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

Yoobee Colleges Ltd 2025 Self-Review

Reporting Period: 2025

Report Prepared by: Dr Glynnis Brook, Head of Quality, Risk and Academic Governance, Yoobee Colleges Ltd.

Glynnis.Brook@yoobeecolleges.com

Contact: 0278212548

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Code Administrator: New Zealand Qualifications Authority (NZQA)

Governing Document: Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code)

Introducing Yoobee Colleges Ltd

Snapshot
Ākonga: 5,425
Programmes: Range from Level 2 Certificate to Level 9 Master's Degree
Campuses: Auckland (4), Hamilton, Wellington (2), Christchurch, On-Line
Employees: 260
Website: www.yoobee.ac.nz

Yoobee Colleges Ltd. (hereafter referred to as Yoobee) (EDUMIS 9324) is the largest Private Training Establishment (PTE) in Aotearoa | New Zealand and is a key partner of UP Education, a dual-sector education group operating across Australasia. With an ākonga body exceeding 5,425, Yoobee provides high-quality, hands-on education that equips our ākonga with both soft and technical skills, as well as the qualifications needed to secure employment.

To achieve this, Yoobee operates five distinct brands, each specialising in a specific industry vertical. While each brand maintains its distinct market presence and caters to specific industry needs, they operate under a centralised management structure, allowing for efficient resource allocation, shared services, and vision. This structure enables Yoobee to effectively deliver 'work-ready | world-ready' knowledge and skills and contribute to Aotearoa | New Zealand's workforce development.

Yoobee Colleges Ltd Structure

Yoobee College of Creative Innovation (YCCI)

YCCI is a specialist creative and technology college, with over 30 years of experience fuelling the creative and technology industries. Offering a wide range of programmes in animation, film, design, and technology, YCCI provides hands-on, industry relevant education that prepares ākonga for the workplace. With campuses across Aotearoa | New Zealand and a strong online presence, YCCI emphasises innovation, flexibility and an ākonga-centric approach to learning, making it a leading choice for aspiring creatives and technology professionals.

For more information, visit www.yoobee.ac.nz

The New Zealand School of Tourism (NZST)

NZST is a leading provider of education in travel, tourism and aviation in Aotearoa | New Zealand. With multiple campuses, NZST offers a range of hands-on, industry-aligned programmes designed to prepare ākonga for successful careers in these dynamic sectors. The school focuses on practical experience through internships and work placements, with a high rate of job offers for graduates. NZST is committed to building ākonga confidence and delivering education that leads to meaningful employment and progression in this fast-moving industry.

For more information, visit www.nzschooloftourism.co.nz

Elite School of Beauty & Spa (Elite)

Elite is one of Aotearoa | New Zealand's premier institutions for beauty therapy education, offering courses in makeup, skincare, body therapies, and spa treatments. With campuses in Auckland, Hamilton, and Wellington, Elite provides ākonga with hands-on, practical education and training in state-of-the-art facilities. The school is known for its commitment to excellence, providing industry-recognised qualifications that prepare ākonga for successful careers in the beauty and wellness industry.

For more information, visit: www.elitebeauty.co.nz

Cut Above Academy (Cut Above)

Cut Above is Aotearoa | New Zealand's premier college specialising in hairdressing, makeup artistry, and barbering education. With more than 40 years of experience, the academy offers cutting-edge, industry relevant programmes designed to equip ākonga with the skills, knowledge and attributes needed to excel in the sector. Known for its hands-on training, Cut Above provides a learning environment that fosters creativity and technical excellence, ensuring graduates are well prepared to succeed in their careers.

For more information, visit: www.cutabove.ac.nz

Healthcare Academy of New Zealand (HANZ)

In 2022, Yoobee established the Healthcare Academy of New Zealand (HANZ) to address the country's critical shortage of healthcare professionals. This initiative followed extensive consultation with healthcare and government stakeholders, who support Yoobee's role in supplementing healthcare education. HANZ secured funding from the Tertiary Education Commission (TEC) to develop and launch an Enrolled Nursing qualification. Approval for this qualification was granted in 2025. Yoobee's aim is to expand HANZ's programme offerings to include other high-demand healthcare qualifications, further contributing to the growth of Aotearoa | New Zealand's domestic healthcare workforce.

For more information visit: www.healthcareacademy.ac.nz

Evolution of Yoobee

Over the past five years, Yoobee has seen two key phases in its evolution.

In January 2018, Yoobee underwent its first phase of consolidation which merged several PTEs. This involved combining Yoobee School of Design, Design and Arts College, Animation College, South Seas Film School, and AMES IT into a single trading entity. Following the merger and the establishment of core operational processes, a market review was conducted. This review aimed to understand the unique strengths of each former college and the expectations of their ākonga. By integrating these institutions and sharing resources, Yoobee created a transdisciplinary learning environment that catered to ākonga aspirations across creative technologies, design, film, television, and the tech sector.

The UP Board initiated the second phase of amalgamation by merging the NZST Group (EDUMIS 8640) into Yoobee Colleges Ltd (EDUMIS 9324). This decision was in response to two key factors:

- The Government's Reform of Vocational Education (RoVE) introduced in 2020, which significantly altered the operating environment for PTEs, and
- The impact of the COVID-19 pandemic. Specifically, the pandemic's disruption of international tourism and changes in immigration policies led to a sharp decline in ākonga numbers at the New Zealand School of Tourism, necessitating its integration into Yoobee.

In April 2022, Yoobee joined with the New Zealand School of Tourism Group. This restructuring resulted in:

- New Zealand School of Tourism, Cut Above, and Elite School of Beauty and Spa functioning as trading names under Yoobee Colleges Ltd.
- Face and Beauty in Tauranga being rebranded as Elite
- Yoobee's creative school being rebranded as Yoobee College of Creative Innovation (YCCI)
- the establishment of the Healthcare Academy of New Zealand (HANZ) as a distinct trading name and brand

The decision to maintain individual trading brands was driven by persona research, which revealed the unique needs and motivations of each ākonga cohort**.**

Mission

We are dedicated to providing high-quality, hands-on education that equips our ākonga with both the soft and technical skills, as well as the qualifications needed to secure employment.

Introduction

As Yoobee has transitioned into the new structure, we have taken the opportunity to examine all aspects of our organisation, how it operates, and how we deliver outcomes for our ākonga and the wider community. A particular area of focus for the Executive has been to ensure that we have highly effective tools, policies and processes to provide strong "guiderails" for the organisation. A key element of this has been evolving self-reflective skills and capabilities to guide, direct and manage across a complex and geographically distributed organisation.

Yoobee has taken a fundamentally different approach for the completion of our 2025 Self-Review of our performance relative to the Code. This approach has seen Yoobee take a wider and deeper dive into the Code and how it informs and guides our organisation.

