Arrangement On Mutual Recognition
Of
Academic Qualifications In Higher Education
Between
The Government Of New Zealand
And
The Government Of The People's Republic Of China

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The Government Of The People's Republic Of China

The Government of New Zealand and the Government of the People's Republic of China (hereinafter referred to as "the Participants");

Recognising the importance of education, including higher education, in each country's continued national development;

Acknowledging the benefit that mutual recognition of higher academic qualifications brings to cross-border education cooperation;

Noting that this benefit extends to facilitating people-to-people and culture-to-culture links;

Wishing to enhance and further promote cooperation in higher education;

Desiring to replace the *Arrangement on Mutual Recognition of Academic Degrees in Higher Education*, signed by the Participants on 8 April 2008, with this updated *Arrangement on Mutual Recognition of Academic Qualifications in Higher Education* (hereinafter referred to as "this Arrangement");

Have decided, on the basis of common understanding, to conclude this Arrangement.

I Objectives of this Arrangement

1 This Arrangement aims to facilitate the mutual recognition of degrees awarded to students by higher education institutions in New Zealand and China, so as to make it easier for students with qualifications from one country to pursue further academic studies in the other country.

2 An introduction to the academic qualification frameworks of the People's Republic of China and New Zealand is provided in Annexes 1 and 2 to this Arrangement.

II Recognised Institutions

1 This Arrangement relates to all qualifications awarded by Chinese higher education institutions and research institutions with qualification awarding powers, recognised by the Government of the People's Republic of China at the time the award was made and all New Zealand tertiary education organisations with qualification awarding powers, recognised by the Government of New Zealand at the time the award was made.

2 The Participants respect and recognise the autonomy of Chinese higher education institutions and research institutions and New Zealand tertiary education organisations to admit applicants in accordance with any relevant regulations and to assess the admission qualifications of the applicants.

3 The Participants will encourage and support cooperation between Chinese higher education institutions and research institutions and

New Zealand tertiary education organisations in relation to the transfer of academic credits.

III Consideration of Graduates of Chinese Education Institutions for Entry to Study in New Zealand Tertiary Education Organisations

1 A Bachelor degree holder or a Bachelor Level Graduation Certificate holder from a Chinese higher education institution or research institution with degree awarding powers may be considered for entry to studies leading to a Graduate Diploma, a Postgraduate Diploma or a Master's Degree in New Zealand, subject to the specific requirements of the admitting institution.

2 A Master's Degree holder from a Chinese higher education institution or research institution with degree awarding powers may be considered for entry to Doctoral Degree studies in New Zealand subject to the relevance of previous studies and the proposed research, and subject to the specific requirements of the admitting institution.

3 A Postgraduate Qualification holder from a Chinese higher education institution or research institution with degree awarding powers may be considered for entry to Doctoral Degree studies in New Zealand subject to the relevance of previous studies, the proposed research and the specific requirements of the admitting institution. A postgraduate Level Graduation Certificate holder from a Chinese higher education institution or research institution with degree awarding powers may be considered for entry to studies towards a Master's Degree or Doctoral Degree in New Zealand subject to the

relevance of previous studies, the proposed research and the specific requirements of the admitting institution.

4 Tertiary education organisations in New Zealand retain the right to determine the grades and examination results required for all courses of study according to their own regulations.

IV. Consideration of Graduates of New Zealand Tertiary Education Organisations for Entry to Study in Chinese Higher Education Institutions or Research Institutions

1 A Bachelor's Degree holder from a New Zealand tertiary education organisation with degree awarding powers may be considered for entry to studies leading to a Master's Degree in China, subject to the specific requirements of the admitting higher education institution or research institution.

2 A Master's Degree holder from a New Zealand tertiary education organisation with degree awarding powers may be considered for entry to Doctoral Degree studies in China subject to the relevance of previous studies and the proposed research and the specific requirements of the admitting higher education institution or research institution, subject to the specific requirements of the admitting institution.

3 A Bachelor degree holder with Honours or a Postgraduate Diploma holder from a New Zealand tertiary education organisation with degree awarding powers may be considered for entry to Doctoral Degree studies in China subject to the relevance of previous studies,

the proposed research and the specific requirements of the admitting higher education institution or research institution.

4 Higher education institutions and research institutions in China retain the right to determine the grades and examination results required for all courses of study according to their own regulations.

V. Consultation through Joint Working Group

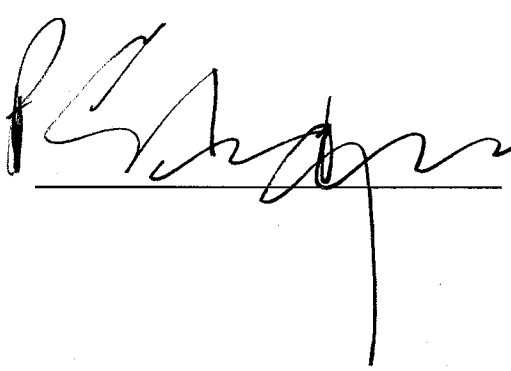
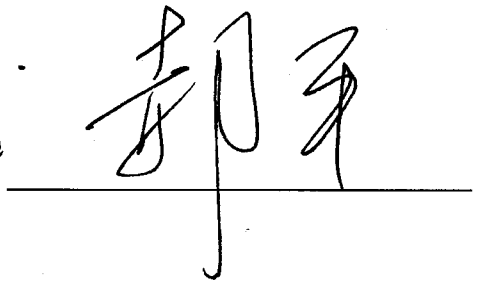
1 The Joint Working Group consultative process, established in 2002 by *The Memorandum of Understanding on Co-operation in Education and Training between the Ministry of Education of New Zealand and the Ministry of Education of the People's Republic of China,* and subsequently reaffirmed, most recently through the 2012 *Arrangement on Cooperation in Education and Training between the Ministry of Education of New Zealand and the Ministry of Education of the People's Republic of China*, will include a standing agenda item for the review of the implementation and development of this Arrangement.

VI. Duration and Entry into Effect of this Arrangement

1 This Arrangement will replace the existing *Arrangement on Mutual Recognition of Academic Degrees in Higher Education*, the termination of which will be effected on the date of signature by both Participants of this Arrangement. This Arrangement will come into effect on the date of signature by both Participants and will remain in effect for three years from the date of signature.

2 This Arrangement may be modified or supplemented or extended by the mutual determination of the Participants and may be terminated at any time by either Participant giving six months' notice in writing to the other Participant.

SIGNED in Wellington on 20 November 2014, in duplicate in both English and Chinese, both texts being of equal validity.

