

Stepping into international education



A guide for New Zealand Private Training Establishments (PTEs) considering offering tuition for international students, for the first time.

New Zealand International Education Strategy 2018-2030:

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


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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A vertical photograph of a sandy beach. In the foreground, there is a clear, deep footprint. Further back, another footprint is visible, and the sand is textured with small pebbles and shells. The lighting suggests a bright, sunny day.

Welcome to ‘Stepping into International Education’ guidance manual.

This guidance document is designed to assist you to delve into the intricacies of deciding whether to enter or diversify into the international education market. The guidance has been formulated from the experiences of current international providers who have learned the hard way and have offered their insights and advice for new entrants.

International education can be a stand-alone product or it can complement what you already offer your domestic students. It can create new income and lead to the diversification of your business.

We have created advice and a series of links to web sites that take you to the relevant information rather than replicating what is already available. We have been supported by Education NZ’s “Future Focus” funding and their resources on the Education NZ “Skills Lab” web page.

Return on investment is not immediate and may take two-to-five years to see a flow of students. Nevertheless, international education is rewarding and it is worth taking the effort to identify if it is strategically right for your business.

Enjoy the journey through this guidance and we look forward to you joining our network as an international education provider.

Craig Musson

Chair

ITENZ (Independent Tertiary Education NZ)

March 2022

01: Introduction

Thinking about offering your programmes to international students?

This resource has been developed as an aid for those PTEs that are considering hosting international students in the future for the first time.

By way of summary, to enter the international education market, you need to answer 'yes' to the following four criteria.

If you cannot answer yes, this section guides you on what you need to do ▼

01	Is your institution registered with NZQA as a PTE?
02	Have your programmes/courses been approved by NZQA?
03	From January 1, 2022, will your institution comply with Parts 1, 2, 3, 4, 5 & 8 of the 'Education (Pastoral Care of tertiary and International Learners) Code of Practice 2021'?

"Hosting international students increases cultural awareness and competence for staff and all students."





01

Is registered with NZQA
as a PTE?

Yes?

► [Go to number 02](#)

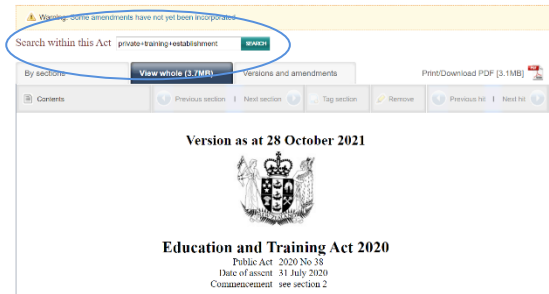
New Zealand Legislation Education and Training Act 2020

Go to the Education and Training Act 2020 legislation website and in the “Search within this Act” box for information about registration of tertiary education institutions.

Type in:
private+training+establishments

[Education and Training Act 2020](#)

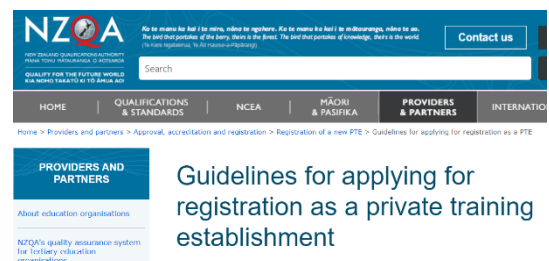
Education and Training Act 2020



Registering with NZQA

Go to the NZQA website for guidelines on applying for registration as a private training establishment

[Guidelines for applying for registration as a private training establishment](#)



02

Are learning Programmes already approved by NZQA?

YES?

► [Go to number 03](#)

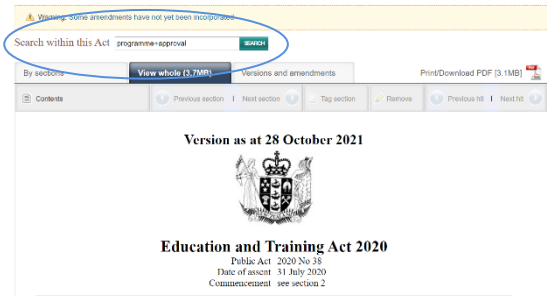
Education and Training Act 2020

Go to the Education and Training Act 2020 legislation website and write “programme+approval” in the “Search within this Act” box for information about programme approval in New Zealand tertiary institutions

[Education and Training Act 2020](#)

Education and Training Act 2020

Order a commercial print



Programme approval process

Go to the NZQA website for information on the programme approval process.

[Programme approval and provider accreditation](#)



03

New Code of Practice
as from 01 January 2022New code of practice for pastoral care of
tertiary and international students.*Important note:*

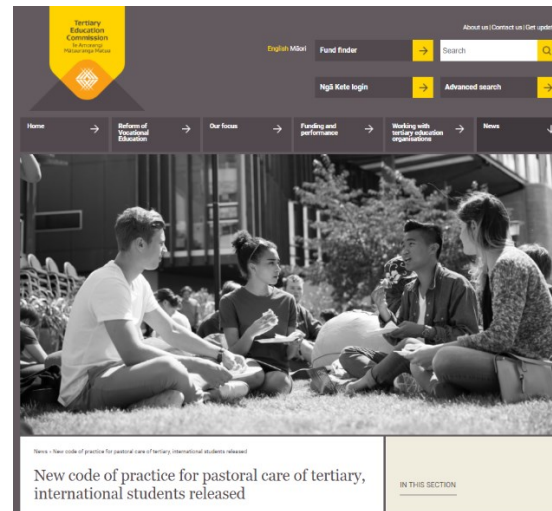
Between 7 April – 21 May 2021, the Ministry of Education consulted on the Code of Pastoral Care for all international students and domestic tertiary students.

On July 16, 2021 the Government released a new code of practice for the pastoral care of tertiary and international learners, to take effect by 1 January 2022, as required under the Education and Training Act 2020.

NZQA will focus 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 aim will be to support learners and providers to understand the new Code and to help providers prepare for when it comes into effect from 1 January 2022.

[New code of practice for pastoral care of tertiary, international students released](#)



► Your institution must meet the three criteria this resource sets out for consideration and steps necessary, to successfully enter and thrive in the international education market.

Why add international education to your PTE's business?

As the world recalibrates in a post COVID-19 world, the education sector in New Zealand has the opportunity to diversify its products and services, providing fit for purpose and fit for the future education solutions for an increasingly connected world.

For domestic focused education providers there is the opportunity to explore and create new thinking and programmes for an international student market and enhance New Zealand's reputation as a destination for future focused education. This in turn will not only support individual providers growth ambitions but enhance their domestic students' education experience.

In August 2018, the Minister of Education, Chris Hipkins, launched the [International Education Strategy 2018-2030.pdf \(enz.govt.nz\)](https://www.education.govt.nz/our-work/overall-strategies-and-policies/international-student-wellbeing-strategy/). This strategy's aim is to foster 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.

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



This Strategy was underpinned by the International Student Wellbeing Strategy (June 2017), <https://www.education.govt.nz/our-work/overall-strategies-and-policies/international-student-wellbeing-strategy/> which was designed to protect and enhance New Zealand's reputation as a safe and welcoming study destination.

If your institution has the ambition to contribute to and be a part of "A thriving and globally connected New Zealand through world-class international education" and will ensure international students "feel welcome, safe and well, enjoy a high-quality education and valued for their contribution to New Zealand" then attracting international students to your institution may be the next step for you.

