

NZQF Programme Approval and Accreditation Amendment Rules 2017

1. Authority

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

2. Commencement

2.1 These amendment Rules come into effect 28 days after the date of approval of the Minister under section 253(5) of the Education Act 1989.

3. NZQF Programme Approval and Accreditation Rules 2013 amended

3.1 The NZQF Programme Approval and Accreditation Rules 2013 (the principal Rules), incorporating the amendments set out in Rule 3.2, are amended as shown in the edited copy of the principal Rules in the Appendix.

3.2 The previous amendments that are incorporated into the principal Rules in the Appendix are:

- (a) NZQF Programme Approval and Accreditation Amendment Rules 2013:
- (b) NZQF Programme Approval and Accreditation Amendment Rules 2015:
- (c) NZQF Programme Approval and Accreditation Amendment Rules 2016.

Explanatory note

This note is not part of these Rules, but is intended to indicate their general effect.

This amendment to the principal Rules, which commences 28 days after the date of approval of the Minister under section 253(5) of the Education Act 1989, -

- amends the definition of Te Hono o Te Kahurangi quality assurance, and clarifies the process in Part 4:
- clarifies requirements in Criterion 4 of Rule 4.1, Criterion 1 of Rule 6.1, Rule 12.1, and Rule 12.2:
- inserts information requirements for sub-contracting arrangements notified under Rule 17.1:
- replaces Rule 18 with new Rules 18, 18A, and 18B so that:
 - evidence requirements for English language proficiency are more explicit:
 - the layout is more intuitive and easier to follow:
 - the NZQA approval process for internal English proficiency assessments is moved out of Rule 18 to new Rule 18A:
 - there is a transitional period for English proficiency assessments of Category 1 institutions:
- adds updated qualifications to the acronyms and the Table in the Appendix.

APPENDIX

NZQF Programme Approval and Accreditation Rules 2013

1. Authority

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

2. Commencement

2.1 These Rules commence on 1 January 2013.

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 External Evaluation and Review (EER) Rules 2013:

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 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 ~~for programmes and accreditation~~ means applying Te Hono o Te Kahurangi whare ako framework and ~~Mātauranga Māori Evaluative Quality Assurance (MM-EQA) tools, for programmes and accreditation,~~ as that framework and those tools are published by NZQA from time to time on its website ~~and used by NZQA for the purposes of evaluating applications for approval of a programme (under Rule 4.1) and accreditation (under Rule 5.1) to provide an approved programme at Levels 1-6 of the NZQF structure (which structure is set out in the Appendix to the NZQF Qualification Listing and Operational Rules):~~

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 ~~for NZQF programme approval and accreditation,~~ 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.

| | |
|-------------|------------------|
| 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 ākongā, 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:

- (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.
- 5.3 Applications by universities for programme approval must be made to Universities New Zealand.

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:

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:
- (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.
- 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 ~~for programmes and accreditation~~

10. ~~Applications-Requests~~ for Te Hono o Te Kahurangi quality assurance ~~for programmes and accreditation~~

- 10.1 ~~When applying for programme approval or accreditation, An applicant may request the application of that Te Hono o Te Kahurangi quality assurance is used for assessment of the application for programmes or accreditation in relation to qualifications at Levels 1-6 of the NZQF structure (which structure is set out in the Appendix to the NZQF Qualification Listing and Operational Rules).~~
- 10.2 ~~Where aAn applicant making a request under Rule 10.1s the application of Te Hono o Te Kahurangi quality assurance for programmes or accreditation, in addition to meeting the relevant requirements of providing the relevant information required under Rules 4 to -7, the applicant must provide the information that the Te Hono o Te Kahurangi quality assurance framework and tools require answer the pātai aromātai set out in Rule 10.3.~~
- 10.3 ~~For the purposes of Rule 10.2 the pātai aromātai:~~
- ~~(a) for programme approval is Ka pōhea te hanganga o te hōtaka e tutuki pai ai ngā hiahia o ngā ākonga, o te hunga whai pānga me ngā kaupapa hoki o Te Hono o Te Kahurangi?;~~
 - ~~(b) for accreditation is Kua whaimana rānei te tū o tō whare ako nā te oranga o ngā kaupapa o Te Hono o Te Kahurangi?;~~
- 10.4 ~~For the purposes of Rule 10.3 the kaupapa as consistent with Te Hono o Te Kahurangi quality assurance for programmes and accreditation are:~~
- ~~(i) Rangatiratanga~~
 - ~~(ii) Whanaungatanga~~
 - ~~(iii) Manaakitanga~~
 - ~~— Pūkengatanga~~
 - ~~(iv) Kaitiakitanga~~
 - ~~(iv) Te Reo Māori~~
- 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.