Yoobee has used the 2025 Self-Review process as an opportunity to baseline our pastoral care performance, and to include these reflections into our continuous improvement model. This process has led Yoobee to examine its approach to the Code of Practice, with a stronger focus on developing senior leadership capability to ensure the Code's principles are fully embedded across all areas of practice. By integrating reflective self-assessment and evidence-based evaluation, senior leaders are supported to critically analyse performance against the Code's outcomes, identify areas for improvement, and implement strategies that enhance ākonga wellbeing, equity, and overall educational quality. This includes targeted coaching and mentoring to build leaders' confidence in evaluating their own effectiveness, modelling reflective practice, and fostering a culture of continuous improvement and accountability that aligns with the intent of the Code.

The recent work to evaluate and craft a new mission statement to guide the organisation is a good example. While Yoobee has always regarded itself as an "ākonga-centric" organisation, the reflective process involved in developing a new mission statement has brought a renewed focus on putting our ākonga at the centre of everything we do. In that context, constant evaluation on how we manage the day-to-day care of our ākonga and driving ongoing process improvements to deliver better outcomes is being embraced as a core responsibility of all kaimahi.

Four Cornerstones

The NZQA document *Guidance for Tertiary Providers, The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* references the key areas a provider must consider when implementing or reviewing performance under the code. These cornerstones are:

- Wellbeing and Safety
- Te Tiriti o Waitangi
- Learner Voice
- Whole of Provider Approach

The following section provides an overview of our self-review approach in the context of the cornerstones.

Wellbeing and Safety

Yoobee has a range of support services, resources, tools and systems to ensure the wellbeing and safety of our ākonga. At the strategic level Yoobee has an *Educational Performance Strategy* which sets out our vision for facilitating ākonga success, safety and wellbeing.

The Yoobee *Teaching and Learning Strategy 2024-2027* sits alongside the Educational Performance Strategy. It is broad in nature and aspirational in its goals. The Implementation Plan accompanying this strategy provides a mechanism for tracking the achievement of our goals.

Yoobee seeks to have a learning and teaching environment that models the following values for its ākonga:

- demonstrate academic integrity
- are lifelong learners
- are collaborative learners
- are inquiring learners
- are capable learners
- are confident learners
- are progressing towards being autonomous learners
- Iwi are actively involved in supporting ākonga achievement

Yoobee also has a *Disability Action Plan* which includes the following goals:

Disabled ākonga experience an environment that supports, engages, and respects them as individuals while studying at Yoobee Colleges, this includes:

- inclusive participation in all aspects of campus life
- improved physical, environmental, and digital accessibility
- individualised support and alternative arrangements to meet the diverse needs of disabled ākonga

These high-level strategies are underpinned by a policy framework that talks to the “what” and the “why”. The policy library includes (but not limited to)

- Pastoral Care and Student Support Policy
- Learner Rights and Responsibilities Code
- Complaints and Appeals Policy
- Health and Safety Policy

Each policy has an accompanying procedure which focuses on the “who” and “when” questions, with each including an implementation plan.

Additional services supporting ākonga wellbeing include Yoobee’s Learner Success Hub, which includes links to internal and external resources, (including Literacy and Numeracy tools), neurodiverse and disabled specific resources and services, and access to the Learner Success Team. The Learner Success Team has kaimahi sited in each campus who are available to provide focused, dedicated support for ākonga with specific requirements.

Yoobee conducts regular ākonga surveys from welcome through to completion to ensure open channels of communication, opportunities to provide structured and ad hoc feedback, to ensure we remain responsive to issues and concerns that are raised.

The ākonga facing website includes links to all relevant policies, procedures, guides, and information links and resources.

Te Tiriti o Waitangi

Yoobee's strength lies in its diverse ākonga, a tradition we are elevating through a strategic focus on te Tiriti o Waitangi. We are defining excellence and shaping and implementing best practice in Te Ao Māori and tikanga across all campuses and all teams. We remain dedicated to our ākonga, and to providing them with culturally responsive programmes that build skills, knowledge, and attributes that lead to success.

Yoobee aims to empower ākonga Māori to succeed as Māori, while creating a tikanga Māori-informed learning environment for all. Guided by te Tiriti o Waitangi, Yoobee is developing teaching, learning, and assessment strategies to meet the diverse needs of all ākonga, with a focus on creating safe, culturally responsive and relational learning experiences. This approach is underpinned by Yoobee Colleges Māori Strategy for Learner Success.

At an organisation level Yoobee collaborates with Ngāti Whātua in building partnerships in regions outside of Auckland. Yoobee has an external Māori consultant to ensure our approaches are culturally safe and respectful, whilst being authentic to who Yoobee is. Yoobee is actively working to enhance its cultural responsiveness and uphold te Tiriti o Waitangi. An Equity Framework is in development, and implementation plans are in progress.

Acknowledging the need for progress, the executive team has made it a priority to integrate Te Ao Māori throughout the entire organisation, with the goal of establishing a comprehensive national strategy alongside a localised approach to engaging with iwi.

Yoobee is strengthening iwi and hapū engagement to foster an inclusive learning environment by building on national-level engagement with Ngāti Whātua Ōrākei and the 2023 "See, Hear, Feel" framework. An analysis of the way the “See, Hear, Feel” framework has been implemented across campuses has revealed inconsistencies, prompting work towards a unified approach to cultural responsiveness.

Yoobee's localised iwi engagement, utilising the “See Hear Feel” framework, promotes cultural inclusion, allowing ākonga Māori to see their identity reflected in their learning environment. This strengthens learning, develops cultural competency, and enhances partnerships, enriching the curriculum and providing a safe, culturally sensitive environment that allows ākonga to thrive.

Kaumātua Partnerships
Yoobee enhances ākonga Māori achievement through meaningful relationships with iwi-endorsed Kaumātua. These respected elders support Yoobee's commitment to te Tiriti o Waitangi. We are working to develop these relationships so we can work in partnership to integrate Māori perspectives into programme design and delivery, ensuring relevance for ākonga Māori. Kaumātua also play a vital role working with Campus Managers to foster a culturally safe atmosphere by bringing the ‘See Hear Feel’ model to life for both ākonga and kaimahi, and in guiding governance and management in their adherence to te Tiriti o Waitangi and local tikanga and kawa.

Key Partnership Aspirations
To further strengthen its commitment to cultural responsiveness and the success of ākonga Māori, Yoobee is undertaking several key initiatives.

There will be a focused effort to enhance the cultural competency of all kaimahi, equipping them with the skills and knowledge necessary for culturally relevant teaching practices. Yoobee's campus facilities will be intentionally aligned with the principles of the “See Hear Feel” framework, ensuring that the physical environment reflects Te Ao Māori in meaningful ways. Campus events will be guided by tikanga, creating authentic and culturally enriching experiences for all ākonga. To ensure the curriculum is relevant and respectful, programme design has been strengthened with deeper consultation with iwi. A review of the programme development and assessment design process has been completed and is ready for implementation.

