

# Returning to international education

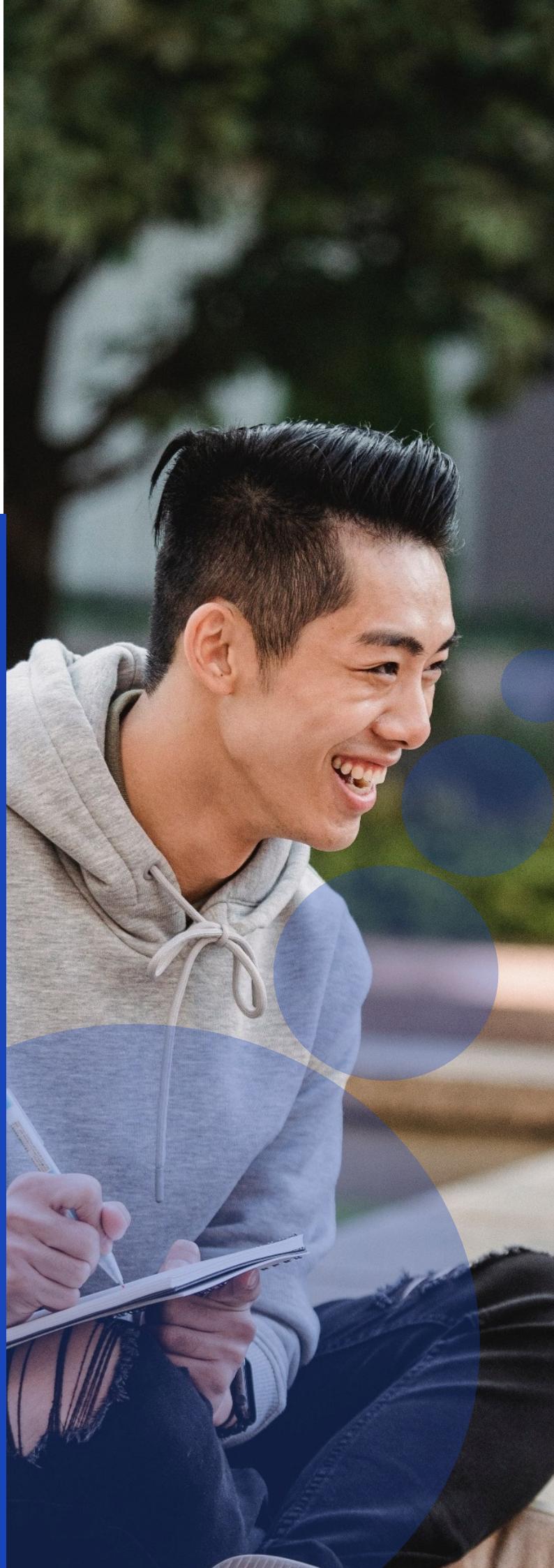


A guide for New Zealand private tertiary establishments (PTEs) preparing to re-enter international education post-COVID-19.

Become part of “A thriving and globally connected New Zealand through world-class international education.”

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This resource is an output from an Independent Tertiary Education New Zealand (ITENZ) Future Focus Project funded by Education New Zealand (ENZ). May 2022.



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## ► Section 01: Introduction

### Who is the resource for?

This resource is designed to assist those PTEs that have previously hosted international students pre COVID-19 and which are considering recruiting international students again once the borders re-open to international students.

This resource assumes that your institution:

<b>01</b>	has remained registered with NZQA as a PTE – even though it may have been in a period of ‘hibernation’.
<b>02</b>	has programmes approved by NZQA for delivery to international students
<b>03</b>	is a signatory to the ‘Education (Pastoral Care of International Students) Code of Practice 2021

If any of these three criteria is not met, then action to renew registration, have programmes approved and/or re-signing up to the Code needs to be undertaken.



## Where to start?

Notwithstanding the restrictions generated by COVID-19, the government's goal for international education is clearly set out in 'International Education Strategy / He Rautaki Matauranga A Ao 2018-2030'.

This Strategy aims to create an environment where international education can thrive and provide economic, social and cultural benefits for all New Zealand. It builds on New Zealand's quality education system and focuses on delivering both good education outcomes for international students and global opportunities for domestic students and our education institutions. The Strategy is underpinned by the International Student Wellbeing Strategy (June 2017), and a commitment to maintaining the integrity of New Zealand's immigration system.

### International Education Strategy / He Rautaki Matauranga A Ao 2018-2030

[International Education Strategy 2018-2030](#)

### International Student Wellbeing Strategy (June 2017)

[International Student Wellbeing Strategy](#)

It sets out to achieve 'A thriving and globally connected New Zealand through world-class international education' (International Education Strategy's goal) which can offer a learning environment that enables students from another country to 'feel welcome, safe and well, enjoy a high-quality education and are valued for their contribution to New Zealand' (International Student Wellbeing Strategy).

It is likely that, since the last international students were recruited to your institution, the government's and related education agencies' policy framework within which international students were previously recruited has changed. As the government wrestled with the consequences of the pandemic, policy and procedural guidelines have emerged with regards future international student recruitment – and these continue to be announced as work towards safely re-opening educational opportunity in New Zealand for international students is considered as part of the International Education Recovery Planning. You will be aware that in July 2021 a new Code of Practice, covering both domestic and international students was launched with effect from 1 January 2022. In September 2021, NZQA began offering workshops and seminars about the new Code and its requirements.

It is recommended that your institution:

- review and research the latest available and emerging information
- review, evaluate and critically reflect on your institution's previous international education performance and practice
- review the current Government's Immigration Reset planning for NZ before completing some form of strategic analysis about whether or not to re-start its international education activities.



## Information gathered from a review of research, reports and media releases

Review and research the latest available and emerging information – some suggested sources of information include:

Location and brief description of information.  
Select hyperlinks in the text to visit the site: ▼

Screenshot of web-based documents: ▼

### ENZ (Education New Zealand):

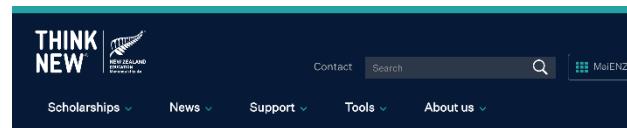
Current and archived Media releases relevant to International Education on Education New Zealand's website – e.g.:

[News](#)



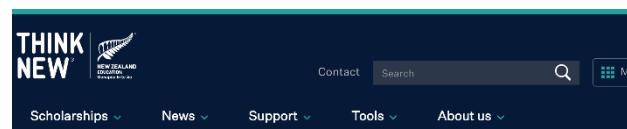
### ENZ (Education New Zealand)

[What do kiwis think about international education?](#)



### ENZ (Education New Zealand)

[By the numbers - Enrolment data and perception's survey](#)



Location and brief description of information.  
Select hyperlinks in the text to visit the site: ▼

**ENZ (Education New Zealand)**  
[ENZ partners with ISANA to support sector capability](#)

Screenshot of web-based documents: ▼

ENZ partners with ISANA to support sector capability

Education New Zealand Manapou ki te Ao (ENZ) has partnered with ISANA New Zealand on a new initiative...

