A passionate, skilled and qualified early childhood teacher has an important role in the learning and development of infants, toddlers and young children. The early years of a young child’s life lay the foundation for lifelong learning.

This programme will allow you to undertake study to attain a teaching qualification while being employed or working voluntarily in an early childhood setting. On completion of the Bachelor of Teaching (Early Childhood Education) you will be ready to apply for registration as a professionally registered ECE teacher with the Teaching Council of Aotearoa New Zealand.

<table>
<thead>
<tr>
<th>Campus</th>
<th>EIT Hawke’s Bay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starts</td>
<td>February</td>
</tr>
<tr>
<td>Contact</td>
<td>Janis Anderson</td>
</tr>
</tbody>
</table>
  Phone: 06 830 1236. Email: janderson@eit.ac.nz
Make a difference to the lives of others

The Bachelor of Teaching (ECE) offers you the opportunity to gain a professional qualification as an Early Childhood Teacher leading directly to employment opportunities. This is a field-based teacher education programme which provides a balance between theory, research and practice. Field-based education enables you to regularly apply your classroom learning. It allows you to undertake study and attain a teaching qualification while in employment or working voluntarily in an early childhood setting. This qualification prepares you for further postgraduate study should you choose to do so.

You will attend classes two days a week and undertake a minimum of 12 hours per week in a licensed early childhood education service. The programme is normally studied full-time over three years.

You are welcome to make an appointment to discuss your study options with our staff and to view our facilities.

WHAT YOU NEED TO KNOW

Bachelor of Teaching (Early Childhood Education)

<table>
<thead>
<tr>
<th>Level</th>
<th>Levels 5–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Three years full-time on-campus and field-based</td>
</tr>
<tr>
<td>Credits</td>
<td>360</td>
</tr>
<tr>
<td>Fee</td>
<td>$6,600 approximately per year</td>
</tr>
</tbody>
</table>

This is a guide only based on the previous year. All costs quoted include GST and student services levy. Fees apply to New Zealand citizens and New Zealand permanent residents only.

PARTNERSHIPS

Early childhood sector Hawke’s Bay.

INDUSTRY-BASED TRAINING

EIT has partnerships with the Early Childhood Education sector in Hawke’s Bay who you will have practicum with.

Field-Based Practicum

Field-based practicum occurs when you work in an employed or non-employed capacity in a licensed early childhood setting. This is sustained practice under the supervision of a qualified mentor teacher who is registered and holds a current full practising certificate. It consists of 12 hours a week for 17 weeks per semester, for a total of six semesters, except when on Teaching Practicum.

Teaching Practicum

This placement is chosen and approved by EIT in line with the Teaching Council of Aotearoa New Zealand’s requirements. You undertake three Teaching Practicum placements across three years: Year One – four weeks; Year Two – five weeks; and Year Three – five weeks, a total of 14 weeks. This is a total of 420 hours.

Teaching Practicum occurs when a student teacher has teaching experience in a setting (other than the one in which they work in an employed or non-employed capacity) and is supported by a teacher who must be a qualified, and registered teacher and hold a current full practising certificate.

Teaching Practicum is undertaken in a range of licensed, community and private early childhood care and education settings. These settings are pre-dominantly in the immediate region of Napier and Hastings but includes Southern Hawke’s Bay, Waipawa, Waipukurau, Wairoa and Dannevirke.
TIMETABLE

Your study time will be made up of contact time (class times, tutorials, practice-based learning) and non-contact time (your own individual study time, online learning).

Contact Time

On-campus classes are usually scheduled between 9:00 am and 4:00 pm Thursday and Friday.

A minimum of 12 hours per week practicum in a licensed early childhood education service.

Non-Contact Time

Students should plan to spend one hour per classroom hour on individual study.

ADDITIONAL COSTS

- $700 approximately for textbooks in Year One – book lists will be distributed with the acceptance letter. Most textbooks are used in all years of the degree.
- $550 approximately for stationery (full-time student) per year.

ENTRY CRITERIA

Standard Entry

A person is eligible to apply for standard entry who:

- Is over the age of 17 years when the BTECE programme starts in year of admission.
- Has attained a University Entrance (UE) qualification.

Non-Standard Entry

A person is eligible to apply for non-standard entry who:

- Is over the age of 20 years when the BTECE programme starts in year of admission.
- Can satisfactorily prove that they have the potential to succeed in tertiary study at degree level and satisfy the selection panel that they possess all of the necessary qualities that make them capable of undertaking the course of study.
- Can demonstrate comparable literacy and numeracy competence as those entering with University Entrance by meeting internal selection requirements.

In support of their application, applicants must supply, in a CV, a detailed account of their educational background, evidence of a commitment to early childhood experience with children, and an openness to learning; this must be supported by references or attestations from persons who have observed the applicant working with children and can comment on their potential for tertiary study.