To provide direct support and guidance, further kaumātua mentorship opportunities are to be established for ākonga. These interconnected initiatives demonstrate Yoobee's ongoing dedication to fostering an inclusive and culturally rich learning environment that supports the success and well-being of all ākonga, particularly ākonga Māori, while upholding the principles of te Tiriti o Waitangi.

Learner Voice

Overview of Ākonga Engagement

Recognising that ākonga success is integral to Yoobee's own success, Yoobee values and actively seeks ākonga feedback to better understand and support their academic journey towards successful

programme completion. Ākonga engagement is embedded within Yoobee's Quality Management System (QMS) policies and procedures, which encourages participation, monitors performance through attendance and academic guidelines, and provides clear pathways for re-engagement when disengagement is identified. The ākonga perspective is central to Yoobee's survey processes, which informs Annual Programme Evaluation Reviews (APERs), and provides feedback to campuses. Individual ākonga voices are heard through pastoral care processes like Q-time, while their collective voice is engaged through representatives, Kaiāwhina roles, campus events, and ākonga representation on boards and committees (beginning in 2025). These actions ensure that ākonga perspectives are considered in decision-making.

Identifying barriers to engagement at enrolment

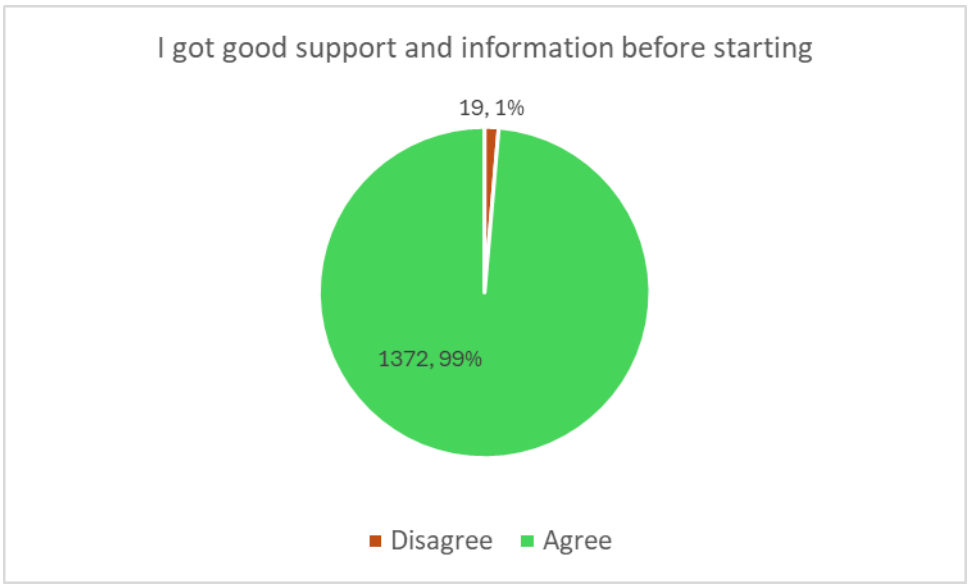
Yoobee provides comprehensive support for prospective ākonga before enrolment. Individuals can engage through expos, high school visits, whānau evenings, holiday programmes, and by accessing information via websites, brochures, and information packs. Student Recruitment Advisors and Course Advisors answer enquiries and organise campus tours for prospective ākonga and their whānau to experience the learning environment firsthand. These tours highlight the campus vibe and programme scope, with kaimahi and current ākonga often interacting organically with prospective ākonga, fostering a sense of belonging. Advisors build rapport by identifying strengths, aspirations, goals, and motivation to help individuals choose the right programme. They also discuss prior qualifications and work experience, check entry requirements, and thoroughly explain the enrolment process. Advisors identify potential learning needs and discuss available support, informing Learner Success Coordinators of any disclosed impairments or barriers so support mechanisms can be instigated. This enrolment interview and needs assessment marks the first step in the ākonga success framework. A dedicated International Team has developed parallel but tailored engagement models to build robust relationships with international ākonga.

Post-enrolment and before programme start, ākonga are provided with a Student Handbook that provides information about studying at Yoobee. This is supplemented by programme and course-specific information. Advisors offer support, administrators assist with Studylink navigation, and the international support and Compliance Advisors provide specific assistance for international ākonga.

These roles offer international ākonga advice on immigration and visa requirements, orientation to Aotearoa, Yoobee and the programme, and provide general support and information as required.

Recognising that entering tertiary study can be daunting, Yoobee implemented nurture programmes in 2023, providing programme-specific information, Studylink guidance, and invitations to campus events (with virtual options for online ākonga). The nurture programme was enhanced in 2024 with "Loanchella" for Studylink support and "Meet and Greet" events for ākonga and whānau to connect with peers and kaimahi. Further nurture programme development is planned for 2025, and the impact of these initiatives will be evaluated.

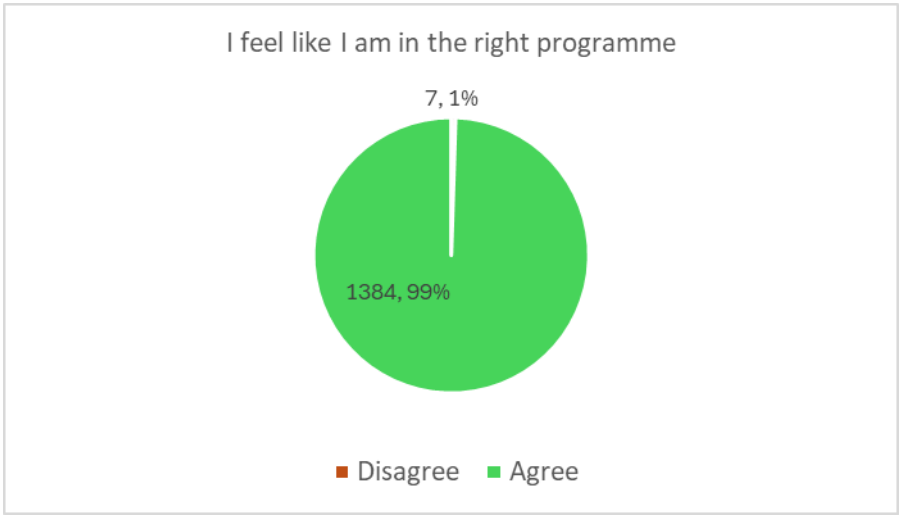
Welcome Survey feedback from 2025 indicated that 99% of ākonga felt they received good support and information before starting their programme.



Guiding Pathways – staircasing to higher learning

Pathway conversations are integrated throughout the ākonga journey at Yoobee. Initial discussions about internal and external pathway options occur during the enrolment interview with Student Recruitment Advisors and Course Advisors.