**Education Counts**  
[The impact of international students on domestic students and host institutions](#)

The impact of international students on domestic students and host institutions

#### Publication Details

This literature review considers the educational, social and cultural impacts of international students on domestic students, educational institutions and host communities. It was prepared for the Export Education Policy Project of the New Zealand Ministry of Education by Colleen Ward Victoria University of Wellington 2001.

**Victoria University of Wellington**  
[The impact of international students on domestic students and host institutions](#)

The impact of international students on domestic students and host institutions

**New Zealand Herald**  
[NZ Herald](#)



## Strategic Recovery Plan for International Education

### Ministry of Education July 2020

The strategic recovery plan is a short to long-term plan to support the rebuild, recovery and reset of the international education sector.

Location and brief description of information.  
Select hyperlinks in the text to visit the site: ▼

## Recovery Plan for International Education

### July 2020

*Important note:*

During 2021 a new recovery plan (Version 2) is being developed. Watch out for this release.

[Strategic Recovery Plan for International Education](#)

Screenshot of web-based documents: ▼

## Strategic Recovery Plan for International Education

### CONTEXT

- International education sector contribution to New Zealand's economy (2018)

National ranking of international education services	5th
Broadband access value	\$4.9b
Environment	117,248
Number of jobs generated	45,000
Nationwide international education institutions	190

- Unlocking the full value from international education

### ECONOMIC

### ENVIRONMENT

### PEOPLES

### CULTURE

### TECHNOLOGY

### LEADERSHIP

### ARTS & CULTURE

### INTERNATIONAL

### EDUCATION

### RESEARCH

### ARTS & CULTURE

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### INTERNATIONAL

Location and brief description of information.  
Suggested sources: ▼

Screenshot of web-based documents.  
Select hyperlinks in the text to visit the site. ▼

### Sector feedback on the Recovery Plan

During February and March 2021, Education New Zealand and the Ministry of Education held seven 'deep-dive' workshops on next steps for the International Education Strategic Recovery Plan with the following groups:

- Schools
- English language providers
- Private training establishments
- Te Pūkenga subsidiaries
- Universities
- Education products and services (edtech firms and publishers)
- Regional economic development agencies

Sector feedback on the plan is reported in:  
[International Education Strategic Recovery Plan](#)

**28 May 2021 - with PTE feedback in clauses 35-38.**



International Education sector feedback on the  
[International Education Strategic Recovery Plan](#)

During February and March 2021, Education New Zealand and the Ministry of Education held seven "deep-dive" workshops on next steps for the International Education Strategic Recovery Plan with the following groups:

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- Regional economic development agencies

Photo by Anna Shainmoldi.



## The International Education Strategy sets out three goals and key actions

### Education New Zealand, August 2018

The New Zealand International Education Strategy, released in August 2018, replaces the 2011 Leadership Statement for international education. It sets a path for the future of New Zealand's international education sector and to support international education to thrive and provide economic, social and cultural benefits for all New Zealand.

It replaces the 2011 Leadership Statement for International Education. It was developed by Government in consultation with international education stakeholders including education providers, international and domestic students, peak bodies and community groups.

#### Three goals and actions

The International Education Strategy sets out three goals and key actions for government agencies to give effect to the Strategy, as well as measures and indicators for success.

In 2021 and onwards, this strategy is even more relevant with the goals of:

 **delivering**  
an excellent  
education and student  
experience.

 **achieving**  
sustainable growth in a  
flourishing,  
diverse and innovative  
market.

 **developing**  
global citizens with the  
skills, confidence, and  
capabilities to live, work  
and learn globally.

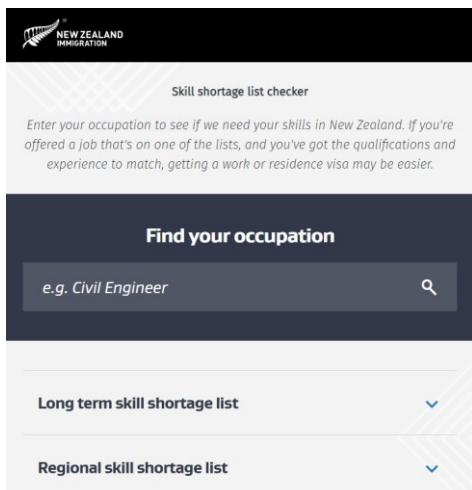
It is underpinned by the International Student Wellbeing Strategy and a commitment to maintaining the integrity of New Zealand's immigration system.

► [International Education Strategy 2018-2030](#) He Rautaki Matauranga A Ao, 2018-2030

The version1 Recovery Plan includes a \$51.6 million investment from the COVID-19 recovery and response fund to help reset New Zealand's international education sector. The plan consists of three concurrent workstreams and accelerating the transformation of the sector as signalled in the International Education Strategy 2018-2030.



## ▼ Training opportunities in New Zealand Immigration 'Skills Shortage lists'



### Long term skill shortage list

The long-term Skill Shortage List (LTSSL) identifies occupations where there is a sustained and on-going shortage of highly skilled workers both globally and throughout New Zealand.

If a student/graduate gets a job in an occupation on the LTSSL and meet the list requirements, they may be granted a Work to Residence visa under the long-term Skill Shortage List work visa. This means that they may be eligible to apply for residence in two years, provided they meet standard requirements, and that job has a base salary of at least NZ\$45,000.

### Regional skill shortage list

The Regional Skill Shortage List (RSSL) includes occupations where skilled workers are required in specific regions of New Zealand and indicates that there are no New Zealand citizens or residents available to take up the position. This enables faster processing of the application.

"If they are offered a job on the RSSL and meet the list requirements they may be granted an Essential Skills work visa. This means that they are permitted to work in New Zealand temporarily. They won't necessarily be able to apply for residence."

[Skills shortages New Zealand](#)

## ▼ The importance of the Agent Relationship

Recent research shows that International Recruitment Agents, both onshore and offshore, are a key component of your success when marketing courses and programmes to international students. Within the Code of Practice (2021) there are several matters that you have to comply with when working with agents. Make sure you do your due diligence and contract agents who will meet your needs, as well as the students'. Building agent relationships is essential business practice and often leads to friendships that last for years.