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 for a certificate ~~or diploma~~ at level 7, institutions (*other than universities*) must:

- (a) ensure the criteria specified in Rule 6.1 continue to be met:
- (b) participate 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 in external evaluation and review.
- (f) ~~P~~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:
- (g) where requested by NZQA, participate and cooperate for the purposes of assuring consistency and carrying out reviews as described in Rule 12.1(f)(i) and (ii):
- (h) 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 diploma, 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 in external evaluation and review:
- (e) participate 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 [revoked]

Retaining the Mātauranga Māori Quality Assurance Mark

[revoked]

13. [Revoked] Rule 13 revoked on 20 October 2016 by Rule 10 of the NZQF Programme Approval and Accreditation Amendment Rules 2016.

Part 7

Changes to approved programmes

14. Changes to approved programmes by institutions

- 14.1 Before an institution carries out a Type 1 change to an approved programme, the institution must notify NZQA of amendments that result in changes to the Data Requirements (as defined in Rule 3.1):
- 14.2 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 14.3.
- 14.3 The information required for the purposes of an application for a Type 2 change under Rule 14.2 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.

15. Process and notification of result of application for Type 2 programme changes

- 15.1 NZQA will advise applicants if any of the details in the application for a Type 2 change requires further work.
- 15.2 NZQA may establish a panel to assess the application.
- 15.3 NZQA may carry out a site visit.
- 15.4 Where NZQA is satisfied with the details in the application, NZQA will approve the application and advise the applicant.
- 15.5 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.
- 15.6 Where NZQA is not satisfied with the details in the application, NZQA will decline the application, and will advise the applicant.
- 15.7 NZQA will publish on its website up to date and appropriate details of the approved changes to the programme.

16. Programme changes by universities

- 16.1 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 8

Miscellaneous requirements

17. Use of sub-contractors by institutions other than universities to provide approved programmes or parts of approved programmes

- 17.1 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 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.

17.2 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.

17.3 Applications under Rule 17.2 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.

17.4 NZQA will grant approval to an application under rule 17.2 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.∴

17.5 To continue to maintain approval under Rule 17.4 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 17.4.

~~18.— English language requirements for international students~~

~~18.0 Without limiting Rule 18.2, prior to an institution (*other than a university*) enrolling an international student in a programme (*other than an English language programme*) at a level listed in the first column of the Table in the Appendix ("the Table"), the institution must ensure the student:~~

- ~~(—) has gained NCEA level 3 and has met New Zealand university entrance~~

requirements; or

- ~~(-) unless Rule 18.5 below applies, has supplied to the institution clear evidence that the student satisfies one of the criteria for existing English proficiency listed on NZQA's website; or~~
- ~~(-) has achieved, within the preceding two years, at least one of the internationally recognised English proficiency outcomes listed in the relevant row of the Table for the programme level in which the student is being enrolled; or~~
- ~~(-) unless Rule 18.5 below applies, has achieved a score in an English proficiency assessment that is equivalent to or better than the English proficiency outcomes listed in the relevant row of the Table for the programme level in which the student is being enrolled, where:~~
 - ~~(-) the methodologies and process for that English proficiency assessment have been approved by NZQA through clauses 18.3 and 18.4; and~~
 - ~~(-) the assessment was carried out by the holder of the approval; and~~
 - ~~(-) the approval referred to in subparagraph (i) has been listed on NZQA's website; or~~
- ~~(-) unless Rule 18.5 below applies, in respect of enrolment in a Category 1 institution, has achieved a score in that Category 1 institution's English proficiency assessment that is equivalent to or better than the English proficiency outcomes listed in the relevant row of the Table for the programme level in which the student is being enrolled.~~