For the Government of New Zealand	**For the Government of the People's Republic of China**
	

Annex 1: Introduction to Academic Qualification Frameworks in China

According to the *Higher Education Law of the People's Republic of China*; the *Academic Degree Regulations of the People's Republic of China and the Vocational Education Law of the People's Republic of China*, academic diplomas are inclusive of college diplomas, undergraduate certificates, postgraduate certificates, and academic degrees including Bachelor, Master and Doctoral degrees.

1. College Diploma

A person enrolled in higher education institutions (including universities, independent colleges, academic colleges and vocational colleges) may be awarded a college diploma upon two to three years of college education.

2. Bachelor Degree

A person enrolled in regular higher education courses may be awarded an undergraduate graduation certificate upon accomplishing four years of university undergraduate education. A qualified student may apply for and obtain a Bachelor degree, provided the institution has the authority to award a Bachelor degree.

A person who fails to enter a regular higher education course may also obtain an undergraduate graduation certificate if he/she passes the National Test for Self-Taught Students or meets the relevant requirements of an Adult Higher Education Institution. A qualified person may apply for

and obtain a Bachelor degree, provided the institution has the authority to award a Bachelor degree.

3. Master's Degree

A Bachelor degree holder may be admitted to a higher education institution or research institution with authority to award a Master's degree after passing the National Entrance Test. Upon the corresponding time of study and/or research, he/she may obtain a Master's degree if qualified; he/she may also apply for and be awarded a Master's degree by an institution with the authority to award a Master's degree by means of part-time study upon corresponding time.

4. Doctoral Degree

A Master's degree holder may be admitted to a higher education institution or research institution with authority to award a Doctoral degree after passing the required test. Upon the corresponding time of study and/or research, he/she may apply for and obtain a Doctoral degree if qualified; he/she may also apply for and be awarded a Doctoral degree by an institution with authority to award Doctoral degree by means of part-time study for Academic Degree upon corresponding time.

Some institutions that have authority to award a Doctoral degree offer from Bachelor-to-Doctor degree awarding programmes. A Bachelor degree holder who is enrolled in such a programme may apply for and be awarded a Doctoral degree after five years of study and/or research.

Qualification types and levels

All quality assured qualifications listed on the NZQF fit into a qualification type. Each qualification type is defined by an agreed set of criteria which includes the level at which the qualification is listed and the number of credits required at each level.

The NZQF has ten levels. Levels are based on complexity, with level one the least complex and level ten the most complex.

All qualifications on the NZQF are assigned one of the ten levels. It is possible for qualifications to include credit achieved at levels above and below the overall level at which the qualification is listed.

Level descriptors and qualification types on the NZQF

Level	*Qualification Types*
10	Doctoral Degree
9	Master's Degree
8	Postgraduate Diplomas and Certificates, Bachelor Honours Degree
7	Bachelor's Degree, Graduate Diplomas and Certificates
6	Diplomas
5	
4	
3	Certificates
2	
1	

Outcome statements

All qualifications listed on the NZQF contain outcome statements which describe the knowledge, skills and attributes of a graduate. The outcome statement is used by prospective employers and other tertiary education organisations, and for comparing qualifications. Different learners will achieve the outcomes in different ways, so outcome statements indicate the minimum achievement expected from a qualification.

Each outcome statement must include information on:

- *Graduate profiles* that identify the expected learning outcomes of a qualification. This is captured in notions of what a learner will know and understand, and be able to do, when they achieve the qualification.
- *Education pathways* that identify other qualifications that a graduate could enrol into after completing this qualification. Where qualifications

are standalone, and do not prepare graduates for further study, the outcome statement may make this clear.

- *Employment pathways* or contributions to the community that identify the areas in which a graduate may be qualified to work, or the contribution they may make to their community.

Credit value

All qualifications on the NZQF have a credit value. The credit value relates to the amount of learning in the qualification. In determining the amount of learning in a qualification, a qualification developer estimates how long it would typically take a person to achieve the stated outcomes in the context specified and to demonstrate that achievement through assessment. This determines the credit value for a qualification. One credit is equal to ten notional learning hours.

Notional learning hours include:

- direct contact time with teachers and trainers ('directed learning')
- time spent in studying, doing assignments, and undertaking practical tasks ('self-directed' or 'on-task' learning)
- time spent in assessment.

A qualification developer must be able to explain any significant variance in credit values in relation to similar qualifications.

Subject area classifications

All qualifications on the NZQF are assigned a six-digit code from the New Zealand Standard Classification of Education (NZSCED) classification system. The NZSCED classifies a qualification into a subject area, which can be used when searching for qualifications in an area of interest.

Status

Qualifications listed on the NZQF are regularly reviewed to ensure each qualification remains useful and relevant and continues to meet the needs of the learners, industry, and stakeholders it was initially developed for.

As qualifications are reviewed, decisions are made as to whether each qualification is still useful and relevant to a particular sector. As a result of the reviews, new qualifications are developed, and older qualifications phased out of use. While these older qualifications are no longer be offered to new learners, they are still listed on the NZQF, and are still valid qualifications for the purposes of recognition.

Where the review process reveals that new qualifications are required to meet sector needs, those qualifications are developed and listed on the NZQF.

All qualifications listed on the NZQF must display and maintain clear information on the status using the following definitions:

- *Current:* Qualifications that are current are those which are listed on the NZQF and can currently be offered by tertiary education organisations.
- *Expiring:* Qualifications which are expiring are those which are either being replaced with a new qualification or the decision has been made for them to be closed. This will normally be as a result of a review. The qualification may continue to be available to existing individuals while they complete their programme, but no new learners would be able to enrol. Current candidates will need to complete the qualification before the expiry date.

- *Discontinued:* Qualifications designated as discontinued will no longer be available or awarded, but are still valid qualifications for the purposes of recognition.

Qualifications definitions and level descriptors listed on levels 5-10 of the New Zealand Qualifications Framework

DIPLOMA LEVEL 5

Purpose

A diploma at level 5 qualifies individuals with theoretical and/or technical knowledge and skills within a specific field of work or study.

Outcomes

A graduate of a level 5 diploma is able to:

- demonstrate broad operational or technical and theoretical knowledge within a specific field of work or study
- select and apply a range of solutions to familiar and sometimes unfamiliar problems
- select and apply a range of standard and non-standard processes relevant to the field of work or study
- demonstrate complete self-management of learning and performance within defined contexts
- demonstrate some responsibility for the management of learning and performance of others.

Credit requirements

This diploma is listed at level 5. It must contain a minimum of 120 credits from level 4 or above, including at least 72 credits at level 5 or above.

DIPLOMA LEVEL 6

Purpose

A diploma at level 6 qualifies individuals with theoretical and/or technical knowledge and skills in specialised/strategic contexts.