ALL APPLICANTS MUST ALSO MEET THE FOLLOWING REQUIREMENTS

Professional Requirements

- Be free from criminal convictions which would preclude them from working with children. Provide evidence of the personal and professional qualities appropriate for undertaking a Bachelor of Teaching (ECE) by furnishing two references from persons who are not related to the applicant, using prescribed Referee Forms. One of the referees must be someone who has observed the applicant working with children. The appropriate qualities are specified in the Teaching Council of Aotearoa New Zealand's Good Character and Fit to be Teacher Policy (2007).
- Sign a declaration and a request for personal information held on the Police computer.
- Sign a declaration that they are in good health (having no medical, physical or psychological conditions that would preclude working with children).

Setting Requirements

Prior to the beginning of the academic year to undertake field-based teacher education all enrolled students must:

- Be working (employed or non-employed) for a minimum of 12 hours a week in a licensed early childhood setting, during the EIT term.
- Be supported at the setting by a qualified mentor teacher who is registered and holds a current full practicing certificate. NOTE: The Memorandum of Agreement between the setting and EIT must be signed by the setting and returned prior to commencement of the programme. As necessary, two copies of the Terms of Reference document for non-employed students needs to be signed by the setting and student prior to commencement of the programme. The setting keeps one copy, and the other is returned prior to commencement of the programme.
- Meet the requirements of the Vulnerable Children’s Act (2014), VCA letter must be sighted by the setting and signed by student.

English as an Additional Language Applicant Requirements

- English language competency.
- Prior to entry, applicants must demonstrate English language competency by providing one of the Teaching Council of Aotearoa New Zealand's approved evidence of English language competency, as set out on page 42 and 43 of the Council's ITE Programme Approval, Monitoring and Review Requirements (2019). See enclosed document for further information of requirements.

Internal Selection Processes

Upon the application satisfying eligibility to apply requirements, the applicants are then required to participate in an internal selection process. This is the first step to ensure the graduating student teacher has the qualities and dispositions which enables them to meet the registration criteria of the Teaching Council of Aotearoa New Zealand.

A panel comprising an EIT early childhood lecturer, assisted by an early childhood sector representative or other EIT academic representative, conducts the selection process. The selection process consists of two parts:

- An interview process
- A diagnostic test to measure applicants’ Literacy and Numeracy competency

The interviews will be conducted in an equitable, professional manner with every endeavour to make applicants feel at ease. Applicants are welcome to bring family/whanāu for support.
Areas considered by the interviewers are:

- Personal qualities
- Professional qualities
- Early childhood knowledge and experience
- Other work and community experience
- Cultural knowledge understanding

ENTRY WITH CREDIT

There is provision for both cross credit and Recognition of Prior Learning (RPL). Students may be awarded credit for up to 240 credits: the equivalent of sixteen 15 credit courses, or two thirds of the programme. Teaching Council of Aotearoa New Zealand recognition of prior learning regulations will be adhered to for both cross credit and recognition of prior learning.

- Cross Credit is based on the equivalency of courses or qualifications. You would apply for Cross Credit if you have passed a very similar course at the same level.
- Recognition of Prior Learning is available and is assessed in line with EIT procedures and the requirements of the Teaching Council of Aotearoa New Zealand.

You will be asked to provide details of anything that you would like to be considered as credit toward your intended programme of study, as part of your application.

Please note: The Teaching Council of Aotearoa New Zealand regulations stipulate that consideration of Cross Credit is normally restricted to study completed within the last six years.

You must apply prior to enrolment. RPL and Cross Credit cannot be awarded for a course if you are already enrolled in that course. An original transcript or notice of results from the institute at which you previously studied (or verified copies) will be required for all applications.

For further information and enquiries about RPL and Cross Credit please contact Mandy Pentecost, telephone 06 830 1025.

This qualification has been approved by the New Zealand Qualifications Authority.

This programme leads to the award of a nationally approved qualification and may be delivered at a number of other tertiary institutes around New Zealand. If you were to transfer to one of those other institutes you may be granted academic credit for some of the papers completed but this is at the discretion of the other institute.

Please note: Fees are not transferable between institutes.

ASSESSMENTS

The range of methods includes, but is not limited to, the following:

- Written Assignments
  - Essays, observations, book reviews, posters, journals, research, tests, projects, online forums, blogs, policies, interviews, reviews, reports, case studies, child study and mind maps, etc.
- Practical Assignments
  - Oral presentations, mini speeches, group presentations, posters, diagrams, online presentations, plans, resource making, visiting relevant sites, making videos, dramatic and musical presentations, and working with early childhood equipment.

THE EXPERIENCE YOU NEED & THE SUPPORT TO SUCCEED

When you study at EIT you'll get the kind of experiences that will help you gain the knowledge and skills to get ahead.

You'll also be supported by lecturers and tutors who are here for you, within a learning environment where you are treated as an individual, not just a number. They'll know your name and you'll receive one-on-one attention to make sure you get the support to succeed.

