

# Te oranga me te haumaru ākonga

## Wellbeing and safety of international learners

April 2021

Consultation closes **21 May 2021**



# Why is wellbeing important?

Wellbeing means learners have safe, inclusive and healthy environments in which to learn, live and socialise. It refers to their mental, physical, family, social and spiritual health.

This view of wellbeing applies to learners as individuals and as members of whānau and communities.

Wellbeing is important for learners to get positive outcomes from their tertiary learning.

International student wellbeing is a key priority for the recovery of international education and the educational, social, cultural and economic benefits this brings to New Zealand.

# An integrated code for international and domestic learners



We are proposing more consistent standards of wellbeing and safety for international and domestic tertiary learners.

From 1 January 2022, tertiary education providers will need to meet the same clear set of expectations for domestic and international tertiary learners' safety and wellbeing.

Tertiary signatories will also need to meet additional requirements in relation to their international learners.

There are no changes being proposed to requirements for school signatories.

# Shared wellbeing and safety provider expectations (Part 3 )



Part 3 proposes that for both domestic and international learners, tertiary providers need to:

- consult with learners, their families and communities on strategic plans, goals and practices.

- have timely and accessible processes for dealing with complaints (to help identify where there are issues for learners as well as providers).

- have effective organizational structures such as co-ordinated information channels and staff training and,

- have practices to assist learners in an emergency situations.



# Wellbeing and safety practices in relation to domestic and international learners

These requirements bring together the Interim Code and the International Code.

All tertiary providers will need to support domestic and international learners to have positive learning and living experiences.

This includes wellbeing and safety requirements for:

- safe and inclusive physical and digital learning environments (outcome 5)

- academic, personal, and social development of learners (outcome 6)

- promoting physical and mental health awareness (outcome 7) and

- monitoring learners' wellbeing and safety and responsive wellbeing and safety practices (outcome 8).



# Additional wellbeing and safety practices – student accommodation

Part 5 of the code requires all tertiary providers of student accommodation that is exempt from the Residential Tenancies Act to have a positive and supportive environment in accommodation, so learners are empowered to manage their own wellbeing and safety and receive appropriate support when they need it. Tertiary providers will ensure that :

- information and activities are accessible to learners and accommodation staff receive appropriate training
- they monitor residents' wellbeing and safety
- they have effective accommodation contracts and administrative practices, and student accommodation is well maintained (outcomes 9 -12)

This will align the regulatory framework for domestic and international tertiary residents in student accommodation.



## Additional wellbeing and safety practices – international tertiary learners

Part 6 retains the distinct requirements for tertiary signatories but restructures them to reflect the structure used in earlier parts of the code.

While all of the current requirements for international tertiary learners are retained in the proposed code, some of these have been included in parts 3-5 of the new code to ensure that there is clarity and consistency when domestic and international learners' needs are shared.

A definition of 'disciplinary action' has been added in relation to international learners to clarify that expectations for fair and reasonable disciplinary processes apply to the full range of actions a signatory may take, including termination of enrolment contract.



# Requirements for school signatories

The proposed code does not include any new requirements for schools enrolling international students.

The form of the code will change, and there are two minor changes in terminology that apply to all signatories:

‘disciplinary action’ is defined as described above

distinguishing between disabled learners and others with additional learning needs.

Requirements specific to schools will be retained as they are now and set out separately from those for tertiary providers.



## A system changing over time

Changes to the code will come into effect from 1 January 2022.

Some other changes to the legislation will be put in place during 2022 to:

- strengthen the focus on learner wellbeing and safety,

- minimise provider compliance and administrative costs, and

- make sure the code and code administrator settings are fit for purpose

Further changes to the code and dispute resolution scheme are expected from 2022 onwards, to align with revised law changes.



# Want to find out more and have a say?

[Find out more on the Kōrero Mātauranga website at](#)

[conversation.education.govt.nz/conversations/wellbeing-and-safety](https://conversation.education.govt.nz/conversations/wellbeing-and-safety)

The deadline for submissions is midnight **21 May 2021**.



## For more information...

See how this aligns with the Tertiary Education Strategy on our Education website at [education.govt.nz/assets/Documents/NELP-TES-documents/FULL-TES-2020.pdf](https://education.govt.nz/assets/Documents/NELP-TES-documents/FULL-TES-2020.pdf)

See how this aligns with Ka Hikitia Ka Hāpaitia the Māori Education Strategy on our Education website at [education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ka-hikitia-ka-hapaitia-the-maori-education-strategy/](https://education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ka-hikitia-ka-hapaitia-the-maori-education-strategy/)

See how this aligns with the Action Plan for Pacific Education our Education website at [education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education-2020-2030/](https://education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education-2020-2030/)

See how this aligns with the Strategic Recovery Plan for International Education on our Education at [website education.govt.nz/news/rebuilding-international-education/](https://education.govt.nz/news/rebuilding-international-education/)