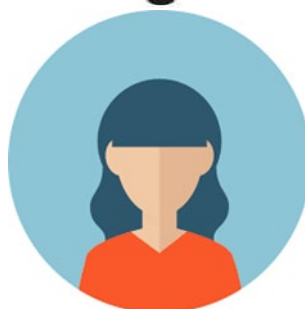


Section 7: Understanding the Graduate Profile Outcomes

How do I design a programme based on the Graduate Profile Outcomes?



Aroha—Programme Leader/Developer at a PTE, new to NZCEL & ESOL



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Graduate Profile Outcomes, Learning Outcomes, and Performance Criteria

Graduate Profile Outcomes (GPOs, see Section 3, Learning Outcomes (LOs), and Performance Criteria (PCs) are essential aspects of programme design. Each of these has a different purpose at a different stage of programme and assessment design. Every NZCEL qualification has four GPOs, one each for listening, speaking, reading, and writing.

	Graduate Profile Outcomes	Learning Outcomes	Performance Criteria
Owner / creator	<ul style="list-style-type: none"> GPOs are created by the qualification owner (NZQA). 	<ul style="list-style-type: none"> LOs are created by the programme provider and are approved by NZQA. 	<ul style="list-style-type: none"> PCs are created by the programme provider and are typically approved by the provider as part of a pre-teaching moderation process.
Purpose	<ul style="list-style-type: none"> To identify graduate attributes for stakeholders. 	<ul style="list-style-type: none"> To identify target outcomes to be taught, learnt and assessed. 	<ul style="list-style-type: none"> To identify the particular skills, language and performance levels required of each learning outcome at that level.
Details	<ul style="list-style-type: none"> There are four GPOs for each NZCEL qualification, one for each skill. Every provider has the same GPOs for the same qualifications. GPOs cannot be changed by the provider, only by NZQA as part of any review. 	<ul style="list-style-type: none"> There will typically be two or three (but may be more) appropriate LOs for each GPO. LOs provide a clear focus for teaching, learning and assessment. LOs provide evidence of whether a GPO has been met. Different providers may have different LOs for their programmes, although it is expected that LOs for a particular level should not differ too much across providers. LOs may be changed by a provider, but any changes must be approved by NZQA before implementation. 	<ul style="list-style-type: none"> There will typically be a range of appropriate PC for each learning outcome. PC provide a clear focus for what is taught, learned and assessed. PC are used to evaluate and to provide evidence of whether a LO has been achieved. Different LOs will have different PC. Where possible, one PC should not be duplicated across multiple LOs. PC may be changed by a provider as part of a provider's ongoing moderation process. For EL and EAP unit standards, PC are already determined and therefore cannot be changed by the provider.

Providers should use GPOs to help them develop suitable learning outcomes for their programmes. Once Learning Outcomes have been determined, Performance Criteria can be identified to direct specific areas of teaching, learning and assessment. Note that for English Language (EL) and English for Academic Purposes (EAP) Unit Standards, Learning Outcomes and Performance Criteria are already set and cannot be changed by users.

The below examples are a guide only:

Level	Graduate Profile Outcome	Learning Outcomes	Performance Criteria
NZCEL (Level 2)	Write simple, connected texts on familiar everyday topics.	Write straightforward connected texts on a range of familiar topics.	Write on the topic and use appropriate vocabulary.
			Use reasonably accurate grammar.
			Write at least 150 words.
		Write narratives and descriptions on straightforward topics using connected paragraphs.	Use simple structures with accuracy.
			Use some complex structures with reasonable accuracy.
			Use verb tenses and forms mostly accurately.
			Use some conjunctions and/or linking words to connect sentences and paragraphs mostly accurately.
			Use basic punctuation correctly.
			Spell basic and most frequent words correctly.
			Write at least 150 words.
		Write short simple texts for practical purposes, for example instructions, reports, sequence of events, and/or articles.	Write with a clear purpose using appropriate vocabulary.
			Follow a logical sequence.
			Use learnt language patterns correctly.
			Use reasonably accurate structures.
NZCEL (Advanced) (Level 6)	Participate fluently, spontaneously and effectively in extended spoken discourse on a range of complex topics.	Participate and engage spontaneously in an extended conversation on a complex topic, including proposing and recommending solutions to problems.	Respond to prompts with fluency and spontaneity.
			Identify possible solutions to problems.
			Language control is appropriate to the level and the task.
		Demonstrate ability to express ideas and informed opinions with precision, presenting and responding to complex lines of argument convincingly and fluently.	Maintains long turns with appropriate pace, continuity and fluency.
			Express viewpoint(s) effectively and clearly.
			Respond to ideas of others appropriately.
			Use turn-taking strategies effectively.