YEAR 13 DEGREE STUDY SCHOLARSHIP

EIT offers a limited number of Year 13 Degree Scholarships.

The scholarships are 100% FREE tuition for ONE YEAR. For those who are approved for the government fees free policy, this will cover their second year of study. See the fees section of this information pack for the value. Students are responsible for additional costs including any additional courses over the equivalent of full-time study.

- You must complete an application form, which includes references to accompany your enrolment form. You can access this at www.eit.ac.nz/scholarships
- Priority applications close 1 October. Some programmes may allow for later application, however this is an exception.
- The scholarships are available to Hawke's Bay, Taupo and Tairāwhiti (Gisborne) students for 2020 for all undergraduate degrees.
- Scholarships for the Bachelor of Māori Visual Arts (Te Toi o Ngā Rangi) and the Bachelor of Viticulture and Wine Science are open to students nation-wide.

Applicants must:

- Undertake full-time degree study at EIT in February 2020, and advance onto full-time second year study in February 2021.
- Be a 2019 Year 13 graduate from a secondary school in the Hawke’s Bay or Gisborne regions - from Hicks Bay to Dannevirke, or the Taupo region.
- Meet the EIT Year 13 degree entry criteria to be eligible.
- Be a NZ Citizen or Permanent Resident.

See the Year 13 Degree Scholarship application for full details.

WORLD-CLASS 'A' RATED TEACHING STAFF

The Tertiary Education Commission rates EIT as one of New Zealand’s top two institutes of technology and polytechnics for research. Our highly-qualified academics are leaders in their subjects, delivering the most up-to-date and relevant information to certificate, diploma, degree and postgraduate students. Attuned to ever-changing technologies, our tutors bring extensive work experience to teaching EIT’s certificate and other industry-tailored programmes.

Our lecturers are highly trained professionals with particular areas of expertise in children’s learning and development. Staff also maintain contacts with other professionals through organisations such as the Early Childhood Education Forum and World Forum Early Childhood Care and Education.

<table>
<thead>
<tr>
<th>NAME</th>
<th>QUALIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Hiha</td>
<td>PhD, MProfStuds (Ed and Training), BA, Dip Tch (Primary), Dip Facilitation</td>
</tr>
<tr>
<td>Cheryl McConnell</td>
<td>MPET (High Distinction), BEd, Dip Tch (ECE), Dip Tch (Primary), Cert in AdTch, NZ Playcentre Federation Cert</td>
</tr>
<tr>
<td>Georgina Te Amo</td>
<td>MEd, BTchl (Early Childhood), Dip Tch (ECE)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>QUALIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gillian Postlewaigh</td>
<td>MEd (First Class Honours), BTchLn, Dip Tch (ECE), Cert in AdEd</td>
</tr>
<tr>
<td>Helen Stewart MacKenzie</td>
<td>MEd, BEd, Dip Tch (ECE), Cert in AdEd, Cert TESL</td>
</tr>
<tr>
<td>Glynis Cooper</td>
<td>MEd (Early Years), BTch (ECE), Dip Tch (Primary) Cert in AdEd</td>
</tr>
</tbody>
</table>
# COURSE DESCRIPTIONS

## Year One

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>BRIEF DESCRIPTION</th>
<th>NO. OF CREDITS</th>
<th>NZQA LEVEL</th>
<th>SEMESTER OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTECE5.01</td>
<td>Human Development: Lifespan Perspective</td>
<td>15</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To introduce theoretical development perspectives of human development across the lifespan relevant to the context of Aotearoa New Zealand.</td>
<td></td>
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<tr>
<td>BTECE5.02</td>
<td>Education and Society</td>
<td>15</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To examine the underlying social philosophies and structures of society and the implications for early childhood education in Aotearoa New Zealand.</td>
<td></td>
<td></td>
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<tr>
<td>BTECE5.04</td>
<td>Te Reo Me Ngā Tikanga-A-Iwi</td>
<td>15</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To introduce te reo Māori and tikanga-a-iwi and their relevance to teachers' work in early childhood services.</td>
<td></td>
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<tr>
<td>BTECE5.05</td>
<td>Pedagogy and the Early Childhood Curriculum</td>
<td>15</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To introduce the concept of curriculum, the role of the teacher, and the contribution of play to children’s learning and development in early childhood education in Aotearoa New Zealand.</td>
<td></td>
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</tr>
<tr>
<td>BTECE5.06</td>
<td>Artistic Languages of Children</td>
<td>15</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To develop curriculum knowledge, skills and understandings of effective learning and teaching processes, and strategies in the visual arts, music and dance.</td>
<td></td>
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</tr>
<tr>
<td>BTECE5.09</td>
<td>Researching Educational Approaches</td>
<td>15</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To understand the historical and contemporary educational ideas, philosophies and approaches informing early childhood education in Aotearoa New Zealand.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BTECE5.10</td>
<td>Professional Inquiry in Practice 1: Reflective Practice</td>
<td>15</td>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>To introduce the knowledge, practice, values and attitudes required to be an effective professional teacher in early childhood education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTECE5.11</td>
<td>Professional Inquiry in Practice 2: Communication and Relationships</td>
<td>15</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course introduces the pedagogical concepts of whanaungatanga, effective interpersonal communication skills and collaborative relationships required to establish and maintain professional practice in early childhood settings in Aotearoa New Zealand.</td>
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</table>