Outcomes

A graduate of a level 6 diploma programme is able to:

- demonstrate specialised technical or theoretical knowledge with depth in a field of work or study
- analyse and generate solutions to familiar and unfamiliar problems
- select and apply a range of standard and non-standard processes relevant to the field of work or study
- demonstrate complete self-management of learning and performance within dynamic contexts
- demonstrate responsibility for leadership within dynamic contexts.

Credit requirements

This diploma is listed at level 6. It must contain a minimum of 120 credits from level 5 or above, including at least 72 credits at level 6 or above.

DIPLOMA LEVEL 7

Purpose

A diploma at level 7 qualifies individuals with specialised and technical knowledge and skills within a professional context.

Outcomes

A graduate of a level 7 diploma is able to:

- demonstrate specialised technical or theoretical knowledge with depth in one or more fields of work or study
- analyse and generate solutions to unfamiliar and sometimes complex problems
- select, adapt and apply a range of processes relevant to the field of work or study
- demonstrate advanced generic skills and/or specialist knowledge and skills in a professional context or field of study.

Credit requirements

This diploma is listed at level 7. It must contain a minimum of 120 credits from level 5 or above including at least 72 credits at level 7 or above.

BACHELOR'S DEGREE

Purpose

A Bachelor's Degree provides individuals with a systematic and coherent introduction to a body of knowledge of a recognised major subject (or subjects, in the case of a double degree or a double major) as well as to problem-solving and associated basic techniques of self-directed work and learning.

A major is defined by Universities New Zealand as a substantial component of a degree (usually at least one-third and often consisting of one subject only) selected by the individual, in accordance with the regulations, as the principal area of study for the degree. In addition, a major normally includes outcomes at the highest level of the degree.

A Bachelor's Degree involves at least one sequential study programme in which content is progressively developed such that it might form a basis for postgraduate study and/or professional practice.

Bachelor's Degrees are taught mainly by people engaged in research, see s253B of the Education Act 1989.

Entry

A programme of study leading to a Bachelor's Degree builds on prior study, work or experience, and is open to those who have met the specified entrance requirements, normally at level 3 on the NZQF.

Outcomes

A graduate of a Bachelor's Degree is able to:

- demonstrate intellectual independence, critical thinking and analytic rigour
- engage in self-directed learning
- demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject
- demonstrate the skills needed to acquire, understand and assess information from a range of sources
- demonstrate communication and collaborative skills.

Credit requirements

A Bachelor's Degree requires a minimum of 360 credits from levels 5 to 7. Some Bachelor's degrees, notably in professional fields such as engineering, the health sciences and law, encompass additional credits and may require a longer period of study. For example, an eight-semester (four-year) degree would normally be equivalent to 480 credits.

Of the credits required for a Bachelor's Degree, a minimum of 72 credits must be at level 7 or higher. The degree may specify a spread of credit across levels, so that the qualification demonstrates progression, reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.

Relationship with other qualifications

A person who holds a Bachelor's Degree might be eligible to enrol in a Postgraduate qualification.

GRADUATE CERTIFICATE

Purpose

A Graduate Certificate is designed primarily as a vehicle for degree graduates to pursue further study at an advanced undergraduate level.

The Graduate Certificate is typically designed as a bridging qualification to postgraduate study for individuals developing educational, professional or vocational knowledge in a new discipline, profession or subject area and/or as a broadening or deepening of skills or knowledge already gained in an undergraduate qualification.

Entry

Entry is open to degree graduates. However, subject to the regulations of the award, those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind may be granted admission.

Outcomes

In addition to the Bachelor's Degree outcomes, a person with a Graduate Certificate is able to demonstrate some outcomes of a Bachelor's Degree in a new area of study.

Credit requirements

The Graduate Certificate requires a minimum of 60 credits, with a minimum of 40 at level 7 or above.

Relationship with other qualifications

A Graduate Certificate may provide the basis for postgraduate study.

GRADUATE DIPLOMA

Purpose

A Graduate Diploma allows degree graduates to pursue a significant body of study at an advanced undergraduate level.

The Diploma is typically designed as a bridging qualification to postgraduate study as well as broadening knowledge and skills in a familiar subject or discipline, or developing knowledge in a new area.

Entry

Entry is open to degree graduates. However, subject to the regulations of the award, those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind may be granted admission.

Outcomes

In addition to the Bachelor's Degree outcomes, a person with a Graduate Diploma is able to demonstrate outcomes of a Bachelor's Degree in a new area of study.

Credit requirements

A Graduate Diploma requires a minimum of 120 credits, of which 72 credits must be at level 7 or above.

Relationship with other qualifications

A Graduate Diploma may provide the basis for postgraduate study.

BACHELOR HONOURS DEGREE

Purpose

A Bachelor Honours Degree recognises distinguished study at level 8. It may either be a degree in itself, or a discrete postgraduate degree following a Bachelor's Degree.

The award of honours recognises outstanding achievement, meritorious achievement or a pass; these may be termed first class honours, second class honours: first or second divisions, and third class honours.

Entry

Entry to honours study is normally based on achievement of above average performance in the credits within the Bachelor's Degree that are relevant to the proposed honours study.

Outcomes

A graduate of a Bachelor Honours Degree is able to:

- engage in self-directed learning and advanced study
- demonstrate intellectual independence, analytic rigour, and the ability to understand and evaluate new knowledge and ideas
- demonstrate the ability to identify topics for original research, plan and conduct research, analyse results, and communicate the findings to the satisfaction of subject experts.

Credit requirements

A Bachelor Honours Degree may be either a 480-credit degree, or a discrete 120-credit degree following a Bachelor's Degree.

The degree has a minimum of 120 credits at level 8, with a research component that represents at least 30 credits at that level.

Relationship with other qualifications

Achieved to an appropriate standard, a Bachelor Honours Degree may prepare graduates for admission to further postgraduate study.

Note: Where the Honours Degree is a 480-credit (or more) programme, it must provide an exit point at the end of the study that meets the requirements for a Bachelor's Degree.

Some Bachelor Honours Degrees (for example Bachelor of Laws with Honours), approved prior to 1 January 2006, have a minimum of 60 credits at level 8. These qualifications will be grand-parented under previous rules.

Research in the context of a Bachelor Honours Degree develops an individual's ability to design and undertake a project under supervision, and to report on this in an appropriate way. It sharpens the individual's analytical and communication skills and provides a supported introduction

to planning, conducting and reporting on the type of independent research that may be undertaken at higher levels.

POSTGRADUATE CERTIFICATE

Purpose

The Postgraduate Certificate is designed to extend and deepen an individual's knowledge and skills.

The Postgraduate Certificate involves credits from a specified subject and cognate areas. It recognises continuing professional development or academic achievement in advance of a Bachelor's degree in the same area as the individual's original degree or Graduate Certificate or Diploma.