Once programmes begin, pathway discussions continue during kaimahi-led Q-time. Scheduled staircasing pathway sessions involve kaimahi and Team Leaders from higher-level programmes visiting classes to present information and answer questions, enabling ākonga to make informed decisions about their future studies. Ākonga can discuss staircasing options with various kaimahi at any point. Feedback from the 2025 Welcome Survey indicated that 99% of ākonga felt they were enrolled in the right programme of study.



Ākonga Survey Feedback

Yoobee mandates that all ākonga have opportunities to provide feedback on courses and programmes through surveys and representative systems. Ākonga success and retention data, and feedback provided by ākonga, are reviewed by Boards of Studies and the Executive.

Throughout their studies, ākonga provide feedback via welcome, programme (mid and end), and (newly introduced in 2024) course surveys. Welcome surveys assess enrolment and orientation, mid and end-of-programme surveys cover assessment, resources, support, and personal growth, while course surveys evaluate teaching, learning, resources, assessment, and support. These enable ākonga to highlight strengths and areas needing more support, and to suggest improvements.

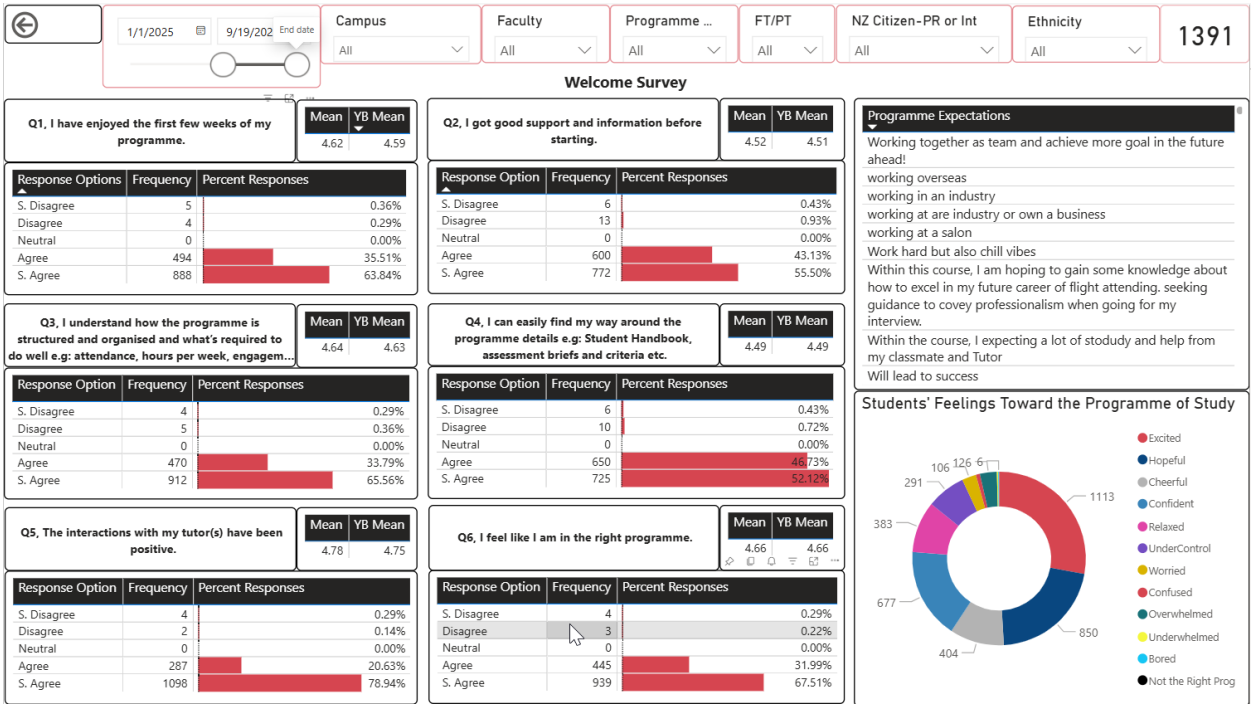
Yoobee has continued integrating systems, centralising processes, aligning surveys, developing real-time Power BI reporting dashboards, and providing kaimahi training. In 2024, the brands aligned on centrally administered, standardised surveys. This resulted in some changes such as the welcome survey introduced for NZST brands, consistent online welcome surveys, and new course surveys across all campuses replacing previous subject evaluations. Below are examples of survey results and dashboards.