## Year Two

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>BRIEF DESCRIPTION</th>
<th>NO. OF CREDITS</th>
<th>NZQA LEVEL</th>
<th>SEMESTER OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTECE6.01</td>
<td>Learning and Development: Infants and Toddlers</td>
<td>15</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To critically examine the requirements for provision of education and care for infants and toddlers in early childhood settings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTECE6.02</td>
<td>Equity and Diversity</td>
<td>15</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To increase awareness of societal impacts and influences on young children, their families and whānau, with a focus on the educational implications of diversity and the achievement of educational equity in Aotearoa New Zealand and internationally.</td>
<td></td>
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</tr>
<tr>
<td>BTECE6.04</td>
<td>Mātauranga Māori</td>
<td>15</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To apply concepts and knowledge of te reo me ngā tikanga-a-iwi to reflective teaching practice, planning, implementation and evaluation of early childhood curriculum.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BTECE6.05</td>
<td>Early Literacies</td>
<td>15</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To develop content knowledge, skills and understanding of effective learning and teaching approaches for developing and supporting infants, toddlers and young children's emerging literacies.</td>
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<tr>
<td>COURSE NO.</td>
<td>BRIEF DESCRIPTION</td>
<td>NO. OF CREDITS</td>
<td>NZQA LEVEL</td>
<td>SEMESTER OFFERED</td>
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<tr>
<td><strong>BTECE6.06</strong></td>
<td>Early Mathematical and Scientific Concepts</td>
<td>15</td>
<td>6</td>
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</tr>
<tr>
<td></td>
<td>To understand how infants, toddlers and young children learn mathematical and scientific concepts and apply this theoretical knowledge in meaningful ways within early childhood settings.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>BTECE6.09</strong></td>
<td>Introduction to Educational Research</td>
<td>15</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To introduce students to educational methods of research, to enable students to locate, read and critically evaluate research findings relevant to early childhood education and to develop the skills, knowledge and attitudes required by early childhood teachers to be effective practitioner-researchers.</td>
<td></td>
<td></td>
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<tr>
<td><strong>BTECE6.10</strong></td>
<td>Professional Inquiry in Practice 4: Professional Identity</td>
<td>15</td>
<td>6</td>
<td>2</td>
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<tr>
<td></td>
<td>To develop professional knowledge, reflection, and the skills and attitudes necessary for effective teaching and learning within early childhood settings.</td>
<td></td>
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<tr>
<td><strong>BTECE6.11</strong></td>
<td>Professional Inquiry in Practice 3: Planning for Learning and Assessment</td>
<td>15</td>
<td>6</td>
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<tr>
<td></td>
<td>To apply knowledge of learning and assessment in the implementation of planning, teaching, and assessment in early childhood settings.</td>
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</tbody>
</table>

**Year Three**

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>BRIEF DESCRIPTION</th>
<th>NO. OF CREDITS</th>
<th>NZQA LEVEL</th>
<th>SEMESTER OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BTECE7.01</strong></td>
<td>Contemporary Issues in Learning and Development</td>
<td>15</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To critically explore contemporary issues in children's health and overall wellbeing in relation to their learning and development in early childhood settings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BTECE7.02</strong></td>
<td>Politics, Pedagogy and Policy</td>
<td>15</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To apply critical reflection and an analysis of societal structures and processes to complex political issues that affect the early childhood education sector in Aotearoa New Zealand and internationally.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>BTECE7.04</strong></td>
<td>Te Ao Hurihuri: Tangata o te Moana Nui a Kiwa</td>
<td>15</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To critically examine the multi-faceted and complex nature of multi-cultural identities (including Māori and Pasifika) within early childhood education settings in Aotearoa New Zealand.</td>
<td></td>
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</tr>
<tr>
<td><strong>BTECE7.08</strong></td>
<td>Teacher as Researcher</td>
<td>15</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To facilitate, plan and implement an action research project in an early childhood education setting that brings together research skills required of a critically reflective practitioner.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>BTECE7.09</strong></td>
<td>Teaching 21st Century Learners</td>
<td>15</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To think critically about learners for the 21st Century and the challenges for future teaching.</td>
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<tr>
<td><strong>BTECE7.10</strong></td>
<td>Professional Inquiry in Practice 5: Professional Leadership</td>
<td>15</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>To integrate the knowledge, skills and attitudes required to fulfil leadership roles and responsibilities within early childhood settings.</td>
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<td></td>
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<tr>
<td><strong>BTECE7.11</strong></td>
<td>Professional Inquiry in Practice 6: Collaborative Partnerships</td>
<td>15</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To integrate the professional skills, knowledge and attitudes of a graduating early childhood teacher.</td>
<td></td>
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</tr>
<tr>
<td><strong>BTECE6.07</strong></td>
<td>Environments and Learning</td>
<td>15</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>To further develop professional knowledge, skills and attitudes necessary for effective teaching and learning environments within early childhood settings.</td>
<td></td>
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</tbody>
</table>
Scholarships and Grants

