Code of Practice for the Pastoral Care of ākonga/learners

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

Background

Yoobee College is committed to supporting the wellbeing and safety of our ākonga/learners. We have been a code signatory and participated in annual self-assessment and attestation for the Code for many years. Along with other tertiary education providers in Aotearoa we must comply with the expectations set out in the Educational (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

What is the code?

The Code was developed by the Ministry of Education with ākonga/learners input to document a range of requirements developed to support the wellbeing and safety of all ākonga/learners. It covers a range of topics with key focuses on physical safety and inclusion, access to advice and support services, physical and mental health support, support for transition into and out of tertiary education, student accommodation requirements, and learners having their voices heard.

Annual Self-review of Pastoral Care

Yoobee Colleges have reviewed current practices against the Code's expectations. We carry out a gap analysis to identify any gaps and ways to strengthen our current practices. Through the gap analysis, we map evidence to ensure we are compliant with the Code requirements. You can find a copy of the YCC 2023 self-review report along with complaints and critical incidents in 2022 below.

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 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 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? Information and evidence of compliance with clause
Outcome 1: A learner wellbeing and safety system	Safety & wellbeing of all ākonga/learners is effectively managed from Yoobee's Executive Leadership Team and filters down to all staff throughout the business. These strategies and goals are embedded throughout the organisation and take the form of overarching strategic frameworks and Governance structure, such as ESG commitments to our UP Education Board, Yoobee's Educational Performance Strategy document and the Investment Plan. Annually, we seek evidence and information from our stakeholders, this is reviewed through set metrics, providing us the opportunity to evaluate and make any needed changes as situations or emerging concerns arise. In addition, the strategic operational goals and plans, organisational values, stakeholder engagement plans, Executive Management Team and Senior Management Team meeting minutes, ākonga/learner meeting minutes and self-assessment activities support the wellbeing and safety of our ākonga/learners. With the implementation of well-developed processes that align to The Educational (Pastoral Care of Tertiary and	Strategic goals/strategic plans and best practice initiatives to support the wellbeing and safety of our ākonga/learners through the following documents. - ESG commitments - The Educational Performance Strategy - Investment Plan - Stakeholder Engagement Plans - Organisational Values - EMT & SMT meeting minutes - Customer Experience Standards - Student Handbook - Campus Manager Manual - Team Leader Manual - International Student Book - Disability Action Plan - Safe 365 - Anti-bullying Policy and publications - Diversity Calendar and Diversity Pins - Nurture Strategy - Qtime Framework - Pastoral Care Framework - Diversity, Inclusion and Wellbeing framework - Induction for Tutors/Trainers

International Learners) Code of Practice 2021, and best practice to support ākonga/learner wellbeing and safety. This ensures a consistent approach to any situations that may arise and an effective response in the event of an emergency. All Campuses have emergency plans and procedures for reporting issues or concerns. Critical incidents are clearly defined, with clear accountabilities, roles, and communication for escalation and responding and published annually on our websites.

With effective feedback systems for ākonga/learners, staff, and stakeholders to help the effectiveness of safety measures through safe 365, Kaiāwhina (Māori/Pacifika advocate) and student representative, student/staff surveys and weekly staff meetings, which are reviewed throughout the year and feedback acted on where necessary.

Our staff code of conduct is reviewed and updated as required, this ensures all staff are behaving and conducting themselves in an appropriate manner. To support this all staff must abide by our Anti-Bullying, Harassment and Discrimination Policy and the Student Interaction and Ethical Behaviour Policy.

We raise awareness of diversity and inclusion through proactive campaigns such as anti-bullying, and diversity of all ākonga/learners, through the use of visual artwork in our campuses and communication of these initiatives is embedded in both the student handbook and the staff manuals and training. In addition to this, staff have the option to wear diversity pins to support LGBTQIA+ Pride and Neurodivergent community.

- Professional Development Plans for Trainers/Tutors

In addition to the overarching frameworks and documentation above we:

- Monitor/review our Customer Experience Standards of engage respect & nurture across all campuses through regular campus evaluation surveys are completed by students at regular intervals dependant on the length of the programme. All results are reviewed by Head of Operations and Senior Management. We ensure feedback and amendments are make where necessary and outcomes of amendments are communicated back to the ākonga/learner.