What does a successful international education provider look like?

Much like our domestic students, providers with international students equip them with the capabilities, confidence and connections to return to their own country and make a positive contribution to that country's society and economic wellbeing.

Successful international providers have a reputation for:

- providing an environment that nurtures cross cultural skills, collaboration and understanding for diverse and inclusive connections
- supporting collaboration with locally and globally connected business, industry experiences and thought leadership
- fostering a deep connection to and inclusion with local communities, networks, and employers
- nurturing lifelong links with their international Alumni who advocate on their provider's behalf, and on New Zealand's behalf, of the value and inclusive experience a New Zealand International Education experience offers.

The benefits of including international students in your student population include:

- the opportunity to enrich, extend, refresh or refocus your current programmes
- the opportunity to diversify into new future focused programmes that meet both a domestic and international future workforce need
- creating greater diversity within your student population; offering a richer experience for your domestic students too
- derives psychological, social and academic benefits for all your students and your staff
- increases cultural awareness and competence for staff and all students
- may meet an occupational supply and demand needed for the NZ economy
- over time will diversify and add an additional income stream to your business
- offers economic and social benefit to the local ecosystem your provider sits within; with international students spending and potentially working locally.

■ ■ ■ “EcoQuest was one of the most profound learning experiences that I’ve had. It united people of different life journeys under a passion for planetary wellness. It inspired me to educate myself so that I can be an agent for positive global change. It was a place for friendship, and it was a place for memories.” *Eco Quest Student 2019.*

“My experience a Le Cordon Bleu gave me a broader understanding in hospitality management and business as it helped me open my own.” *Le Cordon Bleu, Graduate, and owner [Grace Pâtisserie](#).*

Diversifying your business to attract and host international students?

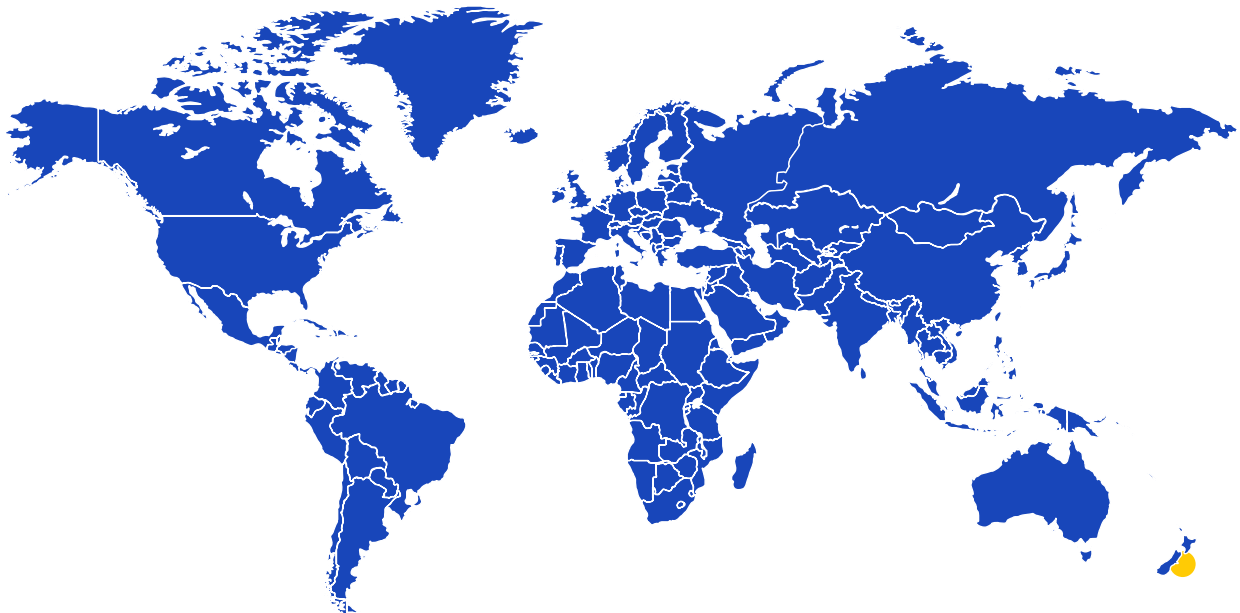
So, what do you need to consider before diversifying your business to attract and host international students?

There is no doubt that stepping into international education for the first time, and in a post COVID-19 era, will feel daunting. This resource is designed to help you with what you need to consider and offers some valuable templates and tools should you choose to proceed.

To get started you will need to:

- complete researched strategic planning
- complete business planning
- invest time and money
- appoint a ‘champion’ to drive and sustain the innovation
- have patience before the return on the investment appears – educationally and financially
- identify that your institution can meet the demand

This resource is designed to assist you to achieve all of that!



Interested?
Then read on...

02: Strategic and business plans

Where to begin?

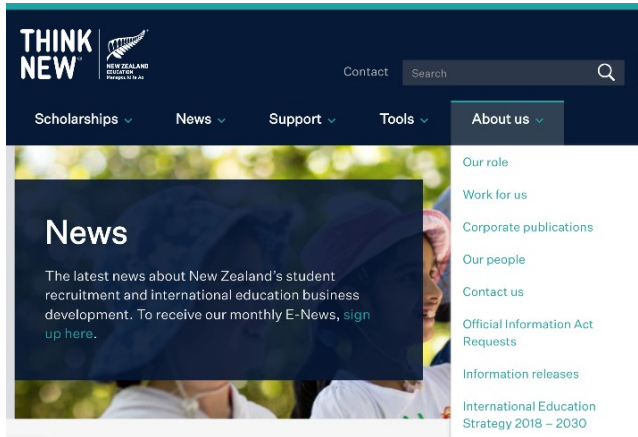
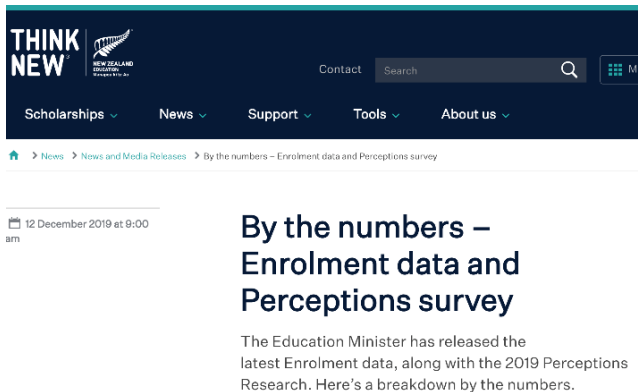
Considering adding 'International Education' to your strategic and business plans.




Complete some research into 'international education' so that you can include advice, guidance and information from the kinds of sources listed below in an analysis activity.








