



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

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



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Code of Practice Self-review report Yoobee – Year 2024

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide Learner accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Learner Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

TEO information

TEO Name	Yoobee Colleges Ltd			MoE number	9324
Code contact	Name	Dr Glynnis Brook		Job title	Head of Quality and Risk
	Email	glynnis.brook@yoobeecolleges.com		Phone number	027 8212548
Current enrolments	Domestic learners	Total	5747	18 y/o or older	5159
				Under 18 y/o	588
	International learners	Total #	165	18 y/o or older	163#
				Under 18 y/o	2
Report author(s)	Margaret Noble, Glynnis Brook				

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

	Rating
Outcome 1: A learner well-being and safety system	Implemented
Outcome 2: Learner voice	Developing implementation

Wellbeing and safety practices for all tertiary providers

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

Note: Yoobee does not offer accommodation so Outcomes 5, **Note:** Yoobee does not offer accommodation so Outcomes 5, 6, and 7 are not applicable.

Additional well-being and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
Outcome 8: Responding to the distinct well-being 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 well-being and safety system	<p>Yoobee Colleges (hereafter Yoobee) continues to strengthen its learner well-being and safety systems using a whole-of-provider approach. An all-of-staff approach is central to identifying and meeting the diverse needs of learners. Our strategic goals have driven the development and implementation of key frameworks such as the Learner Success Plan, Disability Action Plan, and Investment Plan (2024–2026). These plans frame Yoobee’s engagement with learners, inform decisions about learner well-being and safety, and provide guidance for staff when meeting and interacting with learners regarding their academic progress and well-being.</p> <p>Yoobee has embedded processes to support success and well-being.</p> <ul style="list-style-type: none"> • Q-Time (every 6–10 weeks) – a scheduled meeting between an individual learner and their tutor • Monthly Executive Operational Reports highlighting key well-being and safety metrics. • An Operational Rhythm which is a structure of meetings with Campus Managers, Team Leaders, and Staff to formally focus on attendance, academic outcomes, and priority groups. 	<p>Our learner wellbeing and safety system’s effectiveness is measured through multiple evidence points, including:</p> <ul style="list-style-type: none"> • Implementations of strategic plans - the Investment Plan, Disability Action Plan, and Learner Success Plan. Indications are that implementation of all seven strands of the DAP and Learner Success Plans are improving outcomes for priority learners. Our analysis of achievement data (weekly, monthly and annually) provides Yoobee evidence that the incremental changes made, such as learner needs assessments and individual education plans, are impacting positively on learner performance. • Regular feedback from staff, iwi, industry partners, and stakeholders through a variety of forums such as Advisory Committees and Industry Partner consultations, provides Yoobee with internal and external perspectives on successful strategies supporting learners. This feedback also assists to identify gaps that require attention. Feedback is used at programme, campus, and institutional level to improve systems, services and oversight of the holistic needs of learners.

