

Code Administrator Plan: 2026 to 2027

NZQA’s approach, focus and priorities

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 to support the wellbeing and safety of tertiary and international learners.

This plan outlines NZQA’s approach, priorities and activities as Code Administrator for 2026 and 2027 (July to June) and is informed by our monitoring and quality assurance activities, including findings from our [2025 Code administrator report](#).

Providers have different operating contexts and learners have different needs. As Code Administrator, we will continue to ensure our approach, activities and resources remain relevant, fit-for-purpose and tailored to the needs of our stakeholders.

Our focus areas

Our focus areas are themes related to the Code that help us guide and prioritise our activity for the year. We choose a focus area for tertiary providers and Code signatory providers. The focus areas are informed by patterns, trends and emerging risks we see across the sector through our monitoring and quality assurance activities, as well as by government priorities—like the [International Education Going for Growth plan](#).

Domestic tertiary and signatory providers are encouraged to take a deeper dive into the effectiveness of their policies and processes in relation to these focus areas as part of their Code self-review for 2026/2027.

Domestic tertiary focus

Learner complaints
(Outcome 2: process 2)

Outcome 2: process 2 of the Code requires tertiary providers to have policies and processes in place for working with learners to effectively respond to and handle complaints.

Receiving and responding to learner complaints is one way providers can better understand the needs of their learners, which enables a more transparent and responsive learner wellbeing and safety system.

International tertiary focus

Managing and monitoring agents (Outcome 9)

Code signatories are responsible for effectively monitoring and managing the performance and conduct of education agents in relation to learner wellbeing and safety.

This is so that prospective international learners have a realistic picture of what it will be like to live and study in New Zealand, and with an education provider.

