IT Professionals
NEW ZEALAND

Qualification Recognition Guide

A guide to providing evidence that your qualification and learning meets the CITPNZ benchmark education requirements

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Introduction

This *Qualification Recognition Guide* outlines how to provide evidence that your qualifications, combined with other learning, meet the benchmark educational requirements for *Chartered IT Professional NZ* (CITPNZ) certification in New Zealand via ITP's Qualification Assessment service.

You should undertake this process if:

- Immigration New Zealand or NZQA requests it for your visa application
- You want to know whether your qualification, or base qualification and subsequent learning, compares to New Zealand industry expectations (using the CITPNZ benchmark requirements)
- A potential employer or education provider requests that you undergo this process to assess your qualifications against the CITPNZ benchmark requirements

Note that this guide **should not** be used as a guide to the process or requirements of the full CITPNZ application or assessment process itself.

Chartered IT Professional NZ (CITPNZ) is a broad-based professional certification for senior IT Professionals. The requirements for CITPNZ focus on whether those practicing at a senior level have a strong mix of education, experiential and ethical practice such that their advice can be relied upon.

This ITP Qualification Recognition process is not the full CITPNZ assessment process – it looks solely at the educational aspect of the CITPNZ requirements to ascertain whether an applicant meets the benchmark educational requirements for CITPNZ. It also focuses on qualifications to meet the benchmark educational requirements, whereas the full CITPNZ assessment process provides multiple pathway options including without a degree (provided sufficient other learning has been undertaken).

To be clear, you can obtain CITPNZ without a degree provided you have a broad mix of other learning, however a degree is a minimum requirement for ITP's Qualification Recognition service.

This guide contains the following sections:

- Section 1: An outline of the assessment process
- Section 2: Details of the qualification level requirements *(including the Level 7 pre-condition)*
- Section 3: Details of the qualification content requirements
- Section 4: A walk-through guide for completing the ITPNZ Evidence Document

Updated requirements and information

This guide is for information only and is correct at the time of publication. However requirements will change from time to time. The most up-to-date and correct information is on the ITP website.

Where this Guide differs from the content subsequently published on the ITP website or in a newer version of the guide, the newer content on the website will be considered correct. However if requirements change *after* you have submitted your application, the requirements that were in place when you submitted your application will be used for the assessment.

1. The Qualification Assessment process

The following steps form the Qualification Recognition application and assessment process:

1. **Provide evidence that your qualification is at the correct level (see Section 2 of this guide).** This may involve undertaking an International Qualifications Assessment (IQA) with NZQA. If so, this must be completed before you apply for Qualification Recognition from ITP.

> ⚠ *Please note that we cannot start the qualification assessment process unless this requirement has been met first. If you need to undertake an IQA with NZQA, you need to complete this prior to undertaking our Qualification Recognition process. See Section 2 for more information.*

2. **Collect evidence that the content of your qualifications meet requirements (see Section 3)**. This includes an official transcript, official letter from your institution, or other such document, as well as details of content as outlined in the Evidence Document. If these are in a language other than English, an English language translation must also be provided.

3. **Complete the ITPNZ Evidence Document (see Section 4)** to outline how your qualification(s) and subsequent learning meets the educational benchmark requirements for CITPNZ.

4. **Submit your application online**, including uploading the above documents and paying the processing fee (see below). Submit it at itp.nz/immigration

5. **Your application will be assigned to an assessor.** We aim to complete assessments within 14 days. Assessments may take longer if there is heavy demand or we have requested additional information. For probity reasons we do not disclose who your assessor is.

6. **The assessor may request additional information** if there is insufficient evidence of meeting the benchmark educational requirements of CITPNZ. In this circumstance you will have one opportunity to submit additional information before the final determination is made.

7. **We will then issue an official letter** outlining whether or not your qualification meets the benchmark educational requirements for CITPNZ.

1.1 Cost of the Qualification Recognition service

There is a processing fee of $NZ 650 for this service. We regularly review the fee level to ensure it matches the cost of providing this service. Please see the ITP website for the current fee level.

1.2 Appeals and other options

We undertake a comprehensive assessment as part of this Qualification Recognition service, including experienced and expert assessors reviewing all material. Once a decision has been made we are unable to enter into further correspondence and no appeal process is available. We can only re-evaluate if circumstances change (e.g. additional learning is undertaken). Note that the full CITPNZ assessment may be an alternative option for those who aren't successful – see section 3.1 for more information.

2. Qualification level requirements

For the purposes of this assessment, your main qualification, or a combination of your main qualification and further learning, must meet both **level** and **content** requirements to be assessed as meeting the CITPNZ benchmark educational requirements.

