

Eastwest College of Intercultural Studies

**2025 External Report of the Self-Review
showing Compliance with**

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



**Te Oranga me
Te Haumaru Ākonga**

**Learner Wellbeing
and Safety**



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Stage of implementation for each outcome

The following ratings are given based on the self-review that has been completed for 2025 for Eastwest College of Intercultural Studies. Evidence of the implementation of each Outcome is provided in the successive pages.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented
Outcome 4: Learners are safe and well	Well implemented

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Rating
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Well implemented
Outcome 6: Accommodation administrative practices and contracts	Well implemented
Outcome 7: Student accommodation facilities and services	Well implemented

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented
Outcome 9: Prospective international tertiary learners are well informed	Well implemented
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well implemented

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	• Staff and faculty work together and meet regularly in teams and corporately to respond to the diverse needs of learners. • Our Strategic Goals and Plans are reviewed annually by staff and Student Council to recognize gaps and remain current. Updates take place as needed. • Self-review reports and Strategic Goals and Plans are published on our Eastwest's website. • A Pastoral Care Team meets regularly to discuss wellbeing needs of learners. "Community Care" is a weekly agenda item which highlights any outstanding needs of learners. • A Disability Support staff member was appointed this year. • Staff continue to further their learning in various areas in 2025, including: the completion in a MATH majoring in pastoral care and counselling by the Pastoral Care Dean; a course in supervision by the College Counsellor in 2024, Peacemaking training, First Aid course. • No critical incidents or emergencies were recorded in 2025. • Our annual self-review and updated Strategic Goals and Plans are published on our website. • A gap was identified in our ability to accommodate persons with physical disabilities. A staff member has	Minutes (Staff, Student Council, WEC Branch Council); Strategic Goals and Plans document on website; Qualification certificates; WhatsApp messages; Detailed Health and Safety Manuel; Care Group and Growth Plan; SC representation at Faculty meetings; Accessibility to maintenance (QR Code); Forums; College Handbook.

	been appointed to be our Disability Support Staff, and communication is in place regarding upgrades on our campus to suit the needs of prospective learners with disabilities	
Outcome 2: Learner voice	• SC is purposefully composed of a diverse range of learners from various cultures. They respond to suggestions and concerns that come through a QR Code set up for this purpose and pass this information on to the Pastoral Care Dean if necessary. They are represented at Faculty Meetings each term. • We have designated staff for Pastoral Care who spend intentional time with learners to build rapport and relationship. • Each learner has designated one-on-one time with their Care Group leader throughout the year. • This year we implemented a new system of designating two of the four forums to be student only forums. Their feedback is then passed on to staff/faculty and any issues raised are addressed (and publicly acknowledged at the subsequent staff/student forum) • Our grievance procedure is clearly explained in orientation and reviewed in a forum during the year. It is displayed on the college notice board, in our College Handbook, and on our website. • There have been no 'concerns' that have moved to a 'complaints' level in our grievance procedure. • Our kaupapa is to prepare learners for intercultural work, which is modelled through our programmes, our small residential culture, daily meals together, and our systems of Care Groups and Growth Plan. In this way we are not only able to hear our learners' voices but also respond quickly to their wellbeing and safety needs.	Minutes (Student Council, staff); WhatsApp messages; QR Codes; Surveys; Class evaluations; Growth Plan; Grievance Procedure; Complaints Log; Forum minutes.

