

## NZQF Programme Approval and Accreditation Rules 2018

### 1. Authority

1.1 These Rules are made under section 253 of the Education Act 1989.

### 2. Commencement

2.1 These Rules commence 28 days after the date of approval by the Minister under section 253(5) of the Education Act 1989.

### 3. Interpretation

3.1 In these Rules, unless the context otherwise requires:

**Accreditation** means accreditation to provide all or part of an approved programme under section 250 of the Act:

**Act** means the Education Act 1989:

**Approval** means approval of a programme under section 249 of the Act:

**Category 1 institution** means an institution (*other than a university*) that has received, in the most recent external evaluation and review (EER) carried out by NZQA in respect of that institution, statements of confidence that are either:

- (a) *Highly Confident* in educational performance and *Highly Confident* in organisational capability in self-assessment; or
- (b) *Highly Confident* in educational performance and *Confident* in organisational capability in self-assessment:

**Category 2 institution** means an institution (*other than a university*) that has received, in the most recent EER carried out by NZQA in respect of that institution, statements of confidence that are either:

- (c) *Confident* in educational performance and *Highly Confident* in organisational capability in self-assessment; or
- (d) *Confident* in educational performance and *Confident* in organisational capability in self-assessment:

**Credit recognition and transfer** means a formal process whereby credit for outcomes already achieved by a student in relation to a qualification is recognised as credit for comparable outcomes in another qualification:

**Data requirements** means the details required to be filled out in the fields in the relevant online application form available on NZQA's website:

**External evaluation and review**, or EER, means the quality assurance system known as external evaluation and review that is set out in the rules from time to time made under section 253 of the Act for quality assurance (*including External Evaluation and Review*):

**Institution**, for the purposes of accreditation to provide approved programmes, has the same meaning as in section 250(1) of the Act:

**Institution**, for the purposes of approval of programmes, has the same meaning as in

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section 249(1) of the Act:

**Level** means any of levels 1 to 10 on the NZQF:

**NZQF** means the New Zealand Qualifications Framework:

**Programme** has the same meaning as in section 159(1) of the Act, but excludes programmes to which the Industry Training Programme Approval Rules 2012 apply:

**Qualification** means a qualification listed on the NZQF:

**Recognition of prior learning** means a process that involves formal assessment of a student's relevant and current knowledge and skills (*gained through prior learning*) to determine achievement of learning outcomes of a qualification for the purpose of awarding credit towards that qualification; and for the avoidance of doubt it does not include credit recognition and transfer:

**Te Hono o Te Kahurangi quality assurance** means applying Te Hono o Te Kahurangi whare ako framework and quality assurance tools for programmes and accreditation, as that framework and those tools are published by NZQA from time to time on its website:

**Type 1 change** means one or more changes to components of an approved programme which do not impact on the programme as a whole:

**Type 2 change** means one or more changes to components of an approved programme which do have an impact on the programme as a whole:

**Universities New Zealand** means the New Zealand Vice-Chancellors' Committee established under section 240 of the Act.

- 3.2 For the purpose of applying Te Hono o Te Kahurangi quality assurance, unless the context otherwise requires references in these Rules to:
  - (a) "educational performance" are to be treated as references to "organisational performance":
  - (b) "self-assessment" are to be treated as references to "self-reflective practice":
  - (c) "Highly Confident" are to be treated as references to "He pounamu kahurangi":
  - (d) "Confident" are to be treated as references to "He pounamu whakairo".

## Part 1

### Programme approval criteria and applications

4. **Criteria for approval of programmes for institutions under section 249 of the Act**
- 4.1 The following are the criteria for approval of programmes for institutions:

Criterion 1 Qualification to which the programme leads

The programme meets the definition published on the NZQA website of the applicable qualification type listed in the second column of the Table in the Appendix to the NZQF Listing and Operational Rules.

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

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## Criterion 3      Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

## Criterion 4      Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must articulate the need for and acceptability of the programme to the relevant communities (*including ākonga, whānau, hapū, iwi and where appropriate, hāpori Māori*) and other key stakeholders (*including the qualification developer and any relevant academic, employer, industry, professional and other bodies*).