- Regular "Qtime" (Quality time) meetings held between trainer/tutor and ākonga/learners to assist with pastoral care and are recorded in the student management system.

- The Student Handbook to be signed by all students at the start of course, this includes behavioural misconduct and bullying/harassment policy

- Recruitment process includes comprehensive reference check and police vetting

- Equal opportunities policy – ensuring the best, most competent people are selected for positions

- Visitors are required to sign in on arrival to the campus at all locations and comply with Health and Safety requirements.

With a robust ākonga/learner complaint system for informal and formal complaints, detailing the escalation process, timeframes, the feedback loop and outcome.

Yoobee Colleges Limited complies with all applicable legal and regulatory requirements i.e. Privacy Act 2020, Health & Safety at Work Act, local council permits where required.

Currently building relationships with iwi around the country to support and strengthen our understanding of cultural needed for our ākonga/learners.

The compulsory Student Services Levy funds supports a range of key services for ākonga/learners. The Head of Operations consults via the Campus Managers with student representatives and Kaiāwhina and decisions are made on, what the SSL fee with be for the following year, recommended services it will cover and request feedback from students on any other services they feel are needed. We annually review our website to ensure all information is current and accurate and publish our CSSL levy.

An annual self-review of the code of practice is a standard process.

Our ākonga/learners learning support offers internal and external support services, Sonder is a 24/7 professional support that includes mental health physical threat and preventive care, with multi-lingual languages available, in additional to this we have an additional counselling service ACS counselling, to meet the demands and care of our ākonga/learners and the growing support need for higher level pastoral care. Self-disclosure of any disabilities or

- Health & Safety Audits are completed twice annually, inclusive of building warrant of fitness compliance, test & tag compliance, fire drills, ensuring adequate first aid trained staff are available to meet the needs of the campus. Posters that display information on emergency services and safety plans.

- All staff as part of their induction process carry out AKO Aotearoa Māori and Pacifika competencies training modules in their first year of teaching.

- Training sessions are recorded and consultancy with Ngāti Whātua Orakei to strengthen cultural understanding and competencies of our staff.

- Emergency contact details for all students are updated in the student management system on day one.

- Our complaints procedure is available on our website and in the student handbook, COP noticeboards and we track and monitor complaints.

- Kaiāwhina (cultural advocate) and student represents are appointed and inducted to support peers (student body voice). They meet with senior management every four weeks formally, meeting minutes are recorded, any action items response to, and feedback given to respective parties or departments.

	personal information that treated as private and the purpose for which the information is being collected and used is communicated and clear to all ākonga/learners. ākonga/learners are also supported by our course advisors and may seek assistant with Studylink or further pathway advice. All academic staff and Senior Management are involved in supporting ākonga/learners pastoral care and learning journey.	• CSSL information on website • Monthly academic meetings are held for all priority ākonga/learners at risk of withdrawal or non-completion between Head of Learner Success and Senior Management, at a campus level individual strategies though ākonga/learner plans are developed with the learner and agreed upon, academics are monitored weekly through Team Leader/Learner Success Co-ordinator meetings at assessment level. The Power BI reporting system provides real time data that shows academic performance, parity of diverse ākonga/learners, enrolments and provides and supports Executive and Senior Management identifying where intervention may be required to reduce risk. • Both physical and digital information is available to support learners with wellbeing and safety awareness (student handbook and noticeboards) • Learner Success noticeboard and COP noticeboard are in place, which are annually reviewed and updated as necessary.
Outcome 2: Learner voice	In building and maintaining effective relationships with diverse ākonga/learner groups we aim to improve our wellbeing, safety practices, goals, and strategies for all ākonga/learner communities. Through formal and informal processes for hearing and engaging with our ākonga/learners and their communities. We respond in a timely manner to the wellbeing and safety needs whilst upholding the mana	• All campuses have Student Representatives and Kaiāwhina (Māori/Pasifika student advocates) in place. The raise concerns or questions on behalf of their peers, which provides learners an additional support person whom they may feel more comfortable with, in addition to their tutor/trainer.