Entry

Postgraduate Certificates require either a Bachelor's Degree or Graduate Certificate or Diploma in a cognate subject, or relevant skills and knowledge acquired through appropriate work or professional experience.

Outcomes

A graduate of a Postgraduate Certificate is able to show evidence of advanced knowledge about a specialist field of enquiry or professional practice.

Credit requirements

The Postgraduate Certificate requires a minimum of 60 credits at level 8.

Relationship with other qualifications

A Postgraduate Certificate provides the basis for further postgraduate study.

POSTGRADUATE DIPLOMA

Purpose

A Postgraduate Diploma is designed to extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree, graduate diploma or graduate certificate. A Postgraduate Diploma prepares an individual for independent research and scholarship in the principal subject of the diploma. A Postgraduate Diploma may be awarded with distinction.

Entry

An individual for the Postgraduate Diploma in a specified subject or, where appropriate, a related area will normally have completed all requirements of the relevant Bachelor's Degree or Graduate Certificate or Diploma, or is deemed to have acquired the relevant skills and knowledge through appropriate work or professional experience, at an additional level.

Outcomes

A graduate of a Postgraduate Diploma is able to:

- show evidence of advanced knowledge about a specialist field of enquiry or professional practice
- engage in rigorous intellectual analysis, criticism and problem-solving.

Credit requirements

The Postgraduate Diploma requires a minimum of 120 credits from levels 7 and above, with a minimum of 72 credits from level 8.

Relationship with other qualifications

A person who holds a Postgraduate Diploma may be eligible to enrol in a Master's Degree.

MASTER'S DEGREE

Purpose

A Master's Degree qualifies individuals who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship.

Master's Degrees usually build on a Bachelor's Degree, Graduate Diploma, Bachelor Honours Degree or a Postgraduate Diploma. They may also build on extensive professional experience of an appropriate kind.

Their outcomes are demonstrably in advance of undergraduate study, and require individuals to engage in research and/or advanced scholarship.

Master's Degrees are constituted in one discipline or coherent programme of study. They may be undertaken by taught courses or research, or by a combination of both.

Credit requirements

The Master's Degree is at least 240 credits except where:

- it builds on a Bachelor's Degree with Honours or an equivalent qualification, or significant relevant professional experience, in which cases it can be fewer than 240 but no fewer than 120 credits
- it builds on a three-year Bachelor's Degree or an equivalent qualification, in which cases it can be fewer than 240 but no fewer than 180 credits.

The Master's Degree must comprise a minimum of 40 credits at level 9 with the remainder at level 8.

Entry

Providers of programmes leading to Master's qualifications are responsible for establishing entry requirements. The minimum entry qualification for a Master's Degree is a Bachelor's Degree or equivalent (to a Bachelor's Degree listed at level 7 on the NZQF).

A programme of study leading to the Master's Degree is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations.

The minimum entry qualification for a Master's Degree of fewer than 240 credits but no fewer than 120 credits is either a Bachelor Honours Degree or a Postgraduate Diploma or an undergraduate degree followed by relevant professional experience.

Admission as an individual to a Master's Degree is based on the evaluation of documentary evidence (including the academic record) of the individual applicant's ability to undertake postgraduate study in a specialist field of enquiry or professional practice.

Structure

Master's Degrees are structured in three principal ways:

- Entry to a Master's Degree by thesis is normally based on a Bachelor Honours Degree or a Postgraduate Diploma in the same field of study. The degree includes 120 credits, of which at least 90 credits (at level 9) consist of a research project presented in the form of a thesis, dissertation, substantial research paper or scholarly creative work.
- Entry to a Master's Degree by coursework and thesis is normally based on an undergraduate degree in the same field of study. The degree includes 240 credits, of which at least 90 credits at level 9 are in the form of a thesis, dissertation, substantial research paper or

scholarly creative work, and of which up to 150 credits are from coursework.

- Entry to a Master's Degree by coursework is normally based on an undergraduate degree achieved at a specified level of attainment. The degree is at least 120 to 240 credits and is achieved through coursework consisting of courses, project work and research in varying combinations. It may build on undergraduate study in the same academic field, or it may build on the more generic graduate attributes of an undergraduate degree in other fields, or in some cases on relevant professional experience. Master's Degrees that build on generic attributes and/or experience (often called 'conversion Master's') are usually in professional fields and are recognised as appropriate professional preparation by the profession or industry concerned.

Outcomes

A graduate of a Master's Degree is able to:

- show evidence of advanced knowledge about a specialist field of enquiry or professional practice
- demonstrate mastery of sophisticated theoretical subject matter
- evaluate critically the findings and discussions in the literature
- research, analyse and argue from evidence
- work independently and apply knowledge to new situations
- engage in rigorous intellectual analysis, criticism and problem-solving.

If a Master's Degree includes a component of supervised research of not fewer than 90 credits at level 9, the graduate is also able to:

- demonstrate a high order of skill in the planning, execution and completion of a piece of original research or creative scholarly work
- apply such skills learned during the study programme to new situations.

The research may be completed to internationally recognised standards and demonstrate that the graduate has a capacity for independent thinking.

Relationship with other qualifications

A person who holds a Master's Degree achieved to an appropriate standard, that includes a research component, may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral Degree.

DOCTORAL DEGREE

A Doctoral Degree is a research degree whereby the individual becomes an increasingly independent scholar who makes a substantial and original contribution to knowledge.

It is normally the culmination of study which begins at the bachelor level and reaches a stage beyond the masters. For the PhD/DPhil and the named doctorate (e.g. DMus), the development takes place under the guidance of recognised experts in the field of study and under circumstances that allow the individual access to appropriate research resources.

The contribution to knowledge is judged by independent experts applying contemporary international standards of the discipline. The hallmark will be the individual's capacity for substantial independent research or scholarly creative activity as attested by his/her educational institution and/or as demonstrated by submitted work.

The major component of all doctorates is original research. The body of work that leads to the award of a doctorate will be one or more of the following:

- a thesis (the PhD/DPhil)
- creative work in the visual or performing arts (the PhD/DPhil)
- a thesis or equivalent creative work in combination with coursework (the named doctorate)
- a creative work in the visual or performing arts (the named doctorate) with a thesis (the named doctorate)
- published work.

Credit requirements

A Doctoral Degree requires at least 360 credits and is listed at level 10.

Recognised doctoral degrees

The following types of Doctoral Degree are recognised:

- *Doctorate of Philosophy (PhD/DPhil):* A thesis constitutes the entire body of work on which the award of the qualification will be judged. Coursework may also be prescribed for the individual, but this will only contribute to the preparation for research and acceptance into the doctoral programme. Where appropriate, individuals may present a creative work as part of the thesis requirement.