## Criterion 5      Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer
- recognition of prior learning
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme.

## Criterion 6      Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

## Criterion 7      Assessment and review

The institution:

- assesses the currency and content of the programme
- has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification
- has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content
- updates the programme accordingly.

## Criterion 8      Research required for degrees and post-graduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

## **5. Applications for approval of programmes**

5.1. Applications by institutions (*other than universities*) for approval of programmes at levels 1 to 6, and diplomas at level 7, must contain the following information:

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- (a) the Data Requirements (*as defined in Rule 3.1*):
- (b) programme documentation that includes:
  - (i) a clear statement of the title and aims of the programme;
  - (ii) a clear articulation of the structure, components and length of the programme;
  - (iii) clearly identified links between the programme component learning outcomes and the qualification graduate profile outcomes;
  - (iv) specified learning outcomes for each component of the programme;
  - (v) allocation of appropriate levels and credits for each component; and
  - (vi) clear identification of any assessment standards used in the programme that are taken from the Directory of Assessment Standards;
- (c) information that demonstrates the programme meets the criteria specified in Rule 4.1;
- (d) a self-assessment report addressing the key evaluation questions for programmes that are published by NZQA on its website;
- (e) evidence of internal quality assurance approval of the programme by the institution;
- (f) an explanation of how the institution will monitor and assure the consistency of qualification achievement by students.

5.2. Applications by institutions (*other than universities*) for approval of programmes leading to degree and post-graduate qualifications at levels 7 to 10 must contain the following:

- (a) the Data Requirements (*as defined in Rule 3.1*):
- (b) programme documentation that includes:
  - (i) a clear statement of title and aims of the programme;
  - (ii) a clear articulation of the structure, components and length of the programme;
  - (iii) specified learning outcomes for each component of the programme;
  - (iv) clearly identified links between the programme component learning outcomes and the qualification graduate profile outcomes; and
  - (v) allocation of appropriate levels and credits for each component;
- (c) information that demonstrates the programme meets the criteria specified in Rule 4.1;
- (d) a self-assessment report addressing the key evaluation questions for programmes that are published by NZQA on its website;
- (e) evidence of internal quality assurance approval of the programme by the institution.

5.3. Except where NZQA otherwise requires, Category 1 institutions applying for programme approval are not required to provide the detail specified in paragraph (d) of Rule 5.1 where:

- (a) the institution demonstrates a successful history of development and design of programmes in the subject area of the programme for which approval is sought; and
- (b) the successful history referred to in paragraph (a) relates to programmes leading to qualifications at or above the level of the qualification to which the programme application relates.

5.4 Applications by universities for programme approval must be made to Universities New Zealand.

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## Part 2

### Accreditation criteria and applications

6. Criteria for accreditation of institutions to provide approved programmes or parts of approved programmes under section 250 of the Act
- 6.1 The following are the criteria for accreditation of institutions to provide approved programmes or parts of approved programmes:

#### Criterion 1 Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes.

#### Criterion 2 Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

#### Criterion 3 Support for delivery

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

#### Criterion 4 Assessment and review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

#### Criterion 5 Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

7. Applications for accreditation to provide approved programmes or parts of approved programmes
- 7.1 Applications by institutions (*other than universities*) for accreditation to provide approved programmes or parts of them at levels 1 to 6, or provide approved programmes or parts of them for certificates and diplomas at level 7, must contain the following information:
  - (a) the Data Requirements (as defined in Rule 3.1);
  - (b) information that demonstrates the institution meets the criteria specified in Rule 6.1;
  - (c) a self-assessment report addressing the key evaluation questions for accreditation that are published by NZQA on its website;
  - (d) evidence of internal quality assurance approval by the institution;