This means that at least one of your qualifications must be assessed as equivalent to Level 7 on the NZ Qualifications Framework (equivalent to a New Zealand Bachelors Degree). This pre-condition is not negotiable – **we are unable to issue formal confirmation that your qualifications meet the CITPNZ benchmark educational requirements through this process if this condition isn't met**.

Note that it *is* possible to achieve CITPNZ status itself without a Level 7 qualification, provided a combination of other learning meets the same threshold. However we are only able to issue confirmation that your qualifications meet the CITPNZ benchmark educational requirements if you hold a Level 7 qualification as this is the minimum requirement set by Immigration New Zealand.

2.1 Ensuring your qualification is at the correct level

You need to hold a qualification equivalent to **Level 7 on the NZ Qualifications Framework** as a minimum requirement. This does not have to be a strictly computing/IT degree, provided it is relevant to working in technology and you meet the rest of the benchmark requirements through subsequent learning.

For example, a mathematics degree that is relevant but not specifically focused on Computing or IT, alongside additional sufficient IT-related learning and evidence that the learnings from the degree have been used in a technology context (eg AI), would likely meet the benchmark requirements, however the degree on its own would likely not be sufficient.

To be recognised as meeting the benchmark requirements of CITPNZ, your qualification(s) must be:

1. at the right *level* (NZQF level 7 or above), and
2. when combined with subsequent learning, meet the *content* benchmark requirements

2.2 Determining the level

The NZ Qualifications Authority (NZQA) solely determines the **level** of your overseas qualification(s) compared to the NZ Qualifications Framework. Before you can start our Qualification Recognition process, your qualification will need to meet one of these requirements:

- Be issued by a NZ institution and at Level 7 (or higher) on the NZ Qualifications Framework
- Be from overseas and have been accredited under the Seoul Accord programme (check here)
- Be from overseas and be on NZQA's List of Qualifications Exempt from Assessment (check here)
- Undertake an International Qualifications Assessment (IQA) with NZQA and have been assessed as equivalent to a Level 7 or above qualification.

Full details are on the NZQA website.

3. Qualification content requirements

Once you have ascertained you have at least one qualification that is equivalent to the required level for assessment as per Section 2, we will be able to assess the content of this qualification and any subsequent learning to determine whether it meets the CITPNZ benchmark requirements.

We use a modification of the *Seoul Accord* graduate attributes as a base for assessing whether applicants meet the benchmark academic requirements for CITPNZ. The Seoul Accord is the global degree accreditation programme run by professional bodies across the world.

Your qualification and subsequent learning must be sufficient to allow you to:

> *Apply knowledge of computing fundamentals, knowledge of a computing specialisation, and mathematics, science, and appropriate domain knowledge to defined problems and requirements. This needs to be accomplished to a suitably high level of complexity and depth.*

We use **10 criteria**, outlined in tables in 3.3 and 3.4 below, to determine whether the qualification and subsequent learning meets the benchmark requirements.

3.1 No need for content assessment if you hold current CITPNZ certification

If you currently hold CITPNZ certification **as well as** a Level 7 qualification in any field (as per Section 2 above), we consider this sufficient evidence of meeting the benchmark requirements and can issue you a letter confirming that you meet these requirements without further assessment.

The CITPNZ application and assessment process is different and also takes into consideration "on the job" learning and practice-based factors confirming whether you are operating at the level of a senior IT Professional. **It is therefore possible for the Qualification Assessment process to be unsuccessful, however for an applicant to still be eligible for CITPNZ.** Therefore this is a possible pathway for those with a L7 qualification but who have not been successful via the Qualification Assessment option.

While there is a cost to applying for CITPNZ and you must also be a member of IT Professionals NZ to apply, you can apply from overseas and there is no processing fee for us to provide confirmation if you have a L7 equivalent qualification and currently hold CITPNZ certification.

Please contact us directly rather than lodging an application if you would like to apply on this basis.

3.2 Qualification content criteria

In all other circumstances, the following tables outline the criteria used to determine whether a qualification, or qualification plus subsequent learning, meets the CITPNZ benchmark educational requirements. See *Section 4* for guidance on how to provide evidence of this.

Note that the qualifications and/or subsequent learning must explicitly reference all criteria contained in *Table 1* (Essential components). All criteria included in *Table 2* (Important components) must be referenced as well, however this may be a combination of evidence from learning and/or evidence of applying these criteria in a work setting (i.e. application of learning).