Source of information to research

Information gathered from a review of research, reports and media releases about international education:

<p>Location and brief description of information. Suggested sources: ▼</p>	<p>Screenshot of web-based documents. Select hyperlinks in the text to visit the site. ▼</p>
<p>ENZ (Education New Zealand): Current and archived Media releases relevant to International Education on Education New Zealand's website – e.g.: https://enz.govt.nz/news-and-research/ Talk to Education Managers regarding specific country rules and opportunities.</p>	
<p>ENZ (Education New Zealand) By the numbers – Enrolment data and Perceptions survey » Education NZ (enz.govt.nz)</p>	

<p>Location and brief description of information. Suggested sources: ▼</p>	<p>Screenshot of web-based documents. Select hyperlinks in the text to visit the site. ▼</p>
<p>StudyTravel Ltd</p> <p>The leading trade publication for study travel agents.</p> <p>We also organise twelve St Alphe Conferences in 11 global locations.</p> <p>Study Travel Magazine started life in 1990 as Language Travel Gazette, a quarterly, black and white publication for language travel agents. It has since grown into a monthly magazine that is read by 29,400 industry professionals in 127 countries.</p> <p>The magazine provides news, industry statistics and articles on all of the industry sectors within study travel including language, higher education, vocational, secondary school and work experience.</p> <p>StudyTravel Ltd (@StudyTravelLtd) / Twitter</p> <p>StudyTravel Magazine</p> <p>StudyTravel Facebook</p> <p>StudyTravel LinkedIn</p>	 <p>The image shows the StudyTravel Ltd logo, which consists of a purple square with the letters 'ST' in white, followed by the text 'ST / STUDYTRAVEL' in white on a purple background. Below this, there is a navigation bar with links to 'ST magazine', 'ST alphe conferences', and 'ST network'.</p>
<p>The PIE NEWS</p> <p>News and business analysis for professionals in International Education</p> <p>We work out of our office in Brockley, London. Do let us know if you're in town as we would love to see you and have a game of table tennis.</p> <p>International Education News The PIE News </p>	 <p>The image shows the logo for 'THE PIE NEWS'. It features the text 'THE PIE' in black and 'NEWS' in orange, with a stylized pie chart icon between them. Below the main text, it says 'News and business analysis for Professionals in International Education'.</p>
<p>ICEF</p> <p>Based in Bonn, Germany, ICEF (International Consultants for education fairs) is the global market leader in business-to-business networking events and services in the international education sector.</p> <p>For over 30 years we have been bringing together education institutions, carefully chosen recruitment agents and providers of other services for the international education industry with the simple aim of improving international student mobility.</p> <p>ICEF International Consultants for education fairs</p>	 <p>The image shows the ICEF logo, which consists of a teal-colored geometric icon made of four shapes, followed by the text 'Icef' in a large, dark blue font. Below 'Icef', it says 'CONNECT. RECRUIT. GROW.'</p>

<p>Location and brief description of information. Suggested sources: ▼</p>	<p>Screenshot of web-based documents. Select hyperlinks in the text to visit the site. ▼</p>
<p>PTE Peak Body</p> <p>An association of organisations of allied interests. Formed to represent the collective views of its members to government, the community and other bodies.</p> <p>Private training establishments peak bodies are Independent Tertiary Education New Zealand (ITENZ) and Quality Tertiary Institutes (QTI)</p> <p>ITENZ</p> <p>QTI</p>	
<p>ENZ (Education New Zealand)</p> <p>ENZ partners with ISANA to support sector capability » Education NZ</p>	
<p>Education Counts</p> <p>The impact of international students on domestic students and host institutions</p>	
<p>Victoria University of Wellington</p> <p>The impact of international students on domestic students and host institutions</p>	
<p>New Zealand Herald</p> <p>Billion-dollar industry jeopardised</p>	



Strategic Recovery Plan for International Education

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.
Suggested sources: ▼

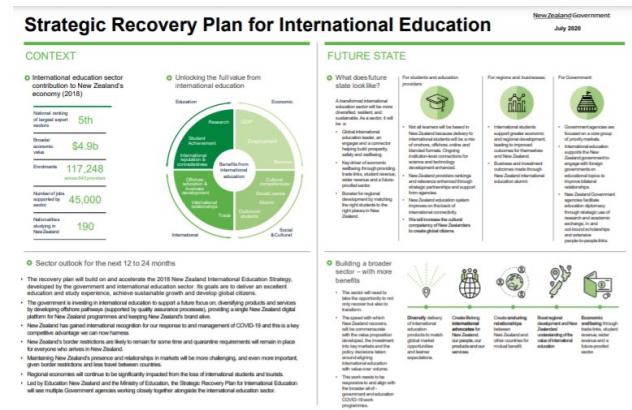
Screenshot of web-based documents.
Select hyperlinks in the text to visit the site. ▼

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.

[2020 - Strategic Recovery Plan for International Education](#)

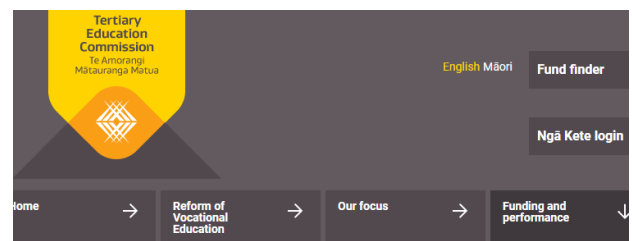


Tertiary Education Commission

COVID-19 recovery and response fund to help reset New Zealand's international education sector.

Documents related to the recovery plan can be found at:

[International Education Recovery Plan](#)



Funding and performance » Funding and performance » Explore funding information » Fund finder » International Education Recovery Plan



International Education Recovery Plan

LAST UPDATED 31 AUGUST 2020

PRINT SHARE

The International Education Recovery Plan is a long-term strategic recovery plan that aims to help reset New Zealand's international education sector in response to the COVID-19 crisis.

The [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 that focus on stabilising the international education sector, strengthening the system, and accelerating the transformation of the sector as signalled in the [International Education Strategy 2018-2030](#).

<p>Location and brief description of information. Suggested sources: ▼</p>	<p>Screenshot of web-based documents. Select hyperlinks in the text to visit the site. ▼</p>
<p>Sector feedback on the Recovery Plan</p> <p>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:</p> <ul style="list-style-type: none"> • Schools • English language providers • Private training establishments • Te Pūkenga subsidiaries • Universities • Education products and services (edtech firms and publishers) • Regional economic development agencies 	<p>Sector feedback on the plan is reported in:</p> <p>ENZ Sector feedback on recovery plan</p> <p>28 May 2021 - with PTE feedback in clauses 35-38.</p> <div data-bbox="815 510 975 573">  </div> <div data-bbox="1267 510 1417 573">  </div> <p>International Education sector feedback on the International Education Strategic Recovery Plan</p> <p>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:</p> <ul style="list-style-type: none"> • Schools • English language providers • Private training establishments • Te Pūkenga subsidiaries • Universities • Education products and services (edtech firms and publishers) • Regional economic development agencies





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 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.

- Achieving sustainable growth
- Delivering an excellent education and student experience
- Developing global citizens

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 Mātauranga A Ao, 2018-2030

The version 1 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'

The screenshot shows the 'Skill shortage list checker' interface. At the top, it says 'NEW ZEALAND IMMIGRATION'. Below that, a text box prompts the user to 'Enter your occupation to see if we need your skills in New Zealand. If you're offered a job that's on one of the lists, and you've got the qualifications and experience to match, getting a work or residence visa may be easier.' A search bar labeled 'Find your occupation' contains the text 'e.g. Civil Engineer' and a magnifying glass icon. Below the search bar, there are two expandable sections: 'Long term skill shortage list' and 'Regional skill shortage list', each with a downward arrow.