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- (e) agreement to participate in the monitoring of consistency of qualification achievement by students for the purposes of Rule 5.1(f).
- 7.2 Applications by institutions (*other than universities*) for accreditation to provide an approved programme or part of an approved programme leading to a degree or post-graduate qualifications at levels 7 to 10 must contain the following information:
  - (a) the Data Requirements (*as defined in Rule 3.1*):
  - (b) information that demonstrates the institution meets the criteria specified in Rule 6.1:
  - (c) a self-assessment report addressing the key evaluation questions for accreditation that are published by NZQA on its website:
  - (d) evidence of internal quality assurance approval by the institution.
- 7.3 Except where NZQA otherwise requires, a Category 1 institution applying for accreditation is not required to provide the detail specified in paragraph (c) of Rule 7.1 where:
  - (a) the institution demonstrates a successful history of provision of programmes in the subject area of the programme for which accreditation is sought; and
  - (b) the successful history referred to in paragraph (a) relates to programmes leading to qualifications at or above the level of the qualification to which the accreditation application relates.
- 7.4 Where the programme or part of the programme for which accreditation is sought includes assessment of standards listed on the Directory of Assessment Standards, the applicant must hold consent to assess against those standards.
- 7.5 Applications by universities for accreditation to provide an approved programme or part of an approved programme must be made to Universities New Zealand.

## Part 3

### Granting of programme approval and accreditation

- 8. **Granting of programme approval and granting of accreditation to institutions (*other than universities*)**
- 8.1 NZQA will advise applicant institutions (*other than universities*) if any of the details in the application require further work.
- 8.2 NZQA may establish a panel to assess the application.
- 8.3 NZQA may carry out a site visit for accreditation applications.
- 8.4 Where NZQA is satisfied with the details in the relevant application, NZQA will grant, and advise the applicant institution of:
  - (a) approval of the programme, including any rating of the programme in accordance with its evaluative methodology:
  - (b) accreditation to provide the approved programme or part of the approved programme.
- 8.5 Where NZQA is not satisfied with the details in the application, NZQA will not approve the application, and will advise the applicant.
- 8.6 NZQA will publish on its website up to date and appropriate details of approved programmes and details of institutions accredited to provide approved programmes or parts of them.

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## 9. Granting of programme approval and granting of accreditation to universities

9.1 Where satisfied with the content of an application, Universities New Zealand will, under section 253A of the Act and in accordance with any procedures set up for inter-university course approval and moderation under section 241(a) of the Act, grant the relevant:

- (a) programme approval;
- (b) accreditation.

## Part 4

### Te Hono o Te Kahurangi quality assurance

#### 10. Requests for Te Hono o Te Kahurangi quality assurance

10.1 When applying for programme approval or accreditation, an applicant may request that Te Hono o Te Kahurangi quality assurance is used for assessment of the application.

10.2 An applicant making a request under Rule 10.1, in addition to providing the relevant information required under Rules 4 to 7, must provide the information that the Te Hono o Te Kahurangi quality assurance framework and tools require.

10.3 NZQA will evaluate a request made under Rule 10.1, together with the information supplied, in accordance with Te Hono o Te Kahurangi quality assurance.

## Part 5

### Maintaining programme approval and accreditation

#### 11. Requirements to be met to maintain programme approval

11.1 To continue to maintain a programme approval leading to a qualification at levels 1 to 6, and for a certificate or diploma at level 7, institutions (*other than universities*) must ensure:

- (a) the criteria specified in Rule 4.1 continue to be met;
- (b) ongoing assessment and reviews of the programme are undertaken;
- (c) the consistency of qualification achievement by students for the purposes of Rule 5.1(f) is monitored and assured;
- (d) relevant information is provided where requested by NZQA for the purposes of:
  - (i) assuring consistency of graduates of New Zealand qualifications at levels 1-6; and
  - (ii) reviews of suites of qualifications and of individual qualifications;
- (e) where requested by NZQA, participation and cooperation for the purposes of assuring consistency and carrying out reviews as described in Rule 11.1(d)(i) and (ii).

11.2 To continue to maintain approval of a programme leading to a degree or post-graduate qualification at levels 7 to 10, institutions (*other than universities*) must:

- (a) ensure the criteria specified in Rule 4.1 continue to be met;
- (b) ensure regular reviews of the programme are undertaken.

11.3 To continue to maintain approval of a programme universities must:

- (a) ensure the criteria specified in Rule 4.1 continue to be met;
- (b) ensure regular reviews of the programme are undertaken.