Talk to Education NZ and other international providers to learn about agents and working with them, understanding commission rates and the characteristics of different markets. They are not all the same and good research will lead to better results.

Visits to agents both onshore and offshore is necessary to build the trust required for a mutually-beneficial relationship. Agent relationships do not always bear fruit straight away. Sometimes you need to keep nurturing the relationship until the first student enrolls. Once a positive experience has been had, the relationship will blossom and grow over many years. Listen to the agents as they are also one of your Stakeholders and they know what the market wants. Invest the time and money and the results will come.

[See Re-establish an agent network on page 22.](#)

“A thriving and globally connected New Zealand through world-class international education.”



## Latest market research and intelligence

Other sources of the latest market research and intelligence for New Zealand international education providers.

### ENZ IntelliLab resource

IntelliLab empowers confident decision-making.

IntelliLab is the intelligence hub for New Zealand international education providers.

Contains information about:

- Student numbers
- Sectors
- Markets
- NZ Regions
- Economic Impact
- Other

### [Education New Zealand IntelliLab](#)

All providers should register for access to the above and other resources provided by Education New Zealand through the ‘MaiENZ’ website.

[Register with MaiENZ website](#)



## Other key sources of information

Consult with other PTEs about their experience with international education and international students.

The usefulness of this as a source of information based on experience and past involvement in international education cannot be overstated!

Consult with other institutions in your region about possible academic pathways for international students you may recruit and graduate.

Other PTEs

Other tertiary providers



## Review, evaluate and reflect on your previous performance and practice

Review, evaluate and critically reflect on your institution's previous international education performance and practice.

Providers that have hosted international students in the past would benefit from an exercise in 'critical reflection' before embarking on a SWOT.

Investigate and gather information on:

- Were the goals of being involved in international education, as recorded in our previous strategic and business plans, being met?
- How do we know?
- What was working well, what wasn't, prior to COVID-19?
- Compliance – programme approval, Code, fee protection, insurance, annual reviews, pastoral care, student accommodation, etc.
- Facilities and resources – new, additional, existing
- Accommodation arrangements
- Marketing, sales & recruitment, enrolment
- Personnel
- Costs and return on investment
- Other
- How would/could we do things differently (diversify, innovate)?
- What has changed and been challenging and what's our current state/reality
- What skills / expertise do we have, how can we repurpose, reshape, reinvigorate
- Survey staff, students, local industry to get a wider input and picture of current and possible future state

## What to do with the information you have gathered?

Once the information from the review & research and from the critical reflection of past practice has been considered by those involved in decision-making at your institution, complete an analysis exercise on the focus question of **'Should our institution enrol international students'**? ensuring that advice, guidance and information from the research is included. This can effectively be completed through a **SWOT**-style activity.



**Strengths** – Factors that are likely to have a positive effect on (or be an enabler to) achieving the objectives.

**Weaknesses** – Factors that are likely to have a negative impact on (or be a barrier to) achieving the objectives.

**Opportunities** – External factors that are likely to have a positive effect on meeting or exceeding aims, or goals not previously considered.

**Threats** – External factors and conditions that are likely to harm achieving the objectives or making the objective redundant or unachievable.

The Skills Lab SWOT analysis resource is a very useful place to start.

[Do a SWOT analysis » Skills Lab \(enz.govt.nz\)](#)

The screenshot shows the Skills Lab homepage with a dark header featuring the 'THINK NEW' logo and 'New Zealand Skills Commission'. Below the header, there are navigation links for 'Skills Lab', 'Learn', 'Starter tracks', and 'Case studies'. A sub-header 'Business Planning' is followed by the main title 'Do a SWOT analysis'. A sub-instruction 'Identify your strengths, weaknesses, threats and opportunities with a SWOT analysis' is displayed. A 'YOU WILL LEARN' section lists: 'What a SWOT is good for', 'How to use a SWOT', and 'Breaking it down into internal and external'. Below this is a 'Start this project' button and a note 'Takes up to 15 minutes'. A 'Beginner' level indicator is also present.

Search the Web!

The web has many other examples of how to conduct a SWOT analysis if you cannot access the ENZ project.

[SWOT Analysis for Education, Schools, Colleges and Universities](#)

The screenshot shows a page titled 'SWOT Analysis for Education, Schools, Colleges and Universities'. The page includes a 'RAPIDBI' logo with the tagline 'KNOWLEDGE • UNDERSTANDING • ACTION'. A sub-header 'SWOT Analysis for schools, teachers and education, colleges and universities – Strengths, Weaknesses, Opportunities and Threats in an educational environment.' is present. Below this is a text block: 'A SWOT analysis for schools is a tool that can provide prompts to the governors, management teachers and staff involved in the study of what is practical and less effective in the schools' systems and procedures – often used in preparation for a plan of some form (that could be an audit, assessments, quality checks etc.).' There are also links for 'Home', 'Blog', 'About', 'Services', 'Shop', and 'Contact'.

**Analysis of exercise** - As an outcome of the exercise come to a strategic decision as to whether or not to proceed with developing a plan to actively recruit and enrol international students.

- ▶ If no – stop here!
- ▶ If yes, carry on.

## Section 02: Prepare to restart

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### What needs to be done to restart your international education activities?

This section assumes that your PTE:

- is registered with NZQA as a PTE
- has programmes approved by NZQA for delivery to international students (or has plans for the re-approval for these programmes or for approval of programmes not previously approved).
- is or was, prior to COVID-19, a signatory to the NZQA 'Education (Pastoral Care of International Students) Code of Practice 2016' – signatory status will be carried over to the 2021 Code from 1 January 2022.
- has completed a review of past engagement in international education and has decided to re-engage in this activity when the borders allow - post-COVID-19.

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Below is an overview of what needs to be done – more detail to follow ▾

<b>01</b>	Amend Business Plan as appropriate from outcomes from the SWOT analysis and market research.
<b>02</b>	Identify which programmes would be offered to international students (and why) and complete 'Programme Approval' for any new programmes identified for submitting to NZQA or for any programmes that require amendment and re-approval.
<b>03</b>	Create a budget to address international education activity re-start costs.
<b>04</b>	Appoint International Education 'leader/manager' onto the staff.

**01****Amend Business Plan to include  
'international students' as appropriate**

Using your institution's existing Business Plan, add reference to 'international students' and 'international education' in relevant sections.