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 more about Agents on page 36](#)



Training opportunities in other countries

Training opportunities in the education and training plans of overseas countries from which students might be recruited

Select the logos below to go to the corresponding website ▼

<p>Africa New Zealand Business Council</p> 	<p>ASEAN New Zealand Business Council</p> 	<p>India New Zealand Business Council</p> 
<p>Japan New Zealand Business Council</p> 	<p>Latin America New Zealand Business Council</p> 	<p>New Zealand Chamber of Commerce Singapore</p> 
<p>New Zealand China Council</p> 	<p>New Zealand Europe Business Council</p> 	<p>New Zealand Middle East Business Council</p> 

“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

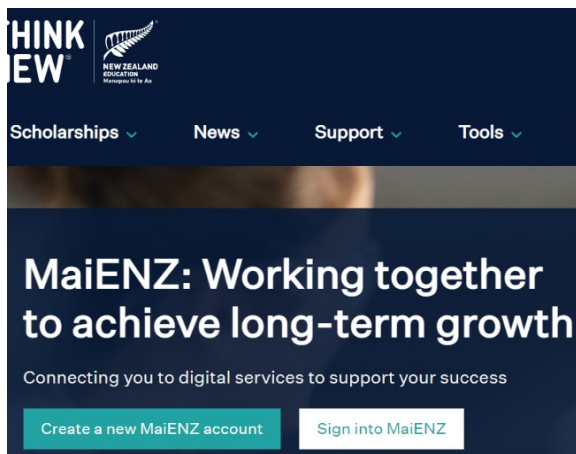
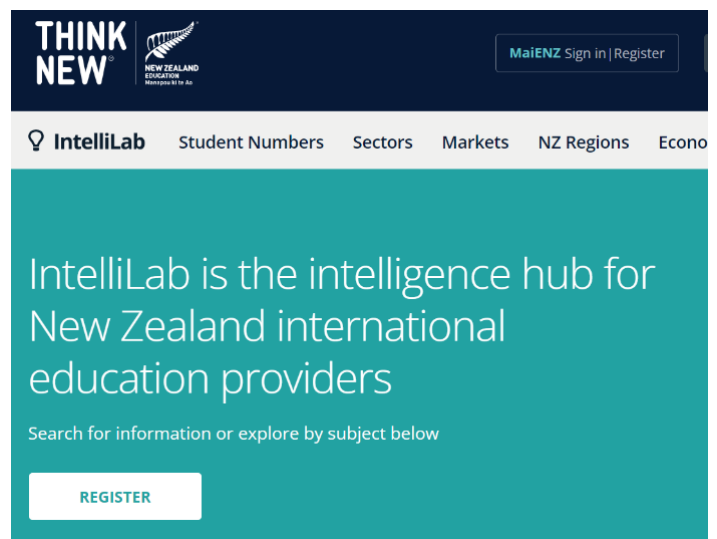
IntelliLab empowers confident decision-making.

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](#)

Talk to agents – begin to establish relationships with them.

Talk with them – to find out if your courses have potential.

Talk to other providers about their agents

Select this link to jump to – [Establishing an Agent network](#)

Code of Practice for pastoral care



From January 1, 2022, all education Providers must comply with the 2021 Code - parts 1-5 & part 8 and those Tertiary PTEs that wish to enrol international students must also comply with part 6 of the 2021 Code.

The code sets out the expectations that tertiary education organisations and schools enrolling international students must meet for learners' safety and wellbeing. It brings together the current codes for domestic and international learners.

On launching the 2021 Code on 16 July 2021, the Minister of Education, Chris Hipkins, said, "The code builds on the existing Interim Code and International Code by strengthening the requirement for a whole-of-provider approach with learners at the centre. The new code responds to the issues raised at Committee and clearly lays out the expectations that tertiary and international education providers must meet to support the wellbeing and safety of those in student accommodation and within their wider learning environment."

Get a copy of the code ► [2021 Code from the Ministry of education](#)

Identify the areas of new cost to the institution that will be required if international students were enrolled, including

- Compliance – course approval, Code, Fee protection, insurance, Export Education levy, annual reviews.
- Facilities and resources – new, additional, existing?
- Marketing, sales & recruitment, enrolment
- Personnel
- Pricing of courses

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

Other key sources of information: other PTEs and other tertiary providers

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.

What to do with the information you have gathered?

Once the information from the review & research 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. See next page.

SWOT analysis

SWOT - stands for strengths, weaknesses, opportunities and threats and is a useful technique for understanding your **internal strengths** and **weaknesses**, and for **identifying any external opportunities** and **threats** your organisation faces.

By looking into these four areas when thinking about how your organisation, can be better equipped to be an international education provider and discover ways that will guide you into the future strategically.



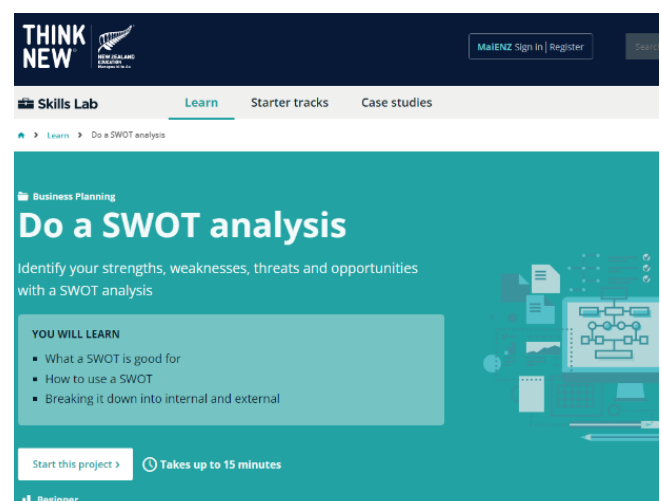
The Skills Lab SWOT analysis resource is a very useful place to start.

[Do a SWOT analysis » Skills Lab \(enz.govt.nz\)](https://enz.govt.nz/skills-lab/swot-analysis)

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.



03: Start up tasks

What needs to be done to prepare to start 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 Domestic students and plans to amend / submit programmes to NZQA for approval for delivery to international students.
- complies with the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019 and/or Parts 1-5 & 8 of the 'Education (Pastoral Care of tertiary and International Learners) Code of Practice 2021.'
- has decided to recruit international students post-COVID-19, when the border restrictions allow for international students.

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

01	Amend Business Plan to include 'international students' as appropriate.
02	Identify which programmes would be offered to international students and complete and submit a 'Programme Approval' application/amendment to NZQA for each programme in which you plan to enrol international students.
03	Apply to become a signatory to Part 6 of the 2021 Code of Practice.
04	Create a budget to address international education activity establishment costs.
05	Appoint an International Education 'leader/manager' onto the staff.

01

Amend Business plan to include 'international students' as appropriate**Long term skill shortage list**

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 courses 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.
- Staffing that will be required.
- Stakeholder support.

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



02

Identify programmes and submit Programme Approval application

Identify which programmes would be offered to international students (and why) and complete and submit a 'Programme Approval application/amendment' to NZQA for each programme in which you plan to enrol international students.

Programme approval information can be found at: [NZQA Programme approval and provider accreditation](#)

Key points about the programme approval process:

- Approval for a new Programme is gained through submission of a programme approval application to NZQA that specifically includes mention of 'international students' in relevant sections of the programme approval application.
- If a programme/ Training Scheme 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/Training Scheme.
- Important: ask NZQA if the changes to a course 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 course length) – see 'Points to consider' note 6
 - Stakeholder support letters – including those from agents, government agencies (overseas and domestic) and foreign companies
 - Other entry requirements – may include academic qualifications, interests, experiences, CV/portfolio, etc.

