

Course Stocktake

Your Name: **Belma Gaukrodger**

Programme / Qualification Title: **Certificate in Tertiary Study Level (Level 4) (English Language)**

Course Title: **IEN407 Intermediate English Writing Two**

Level, Credits: **Level 4, 10 credits**

1. Context

- The programme / qualification this course sits in - **The Nelson Marlborough Institute of Technology (NMIT) Foundation Skills for Tertiary Study Programme** ([for more information click on this link](#))
- The industry the programme relates to: **Preparation for Tertiary Studies** - to provide a flexible progression of learning that will equip learners with the skills to study independently at a tertiary level.
- The history of this course: Following consultation in 2010, a collaborative pathway was developed with the **NMIT English Language Programmes**. The Level 4 Certificate in Tertiary Studies was redeveloped into two 60 credit certificates, to include Level 4 and Level 5 courses from the Certificate in English as a Second Language (Level 5).

2. General Description of the Course

Courses on the programme focus on the development of English language skills, literacy and numeracy skills and preparation for continued study at tertiary level as well as entry level employment skills.

NMIT recognises that students in the Nelson Marlborough and Tasman regions often return to study after a significant break from study, and that many school leavers enrol in programmes without the literacy and numeracy levels required to achieve success in those programmes. It is often found that students don't have the computer skills required to manage today's study requirements.

The programmes are designed to be very responsive to market demand or perceived student need – new content focused courses are tailored to very general learning outcomes quickly, for example, introducing our English for Business content classes, English + and online English courses.

STUDENT PATHWAYS

Domestic School Leavers **Over 20 years of age** **International** **NZ Residents (first language not English)**

NMIT FOUNDATION SKILLS FOR TERTIARY STUDY PROGRAMME **NMIT ENGLISH LANGUAGE PROGRAMME**

Certificate in Tertiary Study (Level 1) **Certificate in Tertiary Study (Level 2)** **Certificate in Tertiary Study (Level 3)** **Certificate in Tertiary Study (Level 4) (English Language)** **Certificate in Tertiary Study (Level 4) (Pathways)**

Certificate in English as an Additional Language (Level 3) **Exit Quails** **Certificate in EAL (Beginner) L1** **Certificate in EAL (Elementary) L2** **Certificate in EAL (Pre-Intermediate) L3**

SHORT AWARDS AT ALL LEVELS

Level of study decided at initial Placement meeting

IELTS Level 5 **IELTS Level 6**

NMIT certificate programmes

NMIT diploma and degree programmes

University application **If student meets the entry requirements of the selected university and the chosen programme**

Other study **Employment**

Other study

Employment

4.4 Certificate in Tertiary Studies (Level 4) (English Language) Choose up to 60 credits. 40 credits must be from the English Language Programme (ELP)				
	<i>Level</i>	<i>Credits</i>	<i>Programme</i>	Short Awards at Level 4
IEN401 Intermediate English Speaking One	4	10	ELP	Intermediate English Speaking and Listening One
IEN402 Intermediate English Listening One	4	10	ELP	
IEN403 Intermediate English Reading One	4	10	ELP	Intermediate English Reading and Writing One
IEN404 Intermediate English Writing One	4	10	ELP	
IEN405 Intermediate English Speaking Two	4	10	ELP	Intermediate English Speaking and Listening Two
IEN406 Intermediate English Listening Two	4	10	ELP	
IEN407 Intermediate English Writing Two	4	10	ELP	Intermediate English Reading and Writing Two
IEN408 Intermediate English Reading Two	4	10	ELP	
IEN409 Intermediate English Summer School	4	20	ELP	Intermediate Summer School
IEN410 Intermediate English Exam Preparation	4	30	ELP	Intermediate Exam Preparation
CTS421 Managing Tertiary learning	4	20	CTS	Managing Tertiary Learning
CTS420 New Zealand Culture and Society	4	20	CTS	New Zealand Culture and Society
IEN411 Intermediate English For IT & Business 1	4	20	ELP	Intermediate English For IT & Business 1
IEN412 Intermediate English For IT & Business 2	4	20	ELP	Intermediate English For IT & Business 2

3. Important Situational Factors/Special Pedagogical Challenges

The programme is underpinned by the Learning Progressions for Adult Literacy and will encourage all students to move towards a level of expertise in the skills required to study at tertiary level.

General Context of the Learning Situation:

Learning expectations by students:

- Possible employment in the local industry.
- Progression to tertiary studies

Learning expectations by stakeholders:

The English Language centre works collaboratively with institutes overseas and within NZ, expanding our repertoire of stakeholders and increasing focus on good communication and relationship building. We have strong relationships with partner Universities, most notably with Kanagawa University and Oberlin University in Japan, and Hunan University of Technology in China. The ELP works under contract with Victoria University of Wellington and EIT to deliver NZ-Aid funded training to Government Officials from ASEAN countries in the English Language Training for Officials programme. This programme is highly valued by previous and the current NZ government at Ministerial level and has graduates in high ranking governmental or diplomatic roles around the world.