and autonomy of our ākonga/learner. We provide a range of accessible resources to support their skills needed to engage in the decision-making process. Our robust complaint procedure is accessible in our student handbook, via our website and on designated information boards within our campuses. All complaints are documented in a central register. We also inform ākonga/learners of dispute resolution schemes for both domestic and international ākonga/learners. Student Representative and Kaiāwhina (Māori/Pasifika student advocates) meet monthly and feedback from ākonga/learner is used by senior management to strengthen and improve our learning and campus environments. ākonga/learner surveys are completed throughout the duration of the ākonga/learner time with us. These include continuums or a welcome survey, trainer evaluations, campus evaluations, and module evaluations.	• CSSL consultation with student representatives on setting and using service support frees. • A full induction checklist is provided and signed off by Campus Manager and ākonga/learner. This covers a job description, an induction plan and overview, key expectations, scenarios that could occur, when to escalates an issue, student rep meeting cycle, building skills, intro to tikanga and understanding cultural differences, neurodiversity and disabled needs, ākonga/learner feedback and the health and safety plan. • The DSR is outlined in the International Student Handbook, guide on noticeboard, day 1 for all learners and international student meetings monthly. • The complaints flowchart is accessible which is available in the student handbook, noticeboards, trainer/tutor manual and campus manager manuals. We seek to resolve complaints as quickly as possible. By monitoring and recording these we can identify barriers and better understand complaints that learners may raise, and how we can mitigate these in the future. Our process outlines the opportunity for a "support person" to be present and their role in the process. • Additional training for staff and students was undertaken by the quality team, updated flowcharts were created and the new process of formal and informal complaints was launched.

		• Through our centralised complaints register we capture information relating to the compliant, such as the type of complaint, who raised the complaint, status of the complaint, outcome, and diversity of the learner. This information is limited to Senior Management/Executive Management and doesn't include personal information other that the student ID number. The full complaint details are held within the students confidential file in the student management system (SELMA). We are in the process of publishing this information in accessible formats on our websites, and in orientation packs.
		• Monthly meetings are carried out with Senior Leadership and representatives based on ākonga/learner voice, ideas and plans for campus are discussed during these meeting and feedback is sought.
		• Trainer/Tutor module and campus evaluations are completed frequently throughout ākonga/learner qualifications with feedback monitored and acted upon by campuses where required – escalated further if required. These look at how the class is settling in, insights into class dynamics, KPIs for trainer/tutors, ākonga/learners indicate strong support and engagement with their trainer/tutors, computers, classrooms/facilities, rating on the campus leadership team and overall enjoyment and course satisfaction, pace of modules, teaching and if the learners felt prepared for assessments.

		• Weekly class meetings are held for all classes where they get to interact with their class representative, Kaiāwhina and class tutor/trainer.

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	Yoobee Colleges provide a safe, diverse, inclusive, and supportive environment for all our ākonga/learners and their Whānau/family. Through clear policies that encourage and support acceptable behaviours throughout our learning communities, whilst supporting academic achievement and engagement within our classroom environment and throughout campus life. By providing ākonga/learners the support to identify and discuss any barriers that may hinder their learning and/or reaching their goals and aspirations. We work together with our ākonga/learner to ensure our learning environments are well equipped to meet their needs and welcome feedback to make improvements where necessary. We support ākonga/learners through workshops, some examples include, CV writing, presentation skills, employment interviewing which support and aid ākonga/learners with universal life skills. Our Learner Success team offer additional support on campus, to assist with external services ākonga/learner may require and guide to help access this support. Learner voice groups have been established, these include disabled learner reference group, Kaiāwhina (advocate for	• Policies regarding harassment and discrimination are outlined in the student handbook, these behaviours are viewed as major expulsion. We outline what we defined as harassment, bullying & discrimination. Also, we reference the Code of Practice and our obligations to ākonga/learners and reference links to NZQA website "know the code". • Diversity awareness is promoted through awareness campaigns such as diversity pins, visual imagery is displayed throughout campus to celebrate diversity. This can also be found in the student handbook. • Anti-bullying awareness campaign are promoted through visual imagery outlining what to do if you see bullying, how it makes others feel, what bullying is and if you are being bullied what can you do. In conjunction with our annual diversity calendar, we promote an inclusive and positive environment, ie Pink Shirt day where we focus on activities to education ākonga/learners on raising awareness and inclusion. • Student Rep/Kaiāwhina training includes skill building on how to recognise bullying, harassment, discrimination, and the process for escalating to senior management.