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

Points to consider for programme approval

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 specific 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 using their 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.

<https://www.nzqa.govt.nz/providers-partners/qa-system-for-teos/english-international-students/>

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 approved tests which are summarised in the ► [NZQA table](#)

6. What are in study and post study 'work rights' and what do they have to do with developing a Programme?

[Work Rights –New Zealand Immigration](#)



Tertiary students

Part-time work

Your visa conditions will allow you to work up to 20 hours a week if you are doing a full-time course that:

- is at least 2 academic years in duration, or
- is at least 1 academic year in duration and part of an approved tertiary student exchange scheme, or
- results in a New Zealand qualification which gains points under the Skilled Migrant Category.

Full-time work

Your visa conditions will allow you to work full-time during scheduled breaks in study if all of these apply:

- you are studying full-time for at least 1 academic year
- your course is worth at least 120 credits, and
- your course is delivered over a period of at least 8 months (minimum two semesters).

Your visa conditions will allow you to work full-time during the Christmas and New Year holiday period if:

- you are studying full-time, and
- your course has a minimum duration of 2 semesters during a period of at least 8 months.

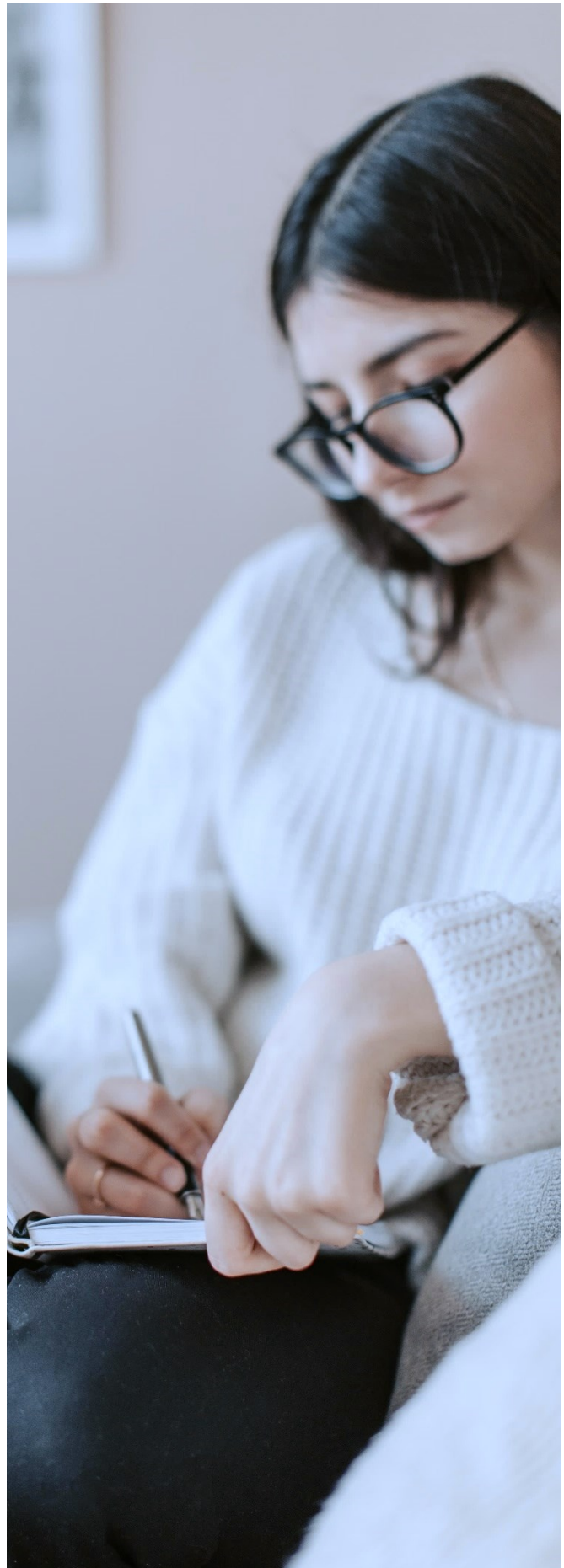
PhD and Masters by research students

- In study and post study 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 the programme – the number of hours, 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 NZ immigration 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!

The Table is held in the Appendix to the:

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

Note: It is important to review the *Government's Immigration Reset* and how this may affect your programme and student in study and in post study work rights.



03

Apply to become a signatory to part 6 of the 2021 Code of Practice

The Code of Practice includes additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners.

Becoming a signatory to the code – part 6

Becoming a signatory to the Tertiary and International Learners Code, means your organisation must be an approved signatory to part 6 of the current Code before you enrol any international students.

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)

You can download the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 here:

[NZQA_Pastoral-Care-Code-of-Practice_English.pdf](#)

[NZQA_Pastoral-Care-Code-of-Practice_Maori.pdf](#)

**The Education
(Pastoral Care of Tertiary
and International Learners)
Code of Practice 2021**



**Te Oranga me
Te Haumaru Ākonga**
**Learner Wellbeing
and Safety**

What support is available?

Download or view the NZQA administration plan of the code to see how it will be implemented and monitored.

[NZQA_2022_Code_Administrator_Plan_Dec2021.pdf](#)

The application form to become a signatory to the code is available to download or view at:

[Code_Signatory_Application_TEO.docx \(live.com\)](#)

There are NZQA guideline notes available to assist in completing the application.

[NZQA Code of Practice Guidelines](#)

NZQA code workshops and information sessions, digital toolkits for providers and other useful code resources.

[Providers and signatories](#)

Points to consider

Consultants who may be able to assist with completing the application can be found through the Chief Executive of ITENZ.

Key topics that are essential in the institution's documentation for COP participation include:

- Homestay/accommodation options – over 18/under 18-year-old students
- Orientation Handbook
- Student Handbook
- Website kept up to date about:
 - Terms and conditions of enrolment
 - Withdrawal and refund policy Fees
 - Course information
- Other outcomes – e.g., work opportunities, further study.
- Trust arrangements for fees
- Insurance scheme options/requirements for travel and health
- 24/7 contact for students
- Critical incident process
 - Communication with media policy

Note: NZQA will include compliance with the Code of Practice as part of an EER, so it is important to monitor compliance and address changes in policy.

Student outcomes are also important, so track your Alumni pathways and record in your SMS.



“Global citizens with the skills, confidence, and capabilities to live, work and learn globally.”

04

Create a budget to address international education activity establishment costs

Budget items to be covered include:

- Compliance – course approval, Code, Fee protection, insurance, Export Education levy, Code compliance review (annual).
- Facilities and resources – new, additional, existing?

Marketing, sales & recruitment, enrolment, overseas travel for marketing.

- Staffing/Personnel including staff with language skills other than English.
- Multi-task staff.
- Accommodation arrangements/options.
- Pricing of courses (income).

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



05

Appoint an International Education 'leader/manager' onto the staff

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

Identify target countries for marketing programmes
With assistance from and consultation with others, identify target countries for marketing programmes.

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.