Scholarships and grants make life easier by helping to cover your fees, other costs and living expenses while you study. You don’t always need to be an academic high-flyer to qualify.

EIT has a long list of scholarships for which you can apply. So if you would like to get financial help with your study, take a look at our website to see what’s available. You can also take a look online at the givME database available at EIT. It lists every scholarship and grant available in New Zealand.

Student Services Levy

The Student Services Levy is a compulsory non-tuition fee that is charged to students enrolled at EIT. The levy is to contribute to the provision of quality student services that support learning. The funds received by EIT from the levy are ring-fenced, meaning they can only be spent on student services.

Student Loans and Allowances

StudyLink is a service of the Ministry of Social Development. Apply well before your programme begins (even if you haven’t been accepted yet) so you’ll be ready to get your payments when you need them most. Check out studylink.govt.nz or phone 0800 88 99 00. A Student Allowance is a weekly payment to help you with living expenses. It doesn’t have to be paid back. A Student Loan is made up of three parts – compulsory fees, course-related costs and living costs. You have to pay these back.
Please Note

THESE FORMS ARE TO BE RETURNED WITH YOUR COMPLETED APPLICATION

Please complete/return the following with your completed Application/Enrolment form:

▶ Declaration form
▶ NZ Police Vetting Service Request and Consent Form
▶ * New Zealand full birth certificate issued on or after 1 January 1998 carrying a unique identification number
  * Verification of your Birth Certificate or Passport, etc. must be completed by a JP, a Programme Secretary or Registry staff at the main office at EIT.

and

▶ Another form of ID (e.g. driver licence, firearms licence, 18+ card, Community Services Car, School ID etc.)

IMPORTANT: One of the above must include your photograph.

▶ You must provide a brief Curriculum Vitae with your application, and
▶ A one page hand written letter explaining why you want to study for a Bachelor of Teaching (Early Childhood Education).

Please send/give the Referee Reports to your referees, who complete and return to us in the envelopes provided.

We need to receive the Referee Reports before your application can be processed.
BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)

DECLARATION

Please complete this form. Should you be accepted onto this programme, an annual declaration will be required should you complete the programme over three years.

Applicants are required to give consent for a request of personal information stored with the Licensing and Vetting Service, Office of the Commissioner of Police.

Immediate notification to the Programme Coordinator is necessary should such personal information change or the answer to any of the following questions becomes “Yes” during the course of the programme.

If the answer to any of the following questions is “Yes” you must provide the particulars in a separate sealed envelope addressed to the Programme Coordinator, Bachelor of Teaching (Early Childhood Education), School of Education and Social Sciences, EIT Hawke’s Bay, Private Bag 1201, Hawke’s Bay Mail Centre, NAPIER 4142.

1. Offences Against the Law:
   Have you been convicted, as a result of any criminal charges, or have any criminal charges pending (including driving)?
   □ Yes □ No

   These include charges that are not covered by Clean Slate Act (2004) (link to Clean Slate Police https://www.justice.govt.nz/criminal-records/clean-slate/). If convictions are listed, you MUST provide, in a sealed envelope, a brief explanation about:
   • the nature of the offending,
   • the sentence received,
   • the changes you have made that would ensure your suitability for study in the programme and for Early Childhood Education.

   Address your explanation to the Programme Coordinator.

   The decision regarding your application for the degree will not be made until this letter is received.

2. Do you have any physical, medical or other difficulties that may effect your ability to study at EIT, and undertake practicum placements in early childhood settings?
   □ Yes □ No

   If you answered ‘yes’ please provide details of the condition including a management plan in a sealed envelope.

3. Have you ever been investigated for harassment or abuse?
   □ Yes □ No

   If you answered ‘yes’ please provide details in a sealed envelope.

I confirm that all the information contained in this document is true and correct. I understand that giving a false declaration or failing to disclose information may:
   • Prevent me from being accepted onto the programme.
   • If accepted, prevent me from continuing on the programme.

If your personal information changes during the course of study you must inform the Programme Coordinator.

Name of applicant: .......................................................... ..........................................................

Signature of applicant: .......................................................... ..........................................................

Date: .......................................................... ..........................................................