	• The principles of partnership, protection, and participation promoted by Te Tiriti o Waitangi as well as the goal of building cultural capability are central to Eastwest College. Through the implementation of te reo in waiata, karakia, and ako, these principles are encouraged. As well, annual celebrations and participation in Matariki, te wiki o te reo, and an annual marae visit allow for learner voice to be expressed.	
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Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	• Our kaupapa includes a strong sense of community in which learners feel included, supported, and safe. • We maintain a comprehensive Health and Safety Manual, and H & S is a regular agenda item for staff meetings. • Daily meals together as a community provide opportunity to promote an inclusive and supportive atmosphere on campus. • Class work includes activities which promote inclusivity, such as group projects. • Learners are given opportunities to participate in all aspects of community life, such as social activities on and off campus, meals, exercise, and worship. • Daily devotions and worship nights encourage a healthy spiritual and emotional atmosphere. • An extended version of the Strategic goals and plans explains the various ways in which they align with our practices.	Forums; H&S Manual; WhatsApp communication; Minutes (staff); Strategic Goals and Plans.
Outcome 4: Learners are safe and well	• Prospective learners can find information to meet their basic needs on our website. Communication with staff prior to coming via email, phone calls, and visits to our campus is commonplace. • Current learners send and receive information through our community WhatsApp chat groups. Information regarding academics, health and safety, and wellbeing can also be found in the College Handbook, Notice Boards, and on Moodle.	Website; Growth Plan; WhatsApp messages; Emails; H & S Manual; College Handbook; Moodle; Minutes (staff).

	• Our system of Care Groups and one-on-one meetings with staff mentors (based on the Te Whare Tapa Rima model) help learners to manage their physical, mental, and spiritual health. • Proactively monitoring the wellbeing and safety of our learners also takes place in weekly staff meetings, allowing Care Group leaders to follow through with support needs that are raised. • An emergency contact person is requested in the application form. • Applicants with identified risks (e.g. Indication of mental health issues or disability) are flagged at application with notification made to relevant support staff. • Extra provision for learners is made by offering left over food at the end of the week, as well as free bread and fruit (when available).	
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Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 5: A positive, supportive and inclusive environment in student accommodation	• Eastwest has a strong inclusive community ethos, which is developed through shared meals, ministry, and social activities apart from the community ethos in our classes and participation in practical duties throughout the week. • Pastoral Care Staff are well trained and experienced. They monitor the wellbeing and safety of our learners through regular interactions. Most staff live on campus with our learners. • Residents are encouraged to meet weekly for a social time with their flatmates, and Student Council provides opportunities for social activities on campus. • The whole kaupapa of Eastwest promotes the principles of Te Tiriti o Waitangi through a focus on cultural awareness and sensitivity to other cultures through community life and classes.	Most staff live on campus; WhatsApp messages; CV's of staff; Growth Plan; Minutes (Staff, SC, Forum).
Outcome 6: Accommodation administrative practices and contracts	• Our website clearly provides the requisite information regarding our accommodation admin practices, including our Accommodation Agreement • After students arrive on campus, the Accommodation Agreement is explained to them individually in a meeting with the Residential Host and then signed by all students in accommodation. • A Complaints Log is kept on SharePoint. • The Accommodation Agreement is reviewed annually. Any issues regarding accommodation are raised at weekly staff meetings.	Website; Accommodation Agreement; Complaints Log; Minutes; Strategic Goals and Plans.

	• Our Strategic Goals and Plans related to this Outcome include many of the above-mentioned points.	
Outcome 7: Student accommodation facilities and services	• Cleanliness of accommodation is maintained through a mandatory deep clean and inspection twice a year. • There have been several upgrades to accommodation in the last year (including new kitchens, disability bathroom, painting, etc.), as well as plans for continuing upgrades as needed. • A QR Code with a Maintenance Request Forms is found in an accessible location and is available for students for any maintenance required. • Regular forums allow learners to voice any concerns regarding accommodation concerns. • Learners are provided with laundries, rubbish service, extra freezers, and internet access.	Minutes (Forum, staff); Maintenance Request Form; Accommodation Agreement.