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## 12. Requirements to be met to maintain accreditation

12.1 To continue to maintain accreditation to provide an approved programme or part of an approved programme at levels 1 to 6, or a diploma at level 7, institutions (*other than universities*) must:

- (a) ensure the criteria specified in Rule 6.1 continue to be met;
- (b) participate and cooperate in the monitoring of consistency of qualification achievement by students for the purposes of Rule 5.1(f);
- (c) undertake self-assessment;
- (d) provide the programme (*or part*) as it was approved, including adhering to the programme regulations, unless a specific change has been approved in writing by NZQA;
- (e) participate and cooperate in external evaluation and review;
- (f) where requested by NZQA, participate and co-operate in programme monitoring, which may include visits to the institution;
- (g) provide relevant information where requested by NZQA for the purposes of:
  - (i) assuring consistency of graduates of New Zealand qualifications at levels 1-6; and
  - (ii) reviews of suites of qualifications and of individual qualifications;
- (h) where requested by NZQA, participate and cooperate for the purposes of assuring consistency and carrying out reviews as described in Rule 12.1(g)(i) and (ii):
  - (i) provide sufficient evidence to demonstrate consistency of graduate outcomes effectively, when participating in the process of assuring consistency.

12.2 To continue to maintain accreditation to provide an approved programme or part of an approved programme leading to a degree or post-graduate qualification at levels 7 to 10 institutions (*other than universities*) must:

- (a) ensure the criteria specified within Rule 6.1 continue to be met;
- (b) undertake self-assessment;
- (c) provide the programme (*or part*) as it was approved, including adhering to the programme regulations, unless a specific change has been approved in writing by NZQA;
- (d) participate and cooperate in external evaluation and review;
- (e) participate and cooperate in monitoring, which will consist of either:
  - (i) annual visits to the institution by the NZQA appointed monitor, reports by the monitor on the implementation of the programme, and reviews of the first graduating years of programmes by the institution; or
  - (ii) where NZQA permits, self-monitoring in accordance with any conditions imposed by NZQA.

12.3 To continue to maintain accreditation to provide a programme universities must:

- (a) ensure the criteria specified within Rule 6.1 continue to be met;
- (b) ensure regular reviews of the provision of the programme are undertaken.

## Part 6

### Changes to approved programmes

#### 13. Changes to approved programmes by institutions

13.1 Before an institution carries out a Type 1 change to an approved programme, the

# EXPIRED

institution must notify NZQA of amendments that result in changes to the Data Requirements (as defined in Rule 3.1):

- 13.2 Before an institution carries out a Type 2 change to an approved programme, the institution must obtain approval from NZQA for the change after applying to NZQA and providing the information in Rule 13.3.
- 13.3 The information required for the purposes of an application for a Type 2 change under Rule 13.2 is:
  - (a) any changes to Data Requirements (as defined in Rule 3.1);
  - (b) full details of the changes made to the approved programme and any impacts on the accreditation of institutions to provide the programme or part of the programme;
  - (c) information that demonstrates the programme continues to meet the criteria specified in Rule 4.1;
  - (d) evidence of internal quality assurance approval by the institution.

## **14. Process and notification of result of application for Type 2 programme changes**

- 14.1 NZQA will advise applicants if any of the details in the application for a Type 2 change requires further work.
- 14.2 NZQA may establish a panel to assess the application.
- 14.3 NZQA may carry out a site visit.
- 14.4 Where NZQA is satisfied with the details in the application, NZQA will approve the application and advise the applicant.
- 14.5 If there are a significant number of changes made to the programme NZQA may decline the application and require a new programme approval application to be submitted.
- 14.6 Where NZQA is not satisfied with the details in the application, NZQA will decline the application, and will advise the applicant.
- 14.7 NZQA will publish on its website up to date and appropriate details of the approved changes to the programme.

## **15. Programme changes by universities**

- 15.1 Universities New Zealand will, under section 253A of the Act and in accordance with any procedures set up for inter-university course approval and moderation under section 241(a) of the Act, approve programme changes for universities.