**Name of Approved Agency submitting vetting request:**
Eastern Institute of Technology EIT E70352

**Name of Applicant to be vetted:**

**Description of Applicant’s role:**
Trainee Early Childhood Education

**Applicant’s purpose**

- [x] Employee
- [ ] Contractor/Consultant
- [ ] Volunteer
- [ ] Prosecution

- [x] Vocational Training
- [ ] Licence/Registration
- [ ] Visa/Work Permit
- [ ] Other

**What group(s) will the applicant have contact with in their role for your agency?**

- [x] Children/Youth
- [ ] Elderly
- [ ] Other Vulnerable Adults
- [ ] Other

**What is the applicant’s primary role for your agency?**

- [x] Caregiving (Children)
- [ ] Caregiving (Vulnerable adults)
- [ ] Healthcare
- [x] Education
- [ ] Other

**Will the role take place in the applicant’s home?**

- [ ] Yes
- [x] No

**Will the applicant be a volunteer or paid for their role?**

- [ ] Paid
- [x] Volunteer

**Is this request mandatory under the Vulnerable Children Act 2014 (VCA)?**

- [ ] Yes: Core childrens worker
- [ ] Yes: Non-core childrens worker
- [ ] No (mandatory under other legislation/optional/standard Police Vet)

If this is a mandatory Vulnerable Children Act request, please specify the check reason below:

- [x] New Children’s Worker
- [ ] Existing Children’s Worker
- [ ] VCA Renewal

**Evidence of Identity** (to be completed by agency representative/delegate or identity referee - see guide for details)

- [ ] A primary ID has been sighted (Mandatory)
- [x] A secondary ID has been sighted (Mandatory)
- [ ] One form of ID is photographic (Mandatory)
- [ ] Evidence of name change has been sighted (if applicable)

OR: If your organisation is able to accept a verified RealMe identity then:

- [ ] An assertion of a RealMe identity has been received (see guide for further information).

In making this request, I confirm that:

- ✓ I have complied and will comply with the Approved Agency Agreement
- ✓ I am satisfied with the correctness of the applicant’s identity
- ✓ I have obtained the Applicant’s authorisation to submit this vetting request as set out in section 3 of this form

Approved Agency Authorised Representative:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Janis Anderson</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Electronic Signature</td>
<td>☑</td>
</tr>
</tbody>
</table>
Name of Approved Agency submitting vetting request:
Eastern Institute of Technology EIT E70352

Section 2: Applicant to complete and return to Approved Agency

*Denotes a mandatory field

Personal Information
Details (note: the name you are most commonly known by is your primary name)

*Family name (Primary):

Given name(s):

*Gender: (M) (F) (Other)

*Date of birth: (dd/mm/yyyy)

Place of birth:
(Town/City/State)

*Country of birth

NZ Driver Licence number:

Previous names: If applicable, please include other alias or alternate names; married name if not your primary name; previous/maiden/name changed by deed poll or statutory declaration.

<table>
<thead>
<tr>
<th>Family name</th>
<th>First name</th>
<th>Middle names</th>
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</thead>
<tbody>
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</tbody>
</table>

Permanent Residential Address

*Number/Street:

Suburb: Post Code:

*City/Town/ Rural District:
Section 3: Applicant to complete and return to Approved Agency

Consent to release information

1. The New Zealand Police may release any information they hold if relevant to the purpose of this vetting request. This includes:
   - Conviction histories and infringement/demerit reports
   - Active charges and warrants to arrest
   - Charges that did not result in a conviction including those that were acquitted, discharged without conviction, diverted or withdrawn
   - Any interaction I have had with New Zealand Police considered relevant to the role being vetted, including investigations that did not result in prosecution
   - Information regarding family violence where I was the victim, offender or witness to an incident or offence, primarily in cases where the role being vetted takes place in a home environment where exposure to physical or verbal violence could place vulnerable persons at emotional or physical risk.
   - Information subject to name suppression where that information is necessary to the purpose of the vet

2. If I am eligible under the Criminal Records (Clean Slate) Act 2004, my conviction history will not be released unless:
   a. Section 19(3) of the Clean Slate Act applies to this request (exceptions to the clean slate regime)
   b. Section 31(3) of the Vulnerable Children Act 2014 applies to this request (safety checks of core children’s workers).
   c. The vetting request is made by an individual for the purpose of an overseas Visa/Work Permit as a Privacy Act request authorising the vetting result to be provided directly to the relevant embassy, high commission or consulate.

Please see the guide for more information regarding the Clean Slate legislation.

3. The Police Vetting Service may disclose newly-obtained relevant information to the Approved Agency after the completion of the Police Vet in the following circumstances:
   - The disclosure of the newly-obtained information is considered to be justified under the Privacy Act 1993 (if it had existed or been available at the time of the Police vet, it would have been disclosed); and
   - The Police Vetting Service has taken steps to confirm that the purpose of the Police vet still exists – e.g. that I got the role which required a Police vet and am still employed or engaged in it.