	<ul style="list-style-type: none"> • Monthly campus compliance audits • Monthly meetings with Learner representatives <p>These initiatives have served multiple purposes. The primary purposes are strengthening the responsibility and engagement of teaching staff in pastoral care activities, and oversight of progress, wellbeing, and safety of the learners.</p>	<p>Yoobee is a participant in the TEC's Learner Success Community of Practice and has received positive feedback from TEC in respect of its strong learner-centric approach. This provides Yoobee with confidence in its performance in supporting learner wellbeing and safety.</p> <ul style="list-style-type: none"> • Kaiāwhina/Learner Representative meetings and Learner surveys, provide opportunities to have learner voices heard and to provide feedback. Learner representative meetings occur in all faculties and across all campuses. This system of representation continues to provide Yoobee with insights into what is important for our learners and to respond proactively to issues raised in a timely way. These meetings are minuted for transparency and accountability. Learner Evaluation Surveys are regularly undertaken at all campuses and across the year at different points, to capture learner feedback. Cross-campus evaluation is enabled, and comparative data is utilised to provide comparison and objective measures relating to learner well-being. Feedback loops are through future Learner representative meetings. • An equity review about micro-credentials delivered online, examined the way Māori learners are supported in this context. The review resulted in an evaluation of the Equity Policy at Yoobee. Suggestions for future work in this area were highlighted including growing staff capability, and the need to identify barriers preventing success so
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		<p>that action to reduce barriers could be considered. This work is ongoing.</p> <ul style="list-style-type: none"> • More generally, Yoobee has entered a partnership with Ngāti Whātua o Orakei for cultural competency training for staff to support cultural practices in education. This ongoing mahi enables authentic engagement with Te Tiriti and supports Māori learners to see themselves and their culture in the Yoobee Environment. <p>Gaps Learner representation on committees (Academic Board and its sub-committees) needs further mahi. Strengthening this area, together with expanding the opportunities for learner engagement at all levels of the organisation, is a priority.</p> <p>Improvements Front-facing support services have been extended in the following ways:</p> <ul style="list-style-type: none"> • Needs Assessment extended to learners with low literacy and numeracy skills • Local iwi input and involvement in career days <p>A Critical Incident Response Plan sits across the Up-Education network has provided Yoobee with processes to deal with individual critical incidents, as well as larger-scale events that may affect multiple learners. This is Yoobee-wide. We were not required to implement these processes during 2023.</p>
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		<p>Campus environments continued to be enhanced during 2023. Sensory spaces have been established on all campuses designed to create a safe place for learners (primarily neurodiverse learners).</p> <p>A 'see, feel and hear' strategy was implemented across all campuses in 2023 and includes Māori artwork and deliberate intentional welcoming of manaakitanga for learners.</p> <p>In 2024 there is a planned rollout of</p> <ul style="list-style-type: none"> • Bi-lingual signage designed to foster a greater sense of belonging and safety for our Māori learners, and • Monthly campus-based compliance audits to provide insight into policy compliance across the organisation. These audits will record and address concerns about absences. They also monitor the regularity of the monthly learner representatives' meetings, minutes, and actions.
Outcome 2: Learner voice	<p>Yoobee has reinforced its practices for maintaining and actively engaging with the diverse voices of our learners. Through formal structures e.g., monthly Kaiāwhina/Learner Representative meetings and weekly class meetings, Yoobee consistently captures the pulse of the learners, their needs, and concerns. This capture enables the organisation to adapt well-being strategies to acknowledge and support learners. Learner surveys provide feedback at various points in the academic year which is used to provide ongoing insight and interventions where required.</p>	<p>The effectiveness of the learner voice system is measured through multiple evidence points, including:</p> <ul style="list-style-type: none"> • Minutes from Kaiāwhina/Learner Representative meetings (See commentary in Outcome 1- above) • Q-Time and class meetings (see commentary in Outcome 1 – above). <p>Gaps Refer to commentary in Outcome 1 re surveys.</p> <p>Improvements Improvements in Yoobee's complaints and appeals procedures are underway. The processes continue to</p>