YOOBEE COLLEGES

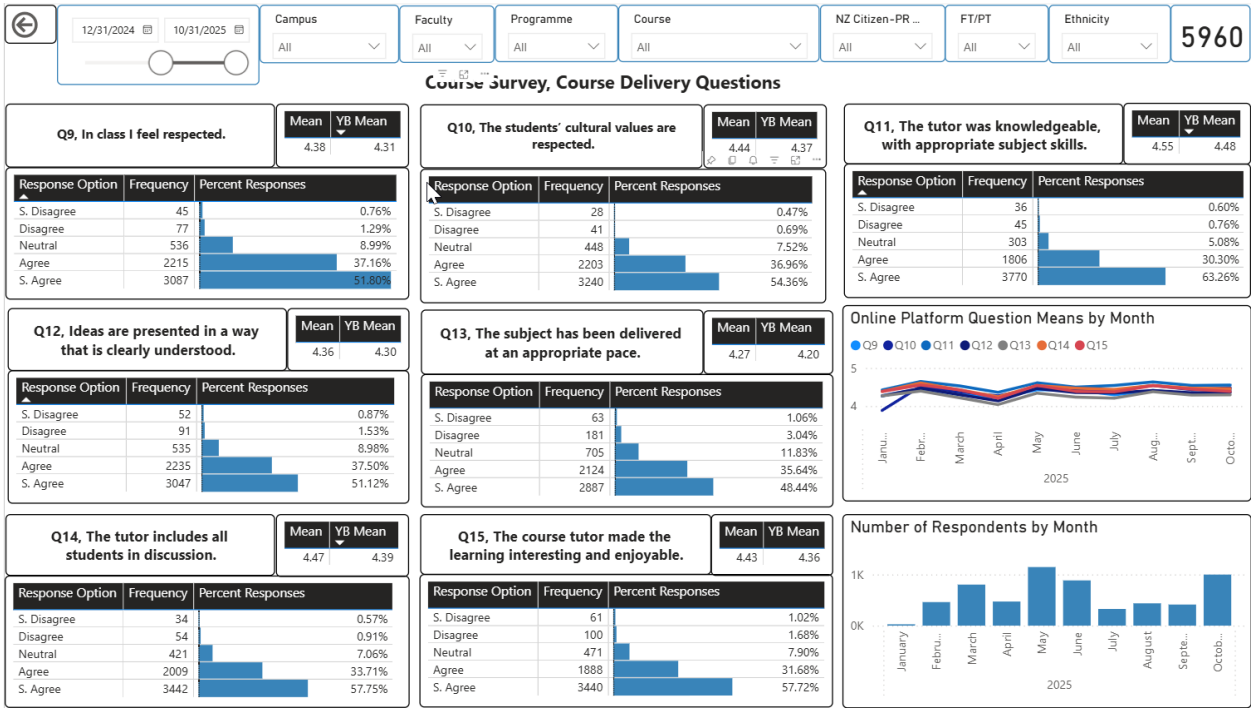
STUDENT OVERALL SATISFACTION
BY PROGRAMME

	Participation	Satisfied
Animation		
Bachelor of Animation (Level 7	130/195 (67%)	74%
Diploma in Animation (Level 5)	76/65 (40%)	85%
New Zealand Diploma in Animation (Level 6)	11/15 (73%)	78%
Design		
Diploma in Creative Marketing (Level 5)	17/69 (25%)	61%
Diploma in Digital Design (Web and Graphic Design) (Level 5)	25/36 (69%)	86%
Diploma in Creative Digital Design (Level 6)	11/18 (61%)	68%
Diploma in Web and UX Design (Level 6)	19/27 (70%)	74%
Film		
Certificate in Arts and Design (Level 4)	11/10 (110%)	78%
Diploma in Film and Content Creation (Level 5)	72/92 (78%)	88%
New Zealand Diploma in Film & Television Production (Level 6)	72/117 (61%)	90%
Foundation		
Certificate in Creative Media (Level 4)	70/82 (85%)	87%
Technology		
Bachelor of Software Engineering (Level 7)	51/68 (75%)	94%
Diploma in Software Development (Level 6)	18/47 (38%)	64%
Beauty		
Certificate in Makeup Artistry (Level 4)	2/10 (20%)	57%

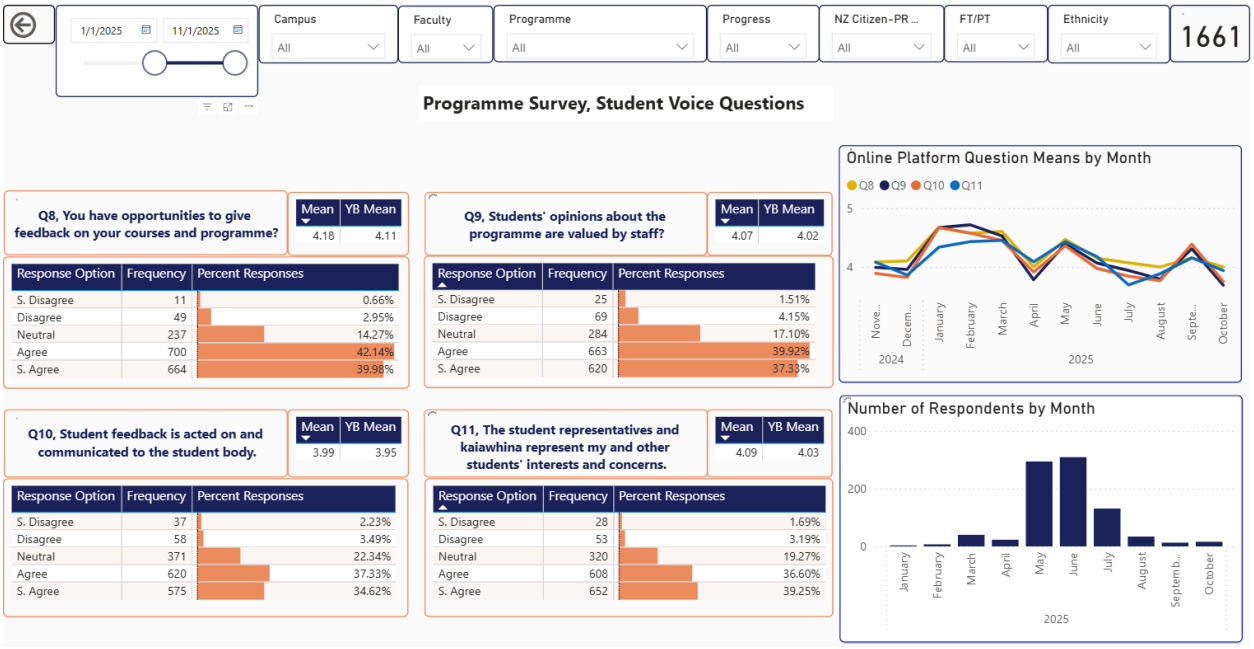
Welcome survey dashboard



Course survey dashboard



Programme survey dashboard



These dashboards have shifted Yoobee from static, brand-specific reporting to dynamic reporting using common metrics across the entire organisation. This allows for more effective use of ākonga feedback data at both detailed and broad levels. Analysis of the 2025 Programme Survey revealed that 77% of the 924 respondents agreed or strongly agreed that they had opportunities to provide feedback on their courses and programmes. This data underscores the importance of open feedback channels in driving continuous improvement, enhancing programme quality and relevance, addressing concerns, and fostering a more engaging and supportive learning environment.

Yoobee recognises the need to improve the usefulness and effectiveness of its feedback processes and increase ākonga engagement to ensure the feedback accurately reflects overall views and that feedback is incorporated. Discovery work in November 2024 revealed survey fatigue, particularly with a lengthy Programme Evaluation Survey, and a lack of outcome data for Te Poari Mātauranga | Academic Board. Consequently, a working group led by the Quality Performance Analyst has been formed to examine the nature and value of current surveys, seeking kaimahi and ākonga participation. A revised survey policy and procedure have been approved, and a Process Maturity Assessment (early 2025) highlighted the need to review survey distribution, structure, reporting, and to create a kaimahi reference guide for interpreting and acting on feedback. There is a need to demonstrate to ākonga how their feedback leads to tangible improvements through stronger feedback loops to enhance engagement. This work is ongoing.

Ākonga voice on Yoobee Boards

In 2024, a self-review identified a need to strengthen ākonga representation on Yoobee's committees, including Te Poari Mātauranga | Academic Board and its sub-committees, and to expand ākonga

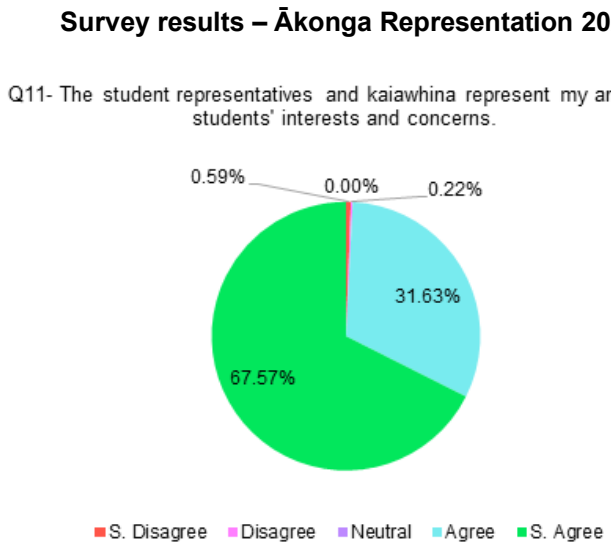
engagement opportunities across the organisation. This is a priority for 2025/26. Ākonga representatives have been appointed (via Expressions of Interest) to positions on the following: the Academic Board, the Quality Evaluation Committee, and the Research committee, with appointments pending for the Teaching and Learning Committee. This representation brings the ākonga voice to the table. Plans are in place to induct the ākonga into these roles.