**The 'international education' sections of the Business Plan should include:**

- Why? – a rationale for recruiting international students
- Which programmes will be offered to international students?
- Age of international students – over 18 only or under 18 or both? (There are different requirements for the age groups in the Code of Practice).
- Which markets are to be targeted and why? – demand driven
- Cost benefits of enrolling international students
- Costs which will need to be budgeted for including the Export Education Levy
- Where advice will be sought from – see [Section 3](#)
- Staffing that will be required
- Stakeholder support
- Goals/outcomes/outputs from international education

[Link to International Education resources for examples and templates](#)



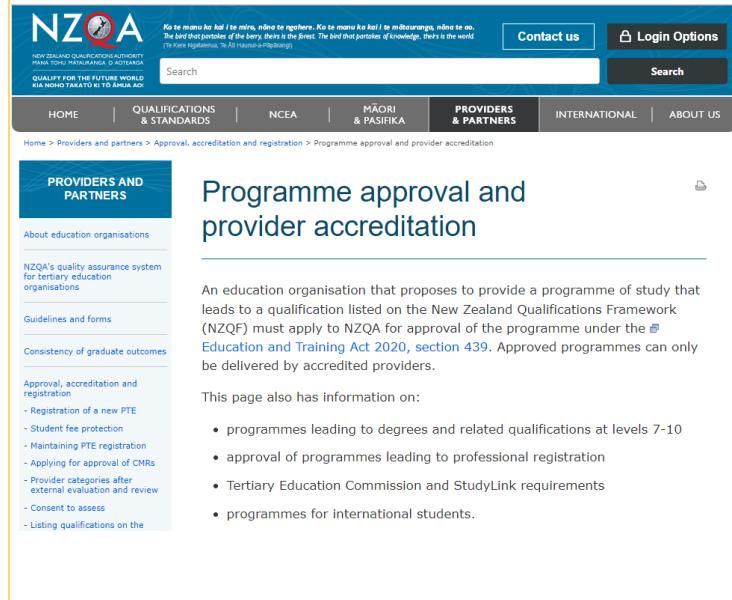
## 02

## Complete 'Programme Approval' for any new or amended programmes

Identify programmes and complete programme approval for any new programmes identified for submitting to NZQA or for any programmes that require amendment and re-approval.

Programme approval information can be found on the NZQA website:

[NZQA Programme Approval](#)


 A screenshot of the NZQA website. The header includes the NZQA logo, a tagline 'Ko te manu ka kai i te miro, miro te iŋgahere. Ko te manu ka kai i te miroaranga, miro te ao. The bird that passes of the berry, there is the forest. The bird that passes of knowledge, there is the world. (Te Kōhanga Reo Māori, Te Ao Māori)', and navigation links for 'Contact us', 'Login Options', 'Search', 'HOME', 'QUALIFICATIONS & STANDARDS', 'NCEA', 'MĀORI & PASIFIKA', 'PROVIDERS & PARTNERS', 'INTERNATIONAL', and 'ABOUT US'. The main content area is titled 'Programme approval and provider accreditation' and contains text about the requirements for programmes leading to qualifications listed in the NZQF, mentioning the Education and Training Act 2020, section 439. It also lists other related topics like registration, student fee protection, and provider categories.

### Key points about the programme approval process ▾

- Plans for an 'accredited provider' to teach 'international students' in any programme must be approved by NZQA.
- Approval for a new programme is gained through submission of a programme approval application that specifically includes mention of 'international students' in relevant sections of the programme approval application.
- If a programme has already been approved by NZQA for delivery to 'domestic students' an amendment to that programme for the inclusion of international students MUST be applied for and approval received from NZQA before international students can be enrolled in that programme.
- Important:** ask NZQA if the changes to a programme in which you plan to recruit international students is a Type 1 or Type 2 change before starting the NZQA application.

The information in a programme approval application that includes delivery to international students usually requires information about:

- Entry criteria
- English language entry requirements (Rule 18) – see 'Points to consider' note 5.
- Work rights (relates to programme length) – see 'Points to consider' note 6.
- Stakeholder support letters
- Other entry requirements – may include academic qualifications, interests, experiences, CV/portfolio, etc.

## Points to consider

1. Which programmes currently approved for delivery match occupations in the INZ National and Regional Skills Shortage lists?
  - What are you already expert at teaching?
  - Match programmes to INZ Skill shortage lists.
  - Consider new programmes, or programmes at a higher level, that could be supported in your region for approval for delivery.
  - Are there overseas country government scholarships for study overseas for particular occupations? Check through National Business Councils and Immigrant networks.
  - Consider current government policy on Immigration reset.
2. Which programmes currently approved for delivery match skills shortages in overseas countries from which students may be attracted?
  - Researching VET policies of possible countries for recruitment through MFAT, ENZ, NZTE, Country business interest groups, etc.
  - Research country visa criteria and availability from Immigration NZ.
  - Research into In Study and Post Study Work Rights
3. Would INZ approve visas for the countries you have identified as suitable for marketing in? Check!
  - Would INZ approve visas for the programme level for students from the countries identified? Check with INZ Check with INZ using their [ieengagement@mbie.govt.nz](mailto:ieengagement@mbie.govt.nz) address. The wider INZ team has access as well.
  - Please use MARKET ADVICE or something similar in the subject line.
4. Which other NZ providers offer these programmes?
  - Competition v cooperation/pathway. Explore possible links with other Providers.
  - Are there industries specialist to your region for which you can offer education and training?
5. Rule 18: English language level requirements for programmes delivered to international students:
  - What are the English language level requirements for international students and how can these be assessed?
  - Rule 18 of the NZQF 'Programme Approval and Accreditation Rules 2011' sets the English Language proficiency requirements for international students.

The screenshot shows the NZQA website header. It features the NZQA logo with the tagline 'QUALIFY FOR THE FUTURE WORLD KIA NOHO TAKATU KI TÖ AHUA AGI'. Below the logo is a quote: 'Ko te manu ka kai i te miro, nōna te ngahere. Ko te manu ka kai i te mitoruangia, nōna te ao. (The bird that partakes of the berry, there is the forest. The bird that partakes of knowledge, there is the world.)' The header also includes 'Contact us', 'Login Options', a search bar, and links for 'PROVIDERS & PARTNERS', 'INTERNATIONAL', and 'ABOUT US'.

[English language entry requirements for international students](#)

The screenshot shows the 'English language entry requirements for international students' page. The page title is 'English language entry requirements for international students'. It includes a sub-navigation menu with 'PROVIDERS AND PARTNERS', 'About education organisations', and 'NZQA's quality assurance system for tertiary education organisations'.

The requirements apply to the enrolment of international students in:

- programmes (other than English language programmes) leading to qualifications listed at levels 3 to 10 on the New Zealand Qualifications Framework (NZQF).
- training schemes at level 3 or higher on the NZQF (except enrolment in training schemes where their employer has organised, paid for or required the training).
- programmes being delivered offshore (except where the programme is approved to be delivered entirely in a language other than English).

If the approved entry requirements for a specific programme are higher than those listed in Rule 18, the student must meet the higher level required by the provider.