	<p>Yoobee has introduced a more targeted engagement strategy, particularly but not exclusively with Māori and Pasifika Learners. The strategies include initiatives such as Ako modules available to all staff, and proactive staff training on cultural competence.</p> <p>Yoobee's academic governance committees, through the terms of reference, ensure that we have Learner representation which gives learners a voice in academic matters.</p>	<p>adhere to the principles of natural justice; however, an analysis indicated an opportunity to more explicitly and more consciously consider cultural approaches to conflict resolution and complaints processes. Capability building for staff on complaints, appeals, and dispute resolution processes and expectations is being addressed through training and ongoing staff development to build confidence in addressing learner issues.</p> <p>Further mahi is required to embed learner voice in academic governance bodies. Progress will be reported in the next review.</p>
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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	<p>Yoobee has enhanced its approach to creating safe, inclusive, and accessible learning environments, both physical and digital, through a range of initiatives. An example of Yoobee's commitment to inclusivity is evidenced by the decision to establish sensory spaces for neurodiverse learners. This decision was made based on research and feedback. To date, the sensory spaces have been well used and their impact is being evaluated.</p> <p>Q-time sessions, held every 6-10 weeks, provide learners with one-on-one opportunities to address their progress, aspirations, and barriers with tutors in a learner-centric approach that focuses on individual learners and their needs to support them on the road to success.</p> <p>Learners who are at risk of non-completion or are falling behind academically are supported with an Individual Education Plan (IEP). These plans are an integral part of the Learner success and well-being strategy. Feedback from learners, Tutors, Team leaders, and Campus Managers provides Yoobee with</p>	<p>Yoobee's self-assessment of the appropriateness of the learning environment is supported by</p> <ul style="list-style-type: none"> • Feedback and evaluations which are conducted regularly through both Learner surveys and Learner representation meetings. This feedback provides insight into the Learner experience of the environment. An increase in response rate in surveys is evident and this provides growing confidence in the ability to hear the Learner voice and respond to their needs. The data is used by campuses and the wider organisation to assess effectiveness of measures taken— such as the sensory rooms – and to consider and act on the feedback and needs of the learners. • Kaiāwhina/Learner Representation meetings enable learner voice to be heard about the physical and digital spaces to be heard and acted on. For example, counselling support and external support networks have been enhanced, as has the use of the Safe 365 iPad and VIMEO accounts. • Cultural and community engagement with events such as whānau evenings and cultural group performances, highlight our commitment to upholding the cultural needs and aspirations of Māori and Pasifika learners. Learner, iwi, and other cultural advisors have provided

	<p>confidence that this model of support makes a difference in outcomes and achievement.</p> <p>Our campus-wide events e.g. cultural days, mental health awareness events, project exhibitions, whanau evenings, 100% attendance celebrations, client days for Elite Beauty Learners, Game nights for Yoobee School of Creative Innovation, graduations, campus-wide guest speakers and career evenings, offer learners a range of opportunities to engage socially and culturally with peers and staff. These events foster a sense of community and belonging and are well-supported. Feedback has been positive.</p> <p>Yoobee provides financial hardship support. This support is approved by Campus Managers so can be timely. The grants include assistance with (for example) internet provision, computer hardware (loans for a computer), and monetary support.</p> <p>Campuses have emergency food supplies available including fresh fruit and vegetables. This is via a Wonky Box initiative.</p> <p>Costs for transportation are supported in line with government initiatives such as Youth Guarantee.</p> <p>Learners and staff have access to the Safe365 system to log safety and well-being concerns. These include near misses and accidents. Safe365 is monitored and information is collated monthly by UpEducation. All campuses receive a campus-specific report and Yoobee receives an organisation-</p>	<p>feedback that informed us of the importance of involvement of whānau. This view is supported by external and internal research that tells us that when whānau are included and understand the educational journey, they are better placed to support their whānau to successfully complete their study. Feedback in respect of this initiative has been positive. Yoobee plans to continue with this approach and to analyse the effectiveness of this initiative over time.</p> <ul style="list-style-type: none"> • Hardship Data analysis (2022-20223) indicates a growth in demand particularly from Māori and Pasifika learners. This figure raised from 37% (2022) to 50% (2023). Hardship funding supports learners with such things as transport to campus and digital connectivity. Feedback from Campus Managers has emphasised the importance of hardship funding in assisting learners to reduce academic inequities. Yoobee continues to support hardship requirements. <p>Improvements</p> <p>Engagement with learners in the design process (of learning and campus environments) remains a focus. Yoobee has existing networks that provide feedback and is working to further strengthen these to ensure robust engagement and diverse voices. This strengthening is considered important because it will enable the learning environment to reflect the learner population and the cultural context in Aotearoa New Zealand.</p>
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	<p>wide report that identifies common health and safety issues across the institution. Recommendations for improvement are made and actioned.</p> <p>All campuses are accessible with lifts and ramps fitted as required.</p> <p>Learners are made aware of all support services through orientation, the handbook, Q-time, campus noticeboards, and programme guides (examples).</p>	
<p>Outcome 4: Learners are safe and well</p>	<p>Yoobee is committed to the safety and well-being of all learners. Internal and external support services include:</p> <ul style="list-style-type: none"> • Sonder is an application that provides 24/7 health advice by phone, safety checks (to ensure learners safely reach their destination), and assistance via an agent on location. • Dedicated pastoral care and on-site counseling services are available. These services are accessible to learners and offer medical, mental health, and safety support. • Health and safety audits are undertaken. Reports are available monthly through Safe365 (see above). These audits provide the organisation with a proactive approach to safety. The reporting mechanisms assist with addressing issues and improving services. • Q-time sessions (noted above) are a critical well-being tool that provides opportunities for learners to raise issues confidentially. These issues may be about academic progress and/or about well-being. Staff engage 	<p>Yoobee uses data to support best practice in learner safety and well-being and to provide confidence to the organisation on the effectiveness of the supports.</p> <ul style="list-style-type: none"> • Reports from Safe365 track incidents and risks, ensuring timely responses to safety concerns. These reports provide metrics on incidents, medical treatments, hazards, risks, near misses, and safety observations across Yoobee. These metrics are reviewed at the campus and executive level. Trends are analysed and direction to enhance improvements is provided to all staff. • A variety of communications channels are utilised to share information on systems, reporting, and safety and well-being more generally. Yoobee recognises that information is often sought “in the moment” and so ongoing and multiple-channel dissemination is critical. Communication channels include the <ul style="list-style-type: none"> ○ Learner Handbook ○ Campus managers, ○ Tutors, ○ Team Leads,