3.3 Table 1: Essential qualification and learning-based requirements

The following 5 criteria are essential and must be explicitly referenced in the evidence material:

Criteria	Base criteria	Must prepare for:
1	Problem analysis and complexity	Solving wide-ranging and conflicting technical issues that often have no obvious solution. Requires identification of requirements, use of in-depth computing or domain knowledge, and a level of complexity that requires interdependence of components.
2	Depth of coverage	Creative use of knowledge of computing or domain principles in novel ways, allowing the learner to extend beyond previous experiences by applying a principles-based approach to problem solving.
3	Structured education	More than just informal on-the-job learning, although a component may be. Most of the education undertaken in a structured manner, including a NZQF Level 7 degree or equivalent learning in a subject area that is relevant to Computing or IT practice (not necessarily a specific Computing or IT degree). Must include learning equivalent to at least 50% of the degree (or equivalent learning) being contextually relevant to the preparation for practice in IT/computing.
4	Knowledge for Solving Computing Problems	Applying knowledge of: • computing fundamentals, • a computing specialisation, and • mathematics, science, and appropriate domain knowledge. This should be both on a theoretical and practical basis and include abstraction and conceptualisation from defined problems and requirements.
5	Modern Tool Usage	Creating, selecting, or adapting and then applying appropriate techniques, resources, and modern computing tools to *complex* computing activities, with an understanding of the limitations.

3.4 Table 2: Important components influenced by qualifications or learning

The following 5 criteria are important, however may be learned and applied in a more practical setting (e.g. on-the-job learning rather than through formal education, following formal education):

Criteria	Base criteria	Qualification and subsequent learning must prepare for:
6	Individual and team work	Functioning effectively as an individual and as a member or leader of a team. This should include collaboration, group dynamics, leadership styles, conflict resolution, team development and groupware.
7	Communication	Communicating effectively with the computing community about *complex* computing activities by being able to comprehend and write effective reports, design documentation, make effective presentations, and give and understand clear instructions.
8	Computing professionalism and society	Understanding and assessing societal, health, safety, legal, and cultural issues within local and global contexts, and the consequential responsibilities relevant to professional computing practice. This includes the basic concepts of professionalism (expertise, certification, competence, autonomy, excellence, reflection, responsibility and accountability).
9	Ethics	Understanding and commitment to professional ethics, responsibilities, and norms of professional computing practice.
10	Life-long learning	Recognise the need, and have the ability, to engage in independent learning for continual development as a computing professional.

4. Guide to completing the ITP Evidence Document

The following guide is designed to assist with completion of the Evidence Document for qualification assessment. It is structured in the same order as the Evidence Document.

Please note that the Evidence Document must be completed in English. Fraud or misrepresentation of qualifications will be reported to Immigration New Zealand and may affect your ability to work or study in New Zealand in future.

Document Section 1: Your details

Please enter your details in Section 1 of the Evidence Document.

This includes your name, contact details, date of birth, country of birth, country of current residence, your agent (if applicable) and their contact details.

We will keep these details confidential, however they may be used to confirm your qualifications with the issuing institutions (including providing the details to them) and may be provided to Immigration New Zealand when they confirm you have been issued a letter from ITP. You will need to give permission for us to contact these institutions and for them to release details of your qualifications. If you do not give this permission we are not able to use your qualifications in our assessment.

Document Section 2: Qualification and Learning

Please outline the qualification(s) and any other courses, certifications or other learnings that you would like to be considered as part of this assessment.

For each qualification you will need to provide:

- The qualification or other learning name
- Whether an Official Transcript (or equivalent) will be provided with the application. *This is required for your main qualification and any formal qualifications you are using for evidence of meeting the requirements. For short courses and industry certifications, a course outline is sufficient.*
- Where no Official Transcript (or equivalent) is available, for example in the case of non-formal education such as courses or certifications, details of what was included in the qualification
- Issuing institution and campus details
- Your student number / student ID number while you were studying
- Your name while studying (if different to your current name as provided in Section 1)
- When you studied (i.e. when you began study and when your qualification was awarded)
- The approximate amount of equivalent full-time study needed to obtain the qualification

The ITP assessment team may approach the issuing institution for verification that the qualification was awarded to you. We also have systems in place to detect fraud or misrepresentation of qualifications.

You can include up to 6 separate qualifications or learnings (such as courses or certifications) but you do not need to include more than 1 if it provides sufficient evidence. If you have more than 6, please be careful to include the 6 that best provide evidence of the content requirements.