Ākonga Representatives and Kaiāwhina meetings

Yoobee uses both ākonga representatives and the newly introduced (in 2023) Kaiāwhina - Māori and Pasifika Student Advocates to ensure ākonga voices are heard. Kaiāwhina are nominated ākonga who

- act as advocates for peers who may be hesitant to seek support
- advise on cultural and academic matters
- share ākonga perspectives

Representatives are democratically elected by their peers and meet monthly with the Campus Manager. They present class views on various topics and are change agents for both peers and the organisation. Both roles have specific position descriptions and are supported by Campus Managers and induction workshops. A 2024 Programme Survey revealed that 71% of 2,127 ākonga agreed or strongly agreed that student representatives and Kaiāwhina effectively represented their interests and concerns.



Academic Success & Ākonga Support

Yoobee prioritises academic success and has established processes and procedures that monitor attendance, academic progress, and the identification and actions to support individual learning needs. The impact is demonstrated in the following examples of feedback.

"I didn't understand a question in an assessment, and [the Kaiako] instantly set up a video call."

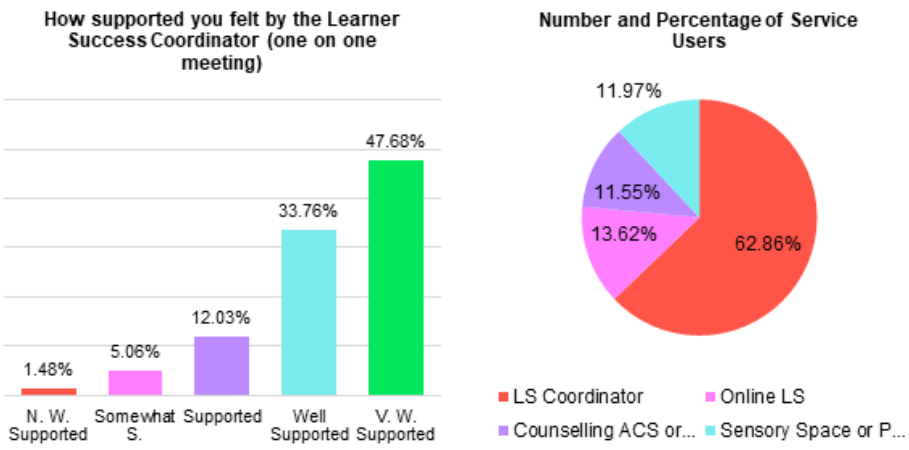
"Allowing me to talk through the difficulties I have in my course and help find solutions."

"Staff make a real effort to understand the difficulties I might be having with my work"

Individual Ākonga Support

Yoobee is dedicated to creating an inclusive and diverse learning environment for all ākonga. A 2022 re-structure established a unified Learner Success Team to provide consistent support for underserved ākonga, working as a key support system to equip campus operational teams with the necessary tools and knowledge. Learner Success Coordinators are embedded within campuses to enhance the academic achievement of priority ākonga, including Māori, Pasifika, disabled, and those with low literacy or numeracy. Their responsibilities include conducting needs assessments, developing tailored learning strategies, encouraging disclosure so these needs can be addressed, and facilitating external referrals. The Learner Success Hub provides resources to strengthen kaimahi capability in supporting ākonga. The overarching goal is to embed targeted support systems that drive equitable educational outcomes for Māori and Pasifika ākonga, those with low literacy/numeracy levels, neurodiversity, disabilities, and those at risk of withdrawal. Feedback from 2024 ākonga surveys on Learner Success Coordinator support was highly positive, with a mean score of 4.21 (on a scale where 4 is the target). 81.4% of respondents reported feeling well-supported or very well-supported.

Learner Success Coordinator survey



Examples of narratives linked to the survey are below.

"They gave me the confidence and motivation to keep going and to do my best."

"… the neurodiversity support, has provided me with tools that have literally changed my life for the better. He has introduced me to apps that have significantly improved my work."

"… is great to talk to and is regularly posting resources to use."

"They understood how I was feeling and supported me when I was struggling."

Whole of Provider Approach

Ākonga Success Framework

In 2023, Yoobee Learner Success introduced a 10-Step Ākonga Success Framework specifically for disabled and neurodiverse ākonga. This framework aimed to create consistency across all campuses, guiding intervention points for Learner Success Coordinators, Team Leads, Campus Managers and kaimahi. An evaluation at the end of 2023 identified that while monthly/bi-monthly meetings were valuable, the responsiveness of action plans could be improved. In 2024, Yoobee began reviewing the agreed actions from these meetings to address any ongoing barriers and find solutions as quickly as possible.

An Online Ākonga Success Framework is also in play, specifically designed as a process that acknowledges and accommodates the self-directed nature of online learning. This framework is adapted to meet the distinct needs of online ākonga, ensuring effective support and promoting their success within the virtual learning environment. Support is available for all online ākonga.

Ākonga Success Needs Assessments and planning

Yoobee's Learner Success Coordinators use three specialised needs assessment tools to identify individual learning needs and create personalised support plans. Assessments explore past learning experiences, motivation, triggers, and communication preferences, with specific questions focused on literacy and numeracy, Māori and Pasifika (covering financial, community, family, and cultural aspects), and disabled/neurodiverse (focusing on tools, sensory needs, and environment). This understanding allows kaimahi to adapt their teaching. With ākonga consent, personalised support strategies are developed, potentially including assistive technology, coping strategies, regular check-ins, kaimahi support, and reactivating any support previously found to be useful. 2024 data from 645 ‘at-risk’ ākonga showed positive outcomes, demonstrating the effectiveness of Yoobee's support approach.

At-Risk 2024 data

Status of Enrolment	Māori	Pasifika	Low Literacy & Numeracy	Disabled
Currently enrolled and progressing	19	56	49	51
Finished & Complete	33	114	122	72
Finished Incomplete	-	4	2	6
Withdrawn	27	34	28	28

Of all ākonga identified ‘at risk’, 80% of monitored ākonga either completed their qualification or are actively progressing. 18% have withdrawn, and 2% reached an incomplete status. These results suggest our current strategies are supporting engagement and success for many, although reducing the 2025 withdrawal rate remains a goal. International support needs are accommodated by International Student Support Advisors.