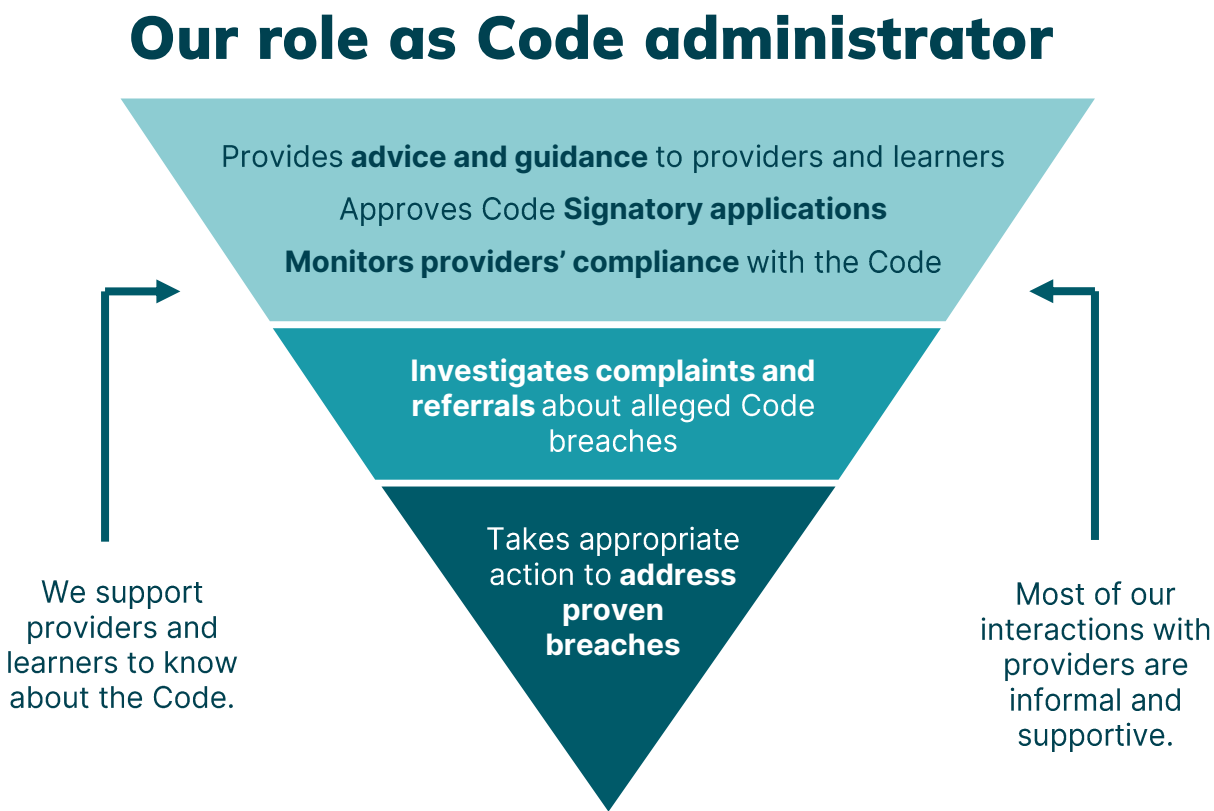
School signatory focus

Safety and Wellbeing
(Outcome 18)

School signatories are responsible for ensuring that international school learners are safe and well while living and studying in New Zealand.

With an increase in new Code signatories, with primary schools making up the majority, having a better understanding of how schools are supporting the needs of international learners under 18 years would offer assurance that these learners are properly supported through their study.

Our Code administrator plan supports us in being transparent in our role and performance as Code administrator.



Our priorities

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Promoting the Code – We will continue promoting the Code and updating our resources to support tertiary providers' and school signatories' understanding and embedding of the Code. We will also partner with national student representative bodies and other key stakeholders to better promote the Code to tertiary and international learners and their whānau.
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Code monitoring – We will focus our monitoring in areas where there are possible risks of non-compliance or where we identify emerging trends, issues or patterns impacting learner wellbeing and safety across the system. We will continue to work with providers to ensure effective self-review is occurring and that tertiary providers continue to meet the Code’s publication requirements.
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Capability building – Drawing on insights from our monitoring, sector engagement, and other quality assurance activities, we will develop and offer resources and products focused on supporting tertiary providers in integrating their Code self-review as part of the new TEO review process. For signatory providers, we will also prioritise developing products and resources to support and strengthen their capability in meeting the Code's requirements for international learners. Our resources will continue to be tailored to meet the diverse needs of the sector where necessary.

Code Administrator Plan: 2026 to 2027

NZQA’s activities

July 2026 to June 2027

Our objectives

Promoting the Code



- Regularly engage with learner representative bodies, providers and peak body groups to promote the Code.
- Update our resources and promotional, material which includes social media, to help learners, including Māori, Pacific, and disabled learners, and their whānau know and better understand the Code.
- Collaborate with signatory providers, international education representative bodies and relevant government

agencies to better promote the Code to international learners, including school learners, and their whānau.

- Participate in student-centred forums reflective of diverse learner voices from across the tertiary education sector, such as student representative bodies, to promote the Code to tertiary learners, including prospective Māori, Pacific and disabled tertiary learners.

- Tertiary providers and school signatories, including new signatories, clearly understand their responsibilities under the Code.
- Tertiary learners, international learners, and their whānau know the Code and what they can expect from their education provider while enrolled in study.

Code Monitoring



- Use data, information and intelligence to identify emerging system-wide trends, issues and risks to inform monitoring priorities and support activities.
- Receive, assess and, where necessary, investigate learner concerns or referrals related to alleged Code breaches and take appropriate action to ensure providers resolve issues.

- Further integrate Code compliance and performance monitoring across other monitoring activities to streamline compliance activities as part of the new integrated quality assurance framework (iQAF).
- Partner with the Education Review Office (ERO) to strengthen our regulatory relationship to further support our monitoring of the Code across schools.

- Our risk-informed monitoring enables us to understand how providers are complying with and giving effect to the Code. This helps us spot emerging trends, risks and patterns early so that we can be responsive to providers' needs.

Capability Building



- Highlight NZQA’s capability building activities and resources, including webinars, information sessions and guidance material.
- Partner and collaborate with stakeholders, such as learners, providers and peak body groups, to understand current or emerging provider capability needs that warrant attention.

- Develop new webinars on the Code and homestays and the Code and managing education agents for tertiary providers and Code signatories.
- Develop interactive learning modules around Code implementation for providers using NZQA's learning management system, Pūtake.

- Our capability building activities support education providers in embedding the Code's required policies and processes in a way that is suitable to their contexts and consistent with our expectations.