The Vetting Service will endeavour to notify you prior to the disclosure.

4. Information provided in this consent form may be used to update New Zealand Police records.

5. I am entitled to a copy of the vetting result released to the Approved Agency (to be provided by the agency) and can seek a correction by contacting the Vetting Service.

6. The Approved Agency will securely dispose of this consent form, copies of identification documents and the vetting result within 12 months of receiving the result unless a longer retention period is required by legislation.

7. I may withdraw this consent, prior to Police’s disclosure of the vetting result, by notifying the Approved Agency.

For further information, please see the Guide to Completing the Consent Form.

Applicant’s Authorisation:

✓ I confirm that the information I have provided in this form relates to me and is correct.
✓ I have read and understood the information above.
✓ I authorise New Zealand Police to disclose any personal information it considers relevant to my application (as described above) to the Approved Agency making this request for the purpose of assessing my suitability at any time.

Name: ___________________________________________ Date: __________________________

Signature: ___________________________________________ Electronic Signature □
BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)
REFeree REPORT
CONFIDENTIAL TO THE SCHOOL OF EDUCATION AND SOCIAL SCIENCES

Referees must NOT be a family member. One may be a personal acquaintance and the other a person with whom the applicant has a formal relationship eg employer, teacher, work colleague, church minister etc.

Thank you for taking time to complete this report. Your comments on the suitability of the applicant for studying and working in early childhood will be carefully considered. This report is confidential to the recruitment staff for the Bachelor of Teaching (ECE) and will not be seen by the applicant. Your frank replies will be appreciated.

Please return this report to EIT promptly. Applications cannot be processed until all referee reports are received. Thank you.

Applicant’s name: ................................................................................................................................................................................................................................................................................................................................................................................

Referee’s name: ................................................................................................................................................................................................................................................................................................................................................................................

Telephone: ................................................................................................................................................................................................................................................................................................................................................................................

Referee’s address: ................................................................................................................................................................................................................................................................................................................................................................................

1. I am confident I know the applicant well enough to complete this form and am not related to the applicant

☐ YES   ☐ NO

(If the answer is NO please return this form to the Programme Coordinator, Bachelor of Teaching (ECE), School of Education and Social Sciences, Eastern Institute of Technology, Private Bag 1201, Hawke’s Bay Mail Centre, NAPIER 4142)

1.1 Please indicate the length of time you have known the applicant

........................................................................................................................................................................................................................................................................................................................................................................................................................................................

1.2 Describe the capacity in which you have known the applicant. (e.g. personal, colleague, community leader, employer, volunteer etc.)

........................................................................................................................................................................................................................................................................................................................................................................................................................................................

2. Describe the applicant’s interests, skills, abilities and activities.

........................................................................................................................................................................................................................................................................................................................................................................................................................................................

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3. Please tick the area which best explains the personal and professional qualities of the applicant. Please leave blank if you are not sure.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Strongly Evident</th>
<th>Evident</th>
<th>Minimal Evidence</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open minded</td>
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<td>Respect for others</td>
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<td>Enthusiasm</td>
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<td>Common sense</td>
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<td>Warmth</td>
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<td>Initiative</td>
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<td>Honesty</td>
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<td>Interest in learning</td>
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<td>Communication</td>
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<tr>
<td>Cultural sensitivity</td>
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4. Please tick the boxes which best describe the following skills of the applicant. If you are not sure please leave it blank

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<th>Qualities</th>
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<td>Listening skills</td>
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<tr>
<td>Ability to build and maintain relationships</td>
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5. Are there any special circumstances of which the interview panel needs to be aware before selecting this person for study and work in early childhood?

_____________________________________________________________________________________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________________________________________________________________________________
6. **RECOMMENDATION**

- [ ] This candidate has the potential to be a satisfactory early childhood teacher.
- [ ] I have concerns about this candidate as an early childhood teacher (please list below).
- [ ] I have concerns about this candidate as an early childhood teacher but I prefer to be contacted by telephone.

____________________________________________________________

____________________________________________________________

____________________________________________________________

7. **Further comments**

____________________________________________________________

____________________________________________________________

____________________________________________________________

Signed: 

Date: 

Please return this form in the envelope provided directly to:

The Programme Coordinator
Bachelor of Teaching (ECE)
School of Education and Social Sciences
Eastern Institute of Technology
Private Bag 1201
Hawke’s Bay Mail Centre
NAPIER 4142

OR email this to janderson@eit.ac.nz
BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)
REFeree REPORT
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Please return this report to EIT promptly. Applications cannot be processed until all referee reports are received. Thank you.