			Language control is appropriate to the level and the task.
		Give an effective oral presentation on concrete and/or abstract topics based on research.	Deliver a coherent presentation relevant to the topic, supported by appropriate and engaging visuals, acknowledging source material.
			Use grammar and vocabulary that is accurate and appropriate to the topic.
			Show effective use of a range of pronunciation features.

Further information regarding Graduate Profile Outcomes can be found below:

[Listening GPOs](#)

[Speaking GPOs](#)

[Reading GPOs](#)

[Writing GPOs](#)

Glossary: Graduate Profile Outcome Terms

Topics and areas:

Areas of most immediate need refers to the topics and situations that are the most important to learners' daily lives.

Common everyday situations refer to situations that the learner comes across very often in their day-to-day life. This can include situations in the classroom as well as situations in their lives outside the classroom context.

Complex academic topics refers to topics that require some knowledge of a particular academic field and relevant academic vocabulary

Complex and technical topics refer to topics that require some knowledge of a particular academic field and relevant academic vocabulary.

Everyday topics refer to topics which are well-known and relevant to the learner.

Familiar refers to topics that are well known and relevant to the learner.

Familiar everyday topics refers to topics that are well-known and relevant to the learner, and applicable to their everyday lives

Familiar everyday situations refer to situations that the learner comes across in their day-to-day life. This can include situations in the classroom as well as situations in their lives outside the classroom context.

Immediate personal relevance refers to topics and situations that are relevant to the learner's own daily life.

Personal topics refer to topics that relate to the learner's own daily life such as personal identification details, family, home.

Personal information refers to information that relates to the learner's own daily life such as personal identification details, family, home.

Personal topics refer to topics that relate to the learner's own daily life such as personal identification details, family, home.

Range of complex topics refers to abstract and specialised topics that are not limited to a narrow field of knowledge.

Reasonably familiar topics refers to topics that the learner has come across previously but in which they are still building their understanding.

Specific familiar information refers to information that is known and/or relevant to the learner.

Wide range of topics refers to topics beyond those of immediate relevance or familiarity.

Complexity:

Clear connected texts refer to texts that present ideas in a way that flows and does not place a strain on the reader.

Complex texts refer to texts which include inter-related facts and/or ideas which are developed through the text and communicated using complex sentence structures.

Connected texts refer to texts that use conjunctions and other connectors to explicitly link facts and/or ideas.

Detailed, developed, moderately complex texts refer to texts which include inter-related facts and/or ideas which are developed through the text and communicated using complex sentence structures.

Detailed, developed, moderately complex academic texts refer to texts of an academic nature which include inter-related facts and/or ideas which are developed through the text and communicated using complex sentence structures.

Extended spoken discourse refers to interactions where topics are sustained and linked across a series of longer turns, and to monologues where ideas are well-developed, extended, and presented coherently.

Moderately complex refers to texts that include a mix of straightforward and more complex elements.

Short spoken discourse refers to interactions and monologues that are sustained for a short period of time.

Simple texts refer to texts that include a number of ideas presented in simple and compound sentences and may include single words and phrases.

Simple connected texts explicitly link facts and/or ideas using cohesive devices, such as conjunctions, connectives, and pronoun reference. Simple connected texts use a limited range of conjunctions and other connectives to explicitly link facts and ideas.

