

Procedure: Pastoral Care and Student Support

The purpose of this procedure is to provide guidance on pastoral care and student support processes for domestic and international students.

PURPOSE

YooBee Colleges will provide pastoral support to meet the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. It will ensure that all students can access the support they need to ensure their academic success and personal Hauora (wellbeing) and that students at risk are identified and connected with support.

This requires that:

1. students experience a physically safe and mutually supportive learning environment that responds to their needs
2. students have adequate access to advice, information and services which help them to meet their basic needs
3. students are assisted to manage their physical and mental health, and to access support when needed
4. students are assisted to progress and achieve in their studies, and to develop knowledge, skills and experience to prepare them for further work or study
5. students experience an inclusive learning environment where they are accepted and valued, respected, free from racism and discrimination, and connected with social and cultural networks
6. the mana of students is upheld in the learning environment and their voices are heard and integrated in decisions around the planning and provision of learner support services

CODE OF PRACTICE

The Code makes it clear that creating an environment that supports learning and wellbeing is a shared responsibility between tertiary providers, students, whānau and the wider community. The code contributes to an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships in accordance with section 4(d) of the Education and Training Act 2020.

There are 8 parts to the code and 22 Outcomes (with various process requirements under each) that must be met. YooBee Colleges does this through establishing learner wellbeing and safety strategic goals and strategic plans which are regularly reviewed and amended.

Parts 3 – 5: relate to both domestic and international tertiary learners

Parts 6 – 7: relate to international tertiary learners

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

Part 1 – Introduction (Title, Commencement, Application of Code, Approval, and removal of signatory status)

Part 2 - How to read this code (definitions)

Part 3 - Organisational structures to support a whole-of-provider approach to learner wellbeing and safety (All requirements relate to domestic and international tertiary learners)

- o Outcome 1: A learner wellbeing and safety system
- o Outcome 2: Learner voice

Part 4 - Wellbeing and safety practices for all tertiary providers (All requirements relate to domestic and international tertiary learners)

- o Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments
- o Outcome 4: Learners are safe and well

Part 5 - Additional wellbeing and safety practices in tertiary student accommodation (All requirements relate to domestic and international tertiary learners)

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

Part 6 - Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

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

Part 7 - Wellbeing and safety practices for schools (signatories) enrolling international learners

- o Outcome 13: Marketing and promotion
- o Outcome 14: Managing and monitoring education agents
- o Outcome 15: Offer, enrolment, contracts, and insurance
- o Outcome 16: Immigration matters
- o Outcome 17: Orientation
- o Outcome 18: Safety and wellbeing
- o Outcome 19: Learner support, advice and services
- o Outcome 20: Managing withdrawal and closure
- o Outcome 21: Dealing with complaints
- o Outcome 22: Compliance with international learner contract Dispute Resolution Scheme

Part 8 - Code administrator

- Reporting and publishing obligations
- Reporting breach of code
- Responding to a complaint
- Monitoring, investigating, and receiving and sharing information
- Working with Dispute Resolution Scheme operator(s)
- Requirements for entry to inspect student accommodation
- Indemnification for code administrator costs
- Revocation of 2016 Code

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

STUDENT ORIENTATION

All new students participate in programme induction, whether they are classroom based or learning online. On acceptance to YooBee Colleges, students receive information which lays out guidance and support systems available to students. Online and blended learning students are given access to YooBee Colleges' online learning system, which has orientation information. Students are also directed to the YooBee Colleges' website and are given a copy of the Student Handbook which holds information about student pastoral care. During induction, aspects of the Student Handbook relating to guidance and support systems are discussed with students. A dedicated induction system is in place for online students and sessions are also recorded for later reference.

STUDENT REPRESENTATION

Student representatives and Kaiāwhina are advocates for fellow students across social, cultural, disability, neurodiverse and academic areas and are democratically elected (representatives) and nominated (Kaiāwhina) by each cohort. They attend induction training run by the CM and TL to help them understand their role. Representatives and Kaiāwhina should meet with Campus Managers monthly. At these meetings students will be provided with news or concerns and request feedback from representatives on particular matters and representatives will have the opportunity to raise any points that their class would like discussed.

TUTOR SUPPORT

The first line of support for students is from their tutors. Students are advised to seek support from their tutor when they need assistance or are finding a particular course or assignment challenging. If a student does not feel comfortable speaking to their Course Tutor or the Course Tutor feels unable to support them appropriately, the Team Leader may be requested to assist the tutor. If priority learners are having difficulty in coping with the content of the programme the tutor may also request further support for the student from a Learning Success Coordinator.