~~18.0 Where the requirements of 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.~~

~~18.0 For the purposes of Rule 18.1(d), a Category 1 or Category 2 institution may apply to NZQA for approval of the institution's English proficiency assessment methodologies and the process used for those assessment methodologies.~~

~~18.0 Following an application under Rule 18.3, NZQA may approve the institution's internal English proficiency assessment methodologies and process where NZQA is satisfied:~~

- ~~(-) the assessment methodologies and process have been benchmarked to establish the equivalency or better to the outcomes for the appropriate levels of the NZQF; and~~
- ~~(-) the institution possesses expertise in English language delivery and assessment, as evidenced through appropriate staff qualifications and relevant programme approvals, accreditations to provide approved programmes, or training scheme approvals; and~~
- ~~(-) the institution's English proficiency assessment methodologies and process have been designed by a person with appropriate and relevant experience and expertise; and~~
- ~~(-) the institution has appropriate safeguards in place to prevent cheating or bias during the conduct of internal English proficiency assessments; and~~
- ~~(-) as to the level of confidence NZQA can have in the institution's enrolment and assessment practices; and~~
- ~~(-) there are no current concerns over the quality of the institution's provision of education, or over non-compliance issues relating to the institution, that NZQA considers detrimentally affect the institution's ability to conduct English proficiency assessment and testing.~~

~~18.0 From the date referred to in Rule 18.7, the English language proficiency options in~~

paragraphs (b), (d), and (e) of Rule 18.1 must not be used for students who:

- (-) hold passports from a country with a student visa decline rate of the kind described in Rule 18.6; and
- (-) apply to Immigration New Zealand for their first New Zealand student visa.

~~18.0 For the purposes of Rule 18.5(a), the student visa decline rate for a country is more than 20 percent of total student visa applications in that country, where~~

- ~~(-) the decline rate has been measured by Immigration New Zealand;~~
- ~~(-) the decline rate is based on statistics generated over a period of time set by Immigration New Zealand from data held by Immigration New Zealand; and~~
- ~~(-) the decline rate and the name of the country has been published on the website of Immigration New Zealand.~~

~~18.0 The date for the purposes of Rule 18.5 is:~~

- ~~(-) 1 October 2015 for countries whose decline rates and names, as at 1 September 2015, have been published under Rule 18.6(c);~~
- ~~(-) one month after the date of publication under Rule 18.6(c), for countries whose decline rates and names are published after 1 September 2015.~~

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 18.6; 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 Rules 18.5 and 18.6 must not be used for a student who holds a passport from a country that has had, under Rule 18.7, 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 English Language Teaching to Adults (CELTA).

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 Evidence that the student has achieved an outcome in the institution's internal English proficiency assessment that is equivalent to or better than the outcomes listed in the Table in the **Appendix** for the programme level in which the student is enrolling, where:

(a) the institution is a Category 1 or 2 institution;

(b) the internal English proficiency assessment is administered by the institution;

(c) the institution has been granted NZQA's approval for the internal English proficiency assessment in accordance with Rule 18A; and

(d) the approval referred to in paragraph (c) has been listed on NZQA's website.

18.7 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.

18A. Approval of internal English proficiency assessments

18A.1 For the purposes of Rule 18.6(c), a Category 1 or Category 2 institution may apply to NZQA for approval of the institution's internal English proficiency assessment methodologies and process.