	<p>with the learner on a one-to-one and refer and/or advise learners on services that may be of assistance to them.</p> <ul style="list-style-type: none"> • Course advisors assist by assessing barriers to success. This process starts during the enrolment process providing early identification and support. • A needs assessment process is available. When a learner self-discloses a barrier or disability we will carry out a Individual needs assessment to develop strategies to support the learner and their journey with us • This allows Yoobee to work in partnership with a learner to engage a range of support mechanisms designed to support them as they study. 	<ul style="list-style-type: none"> ○ Noticeboards at all campuses ○ Yoobee website ○ Learner Hub site ○ Q Time. <p>Multi-channels provide opportunities for learners to engage with information as and how they need to.</p> <ul style="list-style-type: none"> • Yoobee recognises the importance of promoting good physical and mental health practices. Regular workshops and events, such as Mallow-Out (mental health awareness week), whanau evenings, Study Tours, and celebrations (see above) support mental and physical well-being. The of these events impact is being evaluated. • Tailoring learning to meet the needs of learners is critical to success. Yoobee's Needs Assessment process (see above) is designed to support individuals and reduce the barriers impacting their ability to succeed. The identification process enables barriers and needs to be identified early. Relevant information is shared with specific tutors, and there is support for tutors to reflect and adjust their learning, teaching, and classroom management to provide learning that is tailored to meet the needs of individuals within a classroom context. • Learner feedback from Kaiāwhina/Learner Representative meetings, surveys, and conversations (refer to above commentary) are reported and discussed by the Campus Manager and Team Leaders monthly. Issues relating to individual programmes, campus life, and learner experience overall are
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		<p>considered, documented, and addressed. Feedback is provide back to the learners via the meetings.</p> <ul style="list-style-type: none"> • Improvements Yoobee is working to strengthen access to culturally relevant support for Māori and Pasifika learners. • Processes for responding to disruptive behaviour that also ensure the safety and ongoing learning of the wider community continue to be a focus. The sensory spaces have provided a safe haven for learners. The sensory spaces offer a place for learners to decompress and reset during the day. Providing relief from stress, anxiety or sensory overload. These spaces can help to self-regulate, which improves focus, engagement and academic performance. • Yoobee has established a new role - Head of Quality and Risk. The remit of this role is to lead quality assurance, compliance, and risk management across the organisation. Work is underway to establish a Risk Management Policy and register with clear expectations and accountabilities.
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Note: Yoobee does not offer accommodation so Outcomes 5, 6, and 7 are not applicable.

