



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Final version for signatures for the purposes of section 452 of the Education and Training Act 2020

NZQA Board: Date:.....

Minister of Education: Date:.....

Programme Approval, Recognition, and Accreditation Rules 2022

1. Authority

1.1 These Rules are made under section 452 of the Education and Training Act 2020.

2. Commencement

2.1 These Rules commence on the 28th day after the date of approval by the Minister under section 452(5) of the Education and Training Act 2020.

3. Interpretation

3.1 In these Rules, unless the context otherwise requires:

accreditation means accreditation to provide all or part of an approved programme *(including a New Zealand programme)* under section 441 of the Act

Act means the Education and Training Act 2020

approval means approval of a programme under section 439 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~~

consent and moderation requirements means the standard-setting body requirements listed for standards that relate to the particular skills and knowledge of teachers and assessors, any special resources required for assessing against the standards, learner access to resources, practical experience, and national external moderation

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 EER that is set out in the rules from time to time made under section 452 of the Act

industry qualification means a qualification maintained by a WDC for the purposes of section 366(1)(c) of the Act

~~**institution for the purposes of accreditation to provide approved programmes** has the same meaning as in section 10(5)(b) of the Act~~

~~**institution**, for the purposes of approval of programmes, has the same meaning as in section 10(5)(a) of the Act~~

level means any of levels 1 to 10 on the **NZQCF**

national curriculum means a national curriculum for a qualification developed and maintained by a standard-setting body for the purposes of section 438A of the Act

New Zealand programme means a national curriculum developed by an approved standard-setting body for the purposes of section 438A of the Act

NZQCF means the Qualifications and Credentials Framework described in section 436 of the Act

programme has the same meaning as in section 10(1) of the Act, and by virtue of section 438C of the Act includes a New Zealand programme

qualification means a qualification listed on the **NZQCF**

recognised New Zealand programme means a New Zealand programme recognised by NZQA under section 438B of the Act

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 **programme leading to 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

standard-setting body means an approved standard-setting body as described in section 438(1) of the Act

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 continued by section 311 of the Act

WDC means a workforce development council as defined in section 10(1) of the Act.

~~5.2 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 Confidential are to be treated as references to He pounamu kahurangi:~~
~~(d) Confidential are to be treated as references to He pounamu whakairo.~~

~~3.3 Rules 4.1, 5.1—5.3, 8.1—8.6 (in relation to programme approval), and 11 of these Rules do not apply to industry training programmes as defined in, and approved under, the NZQF Industry Training Programme Approval Rules 2020 (or any replacement of those Rules).~~

Part 1

Programme approval and recognition criteria and applications

4. Criteria for approval of programmes for institutions under section 439 of the Act

4.1 The following are the criteria for approval of programmes for institutions:

Criterion 1	Qualification to which the programme leads
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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 **Qualification and Micro-credential Listing and Operational Rules**.

Criterion 2	Title, aims, learning outcomes and coherence
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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 **NZQCF**.

Criterion 3	Delivery methods
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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
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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*) and any required endorsement by a WDC under section 366(1)(g) of the Act has been obtained.

Criterion 5	Regulations
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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 Programme 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 **under-graduate** diplomas at level 7, must contain the following information:

~~(a) the Data Requirements (as defined in rule 3.1):~~

(b) programme documentation that includes:

- a clear statement of the title and aims of the programme;
- a clear articulation of the structure, components and length of the programme;
- clearly identified links between the programme component learning outcomes and the qualification graduate profile outcomes;
- specified learning outcomes for each component of the programme;
- allocation of appropriate levels and credits for each component; and
- clear identification of any **assessment** standards used in the programme that are taken from the Directory of Assessment **and Skill** 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:

(g) a copy of any required endorsement of a WDC under section 366(1)(g) of the Act.

5.2. Applications by institutions (*other than universities*) for approval of programmes leading to degree, **graduate** 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.

5A. New Zealand programme recognition

5A.1. An application for recognition of a New Zealand programme under section 438B must contain the following information, and will be assessed against that information:

Criterion 1 Title and purpose statement

The title identifies the qualification to which the New Zealand programme leads.

There is a suitable purpose statement.

Criterion 2 Structure, length and coherence

The structure (*including components and learning outcomes*), length and coherence of the whole New Zealand programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the NZQCF.

Any standards to be used in the New Zealand programme are to be identified.

Criterion 3 Delivery methods

The delivery methods must be 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 Collaboration, acceptability and consultation

There is a written summary of the collaborative process and consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must identify the bodies that participated and 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, institutions that will be providing the programme, other standard-setting bodies, and any relevant academic, employer, industry, regulatory, 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
- details for transitioning from an approved programme to the recognised New Zealand programme, for both students and accredited institutions.

Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes. Any assessment requirements, in addition to those specified in standards used in the programme, are identified.

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

Criterion 7 Review

The approved standard-setting body:

- 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.

Part 2

Accreditation criteria and applications

6. Criteria for accreditation of institutions to provide approved programmes or parts of approved programmes under section 441 of the Act

6.1 The following are the criteria for accreditation of institutions to provide approved programmes **or recognised New Zealand programmes** or parts of **those 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 Programme 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, **recognised New Zealand programmes** or parts of **those programmes**

7.1 This rule 7 applies to applications by institutions (*other than universities*) for accreditation to provide:

(a) an approved programme; or

(b) a recognised New Zealand programme; or

(c) part of an approved programme or recognised New Zealand programme.

7.2 For programmes at levels 1 to 6 and programmes for under-graduate diplomas at level 7, applications 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).
- 7.3 For programmes leading to a degree, graduate or post-graduate qualifications at levels 7 to 10, applications 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.
- ~~7.4 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.~~
- 7.5 Where the programme or part of the programme for which accreditation is sought includes assessment of standards listed on the Directory of Assessment and Skill Standards, and the applicant is not the holder of a consent to assess against those standards under section 449 of the Act the applicant must also provide evidence of the applicant's ability to meet the consent and moderation requirements for those standards.

7A. University accreditation applications

- 7A.1 Applications by universities for accreditation to provide an approved programme, a recognised New Zealand programme, or parts of them must be made to Universities New Zealand.

Part 3

Granting of programme approval, recognition and accreditation

8. **Granting of programme approval, recognition and accreditation (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 or recognition of the New Zealand programme:
 - (b) accreditation to provide the approved programme, the New Zealand

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, **recognised New Zealand programmes** and details of institutions accredited to provide approved programmes, **New Zealand 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 453 of the Act and in accordance with any procedures set up for inter-university course approval and moderation under section 312(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, **New Zealand programme recognition** 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, **New Zealand programme recognition 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 an **undergraduate** 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 of under-graduate diplomas at level 7**; 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, **graduate** 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.

11A. Requirements to be met to maintain New Zealand programme recognition

11A.1 To continue to maintain New Zealand programme recognition the standard-setting body must:

- (a) ensure the criteria specified in rule 5A.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, **a New Zealand programme** or part of **them** at levels 1 to 6, or **an under-graduate** 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 of under-graduate diplomas at level 7**; 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, **a New Zealand programme** or part of **them** leading to a degree, **graduate** 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, **New Zealand programme or part of them** 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.
- 12.4 **Where the programme or New Zealand programme to which the accreditation relates contains standards, institutions must continue to comply with rules made under section 452(1)(c) for the purposes of maintaining the consent to assess for those standards.**

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 institution must:

~~notify the relevant WDC where the programme leads to an industry qualification (except where this is not necessary under section 367 of the Act in relation to wānanga); and~~

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:

- (a) obtain endorsement from the relevant WDC where the programme leads to an industry qualification (*except where this is not necessary under section 367 of the Act in relation to wānanga*); and
- (b) 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:
- (e) a copy of any WDC endorsement obtained under rule 13.2(a).

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.

14A. Changes to New Zealand programmes

14A.1 Before a standard-setting body carries out a Type 1 change to a New Zealand programme, the standard-setting body must:

- (a) consult institutions accredited to provide that programme on the proposed changes and consider their views;
- (b) notify institutions accredited to provide that programme of the changes made after considering their views; and
- (c) notify NZQA of the changes.

14A.2 Before a standard-setting body carries out a Type 2 change to a New Zealand programme, the standard-setting body must:

- (a) consult institutions accredited to provide that programme on the proposed changes and consider their views;
- (b) obtain approval from NZQA for the change after applying to NZQA and providing the information described in rule 14A.3; and
- (c) notify institutions accredited to provide the programme of the changes.

14A.3 The information required for the purposes of an application for a Type 2 change under rule 14A.2 is:

- (a) full details of the changes made to the New Zealand programme and any impacts on the accreditation of institutions to provide the programme or part of the programme;
- (b) information that demonstrates the New Zealand programme continues to meet the criteria specified in rule 5A.1;
- (c) evidence of internal quality assurance approval by the standard-setting body.