18A.2 Following an application under Rule 18A.1 NZQA may approve the institution's internal English proficiency assessment methodologies and process where NZQA is satisfied:

(a) the assessment methodologies and process have been benchmarked to establish the equivalency or better to the outcomes for the appropriate levels of the NZQF;

(b) the institution possesses expertise in English language delivery and assessment, as evidenced through appropriate staff qualifications, relevant programme approvals, accreditations to provide approved programmes, or training scheme approvals;

(c) the institution's English proficiency assessment methodologies and process have been designed by a person with appropriate and relevant experience and expertise;

(d) the institution has appropriate safeguards in place to prevent cheating or bias during the conduct of internal English proficiency assessments;

(e) as to the level of confidence NZQA can have in the institution's enrolment and assessment practices; and

(f) there are no current concerns over the quality of the institution's provision of education, or over non-compliance issues relating to the institution, that NZQA considers detrimentally affect the institution's ability to conduct English proficiency assessment and testing.

18A.3 If NZQA considers that there may be grounds for withdrawing approval of an institution's internal English proficiency assessment, NZQA must give written notice to the institution –

(a) setting out the grounds on which NZQA is considering withdrawing the approval; and

(b) giving the institution a reasonable period to make submissions on the matter.

18A.4 After the period referred to in Rule 18A.3(b), and having considered any submissions made by the institution, NZQA:

(a) may, on reasonable grounds, withdraw the approval; and

(b) must give notice of the withdrawal, with reasons, to the institution concerned.

18A.5 NZQA may withdraw the approval of an institution's internal English proficiency assessment at the written request of the institution concerned.

18A.6 The approval of an institution's internal English proficiency assessment lapses on the date on which an institution becomes a Category 3 or Category 4 institution.

18B Transitional provisions for unapproved English proficiency assessments of Category 1 institutions

18B.1 Rules 18B.2 and 18B.3 apply to English proficiency assessments used by Category 1 institutions under revoked Rule 18(1)(e), as that rule existed immediately before revocation by the NZQF Programme Approval and Accreditation Amendment Rules 2017.

18B.2 The English proficiency assessments to which Rule 18B.1 applies may continue to be used by Category 1 institutions in accordance with revoked Rule 18(1)(e) until the expiry of 31 days following the commencement of the NZQF Programme Approval and Accreditation Amendment Rules 2017.

18B.3 Where, within 31 days following the commencement of the NZQF Programme Approval and Accreditation Amendment Rules 2017, a Category 1 institution has applied under Rule 18A.1 for approval of the English proficiency assessment methodologies and process it used under revoked Rule 18(1)(e), the Category 1 institution may continue to use that assessment under this Rule 18B.3 until the end of the day on which its application has been either approved or declined by NZQA in writing.

19. Special reviews

19.1 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.

19.2 Notice under Rule 19.1 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.

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

Appendix

Internationally Recognised English Proficiency Outcomes for International Students

Acronyms used in the Table below

CAE – the examination of Cambridge English Language Assessment called Cambridge English: Advanced, also known as the Certificate in Advanced English, found at <http://www.cambridgeenglish.org/exams/advanced/>

CPE – the examination of Cambridge English Language Assessment called Cambridge English: Proficiency, also known as the Certificate of Proficiency in English, found at <http://www.cambridgeenglish.org/exams/proficiency/>

FCE, or FCE for Schools – the examination of Cambridge English Language Assessment called Cambridge English: First, also known as the First Certificate in English, found at <http://www.cambridgeenglish.org/exams/first/>

IESOL – Internal English for Speakers of Other Languages qualifications by City & Guilds, found at <http://www.cityandguildsenglish.com/>.

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

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/>

PToE – the Pearson Test of English (Academic), found at <http://www.pearsonpte.com/Pages/Home.aspx>.

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>.

