

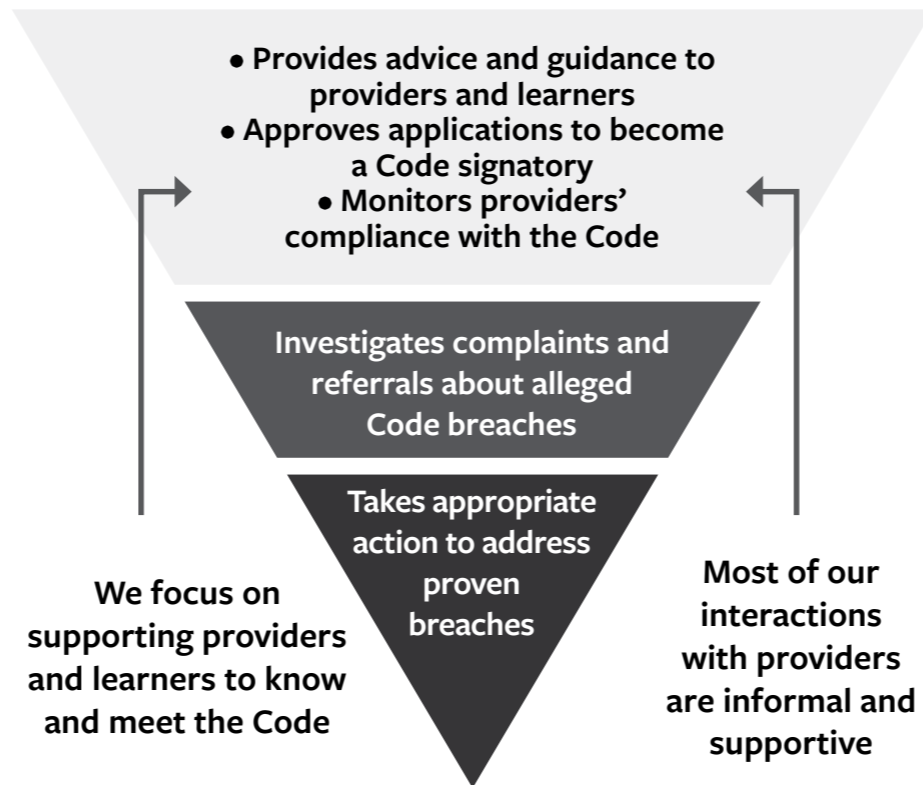
LEARNER WELLBEING AND SAFETY

Te Oranga me Te Haumaru Ākonga

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) sets out the requirements that education providers must meet for the wellbeing and safety of learners.

This plan outlines NZQA’s approach, priorities, and activities as Code Administrator for 2024 and anticipates our ongoing activities in 2025.

AS CODE ADMINISTRATOR, NZQA:



SCHOOL SIGNATORIES AND TERTIARY PROVIDERS

In 2024, school signatories and tertiary education providers need to focus on:

- Reviewing their complaints process in consultation with learners. This includes updating the process to reflect the combined international and domestic disputes resolution schemes.
- Undertaking self-review against the Code, documenting that review, and attesting by the due date. Tertiary education providers must publish a self-review report before attesting.
- Ensuring policies and processes for international learners are up to date in response to any changes in international education.

NZQA’S CODE PRIORITIES IN 2023

In our 2023 Code Administrator Plan, NZQA’s priorities were promoting the Code, building capability and monitoring for impact. In 2023, NZQA...

Promoted the Code through social media, presenting at conferences, and attending community events. We designed and implemented a pilot project where university students were trained to know and understand the Code so they could share this knowledge with others. Through this work more learners and providers know about the Code and its requirements.

Supported providers to effectively implement the Code through **capability building** activities such as online information sessions, Code workshops, and through answering hundreds of email queries (Code.Enquiries@nzqa.govt.nz). Providers have responded positively to these activities and requested further guidance for 2024-2025.

Reviewed student accommodation against the Code. This **monitoring** included online meetings with staff, in-person focus groups with residents, and site visits. We partnered with Te Pūkenga and UNZ, and visited accommodation at all eight universities. NZQA is confident student accommodation providers are meeting the standards of wellbeing and safety outlined in part 5 of the Code.

OVER 2024-25 NZQA WILL FOCUS ON

Responding to what we learned through our monitoring and engagement in 2023 through...



ENGAGEMENT – Keeping up to date with changes in the international and domestic education context and responding to ongoing provider needs through interaction, dialogue, and action. **Listening to providers’** concerns and mitigating the impacts of compliance where possible. Engaging with **National Student Associations** about diverse learner representation.



CAPABILITY BUILDING – Supporting providers through published guidance, forums, workshops, and direct contact. Encouraging **continuous improvement** and sharing of good practice. Supporting providers to complete reflective and appropriately sized self-review.



MONITORING AND REVIEW – Identifying areas of good practice to inform capability building. **Reducing risk** through supporting self-review and undertaking targeted proactive monitoring. NZQA will continue to investigate and **take action** against Code breaches.

	January – March	April – June	July – September	October – December	January – June 2025	
<p>Engagement</p>	<p>→ Continue connecting with stakeholders including learners, providers, and peak bodies to inform, guide and support our mahi.</p> <p>→ Keep engaging with key groups such as the Code Sector Advisory Group, the Committee on University Student Pastoral Care (CUSPaC), and Study Complaints.</p> <p>→ Highlight Study Complaints, the new combined Disputes Resolution Scheme (that came into effect on 1 January 2024), to learners and providers.</p>					
	<p>→ Engage with learner groups - including new student representatives - to highlight the Code and identify further opportunities for learners to hear about the Code. Work to improve learner confidence in providing feedback to providers and NZQA.</p> <p>→ Participate in student-led forums that represent learner voices from all parts of the tertiary education sector, to inform our Code Administrator activities.</p> <p>→ Provide forums where providers and learners are encouraged to identify and promote good practice.</p>			<p>Evaluate 2024 engagement work and review engagement plans for 2025.</p>	<p>Provide feedback opportunities to schools and tertiary providers that will inform new activities.</p>	<p>Publish the 2025 Code Administrator Plan.</p>
<p>Capability building</p>	<p>→ Keep supporting international education providers through working with stakeholders to understand information needs.</p> <p>→ Publish supplementary guidance and other resources to meet specific needs.</p> <p>→ Continue to provide tailored 1:1 support to providers and learners through responding to enquiries with information and advice.</p>					
	<p>Highlight NZQA's guidance and support activities including workshops.</p>	<p>Share what we learned from analysing self-review reports.</p>	<p>Provide workshops on effective self-review and attestation requirements.</p>	<p>Share what we learned from reviewing homestay accommodation.</p>	<p>Use what we learned to plan and develop next steps, actions, and resources which will inform future guidance and support.</p>	
<p>Monitoring and review</p>	<p>Continue to monitor the Code Administrator functions delegated to UNZ for universities.</p> <p>Continue to monitor Code compliance and identify good practice through EER and ERO processes.</p>					
	<p>Analyse a selection of self-review reports and confirm if tertiary education providers are compliant with Code publication requirements.</p>	<p>Review homestay accommodation for both schools and tertiary providers. Highlight the new DRS rules that allow homestay families to lodge a complaint on behalf of a homestay student in their care.</p>	<p>Confirm focus areas for future monitoring based on insights from previous monitoring, and our analysis of self-review reports.</p>	<p>Monitor self-review requirements for school signatories and tertiary providers. Confirm tertiary provider publication requirements are being met.</p>		
<p>Investigate Code breaches and take appropriate action to ensure providers resolve issues.</p> <p>Continue to monitor critical incidents.</p>						