Additional well-being 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 well-being and safety needs of international tertiary learners	<p>International learners made up 8% of the total learner population in 2023. This is expected to be a growing cohort across Yoobee in the coming years.</p> <p>Yoobee takes care to induct, support, and assist international learners. Yoobee is committed to approaching this part of the business using the lens of diversity noting the international learner population is from a range of nationalities. Yoobee also recognises that it is critical that the potential for culture shock – being in a new country with different cultural expectations – is acknowledged and supported.</p> <p>Yoobee meets expectations in the care of international learners including</p> <ul style="list-style-type: none"> Assurance that all learners have medical and travel insurance for the period of their study. Support and advice are offered, and follow-up to ensure these requirements are met occurs. Yoobee operates a dashboard system to support the organisation in monitoring insurance coverage. This system enables a proactive approach to tracking and notifying learners before any expiry date and ensuring that cover is maintained throughout their study period. Campus Managers is the Pastoral Care Manager for All International Learners within their Campus and is accessible outside of Campus Hours. Learners know the Campus Manager. This relationship enables 	<p>Yoobee uses data and feedback to reflect on how well the organisation is supporting international learners.</p> <ul style="list-style-type: none"> Engagement activities such as regular international learner meetings, which are minuted with actions, Q-time (see above), and individual interactions are recorded enabling oversight and tracking of actions that have been agreed. These minutes are available to learners so are transparent. Individual notations are recorded on the LMS. Dashboard monitoring provides further oversight. Sonder (see above) gives Yoobee confidence that learners have access to critical support out of hours. Feedback reports (as mentioned previously) suggest international learners know how to access the service, access it as required, and receive appropriate service(s). Communication systems (two-way) between international learners, international support officer, Campus Managers, tutors, learner success ensure a 'wrap around' process and oversight. Collaborative practices enable this joined-up approach. <p>Improvements</p> <p>As in any organisation, ongoing evaluation, feedback, and growing knowledge of cultural diversity within the learner population enables Yoobee to be reflective of and respond to evolving needs. This is an on-going process and will be</p>

	<p>learners to feel comfortable and familiar with the team which makes asking for assistance easier.</p> <ul style="list-style-type: none"> • The Sonder application (see above) is available to both domestic and international learners. Reports indicate that international learners use this system. • Monthly international learner meetings (campus-based) occur and are led by the Campus Managers. Reporting is through the Up Education international team, with issues, needs, and actions managed and addressed. There is a feedback loop to Yoobee and individual campuses. • Surveys are undertaken at various points across the year (see above). A critical survey for international learners is the Welcome survey. This survey is targeted to gather learners' views on the beginning of their programme, the support they have received, gaps, and needs that can be addressed early. This survey data provides a 'heat-map' for Yoobee to reflect on and review orientation practices. Other surveys – programme, completion etc. – also capture learner views and comments on well-being, safety, and academic progress. Survey data and actions generated, are reviewed and actioned at programme, campus, faculty, and executive level. 	<p>further enhanced based on this evaluation, as the international numbers grow.</p>
<p>Outcome 9: Prospective international tertiary learners are well-informed</p>	<p>Yoobee provides prospective international learners with accurate, timely, and accessible information. This information is disseminated through multiple channels, for example - Yoobee website, social media, agent portal, and written prospectus containing updated and accurate programme and visa details.</p> <p>To ensure the integrity of the information and the Agent Management process</p>	<ul style="list-style-type: none"> • The Agent Management system and information integrity processes (as noted) assure Yoobee and all stakeholders of the professionalism and integrity of the agents through written agreements, vetting and reference checking, annual review of performance, and renewal of agreements. • Feedback enables recruitment and information dissemination processes and systems to adapt and be refined to reflect best practice