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

TABLE for Internationally **R**ecognised English Proficiency Outcomes for International Students

| English Proficiency Outcomes ¹ | | | | | | | | |
|---|--|---|--|---|--|------------------------------------|------------------------------------|--|
| Programme Level | IELTS test ² | TOEFL Paper-based test (pBT) | TOEFL Internet-based test (iBT) | Cambridge English Examinations | NZCEL ³ a) <u>Expiring</u> b) <u>Current</u> | Pearson Test of English (Academic) | City & Guilds IESOL | <u>LanguageCert</u> |
| Certificate at Level 3 | General or Academic score of 5 with no band score lower than 5 | Score of 500 (with an essay score of 4 TWE) | Score of 35 (with a writing score of 20) | FCE or FCE for Schools with a score of 154. No less than 154 in each skill OET at Grade C in all sub-tests | a) Level 3 with an endorsement of either (General) or (Workplace), or Academic b) <u>Level 3 (General)</u> | PToE (Academic) score of 36 | B1 Achiever with a score of 43 | <u>B1 Achiever IESOL (LRWS) with PASS</u> |
| Certificate at Level 4 | General or Academic score of 5.5 with no band score lower than 5 | Score of 530 (with an essay score of 4.5 TWE) | Score of 46 (with a writing score of 20) | FCE or FCE for schools with a score of 162. No less than 154 in each skill OET at Grade C in all sub-tests | a) Level 3 with an endorsement of either General, Workplace, or Academic b) <u>Level 3 (Applied)</u> | PToE (Academic) score of 42 | B2 Communicator with a score of 42 | <u>B2 Communicator IESOL (LRWS) with PASS</u> |
| Certificate or Diploma at Level 5 | Academic score of 5.5 with no band score lower than 5 | Score of 550 (with an essay score of 5 TWE) | Score of 46 (with a writing score of 20) | FCE or FCE for schools with a score of 162. No less than 154 in each skill OET at Grade C | a) Level 4 with the Academic endorsement (General) or (Workplace) b) <u>Level 4</u> | PToE (Academic) score of 42 | B2 Communicator with a score of 42 | <u>B2 Communicator IESOL (LRWS) with HIGH PASS</u> |

¹ 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.

² 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).

³ 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.

| | | | | | | | | | |
|--|--|--|--|--|------------------|------------------------------|--|--|--|
| | | | | | in all sub-tests | (General) or (Employment) | | | |
|--|--|--|--|--|------------------|------------------------------|--|--|--|

| Programme Level | IELTS test ² | TOEFL Paper-based test (pBT) | TOEFL Internet-based test (iBT) | Cambridge English Examinations | NZCEL (see footnote 3) a) Expiring b) Current | Pearson Test of English (Academic) | City & Guilds IESOL | LanguageCert |
|--|---|---|--|--|---|------------------------------------|------------------------------------|--|
| Certificate or Diploma at Level 6 or 7 Diploma or degree at Level 7 Graduate Certificate or Diploma at Level 7 | Academic score of 6 with no band score lower than 5.5 | Score of 550 (with an essay score of 5 TWE) | Score of 60 (with a writing score of 20) | FCE, or FCE for schools, or CAE, or CPE with a score of 169. No less than 162 in each skill OET at Grade C in all sub-tests | a) Level 4 with the (Academic) endorsement b) Level 4 (Academic) | PToE (Academic) score of 50 | B2 Communicator with a score of 66 | <u>C1 Expert IESOL (LRWS) with PASS</u> |
| 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 | Academic score of 6.5 with no band score lower than 6 | Score of 590 (with an essay score 5.5 TWE) | Score of 79 (with a writing score of 21) | CAE or CPE with a score of 176. No less than 169 in each skill OET at Grade B in all sub-tests | a) Level 5 with the (Academic) or (Professional) endorsement b) Level 5 | PToE (Academic) score of 58 | C1 Expert with a score of 42 | <u>C1 Expert IESOL (LRWS) with HIGH PASS</u> or <u>C2 Mastery IESOL (LRWS) with PASS</u> |