The first qualification listed **must** be a qualification that has been assessed as being at Level 7 (or higher) on the NZ Qualifications Framework. Please see Section 2 of this document for the four methods available for confirming this requirement is met.

> ⚠ *Please note that we cannot start the qualification assessment process unless this requirement has been met first. If you need to undertake an IQA with NZQA, you need to complete this prior to undertaking our Qualification Recognition process. See Section 2 for more information*.

Only one of your qualifications, courses, certifications or other learnings needs to be assessed as per above. However it would be advantageous for you to have all of your formal qualifications, such as degrees and diplomas issued by educational institutions, assessed in this manner as they will then be given more weight in the content assessment process.

This process is a qualifications assessment, not a skills assessment. For a qualification or subsequent learning to be assessed as part of this process it must have involved formal learning delivered in some form of structured manner and with documented educational outcomes.

Example of "Qualification or subsequent learning" which can be assessed:

- Formal qualifications studied – for example, degrees and diplomas
- Industry certifications – for example, Microsoft or CISCO certifications
- Professional certifications and licensing – for example, CITP (UK), ISP (Canada), CP (Australia), etc
- Courses completed – for example, short courses or other education
- Formal "on the job" training or education – where this is documented

Examples of other learning you might have undertaken that would not be assessed include:

- Presentations or conferences you have attended
- "On the job" training that isn't formal or documented (although some of this can be used to provide evidence of the Table 2 requirements – see below)
- Certifications/licenses that have an expiry date and that have expired as of the date of assessment

Document Section 3: Evidence of substantive Computing or IT content

In this section you need to provide evidence that your qualification(s) and subsequent learning meets the content component of the benchmark educational requirements for CITPNZ. This is achieved by linking your learning to the 10 criteria listed in Section 3.

For each of the criteria, and using the definitions in the table in Section 3, you need to outline how your qualifications and subsequent learning meet these definitions. Please reference any of the (up to) 6 qualifications / further learning you have listed in Document Section 2 by number.

For Table 1 (below), all evidence must be provided from the qualifications and other learning you have listed in Document Section 2. Please see the tables in Section 3.3 and 3.4 of this guide for more detailed information about the base criteria.

Table 1: Essential qualification and learning-based requirements

Criteria	Base criteria	Expected Evidence
1	Problem analysis and complexity	Within a qualification which is both equivalent to NZQF Level 7 and explicitly intended to prepare IT Professionals for practice (such as Computer Science, Information Systems, Information Technology, Software Engineering, or others) this should include evidence of: • A clear qualification structure where each level or year builds on previous learning • Clear increasing complexity through the programme • Preferably an example of where learning and knowledge have been used to analyse and solve a non-obvious problem as part of coursework, such as a Capstone, Industry or Project paper Otherwise, a L7 qualification and subsequent learning that can be clearly demonstrated to contain an equivalent level of complexity and learning in at least one specific computing or tech-related domain.
2	Depth of coverage	Within a qualification which is both equivalent to NZQF Level 7 and explicitly intended to prepare IT Professionals for practice (such as Computer Science, Information Systems, Information Technology, Software Engineering, or others) this should include evidence of: • In-depth computing or technology coverage to a greater extent than user-level education • Sufficient learning in at least one domain area (for example, software development, database, analytics,

		etc) to prepare learners for introductory industry practice or further post-graduate study • Preferably an example of where learning and knowledge have been used to analyse and solve a non-obvious problem as part of coursework, such as a Capstone, Industry or Project paper, at a depth of an IT industry entrant (i.e. beyond user-level) Otherwise, a L7 qualification and subsequent learning that can be clearly demonstrated to contain an equivalent depth of learning in at least one specific computing or tech-related domain.
3	Structured education	Within a qualification which is both equivalent to NZQF Level 7 and explicitly intended to prepare IT Professionals for practice (such as Computer Science, Information Systems, Information Technology, Software Engineering, or others) this should include evidence of: • A structure that clearly indicates increased learning at each level • At least 50% of learning is *related to* domains in the practice or research of professional-level computing or IT (see note 1 below) Otherwise, a L7 qualification and subsequent learning that can be clearly demonstrated to contain an equivalent depth of learning in at least one specific computing or tech-related domain. ***Note 1**: "Related to" means contextualised learning that is subsequently used in the practice of computing and IT. Where 50% of learning in a qualification is not strictly computing or IT, but a reasonable proportion is, the qualification will be acceptable assuming the other learning is relevant to computing or IT practice. Where a qualification has a low proportion of computing or IT content, or no content, subsequent learning should clearly reach the same depth of learning. For example a mathematics degree, without much computing or IT content, but that has clearly been utilised when undertaking further learning and practice in a field such as Artificial Intelligence would likely be acceptable.*