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	- A multicultural staff who has worked in multicultural settings helps us to understand the distinct wellbeing and safety needs of our diverse international learners. Our kaupapa is to train students in intercultural studies, so taking time to understand and address the needs of diverse learners is naturally done through building relationships and spending time in groups and one-on-one meetings. - We have staff members dedicated to International Student Support, and an ethnically diverse Student Council, which are represented at faculty meetings once per term. - The principles of partnership, protection, and participation promoted by Te Tiriti o Waitangi are upheld through our Care Groups and Growth Plan which allow us to know our learners well, as well as a celebration of cultures that takes place throughout the school year.	Growth plan; Staff C.V's; Staff living on campus; Minutes (staff, faculty, SC); Survey results; Class evaluations.
Outcome 9: Prospective international tertiary learners are well informed	- A section of our website is dedicated to international learners, including our Pastoral Care of International Students document which provides clear information regarding various aspects relevant to international learners. - Our prospectus (on website) and Facebook page are also an online means of obtaining information. - We do not employ contract agents.	Website; Prospectus; Surveys, Pastoral Care of International Students Doc.
Outcome 10:	All international students must confirm that they have read and agree to our Pastoral Care of International Learners Document which outlines	Website; Prospectus; Surveys, Pastoral Care of International Students doc; Emails; International Student Trail doc; Annual fee protection audit.

Offer, enrolment, contracts, insurance and visa	expectations, English language proficiency, academic ability, insurance, and visa processes. • Our website explains the Fees schedule. • Prospective learners often communicate with staff through email or phone calls, and a required Zoom call prior to their arrival. • Our practices regarding terminations of enrolments and disciplinary action are clearly laid out in the Pastoral Care of International Learners document. Our grievance procedure is proof of our current practices upholding principles of natural justice, ensuring that learners are treated fairly. This procedure provides learners with an equitable way of voicing their concerns and complaints which may relate to disciplinary actions. • Our 'International Student Trail' document ensures that all of the required procedures are followed before enrolment takes place.	
Outcome 11: International learners receive appropriate orientations, information and advice	• A valuable three-day orientation programme is held with each intake. • Ongoing advice comes in the form of one-on-one meetings through our Growth Plan system, personal engagement with staff and faculty, and our Care Group System.	Orientation schedule; Growth Plan; Most staff live onsite; Surveys; forums.
Outcome 12: Safety and appropriate supervision of international tertiary learners	• With rare exceptions, all of our international students live onsite, and therefore evidence from Outcomes 5-7 proves that our current practices ensure that our accommodation is a safe, acceptable, and lawful living environment. • All of our international learners are 18 years and older.	Minutes (staff); International Student support living onsite; WhatsApp messages; Evidence from Outcomes 5-7.

	• Staff dedicated to supporting international learners make extra effort to ensure that their wellbeing is maintained.	
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Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	A gap was identified in our ability to accommodate persons with physical disabilities. A staff member has been appointed to be our Disability Support Staff, and communication is taking place regarding upgrades that may be needed on our campus to suit the needs of prospective learners with disabilities.
Outcome 2: Learner voice	No significant gaps were identified, though ongoing effort needs to be made to consider ways to invite and respond to learner voice. This could include ongoing discussions with learners about their involvement in decisions related to community life and wellbeing through Student Council and forum involvement.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	No significant gaps were identified.
Outcome 4: Learners are safe and well	No significant gaps were identified.

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Identified gaps in compliance with key required processes
Outcome 5: A positive, supportive and inclusive environment in student accommodation	No significant gaps were identified.
Outcome 6: Accommodation administrative practices and contracts	No significant gaps were identified.
Outcome 7: Student accommodation facilities and services	No significant gaps were identified.

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	No significant gaps were identified, though ongoing effort needs to be made to consider ways to invite and respond to learner voice regarding their distinct wellbeing needs.
Outcome 9: Prospective international tertiary learners are well informed	No significant gaps were identified, though ongoing effort needs to be made to clearly provide information needed on our website.
Outcome 10: Offer, enrolment, contracts, insurance and visa	No significant gaps were identified, though continual reviews of our processes need to be in place.
Outcome 11: International learners receive appropriate orientations, information and advice	No significant gaps were identified.
Outcome 12: Safety and appropriate supervision of international tertiary learners	No significant gaps were identified.