- English Proficiency can be measured by a variety of approved tests which are summarised in the following NZQA table:

#### [The Table: Internationally Recognised English Proficiency Outcomes for International Students](#)

Internationally Recognised English Proficiency Outcomes for International Students					
Programme Level and required outcome <sup>1</sup>				Post-graduate Diploma or Post-graduate Certificate at Level 8	
Internationally recognised proficiency tests	Certificate at Level 3	Certificate at Level 4	Certificate or Diploma at Level 5	Certificate or Diploma at Level 6	Bachelor Honours Degree at Level 8
IELTS test (see note 2)	General or Academic score of 5 with no band score lower than 5	General or Academic score of 5.5 with no band score lower than 5	Academic score of 5.5 with no band score lower than 5	Academic score of 6 with no band score lower than 5.5	Academic score of 6.5 with no band score lower than 6
TOEFL Internet-based test (iBT) (see note 2)	Score of 35 (with a writing score of 14)	Score of 46 (with a writing score of 14)	Score of 46 (with a writing score of 14)	Score of 60 (with a writing score of 18)	Score of 79 (with a writing score of 21)

**NZQA** NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MATAURANGA O AOTEAROA  
QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATU KI YO ĀMUA AOI

Ngā wāhi kia hui i te aroha, kia māra kā kai i te mātauranga, kōrero te ao. Te kōrero pūrākau o te kōrero, māra kā kai. Te kōrero pūrākau o te mātauranga, kōrero te ao. (Te Kōrero Ngākauāwā, 'Te All Human-a-Hinga')

[Contact us](#) [Login Options](#)

[HOME](#) [QUALIFICATIONS & STANDARDS](#) [NCEA](#) [MĀORI & PASIFIKA](#) [PROVIDERS & PARTNERS](#) [INTERNATIONAL](#) [ABOUT US](#)

[About us](#) [News](#) [Consultations and reviews](#) [Events](#)

[NZQF Programme Approval and Accreditation Rules 2021](#)

[Authority](#) [Commencement](#) [Interpretation](#)

[Programme approval criteria and applications](#)

[Accreditation criteria and](#)

[1. Authority](#)

1. These Rules are made under section 452 of the Education and Training Act 2020.

If you prefer you can download these rules as a [PDF \(PDF, 450KB\)](#).

[next >](#)

The Table is held in the Appendix to the:

#### [NZQF Programme Approval and Accreditation Rules 2018](#)

## 6. What are 'work rights' and what do they have to do with developing a programme?

'Work rights' indicate whether or not, an international student who is over age 18, can seek employment during the period of their study in New Zealand or after it has been completed. The 'rights' are written in their eVisa.

The length of their programme – the number of weeks and/or the number of credits – and whether the programme is full, or part time have a big influence on whether or not work rights will be granted and the kind of rights that can be awarded.

Ensure you check out the INZ website above when designing the programmes in which international students may enrol to establish which, if any, work rights may be attached to a student's visa – and ensure your Agents know this accurately!

**UPDATE**

**2021 RESIDENT VISA**

ISSUED: WEDNESDAY 08 DECEMBER 2021 / 02:00 AM NZDT

[Apply now](#)

[Information about eligibility and application timeline](#)

COVID-19    [NEW ZEALAND VISAS](#)    [EMPLOY MIGRANTS](#)    [ASSIST MIGRANTS AND STUDENTS](#)

[About](#)

**Explore NZ visa options**    **Apply for a visa**    **Waiting for a visa**    **Already have a visa**

Haven't found a visa for your situation? 

[Explore other options](#)

**1** I'm considering study in New Zealand 

**2** Explore visa options to study 

**3** Student life in New Zealand 

**4** Working while studying & after you graduate 

**5** I'm already studying here, my situation has changed 

[Explore NZ visa options](#)

## Education Code of Practice

The 2021 Code covering both domestic and international students was released on 16 July 2021.

NZQA is now focused on raising awareness of the new Code and building providers' capability by delivering online and regional information sessions and workshops, and co-developing guidelines and other resources with learners and providers.

The 2021 Code comes into effect from 1 January 2022.

### By way of reminder...

Look back at your annual code self-attestation submissions or reviews by the Code Office for any compliance issues that had come to light and address these.

Have there been any amendments to The Code since last you were active in international education that you need to build into your policies and processes?

The PTE must have policies and procedures to address outcomes in the following areas of operation:

- Marketing and promotion
- Managing and monitoring agents
- Offer, enrolment, contract & insurance
- Immigration
- Orientation
- Safety & wellbeing (includes accommodation)
- Student support, advice & services
- Managing withdrawal & closure
- Dealing with grievances
- Compliance with International Students contract dispute resolution Scheme (DRS)

The screenshot shows the NZQA website with a search bar and navigation links for 'HOME', 'QUALIFICATIONS & STANDARDS', 'NCIA', 'MAORI & PASIFIKA', 'PROVIDERS & PARTNERS', 'INTERNATIONAL', and 'ABOUT US'. The main content area is titled 'Tertiary and International Learners Code of Practice'.

### Tertiary and International Learners Code of Practice

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) supports the wellbeing of tertiary and international learners enrolled with New Zealand education providers.

It sets out the expectations that education providers must meet for the wellbeing and safety of their learners.

NZQA is the Code administrator, responsible for monitoring and supporting providers to give effect to the Code. We have published our plan for administering the Code in 2022. The plan outlines NZQA's priorities, monitoring and capability building activities, and what this means for each subsector in 2022.

[Download a copy of the 2022 Code administration plan \(PDF, 445KB\).](#)

Download or view the 2021 code here:

[Tertiary and International Learners Code of Practice](#)

Download or view guidelines to assist in reviewing your compliance with the Code here:

[Guidelines for the Code of Practice 2021](#)

## 04

## Create a budget to address international education activity establishment costs

**Budget items to be covered include:**

- Compliance – programme approval, Code, Fee protection, insurance, Export Education levy, Code compliance review (annual)
- Facilities and resources – new, additional, existing?
- Marketing, sales & recruitment, enrolment
- Staffing/Personnel
- Accommodation arrangements/options
- Pricing of programmes (income)

[Link to International Education resources for examples and templates](#)



**05****Appoint an International Education leader or manager' onto the staff**

This person would lead the institution's preparation for once again receiving international students through completion of the following tasks and activities which could be included in their role description.

**Identify target countries**

With assistance and consultation with others, identify target countries for marketing programmes. The countries in which you marketed pre-COVID-19 may not be 'open' – and new countries may need to be considered.

Consider aligning with countries identified in ENZ's marketing plan and country categorisation.