## **Part 7**

### **Miscellaneous requirements**

16. **Use of sub-contractors by institutions other than universities to provide approved programmes or parts of approved programmes**
  - 16.1 Where an institution (other than a university) proposes to use a sub-contractor to provide an approved programme or part of an approved programme on the institution's behalf, and the institution and the sub-contractor are both accredited to provide the programme (or part), the institution must notify NZQA of the sub- contracting arrangement prior to the programme (or part) being provided, and supply the following information with that notification:
    - (a) a copy of the sub-contracting agreement which must outline the responsibilities

# EXPIRED

and obligations of the parties:

- (b) the duration of the arrangement;
- (c) the reasons for the arrangement;
- (d) confirmation that any advertising and other information provided to prospective students clearly shows that the study or training involved is provided under a sub-contracting arrangement.

16.2 Where an institution (*other than a university*) proposes to use a sub-contractor to provide an approved programme or part of an approved programme that the institution is accredited to provide, and the sub-contractor does not itself hold accreditation, the institution must apply to NZQA for approval to engage the sub-contractor prior to any provision of the programme (*or part*) by the sub-contractor.

16.3 Applications under Rule 16.2 for approval to engage the sub-contractor must include the following information:

- (a) the name of the sub-contractor;
- (b) identification of the programme(s) or part(s) to be provided under the arrangement;
- (c) the rationale for the proposed sub-contracting arrangement;
- (d) a copy of the sub-contracting arrangement between the institution and the sub-contractor;
- (e) evidence of internal quality assurance approval by the institution.

16.4 NZQA will grant approval to an application under rule 16.2 where it is satisfied that:

- (a) the institution remains responsible for the sub-contractor meeting all of the institution's obligations that are relevant for the accreditation;
- (b) the sub-contractor will meet all relevant obligations in the Act and in rules made under section 253 of the Act in relation to the provision of the programme;
- (c) there is a formal documented arrangement between the holder and the sub-contractor that includes provisions to ensure that NZQA is able to exercise its quality assurance and enforcement powers and functions in respect of the acts or omissions of the sub-contractor relating to the provision of the programme;
- (d) the information and advertising for the study or training clearly states that it is provided through a sub-contracting arrangement;
- (e) all student enrolments are through the institution, and the institution maintains all student enrolment and academic information.

16.5 To continue to maintain approval under Rule 16.4 an institution must ensure the sub-contracting is conducted at all times in accordance with the requirements set out in paragraphs (a) to (e) of Rule 16.4.

**17. Special reviews**

17.1 NZQA will give an institution (*other than a university*) reasonable notice of any special review NZQA intends to undertake in relation to a programme approval or an accreditation of the institution to provide an approved programme.

17.2 Notice under Rule 17.1 will be given where concerns about the programme approval or accreditation are raised with NZQA, or where concerns otherwise come to the attention of NZQA.

17.3 The institution must provide relevant information and otherwise cooperate with NZQA for the purposes of the special review.

# EXPIRED

## 18. English language requirements for international students

18.1 An institution (*other than a university*) must:

- (a) verify, prior to enrolling an international student in a programme (*other than an English language programme*) at level 3 or above, that the student has the necessary English language proficiency as demonstrated (*except as provided in Rule 18.2*) through the use of evidence of one of the kinds described in Rules 18.3 to 18.5; and
- (b) retain a copy of that evidence for at least two years from the date of enrolment of the student.

18.2 Evidence of the kinds described in Rule 18.5 must not be used for a student who holds a passport from a country that has had, under Rule 18.6, its name and visa decline rate of more than 20% published for one month or more.

18.3 Evidence that the student has:

- (a) achieved NCEA level 3 and has met New Zealand university entrance requirements; or
- (b) been awarded a Bachelor Degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Postgraduate Certificate, Postgraduate Diploma, Master's Degree or Doctoral Degree with English as the language of instruction, from tertiary education providers from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States; or
- (c) been awarded the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) or the Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL).

18.4 Evidence that the student has achieved, within the two years preceding the proposed date of enrolment, one of the internationally recognised proficiency test outcomes specified in the Table in the **Appendix** for the level of the programme in which the student is enrolling.

