

LEARNER WELLBEING AND SAFETY

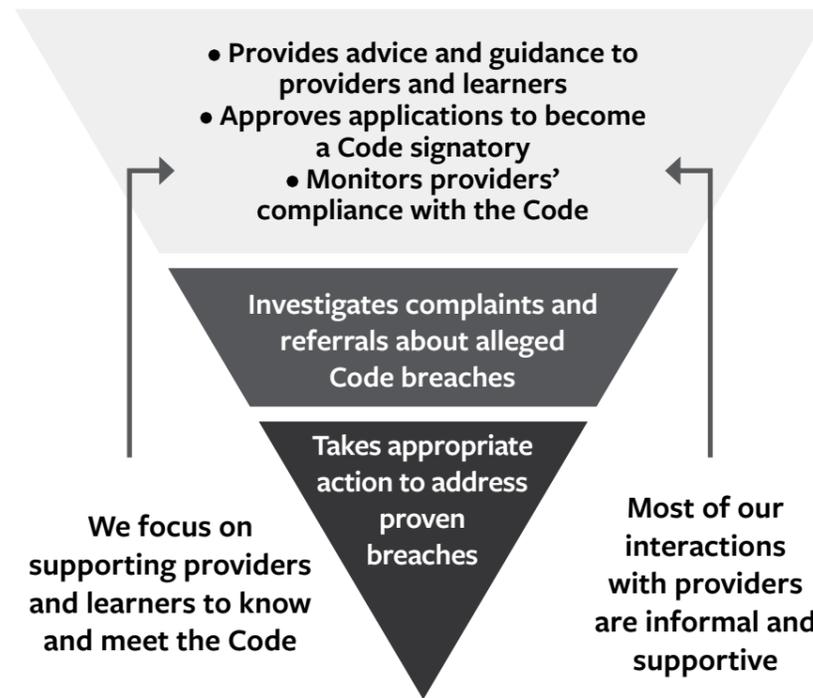
Te Oranga me Te Haumaru Ākonga

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 2025 and anticipates our ongoing activities in 2026.

Providers have different operating environments and learners have different needs. As Code Administrator, we will continue to ensure our activities remain tailored to the audience.

AS CODE ADMINISTRATOR, NZQA:



SCHOOL SIGNATORIES AND TERTIARY PROVIDERS

Through self-review, providers need to confirm compliance with all relevant Code outcomes. If your Code related policies and processes are well embedded, you could choose to focus on a specific area such as:

School Signatories – Outcome 18: Safety and Wellbeing

The intent of this outcome is to ensure that international school learners are safe and well while living and studying in New Zealand. NZQA’s [guidance](#) for school signatories (pp. 35–47) can help you get started.

Tertiary Providers – Outcome 2: Learner Voice

Outcome 2 requires tertiary providers to put learners and their communities at the centre of the education system by proactively developing, sustaining and maintaining relationships with diverse learners so that their voices are heard and acted on. NZQA’s [guidance](#) for tertiary providers (pp. 24–30) can help you get started.

If you are new to Code self-review, check out NZQA’s [self-review tools](#).

NZQA’S CODE PRIORITIES IN 2024

In our 2024 Code Administrator Plan, NZQA’s focus areas were engagement, capability building, monitoring and review.

Engagement – We engaged with learner groups to help inform learner representatives about the Code and presented to student leaders and tertiary provider staff at the AUSA student voice conference. We conducted focus groups on homestay and offshore provision to hear from practitioners about challenges or areas of the Code they would like further guidance on. In response to questions from providers, we published information on [coronial inquiries](#) on our website.

Capability building – We developed and delivered 25 workshops and information sessions covering Code 101, student accommodation, education agents and international learners. Over 500 learners, providers and key stakeholders attended from across the education sector.

Monitoring and review – We published a [summary report](#) on student accommodation monitoring. We looked at homestay policies, talked with homestay practitioners, and mapped the Code’s requirements for homestay accommodation across tertiary and school outcomes.

We reviewed a sample of Code self-review reports from tertiary providers and school signatories. The review found that providers are using action plans well with a focus on both ensuring compliance and improving effectiveness. Some tertiary providers had not met the Code’s publication requirements and needed support to become compliant. Some school’s self-review processes were affected by staffing changes, highlighting the continued need for capability building activities focused on Code self-review.

OVER 2025 NZQA WILL FOCUS ON

Drawing on insights from our monitoring and engagement in 2024, with a focus on Code Outcomes 2 and 18, NZQA will prioritise:



PROMOTING THE CODE – Through our work, more learners and provider staff will know about the Code and its requirements. We will continue promoting the Code and publishing guidelines to support tertiary providers and school signatories’ understanding and implementation of the Code. We will share insights through Code News.



CAPABILITY BUILDING – We will offer and highlight free resources that support providers understanding and implementation of the Code. We will tailor workshops and information sessions to meet different audience needs. We will focus on sharing effective self-review processes and highlighting the importance of engaging with diverse learners.



MONITORING AND REVIEW – We will focus our monitoring in areas where there are possible risks of non-compliance. We will continue to work with providers after reviewing attestations and analysing self-review reports to ensure effective self-review is occurring and tertiary providers continue to meet the Code’s publication requirements.

January – March	April – June	July – September	October – December	January – June 2025
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Promoting the Code

- **Continue engaging** with peak bodies, learner representatives, and providers to support Code implementation.
- **Continue attending** international education-focused meetings to strengthen Code **support for international learners**.
- **Keep engaging** with key groups such as the Code Sector Advisory Group and Study Complaints.
- **Participate** in **student-led forums** that represent learner voices from all parts of the tertiary education sector to **promote the Code** to learners.

Connect with new national student representatives to ensure they know and can promote the Code.

Update our communications toolkit which includes resources such as social media posts, videos and flyers to help learners know and understand the Code.

Publish the 2026 Code Administrator Plan.

Identify and use opportunities to inform new learners of the Code.



Capability building

- Highlight NZQA's **capability building** activities including workshops, information sessions and guidance.
- Work with providers to **answer questions** and identify capability building needs.
- **Design and offer** new workshops in response to identified needs.

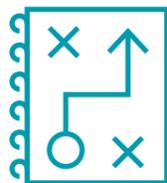
Share findings from the homestay review.

Share findings from our analysis of attestation data from 2022-24.

Provide workshops on understanding the Code, focusing on newly registered PTEs and new school signatories.

Provide workshops on effective self-review and attestation requirements for school signatories.

Refine workshops to address providers' evolving needs.



Monitoring and review

- **Investigate** potential Code breaches and take appropriate action to ensure providers resolve issues.
- **Receive** and **assess** complaints.
- **Monitor** the nature, frequency, and management of **critical incidents**.
- **Identify trends and risks** to inform monitoring and support activities.

Analyse attestation data from 2022-24.

Support providers identified through monitoring activities as needing assistance to understand and comply with the Code.

Review focus on **Safety and Wellbeing** (outcome 18) for signatory schools. **Support** signatory schools to complete the code attestation process.

Integrate Code compliance monitoring with other NZQA monitoring for tertiary providers to reduce the overall number of compliance activities.