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

CCEL Self-Review Report – October 2026

CCEL is committed to ensuring the wellbeing, health, and safety of all learners through the effective implementation of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 across all aspects of the organisation.

As an English language college, the majority of CCEL's students are international learners, although we also occasionally enrol domestic students. Our policies, procedures, and self-review processes consider the needs of all learners, including international and domestic students, those studying onshore and offshore, and learners both over and under 18 years of age. Additional monitoring and support procedures are in place for students under the age of 18 to ensure their specific welfare and safety needs are met.

Self-review and self-evaluation are integral to CCEL's commitment to continuous improvement. Through regular review of learner outcomes, wellbeing initiatives, support services, policies, procedures, and stakeholder feedback, CCEL aims to ensure that learners receive a high-quality educational experience within a safe, inclusive, and supportive environment.

As a member of English New Zealand, CCEL is committed to maintaining the high standards expected of accredited English language providers. The English New Zealand Standards, together with the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, provide the framework through which CCEL meets the needs of its learners, agents, staff, host families, education partners, and other key stakeholders.

A summary of review findings follows:

Outcome 1: A learner wellbeing and safety system	CCEL maintains a learner-centred wellbeing and safety system that is proactive and inclusive, with whanaungatanga at its core.	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.
Outcome 2: Learner voice	CCEL consistently considers diverse learner voices, and the wellbeing and safety needs they express are viewed as highly valuable input. The 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.	CCEL implements varied 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.
Outcome 3:	As a multi-cultural school by nature, CCEL works to promote accessible and inclusive environments (physical and digital) where	CCEL aims to provide culturally competent and approachable staff who can identify and meet the holistic needs of diverse learners.

Safe, inclusive, supportive, and accessible physical and digital learning environment	all learners will feel safe and supported – as valued members of the CCEL whanau.	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.

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:	CCEL ensures that international tertiary learners are safe and appropriately supervised in their accommodation and effectively	CCEL has continued to strengthen its homestay base in the last year by recruiting a wider base of new families. Policies and processes

Safety and appropriate supervision of international tertiary learners	communicate with parents or legal guardians of learners under 18 years	are regularly reviewed to ensure they remain appropriate. New administration staff are trained in the systems, particularly those relating to under 18 students. U18 processes have been further strengthened throughout the year.

Reporting of Complaints and Critical Incidents

Complaints of concern would be:

- **Academic**: those which relate to a student/students not being able to learn or study effectively whether onsite or at their place of accommodation (if arranged by CCEL)
- **Pastoral Care:** Any complaint that would affect the physical and /or emotional safety and well-being of the student during their course of study
- **Premises**: Any issue that would seriously affect a student's ability to learn/study or poses a serious risk to their safety and/or well-being

At CCEL, complaints of concern are categorised into three levels:

'Low'– able to be quickly resolved (as a rule within 3 working days)
'Medium'– unable to be resolved as quickly; may need external assistance (e.g. student counsellor, student's agent)
'High'– unable to be resolved by CCEL staff. Needs to be addressed by an external third party (EnglishNZ, NZQA)

In 2026 (to date), there has been one complaint categorised as 'high' in nature received. More information on all complaints received can be requested from the school by emailing study@ccel.co.nz

An anonymous complaint was made via email during the latter stages of CCEL's March to June 2026 EAP Stage 2 programme. The complaint raised concerns about bias in CCEL's grading practices. The complaint was investigated and no evidence of bias was discovered. After the course finished the same complaint was escalated through English New Zealand – this being a standard part of CCEL's published Complaint Procedure. After a series of email exchanges in July and August 2026 answering specific questions from the complainant correspondence ceased. Although a complaint can be further escalated to NZQA for investigation we have had no further contact about this matter.

No complaints have been received outside this matter.

To date there have been no critical incidents to report.