

To whom it may concern,

[TESOLANZ](#) would like to request that the Level 4 English for Academic Purposes (EAP) unit standards (NQF Level 4) are given the same recognition as Level 3 achievement standards (NQF level 3¹) awarded with Excellence in determining an NCEA rank score.

Universities New Zealand currently recognises the Level 4 EAP standards as conferring sufficient literacy skills for students to undertake undergraduate studies.

The Level 4 EAP standards are high value standards that are:

- on the National Qualifications Framework (NQF) at Level 4
- accepted by all universities to credential academic literacy for University Entrance
- the only standards designed to explicitly teach and assess academic literacy
- open to students from all language backgrounds including English first language speakers

TESOLANZ believes that wider use of these standards by learners in a school context would significantly contribute to increased success in tertiary level studies. These standards are demanding. Courses preparing students for these standards develop the necessary academic literacy skills to succeed at university and would significantly contribute to improved student outcomes at tertiary level.

However, there are significant barriers to the use of EAP standards in secondary schools. The chief of these is that these academically demanding Level 4 EAP unit standards are only awarded at Achieved and that EAP is not on the approved subjects list. This means that the credits do not contribute to a student's NCEA rank score.

TESOLANZ would like to request that Universities New Zealand treat the Level 4 EAP standards in the same manner as a Level 3 subject on the approved subject list, i.e. able to contribute to the NCEA rank score, and that an Achieved in these standards be considered equivalent to achieved with Excellence.

TESOLANZ believes that the change requested above would reduce the barrier to use of these standards by students who would benefit from continuing their study of academic English in Year 13 but currently avoid doing so in order to maximise their NCEA rank score.

Ngā Mihi,
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¹ <https://www.nzqa.govt.nz/qualifications-standards/understanding-nzqf/>