The relevance and strategic work of the ELP is highly affected and dependent on the higher level programmes at NMIT, particularly the Bachelor programmes, preparing students to pathway on to higher level study, assessing English Language ability of applicants and collaborating with other schools on joint programmes.

Investment in International Marketing for the programmes is crucial for our success – in an intensively competitive global marketplace, NMIT needs to work hard at relationships, be creative, responsive and deliver excellent service at all levels to retain and develop our market share.

The value of this course to learners and stakeholders:

I believe this course and the overall programme is highly relevant to the community as a whole. The main aim is to make the learners actively participate in the language community - English. Some of the learners will take their new skill back to their own community, and be able to communicate with external parties through the medium of English. Some of the learners will stay in Nelson or New Zealand, adapting to their new 'home'. Either way, they need to be confident and comfortable in using English as an Additional Language. This is an ongoing process but once the foundation is set in place, the learner can continue building on it. This course effectively works on the premise that learners will be life-long learners.

Specific details of my Teaching/Learning Situation:

The maximum number of learners in a class is 16.

Nature of the Subject

Relevant to the actual situation and context of the learner - preparing for tertiary studies or seeking employment.

Characteristics of the Learners

The diversity of learners in the school is unique within NMIT. During 2010, we had over 23 different nationalities in the school. Learners with very different educational and cultural backgrounds function together in class- typical classes might include those with only 4 years of low level schooling to those with degree/postgraduate level qualifications from their own countries. Most of the low level learners are high needs and require a large amount of support, particularly with administrative tasks like filling in enrolment forms, standard surveys etc and also with settlement/cultural adjustment issues.

In 2012, 40% of learners were female, 60% male.

50% of learners in 2011 were under 25.

60 of learners were male, representing the fact that many of our refugee background learners tend to be male, and that more male international learners travel abroad to study than female.

Some distinct groups of students defy these trends – e.g. Japanese University group learners are female (Seinan Jo Gakuin is an all female)

Characteristics of the Outcomes

- relevant to further prospects - jobs and/or further studies
- up to date
- achievable and assessable

Characteristics of the Teacher

- aware and knowledgeable of current/world affairs
- culturally sensitive
- able to relate to people from different cultures and language backgrounds
- is able to speak another language or has attempted to learn another language

Personal:

This course is not necessarily content-based but relies heavily on existing or prior learning experience of the students, making it extremely flexible to adjust to learner needs. I particularly like this aspect as it adds creativity and up-to-date relevancy. In other words, the course can be made from everything around us. If the learners are guided by the processes and are well-informed about assessment requirements, then even they could choose their own topics and themes. therefore, the planning process is crucial to this course.

4. Weekly Schedule

The Certificate in Tertiary Study (Level 3) is a 17 week (one semester) full time programme, totaling 60 credits at Level 3.

The programme may be offered over 19 weeks with a 2 week mid semester break, subject to demand, with the first intake in February and the second in July.

Part time study options are available and learners may be able to enrol in courses individually as Short Awards.

COURSE TITLE**IEN407 INTERMEDIATE ENGLISH WRITING TWO**

NMIT Credits	10	Work Placement Option	Level	4
EFTS	0.083			
Scheduled teaching hours	36	30*		
Scheduled off-site practical and work place component hours	--	6*		
Other Scheduled Directed Hours	11	11*		
Total scheduled hours	47	47*		
Hours of self-directed learning	53	53*		
Total hours of student learning	100	100*		

Note: The hours marked with an * relate to the Work Placement option. Refer to ELP Programme Regulations Section 9.

This course (IEN407 Intermediate English Writing Two) plus IEN408 Intermediate English Reading Two make up Short Award: Intermediate English Reading and Writing Two.

Pre-requisites: None, however students should be independent users of English language, (Level 4), as established at their placement test, or who are continuing students who have successfully completed courses at low level 4.

Co-requisites: None

5. Teaching Strategy

- Whole class instruction
- Use of authentic print and aural materials as well as course book for language input
- Communicative activities and group discussion e.g. simulation exercises/role plays
- Task-based learning
- Self-directed work using self-access/extension class materials
- Research tasks e.g. surveys, interviews (individual, pairs, small groups)
- Use of multi-media computers for viewing/writing/speaking/listening activities
- Use of Language laboratory in class and in self study time
- Out of class activities

6. Special Challenges and Strategies

The programme has an ongoing enrolment, i.e. there is a new intake of students every two weeks. This causes challenges in terms of continuity. However, the emphasis on Project-based learning, assisted in GIL (Guided Independent Learning) sessions, will aim to make the new programme more learner-driven. This method should encourage each student to progress at his/her own pace, whilst being assessed for skill-based tasks.

7. Assessment and Course Evaluation Data

For full evaluation, please follow [this link](#).