Read and process information for academic purposes (ESOL)</b>	<b>4</b>	<b>5</b>	<b>New</b>
<b>22891</b>	<b>Deliver an oral presentation for an academic purpose (ESOL)</b>	<b>4</b>	<b>5</b>	<b>New</b>
<b>22892</b>	<b>Demonstrate understanding of spoken texts and process information for an academic purpose (ESOL)</b>	<b>4</b>	<b>5</b>	<b>New</b>