- *Doctorate in a specified field or discipline – the named doctorate (e.g. EdD or the DMus):* For a doctorate in a specified field, coursework may contribute to the assessed programme of study, but research or the scholarly creative activity and the associated thesis must occupy at least two full-time academic years and contribute not less than two-thirds of the overall credit for the degree. The coursework, which is to be at a standard in advance of that expected for a masters paper, must

be part of a coherent programme with the research work, and may normally cover no more than one full-time academic year. An individual for a named doctorate must gain a passing grade in both the coursework and the thesis or its creative work equivalent.

- *Higher Doctorate (e.g. the DSc or the DLitt):* Higher Doctorates are awarded for independent work of special excellence, as judged by leading international experts, which is completed before a person makes an application to enrol for the degree. Individuals will normally be expected to have completed at least ten years of independent work and to have published extensively. Publication will normally be in scholarly books and/or in reputable international journals. Individuals in the visual or performing arts will have made equally outstanding contributions in their creative work.

新西兰政府与中华人民共和国政府关于

相互承认高等教育学历和学位的协议

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相互承认高等教育学历和学位的协议

新西兰政府和中华人民共和国政府（以下简称“双方”）高度重视教育和科学研究在国家发展中的重要作用，深刻认识到双方高等教育学历学位互认为两国双边教育合作的突出贡献，以及对于加强两国人文交流的积极作用，希望通过签署双方《关于相互承认高等教育学历和学位的协议》（以下简称“本协议”）替代双方于二〇〇八年四月八日签署的《关于在高等教育领域内相互承认学历和学位的协议》（以下简称“2008年协议”）。

经协商，双方达成如下共识：

第一条 协议宗旨

一、本协议旨在促进新西兰和中国两国对高等教育学历和学位的互认，以便学生进入对方国家的高等教育机构继续学习。

二、中国和新西兰学历学位结构介绍详见附件 1 和附件 2。

第二条 认可的教育机构

一、本协议适用于中国政府承认的具有学历学位授予资格的所有中国高等教育机构及研究机构，以及新西兰政府承认的具有高等教育学历学位授予权的所有新西兰高等教育机构。

二、 双方尊重和承认两国高等教育机构根据相关规定，决定接受留学申请和评估留学资格的自主权。

三、双方鼓励并支持中国高等教育机构及研究机构与新西兰高等教育机构在课程学分转换方面开展合作。

第三条 中国教育机构毕业生进入新西兰高等教育机构学习

一、持有官方认可的中国高等教育机构颁发的学士学位证书者或者本科毕业证书者在满足新西兰学校具体录取要求的前提下，可申请攻读新西兰学士后文凭、研究生文凭或硕士学位。

二、持有官方认可的中国高等教育机构或研究机构颁发的硕士学位证书者，根据其学习经历和研究计划，在满足新西兰学校的具体录取要求的前提下，可申请攻读新西兰博士学位。

三、持有官方认可的中国高等教育机构或研究机构颁发的研究生学历证书者，根据其学习经历和研究计划，在满足新西兰学校的具体录取要求的前提下，可申请攻读新西兰博士学位。持有官方认可的中国高等教育机构或研究机构颁发的研究生水平毕业证书者，根据其学习经历和研究计划，在满足新西兰学校的具体录取要求的前提下，可申请攻读新西兰硕士或博士学位。

四、新西兰高等教育机构保留依据自身规定决定各学习课程、入学年级和考试成绩的权利。

第四条 新西兰高等教育机构毕业生
进入中国高等教育机构或研究机构学习

一、持有官方认可的新西兰高等教育机构颁发的学士学位证书者，在满足中国高等教育机构或研究机构的具体录取要求的前提下，可申请攻读中国硕士学位。

二、持有官方认可的新西兰高等教育机构颁发的硕士学位证书者，根据其学习经历和研究计划，在满足中国高等教育机构或研究机构的具体录取要求的前提下，可申请攻读中国博士学位。

三、持有官方认可的新西兰高等教育机构颁发的学士荣誉学位或研究生文凭证书者，根据其学习经历和研究计划，在满足中国高等教育机构或研究机构的具体录取要求的前提下，可申请攻读中国博士学位。

四、中国高等教育机构或研究机构保留依据自身法规决定各学习课程入学年级和考试成绩的权利。

第五条 联合工作小组的磋商机制

根据二〇〇二年十二月九日在惠灵顿签订的《新西兰教育部和中华人民共和国教育部关于教育与培训的合作谅解备忘录》，双方于2002年设立联合工作组磋商机制。通过双方于2012年最近一次续签的《关于教育与培训的合作安排》，该机制得到进一步加强。双方同意将商讨本协议实施及发展情况作为联合工作组磋商会议的常规内容。

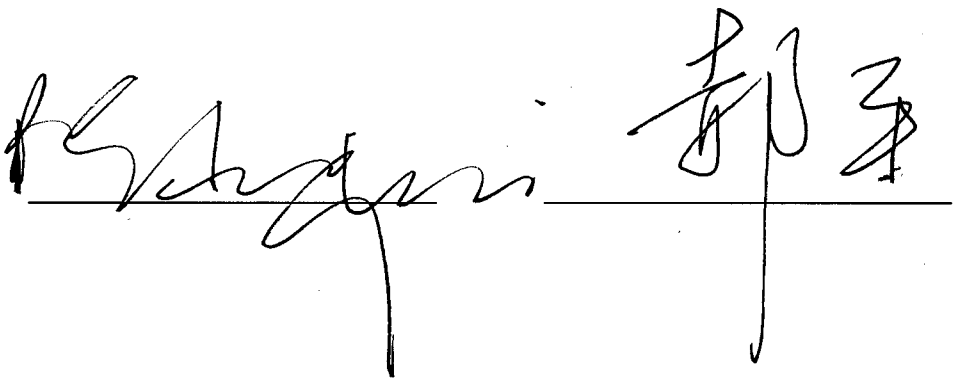
第六条 协议生效和期限

一、 在双方签署本协议之日，双方将终止2008年协议，本协议将替代2008年协议。本协议自双方签字之日起生效，有效期为3年。

二、本协议经双方书面同意可予以修订或增补。任何一方可以书面方式提前6个月通知另一方终止本协议。

本协议于二〇一四年十一月二十日在惠灵顿签订，一式两份，每份均用中文和英文写成，两种文本同等作准。

新西兰政府	中华人民共和国政府
代　表	代　表



附件 1

中国学历学位结构介绍

根据《中华人民共和国高等教育法》、《中华人民共和国学位条例》和《中华人民共和国职业教育法》，中国高等教育学历分为专科、本科和研究生，学位包括学士、硕士和博士。

一、专科

进入高等学校（包括大学、独立设置的学院、高等专科学校和高等职业学校）学习（专科）的学生在完成二至三年的专科教育后，可获得高等学校及专科毕业证书（学历证书）。

二、学士

进入普通高等学校学习的学生在完成相应年限的大学本科教育后，可获得大学本科毕业证书。符合条件的可向有权授予学士学位的单位申请并获得学士学位证书。

未能进入普通高等学校学习的人员，可进入成人高等学校学习或通过国家自学考试，达到相应要求后获得本科毕业证书。符合条件的学生可向有权授予学士学位的单位申请并获得学士学位证书。