[Click here to go to 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
[See section 4](#)
- NZTE – NZ Trade and Enterprise
- National Business Councils - [See section 4](#)
- Immigrant & cultural groups with country links
- Other ITENZ members
- Other tertiary providers in your region

► [Priority Markets](#)



<p> Institutional policies and procedures</p> <p>Develop and have approved institutional policies and procedures for international students that comply with the requirements of the Code of Practice – and have these approved (internally) and published.</p> <ul style="list-style-type: none"> • 2021 Code: Part 6. Outcome 10: Offer, enrolment, contracts, insurance and visa. 	<p>Link to International Education resources for examples and templates</p> <ul style="list-style-type: none"> • 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 • Course outlines • Possibly information about Covid-19 immunisation
<p> Institutional recruitment</p> <p>Develop and have approved an institutional recruitment, offer of place and selection process for international students – complete with forms that meet INZ, NZQA and Code requirements.</p> <ul style="list-style-type: none"> • 2021 Code: Part 6. Outcome 10: Offer, enrolment, contracts, insurance and visa. 	<ul style="list-style-type: none"> • It is useful to have a ‘process checklist’ – institutional enrolment process/checklist. <p>Link to International Education resources for examples and templates</p> <ul style="list-style-type: none"> • Is the request to place a student genuine? • Check the personal, country or institutional bona fides with INZ and/or NZQA of any unsolicited request to enrol students that are received by email/social media from people or institutions with which you have had no previous connection. • Interview or not to be included? • Letter of acceptance/non-acceptance • Medical statement, Invoice
<p> Student fee protection</p>	<ul style="list-style-type: none"> • Set up with approved provider
<p> Student bank accounts</p> <p>Establish a relationship with a bank for the establishment of Student bank accounts.</p>	<ul style="list-style-type: none"> • Set up a system with a bank to enable your students to open a bank account.

<p>☺ Pastoral care processes</p> <p>Establish 'pastoral care' processes for international students – especially for those aged under 18.</p> <ul style="list-style-type: none"> 2021 Code: Part 6. Outcome 12. (50) Process 1: (1)(c) 	<ul style="list-style-type: none"> Provide training for staff involved in this network for their responsibilities as: 24/7 contact person – or 24/7 contact number (cellphone held on a roster of staff) Meeting students on arrival at the airport and accompanying them to their accommodation.
<p>➔ Travel and health insurance</p> <p>All international students studying in New Zealand are required to have travel and health insurance.</p> <p>Establish a health and travel insurance relationship with a company that offers approved cover for international students.</p> <ul style="list-style-type: none"> 2021 Code: Part 6. Outcome 10: Offer, enrolment, contracts, insurance and visa Clause 44. Process 5: Insurance. <p>Establish a Code-compliant 'accommodation arrangement' for students that require accommodation.</p> <ul style="list-style-type: none"> 2021 Code – All of Part 5 & Part 6. Outcome 12. (53-55) Process 4-6 	<p>It is a requirement of the Code of Practice under Outcome 3: Offers, enrolment, contracts and insurance that: Signatories must ensure that international students have the appropriate insurance coverage, including:</p> <ul style="list-style-type: none"> Insurance covering travel costs, medical care, and costs associated with repatriation, expatriation, and funeral expenses. <p>Code of Practice Outcome 3</p> <ul style="list-style-type: none"> You need to consider the accommodation arrangements you offer to any students you recruit. The Code requires that "as far as practicable, Providers must ensure that international students live in a safe environment." <p>There are different Code requirements for international students who are Under 18 (with guardianship requirements) and those who are Over 18.</p>
<p>■ Develop SMS processes</p> <ul style="list-style-type: none"> Develop SMS processes for international students – for recruitment tracking and reporting – that comply with NZQA and MOE requirements (e.g. Export Education Levy). 	<ul style="list-style-type: none"> The SMS programme used by an institution that enrolls international students MUST be able to capture the Export Education Levy data. If TEC-funded domestic students are enrolled at the institution, then the Providers SMS programme can be used. If students are unfunded then an alternative SMS programme could be used. There are SMS programmes available commercially that focus on the international student enrolment process e.g., <p>► Enroller</p>
<p>🏢 Facilities and resources</p> <p>Identify facilities and resources required by the institution to host international students.</p>	<ul style="list-style-type: none"> Prepare and present business case, costs and timelines for provision plans to Manager.

“Providing an environment that nurtures cross cultural skills, collaboration and understanding for diverse and inclusive connections.”



👤 Staff professional development

Identify staff professional development needs for hosting international students from particular countries, religions, backgrounds – and submit these needs to Management for addressing through Professional Development programmes.

Sources of professional development include:

- ENZ – e.g., agent webinars in ▶ [AgentLab](#)
- Staff from other tertiary providers experienced in aspects of tertiary education identified as a 'need' in your institution

Interest groups e.g., ▶ [ISANA](#) is a national association committed to promoting professional pathways, sector-specific credentials and innovative practice to serve the export education sector.

📢 Develop a marketing plan

Develop a 'marketing plan' – that includes website, social media and print materials.

- Develop and publish institutional and course information and recruitment/enrolment materials and documentation – web/print/social media.
- Brochures (PDF – useful for distribution) printed and on flashdrives – easier to give to agents and others – in English and student's language.
- Powerpoint presentation covering country/region/institution/course(s.)
- Institution's website – with information for International Students easily located.
- Social media – Facebook, Instagram presence. Maybe also any that are predominant in the country being marketed in e.g. WeChat in China.
- Photos of your own Campus and student activities
- 2021 Code: Part 6.
Outcome 9. (37) Process 1.
Marketing and Promotion

Documents and powerpoint presentations can have photos and illustrations included to make them appealing to the reader.

Libraries of photos can be found at:

- ▶ [Christchurch Educated's 'Toolkit' resources](#)
- ▶ [MaiENZ BrandLab](#)



THINK NEW | NEW ZEALAND EDUCATION

WELCOME TO THE BRAND LAB

Everything you need to help you promote the unique benefits of studying in New Zealand.

MaiENZ is a portal for all Education New Zealand's digital services. Your free MaiENZ account gives you access to the Brand Lab and many other services with a single sign-in. [Learn more.](#)

If you already use the Brand Lab and haven't set up your MaiENZ account yet, no problem. Just create your MaiENZ account using the same account details you used for the Brand Lab and you will be guided through the set up of your new MaiENZ account.

Consider also:

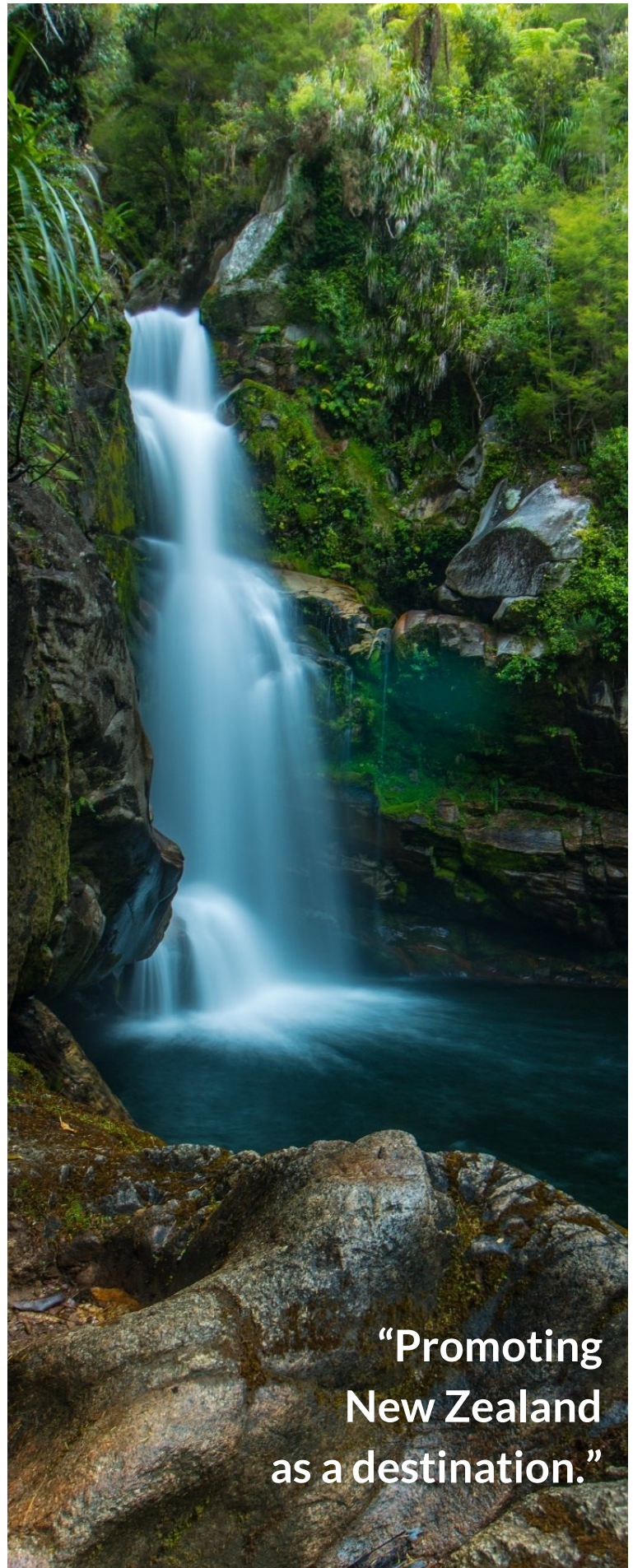
The higher the status of the person doing your marketing the higher the status of the agency/institution/business staff you are likely to meet – so there may be good reason for the principal of your institution to do the overseas marketing in person or accompany the person that does.

Reduce the amount of information if a translator is relaying your information to the audience – it takes much more time.

Your powerpoint presentation should be in sections so that you can be flexible about content presented to various audiences – and within time limits at various presentations.

Presentation sections could include:

- Promoting NZ as a destination
- Education in NZ
- Education in your part of NZ
- Your institution – general overview
- Specifics about each programme you are recruiting for
- Examples of student work, outcomes, etc from the programmes



**“Promoting
New Zealand
as a destination.”**

Travel considerations when recruiting students

If you are not going to rely solely upon in-country education agents for your recruitment, then **plan and complete face-to-face visits** by representative(s) from your institution to target countries / institutions.

Travel considerations include:

- Budget
 - Agent commission payment – GST and Non GST rated
 - Setting up an itinerary that includes time for:
 - Travel between marketing locations, variations to itinerary if opportunities pop up (e.g. interviews of prospective students), visit to agencies, NZ Embassy/NTE offices, rest time.
 - Meeting with agents and preferably the agency principals.
 - Seeking assistance from agencies (e.g to subsidise travel costs, to link in with ENZ/NZTE events within the country)
 - Flexible (unprogrammed) time to accommodate changes to your schedule
 - Align with the ENZ marketing plan and activities where appropriate
 - Arrange accommodation for each stop – include pickup from airport/station if needed
 - Apply for visas for countries being visited – if required
 - Arrange for a translator if required for your meetings – sometimes provided by your meeting host. your Agent, ENZ or the NZ Embassy may be able to assist with this.
 - Have a presentation (powerpoint presentation) that you can speak to – know it well so you can tailor your actual presentation to your audience. Include the language of the country being visited, if possible.
 - Take with you:
 - Plenty of your business cards
 - Gifts – especially for people you may be meeting for the first time
 - Power plug adapters suited to the countries you are visiting
 - USB pens with brochures and or presentation material included
 - Consider places where you might offer to host a lunch/dinner for people key to your developing network.
 - Always follow up each visit with an appreciative note – usually:
 - Thanking them for their hospitality
 - Summarising the main points of your discussions
 - Listing what **you** may have agreed you would do upon your return to NZ
 - List what **they** may have agreed to do
 - Looking forward to continued association
-

What might you do when you travel overseas for marketing purposes to build your network and to recruit students?

- Participate in Education Expos - local, regional and international. Ask ENZ and NZTE about their schedule for these.
- Personally visit:
 - Education Agent Offices – present to the agents; present to potential students/parents; interview potential students the agent has bought in especially for your visit.
 - Specific education institutions that teach subjects that lead to courses at your institution and from which students may come to your institution.
 - NZ Embassy/ENZ Regional Offices – seeking local knowledge and potential sites for you to visit
 - Businesses that employ people with the skill sets you educate and train for
 - In-country Government Agencies related to the programmes you are promoting.
- Through an Education Agency or ENZ, host a seminar about Education in New Zealand – maybe link with other NZ marketers travelling at that time to host this and/or Alumni who have studied in NZ and returned home to contribute to the presentation.
- Interview prospective students that are presented to you by agencies or other sources – sometimes occurs the day after a visit to an agency!
- Respond to invitations to visit schools/institutions/businesses that may arise spontaneously during your time away.



“Always follow up each visit with an appreciative note.”

Establish an agent network – appointing, educating and evaluating agents, commissions and payments

2021 Code: Part 6. Outcome 9. (38) Process 2.

Managing and monitoring education agents.

International Education is largely conducted through Education Agents on a commission basis.

You need to build relationships with Agents operating in the countries you wish to market in or with Agents based in NZ with offices or sub agencies offshore.

Have Zoom meetings with agents offshore (in a new post Covid world), to start building relationships.

- The ENZ SkillsLab resource has resources covering:
- 19 ways to find agents
- Understanding agents
- Strategically manage your agents

<https://skillslab.enz.govt.nz/learn/partnerships/agents>

Briefly, you can locate agents you may wish to contract to act on your behalf through:

- Education NZ's recognised Agency Programme.
- Agent websites – look these up yourself
- Agent workshops
- Recommendations from other Providers
- Agent Expos – e.g. ISEA International Standards Education Agents
- Inbound Agent visits through ENZ or your local regional organisation
- ENZ conferences
- Referrals
- Study Christchurch (or other regional tertiary education organisation)
- Local branches of Country Business Councils
- Requests received directly from overseas agents who have seen your website – scrutinise these very carefully!