Simple everyday texts refer to texts that use basic language using a limited range of conjunctions and other connectives to explicitly link facts and ideas.

Simple isolated phrases and sentences refers to phrases and sentences that are not necessarily linked. **Simple phrases** refer to word phrases and number phrases, such as dates. **Simple sentences** refer to sentences that contain a subject and a verb, which may also have an object and modifiers, and which contain only one independent clause.

Simple spoken discourse refers to interactions and monologues that use basic language, including learnt language patterns.

Straightforward spoken discourse refers to interactions and monologues which are uncomplicated, for example interactions requiring simple and direct exchanges in familiar situations.

Straightforward written texts refer to texts which are uncomplicated in terms of their content and structure. Such texts do not require learners to infer meaning.

Sustained spoken discourse refers to interactions maintained for an extended time with appropriate turn-taking strategies and monologues that are developed and well sequenced.

Well-structured, accurate, evidence-based, extended academic texts refer to texts of an academic nature that present arguments that are well-supported by literature through an effective text structure that extends and elaborates on ideas with linguistic accuracy.

Well-constructed, complex extended texts refer to texts that are structured effectively and appropriately for the context, and which extend ideas and communicate these coherently using complex structures.

Well-structured, extended, accurate written texts with synthesis and critique of relevant sources refer to texts with accurate language and an effective structure that extends arguments and ideas at some length with subsidiary points, reasons and relevant examples. The texts not only refer to external sources to support the argument but synthesise and critique ideas from these sources.

Fluency:

Fluency refers to a smooth flow of language with few unnatural pauses.

Increasing independence refers to being able to participate in spoken situations with minimal adjustment and facilitation from the interlocutor and with minimal reliance on pre-learnt language patterns.

Increasing fluency refers to speech with few disruptions to overall fluency.

Participate effectively refers to clearly presenting ideas and arguments and appropriately employing interactive strategies.

Participate flexibly refers to the ability to adjust speech and expressions to the situation and the recipient and adopt a level of formality appropriate to the circumstances.

Participate fluently, spontaneously and effectively refers to the ability to use a smooth flow of language with few unnatural pauses, clearly presenting ideas and arguments and appropriately even in unprepared situations, adjusting speech and expressions to the situation and the recipient.

Reasonable fluency refers to speech with only some disruptions to overall fluency.

Understanding:

Gist refers to identifying the overall meaning of a text as a whole. It involves asking the question “What is this text as a whole about?” It may involve skimming, avoiding details and omitting or giving less attention to some sections of the text.

Key points refer to the most important information in the texts.

Main ideas refer to the central thought of a text or larger section of a text.

Specific details refer to the discrete items, for example dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses, URLs. Specific details are often expressed as nouns and adjectives.

Supporting details refer to additional information that explains, develops or illustrates the speaker’s main idea, for example reasons, causes, examples.

Links to English language (EL) and English for Academic Purposes (EAP) unit standards

[top menu](#)

Where can I find more information about the EL and EAP unit standards for the **different levels**?



Jane—Commercial Evaluator / Moderator, no ESOL background



Aroha—Programme Leader/Developer at a PTE, new to NZCEL & ESOL



Carl—Experienced ESOL Tutor, new to NZCEL

The companion supporting document (*English Language and English for Academic Purposes Unit Standard Supporting Document*) has been developed to support teachers in the design and delivery of unit standard assessments, both within the secondary sector and within NZCEL programmes in the tertiary sector. [This supporting document can be found here.](#)

Links to additional resources

[top menu](#)

Where can I find additional information to support teachers and learners?



Wendy—NZCEL Level 3 Programme Lead at a
Tertiary Institution



Jane - Commercial Evaluator / Moderator



Carl—Experienced ESOL Tutor, new to NZCEL

[Assessor Support - NZQA](#)

[ESOL resource collection to support educators and learners » Ako Aotearoa](#)