Sensory Spaces

In 2023, in line with its commitment to inclusivity, Yoobee identified a need for sensory spaces on campuses for neurodiverse ākonga. These sensory spaces have been progressively deployed to all campuses. This action recognised the need for varied environments to support different learning styles. These safe, calm, and stress-free rooms are equipped with sensory products and tools designed to aid decompression, relaxation, and self-regulation, and to provide privacy. Ākonga can choose from a range of tactile tools like fidget spinners and stress relievers, as well as regulation aids such as ear defenders, weighted blankets, and bean bags to reduce anxiety and sensory overload. Providing a space to manage sensory input allows individuals to regain equilibrium, improving focus, engagement, and academic performance. Fact cards and posters within sensory spaces enhance understanding of the equipment's benefits and raise awareness about neurodivergence. Feedback from ākonga surveys across all campuses highlighted the positive impact of these sensory spaces. Examples of the feedback are:

"I am glad there is a sensory space in the Auckland campus as I have anxiety and can go into the room when I get too overwhelmed rather than sitting in the bathroom."

"I enjoy having a space to unwind during stressful days and the space is well suited to my needs as someone on the autism spectrum."

"I felt as if I had personal space to myself."

"I like that the sensory room is quiet and dark and that I can go in there during my break to hide and be away from lots of people and noise on level 1 which means I can calm before going back to class".

Ākonga Success Hub for Kaimahi

Yoobee's Learner Success Hub, a centralised platform on the kaimahi hub (Sharepoint), provides kaimahi with resources to better understand and support the diverse needs of ākonga. The resources include information on external support, diversity events, and sensory products. Specific content examples include literacy and numeracy resources, training brochures (developed in 2024) on Autism, Dyslexia, Mental Health, Dyscalculia, and Dyspraxia), and an annual Diversity Calendar to help campuses plan inclusive events.

Q-time is a vital pastoral care process where kaimahi meet individually with ākonga based on the Ambition/Goals, Individual Connection, Derailers/Barriers (AID model) to build relationships, identify concerns, and remove barriers. Q-time allows ākonga to share experiences, cultural perspectives, and challenges while recognising progress and offering support. Q-time notes are recorded. Q-Time is designed as a personalised time to support success. Feedback from 2024 ākonga surveys highlights that Q-time is helpful, comforting, and beneficial.

Ākonga Pastoral Care

Yoobee is committed to comprehensive pastoral care throughout the ākonga learning journey, from enrolment to employment, proactively addressing potential barriers to success. Campuses cultivate an inclusive environment through a whole-campus approach involving all ākonga and kaimahi.

As a signatory to the Code of Practice, Yoobee conducts self-assessments for ongoing compliance.

In 2023, to address increasing demand for mental health services, Yoobee implemented a process enabling kaimahi to support ākonga to identify challenges and connect them with external support. Initial conversations with trusted kaimahi can resolve some issues, which are documented. For more complex needs, ākonga can be referred to the external online counselling provider, Australian Counselling Service (ACS), for three free sessions. In March 2025, the number of free sessions increased to eight. ACS prioritises mental health care and has been provided with resources to understand the needs of ākonga Māori.

In 2024, Yoobee expanded its support by partnering with AUT to host supervised trainee counsellors on-site, providing a more suitable approach for Māori and Pasifika who prefer face-to-face counselling. Learner Success Coordinators also assist ākonga in engaging or re-engaging with their existing support networks. Crises are immediately escalated to the Campus Manager. Yoobee has provided access to Mental Health First Aid and Safety, and Crisis Resilience training for kaimahi, with many having participated.

Health and Safety Framework

Yoobee is committed to ensuring the health, safety, and wellbeing of ākonga. Since 2020, Yoobee has partnered with Sonder, a 24/7 safety, medical, and mental health support service accessible via a smartphone app for all domestic and international ākonga, offering care through technology and human support and featuring *"track my journey"* and *"check on me."* The system assists with illnesses, accidents, and mental health concerns via multilingual live chat or phone calls, with in-person support available in Auckland, Hamilton, and Wellington. While Yoobee and its kaimahi remain responsible for pastoral care, Sonder serves as an additional tool for safety and wellbeing. In case of serious illness or accident reported through Sonder, the Campus Manager receives immediate notification of the initial response and a full incident report within 24 hours to ensure ongoing support.

In addition, Yoobee used Safe365 after a review by Pillar Consulting in 2021. In 2024, Yoobee transitioned to Safety Champion. This enhanced platform allows kaimahi to efficiently report risks, near misses, and incidents.

Campus Managers and Learner Success Coordinators conduct twice a year site audits to ensure campuses meet the support needs of individual disabled learners.

Yoobee Colleges Ltd: 2025 Annual Pastoral Care Code Compliance Self-Review Report

Reporting Period: 2025

Report Prepared by: Dr Glynnis Brook, Head of Quality, Risk and Academic Governance, Yoobee Colleges Ltd

Glynnis.brook@yoobeecolleges.com

Contact: 0278212548

Date of Submission: 31.10.2025

Code Administrator: New Zealand Qualifications Authority (NZQA)

Governing Document: Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code)

1. Executive Summary

This report outlines the findings of the annual self-review against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, covering all campuses and modes of delivery for Yoobee Colleges Ltd. (hereafter referred to as Yoobee).

Overall, Yoobee confirms a strong commitment to and compliance with the requirements of the Code. The institution's pastoral care systems (Te Manaaki i Ngā Ākonga) are deeply embedded in our strategic goals and daily operations.

Key Findings:

Areas Assessed as Well Implemented:

Outcome 9: Prospective international tertiary learners

Outcome 10: Offer, enrolment, contracts, insurance, and visa

Outcome 11: International learners receive appropriate orientations, information, and advice.

Areas Assessed as Implemented:

Outcome 1: A learner wellbeing and safety system

Outcome 2: Learner Voice

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Outcome 4: Learners are safe and well.

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners.

Outcome 12: Safety and appropriate supervision of international tertiary learners

Overall Assessment of implementation: Implemented

Areas for Enhancement (Identified Gaps/Next Steps):

Yoobee operates campuses in Auckland (3) Wellington (2) Hamilton (2) and Christchurch (1).

The primary focus in 2025 has been the introduction of campus-based Maturity Assessments. This initiative is intended to align our measurement and reporting of Pastoral Code compliance with Yoobee's wider Quality Management Framework. This mahi has been led and championed by the Head of Operations and Head of Quality, Risk and Academic Governance.

The broad approach is to benchmark performance of the outcomes expected, and processes that underpin them, on a campus-by-campus basis. This has enabled Yoobee to identify areas of best-practice and to work with each Campus Manager to focus on aligning campuses to the best practice standard.

In parallel, the Campus Leadership team conducted an enterprise "current state" assessment against each of the Codes outcomes and processes and defined a collective "target state" objectives.

The outcome of Process Maturity review process is that a range of objectives have been defined for 2026 (Refer section 6).

2. Context and Methodology

Self-Review Process: The review was conducted by the Yoobee Head of Quality, Risk and Academic Governance in conjunction with the Head of Operations, using a combination of the NZQA Gap analysis model and Yoobee's bespoke Maturity Assessment Model which is in wide use as part of the Yoobee Quality Management Framework.