Education New Zealand prioritises its offshore markets into three categories; promote, impact projects and explore. These categories guide ENZ in determining the level and type of marketing and intelligence-gathering resources to be invested in given markets.

[ENZ priority markets](#)

Information can be gained from the following sources:

- Institution's business plan
- INZ country restrictions for visas
- MFAT – training needs in countries identified
- ENZ – country intelligence – IntelliLab on MaiENZ
- Regional Education Organisations [Section 3](#)
- NZTE – NZ Trade and Enterprise
- National Business Councils [Section 3](#)
- Immigrant & cultural groups with country links
- Other ITENZ members
- Other tertiary providers in your region

**Review and approval - code compliance**

Review and have approved any changes/edits to institutional policies and procedures for international students that comply with the requirements of the latest edition of the Code of Practice – and have these published.

- 2021 Code: Part 6.
- Outcome 10: Offer, enrolment, contracts, insurance and visa.

[Link to International Education resources for examples and templates](#)

Necessary documentation includes:

- International student orientation handbook
- International student programme handbook
- Marketing collateral – web/print
- Offer of place
- Enrolment form
- Withdrawal form
- Refund Policy
- Fee information
- Website information
- Programme outlines
- Possibly information about Covid-19 immunisation

<p><b>Review marketing – is up to date</b></p> <p>Review marketing, information and recruitment/enrolment materials and documentation – web/print/social media content – and ensure these are up-to-date and appropriate to the countries identified for marketing. (These may have changed from previous pre-COVID-19 campaigns).</p>	<p>Documentation to review includes:</p> <ul style="list-style-type: none"> <li>• International student orientation handbook</li> <li>• International student programme handbook</li> <li>• Marketing collateral – web/print/social media</li> <li>• Offer of place</li> <li>• Enrolment form</li> <li>• Withdrawal form</li> <li>• Refund policy</li> <li>• Fee information</li> <li>• Website information</li> <li>• Programme outlines</li> <li>• Possibly information about COVID-19 immunisation and/or MIQ process</li> </ul> <p><a href="#">Link to International Education resources for examples and templates</a></p>
<p><b>Review changes to recruitment</b></p> <p>Review and have approved any changes to institutional recruitment, offer of place and selection process for international students and ensure that forms meet INZ, NZQA and Code requirements.</p>	<p>Revise checklist if necessary</p> <p><a href="#">Link to International Education resources for examples and templates</a></p>
<p><b>SMS input processes</b></p> <p>Check that the institution's SMS input processes for international student recruitment and reporting is up-to-date and that it complies with NZQA and ENZ requirements.</p>	<p>If you are using a 'commercial' SMS programme – check that all updates have been downloaded and installed.</p>
<p><b>Fee protection</b></p> <p>Re-establish fee protection arrangement with a Code compliant and NZQA- approved 'Trustee'.</p>	<p>This protection is a requirement of The Code for all Providers who enrol international students and for PTEs it is also a requirement of NZQA's SFP Rules</p>
<p><b>Health and travel insurance</b></p> <p>Re-establish a health and travel insurance relationship with a company that offers Code-compliant cover for international students.</p>	<p>2021 Code: Part 6. Outcome 10: Offer, enrolment, contracts, insurance and visa Clause 44. Process 5: Insurance.</p>
<p><b>Accommodation for students</b></p> <p>Establish an 'accommodation arrangement' for students that require accommodation.</p>	<p>2021 Code – All of Part 5 &amp; Part 6. Outcome 12. (53-55) Process 4-6</p> <p><a href="#">Link to International Education resources for examples and templates</a></p>

<p><b>Develop a ‘marketing plan’ – that includes:</b></p> <ul style="list-style-type: none"> <li>• Institution’s website – with information for International Students easily located.</li> <li>• Face-to-face visits to target countries/institutions.</li> <li>• Establishment of agent network – re-new, appoint, educate, evaluation, commissions &amp; payments.</li> <li>• Brochures (PDF – useful for distribution) printed and on flashdrives – easier to give to agents and others.</li> <li>• Powerpoint presentation covering country/region/institution/programme(s).</li> <li>• Social media – Facebook, Instagram presence. Maybe also any that are predominant in the country being marketed in e.g., WeChat in China.</li> </ul>	<p>There are notes about developing marketing plans, travel considerations and agent networks in the resource entitled <b>‘Stepping into International Education’</b> that may be useful if the person appointed to this role is new to the task – or as a refresher if you are returning to the role. (ITENZ/ENZ 2021.)</p> <p>You will find ‘<b>Stepping into International Education</b>’ here:</p> <p><a href="#"><u>Stepping into International Education</u></a></p>
<p><b>Re-establish an agent network</b></p> <p><a href="#"><u>Partnership/Agents</u></a></p> <p>Appointing, educating and evaluating agents, commissions &amp; payments.</p> <p>See also notes related to ‘establishing an agent network’ in the resource entitled ‘Stepping Into International Education’ (ITENZ/ENZ 2022).</p>	<p>The ENZ SkillsLab resource has resources covering:</p> <ul style="list-style-type: none"> <li>• 19 ways to find agents</li> <li>• Understanding agents</li> <li>• Strategically manage your agents</li> <li>• Building a relationship with agents</li> </ul>
<p><b>Identify facilities and resources</b></p> <p>Identify facilities and resources required by the institution to host returning international students – business case, costs and timelines for provision plans to Manager.</p>	
<p><b>Staff professional development</b></p> <p>Identify staff professional development needs for hosting international students from specific countries, religions, backgrounds – and submitting these needs to Management for addressing through professional Development programmes.</p>	<p><b>Pastoral care policies</b></p> <p>Refresh institutional pastoral care policies and processes for international students.</p> <ul style="list-style-type: none"> <li>• Remind/retrain/train staff involved in this network of their responsibilities.</li> <li>• Appoint the 24/7 contact person/roster for staff to have the 24/7 cellphone – especially for students aged under 18.</li> </ul> <p>2021 Code: Part 6. Outcome 12. (50) Process 1: (c)</p>

**Ask for help if you need to – the list in the next section could be useful for this.**

If you have addressed most of these tasks, then you are ready to go! Good luck.

## Section 03: Where to go for help?

### Accessing, navigating, understanding and applying the 'international education' information

#### Member of Professional Organisation(s)

ITENZ is the Independent Tertiary Education New Zealand (ITENZ), a national organisation representing private tertiary institutions in New Zealand.

The Association is the largest association covering all areas of tertiary education and is recognised by the Government and government agencies as the main representative of the sector.