15. Programme changes by universities

15.1 Universities New Zealand will, under section 453 of the Act and in accordance with any procedures set up for inter-university course approval and moderation under section 312(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, New Zealand programmes or parts of them

- 16.1 Where an institution (*other than a university*) proposes to use a sub-contractor to provide an approved programme, a New Zealand 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.
- 16.2 Where an institution (*other than a university*) proposes to use a sub-contractor to provide an approved programme, New Zealand 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 452 of the Act in relation to the provision of the programme **or part**:
 - (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 **or part**:
 - (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 Where concerns are raised with or come to the attention of NZQA about a programme approval, New Zealand programme recognition, or accreditation to provide an approved programme or recognised New Zealand programme, NZQA may undertake

(as appropriate) a special review of:

(a) the programme approval (*other than a university programme approval*):

(b) the New Zealand programme recognition held by a standard-setting body:

(c) the accreditation to provide the programme (*other than a university accreditation*) or the New Zealand programme.

17.2 Before NZQA undertakes a review described in rule 17.1, NZQA must give reasonable notice to the relevant institution or standard-setting body.

17.3 The relevant institution or standard-setting body must provide relevant information and otherwise cooperate with NZQA for the purposes of the special review.

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 or a programme taught in a language other than English*) at level 3 or above, that the student has the necessary English language proficiency as demonstrated through the use of evidence of one of the kinds described in rules 18.2 to 18.4; and

(b) retain a copy of that evidence for at least two years after the completion of the programme in which the student is enrolled .

18.2 Evidence that the student has:

(a) achieved NCEA level 3 and has met New Zealand university entrance requirements; or

(b) been awarded an International Baccalaureate Diploma or Cambridge A-level qualification for which the teaching and assessment was conducted in English; 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); or

(d) achieved, within the two years preceding the start date of the programme in which the student is enrolling, 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.

18.3 Evidence that the student has:

(a) completed 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 in one of the countries listed in rule 18.5 where the student was taught using English as the language of instruction; or

(b) completed at least five years of secondary education (*being the equivalent of New Zealand secondary school years 9 to 13*) at schools in one of the countries listed in rule 18.5 where the student was taught using English as the language of instruction; or

(c) been awarded a Bachelor's 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 a tertiary education provider from one of the countries listed in rule 18.5.

18.4 Evidence that the student has been granted a Manaāki New Zealand Short Term

Training Scholarship offered by the New Zealand government and has:

- (a) completed 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) completed 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.

18.5 The countries for the purpose of paragraphs (a) - (c) of rule 18.3 are: New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States.

19. Revocations

19.1 The following rules are revoked:

- (a) NZQF Programme Approval and Accreditation Rules 2021
- (b) NZQF Industry Training Programme Approval Rules 2021.

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

LRW – listening, reading, and writing.

NZCEL – the New Zealand Certificates in English Language listed on the **Framework** (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>

TABLE for Internationally Recognised English Proficiency Outcomes for International Students					
Internationally recognised proficiency tests	Programme Level and required outcome taking into account the criteria listed under this Table that must be applied				
	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	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 6.5 with no band score lower than 6
TOEFL Internet-based test (iBT) but not including the Home Edition or Paper Edition (they are not acceptable for rule 18)	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 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	C1 Advanced or C2 Proficiency with a score of 176. No less than 169 in each skill
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+ or 300 in all sub-tests

NZCEL³ 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
Pearson Test of English (Academic)	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
LanguageCert	B1 Achiever International ESOL Written (LRW) PASS with no less than 25/50 in each skill and Spoken (S) PASS	B2 Communicator International ESOL Written (LRW) PASS with no less than 25/50 in each skill and Spoken (S) PASS	B2 Communicator International ESOL Written (LRW) HIGH PASS with no less than 25/50 in each skill and Spoken (S) PASS	C1 Expert International ESOL Written (LRW) PASS with no less than 25/50 in each skill and Spoken (S) PASS	C1 Expert International ESOL Written (LRW) HIGH PASS with no less than 25/50 in each skill and Spoken (S) PASS or C2 Mastery International ESOL Written (LRW) PASS with no less than 25/50 in each skill and Spoken (S) PASS
Trinity ISE	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

Criteria that must be applied:

- The listed outcomes represent the minimum scores or grades for each test or qualification that qualify a student for enrolment at each programme level

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. The pre-existing versions have been given expiring status until discontinued on 31 December 2019.~~

- 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
- All test scores must be from a single report except:
 - TOEFL iBT where the test scores must be from a single report for a single test date, and the *My Best Scores* option must not be used
 - LanguageCert where the test scores must be from a single report for Written (LRW) and a separate individual report for Spoken (S)