Each campus holds regular student meetings between the Campus Manager, Team Leaders and the Learner Success Coordinator to deal with issues affecting the student body. Monthly Academic Meetings are held with the Head of Learner Success, or proxy, with Campus Managers and Team Leaders to identify any priority learners at risk. Learner Success Coordinators also meet with the Team Leaders to discuss any further support tutors may need upskilling in to further support any priority learners.

Due to the Privacy Act, if the student is under the age of 18, we are legally allowed to speak to their guardian should we feel this is necessary. If they are 18 years or over, we are unable to speak to anyone about the student, unless we have permission from the student to do so.

Student at Risk Processes

Tutors should monitor attendance daily and notify the Team Leader whenever a student has been absent for more than five consecutive days with no contact so that appropriate checks and follow-up action can be initiated.

Tutors should regularly monitor student progress and work with the student on strategies to address any issues that may be affecting their progress.

If a staff member identifies a student that they believe may be at risk of not successfully completing their qualification a number of processes may be activated. (see *Academic Progress and Attendance Policy and Procedure*)

The staff member will endeavour to identify the factors that are putting the student at risk, or alternatively may decide to pass the concern on to a more senior staff member to deal with. Once the factors placing the student at risk are identified, assistance may be provided for the student in a number of ways depending on those factors:

- If appropriate the Tutor may develop an Individual Learning Plan (ILP) in conjunction with the student.
- The student may be referred to the campus Learner Success Coordinator for support.
- If the student would benefit from external counselling, this can be negotiated through the Learner Success Coordinator. (Please see appendix A Pastoral Care Model for External support Services)

Records of student at risk concerns, meetings and subsequent actions are recorded in the student's file on SELMA.

Where a student is concerned about the support they have received they should refer to the Student Complaints Policy (see *Student Complaints Policy*).

PASTORAL CARE OF INTERNATIONAL STUDENTS

All international students will receive an orientation to Yoobee Colleges and the particular college with whom they are enrolled. Induction should include the site, programme(s), staff, procedures, advocacy and complaint mechanisms, in addition to information about living in New Zealand.

Information and advice will be given specifically about accommodation services, NZ laws and personal safety, academic courses, welfare services and facilities
Information related to rental, travel and other day-to-day expenses will be provided to students (via web-links, handbooks).

Information about New Zealand Culture and what to expect in New Zealand will be provided (via access to third party links).

Support services will be tailored to the needs of international students (both centrally and on each campus).

Full contact details and passport and visa details will be held by the International Team at all times for all international students on all campuses.

Regular meetings should be held by Campus Managers with International Students.

Tour group students (2 or more students aged 14 years or older) can be admitted subject to the prior approval of the CEO while holding a group visa issued by Immigration NZ. Group students and their supervisors shall comply with Yoobee Colleges' policies and procedures for the duration of their stay and shall be protected by the provisions of the *Code of Practice*.

Managing and monitoring Agents

At any time, Yoobee Colleges may request an audit of all of the paperwork that relates to all students that the agent has recruited or attempted to recruit for Yoobee Colleges.

At any time, Yoobee Colleges may request information from Immigration New Zealand related to visa applications and refusals related to all agents or a specific agent.

If Yoobee Colleges believes that the agent has been involved in fraudulent or dishonest activities Yoobee Colleges reserves the right to discontinue services with no right of appeal.

Yoobee Colleges will periodically audit a sample of agents.

International students will be interviewed as part of the ongoing evaluation of agents.

Parents of international students (when appropriate) may be interviewed as part of the ongoing evaluation of agents.

Yoobee Colleges will periodically evaluate and review its procedures for managing agents in order to better serve its students and the New Zealand education system.

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RELATED POLICIES, PROCEDURES AND DOCUMENTS

- **POLICY** Pastoral Care and Student Support
- **POLICY** Academic Progress and Attendance
- **POLICY** Student Complaints
- **PROCEDURE** Student Complaints
- **PROCEDURE** Academic Progress and Attendance
- **FORM** NZST International manual attendance register
- **FORM** NZST International student meeting (template)
- **FORM** NZST (U18) Off-campus permission slip
- **FORM** Student Rep & Kaiāwhina - Induction checklist
- **FORM** Student Rep and Kaiāwhina – Meeting minutes (template)

- **STAFF GUIDE** Student Qtime
- **STAFF GUIDE** NZST International student – orientation
- **STAFF GUIDE** NZST International student – visas and passports

APPENDIX A:

PASTORAL CARE MODEL FOR EXTERNAL SUPPORT SERVICES