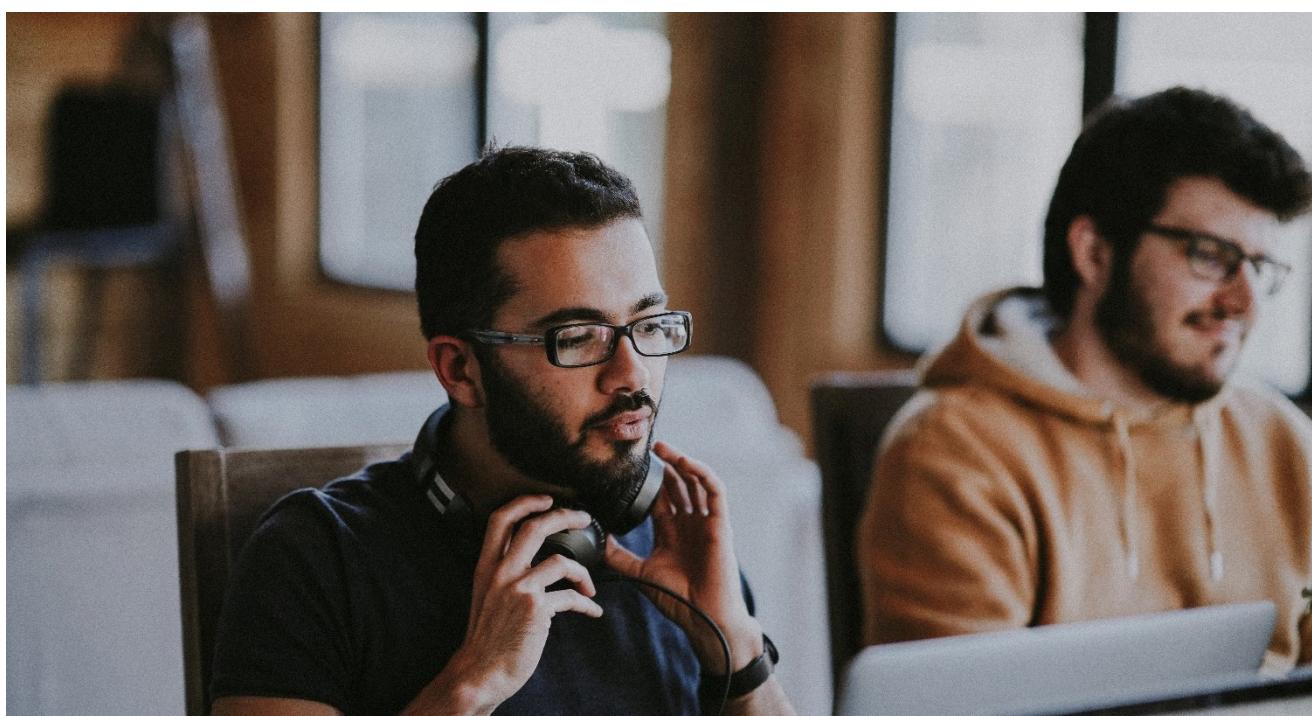
ITENZ is dedicated to uniting the private tertiary education (PTE) sector and representing the collective membership in a competitive and challenging political environment.

► Contact the Chief Executive – for general advice, guidance and direction on all matters related to international education and linking with other ITENZ members and education consultants who may be able to assist.

#### ITENZ Welcome

Wayne Dyer  
ITENZ Chief Executive

① Phone: +64 21 307 087  
✉ Email: [wayne.dyer@itenz.co.nz](mailto:wayne.dyer@itenz.co.nz)  
[admin@itenz.co.nz](mailto:admin@itenz.co.nz)



## Government Agencies

### Education New Zealand (ENZ)

ENZ is New Zealand's government agency for building international education. It promotes New Zealand as a study destination and supports the delivery of education services offshore. It also administers scholarships to support New Zealanders studying overseas particularly in Asia and Latin America. It provides resources including SkillsLab, IntelliLab, AgentLab, and BrandLab for those education providers engaged in international education as well as providing country knowledge, access to the schedule of international fairs, agents, potential sources of funding/resources and assistance, etc.

### The Code Office (part of NZQA)

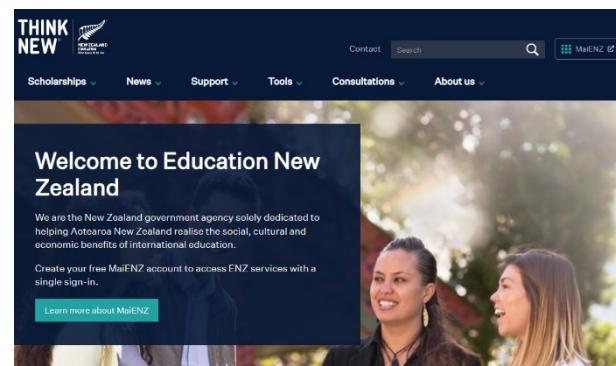
For advice and guidance related to Code of Practice (for International Students) requirements, interpretation and compliance.

### Immigration New Zealand (INZ)

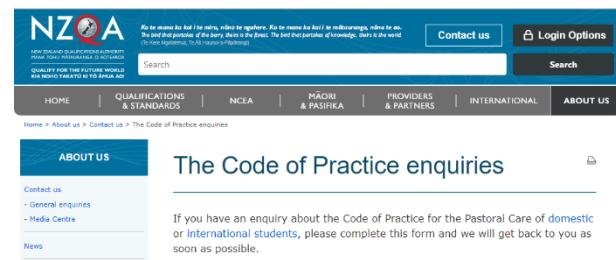
Formerly the New Zealand Immigration Service, INZ is the agency within the New Zealand Ministry of Business, Innovation and Employment that is responsible for border control, issuing travel visas and managing immigration to New Zealand (Wikipedia).

Good for advice on countries for which visas for your programmes may be approved.

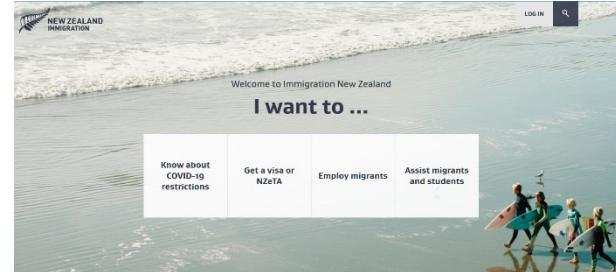
### Welcome to Education New Zealand



### The Code of Practice Enquiries



### Immigration NZ



Or you can contact INZ directly at:

✉ Email: [ieengagement@mbie.govt.nz](mailto:ieengagement@mbie.govt.nz)

*Use Market advice or something similar in the subject line.*

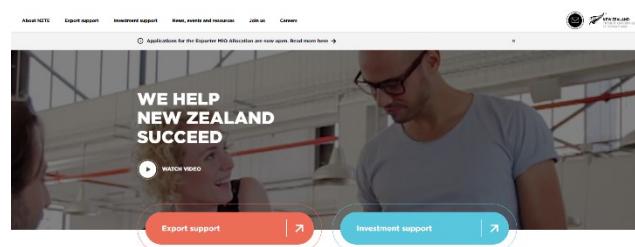
## New Zealand Trade & Enterprise (NZTE)

NZTE is New Zealand's economic development and trade promotion agency. It offers strategic advice, access to networks and influencers, research and market intelligence, and targeted financial support to help businesses on their international journey, and works to promote and support the growth of New Zealand business overseas (Wikipedia) - for country knowledge and identification of relevance of programmes to countries.