三、硕士

学士学位获得者，可参加国家统一举行的考试进入到有权授予硕士学位的高等教育机构或科研机构学习，完成相应时限的学习和研究后，符合条件的可获得硕士学位证书；也可在完成相应年限的半脱产学习后向硕士学位授予单位申请并获得硕士学位证书。

四、博士

硕士学位获得者，可通过相应的考试进入有权授予博士学位的高等教育机构或科研机构学习，完成相应时限的学习和研究后，符合条件的可申请并获得博士学位证书；也可在完成相应年限的半脱产学习后，向博士学位授予单位申请并获得博士学位证书。

部分博士学位授予单位的部分专业采取硕士博士连续培养的办法，学士学位获得者可通过五年的学习和研究，直接申请并获得博士学位。

附件 2

新西兰学历资格框架

新西兰学历资格框架（NZQF）根据《新西兰教育法(1989 年编)》第 248 节规定制定。新西兰学历资格框架取代此前的两个学历资格体系：全国学历资格体系和新西兰学历资格质量保障注册体系。

构造新西兰学历资格框架的目的

新西兰学历资格框架是以学习成果为导向的，描述学生知识、技能和应用能力的框架。新西兰学历资格认证局(NZQA) 负责管理新西兰学历资格框架；本框架是新西兰所有质量获得保障的学历资格的权威信息来源。新西兰学历资格框架提供有关学历资格持有者应具备的知识水平和经验的信息，以及获得学历资格后继续学习深造和/或就业机会的信息。

纳入新西兰学历资格框架的学历必须符合下列标准：

- 须获得质量保障
- 学历名称和详细信息公开
- 根据学历类别和等级定义
- 已经被分配学分
- 具有学科分类
- 显示该学位是现行、即将到期或已经终止的状态

学历资格的类别和等级

所有纳入新西兰学历资格框架的、获得质量保障的学历资格均具有相应的资格类别。每类学历资格都按商定的标准定义，包括该学历资格的等级以及每个等级所需获得的学分。

新西兰学历资格框架共有十个等级。等级的划分以复杂性为基础，一级复杂性最低，十级最高。

列入新西兰学历资格框架的学历资格均归入十个等级中的一个。学历资格所取得的学分有可能高于或低于本学历资格所在的等级。

新西兰学历资格框架中学历资格的等级和类别

等级	*学历资格的类别*
10	博士学位
9	硕士学位
8	研究生文凭和研究生证书，学士荣誉学位
7	学士学位，学士后毕业文凭和证书
6 5	文凭
4 3 2 1	证书

学习成果纲要

列入新西兰学历资格框架的所有学历资格均含对毕业生的知识、技能和品质的描述，可供未来雇主和其他高等教育机构参考，以及用来对比学历资格的内容。不同的学习者可通过不同的方式完成学业，因此学习成果描述的是获得某学历资格所要求达到的最低水平。

每个学习成果纲要必须包括以下信息：

- *毕业生介绍*：明确取得某个学历资格的预期学习成果。具体体现为学习者在取得本学历资格后应有的对知识的理解和掌握，以及实际运用的能力。
- *未来教育途径*：明确毕业生在获得本学历资格后可继续攻读的其它学历资格。如果某些学历资格是单独设立的，不作为毕业生继续学习的基础条件，学习成果纲要需对此加以说明。

- *就业途径或对社区的贡献*：介绍取得本学历资格后的毕业生可以从事的工作领域，或可对社区做出的贡献。

学分

新西兰学历资格框架规定了所有学历资格的学分。学分与学历资格的学习时间有关。为确定某学历资格的学习时间，学历资格开发机构会估算一个人在通常情况下达到学习成果纲要的要求、完成学业一般所需的时间。这个时间确定了学历资格的学分。一个学分相当于十个小时的平均预期学时。

平均预期学时包括：

- 教师和培训师授课时间（“指导学习”）
- 学习、做作业、和执行实际任务的时间（“自主学习”或“执行任务”）
- 考评的时间。

相似学历资格的学分如有显著差异，学历资格开发机构须能够说明原因。

学科分类

新西兰学历资格框架中的所有学历资格都根据新西兰教育标准分类体系(NZSCED)分配一个六位数代码。新西兰教育标准分类体系将学历资格划分为学科，使用者可根据兴趣搜索相关学历资格。

状态

列入新西兰学历资格框架的学历资格会定期得到评审，以确保每个学历资格的适用性和相关性，并继续满足学习者、行业和相关利益方在最初开发本学历资格时确定的需求。

在进行学历资格评审时，会根据每个学历资格是否仍然适用并与特定的领域相关做出评判。根据评审结果，制定新的学历资格，并逐步废止旧的学历资格。尽管旧的学历资格不再向新生开设，但在新西兰学历资格框架中仍然保留，并且仍是可以认证的有效学历。

评审过程中如发现需要开设新的学历资格以满足行业需求，将制定新的学历资格并列入到新西兰学历资格框架中。

所有新西兰学历资格框架中的学历资格必须按以下定义显示状态并附清楚的说明：

- *现行：* 现行学历资格指列入新西兰学历资格框架，目前高等教育机构开设的学历资格。
- *即将到期：* 到期学历资格指被新的学历资格所取代或者决定停办的学历。这种情况一般是评审的结果。这种学历资格对现有的学习者继续有效，直到其完成学业，但将不再招收新生入学。在读学生需在到期前完成学历。

- *已经终止：* 标注为终止的学历资格将不再开设或授予，但仍是可以认证的有效学历。

新西兰学历资格框架中学历资格的定义和 5-10 级等级描述

5 级文凭

目的

5 级文凭学历资格获得者应掌握特定工作或学习领域的理论和/或技术知识和技能。

学习成果

获得 5 级文凭的毕业生具备以下能力：

- 掌握某个特定工作或学习领域中多种操作或技术及理论知识
- 针对熟悉以及某些情况下不熟悉的问题选择并使用各种解决办法
- 选择并使用与工作或学习领域相关的各种标准和非标准流程
- 具有规定环境下学习和操作的全面自我管理能力
- 可以承担管理他人学习和操作的部分责任。