	<p>Agents</p> <ul style="list-style-type: none"> • are vetted and reference checked. • have an annually reviewed agreement for service (with Up Education) • are surveyed annually to provide insights into practice and to identify improvements • have performance monitoring 	<ul style="list-style-type: none"> • Relevance and accuracy of information are of high importance to Yoobee. Information is reviewed and updated regularly. Agents have access to this via the resource portal. The information includes all aspects of international learner recruitment including fees, visa requirements, vocational and educational context, and programme level information. • The International Learner Support Officer, who is a registered immigration adviser, supports inbound and in-country learners in respect of visa requirements, updates, and changes. <p>Improvements</p> <p>Ongoing evaluation of systems and processes continues as part of business as usual. Noting the expected growth in international learner numbers, Yoobee will be required to pay attention to all aspects of care for international learners.</p>
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>Pre-start is an important step to success. As such, Yoobee has robust systems for managing offers, enrolments, and support with visa processes (note section 9 above). Before entering an enrolment contract, learners are informed about</p> <ul style="list-style-type: none"> • Education in Aotearoa New Zealand • Fees for study • Living costs • Honesty and transparency of information through a declaration process • Privacy requirements • Support when in-country 	<p>Yoobee's self-assessment of the appropriateness of the pre-start process indicates that</p> <ul style="list-style-type: none"> • Offer letters are timely, accurate, and sufficient in detail to enable the learner to understand the offer. Letters are regularly reviewed, and updated and include course dates, fees, and internship conditions. • Visa verification and monitoring is undertaken to ensure conditions are met. The UpEducation compliance team undertakes regular audits to ensure visas are up to date. • Insurance coverage is monitored through the CRM. Details include insurance vendor. Checks are made

		<p>to ensure learners have the required insurance coverage for their stay.</p> <p>Improvements Yoobee has expanded the contract to provide for parental consent for learners under 18 years. Yoobee has had one (1) under 18 learner enrol. This provision is now embedded in future cases.</p>
<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>Yoobee plans and provides a comprehensive orientation programme – both online and on-campus.</p> <p>The information included in the orientation programme is:</p> <ul style="list-style-type: none"> • pastoral care information, advice, and services • health and safety practices and reporting • fee protection provision • academic expectations • programme introductions and familiarisation • raising concerns, complaints, and appeals • people and places where support and advice can be sought • special considerations – e.g. prayer rooms, sensory rooms, etc 	<p>Communication and accessible information are critical to assuring the transmission of information (see above re multi-channels of communication used at Yoobee).</p> <ul style="list-style-type: none"> • Yoobee is confident in both the orientation planning, and content, and the delivery and access to the orientation information. Online orientation sessions are recorded to accommodate. <ul style="list-style-type: none"> • late starters • those unable to attend • all learners to revisit information as they need <p>Recordings provide Yoobee with confidence that the information reaches all learners and is available as required. This information is supplemented by an orientation pack and the Learner handbook accessible on-line and in hardcopy available to everyone.</p> <p>Improvements Yoobee has identified the need to focus further on information about</p> <ul style="list-style-type: none"> • services and support in respect of disability and

		<ul style="list-style-type: none"> cultural contexts to support settling and awareness of cultural expectations, diversity, and laws in Aotearoa New Zealand.
Outcome 12: Safety and appropriate supervision of international tertiary learners	<p>Yoobee has monitoring and communication processes to engage with parents/guardians for learners under 18 years – noting during the time of this review period, Yoobee had one (2) international learner under 18 enrolled with the online campus.</p> <p>Designated staff are responsible for</p> <ul style="list-style-type: none"> addressing any concerns that arise meeting with the learner and parent/guardian overseeing that accommodation and living conditions are healthy and suitable ensuring the accommodation is in place before arrival in-country 	<p>Systematic mechanisms that focus on, and track the safety, well-being, and health of learners provide confidence in Yoobee's ability to support and supervise learners. While designated staff are involved in the day-to-day supervision, responsibility for the care of international learners' rests with all Staff, the Learner Success, and the international teams.</p>