18.5 Evidence of either of the following kinds of previous primary and secondary study in English by the student:

- (a) completion of all primary education (*being the equivalent of New Zealand primary school years 1 to 8*) and at least three years of secondary education (*being the equivalent of three years from New Zealand secondary school years 9 to 13*) at schools where the student was taught using English as the language of instruction; or
- (b) completion of at least five years of secondary education (*being the equivalent of New Zealand secondary school years 9 to 13*) at schools where the student was taught using English as the language of instruction.

18.6 Immigration New Zealand will measure (*based on statistics generated over a period of time set by Immigration New Zealand*) the student visa application decline rate of countries, and where the measurement shows that a country's student visa application decline rate is more than 20%, Immigration New Zealand will publish on its website the name of that country and its student visa application decline rate.

# EXPIRED

**19 Transitional provisions for NZQA approved English proficiency assessments of Category 1 and 2 institutions**

- 19.1 Rule 19.2 applies to English proficiency assessments used by Category 1 and 2 institutions which were approved by NZQA under revoked Rule 18(6), as that rule existed immediately before revocation by these Rules.
- 19.2 The English proficiency assessments to which Rule 19.1 applies may continue to be used by Category 1 and 2 institutions in accordance with revoked Rule 18(6) until the expiry of 3 months following the commencement of these Rules.

**20. Revocations**

- 20.1 The following rules are revoked:

- (a) NZQF Programme Approval and Accreditation Rules 2013;
- (b) NZQF Programme Approval and Accreditation Amendment Rules 2013;
- (c) NZQF Programme Approval and Accreditation Amendment Rules 2015;
- (d) NZQF Programme Approval and Accreditation Amendment Rules 2016;
- (e) NZQF Programme Approval and Accreditation Amendment Rules 2017.

Signatures for the purposes of section 253 of the Education Act 1989

NZQA Board: 	Date: 28/6/2018
Minister of Education: 	Date: 24/7/18

# EXPIRED

## Appendix

### Internationally Recognised English Proficiency Outcomes for International Students

#### Acronyms used in the Table below

C1 Advanced – the qualification of Cambridge Assessment English of that name, found at  
<http://www.cambridgeenglish.org/exams/advanced/>

C2 Proficiency – the qualification of Cambridge Assessment English of that name, found at  
<http://www.cambridgeenglish.org/exams/proficiency/>

B2 First – the qualification of Cambridge Assessment English of that name, found at  
<http://www.cambridgeenglish.org/exams/first/>

B2 First for Schools – the qualification of Cambridge Assessment English of that name found at  
<http://www.cambridgeenglish.org/exams-and-tests/first-for-schools/>

IELTS – the International English Language Testing System, jointly owned by the British Council, IDP Education Australia, and Cambridge English Language Assessment, found at <http://www.ielts.org>.

LanguageCert - a set of English Language qualifications owned by PeopleCert Qualifications Limited, member of the PeopleCert Group found at [www.languagecert.org](http://www.languagecert.org)

LRWS – listening, reading, writing and speaking.

NZCEL – the New Zealand Certificates in English Language listed on the NZQF (*NZQA being the qualification developer*).

OET – the Occupational English Test of Cambridge Boxhill Language Assessment, found at  
<https://www.occupationalenglishtest.org/>

PTE – the Pearson Test of English (Academic), found at <https://pearsonpte.com>.

TOEFL – the Test of English as a Foreign Language of the Educational Testing Service, whose headquarters are in Princeton, United States, found at  
<http://www.ets.org/toefl>.

Trinity ISE – the Trinity College London Integrated Skills in English, found at  
<http://www.trinitycollege.com/site/?id=3192>

TWE – in relation to TOEFL is the Test of Written English.

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## TABLE for Internationally Recognised English Proficiency Outcomes for International Students