学分要求

本文凭列为 5 级。须获得 4 级及以上级别最低 120 个学分，包括 5 级或以上级别至少 72 个学分。

6级文凭

目的

6级文凭学历资格获得者应掌握专业/战略环境下的理论和/或技术知识和技能。

学习成果

获得6级文凭的毕业生具备以下能力：

- 深入掌握某个工作或学习领域的专业技术或理论知识
- 分析熟悉以及不熟悉的问题并提出解决办法
- 选择并使用与工作或学习领域相关的各种标准和非标准流程
- 具有动态环境下学习和操作的全面自我管理能力
- 可以承担动态环境下的领导责任。

学分要求

本文凭列为6级。须获得5级或以上级别最低120个学分，包括6级或以上级别至少72个学分。

7级文凭

目的

7级文凭学历资格获得者应掌握专业环境下的专业和技术知识及技能。

学习成果

获得7级文凭的毕业生具备以下能力：

- 深入掌握一种或多种工作或学习领域的专业技术或理论知识
- 分析不熟悉以及有些情况下复杂的问题并提出解决办法
- 选择、调整和使用与工作或学习领域相关的各种流程

- 掌握专业环境或学习领域内高级别的一般技能和/或专业知识和技能。

学分要求

本文凭列为 7 级。须获得 5 级或以上级别最低 120 个学分，包括 7 级或以上级别至少 72 个学分。

学士学位

目的

学士学位课程系统介绍某一专业（攻读双学位或双专业情况下为几个专业）的完整知识，以及独立工作和学习时解决问题的相关基本技巧。

新西兰大学委员会要求学士学位的专业课程必须是一个学位的重要组成部分（一般至少占三分之一，而且往往是同一个学科），学生按照规定以及学位的主要学习领域选择学位课程。此外，一个专业的学业要求一般包括完成该学位最高等级的学业成果。

学士学位至少包含一个课程系列，其内容使学生逐步具备研究生学习和/或从业的基础。

学士学位课程主要由研究型人员教授，参见《新西兰教育法（1989 年编）》第 253B 节。

入学

学习学士学位课程要求具备以前的学习、工作或经历，招收对象为符合规定入学条件的学生，一般为新西兰学历资格框架的 3 级。

学习成果

学士学位毕业生具备以下能力：

- 具有独立思考、辩证思维和分析研究能力
- 具有自学能力
- 掌握某一专业的知识、观点、原理、概念、基本研究方法和解决问题的技巧，相关的知识和技能
- 掌握获取、理解及评价各类信息资源的技能
- 掌握交流与合作的技巧。

学分要求

学士学位要求 5 至 7 级至少达到 360 个学分。有些学士学位，特别是工程、健康科学和法律等专业领域，要求达到更高学分，并且可能延长学习时间。例如，八个学期（四年）的学位一般相当于达到 480 个学分。

若获得学士学位，须获得 7 级及以上级别最低 72 个学分。学士学位应详细说明各个级别的学分数，从而显示学历资格的渐进性，体现学士学位定义的要求，并以适合专业领域的方式达到相应的学习成果。

与其他学历资格的关系

学士学位获得者可能具备申请攻读研究生学历的条件。

学士后毕业证书

目的

学士后毕业证书适用于学士学位获得者继续攻读本科以上的课程。

学士后毕业证书一般为学生提供进一步获取新学科和专业领域的教育、专业和职业知识的衔接课程，也可拓宽或加深本科学习中所获得的技能和知识。

入学

招生对象为学士学位毕业生。然而，根据学位授予规定，能够证明具有同等职业、专业或教育经历者也准予入学。

学习成果

除具备本科学位学习成果外，获得学士后毕业证书的学生能够掌握一些新的学习领域的本科知识和技能。

学分要求

学士后毕业证书要求至少达到 60 个学分，其中 7 级或以上级别至少 40 个学分。

与其他学历资格的关系

学士后毕业证书可以作为研究生层次学习的基础。

学士后毕业文凭

目的

学士后毕业文凭适用于学士学位获得者继续攻读本科以上的、更高等级的课程。

学士后毕业文凭一般设计为与研究生学位衔接的课程，主要用于拓宽学生已经熟悉的领域的知识和技能，或者学习新领域的知识。

入学

招生对象为学士学位毕业生。然而，根据学位授予的规定，能够证明具有同等职业、专业或教育经历者也准予入学。

学习成果

除具备本科学位学习成果外，获得学士后文凭的学生能够掌握新的学习领域的本科知识和技能。

学分要求

学士后毕业文凭要求至少达到 120 个学分，其中 7 级或以上级别至少 72 个学分。

与其他学历资格的关系

学士后毕业文凭可以作为研究生层次学习的基础。

学士荣誉学位

目的

学士荣誉学位授予在 8 级层次学习，成绩优异者。学士荣誉学位本身可以是一个学位；亦或是在获得学士学位后，另外取得的研究生级别的学位。

学士荣誉学位按成绩优秀、良好或通过授予，可分别被称为一等荣誉、一级二等荣誉、二级二等荣誉和三等荣誉。

入学

学士荣誉学位的学习一般招收和荣誉学位相关领域的、学士学位课程成绩高于平均水平者。

学习成果

学士荣誉学位获得者具备以下能力：

- 能够独立获取知识并进行高级阶段的学习
- 具备独立思考、分析能力，并且能够理解和评估新的知识和概念
- 能够找出研究课题，制定并实施研究计划，分析研究结果并与该研究领域的专家交流研究成果。

学分要求

学士荣誉学位要求完成学士学位课程取得 480 个学分，或者在获得学士学位后另外取得 120 个学分。

学士荣誉学位要求 8 级学位课程至少达到 120 个学分，同等级别研究课程至少 30 个学分。

与其他学历资格的关系

达到一定水平的学士荣誉学位获得者可以申请攻读研究生课程。

注：学士荣誉学位 480 个学分（或以上）的课程，必须规定完成学士学位的学习所要求的最低学分。

有些 2006 年 1 月 1 日前批准的学士荣誉学位（如法律荣誉学士）8 级课程要求至少达到 60 个学分。这类学历按以前规则办理。

学士荣誉学位教学环境培养设计及在指导下完成项目，并以适当形式编写报告的个人能力。同时，学士荣誉学位培养个人的分析和沟通技巧，并提高在更高级别独立研究规划、执行和报告的能力。

研究生证书

目的

研究生证书课程旨在拓展和加深学生的知识与技能。

研究生证书包括具体专业和同类学科领域的课程，在学士学位原有领域或学士后毕业证书或文凭基础上，继续提高学生个人的专业或学术能力。

入学

研究生证书申请者必须获得同类学科领域学士学位或学士后毕业证书或文凭，或通过相关工作或专业经历具备同等技能和知识水平。

学习成果

研究生证书获得者在专科领域或专业方面具有更高的知识水平。

学分要求

研究生证书要求至少达到 8 级 60 个学分。

与其他学历资格的关系

研究生证书为研究生层次的继续深造奠定基础。

研究生文凭

目的

研究生文凭的目的是在学生完成前一阶段学位课程、学士后毕业文凭或学士后毕业证书的基础上，进一步拓展和加深学生的知识和技能。研究生文凭为文凭获得者在本学科从事独立的学术研究打下基础。研究生文凭可授予优秀级文凭。