Applicant’s name: ____________________________________________________________

Referee’s name: ____________________________________________________________

Telephone: ___________________________ Day ___________________________ Night ___________________________

Referee’s address: ____________________________________________________________

________________________________________________________________________

1. I am confident I know the applicant well enough to complete this form and am not related to the applicant

☐ YES  ☐ NO

(If the answer is NO please return this form to the Programme Coordinator, Bachelor of Teaching (ECE), School of Education and Social Sciences, Eastern Institute of Technology, Private Bag 1201, Hawke’s Bay Mail Centre, NAPIER 4142)

1.1 Please indicate the length of time you have known the applicant

________________________________________________________________________

1.2 Describe the capacity in which you have known the applicant. (e.g. personal, colleague, community leader, employer, volunteer etc.)

________________________________________________________________________

2. Describe the applicant’s interests, skills, abilities and activities.

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1. Please tick the area which best explains the personal and professional qualities of the applicant. Please leave blank if you are not sure.

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2. Please tick the boxes which best describe the following skills of the applicant. If you are not sure please leave it blank

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3. Are there any special circumstances of which the interview panel needs to be aware before selecting this person for study and work in early childhood?
4. RECOMMENDATION

☐ This candidate has the potential to be a satisfactory early childhood teacher.

☐ I have concerns about this candidate as an early childhood teacher (please list below).

☐ I have concerns about this candidate as an early childhood teacher but I prefer to be contacted by telephone.

5. Further comments

Signed:

Date:

Please return this form in the envelope provided directly to:

   The Programme Coordinator
   Bachelor of Teaching (ECE)
   School of Education and Social Sciences
   Eastern Institute of Technology
   Private Bag 1201
   Hawke's Bay Mail Centre
   NAPIER 4142

OR email this to janderson@eit.ac.nz
BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)
ENGLISH LANGUAGE FORM

My first language is:

- English
- Māori
- NZ Sign Language
- Other: (Please provide details)

If English, Māori or NZ Sign Language are not your first language you will be required to satisfy the English as an additional language requirements. Please refer to the information on the reverse of this page.
BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)

ENGLISH AS AN ADDITIONAL LANGUAGE APPLICANT REQUIREMENTS

The following information is copied from the Teaching Council of Aotearoa New Zealand Requirements:

Prior to entry, candidates for English medium programmes must demonstrate English language competency by providing one of the Council’s approved evidence of English language competency, as follows:

1. New Zealand University Entrance literacy credits at either NCEA level 2 or 3;
2. New Zealand University Entrance;
3. New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of the current University Entrance;
4. International Baccalaureate full diploma in English medium (24 points minimum);
5. Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements;
6. All primary schooling and at least three years secondary schooling completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
7. Six years of education comprising secondary schooling to at least year 12 and at least two years of successful tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials and labs completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
8. Awarded a Bachelor’s degree (with or without Honours), Master’s degree or other qualification at NZQF level 7 or above which took two or more years of full-time study to complete, and
   a. was taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentations, seminars, and supervisory meetings,
   b. the qualification was gained while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States or South Africa.
9. Awarded Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA);
10. Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL);
11. Achieved an outcome in one of the approved tests which is equivalent to or better than those specified (see table below) within the past two years:

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<thead>
<tr>
<th>TEST</th>
<th>LISTENING</th>
<th>READING</th>
<th>WRITING</th>
<th>SPEAKING</th>
<th>OVERALL MARK</th>
<th>(in one test)</th>
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</thead>
<tbody>
<tr>
<td>Cambridge English exams</td>
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<td>C2 Proficiency (CPE) or</td>
<td>Minimum of 185</td>
<td>Minimum of 185</td>
<td>Minimum of 185</td>
<td>Minimum of 185</td>
<td>Minimum of 185</td>
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<tr>
<td>C1 Advanced (CAE) or</td>
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<tr>
<td>Cambridge English exams</td>
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<tr>
<td>B2 First (FCE)</td>
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<tr>
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<tr>
<td>System (IELTS) Academic</td>
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<tr>
<td>International Second Language Proficiency</td>
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<tr>
<td>Ratings (ISLPR)</td>
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<tr>
<td>Pearson Test of English (PTE) Academic</td>
<td>65</td>
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<tr>
<td>TOEFL Internet-based test (iBT)</td>
<td>24</td>
<td>24</td>
<td>27</td>
<td>23</td>
<td>Minimum of 94</td>
<td></td>
</tr>
<tr>
<td>Trinity ISE III (3)</td>
<td>Pass with Merit</td>
<td>Pass with Merit</td>
<td>Pass with Merit</td>
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The Council will consider written exemption requests from the provider for exceptional cases where none of the approved evidence of English language competency can be provided, but there is other evidence of a very high standard of English language competency.

Literacy and Numeracy Competency

Prior to entry, candidates for English medium programmes must:

- pass the literacy competency assessment, as set by the provider, and
- pass the numeracy competency assessment, as set by the provider.

The pass level in literacy and numeracy must be no lower than the equivalent to UE in literacy and numeracy.