Internationally recognised proficiency tests	Programme Level and required outcome <sup>1</sup>									
	Certificate at Level 3	Certificate at Level 4	Certificate or Diploma at Level 5	Certificate or Diploma at Level 6	Diploma or degree at Level 7	Graduate Certificate or Diploma at Level 7	Post-graduate Diploma or Post-graduate Certificate at Level 8	Bachelor Honours Degree at Level 8	Master's Degree at Level 9	Doctoral Degree at Level 10
IELTS test <sup>2</sup>	General or Academic score of 5 with no band score lower than 5	General or Academic score of 5.5 with no band score lower than 5	Academic score of 5.5 with no band score lower than 5	Academic score of 6 with no band score lower than 5.5	Academic score of 6 with no band score lower than 5.5	Academic score of 6.5 with no band score lower than 6				
TOEFL Paper-based Test (pBT) where the test was carried out prior to 1 October 2017	Score of 500 (with an essay score of 4 TWE)	Score of 530 (with an essay score of 4.5 TWE)	Score of 550 (with an essay score of 5 TWE)	Score of 550 (with an essay score of 5 TWE)	Score of 550 (with an essay score of 5 TWE)	Score of 590 (with an essay score 5.5 TWE)				
TOEFL Internet-based test (iBT)	Score of 35 (with a writing score of 14)	Score of 46 (with a writing score of 14)	Score of 46 (with a writing score of 14)	Score of 60 (with a writing score of 18)	Score of 60 (with a writing score of 18)	Score of 79 (with a writing score of 21)				
Cambridge English Qualifications	B2 First or B2 First for Schools with a score of 154. No less than 154 in each skill;	B2 First or B2 First for schools with a score of 162. No less than 154 in each skill;	B2 First or B2 First for schools with a score of 162. No less than 154 in each skill;	B2 First, or B2 First for schools, or C1 Advanced, or C2 Proficiency with a score of 169. No less than 162 in each skill;	B2 First, or B2 First for schools, or C1 Advanced, or C2 Proficiency with a score of 169. No less than 162 in each skill;	C1 Advanced or C2 Proficiency with a score of 176. No less than 169 in each skill;				

EXPIRED

OET	Minimum of Grade C or 200 in all sub-tests	Minimum of Grade C or 200 in all sub-tests	Minimum of Grade C or 200 in all sub-tests	Minimum of Grade C or 200 in all sub-tests	Minimum of Grade C <sup>+</sup> or 300 in all sub-tests
<b>NZCEL<sup>3</sup></b> a) Expiring b) Current	a) Level 3 (General) or (Workplace)  b) Level 3 (General)	a) Level 3 (Academic)  b) Level 3 (Applied)	a) Level 4 (General) or (Workplace)  b) Level 4 (General) or (Employment)	a) Level 4 (Academic)  b) Level 4 (Academic)	a) Level 5 (Academic) or (Professional)  b) Level 5
<b>Pearson Test of English (Academic)</b>	PTE (Academic) score of 36 with no band score lower than 36	PTE (Academic) score of 42 with no band score lower than 36	PTE (Academic) score of 42 with no band score lower than 36	PTE (Academic) score of 50 with no band score lower than 42	PTE (Academic) score of 58 with no band score lower than 50
<b>LanguageCert</b>	B1 Achiever IESOL (LRWS) with PASS and no less than Pass in each skill	B2 Communicator IESOL (LRWS) with PASS and no less than Pass in each skill	B2 Communicator IESOL (LRWS) with HIGH PASS and no less than Pass in each skill	C1 Expert IESOL (LRWS) with PASS and no less than Pass in each skill	C1 Expert IESOL (LRWS) with HIGH PASS and no less than Pass in each skill  or  C2 Mastery IESOL (LRWS) with PASS and no less than Pass in each skill
<b>Trinity ISE</b>	ISE I with no less than distinction in any band	ISE II with no less than pass in any band	ISE II with no less than merit in any band	ISE II with no less than distinction in any band	ISE III with no less than pass in any band

<sup>1</sup> The listed outcomes represent the minimum scores or grades for each test or qualification that qualify a student for enrolment at each programme level. Students with higher scores or grades than required for a particular programme level may still enrol at that level. Where the entry requirements for a programme are for a higher English proficiency outcome than is listed in the relevant row of the Table for the programme level in which the student is being enrolled, the student must meet that higher level.

<sup>2</sup> IELTS scores used must be taken from a single IELTS Test Report Form (i.e. combining scores from more than one test is not permissible).

<sup>3</sup> New versions of some NZCEL qualifications, and in some cases new qualifications, were published on 13 June 2017. These are intended to replace pre-existing versions and qualifications, which have been given expiring status until discontinued on 31 December 2019.