4	Knowledge for Solving Computing Problems	Within a qualification which is both equivalent to NZQF Level 7 and explicitly intended to prepare IT Professionals for practice (such as Computer Science, Information Systems, Information Technology, Software Engineering, or others) this should include evidence of: • Coverage of foundational-level computing fundamentals • Evidence of the *application* of specialised learning in at least one domain area (for example, software development, database, analytics, etc) to problem solving • Evidence that the qualifications and subsequent learning together include both practical and theoretical learning. Otherwise, a L7 qualification and subsequent learning that can be clearly demonstrated to contain an equivalent depth of learning in at least one specific computing or tech-related domain.
5	Modern Tool Usage	Within a qualification which is both equivalent to NZQF Level 7 and explicitly intended to prepare IT Professionals for practice (such as Computer Science, Information Systems, Information Technology, Software Engineering, or others) this should include evidence of: • The use of multiple diverse tools. For example, use of multiple languages in a qualification that focuses on software development or programming • Critical thinking in the selection of tools, techniques and resources to solve problems. For example, a software development or programming qualification should include coverage of both recursion and iteration including knowledge of which to use in a given situation. • Examples of modern (at the time) computing and IT tools and methodologies used in learning Otherwise, a L7 qualification and subsequent learning that can be clearly demonstrated to contain an equivalent depth of learning in at least one specific computing or tech-related domain.

For Table 2 (below), evidence may be from a combination of the qualifications and other learning you have listed in Document Section 2, and a more practical setting (e.g. on-the-job learning or practice). Please see the tables in Section 3.3 and 3.4 of this guide for more detailed information about the base criteria.

Table 2: Important components influenced by qualifications or learning

Criteria	Base criteria	Assessors are looking for:
6	Individual and team work	Preferably from education but also relying on the application of education in practice, examples should be provided of: • A focus on teamwork and working in a team • An understanding of team dynamics
7	Communication	Preferably from education but also relying on the application of education in practice, examples should be provided of: • A diverse range of communication methods, including verbal and written presentations and reports
8	Computing professionalism and society	Preferably from education but also relying on the application of education in practice, examples should be provided of: • An understanding of the concepts of professionalism, especially competency and accountability • An appreciation of relevant cultural and societal factors in the application of computing and IT
9	Ethics	Preferably from education but also relying on the application of education in practice, examples should be provided of: • Study of ethics in computing, including a relevant Code of Ethics or Professional Conduct • Understanding how ethical principles translate into real-world practice
10	Life-long learning	Preferably from education but also relying on the application of education in practice, examples should be provided of: • Developing an ethos for continual life-long learning. For example, provision of examples of ongoing learning.

Document Section 4: Other information

You can use this section to provide any further information to be considered during the assessment of your application (if necessary). Note that we cannot consider factors outside the criteria in this document.

5. General principles for assessment

Assessors are trained and receive guidance on evidentiary requirements (as described above). These assessments are also based on the following general principles:

1. The assessment process must be robust, but fair

The process and evidence must ensure the requirements are met, but not be overly officious or require excessive evidence to be successful. Assessors have a duty to be fair.

2. Requirements must be clear

Clear and detailed guidance should be available to those undertaking assessment, so they can easily understand what is required.

3. The assessment should be non-arbitrary

All evidence requirements must be useful to ascertaining whether the content level is met, and the outcome based solely on the evidence provided.

4. Opportunity for clarification must be provided

Where evidence provided doesn't meet the benchmark requirements, the applicant should have the opportunity to submit further clarification or evidence.

5. Learning "as a whole" should be considered

An application should not be unsuccessful due to technically not meeting a requirement when it is clear that the overall learning is at the appropriate level for professional practice.

6. Assessment should be positively framed

The assessors job is to review evidence and assess whether the benchmark requirements have been met. Assessors must do this from a positive position (finding the evidence they need to approve the application, provided such evidence exists) rather than a negative position (trying to find reasons not to approve the application).

7. Dishonesty or fraud will not be tolerated

Assessors and administrators must treat any example or attempt at fraud, misleading or deliberately incorrect evidence, bribery, corruption or any other dishonest practice extremely seriously. All cases should be reported to ITP senior management and most will be referred to Immigration New Zealand and/or the New Zealand Police. ITP will refuse permanently to provide a confirmation letter to any applicant who has deliberately provided incorrect, dishonest or fraudulent evidence or made any statement that could be interpreted as an attempt at bribery or corruption.