Process Documentation: As part of Yoobee's journey to a "centrally managed, distributed delivery" operating model, a progressive review of all policies and their underlying procedures is being completed (target completion date end of 2026). The objective is to ensure all policies (and the underlying procedures) are relevant, constructive, ākonga focussed and fit for purpose. The intention is to hard-wire policy and process conformity to standard operational reporting to ensure strong process compliance, including the ability to track, report and provide substantiating evidence.

3. Compliance Status: Outcomes for ALL Learners (1–7)

Code Outcome	Process Requirement	Compliance Status (Fully Compliant / Partially Compliant / Gap Identified)	Evidence/Data Summary	Corrective Action Plan (If applicable)
Outcome 1: Organisational Wellbeing and Safety System	The organisation adopts a whole-of-organisation approach to learner wellbeing and safety.	Partially Compliant	Strategic Plan references, annual reporting to Governing Body, Pastoral Care Policy review dates.	Finalise and roll out updated Kaimahi Code of Conduct by Q2.
Outcome 2: Learner Voice	Learner voice is valued, heard, and acted upon.	Partially Compliant	Ākonga Representative meeting minutes, frequency of ākonga pulse surveys, action log resulting from ākonga feedback, Akonga membership on key academic committees	Increase frequency of Campus Manager/Ākonga Advocacy meetings from monthly to fortnightly.
Outcome 3: Safe, Inclusive, Supportive Physical and Digital Learning Environments	The physical and digital environments are safe, inclusive, supportive, and accessible.	Partially Compliant	Health & Safety audit reports, Accessibility policy, IT security protocols, digital platform user guide accessibility features.	Conduct an independent audit of campus lighting and security access procedures by Q4
Outcome 4: Learners are Safe and Well	The organisation has systems for responding to risks to learner safety and wellbeing.	Compliant	Critical Incident Response Plan (CIRP) review log, kaimahi training register (mental health first aid), documented referral pathways to external services.	
Outcome 5: Physical Facilities and Services	Learners have safe, accessible, and inclusive access to facilities and services.	Compliant	Availability of common spaces, library/resource access, cafeteria/break area provision, transport, and parking information.	
Outcome 6: Learner Accommodation (Tertiary)	Any accommodation provided or arranged by the provider is safe and appropriate.	**N/A** (Yoobee does not provide/arrange accommodation).		
Outcome 7: Complaints	Learners have access to a clear and timely complaints and dispute resolution process.	Compliant	Complaints Policy, log of complaints received/resolved, compliance with Fairways Dispute Resolution Scheme (DRS) membership.	Improve tracking of complaint resolution timeframes to meet internal KPI of 10 business days.

4. Compliance Status: Outcomes for INTERNATIONAL Learners (8–12)

Code Outcome	Process Requirement	Compliance Status (Fully Compliant / Partially Compliant / Gap Identified)	Evidence/Data Summary	Corrective Action Plan (If applicable)
Outcome 8: Responding to Distinct Needs	The organisation responds to the distinct wellbeing and safety needs of international learners.	Compliant	Dedicated International Ākonga Support staff roster, multilingual resources, cultural training for kaimahi.	
Outcome 9: Prospective Learners are Well Informed	Information supplied to prospective international ākonga is comprehensive, accurate, and up to date.	Compliant	International Prospectus review dates, website accuracy audit, agent training register.	
Outcome 10: Offer, Enrolment, Contracts, Insurance, and Visa	International learners are supported with enrolment, contracts, insurance, and visas.	Compliant	Offer of Place/Contract templates verified for compliance, insurance verification process documentation, visa compliance check log.	
Outcome 11: Appropriate Orientations, Information, and Advice	International learners receive appropriate orientation, information, and advice.	Compliant	Orientation checklist completion rates, content of pre-departure and arrival briefings, access to academic advice.	
Outcome 12: Safety and Appropriate Supervision (Under 18)	Appropriate accommodation, safe travel, and supervision is ensured for international learners under 18.	**N/A**		

5. Attestation Statement – Not required this year

I, the Chief Executive Officer/Director of Yoobee Colleges Ltd., attest that:

1. This self-review has been completed in accordance with the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.
2. The information contained within this report is accurate and reflects the current state of policies, procedures, and practices at the time of review.
3. Yoobee Colleges Ltd. is committed to addressing all identified gaps and pursuing continuous enhancement of pastoral care services for all ākonga.

Name: [Chief Executive Officer/Director Name] **Role:** [Chief Executive Officer/Director]

Signature: _____ **Date:** _____

6. Continuous Improvement and Next Steps

This self-review will feed directly into the organisation's annual Continuous Improvement Plan. The following high-level actions are prioritised for the coming year:

2026 Objective	2026 "Done" statement
Objective 1: Align all campuses (Including the online campus) to meet the agreed national benchmarks for Pastoral Code compliance	Baseline each campus 12 months after the first review (October 2025) have identified clear evidence of national alignment (e.g.: very few outliers)
Objective 2: Develop a roadmap for our Pastoral Care compliance within online campus – recognising that the challenges and solutions for online are fundamentally different.	A Roadmap has been presented to, and accepted by, the Executive Leadership Team. This includes tangible, time-bound milestones that are being tracked and reported against.

Objective 3: Build capability within the campuses – drive initiatives to deepen our knowledge of, and obligations under, the Pastoral Code	Campus training plans and evidence of completion. Campus Pastoral Code focus meetings, agendas, and actions
Objective 4: Recognise that Pastoral care is part of a wider strategy across Yoobee – bring campuses into alignment with ways of working, systems, and processes where this makes sense for ākonga and Yoobee. Hence the campus-based benchmarking and objective setting	Largely delivered by Objective 1
Objective 5: Communicate our Code strategy and objectives widely and effectively. Move our thinking about our code compliance to the centre of our thinking.	Evidence of communication (ākonga & kaimahi) from surveys Annual benchmarking review
Objective 6: A governance and oversight structure is established that gives ELT confidence that appropriate focus and progress is maintained	Evidence of structure and reporting to Executive Leadership Team
Objective 7: Review all pastoral care documentation to ensure genuine partnership and protection principles are reflected and understood by all kaimahi.	Academic and Pastoral Care Leadership Team have reviewed documentation and reported to ELT. Kaimahi survey data reflects high level of understanding
Objective 8: Implement a new digital notification system to track and log all pastoral support interactions centrally, improving data integrity for future self-reviews.	Tracking system is implemented and in wide use
Objective 9: Schedule mandatory refresher training for all kaimahi on Critical Incident Response (CIR) and the complaints resolution pathway (Outcome 4 & 7).	Training has been completed by all Kaimahi
Objective 10: Introduce a formal annual ākonga representative summit to review the effectiveness of support services and generate formal recommendations.	Representative summit established and recommendations are flowing to ELT