## The Ministry of Foreign Affairs and Trade (MFAT)

MFAT is the public service department of New Zealand charged with advising the government on foreign and trade policy and promoting New Zealand's interests in trade and international relations. (Wikipedia) - for country information and identification of potential educational opportunity.

## New Zealand Trade & Enterprise



## Ministry of Foreign Affairs





## Regional Education Organisations that focus on international students

Regional Organisations are groups of education providers usually representing a city and region of New Zealand.

Members span all parts of the education sector from primary school to university and everything in between. Members include public institutions and privately owned and operated businesses.

They welcome inquiries for international partnerships, study tours, teacher professional development and individual student enrolments.

Group name and location ▼	Select hyperlinks to visit the site ▼
Education Northland - Whangarei and Northland	<a href="https://www.northlandnz.com/study/home/">https://www.northlandnz.com/study/home/</a>
Auckland NZ - Auckland	<a href="https://www.aucklandnz.com/">https://www.aucklandnz.com/</a>
Education Tauranga - Tauranga*	<a href="http://www.educationtauranga.co.nz">http://www.educationtauranga.co.nz</a>
Education Rotorua - Rotorua	<a href="http://www.rotoruanz.com/live/where-to-learn/">http://www.rotoruanz.com/live/where-to-learn/</a>
Study Taranaki - Taranaki	<a href="https://www.taranaki.co.nz/">https://www.taranaki.co.nz/</a>
Vision Manawatu - Manawatu and Palmerston North	<a href="http://www.manawatunz.co.nz/study">http://www.manawatunz.co.nz/study</a>
Learning Hawke's Bay - Hawke's Bay	<a href="http://learninghawkesbay.nz/">http://learninghawkesbay.nz/</a>
Whanganui & Partners - Whanganui	<a href="https://discoverwhanganui.nz/business/about-us/">https://discoverwhanganui.nz/business/about-us/</a>
Education Wellington - Wellington	<a href="http://www.studyinwellington.com/">http://www.studyinwellington.com/</a>
Christchurch Educated - Christchurch	<a href="http://www.christchurcheducated.co.nz">http://www.christchurcheducated.co.nz</a>
Education South Canterbury - Timaru	<a href="https://www.scchamber.org.nz/events-training/training/">https://www.scchamber.org.nz/events-training/training/</a>
Study Dunedin - Dunedin	<a href="http://www.dunedinnz.com/study">http://www.dunedinnz.com/study</a>
Education Southland - Invercargill	<a href="http://www.southlandnz.com">http://www.southlandnz.com</a>
Study Queenstown - Queenstown	<a href="http://www.queenstownnz.co.nz/information/study">http://www.queenstownnz.co.nz/information/study</a>



## Other useful sources of country information

### New Zealand Business Councils

For general knowledge about possible sending countries and networking with officials

#### Africa New Zealand Business Council

<http://smarhostug.com/anzbc/about-us/members/>



#### Executive Board

#### ASEAN New Zealand Business Council

<https://asean.org.nz/>



#### India New Zealand Business Council

<https://www.inzbc.org/>



#### Japan New Zealand Business Council

<https://www.jnzbc.com/>



**Latin America New Zealand Business Council**  
<https://www.lanzbc.co.nz/>



**New Zealand Chamber of Commerce Singapore**  
<https://www.nzchamber.org.sg/>



**New Zealand China Council**  
<https://nzchinacouncil.org.nz/>



**New Zealand Europe Business Council**  
<http://www.nzebc.org.nz/>



**New Zealand Middle East Business Council**  
<https://www.nzmebc.org.nz/>



## Service Agencies

### Providers of Student Fee Protection (SFP) Services

- The Public Trust
- Members of the Chartered Accountants Australia and New Zealand
- Members of the New Zealand Law Society

Select the logos to follow link to website ▼



#### Insurance

1. Each signatory must have practices that ensure, as far as practicable, each international tertiary learner who is enrolled with the signatory for educational instruction of 2 weeks' duration or longer has appropriate insurance covering:
  - a. the international tertiary learner's travel:
    1. to and from New Zealand; and
    2. within New Zealand; and
    3. if the travel is part of the educational instruction, outside New Zealand; and
  - b. medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and
  - c. repatriation or expatriation of the international tertiary learner as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and
  - d. death of the international tertiary learner, including cover of:
    1. travel costs of family members to and from New Zealand; and
    2. costs of repatriation or expatriation of the body; and

#### Student fee protection

1. Signatories must ensure that:
  - a. fees paid by international tertiary learners are secure and protected in the event of student withdrawal or the ending of educational instruction or the closure of a signatory; and
  - b. its refund policies are fair and reasonable; and
  - c. it provides its international tertiary learners (or the parents or legal guardian of international tertiary learners under 18 years) with sufficient information to understand their rights and obligations under those refund policies.
2. A refund policy must include refund conditions for the following situations:
  - a. failure by an international tertiary learner to obtain a study visa; and
  - b. voluntary withdrawal by an international tertiary learner; and
  - c. the signatory ceasing to provide a course of educational instruction as contracted with an international tertiary learner, whether as the result of a decision by the signatory

3. funeral expenses.
2. **Subclause (1)(a)(1)** and (2) includes the international tertiary learner's travel to and from their country of origin or citizenship before their educational instruction begins and after it ends (which may be outside of the enrolment period).
3. **Subclause (1)(a)(1)** does not include the international tertiary learner's travel to other countries unless that travel is primarily for the purpose of embarking on connecting flights to and from New Zealand.

or as required by an education quality assurance agency; and

- d. the signatory ceasing to be a signatory; and
- e. the signatory ceasing to be a provider.

3. **In the situation in subclause (2)(c) or (d),** the tertiary signatory must deal with fees paid for services not delivered or the unused portion of fees paid as follows:
  - a. refund the amount in question to the international tertiary learner (or the learner's parent or legal guardian); or
  - b. if directed by the international tertiary learner or the code administrator or the agency responsible for fee protection mechanisms, transfer the amount agreed with the student (or the student's parent or legal guardian if the student is under 18 years) to another signatory.