	Māori and Pacifika) Class Representative, Academic Board Representative.	• ākonga/learners have assistance with wi-fi and public transport. This is often identified through pastoral care, or through our open-door policy for the ākonga/learners. • Organisational targeted strategy that focuses on our Māori and Pasifika ākonga/learners achieving first place academically. • Whānau/family evenings are run on campus – ākonga/learners bring their whanau/family to campus to experience what their learning environment is like. • Diversity is included in our Adult Teaching level 4 qualification in year 1 for trainers/tutors. • Kaiāwhina are in place across all campuses to ensure Māori and Pasifika ākonga/learners have a voice around matters that relation to Te Ao Māori in our organisation. • An anti-bullying and discrimination policy in place for staff throughout the organisation. • Orientation days held prior to course commencement to allow ākonga/learners to meet class peers, course trainer/tutor & other key staff members on staff.

		• A nurture strategy is in place to support new and staircasing ākonga/learners.
		• Campuses run team building & icebreaker activities frequently throughout ākonga/learners time on campus and in class, this is achieved through our inhouse training and organisation expectations around ākonga/learner centred facilitation, including the use of group collaboration, ice breakers and support-based activities.
		• Campuses run whole campus events where all students are encouraged to participate and engage with each other e.g. cultural days, music events, exhibitions of projects etc.
		• Campuses provide the option for Cultural Groups, encouraging students to participate and share aspects of their culture – groups perform at key industry events and graduation ceremonies and welcoming new ākonga/learners.
		• Qtime (one on one or group option available). Sessions take place every 6-8 week and support the ākonga/learner progression through their course, one on one discussion between the ākonga/learner and the tutor/trainer, these discussions recorded in the student management system. With focus on Work Ready, World Ready skills and functional skill, along with how the tutor/trainer can support their development such as goals and aspirations, interpersonal connection (whanaungatanga) and derailers and any barriers.

Outcome 4: Learners are safe and well	ākonga/learners have a wide range of services both internal and external that are available for them to access should they need this support. All campus managers are deemed the pastoral care managers and are accessible after hours on mobile phones for emergencies. Sonder is at 24/7 app available for all our ākonga/learner to access and provides safety, medical and mental health support. In addition to this we have internal counsellors for ākonga/learners. Our course advisors help to identify any barrier to the ākonga/learner academic success at point of enrolment, including any disabilities or impairments, health, or financial barriers. Health and safety, all incident and risks are reported and logged in safe365. Yoobee colleges has internal health and safety roles and responsibilities, evacuation protocol in place and Critical Incident Management Policy and Procedures. All learners at time of enrolement are required to provide Next of Kin details, they are also required to update these if these detail change at any given point	• Our Learner Success information boards provide advice on community and public services and contact information, help maintain wellbeing and safety, understanding rights and obligations as a tenant in New Zealand and all ākonga/learners have access to the learner success coordinator, Sonder 24/7 App, ACS Counselling services for wellbeing and mental health and safety. • External training from "Umbrella" who present at annual roadshows to promote wellness and good physical/mental health for staff and ākonga/learners. • The learner success coordinator meets with all ākonga/learners that self-identify a disability and carry out an individual needs assessment to best support them through learning strategies, this also includes what assistance they may need in the event of an emergency. • Monthly reports via Safe365 • Student Handbook promotes information on where to find local support services regarding drug, alcohol addiction, safe sex and family planning. • Qtime with trainer/tutor allows learners the opportunity to raise any concerns about themselves in confidence