For each agent you decide to contract you will need:

- An Education Agent appointment and review process policy
- An Agent application form – for them to apply to represent your institution

[Link to Agent Documents for examples and templates](#)

- An agent agreement
 - Lays out the terms and conditions of the work The Agent is required to do on your institution's behalf – including the length of time the agent is to represent your institution
 - The remuneration for this service
 - The review of service process
 - Settlement of grievance process

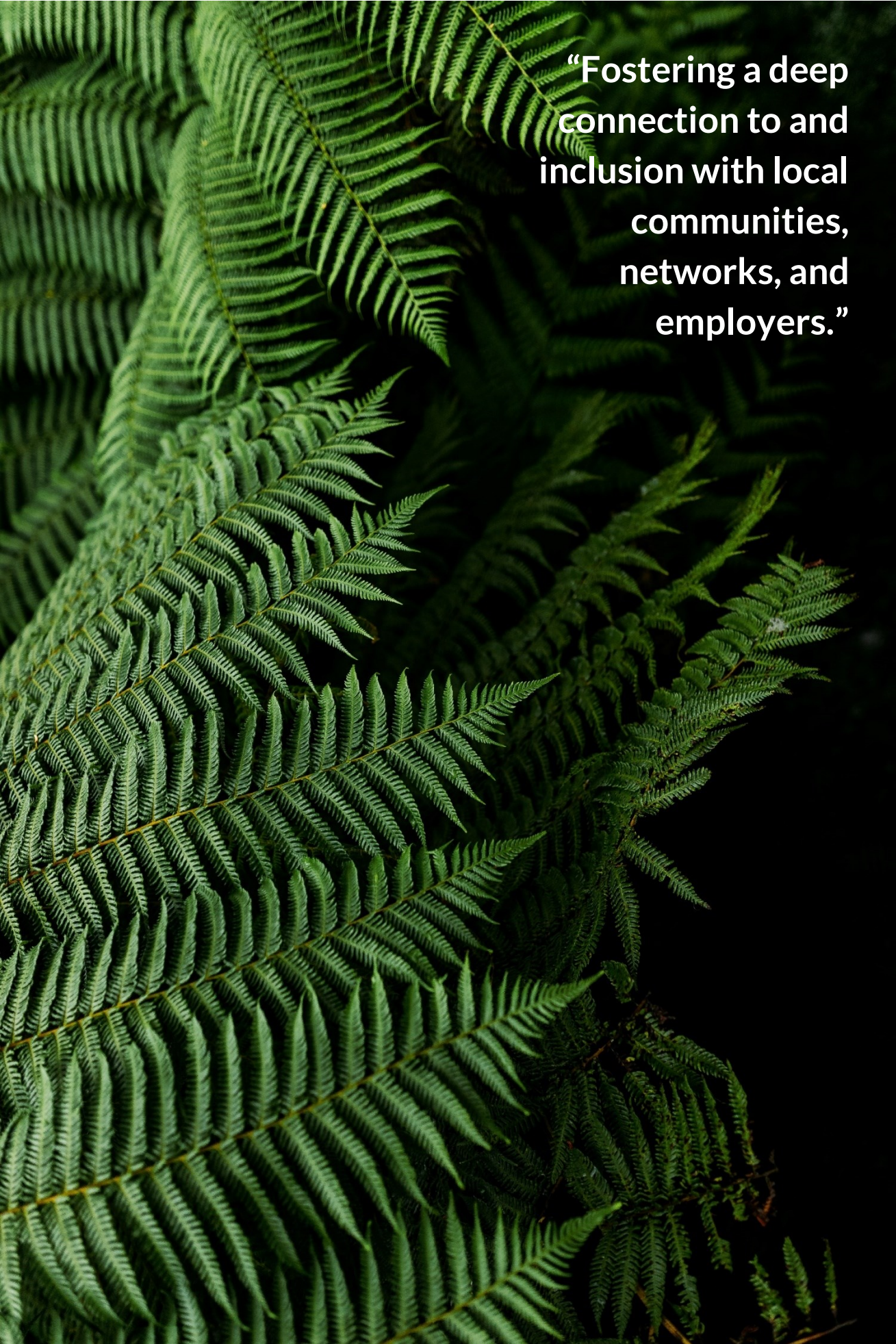
► It is unlikely that you will have all of this completely ready before you start marketing.

Some aspects will develop and change as you go, so be prepared to amend and add policies as the need arises.

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

Code signatory status and course approvals are essential before you start though – your practice will be informed through your experience of engaging in international education and the advice and guidance you receive from others also engaged in international education.

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



“Fostering a deep connection to and inclusion with local communities, networks, and employers.”

04: Where to go for help?

Accessing, navigating, understanding and applying all the 'international education' information:

Member Professional Organisation(s)	
Independent Tertiary Education New Zealand (ITENZ) Wayne Dyer, ITENZ Chief Executive Phone: +64 21 307 087 E-mail: wayne.dyer@itenz.co.nz or admin@itenz.co.nz	<p>ITENZ is the Independent Tertiary Education New Zealand (ITENZ), a national organisation representing private tertiary institutions in New Zealand.</p> <p>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</p> <p>ITENZ is dedicated to uniting the private tertiary education (PTE) sector and representing the collective membership in a competitive and challenging political environment.</p> <p>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.</p>
Government Agency	
Education New Zealand (ENZ)	<p>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.</p>
Regional Education Organisations:	
<p>Regional education organisations that focus on international students.</p> <p>Education by group name, location(s), website ▼</p> <p>ENZ website (other regional information)</p> <p>Education Northland - Whangarei and Northland</p> <p>Study Auckland – Auckland</p> <p>Education Tauranga – Tauranga</p> <p>Education Rotorua – Rotorua</p> <p>Study Taranaki – Taranaki</p>	<p>These regional organisations are groups of education providers usually representing a city and region of New Zealand.</p> <p>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.</p> <p>They welcome inquiries for international partnerships, study tours, teacher professional development and individual student enrolments.</p>

Vision Manawatu - Manawatu and Palmerston North Learning Hawke's Bay - Hawke's Bay Whanganui & Partners - Whanganui Education Wellington - Wellington Education Nelson-Marlborough NelsonTasman Christchurch Educated - Christchurch Education South Canterbury Study Dunedin - Dunedin Education Southland - Invercargill Study Queenstown - Queenstown	
Other Government Agencies:	
The Code Office (part of NZQA) Know the code videos NZQA	For advice and guidance related to Code of Practice (for International Students) requirements, interpretation and compliance.
Immigration New Zealand (INZ) Ministry of Business Innovation & Employment mailto:ieengagement@mbie.govt.nz (use Market advice or something similar in the subject line) for any question not answered on the website.	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). For advice on countries for which visas for your programmes may be approved.
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.

Service Agencies

[The Public Trust](#)

[Members of the Chartered Accountants Australia and New Zealand](#)

[Members of The New Zealand Law Society](#)

Approved providers of Student Fee Protection (SFP) services include:

Insurance and financial (banks) providers

The Code Office of NZQA does not endorse / approve insurance providers or banks for international students coming into New Zealand.

The 2021 Code Part 6. Outcome 10: Offer, enrolment, contracts, insurance and visa. Clause (44) Process 5: Insurance 1-3 details the requirements of aspects that insurance must cover

The international Code does not include specific requirements for providing banking provisions for international students, although a Code signatory provider may decide it is good practice in their context to ensure that their students have access to their own bank account whilst studying in New Zealand.

Other useful sources of country information

National Business Councils:

[Africa New Zealand Business Council](#)

[New Zealand Business Council](#)

[India New Zealand Business Council](#)

[Japan New Zealand Business Council](#)

[Latin America New Zealand Business Council](#)

[New Zealand Chamber of Commerce Singapore](#)

[New Zealand China Council](#)

[New Zealand Europe Business Council](#)

[New Zealand Middle East Business Council](#)

For general knowledge about possible 'sending countries' and networking with officials.



ITENZ

Independent Tertiary Education
New Zealand