

Private Training Institution Regulatory Unit (PTIRU) Language Proficiency Requirements (LPR) Guide

What are Language Proficiency Requirements, and why are they important?

Language proficiency requirements (LPR) are a part of a program's admission requirements to ensure students have a reasonable level of language proficiency to make it likely that they will successfully complete the program.

To be compliant with ***Private Training Regulation 18(2)(a)(ii)*** "*admission requirements make it likely students will meet the learning objectives of the program*", PTIRU requires that admission requirements for career training programs (Class A and B), in addition to academic or other requirements already in place, must, as of January 1, 2025, include a language proficiency requirement (LPR), regardless of the program's language(s) of instruction.

English language proficiency requirements that include testing options must include tests that are broadly recognized by the sector (e.g., TOEFL, IELTS) and that are conducted by a reputable third party. Language proficiency tests for programs delivered in a language other than English will be assessed on a case-by-case basis. Institutions will no longer be permitted to use in-house language assessments.

Student records must contain evidence of language proficiency at the level required by the institution's admission requirements.

Important to Note:

The information contained in this document is provided for general reference purposes only.

- Admission requirements are established and administered by the **Private Training Institutions Regulatory Unit (PTIRU)** and are subject to change in accordance with applicable legislation, regulatory requirements, and government policy.
- Applicants should always refer to the official [PTIRU website](#) to confirm current requirements, policies, and procedures, which may be amended at the sole discretion of the governing regulatory authority.

Language Proficiency Requirement Options:

For Class A and Class B career programs, an institution must use at least one of the following options as a language proficiency statement and may use additional options that establish an equal or higher standard.

Option 1	Evidence that 3 years of full-time secondary education (Grades 8-12), or 2 years if the Grades are 10, 11, or 12, have been successfully completed in the program's language of instruction in a country where the language of instruction is one of the principal languages. <i>*This may be demonstrated by providing a high school transcript, completion of a BC Adult Graduation program or providing international education credentials recognized through <u>WES</u>, <u>ICES</u>, or <u>IQAS</u>.</i>
Option 2	2 years of full-time post-secondary education* have been completed in the program's language of instruction in a country where the language of instruction is one of the principal languages (includes international education credentials recognized through <u>WES</u>, <u>ICES</u>, and <u>IQAS</u>). <i>*Language development courses (i.e., ELL courses) cannot be included in this calculation.</i>
Option 3	- Where English is the program's language of instruction, evidence of achievement in a recognized standardized language test/assessment* at an overall level equivalent to IELTS 5.5 (academic) or higher. - All accepted language tests/assessments must be listed with a minimum score/level specified for each. 'Or equivalent' will not be accepted. - Language tests must include assessments of reading, writing, listening, and speaking. <i>*See Standardized English language test/assessments for more information.</i>
Option 4	Evidence of graduation from language program with a minimum grade/level from a Languages Canada accredited institution with an established pathway/articulation agreement allowing direct entry (no further testing required) to a diploma or degree program at a public institution in Canada. The pathway/articulation agreement must be current at the date of enrolment. <i>*Documentation of the student's graduation from the pathway program must also be included in the student's record.</i>
Option 5	Evidence that a language standard defined and accepted by a third-party regulator has been met. <i>This may include minimum language standards or testing options set by a third-party regulator (e.g., Health Colleges, Public Registries, Transport Canada, etc.).</i>

Option 6	<i>Important note: this option may only be applied when:</i> ○ <i>English is the program’s language of instruction, and</i> ○ <i>the applicant is a mature domestic student facing barriers, and</i> ○ <i>the applicant cannot access their educational records or cannot provide sufficient evidence of secondary or post-secondary education as outlined in this policy</i> Accuplacer: ▪ Applicant is [X] years or older at the start of the program and is a Canadian citizen or <u>permanent resident</u>, and ▪ Applicant provides attestation that they have completed at least three years of full-time instruction in English* in a country where the English is one of the principal languages, and ▪ Applicant completes an Accuplacer English Assessment (Next Generation: Reading, Writing and WritePlacer) and achieves the following minimum scores: ○ Reading: 230, and ○ Writing: 230, and ○ WritePlacer: 4 <i>*Language development courses (i.e., ELL courses) cannot be included in this calculation. Accuplacer may not be used to demonstrate that a student meets an admission requirement other than language proficiency. For example, Accuplacer may not be used to demonstrate that a student meets a Math 11 admission requirement.</i>
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Standardized English language tests/assessments:

The Private Training Institutions Regulatory Unit (PTIRU) considers the following standardized English language test/assessment scores to be at a level equivalent to IELTS 5.5 (academic).

Name of English language assessment/test		Minimum score(s)/level(s)*	Date added
1.	International English Language Testing System (IELTS) Academic	Minimum overall score of 5.5	2024.07.15
2.	Test of English as a Foreign Language (TOEFL) IBT	Minimum overall score of 46	2024.07.15
3.	Canadian Academic English Language Assessment (CAEL)	Minimum overall score of 40	2024.12.17
4.	Canadian English Language Proficiency Index Program (CELPIP)	Listening 6 , Speaking 6 , Reading 5 , and Writing 5 .	2024.12.17
5.	Duolingo English Test (DET)	Minimum overall score of 95	2024.12.17
6.	Pearson Test of English (PTE) Academic	Minimum overall score of 43	2024.12.17
7.	Cambridge English Qualifications: B2 First exam (FCE)	Minimum overall score of 160 or "C"	2024.12.17
8.	Cambridge Linguaskill	Minimum overall B2 level	2024.12.17
9.	LANGUAGECERT Academic	Minimum overall B2 level	2024.12.17
10.	The Michigan English Test (MET)	Minimum overall B2 level	2024.12.17
11.	iTEP Academic	Minimum overall score of 3.5	2024.12.17
12.	EIKEN	Minimum placement of Grade Pre-1	2024.12.17

*Please note that the tests/assessments listed in this chart have varied designs, testing methods, and scoring. This reference chart is not intended to be used for official English language proficiency test score comparison purposes. The tests and minimum scores included in this list will be reviewed periodically and updated to ensure they are meeting the minimum standard.

Other Test Considerations:

Canadian Language Benchmark Placement Test (CLB PT)	The CLB PT may be used as part of an LPR in instances where the test is accepted by a third-party regulator or program funder.
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PTIRU recognizes that there may be other comparable standardized tests/assessments than those listed below.

For a standardized test to be added to PITRU's LPR Guide it must be broadly accepted across the sector (**both** by public and private BC post-secondary institutions). Tests that are not accepted by both public and private BC post-secondary institutions will not be listed. PTIRU also considers a test's design, invigilation methods, scoring, and intended use as stated by the test provider.

Assessment of prior education where English is the language of instruction:

As **an option for proof of English language proficiency**, institutions may accept evidence that an applicant has **successfully completed** a specified **minimum of full-time secondary or post-secondary education** at an **accredited institution** where **English is the language of instruction**. Documentation demonstrating this evidence must be provided in English.

The PTIRU considers **education completed (in English) in the following countries** as counting toward an assessment of prior education in English.

American Samoa	Dominica	Lesotho	St. Kitts & Nevis
Anguilla	Falkland Islands	Liberia	St. Lucia
Antigua and Barbuda	Fiji	Malta	St. Vincent & the Grenadines
Australia	Gambia	Mauritius	Tanzania
Bahamas	Ghana	Montserrat	Trinidad & Tobago
Barbados	Gibraltar	New Zealand	Turks & Caicos Islands
Belize	Grenada	Nigeria	Uganda
Bermuda	Guam	Seychelles	United Kingdom
Botswana	Guyana	Sierra Leone	US Virgin Islands
British Virgin Islands	Ireland	Singapore	USA
Canada	Jamaica	South Africa	Zambia
Cayman Islands	Kenya	St. Helena	Zimbabwe