入学

研究生文凭申请者必须获得特定专业，通常是相关专业学士学位或学士后毕业证书或文凭，或通过相关工作或专业经历具备同等技能和知识水平。

学习成果

研究生文凭获得者具备以下能力：

- 专科领域或专业方面具有更高的知识水平
- 能够严谨地思考分析、评判并解决问题。

学分要求

研究生文凭要求 7 级及以上最低 120 个学分，其中 8 级至少 72 个学分。

与其他学历资格的关系

研究生文凭获得者可以申请攻读硕士学位。

硕士学位

目的

硕士学位的目的是培养学生在各种研究领域中的知识运用，具备继续深造、从事专业研究和/或掌握学术知识的能力。

硕士学位阶段的学习一般建立在学士学位、学士后毕业文凭、学士荣誉学位或者研究生文凭的基础上，也可以建立在相关专业丰富的工作经历的基础上。

硕士学位阶段的学习高于本科阶段的学习，要求学生能够进行研究和/或掌握学术知识。

硕士学位包含一个学科或连贯性的学习课程。教育形式可以是授课形式或研究形式，或采取二者结合的方式。

学分要求

除以下情况外，硕士学位要求最低达到 240 个学分：

- 具有学士荣誉学位或同等学历，或具有相关专业经历，这种情况下可以低于 240 个学分，但不低于 120 个学分
- 具有三年学士学位或同等学历，这种情况下可以低于 240 个学分，但不低于 180 个学分

硕士学位必须完成 9 级至少 40 个学分并修满剩余 8 级学分。

入学

提供硕士学位课程的教育机构负责制定入学标准。硕士课程的最低入学标准为学习需获得了学士学位或具备同等学历（达到新西兰学历资格框架 7 级学士学位）。

硕士学位课程招收符合入学条件的学生，包括满足入学规定要求达到的学术标准。

低于240个学分但高于120个学分的硕士课程的最低入学标准是，学生需获得了学士荣誉学位或研究生文凭或获得了本科学位并拥有相关工作经历。

硕士学位的录取基于对申请人档案进行评估（包括成绩单），检查他们是否具备某一学科或专业领域进行研究生阶段的学习能力。

结构

硕士学位入学方式主要分为三种：

- 研究型硕士学位入学通常以同一学科的学士荣誉学位或研究生文凭为基础。攻读该学位需完成120个学分，其中研究项目至少90个学分（9级），形式可为毕业论文、学位论文、实质性研究论文或创造性学术论文。
- 授课兼研究型硕士学位入学通常以同一学科的本科学位为基础。攻读该学位需完成240个学分，其中研究项目至少90个学分（9级），形式可为毕业论文、学位论文、实质性研究论文或创造性学术论文，另外需通过授课获得150个学分。
- 授课型硕士学位入学通常以本科特定级别的成绩为基础。通过授课、项目和研究的不同组合完成至少120至240个学分。学生的本科课程可以是同一学术领域，也可以是其他领域具有类似相关知识或技能的本科课程，或相关专业工作经历。非同一专业和/或根据相关工作经历进入硕士学位课程学习（通常称为“转型硕士”）通常需要已有专业领域的工作经历，这种硕士课程被相关业界认可为专业从业的准备。

学习成果

硕士学位获得者具备以下能力：

- 具备某一领域或专业的高层次知识
- 理解并掌握复杂的理论课题
- 能够对发现做出批评性评价，并结合文献展开讨论
- 运用证据进行研究、分析和辩论
- 能够独立工作，在新的情况之下运用知识
- 能够严谨地思考分析、评判并解决问题。

如果硕士学位包含一个不低于 90 个学分（9 级）的指导性研究，毕业生还具备以下能力：

- 计划、执行和完成原创性研究或创造性学术研究项目的高级技能
- 在新的情况下应用课程中学到的技能。

完成的研究应该达到国际认可标准，并表现出毕业生具有独立思考能力。

与其他学历的关系

硕士学位获得者如果达到包括研究在内的相应标准，可以申请攻读最终获得博士学位的更高阶段的课程和创造性研究项目。

博士学位

博士学位是一种研究型学位。博士生经过学习可以成为对本领域实质性和独创性研究做出贡献的独立学者。

博士学位是从学士学位开始，经过硕士研究阶段达到最高学位层次。攻读 PhD/DPhil 和其他博士学位（如音乐学博士）的学生在学科领域的学者专家指导下学习，并可以获得适当的研究资源。

对本领域做出的贡献由独立专家小组按照学科的国际标准进行评定。个人实质性独立研究或创造性学术研究的能力，由其所在教育机构和/或指定机构按照提交的资料进行评定。

所有博士学位课程的主要部分是独创性研究。授予博士学位必须达到以下一项或多项要求：

- 一篇论文 (PhD/DPhil)
- 视觉或表演艺术的创造性作品 (PhD/DPhil)
- 一篇论文或与课程相结合的同等创造性研究成果（其他博士）
- 与视觉或表演艺术创造性作品（其他博士）相结合的一篇论文 （其他博士）
- 出版专著。

学分要求

博士学位要求获得 10 级至少 360 个学分。

认可的博士学位

认可的博士学位类别如下：

- *(PhD/DPhil)*：论文包括用于评定授予学位的完整作品。学生可选定授课课程，但只能作为研究的基础并且让学生进入到博士项目中。适用情况下，学生可以提交创造性研究成果作为论文要求的一部分。

- *专业领域或学科博士 - 其他博士（如教育学博士或音乐学博士）*：对于专业领域博士，可以选择授课课程作为学习评估的一部分，但研究和创造性学术活动及相关课题必须至少占两个全日制学年，并且不低于学位总学分的三分之二。建立在硕士论文标准基础上的授课课程必须是研究工作连贯性课程的一部分，一般不多于一个全日制学年。其他博士获得者在课程和论文或同等创造性成果方面必须达到及格水平。

- *高级博士（如科学博士或文学博士）*：高级博士是根据国际权威专家的评定，授予给在申请攻读学位之前，已经表现出极其出色的独立工作水平的个人。申请人一般要求至少独立工作十年并出版大量专著。出版物一般是以学术著作的形式和/或在著名国际期刊上发表。从事视觉或表演艺术的个人应以创造性作品的形式做出同等突出贡献。