

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

### CCEL Self-Review Report – October 2024

CCEL is committed to ensuring our students' well-being, health, and safety by implementing the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 across all aspects of the organisation.

It should be noted that, as an English language college, the majority of CCEL's students are international. We occasionally accept domestic students. All actions and planning concern international and domestic students, onshore and offshore, over and under the age of 18. There may be additional procedures for students under the age of 18.

A summary of review findings follows:

<p>Outcome 1: A learner wellbeing and safety system</p>	<p>CCEL maintains a learner-centred wellbeing and safety system that is proactive and inclusive, with whanaungatanga at its core.</p>	<p>CCEL has an internal document that details specific actions and responsibilities related to the Code. CCEL is committed to ongoing reviews of processes to ensure they prioritise student wellbeing and safety. CCEL's staff is given the necessary training, tools and information to guarantee that they are always prioritising learner wellbeing and safety. Practice reviews are conducted through a learner-focussed feedback loop, which ensures an effective and up-to-date system.</p>
<p>Outcome 2: Learner voice</p>	<p>CCEL consistently considers diverse learner voices, and the wellbeing and safety needs they express are viewed as highly valuable input. The recently revitalised student council gives a further channel for students to give feedback to the school. CCEL continues to understand and respond to the learner voice in a way that upholds their mana and autonomy.</p>	<p>CCEL implements varied/certain formal and informal methods to actively hear and engage with diverse ākonga whilst recognising the need for cultural perspectives and culturally responsive approaches during all planning.  <b>Note:</b> A minor complaint was received in 2024 regarding satisfaction with tuition. The complaint was resolved through the current CCEL procedures within three working days.</p>
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environment</p>	<p>CCEL works to promote accessible and inclusive environments (physical and digital) where diverse learners will feel safe and supported – as valued members of the CCEL whanau.</p>	<p>CCEL aims to provide culturally competent and approachable staff who can identify and meet the holistic needs of diverse learners. CCEL has strict protocols in place to ensure all aspects of learner wellbeing (including safety, inclusivity, support services and accessibility) are prioritised. CCEL regularly engages with students and their communities, fostering inclusivity, transparency, and safety through a variety of feedback channels.</p>

Outcome 4: Learners are safe and well	CCEL works to make learners (domestic and international, online and face-to-face) feel safe and comfortable (whatever their cultural background) to communicate their physical and mental health needs to staff.	Outcomes 4, 8 and 11 are reviewed together as almost 100% of CCEL's learners are international students. Through orientation and specifically tailored support systems CCEL has very extensive learner safety support systems and processes in place, with day-one orientation being a crucial component of that. During induction, all new staff are exposed to the Code and the high degree of care that CCEL pays to student safety and well-being. Academic staff have, as part of the professional development programme, regular input on areas of support for the student body.
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	CCEL responds to the distinct wellbeing and safety needs of diverse international tertiary learners. CCEL acknowledges how many learners will find it challenging to report to staff if they have any concerns and so has adapted in-house resources and staff training to ensure culturally effective information and guidance.	
Outcome 11: International learners receive appropriate orientations, information and advice	CCEL provides well-designed and age-appropriate orientation and ongoing information and advice to support achievement, wellbeing and safety.	
Outcome 9: Prospective international tertiary learners are well informed	CCEL provides prospective international tertiary learners with clear, accessible, accurate and sufficient information, so that they can make informed choices about the study and services a signatory provides before they begin their study.	Outcomes 9 and 10 are reviewed together because they both relate to enquiry and enrolment (onboarding) processes. CCEL aims to provide transparency, so that all relevant parties are clear about their interests and obligations before entering into an enrolment contract. CCEL's systems for engaging with learners during the enrolment process are designed to serve the best interests of students and their families. These processes are regularly reviewed and monitored for compliance. Where any changes to the student profile or compliance environment are noticed, processes are reviewed against the changing environment.
Outcome 10: Offer, enrolment, contracts, insurance and visa	CCEL learners make well-informed enrolment decisions about the educational outcomes they want and all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.	
Outcome 12: Safety and appropriate supervision of international tertiary learners	CCEL ensures that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with parents or legal guardians of learners under 18 years	
		CCEL has continued to strengthen its homestay base in the last year by recruiting a wider base of new families. Policies and processes are regularly reviewed to ensure they are appropriate for the ongoing Covid context. New administration staff are trained in the systems, particularly those relating to under 18 students.