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	All Campus Managers are deemed the Pastoral Care Managers and are accessible after hours on mobile phones for emergencies. Sonder is at 24/7 app available for all our ākonga/learner to access and provides safety, medical and mental health support. In addition to this we have internal counsellors for ākonga/learners. We receive reports from Sonder that show learners are accessing the service and it is providing support to them, should they wish to use it. As best practice students enter phone contacts of the campus manager on day 1 at orientation. Discussion is held at orientation and information is on the COP noticeboards for our ākonga/learners.	See previous sections outcomes 1-4. • Training workshop for staff on the code of practice at roadshows • Orientation information for students • Campus Noticeboards • International Student Welcome book
Outcome 9: Prospective international tertiary learners are well informed	We seek to understand the needs of prospective international tertiary learners through agent survey, and international student expos and seminars. The information we provided is reviewed and updated to prospective international tertiary leaners through Yoobee's websites, social media accounts, prospectus, and flyers in agent portal, and so on.	• UP 2023 Agent Survey Summary • https://www.yoobee.ac.nz/ • https://www.instagram.com/yoobeecolleges • https://www.youtube.com/@yoobee_colleges • https://agents.up.education/ • CRM records

	We conduct a minimum of two written agent reference checks and enter into written contracts to all active agents. The performance of agent is monitored and assessed by tracking student enrolment activity, visa approval rates, and the resolution of any received complaints. Investigation will be conducted if any misconducts are found, and appropriate sanctions or termination of enrolment may be applied.	
Outcome 10: Offer, enrolment, contracts, insurance and visa	The entry requirements of different programmes for international tertiary learners are available on Yoobee's website. Admissions team will advise learners and agents and issue the offer according to the entry requirements on NZQA approval letter and the most updated information on NZQA website.	• Information on Yoobee website • Emails between admissions officer and agent/student • Emails between admissions officer and faculty leader
	The relevant information is provided to international tertiary students through different ways before entering into enrolment contract. The contract of enrolment is reviewed by internal control tram periodically in line with NZQA best practice.	• Yoobee website • Offer letter • Contract of enrolment • Enrolment acceptance form
	If the insurance fee is paid to Yoobee, we will arrange the Studentsafe inbound leaner insurance for student and make sure the insurance we arranged fulfils the requirements in Code. If the insurance is arranged by student or agent, we will check the insurance policy certificate and wording to make sure it is appropriate. We also check insurance records through CRM periodically to remind student the insurance expiry date and extend the policy if required.	• Insurance records in CRM • Insurance audit records in CRM • Dashboard reports for insurance monitoring • Studentsafe inbound learners brochure • Studentsafe inbound learners policy wording • Email with Studentsafe • Emails with agents/students • Reminder emails with the agents/students regarding the insurance should cover the travel date to NZ until the visa expiry date.
		• Visa checking stamp and signatures from two staff on the visa copy

	Yoobee has our own Licensed Immigration Adviser to deal with the immigration matters for international students. Every visa will be checked by ISSO and then audit by internal control team. The visa records in CRM are monitored closely. Yoobee works closely with INZ education provider email address to report INZ programme changes, intake cancellation, enrolment termination, visa conditions breaches and so on.	• Visa audit records in CRM • Visa View checking result for students with interim visas uploaded in CRM. • Emails with INZ education provider email address • Automatic reminder emails regarding visa expiry date sent to students • Termination of enrolment form and INZ confirmation email uploaded in CRM
	Fee paid by international tertiary learner goes to Public Trust.	• Fee Protect Student Acknowledgement Form signed by international student and campus admin are uploaded in CRM.
	Refund policies and information of international student's right and obligations are listed in the Contract of Enrolment and reviewed as per NZQA requirements.	• Contract of Enrolment
Outcome 11: International learners receive appropriate orientations, information and advice	Both online orientation of Pastoral Care Part and on-campus orientation are organized for international learners before or on the programme start date, which covers the relevant information and advice required in Code.	• Online orientation presentation PowerPoint • Recording of online orientation • Emails sent to international students with online orientation recording
Outcome 12: Safety and appropriate supervision of international tertiary learners	Yoobee doesn't have any U18 international students at campus currently.	N/A